





Inter American University of Puerto Rico  
Guayama Campus  
Health Sciences Department



# Baccalaureate of Science in Nursing Program SELF-STUDY REPORT 2023



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## **List of Acronyms**

**AACN**- American Association of Colleges of Nursing  
**ADA**- Americans with Disabilities Act  
**ADASN**- Associate Degree in Applied Science in Nursing  
**AY**- Academic Year  
**AYs**- Academic Years  
**BSN**- Bachelor Science of Nursing  
**BSNP**- Baccalaureate of Science in Nursing Program  
**CCNE** - Commission on Collegiate Nursing Education  
**CEO**- Chief Executive Officer  
**CNA**- Chief Nurse Administrator  
**CPEPR**- Colegio de Profesionales de la Enfermería de Puerto Rico  
**CUIH**- Centro Universitario Inter Humacao  
**FTE**- Full Time Faculty Equivalency  
**GC**- Guayama Campus  
**GEP**- General Education Program  
**IAC**- Information Access Center  
**IAUPR**- Inter American University of Puerto Rico  
**IAUPR-GC**- Inter American University of Puerto Rico-Guayama Campus  
**IMOL**- Information Multimedia Open Lab  
**JCAHO**-Joint Commission on Accreditation of Health Organization  
**NPAB**- Nursing Program Advisory Board  
**NSA**- Nursing Student Association  
**PR**- Puerto Rico  
**SLOs**- Student-Learning Outcomes

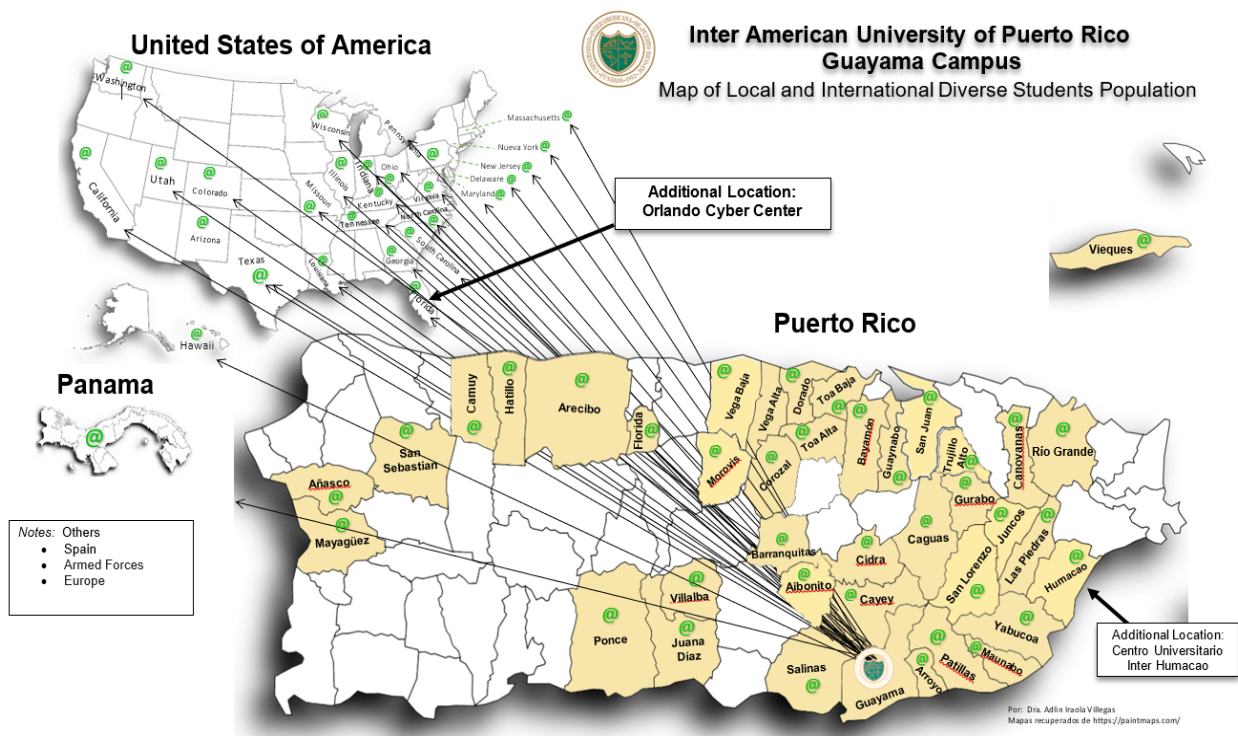
## Institution Overview

### Overview of Inter American University of Puerto Rico Guayama Campus and Baccalaureate of Science in Nursing

#### Description of the Campus

Inter American University of Puerto Rico (IAUPR) is a multi-campus system, with eleven academic units. It is a private, non-profit institution with Christian heritage and an ecumenical tradition. The governance of this system rests with a Board of Trustees and a President who is empowered to be the Chief Executive and Academic Administrative Officer. Guayama Campus (GC) is one of the eleven higher education units, established in 1956. Inter American University of Puerto Rico-Guayama Campus (IAUPR-GC) has forty-three (43) academic programs as follows: three (3) postsecondary certificates, thirteen (13) associates, twenty-one (21) baccalaureates, and six (6) master's degrees. Moreover, it also provides academic services at the two Additional Locations, Centro Universitario Inter Humacao, Puerto Rico (PR) and Orlando Cyber Study Center in Florida. GC is located in an area of fifty acres of land on Road 744. K.1, H.2 of Bo. Machete in the southern part of Guayama. Its student population is mainly low-income from Guayama and other locations. Figure 1, shows the map of local and other international student populations being served by GC.

Figure 1. Map of Local, USA, and International Locations of Students Being Served by GC



Source: Registrar's Office, 2022.

Guayama Campus Chancellor, as a chief executive officer (CEO), has collaboration from the Dean of Academic Affairs, Dean of Students, Dean of Administration, and Enrollment Management Director as presented in Guayama Campus Organizational Chart (Appendix 1). On the other hand, the Dean of Academic Affairs receives support from the Associate Dean of Academic Affairs, and five academic department directors as follows: Agricultural and Animal Sciences; Business Administration and Entrepreneurial Development; Education, Social Sciences and Humanistic Studies; Natural Sciences and Technology; and Health Sciences. On the other hand, GC has an Additional Location, Centro Universitario Inter Humacao (CUIH), where the Baccalaureate of Sciences in Nursing is also offered since the Academic Year (AY) 2018-2019. This program is part of the Health Sciences Department of GC, who also has a director with Ed.D., M.S.N., and B.S.N. This Center is located at #2 Noya & Hernández Street in Humacao, Puerto Rico.

The total enrollment of the GC for AY 2019-2020 to 2021-2022 has ranged from 1,805 to 1,612. Of this total enrollment for the same AYs the undergraduate enrollment is fluctuates from 1,634 to 1,408. However, for AY 2019-2020 to 2021-2022, the enrollment for the Bachelor of Science in Nursing Program (BSNP), ranged from 399 (24%) to 385 (27%), including the BSNP enrolment at the CUIH. It is important to note that in spite of the fact that the total enrollment of the campus has decreased during the last five years, the need and demand for nursing professionals has motivated students to enroll in the BSNP. Of the BSNP enrollment, most of the students are Puerto Rican and/or from international locations. Table 1, present information about IAUPR-GC and BSNP Enrollment for AY: 2019-2020 to 2021-2022.

**Table 1: IAUPR-GC and BSNP Enrollment Academic Years: 2019-2020 to 2021-2022**

Academic Year	GC Total Enrollment	GC Undergraduate Total Enrollment	BSNP Total Enrollment	BSNP Enrollment Percent
2019-2020	1,805	1,634	399	24%
2020-2021	1,668	1,526	384	25%
2021-2022	1,612	1,408	385	27%

Source: *IAUPR Statistical Reports, 2022.*

As part of the academic offerings, GC has offered a BSNP for the last thirty-four years. This program prepares graduates with the required competencies to work as generalist nurses. Thus, this CCNE Self Study Report high-lights the success of both BSNP active students and graduates. Most of the graduates continue providing health care services to diverse communities in PR and other parts of the world. Besides, many graduates have been promoted to administrative health positions, and continue graduate studies, and others.

According to the BSNP curriculum, students are required to comply with 1,710 hours of academic and/or clinical experience in the GC Nursing Simulation Skills Lab and/or real hands-on health care settings in accredited practice centers. Furthermore, nursing students are exposed to a different health care environment which gives them the opportunity of acquiring knowledge, skills, and attitudes to deal with situations related to client/persons, families, and communities regardless of age, gender, ethnic or social background.

The curriculum design is structured to give students the opportunity to achieve their academic goal through the mobility option. For this reason, the program is designed from the simple to complex, building on prior knowledge offering the option to move from the associate to the baccalaureate degree. The BSNP plan of studies requires 8 semesters or 4 years. In addition, to be admitted to the BSNP, students must have a GPA of 2.50.

The student-learning assessment evidence of BSNP graduates have demonstrated their professional success by passing the Puerto Rico Nursing Board Licensure Examination. Thus, in the past three years BSNP graduates have passing score fluctuated from 86% to 100%. This scores complies with the 80% or higher expected passing outcome established by CCNE. This is important to note because the island-wide benchmark passing score has been from 57% - 63%. The information submitted for this re-accreditation process focuses on the following standards: I. Program Quality: Mission and Governance, II. Program Quality: Institutional Commitment and Resources, III. Program Quality: Curriculum and Teaching-Learning Practices, and IV. Program Effectiveness: Assessment and Achievement of Program Outcomes. The evidence is organized following *CCNE-Standards for Accreditation of Baccalaureate and Graduate Nursing Programs, Amended 2018*. In addition, a copy of an electronic version of the *IAUPR General Catalog, 2021-2022* can be accessed through <http://guayama.inter.edu/catalogos/>, where information about the BSNP appears on pages 330-332 and 593-596.

### **Background: Baccalaureate of Science in Nursing Program**

The BSNP was the first health science baccalaureate program established at IAUPR-GC on May 13, 1988. Its mission, goals, objectives, and expected program outcomes have been developed and revised by faculty members emphasizing health care competencies for the welfare of the human being, nursing profession standards, and *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008), of the American Association of Colleges of Nursing (AACN). In addition, the program also takes into account global health, teaching strategies, student-learning assessment outcomes, and ethical-moral values. Moreover, the use of technology, learning resources, acquisition of knowledge in general education also enhance the preparation of future nursing professionals.

## Standard I Program Quality: Mission and Governance

The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program’s mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

### I-A. The mission, goals, and expected program outcomes are:

- congruent with those of the parent institution; and
- reviewed periodically and revised as appropriate.

*Elaboration: The program’s mission, goals, and expected program outcomes are written and accessible to current and prospective students, faculty, and other constituents. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. The mission may relate to all nursing programs offered by the nursing unit, or specific programs may have separate missions. Program goals are clearly differentiated by level when multiple degree/certificate programs exist. Expected program outcomes may be expressed as competencies, objectives, benchmarks, or other terminology congruent with institutional and program norms.*

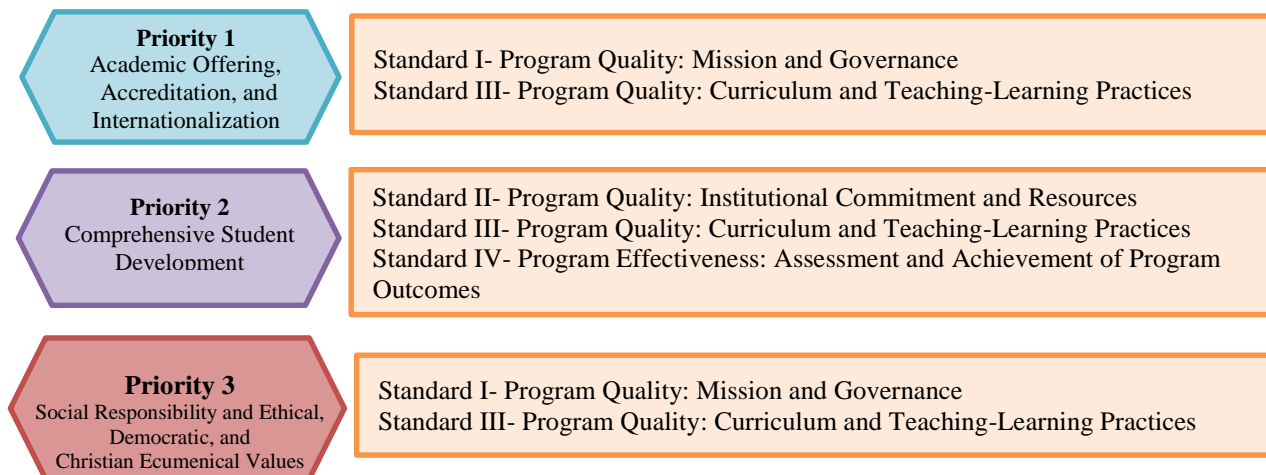
*There is a defined process for periodic review and revision of program mission, goals, and expected program outcomes that has been implemented, as appropriate.*

### Program Response:

IAUPR-GC is one of the eleven higher education units of IAUPR, established in 1956. It is a private, non-profit institution with Christian heritage and an ecumenical tradition. IAUPR-GC is authorized by the Puerto Rico Council of Education (PRCE) and accredited by the Middle States Commission on Higher Education (MSCHE), American Veterinary Medical Association/Committee on Veterinary Technician Education and Activities (AVMA/CVTEA), and International Association of Continuing Education and Training (IACET). The BSNP is part of the academic programs which began offering services in 1988. This program is offered to traditional and non-traditional students. The BSNP was accredited by the *Commission on Collegiate Nursing Education (CCNE)* on March 19, 2018.

GC Mission and Goals statement was revised and approved by the IAUPR President and Board of Trustees on March 8, 2021 (Appendix I-A.1). However, at present the BSNP mission is being revised by the Institutional Nursing Curriculum Committee with participation of faculty members from GC. The BSNP mission, goals, and expected student outcomes are congruent with IAUPR and GC mission as well as the priorities of the Strategic Plan. Figure I-A.1 shows an alignment of the congruency of the GC Strategic Plan priorities with CCNE Standards.

**Figure I-A.1: Alignment of GC Strategic Plan Priorities with CCNE Standards**



Source: Chief Nurse Administrator Office, 2022.

The BSNP Mission is congruent with the GC and IAUPR Mission because it offers an education that promotes development and commitment to cultural diversity through the use of diverse study modalities at the post-secondary, undergraduate, and graduate levels, framed in the internationalization and globalization of education within an ecumenical Christian context. This mission, goals, and expected program outcomes are written and accessible to current and prospective students, faculty, and other constituents. Furthermore, the BSNP mission is accessible in brochures, GC website, nursing classrooms, Nursing Simulation Skills Lab, among others.

The BSNP Mission and Goals is geared to form nurses able to offer competent, sensible, effective, safe, and quality nursing care to the client/person, families, and community. The goals are as follows:

- Provide care with autonomy and with interdisciplinary collaboration and sensitivity to ethical-legal and cultural values and directed to the achievement of the best results for the client.
- Coordinate care by applying leadership and management skills that lead to the highest quality care with the minimum cost.
- Assume a commitment as a member of the discipline in harmony to the standards of the practice.

For this reason, the congruency among IAUPR, GC, and BSNP missions, allows to prepare graduates that perform competently with leadership in a professional context. The student-learning outcomes demonstrate the achievement of BSNP mission and goals. Table I-A.1 presents information about BSNP Expected Student-Learning Outcomes.

**Table I-A.1: BSNP Expected Student-Learning Outcomes**

<b>BSNP Expected Student-Learning Outcomes</b>	<b><i>The Essentials of Baccalaureate Education for Professional Nursing Practice (2008), AACN</i></b>
<ul style="list-style-type: none"> <li>• Students will have a solid base in liberal education through the General Education Program (GEP) which provides the foundation for the practice and education of nurses.</li> </ul>	<b>Essential I-</b> Liberal Education for Baccalaureate Generalist Nursing Practice
<ul style="list-style-type: none"> <li>• Students will demonstrate knowledge and skills in leadership, quality improvement, and patient safety while providing high quality health care.</li> </ul>	<b>Essential II-</b> Basic Organizational and Systems Leadership for Quality Care and Patient Safety
<ul style="list-style-type: none"> <li>• Students will apply in their nursing practice current evidence.</li> </ul>	<b>Essential III-</b> Scholarship for Evidence-Based Practice
<ul style="list-style-type: none"> <li>• Students will apply knowledge and skills in information management and patient care technology which are essential in the delivery of quality patient care.</li> </ul>	<b>Essential IV-</b> Information Management and Application of Patient Care Technology
<ul style="list-style-type: none"> <li>• Students will demonstrate knowledge to understand healthcare policies, including financial and regulatory, that influence the nature and functioning of the healthcare system which are important considerations in professional nursing practice.</li> </ul>	<b>Essential V-</b> Healthcare Policy, Finance, and Regulatory Environments
<ul style="list-style-type: none"> <li>• Students will apply interprofessional communication and collaboration with health care professionals to continue delivering high quality and safe patient care.</li> </ul>	<b>Essential VI-</b> Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
<ul style="list-style-type: none"> <li>• Students will demonstrate knowledge that health promotion and disease prevention at the individual and population level to improve population health which are important components of baccalaureate generalist nursing practice.</li> </ul>	<b>Essential VII-</b> Clinical Prevention and Population Health
<ul style="list-style-type: none"> <li>• Students will demonstrate professionalism and professional values as fundamentals to the nursing practice.</li> </ul>	<b>Essential VIII-</b> Professionalism and Professional Values

<b>BSNP Expected Student-Learning Outcomes</b>	<i>The Essentials of Baccalaureate Education for Professional Nursing Practice (2008), AACN</i>
<ul style="list-style-type: none"> <li>Students will know that as baccalaureate graduate nurses must be prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.</li> </ul>	<b>Essential IX-</b> Baccalaureate Generalist Nursing Practice

Source: Chief Nurse Administrator Office, 2022.

**Faculty Outcomes**

1. One hundred percent (100%) of BSNP full- and part-time faculty members will continue enhancing the knowledge, skills, and attitudes required of the nursing profession.
2. One hundred percent (100%) of BSNP full- and part-time faculty members will maintain the knowledge, skills, and attitudes in their nursing role and specialization up to date.
3. One hundred percent (100%) of BSNP full- and part-time faculty members will comply with the legal requirements of membership and renewal of professional license.

**Other Expected Program Outcomes**

1. Seventy percent (70%) of admitted students to the BSNP will graduate in the established time frame for completion.
2. Seventy percent (70%) of BSNP students will be retained.
3. Eighty percent (80%) of BSNP graduates will pass the national nursing board exam on first intent.
4. Seventy percent (70%) of BSNP graduates will be employed within a 12-month period of graduation.
5. Seventy percent (70%) of graduates will be satisfied with the program.

Table I-A.2 present information about the congruency of IAUPR Goals with GC and BSNP Goals and Expected Student-Learning Outcomes.

**Table I-A.2: Congruence of the Goals of BSNP, IAUPR, GC with BSNP Expected Student-Learning Outcomes**

<b>BSNP Goals</b>	<b>IAUPR Goals</b>	<b>GC Goals</b>	<b>BSNP Expected Student-Learning Outcomes</b>
1. Provide care with autonomy and with interdisciplinary collaboration and sensitivity to ethical-legal and cultural values and directed to the achievement of the best results for the client.	2. To promote an integral education that leads to the formation of an educated person, well-versed in the different fields of the human knowledge, by means of the development of the capacity for critical thinking, the adequate use of the communication skills in Spanish and English, ethical and civic responsibility, environmental awareness, skills of social integration, and the knowledge of science, the arts and religious education within a Christian-ecumenical context.	1. Offer educational programs that harmonize with humanistic, scientific, technological, business; and agricultural,-health, and veterinary sciences knowledge necessary to form a well-educated person committed to social well-being- 2. Promote effective communication, development of moral values, ethics, culture, ecumenical Christianity, critical thinking, diversity, and internationalization.	1. Students will have a solid base in liberal education through the General Education Program (GEP) which provides the foundation for the practice and education of nurses (Essential I).  3. Students will apply in their nursing practice current evidence (Essential III).  4. Students will apply knowledge and skills in information management and patient care technology which are essential in the delivery of quality patient care (Essential IV).



BSNP Goals	IAUPR Goals	GC Goals	BSNP Expected Student-Learning Outcomes
			<p>6. Students will apply interprofessional communication and collaboration with health care professionals to continue delivering high quality and safe patient care. (Essential VI)</p> <p>7. Students will demonstrate knowledge that health promotion and disease prevention at the individual and population level to improve population health which are important components of baccalaureate generalist nursing practice. (Essential VII)</p> <p>8. Students will demonstrate professionalism and professional values as fundamentals to nursing practice. (Essential VIII)</p> <p>9. Students will know that as baccalaureate graduate nurses must be prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. (Essential IX)</p>
<p>2. Coordinate care by applying leadership and management skills that lead to the highest quality care with the minimum cost.</p>	<p>7. To cultivate leadership of the university community so that it may contribute to social and cultural enrichment of our country and to its economic development, by means of participation in communitarian, business and professional projects.</p>	<p>1. Offer educational programs that harmonize with humanistic, scientific, technological, business; and agricultural, health, and veterinary sciences knowledge necessary to form a well-educated person committed to social well-being.</p> <p>2. Promote effective communication, development of moral values, ethics, culture, ecumenical Christianity, critical thinking, diversity, and internationalization.</p>	<p>2. Students will demonstrate knowledge and skills in leadership, quality improvement, and patient safety while providing high quality health care. (Essential II)</p> <p>5. Students will demonstrate knowledge to understand healthcare policies, including financial and regulatory, that influence the nature and functioning of the healthcare system which are important considerations in Professional nursing practice.</p>

BSNP Goals	IAUPR Goals	GC Goals	BSNP Expected Student-Learning Outcomes
<p>3. Assume a commitment as a member of the discipline in harmony with the standards of the practice.</p>	<p>1. To promote, in the university community, an environment oriented towards a culture of peace, based on ethical, democratic, and institutional Christian-ecumenical values, directed to the integral development of the student.</p>	<p>1. Offer educational programs that harmonize with humanistic, scientific, technological, business; and agricultural, health, and veterinary sciences knowledge necessary to form a well-educated person committed to social well-being.</p>	<p>(Essential V)</p> <p>7. Students will demonstrate professionalism and professional values as fundamentals to nursing practice. Students will demonstrate professionalism and professional values in the practice of nursing care (Essential VIII).</p> <p>9. Students will know that as baccalaureate graduate nurses must be prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments (Essential IX).</p>

Source: Chief Nurse Administrator Office, 2022.

**Consistency with relevant professional nursing standards and guidelines for the preparation of nursing professionals**

The BSNP expects to achieve its mission by preparing nurses able to offer competent, sensible, effective, safe, and quality nursing care to the client person, family, and community. For this reason, the program follows professional nursing standards and guidelines that are incorporated together with the *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008); the *Standards of Practice of the Puerto Rico College of Nursing Professionals* (2018). and the *Code of Ethics* (1977).

**I-B. The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.**

*Elaboration: The program identifies the professional nursing standards and guidelines it uses. CCNE requires, as appropriate, the following professional nursing standards and guidelines:*

- The Essentials of Baccalaureate Education for Professional Nursing Practice [American Association of Colleges of Nursing (AACN), 2008];
- The Essentials of Master’s Education in Nursing (AACN, 2011);
- The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006); and
- Criteria for Evaluation of Nurse Practitioner Programs [National Task Force on Quality Nurse Practitioner Education (NTF), 2016].

*A program may select additional standards and guidelines that are current and relevant to program offerings.*

*A program preparing students for certification incorporates professional standards and guidelines appropriate to the role/area of education.*

*An APRN education program (degree or certificate) prepares students for one of the four APRN roles and in at least one population focus, in accordance with the Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education (July 2008).*

### **Program Response:**

The BSNP mission, goals, and expected program outcomes are consistent with professional nursing standards and guidelines for the preparation of nursing professionals. According to IAUPR curricular revision policies, the BSNP is revised every five years or as needed. For this reason, the current BSNP began being revised during academic years 2018-2019 and is still in the process. This process is carried out by an Institutional Committee appointed by the Vice-President of Academic and Student Affairs. Thus, eight nursing programs have representatives in the institutional committee. In addition, there are a number of nursing specialization committees that collaborate in this process taking into account the feedback of faculty members.

On the other hand, the expected program outcomes were established by GC faculty members according to the *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) to comply with CCNE standards of accreditation for baccalaureate programs, as well as the *Standards of Practice of the Puerto Rico College of Nursing Professionals* (2018). In addition, the GC Comprehensive Student-Learning Assessment Plan includes the mission, goals, learning indicators, learning measures, outcomes, and actions to be taken, among others to determine student and program outcomes.

### **I-C. The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest.**

*Elaboration: The community of interest is defined by the nursing unit. The needs and expectations of the community of interest are considered in the periodic review of the mission, goals, and expected program outcomes.*

### **Program Response:**

#### **Revision of the mission, goals, and expected outcomes to reflect the needs and expectations of the community of interest**

The BSNP revision of the mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest because it takes into consideration the insights and current experiences offered by the community of interest. This is relevant because this collaboration promotes the preparation of future graduates. The BSNP community of interest includes: 1) IAUPR and GC, 2) Academic Senate and University Council, 3) IAUPR Institutional Nursing Curriculum Committee, 4) faculty members, 5) students, 6) alumni, 7) Nursing Program Advisory Board, 8) employers, 9) professional organizations, 10) accreditation agencies, 11) Puerto Rico Nursing Boards, and others. The input offered by the community of interest is invaluable for the continuous enhancing of the BSNP because it is essential as follows:

1. **IAUPR and GC**- IAUPR and GC input are considered for curriculum development or revision following institutional policies.
2. **Academic Senate and University Council**- Through the active participation of faculty, administrators, and students in Academic Senate and University Council Committees program courses and other requirements are revised to be up-date according to the client/person, family, and community.
3. **IAUPR Institutional Nursing Curriculum Committee** - reviews the curriculum of the IAUPR nursing programs with representatives from each nursing program.
4. **Faculty members** – continuous collaboration is obtained consistently.
5. **Students**- feedback is gathered from assessment and evaluation of theoretical and clinical courses, Nursing Student Organization, Student Satisfaction Surveys, among others.
6. **Alumni**- recommendations are received from Alumni Surveys
7. **Nursing Program Advisory Board (NPAB)**- offers recommendations on how to improve and incorporate best healthcare practices.
8. **Employers**- suggestions are obtained from Employers Satisfaction Surveys.
9. **Professional Organizations**- guidelines for nursing education are integrated in the BSNP.
10. **Accreditation agencies**- Council on Collegiate Nursing Education (CCNE), Puerto Rico Council of Education (PRCE), and the Middle States Commission on Higher Education (MSCHE). The program takes into account standards, key elements/criteria, and recommendations of these agencies to obtain excellence and high quality nursing education.
11. **Puerto Rico Nursing Licensure Examination Board**- passing scores are carefully analyzed.

BSNP faculty members review and revise periodically the mission, goals, and expected program outcomes according to the expectations and experiences of the community of interest. The feedback and/or recommendations from the community of interest is used to continue improving the nursing program. In addition, the feedback and/or recommendations of the

community of interest are taken into account every five years or as needed. Table I-C.1 present examples of actions taken as a result of the feedback and/or recommendations from the community of interest.

**Table I-C.1: Feedback and/or Recommendations from the Community of Interest to Continue Improving the BSNP**

Community of Interest	Feedback and/or Recommendations	Used to improve the BSNP	Status
BSNP Student	-Tool for preparing for the PR nursing board.  -Tool for electronic documentation.	-Improved the PR nursing board pass rate.  -Strengthened documentation skills and knowledge in nursing informatics.	Acquisition and training of BSNP students in NurseAchieve®, DocuCare®, and vSim® software tools.
IAUPR and GC	-Keep implementing student-learning assessment strategies.	-Implemented and reviewed student-learning outcomes.	Continue collecting, reporting, and analyzing data information every semester.
BSNP Faculty	-Clinical settings faculty feedback.  -Continue offering training in NurseAchieve®, DocuCare®, and vSim® software.	-Trained faculty members on emerging technologies.  -Integrated new technological equipment and/or software.  -Developed personal and interprofessional skills, including decision-making, leadership, communication, among others.	BSNP faculty members continue improving skills in the use and management of NurseAchieve®, DocuCare®, and vSim® software.
AACN	Continue administering annual AACN surveys.	Integrated new essentials in the institutional BSNP curricular revision.	Implemented new essentials.
NPAB	Continue to meet the CCNE accreditation standards of the BSNP.	Complied with the CCNE standards.	BSNP complies with CCNE standards.

Source: Chief Nurse Administrator Office, 2022.

**I-D. The nursing unit’s expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.**

*Elaboration: Expectations for faculty are congruent with those of the parent institution. The nursing unit’s expectations for faculty, whether in teaching, scholarship, service, practice, or other areas, may vary for different groups of faculty (full-time, part-time, adjunct, tenured, non-tenured, or other).*

**Program Response:**

The BSNP expectations for faculty are written and communicated to full- and part-time faculty members which are congruent with institutional expectations. The *Full-Time Faculty Handbook* (2021), states in *Part III: Faculty Duties, Section 3.2: Teaching*; that *Inter American University recognizes that the intellectual development of its students is the primary responsibility of its faculty members and students. This responsibility is fulfilled through teaching and academic advising. Every faculty member must strive for excellence in the classroom. This assumes that the professor has mastery of his subject, keeps up to date with new developments, is prepared to teach courses through the different modalities that the University has, integrates assessment activities, according to the plan established in the department or program to which you are attached, carefully select teaching strategies that are appropriate to the courses you teach and that facilitate learning, make every effort to effectively communicate your subject matter, encourage questions, and deal honestly and openly with dissenting viewpoints . The professors will attend and start their classes on time. In addition, they must be prepared to offer the lesson and comply with the corresponding class time. To help meet these goals, the teacher will be required to participate annually in at least two (2) professional development activities aimed at addressing: (a) the competencies of the discipline and (b) the*

didactic or technological methodologies according to the modalities in which they teach. [Full Time Faculty Handbook / Part Time Faculty Handbook](#)

In addition, the BSNP requires that full- and part-time faculty members have expertise in their field and maintain professional development. IAUPR full- and part-time faculty handbooks state that faculty members have a master's degree in the specialization they teach at the undergraduate level. They also, as part of faculty development, must continue taking courses about the latest teaching-learning strategies, methods, assessment, online and traditional delivery modalities, and others related to the subject-matter of their specialization.

According to the *Full-Time Faculty Handbook* (2021), other areas of faculty expectations are:

1. *The teacher, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognizes the special responsibilities that fall on him. His primary responsibility towards the discipline he teaches is to seek and declare the truth as he perceives it. To this end, he devotes his energies to developing and improving his academic competence. Accepts the obligation to exercise self-discipline and critical judgment in the use, extension, and transmission of knowledge. Practice intellectual honesty. Although you may pursue secondary interests, these should never seriously encumber or compromise your freedom to inquire.*
2. *As a teacher, the professor encourages the free search for knowledge in his students. It presents them with the best academic standards of their discipline. Demonstrates respect for the student as an individual and ascribes to his or her appropriate role as an intellectual guide and advisor. He makes reasonable efforts to encourage honest academic conduct and to ensure that his evaluation of his students reflects their true worth. Respect the confidential nature of the teacher-student relationship.  
You avoid all manipulation of students for personal gain and acknowledge the significant help they can provide you. Protects the academic freedom of the student.*
3. *III. As a colleague, the professor has obligations that flow from his common association in the community of scholars. It respects and defends the free inquiry of its associates. In the exchange of criticism and ideas, show due respect for the opinions of others. You acknowledge your academic limitations and strive to be objective in the professional judgment of your colleagues. Accepts the part of the responsibility that the faculty has for the government of its institution.*
4. *IV. As a member of his institution, the professor strives above all to be a scholar and a good teacher. Although he observes the rules of the institution, if they do not contravene academic freedom, he maintains his right to criticize them and seek their revision. When considering interruption or termination of your services, you acknowledge the effect of your decision on the institution's programs and give due notice of your intentions.*
5. *V. As a member of his community, the teacher has the rights and obligations of every citizen. He measures the urgency of these obligations considering his responsibility to his discipline, his students, his profession, and his institution. When you act or speak as a private person, avoid giving the impression that you are speaking or acting for your college or university. As a citizen engaged in a profession whose health and integrity depend on his freedom, the professor has a special obligation to promote the conditions of free examination and the public understanding of academic freedom.*

#### **I-E. Faculty and students participate in program governance.**

*Elaboration: Roles of the faculty and students in the governance of the program, including those involved in distance education, are clearly defined and promote participation. Nursing faculty are involved in the development, review, and revision of academic program policies.*

#### **Program Response:**

##### **Roles of the faculty in the governance of the program**

According to the *Full-Time Faculty Handbook 2021* (p.13) the participation of faculty members is at three levels: institutional, instructional unit, and departmental. At the institutional level, faculty members participate in three ways: a) in the presidency of the University Council, b) by representing the faculty in the University Council, and c) as member of a special institutional committee. On the other hand, at the instructional unit level faculty participate as members of the Academic Senate, a standing committee, or a special committee. At the departmental level, faculty members may participate in the following committees: a) faculty formative or summative evaluation, b) faculty promotion, sabbatical licenses, and

scholarships committee, among others. In addition, BSNP faculty members participate in the University Council, Institutional Curricular Revision Committee, Academic Senate, BSNP Reaccreditation Committee for CCNE, among others.

BSNP faculty members have a leadership role in IAUPR, GC, and BSNP governance for the last five years. Currently the participation is as follows:

**A. IAUPR Committees**

- IAUPR Council- one faculty member
- Institutional BSNP Curriculum Committee- one faculty member

**B. Instructional Unit/Governance**

- GC Academic Senate:
  - President
  - Executive Secretary
  - Senators- three faculty members
- Special committees:
  - GC Retention- one faculty member
  - GC Assessment- two faculty members
  - MSCHE Reaccreditation

**C. Departmental Level: BSNP Committees**

- Faculty Formative and/or Summative Evaluation
- Faculty Sabbatical Licenses
- BSNP Curriculum
- BSNP Assessment
- CCNE Reaccreditation

**BSNP students participate in program governance**

BSNP student leadership in governance is evident with the participation of a student as senator in the GC Academic Senate and another student, who is Vice-President of the Student Council. The significance of this leadership is that these positions require members to be elected by their peers. Furthermore, the BSNP has two Nursing Student Associations (NSA) one in GC and the other at CUIH. The purposes of these BSNP student associations are to promote leadership, community service, among others.

The role of students in governance at IAUPR is described in the *IAUPR General Student Regulations Handbook 2022*, Chapter III pp. 11-20. On the other hand, Article 1 (p.11) states that the Student Council is the main student organization of all academic units of IAUPR as follows: *“In this forum student needs and wishes are analyzed, discussed, and carefully studied, and the problems of the university community are respectfully discussed through dialog... In addition, it freely and responsibly promotes the full exercise of the rights and duties of all students in harmony with the institutional mission and goals”*.

As stated in Chapter III, Article 2 – Student Representation in University Organisms, describes that student participate as representatives in the Academic Senate and the University Council (p.21). In addition, students also participate as members of student organizations (Chapter III, Article 3, p.23-30). Furthermore, BSNP students also participate in special and/or academic department committees.

**I-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are:**

- fair and equitable;
- published and accessible; and
- reviewed and revised as necessary to foster program improvement.

*Elaboration: Academic policies include, but are not limited to, those related to student recruitment, admission, retention, and progression. Policies are written and communicated to relevant constituencies. Policies are implemented consistently. Differences between the nursing program policies and those of the parent institution are identified and support achievement of the program’s mission, goals, and expected*



outcomes. A defined process exists by which policies are regularly reviewed. Policy review occurs, and revisions are made as needed.

**Program Response:**

Academic policies of IAUPR and the BSNP are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are fair and equitable, published and accessible, as well as reviewed and revised as necessary to continue program improvement. Thus, the BSNP adheres to the policies of IAUPR related to academic, administrative, and student affairs. Moreover, it also gives access to students through the *BSNP Student Information Handbook, 2022* ([BSNP Student Information Handbook 2022](#)). On the other hand, the *IAUPR General Catalog 2021-2022* includes information about the BSNP such as services, admission, graduation requirements, academic norms, grading system, student progress, tuition and fees, financial aid, scholarships, and others. Besides, to be admitted to the BSNP it is required to have evidence of a current health certificate from the Puerto Rico Department of Health, Hepatitis B and Covid-19 vaccines, negative certification of penal record by the Police of Puerto Rico. Also, practice centers require students before taking clinical practice to have a CPR certificate by the American Heart Association. In addition, BSNP students and faculty members must submit evidence of other specific requirements from clinical practice centers, if needed.

Faculty members are responsible to provide course syllabi handed in person or online to each BSNP student at the beginning of the academic term. This document must include specific information about course description, objectives, content, student-learning assessment strategies, evaluation criteria, grading system, bibliography references: published/electronic, projected calendar, attendance regulations and special notes such as: honesty, fraud, and plagiarism, compliance with the provisions of Title IX, among others. Table I-F.1 lists IAUPR and BSNP some academic policies.

**Table I-F. I: Academic Policies Published in the IAUPR General Catalog 2021-2022**

IAUPR General Policies		BSNP Specific Policies	
Policy	Page	Policy	Page
Admission and Readmission	pp.69-75	Admission Requirements Requirement of Clinical Practice Transfer Requirements	p. 330
Satisfaction Academic Progress Undergraduate Programs	pp. 107-112	Academic Progress Requirements of the Nursing Program	p. 331
Online Education	p. 81	-	-
Grading System	pp.92-94	-	-
Graduation Requirements for Bachelors Degree	pp. 113-114	-	-
Academic Norms of Compliance	pp. 115-116	-	-
Class Attendance	pp. 90-91	-	-

Source: *IAUPR General Catalog, 2021-2022*.

The differences between the BSNP policies and those of IAUPR are identified and support achievement of the program’s mission, goals, and expected student outcomes. For this reason, the information presented in Table I-F.2 identifies differences between BSNP and IAUPR policies.

**Table I-F.2: Differences between BSNP and IAUPR Policies**

<b>BSNP Policies</b>	<b>Justification for Exception to IAUPR Policies in the BSNP</b>
Nursing students are exempt from taking course GEHP 3000: Integral Health and Quality of Life which is required in the General Education Program under the category of Health, Physical Education and Recreation ( <i>General Catalog, 2021-2022, page 330</i> ).	BSNP related courses content to individual/family integral health and quality of life are included in NURS 1111: Fundamentals of Nursing, NURS 4180: Nursing Care of Family and Community, and others.
Candidates for graduation from the BSNP must graduate with a minimum GPA of 2.50. ( <i>General Catalog, 2021-2022, page 331</i> )	Even though, the Puerto Rico Nursing Board requires courses to be approved with a minimum of C. The BSNP requires graduates to have a GPA of 2.50.

Source: Chief Nurse Administrator, 2022.

**I-G. The program defines and reviews formal complaints according to established policies.**

*Elaboration: The program defines what constitutes a formal complaint and maintains a record of formal complaints received. The program’s definition of formal complaints includes, at a minimum, student complaints. The program’s definition of formal complaints and the procedures for filing a complaint are communicated to relevant constituencies.*

**Program Response:**

The BSNP defines and reviews formal complaints according to the policies of IAUPR as described in the *General Student Regulations, 2021* (Chapter V, Article 2, pp. 42-43, Section D). This article establishes procedures and policies for handling formal complaints presented by students. However, it is important for the student to follow the communication channels of IAUPR in order to report situations or complaints. According to the information presented in this article, the main procedures for the student to follows are:

- *Complaints about special situations coming from administrators, professors or students, must be formally submitted in writing, and must define the actions observed by the person sustaining the complaints, to the Dean of Students.*
- *The Dean of Students will recommend that the professional counseling personnel perform a preliminary evaluation of the situation, if authorized by the student. During this study and preliminary evaluation, the student, with the assistance of the professional counselor, will have the opportunity to correct or clarify his or her acts. If, from the study and preliminary evaluation or from the assistance provided, there appears the possibility that the student may need additional specialized evaluation, the student will be so informed* (Chapter V, Article 2, pp. 42-43, Section D)
- *Others*

**I-H. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.**

*Elaboration: References to the program’s offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, grading policies, degree/certificate completion requirements, tuition, and fees are accurate. Information regarding licensure and/or certification examinations for which graduates will be eligible is accurate. For APRN education programs, transcripts or other official documentation specify the APRN role and population focus of the graduate.<sup>1,2</sup>*

<sup>1</sup> *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education* (July 2008).

<sup>2</sup> *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education, 2016).

If a program chooses to publicly disclose its CCNE accreditation status, the program uses either of the following statements:

*“The (baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program) at (institution) is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).”*

*“The (baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program) at (institution) is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.”*

## **Program Response:**

### **Documents and publications are accurate**

References to BSNP offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, grading policies, degree/certificate completion requirements, tuition, and fees are accurate. Information regarding licensure and/or certification examinations for which graduates will be eligible is accurate. For this reason, the information about the BSNP appears in the *IAUPR General Catalog 2021-2022* (pp.330-332; 593-596) promotional brochures, among others. Also, the BSNP website <http://guayama.inter.edu/ciencias-de-la-salud/> includes a description of the program, curricular sequence, faculty and administrative personnel, CCNE accreditation process, admission requirements, the Puerto Rico Board Examination Pass Rates, among others. This page provides information for the community of interest in both Spanish and English. In addition, a process is used to notify constituents about changes in documents and publications through the IAUPR-GC website and/or emails, notifications in classrooms, among others. Moreover, the academic calendars are published by the Vice Presidency of Academic and Student Affairs through the Institution website <http://guayama.inter.edu/calendarios-academicos/>. These calendars are distributed to faculty and other campus community members every academic term.

### **A process is used to notify constituents about changes in documents and publications**

IAUPR institutional and BSNP policies related to changes in official documents and publications are notified to students, faculty, and other members of the community of interest. Changes in the BSNP are formally informed to the campus community after the Vice Presidency of Academic Affairs notifies the Dean of Academic Affairs. For example, any changes concerning academic programs, namely in curriculum, admission requirements, program policies, among others, are notified to students in meetings, emails, letters, among others.

## **Standard I**

### **Program Quality: Mission and Governance**

#### **Strengths**

- The mission and goals of the BSNP are congruent with IAUPR and GC mission and goals.
- The BSNP mission and goals is shared with the community of interest using diverse communication strategies.
- The BSNP program outcomes are published, especially graduates Puerto Rico Nursing Board passing rates.
- There is congruence between standards and guidelines for nursing education and the mission, goals, and expected program outcomes.

#### **For Continuous Improvement**

- Continue using strategies to receive feedback from the community of interest.

## Standard II Program Quality: Institutional Commitment and Resources

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes.

**II-A. Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed.**

*Elaboration: The budget enables achievement of the program's mission, goals, and expected outcomes. The budget supports the development, implementation, and evaluation of the program. Compensation of nursing unit personnel supports recruitment and retention of faculty and staff.*

*A defined process is used for regular review of the adequacy of the program's fiscal resources. Review of fiscal resources occurs, and modifications are made as appropriate.*

### Program Response:

The BSNP fiscal resources are sufficient to achieve its mission, goals, and expected outcomes. For this reason, the fiscal evaluation process of institutional and program resources is carried out periodically. For this process the GC Comprehensive Assessment Plan as well as the BSNP Assessment Plan for fiscal resources are used. Furthermore, the BSNP outcomes allows the program to review the adequacy of the budget and supports development, implementation, and evaluation of the program. On the other hand, these results are used to support recruitment and retention of faculty members and staff.

GC and BSNP goals, objectives, and priorities are clearly stated, assessed, and aligned to the achievement of their mission and goals. Figure II-A.1 shows the linkage of GC and BSNP Mission and Goals, Strategic Plan, budget, resource allocation, and assessment.

**Figure II-A.1 Linkage of GC-BSNP Mission and Goals, Strategic Plan, Budget, Resource Allocation, and Assessment**



Source: Chief Nurse Administrator, 2022.

### BSNP process for regular review of adequacy of fiscal resources

BSNP follows a regular review process of the adequacy of fiscal resources. This process takes into account the BSNP Mission and Goals linked to the planning process which is clearly stated according to the Strategic, Institutional and Student-Learning Assessment Plans, as well as Budget and Resource Allocations. The planning process includes the collaboration of the chancellor, deans, chief nurse administrator, among others. The importance of planning and resource allocation processes complies with the use of assessment outcomes.

## Planning and improvement processes

BSNP planning process results in improvement with constituent participation and the incorporation of student learning assessment outcomes. Hence, the BSNP demonstrates that the process to review the nursing program fiscal and resource allocation adequacy is comprehensive and effective. Thus, outcomes of these are relevant to financial planning and resource allocation. For this reason, according to the objectives and indicators of the strategic plan, BSNP establishes strategies for continuous improvement and/or renewal. BSNP has an evidence-based financial planning and budgeting process aligned to its mission and goals, which involves strategic plan, institutional, and student-learning assessment outcomes. These processes focus on academic, administrative, and student support services.

The Dean of Administration has the responsibility of supervising, monitoring, and evaluating the adequate use and management of the campus budget. To prepare BSNP budget the following documents are used: IAUPR *Guidelines for Operational and Budget Planning*, information about work plan, approaches to fringe benefit adjustments, and the use of the Banner System.

## Health Sciences Department and BSNP Budget

BSNP budget in the last four years has fluctuated from \$1,275,619 to \$1,392,510. Table II-A.1 presents information about the Health Sciences Department and BSNP budget. Moreover, Table II-A.2 presents information about the Health Sciences Department Operational Budget.

**Table II-A.1 GC, BSNP, and Health Sciences Department Budget Allocation**

Academic Year	GC Budget	Health Sciences Department Budget	Percent of GC Budget Allocation to the Health Sciences Department	BSNP Budget	Percent of Health Sciences Department Budget Allocation to the BSNP
2018-2019	\$10,331,534.00	\$1,313,020.00	13%	\$1,282,311.00	98%
2019-2020	\$10,548,492.00	\$1,325,383.00	13%	\$1,275,619.00	96%
2020-2021	\$11,002,769.00	\$1,429,933.00	13%	\$1,346,743.00	94%
2021-2022	\$12,161,065.00	\$1,463,294.00	12%	\$1,392,510.00	95%

Source: Dean of Administration and Chief Nurse Administrator Offices, 2022.

**Table II-A.2: Health Sciences Department Operational Budget  
Academic Years: 2018-2019 to 2021-2022**

Budget Account	Academic Year			
	2018-2019	2019-2020	2020-2021	2021-2022
6205- Fed. Social Security	\$ 75,694.00	\$ 78,303.00	\$ 80,688.00	\$ 58,003.00
6211- Life Insurance	\$ 1,727.00	\$ 1,906.00	\$ 2,818.00	\$ 1,498.00
7002- Laboratory Materials	\$ 8,912.00	\$ 11,102.00	\$ 12,812.00	\$ 13,873.00
7102- Contract Services	\$ 1,082.00	\$ 832.00	\$ 832.00	N/A
7110 – Administrative Cost	\$ 1,391.00	\$ 810.00	\$ 625.00	\$ 963.00
7146 – Lease Expenses Operating	N/A	N/A	\$ 111,828.00	\$ 111,828.00
7601 – Official University Activities	\$ 385.00	N/A	\$ 90.00	\$ 861.00
7602 – Travel (PR)	\$ 1,694.00	\$ 1,353.00	\$ 1,103.00	\$ 59.00
7606 – Tools & Minor Equipment	\$ 365.00	\$ 3,215.00	N/A	\$ 1,043.00
7607 – Eq. Repair & Maintenance	N/A	N/A	\$ 5,040.00	\$ 239.00

<b>Budget Account</b>	<b>Academic Year</b>			
<b>Academic Year</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
7908 – Food Expenses	\$ 470.00	\$ 125.00	\$ 68.00	N/A
7611– Rent Building	\$ 112,293.00	\$ 111,828.00	N/A	N/A

Source: Dean of Administration and CNA Offices, 2022.

Table II-A.3 presents the BSNP budget allocation for full-and part-time faculty salaries for academic years 2018-2019 to 2021-2022.

**Table II-A.3: BSNP Full-and Part-Time Faculty Salaries  
Academic Years: 2018-2019 to 2021-2022**

<b>Year</b>	<b>Full-Time Faculty</b>	<b>Part-Time Faculty</b>	<b>Total</b>
<b>2018-2019</b>	\$ 499,441.63	\$ 330,690.87	\$ 830,132.50
<b>2019-2020</b>	\$ 457,980.00	\$ 369,985.45	\$ 827,965.45
<b>2020-2021</b>	\$ 559,158.00	\$ 334,828.21	\$ 893,986.21
<b>2021-2022</b>	\$ 319,845.61	\$ 330,277.12	\$ 650,122.73

Source: Human Resources and Chief Nurse Administrator Offices, 2022.

Table II-A.4 presents information of additional expenses to improve the BSNP laboratory equipment, physical facilities, and technology.

**Table II-A.4 Infrastructure, Equipment, and Technology**

<b>Account</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
Nursing Simulation Lab and High Fidelity Simulators	N/A	N/A	\$ 257,542	\$ 167,238
Program physical facilities	N/A	N/A	N/A	\$ 9,245
Other laboratory and classroom equipment	N/A	N/A	\$ 5,000.21	\$ 5,352
NurseAchieve®/NCLEX Review Program	N/A	N/A	\$ 107,522	\$ 196,831
<b>Total</b>	N/A	N/A	\$ 370,064.21	\$ 378,666.00

Source: Dean of Administration Office, 2022.

**Salaries of nursing unit personnel supports recruitment and retention of qualified faculty and staff**

The BSNP faculty and non-teaching staff salaries are determined by IAUPR policies according to academic credentials and degree levels. It also has a promotion and evaluation process that fosters faculty and staff retention.

**BSNP Additional Support by Title V Project**

Additional support to the BSNP has been received through Title V Project Tigers Online: Expanded Access and Support (*G.A. #P031S190190*), which is being used to improve the nursing program since 2019. Some of the improvements include distance learning course offerings, computer and telecommunications infrastructure, online audiovisual resources development, among others.

**II-B. Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed.**



*Elaboration: Physical space and facilities (e.g., faculty and staff work space, classrooms, meeting areas) are sufficient and configured in ways that enable the program to achieve its mission, goals, and expected outcomes. Equipment and supplies (e.g., computing, laboratory, and teaching-learning materials) are sufficient to achieve the program's mission, goals, and expected outcomes. The program is responsible for ensuring adequate physical resources and clinical sites. Clinical sites are sufficient, appropriate, and available to achieve the program's mission, goals, and expected outcomes.*

*A defined process is used to determine currency, availability, accessibility, and adequacy of resources (e.g., clinical simulation, laboratory, computing, supplies, and clinical sites), and modifications are made as appropriate.*

### **Program Response:**

BSNP physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. For this reason, adequacy of physical resources and clinical sites are reviewed and evaluated periodically; and resources are modified as needed. Physical space and facilities such as faculty and staff workspace, classrooms, meeting areas, among others are sufficient and adequate to achieve BSNP mission, goals, and expected outcomes. In addition, simulation laboratory, teaching-learning materials, library resources, technological equipment, and others are sufficient. On the other hand, clinical sites are sufficient, appropriate, and available to achieve the program's mission, goals, and expected outcomes.

### **Physical resources**

BSNP physical resources and space are adequate to achieve the student-learning outcomes. Most of these include the following:

1. Private offices for the chief nurse administrator, clinical experiences coordinator, student-learning assessment coordinator, full-and part-time faculty, non-teaching staff, and laboratory technicians
2. Laboratories: Nursing Simulation Skills lab, Learning Center and Computer Center
3. Classrooms with hi-technology equipment
4. Tiger Outdoor Terrace for the campus community
5. Athletic/Sports facilities
6. Faculty Lounge
7. Students support services:
  - Enrollment Management (Admissions, Registrar, Bursar, Financial Aid)
  - First Aid
  - Extracurricular Activities
  - Professional Counselors
  - Psychological Services
  - Chaplaincy: spiritual and emotional support
  - Information Access Center (Library)
  - Information Multimedia Open Lab (IMOL)
  - Distance Education Program
  - Auditorium
  - Student Parking Areas
  - Security Personnel: 24/7
  - Cafeteria
  - Ice Cream Parlor
  - Vending Machines
  - Duplicating Machines
  - Electronic System (INTER CONNECT)

### **Clinical Sites**

The BSNP clinical sites used for clinical practice are authorized by the Puerto Rico Department of Health and accredited by the Joint Commission on Accreditation of Health Organization (JCAHO). The clinical sites are selected according to the objectives of the course by the CNA, Clinical Coordinators, and full-time faculty members. This process involves an contractual agreement between IAUPR-GC and the clinical site and/or hospital administrator. These contracts describe the

responsibilities of both the clinical site and GC-IAUPR. Besides, contracts are consistently verified concerning requirements and/or other matters by the IAUPR Legal Division. Notwithstanding this, IAUPR and the clinical practice site can rescind the contract at the end of each academic year or when necessary.

**II-C. Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis.**

*Elaboration: Academic support services, which may include library, technology, distance education support, research support, and admission and advising services, foster achievement of program outcomes. A defined process is used for regular review of academic support services, and improvements are made as appropriate.*

**Program Response:**

BSNP academic support services are sufficient to meet program and student needs and are evaluated on a regular basis according to program and student needs.

**Academic Support Services**

- **Information Access Center/Library**

Information Access Center (IAC)/ Library offers services to stakeholders 24/7 that integrate technology through computerized bibliography searches and internet access with individual password for each user. For example, BSNP students have access to Internet, databases, as well as an online library catalog that provides bibliographic data of all IAUPR-GC collections. On the other hand, the Audiovisual Area has state-of-the-art technological equipment and provides media services to faculty, students, and others. In addition, to promote continuous learning, students receive trainings on how to acquire additional information about any topic through technology competencies that foster life-long learning. Through this program nursing students learn to find, assess, and use information about new knowledge to prepare special assignments and/or other type of work. BSNP faculty and students have access to the following services both in person and online:

- available 24/7 (<http://guayama.inter.edu/centro-de-acceso-a-la-informacion-cai/>)
- open study area
- research room
- information literacy area
- semi-private cubicles
- Wi-Fi Internet access
- assistive technology equipment that complies with Americans with Disabilities Act (ADA)
- general access section, including inter library loans
- others

- **IAC/Library Resources**

The (IAC)/Library uses the Library of Congress classification to arrange BSNP resources, namely medicine, psychology, anatomy, pathology, gynecology, surgery, pediatrics, among others. In addition, some of the services include:

- Information Literacy Program
- Census Data Center
- Technical Services
- Audiovisual Center
- Student Reproduction Area

Moreover, IAC/Library resources for the BSNP include: 3,436 printed title books and 1,746 online books; for A/V diverse resources there are 389 titles and 404 volumes; of these 44 are CD-ROMs; 26 subscriptions to printed journals and 6,431 online nursing journals. On the other hand, IAUPR IAC/Library System for the BSNP includes 2,025 printed title books and 2,066 volumes; A/V resources total 2,025 titles and 2,066 volumes.

BSNP students, faculty, and staff members as well as other internal and external GC community members have access to all book collections in the Circulation and Reference areas, as well as to the Online Catalog with access 24/7 through

<https://guayama.inter.edu/vida-estudiantil/basesdedatos-all> Furthermore, nursing students have access to Internet and Databases such as academic search complete CINAHL, Digitalia, Ebrary, e-libro, EDS + Full text Finder, Nursing Reference Center, Film on Demand, Academic Source, NurseAchieve®, Body Interact, DocuCare®, Full Text Finder, Ovid, PsycInfo, Medic Latina, NNN Consult, Nursing Assessment in Video, Nursing Assistant in Video, Nursing Education in Video, Nursing Reference Center, Academic OneFile, Gale, and others. In addition, bibliographic instruction, computerized bibliography searches and internet access are available to faculty and students with passwords; also IAC has virtual reference services using *Blackboard Collaborate*. Table II-C.1 presents information about BSNP-IAC/Library Budget Allocations for AY 2018-2019 to 2021-2022.

**Table II-C.1: BSNP-IAC/Library Budget Allocations for Academic Years 2018-2019 to 2021-2022**

Academic Year	GC-IAC Total Budget	BSNP-IAC Allocations	BSNP-IAC Percentages
2018-2019	\$ 76,050.00	\$ 40,765.89	54%
2019-2020	\$ 76,050.00	\$ 37,544.00	49%
2020-2021	\$ 84,012.00	\$ 27,907.98	33%
2021-2022	\$ 84,012.00	\$ 28,407.98	34%

Source: Director IAC/Library Office, 2022.

**II-D. The chief nurse administrator of the nursing unit:**

- is a registered nurse (RN);
- holds a graduate degree in nursing;
- holds a doctoral degree if the nursing unit offers a graduate program in nursing;
- is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and
- provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.

*Elaboration: The administrative authority of the chief nurse administrator is comparable to that of chief administrators of similar units in the institution. He or she consults, as appropriate, with faculty and other communities of interest to make decisions to accomplish the mission, goals, and expected program outcomes. The chief nurse administrator is an effective leader of the nursing unit.*

**Program Response:**

**Chief Nurse Administrator academic preparation and experience**

The BSNP Chief Nurse Administrator (CNA) is the Director of the GC Health Sciences Department, who oversees aspects of the department. Dr. Marisol Velázquez is a licensed registered nurse (RN), has a BSN and two MSN with specialization in mental health/psychiatry, family and community health from the University of Puerto Rico, Medical Sciences Campus. In addition, her doctoral degree is in Curriculum and Teaching from Pontifical Catholic University of Puerto Rico. According to institutional responsibility, she is vested with the administrative authority to accomplish the mission, goals, and expected BSNP outcomes.

At IAUPR-GC, she began as a faculty member of nursing in AY 2004-2005. For this reason, her experience and leadership includes: Assistant Director of Health Sciences Department for over eight years. She has also been Associate Dean of Academic Affairs and MSNP Coordinator. However, since February 2017 she has been the Chief Nurse Administrator of the BSNP. On the other hand, she has teaching experience a number offering courses of the BSNP. Some of these are: NURS 1112 Foundations of Nursing Practice, NURS 2361 Foundations in Psychosocial Care, NURS 3140 Psychosocial Transitions, NURS 4180 Family and Community, and others. Furthermore, she has contributed to the GC academic magazine *Sapience*, by writing articles in Spanish such as “*Relación entre la brecha digital y el aprovechamiento académico de los estudiantes del programa de enfermería matriculados en un curso a distancia de una institución superior del área sur de Puerto Rico and Pedagogía de la educación a distancia*”. She has also collaborated with the Nursing Student Association (NSA) by carrying out community services in local communities, health prevention fairs, workshops, and others. In addition, currently she represents the GC-BSNP in the IAUPR Institutional Curriculum Committee.

Her leadership and commitment to work for the achievement of BSNP mission, goals, and needs of the internal and external communities, the *Colegio de Profesionales de la Enfermería de Puerto Rico*, granted her the nursing education award “Ana Celia Guzmán” in November, 2022 which is an annual recognition to a highly qualified nursing educator in Puerto Rico. The administrative functions, duties, and responsibilities of the Director of the Health Science Department are described in the IAUPR Administrative Norms document available in the Resource Room.

#### **II-E. Faculty are:**

- **sufficient in number to accomplish the mission, goals, and expected program outcomes;**
- **academically prepared for the areas in which they teach; and**
- **experientially prepared for the areas in which they teach.**

*Elaboration: The faculty (full-time, part-time, adjunct, tenured, non-tenured, or other) for each degree and post-graduate APRN certificate program are sufficient in number and qualifications to achieve the mission, goals, and expected program outcomes. The program defines faculty workloads. Faculty-to-student ratios provide adequate supervision and evaluation and meet or exceed the requirements of regulatory agencies and professional nursing standards and guidelines.*

*Faculty are academically prepared for the areas in which they teach. Academic preparation of faculty includes degree specialization, specialty coursework, or other preparation sufficient to address the major concepts included in courses they teach. Faculty teaching in the nursing program have a graduate degree. The program provides a justification for the use of any faculty who do not have a graduate degree.*

*Faculty who are nurses hold current RN licensure. Faculty teaching in clinical/practicum courses are experienced in the clinical area of the course and maintain clinical expertise. Clinical expertise may be maintained through clinical practice or other avenues. Faculty teaching in advanced practice clinical courses meet certification and practice requirements as specified by the relevant regulatory and specialty bodies. Advanced practice nursing tracks are directly overseen by faculty who are nationally certified in that same population-focused area of practice in roles for which national certification is available.*

#### **Program Response:**

##### **Faculty members are sufficient in number to accomplish the mission, goals, and expected program outcomes**

BSNP faculty members are sufficient in number to accomplish the mission, goals, and expected program outcomes. The number of full- and part-time faculty members comply with specialization in the following areas: maternal-child nursing, medical- surgical nursing, mental health/psychiatric nursing, pediatric nursing, critical care nursing, and community/family nursing. Currently, the BSNP has the following number of full-time faculty members: eleven full-time, five adjuncts, and fifteen part-time. Therefore, the distribution of credit-hours between full-and part-time faculty members demonstrates that the nursing program complies with the teaching load policy of IAUPR. The academic teaching load of the faculty includes both the theoretical and practical components of courses. Moreover, faculty members also participate in team-teaching for the, especially in NURS 1111: Fundamentals of Nursing, NURS 1130: Pharmacological Aspects in Nursing, NURS 1231: Fundamentals of Adult Care I, NURS 2233: Fundamentals of Adult Care II, among others.

##### **BSNP faculty members are academically prepared for the areas in which they teach**

#### **Faculty Profile**

BSNP faculty members are academically prepared for the disciplines which they teach (Appendices II-E.1, and II-E.2). Nursing faculty members are also committed to academic duties and administrative responsibilities concerning nursing education. The BSNP faculty have the required academic credentials to teach in the program. At present, there are five faculty members with doctorates and eleven with masters. However, three are pursuing doctorate degrees. Furthermore, the number of full-time faculty with the following type of contracts is: five (31%) are permanent (tenure), three (19%) probationary, and eight (50%) temporary. On the other hand, faculty member’s ranks are: one (6%) professor, six (38%) assistant professors, and nine (56%) instructors.

### **Full-time faculty equivalency (FTE)**

BSNP full-time faculty members work 40 hours per week, of which fifteen are teaching hours, five to provide academic support to students, committee collaboration work, research, among others. Besides, part-time faculty members may teach 11 credit-hours per semester or 22 credit-hours per year. According to the *Full-Time Faculty Handbook (2022)*, if it is necessary, the CNA authorizes an overload. Full-time faculty have priority over any part-time faculty member to offer additional courses, in person or online, up to a maximum of four (4) credit-hours if they have the academic preparation or experience required to offer these. For special circumstances, such as hard-to-recruit faculty, course sections without faculty to offer them, and redistribution of courses due to unexpected situations, among others; and with the approval of the dean of academic affairs, the CNA assigns a full-time faculty member of more than 19 hours of load, but not more than 21 during each semester. Exceptions to this rule is submitted to the chief executive of the academic unit for approval. On the other hand, the distribution of credit hours is 1:1, whether they are didactic, skills lab, or clinical teaching hours. The formula for calculating full-time equivalency is  $FTE = \text{workload hours} / \text{the 15 direct contact hours of 1 FTE}$ . The FTE for the Fall semester was 16. Thus, BSNP courses are equivalent to 345 credit-hours of which full-time faculty teach 245 (71%).

IAUPR Normative Letter from the President, May 28, 2013 establishes the per cent of credit-hours for full- and part-time faculty. For full-time faculty is 50% to 65% and for part-time is 35-40% of the total teaching courses credit-hours. Currently, for BSNP full-time faculty offered 71% of the program credit-hours. This outcome complies with the President's normative letter.

### **Faculty-to-student ratios provide adequate supervision and evaluation and meet or exceed the requirements of regulatory agencies and professional nursing standards and guidelines.**

BSNP faculty-to-student ratios provide adequate supervision and evaluation and meet or exceed the requirements of regulatory agencies and professional nursing standards and guidelines. During Fall of 2021-2022 the enrollment of the BSNP was 384 students, of which 335 was female and 49 was male. Thus, this faculty-to-student ratio on theoretical courses ranges from 1:15 to 1:30. On the other hand, the ratio in the clinical courses varies from 1:7 to 1:10. This facilitates individual supervision, teaching, and evaluation of clinical performance. However, the ratio for the NURS 4914: Practice in Nursing Care of the Family and Community course varies from 1:10 to 1:12.

### **Faculty are academically prepared for the areas in which they teach.**

BSNP faculty members are academically prepared for the areas in which they teach. This faculty have academic credentials that includes a master degree in nursing and doctorates in education and distance learning education from accredited higher education institutions. Therefore, full- and part-time faculty have specializations in the following areas: medical-surgical nursing, adult/elderly or critical care nursing, maternal-child nursing, maternal-perinatal nursing, pediatric neonatal nursing, mental health/psychiatric nursing, and community/family nursing GC BSNP faculty profile appears in (Appendices II-E.1, and II-E.2).

### **Faculty who are nurses hold current RN licensure**

The BSNP faculty members are required to take 30 credit-hours of nursing continuing education every three years to keep their licenses. In addition to this requirement, GC and BSNP offer diverse academic activities for faculty development every academic year. At present, all BSNP faculty members have a current RN license, which is a requirement of the nursing program and clinical sites where student practice. This is also required by Law 254 that regulates the nursing practice in PR, Puerto Rico Board of Nursing, and the Colegio de Profesionales de la Enfermería de Puerto Rico.

### **Clinical Expertise**

The CNA together with the BSNP Interview Committee evaluates the clinical expertise and experience of full and part-time faculty members assigned to clinical courses. In addition, the CNA is responsible to certify that full- and part-time faculty members comply with the regulations of the Law 254: "*Ley para regular la Practica de la Enfermería en Puerto Rico*" and the Puerto Rico Board of Nursing, Articles 9, 10 and 35, as established in Act 11: "*Ley de Reforma Integral de ls Servicios de Salud de Puerto Rico*" dated June 23, 1976, Chapter IV, as amended law to maintain their status as nursing professionals, that establishes that license renewal is required every three years with 30 hours of continuing education. BSNP faculty members maintain expertise through the following:

- Continuing education 30 credit-hours every three years

- Diverse seminars, courses and certifications according to nursing specializations
- Infection Control and Communicable Disease Conference
- Cardiopulmonary Resuscitation (CPR)
- Assessment Techniques Workshops
- Some part-time faculty members also work in clinical settings and/or hospitals
- Others

In addition, faculty members reinforce clinical expertise and knowledge through trainings and/or workshops related to:

- DocuCare® for medical record review
- NurseAchieve® for NCLEX® review
- vSim® for simulation of virtual nursing interventions
- COVID-19 vaccination certification
- Clinical simulation trainings in the use of the high-fidelity simulators
- E-learning evaluation seminars for students
- Seminar: Ethical aspects of the use of electronic clinical documentation
- Blackboard certification: “*Fundamentos de diseño y docencia en ambientes virtuales de aprendizaje*”
- Others

**II-F. Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role.**

*This key element is not applicable to a degree or certificate program that does not use preceptors.*

*Elaboration: The roles and performance expectations for preceptors with respect to teaching, supervision, and student evaluation are:*

- *clearly defined and communicated to preceptors;*
- *congruent with the mission, goals, and expected student outcomes;*
- *congruent with relevant professional nursing standards and guidelines; and*
- *reviewed periodically and revised as appropriate.*

*Preceptors have the expertise to support student achievement of expected outcomes. The program ensures that preceptor performance meets expectations.*

**Program Response:**

Not applicable.

**II-G. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.**

*Elaboration: Institutional support is available to promote faculty outcomes congruent with defined expectations of the faculty role (full-time, part-time, adjunct, tenured, non-tenured, or other) and in support of the mission, goals, and expected faculty outcomes.*

- *Faculty have opportunities for ongoing development in teaching.*
- *If scholarship is an expected faculty outcome, the institution provides resources to support faculty scholarship.*
- *If service is an expected faculty outcome, expected service is clearly defined and supported.*
- *If practice is an expected faculty outcome, opportunities are provided for faculty to maintain practice competence.*
- *Institutional support ensures that currency in clinical practice is maintained for faculty in roles that require it.*

## **Program Response:**

### **Environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes**

IAUPR encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes. In accordance with its mission, objectives and program goals, provides support and incentives to faculty members to enhance development and professional competencies. For this reason, faculty members have opportunities to access the following:

- Scholarships for graduate studies (masters and doctorates).
- Scholarships for professional certifications such as Quality Matters, Robotic Surgery, among others.
- Financial assistance and/or scholarships for professional trainings and development of professional skills.
- Financial assistance and/or scholarships to participate in trainings and/or conferences (local and international).
- Sabbatical leaves.

The Dean of Academic Affairs in collaboration with the CNA and the other department chairs prepares the Annual Faculty Development Plan. This plan includes professional activities that promotes teaching, research, community services, and faculty development according with the mission, goals and expected outcomes of the faculty. Thus, faculty members are encouraged to attend and have an active participation on seminars, workshops and congresses linked to the implementation of new technologies and education trends, health promotion and prevention, health issues, assessment techniques, on-line course development, delivery, and assessment, local and federal regulations, integration of ethical values on the curriculum, retention strategies, among others.

## **Standard II:**

### **Program Quality: Institutional Commitment and Resources**

#### **Strengths**

- IAUPR Board of Trustees, President and GC Chancellor offers continuous financial support to the BSNP.
- Fiscal and human resources are adequate to achieve the mission, goals and expected outcomes of BSNP.
- The scholarships granted have added faculty members with doctoral degrees in the BSNP.
- The activities of the Faculty Development Plan contribute to continue enhancing the quality of teaching in the BSNP.

#### **For Continuous Improvement**

- Motivate faculty to continue writing articles in peer-reviewed journals and other publications.
- Promote faculty members to submit proposal to get external funds for the BSNP.

## Standard III

### Program Quality: Curriculum and Teaching-Learning Practices

The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

**III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that:**

1. are congruent with the program's mission and goals;
2. are congruent with the roles for which the program is preparing its graduates; and
3. consider the needs of the program-identified community of interest.

*Elaboration: Curricular objectives (e.g., course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected learning that relate to student outcomes. Expected outcomes relate to the roles for which students are being prepared.*

#### Program Response:

The BSNP curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes. BSNP curriculum is developed at the institutional level because it is offered at eight campuses of IAUPR. However, on May 13, 1988, GC was authorized to offer the BSNP by the Office of Registration and Licensing of Educational Institutions (ORLEI), formerly known as the Puerto Rico Council of Education. The BSNP is offered in four years that prepares graduates with the knowledge, skills, and professional attitudes necessary to become a generalist nurse. The BSNP curricular design articulates the associate with baccalaureate degree, giving an exit option to students after the first two years, by successfully completing the requirements of an Associate Degree in Applied Science in Nursing (ADASN). Also, this option offers students the advantage of continuing an advance degree without losing credits, reducing content overlapping and total cost.

IAUPR has an institutional nursing curriculum committee, appointed by the Vice Presidency of Academic and Student Affairs. This committee has representation of all campuses that offer the BSNP. The primary goal of this committee is to continue improving and revising the program every five years or as needed, taking into account the needs of the program-identified community of interest. The last BSNP institutional revision was approved by the IAUPR on May, 2013, effective as of July 2013. Currently, IAUPR-BSNP is under review since February, 2019. This curricular revision responds to the need to update the content of the BSNP courses and re-evaluate the distribution of credits-hours according to the new nursing policies established by the Puerto Rico Nursing Board.

The BSNP curriculum design supports the achievement of student learning outcomes and comply with the mission and goals of the program, especially to prepare graduates capable of offering competent, sensitive, effective, safe, and quality nursing care to individuals, families, and community. According to the *IAUPR General Catalog 2021-2022* (page 330) the BSNP aims to prepare graduates to practice nursing in contemporary healthcare settings by being able to:

- *Provide care with autonomy and with interdisciplinary collaboration and sensitivity to ethical-legal and cultural values and directed to the achievement of the best results for the client.*
- *Coordinate care by applying leadership and management skills that lead to the highest quality care with the minimum of cost.*
- *Assume a commitment as a member of the discipline in harmony with the standards of the practice.*

#### *Competencies Profile of Graduates*

*The Bachelor of Science in Nursing is designed to develop the competencies that will enable students to:*

#### *Knowledge*

#### *Lower Level*



1. Demonstrate scientific and humanistic knowledge of the nursing discipline when analyzing biopsychosocial and spiritual aspects in the different stages of growth and development.
2. Know the nursing process as an instrument for making clinical decisions while offering safe and quality care.

**Upper Level**

1. Demonstrate theoretical and practical knowledge integrated into the safe and effective nursing care provided to individuals, families, and communities.
2. Know the use of nursing interventions to prevent disease, and to promote, protect, maintain, and restore health.
3. Know critical thinking skills to make clinical judgments and to use research findings for the continuous improvement of the nursing practice

**Skills**

**Lower Level**

1. Demonstrates up-to-date clinical skills in therapeutic interventions when you offer care to the client throughout the continuum of health-disease in structured scenarios.
2. Demonstrate care management, coordination skills, and effective collaboration as a member of the interdisciplinary team.
3. Use communication skills, critical thinking, and the use of technology to maintain the quality of care offered to the client.

**Upper Level**

1. Use assessment and therapeutic intervention skills when providing nursing care in diverse scenarios so they can improve the expected health care results.
2. Apply skills of communication, collaboration, critical thought, and the use of technology as a provider and coordinator of care and as a future member of the profession.
3. Act as leaders and managers of the care that you are seeking to provide.

**Attitudes**

**Lower Level**

1. Demonstrate responsibility and ethical-legal commitment with humanistic care in response to the changing needs of society.
2. Demonstrate responsibility and commitment to their own development and that of the profession.

**Upper Level**

4. Apply humanistic care in nursing practice to promote protection, optimization, and the preservation of human dignity.

BSNP curriculum is congruent with its mission and goals. This is accomplished because curricular objectives of courses and/or levels or competencies and roles are identified by the BSNP, clearly stated from the point of view of expected student learning outcomes. Furthermore, the professional preparation of students as generalist nurses is focused in the expected outcomes. Table III.A.1 presents and demonstrates the congruency among BSNP Mission and Goals, Student Learning Outcomes, and Nursing Student Profile Competencies and Roles.

**Table III-A.1: Congruency Among BSNP Mission and Goals, Student-Learning Outcomes, and BSNP Student Profile Competencies and Roles**

<b>BSNP Mission</b>	<b>BSNP Goals</b>	<b>BSNP Student-Learning Outcomes</b>	<b>BSNP Student Profile Competencies and Roles</b>
The Nursing Program has as its mission the formation of nurses able to offer competent, sensible, effective, safe, and quality nursing care	1. Provide care with autonomy and with interdisciplinary collaboration and sensitivity to ethical-legal and cultural values and directed to the	1. Students will have a solid base in liberal education through the General Education Program (GEP) which provides the foundation for the practice and	-Acquire essential skills in oral and written communication, Christian-ecumenical values, understanding the nature and cultural diversity of human beings as well as to interact effectively with patients, families, communities and others.

BSNP Mission	BSNP Goals	BSNP Student-Learning Outcomes	BSNP Student Profile Competencies and Roles
to the client person, family and community.	achievement of the best results for the client.	education of nurses <b>(Essential I).</b>	
	2. Coordinate care by applying leadership and management skills that lead to the highest quality care with the minimum of cost.	2. Students will demonstrate knowledge and skills in leadership, quality improvement, and patient safety while providing high quality health care <b>(Essential II).</b>	-Know the nursing process as an instrument for making clinical decisions while offering safe and quality care. -Demonstrate theoretical and practical knowledge integrated into the safe and effective nursing care provided to individuals, families, and communities. -Act as leaders and managers of the care that you are seeking to provide.
	3. Assume a commitment as a member of the discipline in harmony with the standards of the practice.	3. Students will apply in their nursing practice current evidence <b>(Essential III).</b>	-Know critical thinking skills to make clinical judgments and to use research findings for the continuous improvement of nursing practice.
		4. Students will apply knowledge and skills in information management and patient care technology which are essential in the delivery of quality patient care <b>(Essential IV).</b>	-Use communication skills, critical thinking, and the use of technology to maintain the quality of care offered to the client. -Apply skills of communication, collaboration, critical thought, and the use of technology as a provider and coordinator of care and as a future member of the profession.
		5. Students will demonstrate knowledge to understand healthcare policies, including financial and regulatory, that influence the nature and functioning of the healthcare system which are important considerations in professional nursing practice <b>(Essential V).</b>	-Act as leaders and managers of the care that you are seeking to provide.
		6. Student will apply interprofessional communication and collaboration with health care professionals to continue delivering high quality and safe patient care. <b>(Essential VI).</b>	-Demonstrate care management, coordination skills, and effective collaboration as a member of the interdisciplinary team. -Apply skills of communication, collaboration, critical thought, and the use of technology as a provider and coordinator of care and as a future member of the profession.
		7. Student will demonstrate knowledge of health promotion and disease prevention at the individual and population level to improve	- Demonstrates up-to-date clinical skills in therapeutic interventions when you offer care to the client throughout the continuum of health-disease in structured scenarios.

BSNP Mission	BSNP Goals	BSNP Student-Learning Outcomes	BSNP Student Profile Competencies and Roles
		population health <b>(Essential VII).</b>	-Know the use of nursing interventions to prevent disease, and to promote, protect, maintain, and restore health.
		8. Student will demonstrate professionalism and professional values in the practice of nursing practice <b>(Essential VIII).</b>	- Demonstrate responsibility and ethical-legal commitment with humanistic care in response to the changing needs of society. -Demonstrate responsibility and commitment to their own development and that of the profession. -Apply humanistic care in the nursing practice to promote protection, optimization, and the preservation of human dignity.
		9. The student is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments <b>(Essential IX).</b>	- Demonstrate scientific and humanistic knowledge of the nursing discipline when analyzing biopsychosocial and spiritual aspects in the different stages of growth and development. -Demonstrate theoretical and practical knowledge integrated into the safe and effective nursing care provided to individuals, families, and communities. -Demonstrates up-to-date clinical skills in therapeutic interventions when you offer care to the client throughout the continuum of health-disease in structured scenarios -Use assessment and therapeutic intervention skills when providing nursing care in diverse scenarios so they can improve the expected health care results.

Source: Chief Nurse Administrator Office, 2022.

Legend: K=knowledge S=skills A=attitudes

**III-B. Baccalaureate curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).**

*This key element is not applicable if the baccalaureate degree program is not under review for accreditation.*

*Elaboration: The baccalaureate degree program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curriculum.*

## Program Response:

The BSNP curriculum incorporates professional nursing standards and guidelines relevant to the program. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated in the curriculum. The BSNP was developed and will be revised guided by the Essentials of Baccalaureate Education for Professional Nursing Practice (AACN 2008). For this reason, the BSNP student-learning outcomes can be aligned to the required essentials, especially identified with the required courses and its objectives. GC-BSNP faculty members integrate the AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) into current and proposed student learning outcomes through the objectives of the courses by levels. Thus, essentials key elements are integrated in the student learning outcomes throughout the curriculum (Appendix III-B.1). Therefore, Table III-B.1 presents the relationships among the AACN Essential Key Elements, BSNP Student-Learning outcomes related to course title, and objectives.

IAUPR establishes policies and guidelines for its curricular revision. The BSNP incorporates in its curriculum and reviews the elements that demonstrates compliance with professional nursing standards, the standards for nursing education, and the requirements of accrediting agencies. Besides, to carry out the curricular revision, the results of the student learning outcomes are evaluated and used to continue improving the quality of the program, considering the collaboration and recommendations of faculty, administrators, students, and other community of interest. The professional standards used as the basis for developing the curriculum revisions are the *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008), the *Standards of Practice of the Puerto Rico College of Nursing Professionals* (CPEPR, 2018), and the *Code of Ethics* of CPEPR (1977). The congruence of expected student learning outcomes with professional standards is presented in Table III-B.1.

**Table III-B.1: Congruence of BSNP Expected Student-Learning Outcomes and Professional Standards**

BSNP Student Learning Outcomes	AACN Essentials of Baccalaureate Education (2008)	Standards of Practice of the Puerto Rico College of Nursing Professionals (CPEPR, 2018) include Standards of Professional Practice (SPP) and Standards of Care (SC); and the Code of Ethics of (CPEPR, 1977)
1. Students will have a solid base in liberal education through the General Education Program (GEP) which provides the foundation for the practice and education of nurses.	Liberal Education for Baccalaureate Generalist Nursing Practice (Essential I)	Quality of Practice (SPP I), Communication (SPP X), Ethics (SPP VI), Environmental Health (SPP XI), Collaboration (SPP IV), Cultural Diversity (XII)  Assessment (SC I), Nursing diagnosis (SC II), Identification of objectives (SC III), Planning (SC IV), Intervention (SC V), Evaluation (SC VI)
2. Students will demonstrate knowledge and skills in leadership, quality improvement, and patient safety while providing high quality health care.	Basic Organizational and Systems Leadership for Quality Care and Patient Safety (Essential II)	Quality of Practice (SPP I), Resources utilization (SPP VIII), Leadership (SPP IX), Communication (SPP X)  Assessment (SC I), Nursing diagnosis (SC II), Identification of objectives (SC III), Planning (SC IV), Intervention (SC V), Evaluation (SC VI)
3. Students will apply current evidence into its practice	Liberal Education for Baccalaureate Generalist Nursing Practice (Essential I)  Scholarship for Evidence-Based Practice (Essential III)	Research (SPP VII) Ethics (SPP VI), Code of Ethics of CPEPR (1977), Quality of Practice (SPP I)
4. Students will apply knowledge and skills in information management and patient care technology in the delivery of quality patient care.	Information Management and Application of Patient Care Technology (Essential IV)	Resources utilization (SPP VIII), Communication (SPP X), Collaboration (SPP IV), Collegiality (SPP V), Quality of Practice (SPP I)

BSNP Student Learning Outcomes	AACN Essentials of Baccalaureate Education (2008)	Standards of Practice of the Puerto Rico College of Nursing Professionals (CPEPR, 2018) include Standards of Professional Practice (SPP) and Standards of Care (SC); and the Code of Ethics of (CPEPR, 1977)
	Liberal Education for Baccalaureate Generalist Nursing Practice (Essential I)	
5. Students will demonstrate knowledge of healthcare policies, including financial and regulatory, that influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.	Health Care Policy, Finance, and Regulatory Environment (Essential V)	Collaboration (SPP IV), Collegiality (SPP V), Ethics (SPP VI), Environmental Health (SPP XI), Quality of Practice (SPP I)
6. Students will apply inter-professional communication and collaboration skills for improving patient health outcomes.	Inter-professional Communication and Collaboration for Improving Patient Health Outcomes (Essential VI) Liberal Education for Baccalaureate Generalist Nursing Practice (Essential I)	Communication (SPP X), Collaboration (SPP IV), Collegiality (SPP V), Research (SPP VII), Quality of Practice (SPP I)
7. Students will demonstrate knowledge of health promotion and disease prevention at the individual and population levels to improve population health.	Clinical Prevention and Population Health (Essential VII)	Quality of Practice (SPP I), Environmental Health (SPP XI), Collaboration (SPP IV), Collegiality (SPP V), Leadership (SPP IX)  Assessment (SC I), Nursing diagnosis (SC II), Identification of objectives (SC III), Planning (SC IV), Intervention (SC V), Evaluation (SC VI)
8. Students will demonstrate professionalism and professional values in the practice of nursing care.	Professionalism and Professional Values (Essential VIII) Liberal Education for Baccalaureate Generalist Nursing Practice Essential (I)	Ethics (SPP VI), Code of Ethics of CPEPR, Quality of Practice (SPP I), Cultural Diversity (SPP XII), Communication (SPP X), Collegiality (SPP V)
9. The student nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and the continuum of healthcare environments.	Baccalaureate Generalist Nursing Practice (Essential IX) Liberal Education for Baccalaureate Generalist Nursing Practice (Essential I)	Quality of Practice (SPP I), Education (SPP II), Evaluation of Professional Practice (SPP III), Collaboration (SPP IV), Collegiality (SPP V), Ethics (SPP VI), Research (SPP VII), Resources Utilization (SPP VIII), Leadership (SPP IX), Environmental Health (SPP XI), Cultural Diversity (XII)  Assessment (SC I), Nursing diagnosis (SC II), Identification of objectives (SC III), Planning (SC IV), Intervention (SC V), Evaluation (SC VI)

Source: Chief Nurse Administrator Office, 2022.

**III-C. Master's curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).**

- **Master's program curricula incorporate professional standards and guidelines as appropriate.**

- a. **All master's degree programs incorporate *The Essentials of Master's Education in Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program.**

b. All master's degree programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).

- Graduate-entry master's program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.

*This key element is not applicable if the master's degree program is not under review for accreditation.*

*Elaboration: The master's degree program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curricula.*

*Master's degree APRN education programs (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) incorporate separate comprehensive graduate-level courses to address the APRN core, defined as follows:*

- *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*
- *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

*Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses.*

*Master's degree programs that have a direct care focus but are not APRN education programs (e.g., nurse educator and clinical nurse leader) incorporate graduate-level content addressing the APRN core. These programs are not required to offer this content as three separate courses.*

#### **Program Response:**

Not applicable.

**III-D. DNP curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).**

- **DNP program curricula incorporate professional standards and guidelines as appropriate.**
  - a. **All DNP programs incorporate *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program.**
  - b. **All DNP programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).**
- **Graduate-entry DNP program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.**

*This key element is not applicable if the DNP program is not under review for accreditation.*

*Elaboration: The DNP program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curricula.*

*DNP APRN education programs (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) incorporate separate comprehensive graduate-level courses to address the APRN core, defined as follows:*

- *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*

- *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

*Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses.*

*Separate courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology are not required for students enrolled in post-master's DNP programs who hold current national certification as advanced practice nurses, unless the program deems this necessary.*

**Program Response:**

Not applicable.

**III-E. Post-graduate APRN certificate program curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Post-graduate APRN certificate programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016)*.**

*This key element is not applicable if the post-graduate APRN certificate program is not under review for accreditation.*

*Elaboration: The post-graduate APRN certificate program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curricula.*

*APRN education programs (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) incorporate separate comprehensive graduate-level courses to address the APRN core, defined as follows:*

- *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*
- *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

*Additional APRN core content specific to the role and population is integrated throughout the other role- and population-focused didactic and clinical courses.*

*Separate courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology are not required for certificate students who have already completed such courses, unless the program deems this necessary.*

**Program Response:**

Not applicable.

**III-F. The curriculum is logically structured to achieve expected student outcomes.**

- **Baccalaureate curricula build on a foundation of the arts, sciences, and humanities.**
- **Master's curricula build on a foundation comparable to baccalaureate-level nursing knowledge.**
- **DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student.**
- **Post-graduate APRN certificate programs build on graduate-level nursing competencies and knowledge base.**

*Elaboration: Baccalaureate degree programs demonstrate that knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice. Graduate-entry programs in nursing*

*incorporate the generalist knowledge common to baccalaureate nursing education as delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) as well as advanced nursing knowledge.*

*Graduate programs are clearly based on a foundation comparable to a baccalaureate degree in nursing. Graduate programs delineate how students who do not have a baccalaureate degree in nursing acquire the knowledge and competencies comparable to baccalaureate education in nursing as a foundation for advanced nursing education. Programs that move students from basic nursing preparation (e.g., associate degree or diploma education) to a graduate degree demonstrate how these students acquire the baccalaureate-level knowledge and competencies delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), even if they do not award a baccalaureate degree in nursing in addition to the graduate degree.*

*DNP programs, whether post-baccalaureate or post-master's, demonstrate how students acquire the doctoral-level knowledge and competencies delineated in The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006). If the program awards the master's degree as part of the DNP program, the program demonstrates how students acquire the master's-level knowledge and competencies delineated in The Essentials of Master's Education in Nursing (AACN, 2011) and, if applicable, Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016).*

*The program provides a rationale for the sequence of the curriculum for each program.*

#### **Program Response:**

The BSNP curriculum is logically structured to achieve expected student outcomes; and it also builds on a foundation of the arts, sciences, and humanities. Therefore, the baccalaureate degree in nursing demonstrates that knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice.

#### **Curricular Components**

The BSNP curriculum components consists of the follows requirements:

General Education Requirements	45 crs.
Nursing Requirements	72 crs.
Elective Requirements	<u>3 crs.</u>
<b>Total credits:</b>	<b>120 crs.</b>

The General Education Program (GEP) is required for BSNP students. It is based on six categories that are essential for the preparation of nursing students as educated persons, except the Physical Education and Recreation courses for which the program is exempted. These six categories are as follows:

- I. Basic skills: English, Spanish, Mathematics, and Computer Literacy
- II. Philosophical and Aesthetical Thought
- III. Christian Thought/Ecumenical Perspective
- IV. Historical and Social Context
- V. Scientific and Technological Context
- VI. Health, Physical Education, and Recreation

The General Education Program prepares students to acquire essential skills in oral and written communication, science, mathematical reasoning, critical analysis, technology, information literacy, entrepreneurial, among others. Hence, these will develop BSNP professionals with knowledge, skills, and attitudes necessary for a diverse and changing society in the globalized world. For this reason, a liberal education is necessary for BSNP students to develop effective oral and written communication, Christian-ecumenical values, understanding the nature and cultural diversity of human beings as well as to interact effectively with patients, families, communities and with other health care professionals. The GEP is based on seven categories, eight goals, and thirteen competencies as presented in Table III-F.1



**Table III-F.1 Alignment of GEP Categories, Goals and Competencies for Students Essential Skills Acquisition**

GEP Categories	GEP Goals	GEP Competencies
<p><b>Scientific and Technological Context:</b> Develop the fundamental competencies for the study and understanding of the interrelation between the natural sciences, the environment, technology, and the human being. It also encourages the development of a responsible ecological attitude.</p>	<p><b>Goal I:</b> Develop a person with humanistic sensitivity, capable of contributing to the solution of problems with a collaborative attitude, using research, critical, creative and innovative thinking in an international context. Competency 1: Demonstrate a critical, creative, scientific, humanistic, ethical and aesthetic attitude for the solution of problems, based on the use of research methods, sources of information, and technological advances. Competency 2: Demonstrate capability and willingness for collaborative work and negotiation.</p>	<p><b>Competency 1:</b> Demonstrate a critical, creative, scientific, humanistic, ethical and aesthetic attitude for the solution of problems, based on the use of research methods, sources of information, and technological advances. <b>Competency 2:</b> Demonstrate capability and willingness for collaborative work and negotiation.</p>
<p><b>Basic Skills:</b> Develop competencies in the following areas: Spanish and English communication skills, mathematics, and information and computer technologies.</p>	<p><b>Goal II:</b> Develop a person with communicative competence in Spanish and English, with native-language mastery of one of the two languages.</p>	<p><b>Competency 3:</b> Demonstrate competency in oral and written communication skills in Spanish and English, with a higher level of mastery in the first language.</p>
<p><b>Philosophical and Aesthetic Thought:</b> Develop competencies related to ethics, social responsibility, and musical, artistic, and theatrical appreciation.</p>	<p><b>Goal III:</b> Develop a person who values diversity, appreciates other cultures, is aware of their social, ethical, civic, and environmental responsibility and exerts leadership in a democratic context.</p>	<p><b>Competency 4:</b> Demonstrate leadership qualities, appreciation for other cultures, and respect and appreciation of diversity. <b>Competency 5:</b> Demonstrate commitment to social, ethical, civic, and environmental responsibility.</p>
<p><b>Christian Thought:</b> Develop the competencies that allow the understanding and appreciation of Christian faith from an ecumenical openness.</p>	<p><b>Goal IV:</b> Develop a person who understands and values Christian faith from an ecumenical openness and its implications for culture.</p>	<p><b>Competency 6:</b> Apply the principles that define a culture of peace from an ecumenical-Christian, interreligious, multicultural, and academic perspective. <b>Competency 7:</b> Demonstrate respect and sensitivity towards religious plurality and other beliefs.</p>
<p><b>Health and Quality of Life:</b> Develop competencies that contribute to integral health, quality of life, and healthy individual and collective lifestyles.</p>	<p><b>Goal V:</b> Develop a person committed to the integral health, well-being, and quality of life of the individual and society.</p>	<p><b>Competency 8:</b> Apply the fundamental knowledge of integral health to promote the welfare and quality of life of the individual and society.</p>
<p><b>Basic Skills:</b> Develop competencies in the following areas: Spanish and English communication skills, mathematics, and information and computer technologies. <b>Scientific and Technological Context:</b> Develop the fundamental competencies for the study and understanding of the interrelation between the natural sciences, the environment, technology, and the human being. It also encourages the development of a responsible ecological attitude.</p>	<p><b>Goal VI:</b> Develop a person capable of solving problems through scientific thinking, logical and quantitative reasoning, and the use of information and communication technologies, in an ethical, critical, creative, and innovative way.</p>	<p><b>Competency 9:</b> Apply scientific thinking and logical and quantitative reasoning for decision-making and problem-solving. <b>Competency 10:</b> Use information and communication technologies for decision-making and problem-solving.</p>

<b>GEP Categories</b>	<b>GEP Goals</b>	<b>GEP Competencies</b>
<b>Historical and Social Context:</b> Develop the fundamental competencies of history and social sciences to allow the understanding of society in a local and global context.	<b>Goal VII:</b> Develop a person with knowledge of the historical, social, and cultural context of Puerto Rico and the world.	<b>Competency 11:</b> Understand the historical, political, social, and economic processes and their effects and implications in the formation of contemporary societies. <b>Competency 12:</b> Value the historical, social, and cultural differences that have contributed to forge the knowledge society.
<b>Entrepreneurial Culture:</b> Develop the competencies for the formation of a person with an entrepreneurial attitude and capability for self-management and entrepreneurship in the context of a globalized society.	<b>Goal VIII:</b> Develop a person who has an entrepreneurial attitude and is committed to lifelong learning.	<b>Competency 13:</b> Demonstrate capability for self-management, entrepreneurship, and lifelong learning in the face of social and economic changes in a global world.

Source: *General Catalog*, 2021-2022.

Moreover, BSNP courses are organized and developed according to level of complexity. According to the *IAUPR General Catalog* (2021-2022), major requirements are offered in a four-year program. Each academic year is equivalent to a level. Table III-F.2 describes the four levels of the program.

**Table III-F.2: Description of BSNP Levels**

<b>Program Levels</b>	<b>Description of Program Levels</b>
<b>LEVEL I</b>	<ul style="list-style-type: none"> <li>-Introduction to the nursing profession</li> <li>-Historical, legal, and ethical elements of the profession for professional performance</li> <li>-Emphasis is given to theoretical knowledge and psychomotor skills</li> <li>-Introduction to the use of the nursing process as a scientific tool for problem-solving</li> <li>-Processes of assessment and nursing diagnosis are stressed</li> <li>-Initiation in the nursing care process for maintenance and promotion of health and management of common interferences</li> <li>-Introduction to leadership concepts and leadership behaviors skills</li> <li>-Introduction to the research process in nursing</li> <li>-Understanding the need for research in nursing</li> <li>-Introduction to the system of values and attitudes/ understanding the nature of self</li> </ul>
<b>LEVEL II</b>	<ul style="list-style-type: none"> <li>-Utilization of theoretical concepts and psychomotor skills</li> <li>-Emphasis on nursing diagnosis and planning component of the nursing process and humanistic care</li> <li>-Practice leadership skills and integration into the health team</li> <li>-Patient education training within the family unit to prevent illness and or major health complications</li> <li>-Introduction to use research findings in nursing care</li> </ul>
<b>LEVEL III</b>	<ul style="list-style-type: none"> <li>-Application of the nursing process</li> <li>-Performs holistic assessment of the family and groups in the community</li> <li>-Emphasis is given to the planning, implementation, and evaluation phases of the nursing process</li> <li>-Intervention with high-risk groups in different health settings of the community</li> <li>-Values and attitudes are considered to guide realistic and humanistic nursing actions</li> <li>-Examine research to determine its application to nursing care</li> </ul>
<b>LEVEL IV</b>	<ul style="list-style-type: none"> <li>-Integration of knowledge and skills acquired to perform as a professional nurse generalist independently</li> <li>-Professional role will be demonstrated in different health care settings</li> <li>-Use of nursing process emphasizing evaluation phase to determine and apply nursing care standards</li> </ul>

Program Levels	Description of Program Levels
	<ul style="list-style-type: none"> <li>-As an agent of change, students will use problem-solving methods and apply research findings to implement changes in the management of direct and indirect nursing care to the person, family, and community</li> <li>-Make and use interpersonal judgment in the decision-making process during practice</li> <li>-Continually clarify values and attitudes from changes in society, emphasizing moral, legal-ethical, and spiritual issues affecting the nursing profession</li> <li>-Use research findings to implement changes in the nursing process</li> </ul>

Source: Chief Nurse Administrator Office, 2022.

The nursing major consists of 72 credits, distributed in 855 hours of theoretical content and 840 hours of clinical practice as presented in Appendix III.F.1. On the other hand, the curricular sequence of the BSNP appears in Table III.F.3. Nevertheless, for the BSNP natural sciences content such as anatomy and physiology, biochemistry and microbiology are integrated in nursing courses as presented in Appendix III-F.2.

**Table III-F.3: BSNP Curricular Sequence**

FIRST YEAR			
First Semester	Credits	Second Semester	Credits
GEIC 1010 –Information and Computing Technologies	3	GEEN 1102 - English as a Second Language II: Reading	3
GEEN 1101 – English as a Second Language I: Oral Communication	3	GEHS 2010 –Historical Process of Contemporary Puerto Rico	3
GEMA 1000 – Quantitative Reasoning	3	or GEEC 2000 – Entrepreneurial Culture	
NURS 1111 - Fundamentals of Nursing	4	GESP 1101 –Literature and Communication: Narrative and Poetry	3
NURS 1112 – Practice of Fundamentals of Nursing	2	NURS 1231 - Fundamentals of Adult Care I	6
NURS 1130 – Pharmacological Aspects	3	NURS 1232 - Practice of Adult Care I	2
<b>Total Credits</b>	<b>18</b>	<b>Total Credits</b>	<b>17</b>
SECOND YEAR			
First Semester	Credits	Second Semester	Credits
GESP 1102 - Literature and Communication: Essay and Theatre	3	NURS 2351 – Fundamentals of Pediatric Care	3
NURS 2141 - Fundamentals of Maternal-Neonatal Care	3	NURS 2352 – Practice of Pediatric Care	2
NURS 2142 - Practice in Maternal-Neonatal Care	2	NURS 2361 – Fundamentals of Psychosocial Care	3
NURS 2233 - Fundamentals of Adult Care II	6	NURS 2362 – Practice of Psychosocial Care	2
NURS 2234 - Practice of Adult Care II	2	NURS 2970 – Transition Seminar	1
		GECF 1010 –Introduction to the Christian Faith	3
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>14</b>
THIRD YEAR			
First Semester	Credits	Second Semester	Credits
GESP 2203 – Literature and World View	3	GEHS 2010 –Historical Process of Contemporary Puerto Rico	3
GEEN 1103 – English as a Second Language III: Writing	3	or GEEC 2000 – Entrepreneurial Culture	
NURS 3100 – Dimensions of Professional Practice	3	NURS 3140 – Intervention in Psychosocial Transition	2
NURS 3115 – Introduction to the Nursing Research Process	3	NURS 3190 – Professional Intervention during the Life Cycle	4
NURS 3120 – Health Assessment	4	NURS 4911 – Practice in Professional Intervention during the Life Cycle	3
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>12</b>

<b>FOURTH YEAR</b>			
<b>First Semester</b>	<b>Credits</b>	<b>Second Semester</b>	<b>Credits</b>
GEST 2020 –The Natural Environment and The Human Being* or GEST 2030 - Technology and Environment *	3	GEPE 3010 – Art Appreciation* GEPE 3020 – Music Appreciation* GEPE 3030 – Theatre Appreciation*	3
*Choose one course (3 credits)		* Choose one course (3 credits)	
GEPE 4040 –Ethics and Social Responsibility	3		
NURS 4180 – Nursing Care of Family and Community	4	GEHS 3020 – Global Society	3
NURS 4914 – Practice in Nursing Care to the Family and Community	4	GEHS 3050 –Human Formation, Society, and Culture GEHS 4020 – Ancient and Medieval Western Civilization GEHS 4030 –Modern and Contemporary Western Civilization	
		* Choose one course (requires a total of 6 credits in this category)	
		*	
		NURS 4980 – Integrated Workshop	4
		Elective Course _____	3
<b>Total Credits</b>	<b>14</b>	<b>Total Credits</b>	<b>13</b>
<b>TOTAL CURRICULAR CREDITS 120</b>			

Source: Chief Nurse Administrator Office, 2022.

### III-G. Teaching-learning practices:

1. support the achievement of expected student outcomes;
2. consider the needs and expectations of the identified community of interest; and
3. expose students to individuals with diverse life experiences, perspectives, and backgrounds.

*Elaboration: Teaching-learning practices (e.g., simulation, lecture, flipped classroom, case studies) in all environments (e.g., virtual, classroom, clinical experiences, distance education, laboratory) support achievement of expected student outcomes identified in course, unit, and/or level objectives.*

*Teaching-learning practices are appropriate to the student population (e.g., adult learners, second-language students, students in a post-graduate APRN certificate program), consider the needs of the program-identified community of interest, and broaden student perspectives.*

### Program Response:

BSNP teaching-learning practices support the achievement of expected student outcomes. To accomplish this, teaching-learning practices such as lectures, simulations, role playing, case studies, large and small group discussions, class presentations, individual and teamwork projects, among others in traditional and/or virtual classrooms, clinical experiences and laboratory environments support the achievement of expected student outcomes. Thus, a variety of teaching-learning strategies are used from the first to last year to expose the student to different learning experiences. BSNP faculty members use diverse strategies to teach traditional, online, and clinical practice courses.

Since the COVID-19 Pandemic and currently, BSNP faculty members use diverse software, such as vSim®, NurseAchieve®, DocuCare®, and Body Interact®. Also, faculty members integrate simulation as a teaching method to provide opportunities for students to demonstrate knowledge, skills and attitudes. For that purpose, the Nursing Simulation Skills Lab was equipped with the latest technologies, high-fidelity simulators, among others. On the other hand, faculty members use a number of strategies to teach online courses, namely instructional modules, discussion board, virtual meetings, chats, and others. Besides, environmental resources that support teaching-learning practices, such as smart classrooms equipped with computers, smartboards, Internet services, and access to databases, electronic journals, books, among others are available to students and faculty. These are used for the achievement of expected student outcomes. Furthermore, BSNP student have access to both virtual and traditional tutors that reinforce knowledge and skills development. Examples of teaching strategies and environments that support achievement of student outcomes success are described in Appendix III-G.1.

BSNP students have experience with individuals from different life experiences, perspectives, and backgrounds. This is accomplished when students are exposed to various clinical settings for nursing practice with clients of all stages of lifespan. For this reason, nursing skills are developed in the Nursing Skills Simulation Lab before going to real-life clinical scenarios. Appendix III-G.2 presents skills developed using simulations in diverse required courses. Moreover, during clinical rotations, students become active participants in patient care in healthcare clinical settings, such as hospitals, clinics, and community health services, among others.

### Learning Center

The Learning Center objective is to continue increasing knowledge, skills, and attitudes in order to promote students' academic success by integrating the use of technology across the curriculum. This student support service was implemented as a result of student learning outcomes in basics skills courses, especially those that belong to General Education Program and other required courses in diverse majors, especially nursing. Here BSNP students have access to computerized interactive modules about topics or matters included in the Puerto Rico Board of Nursing Licensure Exam. These modules were prepared by the BSNP faculty members. Table III-G.1 presents information about the alignment of these modules with nursing course topics.

**Table III-G.1: Computerized BSNP Learning Modules Aligned with Course Topics**

<b>Computerized Learning Modules</b>	<b>Module Aligned with Course Topics</b>
NURS 1231 Fundamentals of Adult Care I	<ul style="list-style-type: none"> <li>•Cancer, Chemical Regulation</li> <li>•Physiological Homeostasis: Immunological and Integumentary Alterations</li> </ul>
NURS 2233 Fundamentals of Adult Care II	<ul style="list-style-type: none"> <li>•Neurological and musculoskeletal Alterations</li> <li>•Cardiovascular Disorders, Male and Female Reproductive Disorders</li> <li>•Common Respiratory Disorders, Hematological Disorders</li> </ul>
NURS 1231 Fundamentals of Adult Care I NURS 2233 Fundamentals of Adult Care II	<ul style="list-style-type: none"> <li>• Nursing Interventions with Adults and Elderly</li> <li>•Module: Arterial Blood Gases: Physiology and Interpretation</li> </ul>
NURS 2351 Fundamentals of Pediatric Care	<ul style="list-style-type: none"> <li>•Safe and Effective Environmental Care</li> <li>•Maintenance and Promotion of Health Care •Psychosocial and Physiological Integrity</li> </ul>
NURS 2141 Fundamentals of Maternal-Neonatal Care	<ul style="list-style-type: none"> <li>•Maternity and Neonatal: Identification of Pregnancy Complications</li> <li>•Maternal and Neonatal: Promotion and Health Maintenance, Psychosocial Integration, Physiological Integrity</li> </ul>
NURS 1130 Pharmacological Aspects in Nursing	<ul style="list-style-type: none"> <li>•General Pharmacology</li> </ul>
NURS 2361 Fundamentals of Psychosocial Care	<ul style="list-style-type: none"> <li>•Maintenance and Safe Environment and Effective Care, Promotion and Health</li> <li>•Psychosocial and Physiological Integrity</li> <li>•Nursing Interventions in Mental Health and Mental Disorders</li> <li>•Nursing Intervention in Mental Health and Mental Disorders: Disorders that Affect Psychosocial and Physiological Integrity</li> </ul>

Source: Chief Nurse Administrator Office, 2022.

### Community of Interest

BSNP teaching-learning practices consider the needs and expectations identified by the community of interest. This community includes IAUPR, GC, Nursing Program Advisory Board, faculty, students, alumni, employers, professional organizations, accrediting agencies, and board of nursing. Moreover, periodically students, faculty, and employers are consulted and their input is considered to continue improving the quality of program courses and practical experiences to

achieve expected student learning outcomes. Table III-G.2 provides examples of communities of interest input for the curriculum and teaching-learning practices.

**Table III-G.2: Examples of Community of Interest Input to the Curriculum and Teaching-Learning Practices**

<b>Community of Interest</b>	<b>Input</b>	<b>Action</b>	<b>Outcome</b>
Nursing Program Advisory Board (NPAB)	Add how BSNP faculty members comply with the legal requirements of membership and renewal of professional license.	BSNP faculty integrated this input as an outcome.	One hundred percent (100%) of BSNP full- and part-time faculty members comply with the legal requirements of membership and renewal of professional license.
BSNP Students	Maximize the use and integration of simulation on clinical courses.	Students use low, medium, and high-fidelity simulators during practices according to the course been taken.	According to the 2022 Student Satisfaction Questionnaire about the Simulation Lab, over 95% of students are satisfied with the use of low, medium, and high-fidelity simulators in laboratory practices.
Faculty	Continue improving team-teaching strategies between natural sciences and BSNP faculty members.	The CNA assigns courses to improve team-teaching strategies between natural sciences and BSNP faculty members.	The CNA continues assigning faculty in team-teaching with the natural sciences and BSNP faculty members.

Source: Chief Nurse Administrator, 2022.

**III-H. The curriculum includes planned clinical practice experiences that:**

- enable students to integrate new knowledge and demonstrate attainment of program outcomes;
- foster interprofessional collaborative practice; and
- are evaluated by faculty.

*Elaboration: To prepare students for a practice profession, each track in each degree program and each track in the post-graduate APRN certificate program affords students the opportunity to develop professional competencies and to integrate new knowledge in practice settings aligned to the educational preparation. Clinical practice experiences include opportunities for interprofessional collaboration. Clinical practice experiences are provided for students in all programs, including those with distance education offerings. Clinical practice experiences align with student and program outcomes. These experiences are planned, implemented, and evaluated to ensure students are competent to function as members of interprofessional teams at the level for which they are being prepared.*

*Programs that have a direct care focus (including, but not limited to, post-licensure baccalaureate and nurse educator tracks) provide direct care experiences designed to advance the knowledge and expertise of students in a clinical area of practice.*

**Program Response:**

The BSNP curriculum includes planned clinical practice experiences that enable students to integrate new knowledge and demonstrate attainment of program outcomes. BSNP students have the opportunity to obtain real-life clinical experiences in a variety of healthcare settings authorized by the Puerto Rico Department of Health and hospitals accredited by the Joint Commission for the Accreditation of Healthcare Organizations (JCAHO). Some of these are: *Hospital Menonita de Guayama, Cayey and Humacao; Ryder Memorial Hospital in Humacao; Patillas Primary Health Services Center; Casa del Veterano in Juana Diaz*, and others. Moreover, faculty members are responsible to obtain evidence of how students handle new knowledge and effectiveness of learning outcomes during clinical experiences.

As established in the BSNP curriculum and in compliance with local, federal, and professional accreditation agencies requirements, the BSNP offers opportunities to develop professional competencies through clinical practice across the

program levels. For this reason, the curriculum requires a total of 840 hours of practice. Table III.H.1 presents the courses that provide diverse nursing practice and the hours per semester. Notwithstanding this, theoretical courses such as NURS 1130: Pharmacological Aspects and NURS 3120: Health Assessment also include laboratory hours that offered in Nursing Simulation Skills Lab. In addition, the clinical practice courses, goals, and clinical sites are presented in Appendix III-H.I.

**Table III-H.1: Practice Courses and Hours per Semester**

<b>Course/ Type of Practice</b>	<b>Hours of practice per semester</b>
NURS 1112 - Practice of Fundamentals of Nursing	90 hrs.
NURS 1130 – Pharmacological Aspects	30 hrs. Skills Laboratory
NURS 1232 – Practice of Adult Care I	90 hrs.
NURS 2142 – Practice in Maternal-Neonatal Care	60 hrs.
NURS 2234 – Practice of Adult Care II	90 hrs.
NURS 2352 – Practice of Pediatric Care	60 hrs.
NURS 2362 – Practice of Psychosocial Care	60 hrs.
NURS 3120 – Health Assessment	60 hrs. Skills Laboratory
NURS 4911 - Practice in Professional Intervention during the Life Cycle	90 hrs.
NURS 4914 - Practice in Nursing Care to the Family and Community	120 hrs.
NURS 4980 - Integrated Workshop	90 hrs.
<b>Total hours of practice</b>	<b>840 hrs.</b>

Source: Chief Nurse Administrator Office, 2022.

### **BSNP foster interprofessional collaborative practice**

The BSNP curriculum includes planned clinical practice experiences where students acquire interprofessional collaborative practice at the clinical sites through:

- Effective communication and collaborative skills to deliver evidence-based, patient-centered care with professional and nonprofessional individuals/persons
- Recognize the importance of empathy, involvement, and responsibility
- Compliance with ethical and Christian-ecumenical values
- Compliance with legal policies and procedures of the healthcare environment
- Handling patient condition as opposed to accomplishing “tasks”
- Active participation within interprofessional teams to optimize patient outcomes
- Provide high-quality and safe care of patients, family, and community
- Develop organizational and technological skills
- Others

### **Clinical practice experiences are evaluated by faculty**

The evaluation of the clinical practice experiences is carried out by the BSNP faculty using formative and summative evaluation strategies. Rubrics and other evaluation strategies are used to evaluate clinical procedures, interprofessional teamwork, leadership, critical thinking, patient safety, effective communication, decision-making, case studies, simulations, evidence-based research projects, among others. On the other hand, during the clinical practice experience, faculty members are responsible for providing continuous feedback to students as formative evaluation to ensure the acquisition of knowledge, skills, and attitudes.

The BSNP Clinical Coordinators are responsible to select, supervise, and evaluate the clinical sites, taking into account the input of faculty members. Each semester students and faculty members receive a general orientation prior to beginning clinical practice concerning philosophy, rules, regulations, policies and procedures, patient record documentation, and other requirements of the clinical sites. Furthermore, at the end of each clinical practice experience both students and faculty members evaluate the clinical sites using the following surveys:

- Evaluation of Learning in the Clinical Environment by Students
- Evaluation of Learning in the Clinical Environment by Faculty

**III-I. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.**

*Elaboration: Evaluation of student performance is consistent with expected student outcomes. Grading criteria are clearly defined for each course, communicated to students, and applied consistently. Processes exist by which the evaluation of individual student performance is communicated to students. In instances where preceptors facilitate students' clinical learning experiences, faculty may seek input from preceptors regarding student performance, but ultimately faculty are responsible for evaluation of individual student outcomes. The requirement for evaluation of student clinical performance by qualified faculty applies to all students in all programs. Faculty evaluation of student clinical performance may be accomplished through a variety of mechanisms.*

**Program Response:**

Individual student performance is evaluated by BSNP faculty members and reflects achievement of expected student outcomes. Hence, the evaluation of the student's performance is one of the primary responsibilities of BSNP faculty members. Therefore, each faculty member is responsible to include, in the syllabus of each course, the evaluation criteria to assess individual student performance. The evaluation criteria are designed taking into account course objectives as well as expected student-learning outcomes. Evaluation policies and procedures for individual student performance are established in course syllabus, *Nursing Student Handbook (2022)*, and *IAUPR General Student Regulations (2022)*. Table III-I.1 presents examples of evaluation strategies according to BSNP students expected learning outcomes.

**Table III-I.1: Examples of Evaluation Strategies Used to Measure Student Learning Outcomes and Competencies**

Student Learning Outcomes (SLO) Competencies	Evaluation Strategies			
	Classroom	Distance Education	Clinical Practice	Laboratory and Simulation Skills
<p>1. Students will have a solid base in liberal education through the General Education Program (GEP) which provides the foundation for the practice and education of nurses. <b>(Essential I)</b></p> <p><b>COMP.</b> Demonstrate scientific and humanistic knowledge of the nursing discipline when analyzing biopsychosocial and spiritual aspects in the different stages of growth and development. (K-1 lower level)</p> <p><b>COMP.</b> Apply skills of communication, collaboration, critical thought, and the use of technology as a provider and coordinator of care and as a future member of the profession. (S-2 upper level).</p>	<ul style="list-style-type: none"> <li>-Assessments</li> <li>-Partial Tests</li> <li>-Quizzes</li> <li>-Homework</li> <li>-Study Guides</li> <li>-Oral Presentation</li> <li>-EBP Articles</li> <li>Presentation Rubric</li> <li>-Study Case Discussions</li> <li>-Hypothetical Nursing Care Plans</li> <li>-Communication skills in Oral Presentations and Roleplay</li> </ul>	<ul style="list-style-type: none"> <li>-Discussion forums</li> <li>-Group presentations and case discussions</li> <li>-Modules and Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical Performance Evaluations Rubrics</li> <li>-Nursing Process Evaluation</li> <li>-Case Study</li> <li>-Prepare Nursing Care Plans for assigned patients</li> <li>-In the Family and Community course they use therapeutic skills with family, community, and nursing personnel</li> </ul>	<ul style="list-style-type: none"> <li>-Nursing skills rubrics</li> <li>-Roleplays</li> <li>-Simulations</li> <li>-Care Plans</li> <li>-Practice with hypothetical cases</li> </ul>
<p><b>SLO</b></p> <p>2. Students will demonstrate knowledge and skills in leadership, quality improvement, and patient safety while providing high-quality health care. <b>(Essential II)</b></p>	<ul style="list-style-type: none"> <li>-Assessments</li> <li>-Partial Tests</li> <li>-Quizzes</li> <li>-Homework</li> <li>-Study Guides</li> <li>-Departmental test</li> </ul>	<ul style="list-style-type: none"> <li>-Discussion forums</li> <li>-Group presentations and case discussions</li> <li>- Modules and Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical Performance Evaluations Rubrics</li> <li>-Nursing Process Evaluation</li> <li>-Case Study</li> </ul>	<ul style="list-style-type: none"> <li>-Nursing skills rubrics</li> <li>-Simulations</li> <li>-Demonstrations</li> <li>-Roleplay</li> </ul>



Student Learning Outcomes (SLO) Competencies	Evaluation Strategies			
	Classroom	Distance Education	Clinical Practice	Laboratory and Simulation Skills
<p><b>COMP.</b> Know the nursing process as an instrument for making clinical decisions while offering safe and quality care. (K2 lower level)</p> <p><b>COMP.</b> Demonstrate theoretical and practical knowledge integrated into the safe and effective nursing care provided to individuals, families, and communities. (K-1 upper level)</p> <p><b>COMP.</b> Act as leaders and managers of the care that you are seeking to provide. (S-3 upper level)</p>	<p>-Hypothetical Situations</p> <p>-Nursing process</p> <p>-Oral Presentation, - EBP Articles Presentation Rubric</p> <p>-Study Case discussions</p> <p>-Hypothetical Nursing Care Plans</p> <p>-Communication skills in Oral Presentations and Roleplay</p>		<p>-Prepare Nursing Care plans for assigned patients</p> <p>-In the Family and Community course they use therapeutic skills with family, community, and nursing personnel</p>	<p>-Hypothetical Nursing Care Plan Rubrics</p> <p>-Roleplay Cases</p> <p>-Critical thinking</p>
<p><b>SLO</b> 3. Students will apply current evidence to their practice. <b>(Essential III)</b></p> <p><b>COMP.</b> Know critical thinking skills to make clinical judgments and to use research findings for the continuous improvement of nursing practice. (K-3 upper level).</p>	<p>-Oral and Writing evaluations</p> <p>-Tests</p> <p>-EBP Homework</p>	<p>-Rubrics</p> <p>-Discussions forum</p> <p>-Guarded departmental exam</p>	<p>-Physical Assessment Rubric</p> <p>-Teaching activity</p> <p>-Case Presentations</p> <p>-Case Analysis</p> <p>-Portfolio</p> <p>-EBP Homework</p>	<p>-Simulation</p> <p>-Physical assessment techniques demonstration</p> <p>-Nursing Process</p>
<p><b>SLO</b> 4. Students will apply knowledge and skills in information management and patient care technology in the delivery of quality patient care. <b>(Essential IV)</b></p> <p><b>COMP.</b> Use communication skills, critical thinking, and the use of technology to maintain the quality of care offered to the client (S-3 lower level).</p> <p><b>COMP.</b> Apply skills of communication, collaboration, critical thought, and the use of technology as a provider and coordinator of care and as a future member of the profession. (S-2 upper level)</p>	<p>-EBP Article Analysis</p> <p>-Use of Medical Electronic Records and Electronic Medications Administration Records</p> <p>-Oral care plan</p> <p>-Hypothetical cases discussions</p>	<p>-Rubrics</p> <p>-Discussions forum</p>	<p>-Evaluations of nursing notes and care plans</p> <p>-Rubrics of Medications administration (IV, IM, PO, etc.)</p> <p>-Patient Health history documentation</p> <p>-Evaluations communications skills</p> <p>-Case study evaluations rubrics</p>	<p>-Nursing skills rubrics</p> <p>-Documentation on Electronic Patient Records rubrics</p> <p>-Evaluations of medications administrations</p> <p>-Skills of communication and critical thinking evaluated by rubric in a hypothetical case</p> <p>-Hypothetical Case Rubrics</p>

Student Learning Outcomes (SLO) Competencies	Evaluation Strategies			
	Classroom	Distance Education	Clinical Practice	Laboratory and Simulation Skills
<p><b>SLO</b> 5. Students will demonstrate knowledge of healthcare policies, including financial and regulatory, that influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice. (<b>Essential V</b>)</p> <p><b>COMP.</b> Act as leaders and managers of the care that you are seeking to provide. (S-3 upper level)</p>	<ul style="list-style-type: none"> <li>-Assessments</li> <li>-Partial Tests</li> <li>-Quizzes</li> <li>-Homework</li> <li>-Study Guides</li> <li>-Departmental test</li> <li>-Hypothetical Situations</li> <li>-Nursing process</li> <li>-Oral Presentation</li> <li>-EBP Articles Presentation Rubric</li> </ul>	<ul style="list-style-type: none"> <li>-Rubrics</li> <li>-Evaluations</li> <li>-Discussion forum</li> <li>-Auto-evaluations,</li> <li>-Short Test</li> <li>-Guarded Departmental Exams</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical Performance Evaluation Rubric</li> <li>-Evaluations Rubrics,</li> <li>-Case study</li> <li>-Preassigned Nursing Cares Plan</li> </ul>	<ul style="list-style-type: none"> <li>-Nursing skills rubrics</li> <li>-Simulations Rubrics</li> <li>-Care plans</li> <li>-Practice with hypothetical cases</li> </ul>
<p><b>SLO</b> 6. Students will apply interprofessional communication and collaboration skills for improving patient health outcomes. (<b>Essential VI</b>)</p> <p><b>COMP.</b> Demonstrate care management, coordination skills, and effective collaboration as a member of the interdisciplinary team. (S2 lower level)</p> <p><b>COMP.</b> Apply skills of communication, collaboration, critical thought, and the use of technology as a provider and coordinator of care and as a future member of the profession. (Skill 2 upper level).</p>	<ul style="list-style-type: none"> <li>-Hypothetical Situations</li> <li>-Nursing process</li> <li>-Oral Presentation</li> <li>-EBP Articles Presentation Rubric</li> </ul>	<ul style="list-style-type: none"> <li>-Rubrics</li> <li>-Evaluations</li> <li>-Discussion forum</li> <li>-Auto-evaluations,</li> <li>-Short Test</li> <li>-Guarded Departmental Exams</li> </ul>	<ul style="list-style-type: none"> <li>-Nursing Skills Performance Rubrics</li> <li>-Clinical Performance Evaluation Rubric</li> <li>-Evaluations Rubrics,</li> <li>-Case study</li> <li>-Preassigned Nursing Cares Plan</li> </ul>	<ul style="list-style-type: none"> <li>-Nursing skills rubrics</li> <li>-Simulations Rubrics</li> <li>-Care plans rubrics</li> </ul>
<p><b>SLO</b> 7. Students will demonstrate knowledge of health promotion and disease prevention at the individual and population levels to improve population health. (<b>Essential VII</b>)</p> <p><b>COMP.</b> Demonstrates up-to-date clinical skills in therapeutic interventions when you offer care to the client throughout the continuum of health-disease in structured scenarios. (S-1 lower level)</p> <p><b>COMP.</b> Know the use of nursing interventions to prevent disease, and to promote, protect, maintain, and restore health. (K-2 upper level)</p>	<ul style="list-style-type: none"> <li>-Hypothetical Situations</li> <li>-Nursing process</li> <li>-Oral Presentation</li> <li>-EBP Articles Presentation Rubric</li> <li>- Test</li> <li>-Care Plans</li> <li>-Patient Education to Hypothetical Case</li> <li>-Nursing Cares Plan</li> </ul>	<ul style="list-style-type: none"> <li>-Rubrics</li> <li>-Evaluations</li> <li>-Discussion forum</li> <li>-Auto-evaluations,</li> <li>-Short Test</li> <li>-Guarded Departmental Exams</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical Skills Performance Rubrics</li> <li>-Health Education Plan and presentation to client assigned</li> </ul>	<ul style="list-style-type: none"> <li>-Nursing skills rubrics</li> <li>-Simulations Rubrics</li> <li>-Care plans rubrics</li> </ul>

Student Learning Outcomes (SLO) Competencies	Evaluation Strategies			
	Classroom	Distance Education	Clinical Practice	Laboratory and Simulation Skills
<p><b>SLO</b> 8. Students will demonstrate professionalism and professional values in the practice of nursing care. (<b>Essential VIII</b>)</p> <p><b>COMP.</b> Demonstrate responsibility and ethical-legal commitment with humanistic care in response to the changing needs of society. (A1 lower level) Demonstrate responsibility and commitment to their own development and that of the profession. (A-2 lower level)</p> <p><b>COMP.</b> Apply humanistic care in nursing practice to promote protection, optimization, and the preservation of human dignity. (A-1 upper level)</p>	<ul style="list-style-type: none"> <li>-Test</li> <li>-Quizzes (Short Test)</li> <li>-Hypothetical Situations</li> <li>-Nursing process</li> <li>-Oral Presentation</li> <li>-EBP Articles Presentation</li> <li>Rubric</li> </ul>	<ul style="list-style-type: none"> <li>-Teamwork Rubric</li> <li>-Assessment Modules</li> <li>-Rubrics</li> <li>-Evaluations</li> <li>-Discussion forum</li> <li>-Auto-evaluations</li> <li>-Short test</li> <li>-Guarded Departmental Exams</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical Performance Rubric Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>-Nursing skills rubrics</li> <li>-Simulations Rubrics</li> <li>-Care plans rubrics</li> </ul>
<p>9. The student nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and the continuum of healthcare environments. (<b>Essential IX</b>)</p> <p><b>COMP.</b> Demonstrate scientific and humanistic knowledge of the nursing discipline when analyzing biopsychosocial and spiritual aspects in the different stages of growth and development. (K-1 lower level)</p> <p><b>COMP.</b> Demonstrate theoretical and practical knowledge integrated into the safe and effective nursing care provided to individuals, families, and communities. (K-1 upper level)</p> <p><b>COMP.</b> Demonstrates up-to-date clinical skills in therapeutic interventions when you offer care to the client throughout the continuum of health-disease in structured scenarios. (S-1 lower level)</p> <p><b>COMP.</b> Use assessment and therapeutic intervention skills when providing nursing care in diverse</p>	<ul style="list-style-type: none"> <li>-Test</li> <li>-Quizzes (Short Test)</li> <li>-Hypothetical Situations</li> <li>-Nursing process</li> <li>-Oral Presentation</li> <li>-EBP Articles Presentation</li> <li>Rubric</li> </ul>	<ul style="list-style-type: none"> <li>-Teamwork Rubric</li> <li>-Assessment Modules</li> <li>-Rubrics</li> <li>-Evaluations</li> <li>-Discussion forum</li> <li>-Auto-evaluations</li> <li>-Short test</li> <li>-Guarded Departmental Exams</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical Performance Rubric Evaluation</li> <li>-Clinical health fair Rubric</li> <li>-Health educations plan rubrics</li> <li>-Family care plans rubrics</li> </ul>	<ul style="list-style-type: none"> <li>-Nursing skills rubrics</li> <li>-Simulations Rubrics</li> <li>-Care plans rubrics</li> </ul>

Student Learning Outcomes (SLO) Competencies	Evaluation Strategies			
	Classroom	Distance Education	Clinical Practice	Laboratory and Simulation Skills
scenarios so they can improve the expected health care results. (S-1 upper level)				

Source: Chief Nurse Administrator Office, 2022.

Legend: K=knowledge S=skills A=attitudes

Grading criteria are clearly defined for each course, communicated, and applied consistently to all students. Evaluation requirements and score of each criterion are included in the syllabus. At the beginning of the course faculty members discuss and handout the syllabus either physically or electronically, as stated in the IAUPR *General Student Regulations* (2021). In addition, *General Catalog 2021-2022* (p. 92) established the following concerning grading system: “All courses that grant academic credit require tests or other grading tools. This includes a final examination or its equivalent. Faculty members will indicate on their class register how the final grade was determined”. Besides, it also emphasizes that “Students are entitled to know the grades of their exams, tests, term papers, homework and other instruments of academic evaluation, within a reasonable time, preferably no later than two weeks after handing them in” (IAUPR *General Student Regulations 2021*, p. 5). These policies apply to both traditional and distance education students.

**III-J. The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement.**

*Elaboration: Faculty use data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of student outcomes. Such evaluation activities may be formal or informal, formative or summative. The curriculum is regularly evaluated by faculty and revised as appropriate.*

**Program Response:**

The BSNP curriculum and its teaching-learning practices are evaluated at regularly scheduled intervals as part of the institution's standard processes. The evaluation data are used to continue improving student learning outcomes. Course assessment and evaluation are the responsibility of BSNP faculty members carried out each semester or when necessary. BSNP has a curricular map developed based on program competencies determined by the faculty, included in the TK20 Assessment Platform. In this curricular map faculty members identify the courses whose student-learning assessment data will be reported. After these are reported, an analysis is made by the CNA, Assessment Coordinators and faculty members with this result that includes actions to be taken and the strategies, in order to continue improving student learning outcomes.

**Standard III:**

**Curriculum and Teaching-Learning Practices and Resources**

**Strengths**

- BSNP curriculum is aligned with its Mission and Goals.
- BSNP curriculum is congruent with the requirement established by local and federal regulations, accreditation standards, among others.
- Program outcomes demonstrate that graduates have the competencies to take the nursing board.
- BSNP faculty members have the academic credential and clinical experience to teach courses as established in the curriculum.

**For Continuous Improvement**

- Continue offering faculty professional development activities related to pedagogical strategies to deliver traditional and on-line courses and integration of new technology trends in the curriculum.
- Continue increasing the collaboration of the communities of interest to improve program outcomes.

## Standard IV

### Program Effectiveness: Assessment and Achievement of Program Outcomes

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

#### IV-A. A systematic process is used to determine program effectiveness.

*Elaboration: The program (baccalaureate, master's, DNP, and/or post-graduate APRN certificate) uses a systematic process to obtain relevant data to determine program effectiveness. The process:*

- 4. is written, is ongoing, and exists to determine achievement of program outcomes.*
- 5. is comprehensive (i.e., includes completion, licensure, certification, and employment rates, as required by the U.S. Department of Education; faculty outcomes; and other program outcomes).*
- 6. identifies which quantitative and/or qualitative data are collected to assess achievement of the program outcomes.*
- 7. includes timelines for data collection, review of expected and actual outcomes, and analysis; and*
- 8. is periodically reviewed and revised as appropriate.*

#### Program Response:

**The BSNP uses a systematic process to obtain relevant data to determine program effectiveness. This process is written and ongoing to determine achievement of program outcomes.**

IAUPR and BSNP are effective in fulfilling the mission and goals as evidenced by achieving expected program outcomes. The BSNP uses outcomes results to improve the quality and effectiveness of program. BSNP has a Comprehensive Assessment Plan that integrates assessment of course, program and institutional. This plan is used to determine the achievement of program outcomes (Appendix IV.A.I). This plan is periodically reviewed and revised as needed. The faculty members use the *Tk20 Assessment System* as a main tool to gather, organize, and analyze data related to student learning outcomes based on the program. Since AY 2018-2019 *Tk20 Assessment System* (<https://inter.tk20.com/campustoolshighered/start.do>) has continued updating assessment processes by reporting reliable student-learning outcomes. On the other hand, evidence of student learning achievement, especially the results of the PR Nursing Board Licensure Examinations, retention benchmarks, graduation rates, among others, demonstrated that the BSNP has complied with the required assessment processes. The *Tk20 Assessment System* has the following modules or components:

- **Planning Module**
  - The Planning Module allows data collection to address the goals, learning outcomes, and results to get a clear picture of the institutional effectiveness.
- **Advanced Measure Module**
  - The Advanced Measure Module provides the option to obtain the assessment data directly from assignments in the platform giving the faculty the opportunity to upload documents that support the results and findings.
- **Curricular Mapping Module**
  - The Curricular Mapping Module specifies when and where in the curriculum the program-based assessment is going to take place. It shows how the students' learning outcomes are measured and if they were met.
- **Survey Modules**
  - The Survey Modules component facilitates the collection of data about the quality of services delivered outside of the classroom. Tk20 provides the flexibility to create instruments and to revise them for improvement over time.

**The BSNP Assessment process is comprehensive which includes completion, licensure, and employment rates, as required by the U.S. Department of Education; faculty outcomes; and other program outcomes**

The BSNP systematic assessment process is comprehensive which includes completion, licensure, and employment rates, as required by the U.S. Department of Education, faculty, and other program outcomes. BSNP has two assessment coordinators who have the responsibility, together with faculty members and CNA, to gather data and report the outcomes in *Tk20 Assessment System*. The results are analyzed by the course team leader, faculty members, and CNA. In addition, the outcomes are used to continue improving the program effectiveness.

**Quantitative and/or qualitative data are collected to assess achievement of BSNP outcomes**

Faculty members collect quantitative and/or qualitative data to assess achievement of the program outcomes. BSNP course syllabi include an assessment strategy which has been selected by the faculty members. Besides, BSNP curricular map includes goals, objectives, and assessments metrics and indicators to determine student-learning outcomes. Faculty members select the following of direct and indirect assessment measures to collect data:

- **Direct measures:** tests, rubrics, research evaluations, portfolio, clinical performance rubrics, and others
- **Indirect measures:** alumni satisfaction questionnaires, students’ course satisfaction survey, and employer’s satisfaction survey, among others

**BSNP Effectiveness**

BSNP demonstrates the program effectiveness by the achievements of the expected outcomes. Data about the program faculty, students, among others are collected to evidence the program outcomes. This analysis allows to determine compliance with the program expected outcomes. The data is obtained through the program, faculty, and others. Table IV-A.1 presents information about BSNP expected outcomes and the methodology used for assessment data.

**Table IV-A.1: BSNP Expected Outcomes and Methodology used for Assessment of Data**

<b>BSNP Expected Outcomes</b>	<b>Methodology used for Assessment Data</b>
1. Seventy percent (70%) of admitted students to the BSNP will graduate in the established time frame for completion.	Analysis of BSNP completion data submitted by Institutional Planning Office.
2. Seventy percent (70%) of BSNP students will be retained.	Analysis of BSNP retention rates.
3. Eighty percent (80%) of BSNP graduates will pass the national nursing board exam on first intent.	Analysis of BSNP passing rates on first intent from the Puerto Rico Nursing Board Licensure Examination.
4. Seventy percent (70%) of BSNP graduates will be employed within a 12-month period of graduation.	Analysis of BSNP graduates employment data obtained through the Planning Office, telephone calls, emails, and visits by faculty to workplaces.
5. Seventy percent (70%) of graduates will be satisfied with the program.	Administration and analysis of Alumni Satisfaction Survey.
6. One hundred percent (100%) of full-and part-time faculty members will continue enhancing the knowledge and skills required of the nursing profession.	Faculty members comply in keeping up to date their knowledge and skills required by the nursing profession according to the evidence such as: continuing education courses, seminars, workshops, clinical trainings, certifications, among others.
7. 100% of full and part-time faculty members continue developing their knowledge and skills in nursing field and specialization up to date.	Faculty members submit reports and evidence to CNA and Human Resources Office about the following: graduate studies transcripts, scholarships, sabbaticals, trainings, among others.
8. One hundred percent (100%) of full-and part-time faculty members will comply with the legal requirements of membership and renewal of professional license.	CNA and the Human Resources Office require the faculty members the evidence of license renewal by the Puerto Rico Nursing Board and the <i>Colegio de Profesionales de la Enfermería de Puerto Rico</i> .

Source: Chief Nurse Administrator and Human Resources Offices, 2022.

In addition, Table IV-A.2. presents information concerning student-learning outcomes, student profile competencies, assessment indicator, and competencies course level.

**Table IV-A.2: Student-Learning Outcomes, Competencies of Student Profile, and Assessment Indicator by Levels**

Student-Learning Outcomes	Student Profile Competencies	Assessment Indicator	Competencies course level
<p>Students will have a solid base in liberal education through the General Education Program (GEP) which provides the foundation for the practice and education of nurses. <b>(Essential I)</b></p>	<p>Demonstrate scientific and humanistic knowledge of the nursing discipline when analyzing biopsychosocial and spiritual aspects in the different stages of growth and development. <b>(K-1 lower level)</b></p> <p>Apply skills of communication, collaboration, critical thought, and the use of technology as a provider and coordinator of care and as a future member of the profession. <b>(S-2 upper level).</b></p>	<p>70% of students will score 80% or more on the Final Exam of GEPE 4040</p> <p>70% of students will score 75% or higher on the Research Project on GEHS 3050</p> <p>80% of students score 75% or higher on the post-test of GEEC 2000</p> <p>70% of students will score 70% or higher on the essay of GESP 1101</p> <p>70% of students will score 70% or higher in the discussion forum of GESP 1102</p> <p>70% of students will score 70% or higher on a test of GESP 2203</p> <p>70% of the students will score 70% or higher on the future career oral report of GEEN 1101</p> <p>80% of students will score 70% or higher on the post test of GEEN 1102</p> <p>75% of the students will score 70% or higher on the course writing portfolio of GEEN 1103</p> <p>70% of students will score 75% or higher on the research project of GEPE 3010</p>	<p>Intermediate Level GEPE 4040– Ethics and Social Responsibility</p> <p>Intermediate Level GEHS 3050– Human Formation in Contemporary Society</p> <p>GEEC 2000 - Entrepreneurial Culture</p> <p>Basic level GESP 1101 – Literature and Communication: Narrative and Poetry</p> <p>Intermediate level GESP 1102 - Literature and Communication: Essay and Theater</p> <p>Advance level GESP 2203 –Literature and World View</p> <p>Lower level GEEN 1101 – English as a Second Language I: Oral Communication</p> <p>Intermediate GEEN 1102 - English as a Second Language II: Reading</p> <p>Advanced level GEEN 1103 - English as a Second Language III: Writing</p> <p>Lower level GEPE 3010- Art Appreciation</p>

Student-Learning Outcomes	Student Profile Competencies	Assessment Indicator	Competencies course level
		70% of students will score 75% or higher on the research project of GEPE 3020  70% of students will score 75% or higher on the research project of GEPE 3030	Lower level GEPE 3020- Music Appreciation  Lower level GEPE 3030- Theater Appreciation
Students will demonstrate knowledge and skills in leadership, quality improvement, and patient safety while providing high quality health care. <b>(Essential II)</b>	Know the nursing process as an instrument for making clinical decisions while offering a safe and quality care. <b>(K-2 lower level)</b>  Demonstrate theoretical and practical knowledge integrated into the safe and effective nursing care provided to individuals, families, and communities. <b>(K-1 upper level).</b>  Act as leaders and managers of the care that - are seeking to provide <b>(S-3 upper level)</b>	80% of students will score 70% or more in a hypothetical situation by applying the nursing process. NURS 1111  80% of students will score 70% or more in the interpretation of medical orders. NURS 1130  80% of students will score 70% or more in the administration of immunizations. NURS 2352  80% of students will score 70% in the evaluation of a genogram. NURS 4180  80% of students will score 70% or more in the process of demonstrating leadership skills. NURS 4911.	Lower level-NURS 1111, 1130, 2352          Upper level-NURS 4180   Upper level- NURS 4911
Students will apply in their nursing practice current evidence. <b>(Essential III)</b>	Know critical thinking skills to make clinical judgments and to use research findings for the continuous improvement of the nursing practice. <b>(K-3 upper level)</b>	80% of students will score 70% or more in critical analysis of research. NURS 3115	Upper level- NURS 3115
Students will apply knowledge and skills in information management and patient care technology which are essential in the delivery of quality patient care <b>(Essential IV)</b>	Use communication skills, critical thinking, and the use of technology to maintain the quality of care offered to the client. <b>(S-3 lower level)</b>  Apply skills of communication, collaboration, critical thought, and the use of technology as a provider and coordinator of care	80% of students will score 70% or more on final departmental test. NURS 1231  80% of students will score 70% or more in an oral presentation in a critical analysis of research.	Lower level- NURS 1231  Upper level- NURS 3100



Student-Learning Outcomes	Student Profile Competencies	Assessment Indicator	Competencies course level
	and as a future member of the profession. <b>(S-2 upper level)</b>	NURS 3100	
Student will demonstrate knowledge of healthcare policies, including financial and regulatory, that influence the nature and functioning of the healthcare system which are important considerations in professional nursing practice. <b>(Essential V)</b>	Act as leaders and managers of the care that you are seeking to provide. <b>(S-3 upper level)</b>	80% of students will score 70% or more in the process of demonstrating leadership skills of NURS 4911  80% of students will score 70% or more in the analysis of situations of adult and pediatric patients of NURS 4911	Upper level- NURS 4911
Students will apply interprofessional communication and collaboration with health care professionals to continue delivering high quality and safe patient care <b>(Essential VI)</b>	Demonstrate care management, coordination skills, and effective collaboration as a member of the interdisciplinary team. <b>(S-2 lower level).</b>  Apply skills of communication, collaboration, critical thought, and the use of technology as a provider and coordinator of care and as a future member of the profession. <b>(S-2 upper level)</b>	80% of students will score 70% or more in a neonatal-maternal module of NURS 2141  80% of students will score 70% or more in their clinical performance of NURS 2234  80% of students will score 70% or more in a critical analysis of an evidence-based research article of NURS 3100	Lower level- NURS 2141, 2234  Upper level-NURS 3100
Students will demonstrate knowledge that health promotion and disease prevention at the individual and population level to improve population health which are important components of baccalaureate generalist nursing practice. <b>(Essential VII)</b>	Demonstrates up-to-date clinical skills in therapeutic interventions when you offer care to the client throughout the continuum of health-disease in structured scenarios. <b>(S-1 lower level)</b>  Know the use of nursing interventions to prevent disease, and to promote, protect, maintain, and restore health <b>(K-2 upper level)</b>	80% of students will score 70% or more in their clinical performance of NURS 1232  80% of students will score 70% or more on a clinical performance test of neonatal-maternal concepts. NURS 2142  80% of students will score 70% or more in a critical analysis of an evidence-based research article of NURS 3140	Lower level- NURS 1232  Lower level- NURS 2142  Upper level- NURS 3140
Students will demonstrate professionalism and professional values as fundamentals to the nursing practice.	Demonstrate responsibility and ethical-legal commitment with humanistic care in response to the changing needs of society. <b>(A-1 lower level)</b>	80% of students will score 70% or more in oral and written presentation of mental	Lower level- NURS 2361

Student-Learning Outcomes	Student Profile Competencies	Assessment Indicator	Competencies course level
<b>(Essential VIII)</b>	<p>Demonstrate responsibility and commitment with their own development and that of the profession <b>(A-2 lower level)</b>.</p> <p>Apply humanistic care in the nursing practice to promote protection, optimization and the preservation of human dignity <b>(A-1 upper level)</b></p>	<p>health patient care plan of NURS 2361</p> <p>80% of students will score of 70% or more in a test about professional responsibility of NURS 2970</p> <p>80% of students will score 70% or more in a required portfolio of NURS 4914</p>	<p>Lower level- NURS 2970</p> <p>Upper level- NURS 4914</p>
<p>Students will know that as baccalaureate graduate nurses must be prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. <b>(Essential IX)</b></p>	<p>Demonstrate scientific and humanistic knowledge of the nursing discipline when analyzing biopsychosocial and spiritual aspects in the different stages of growth and development. <b>(K-1 lower level)</b></p> <p>Demonstrate theoretical and practical knowledge integrated into the safe and effective nursing care provided to individuals, families and communities. <b>(K-1 upper level)</b>.</p> <p>Demonstrates up-to-date clinical skills in therapeutic interventions when you offer care to the client throughout the continuum of health-disease in structured scenarios. <b>(S-1 lower level)</b></p> <p>Use assessment and therapeutic interventions skills when providing nursing care in diverse scenarios so they can improve the expected health care results. <b>(S-1 upper level)</b></p>	<p>80% of students will score 70% or more in a hypothetical situation by applying the nursing process of NURS 1111</p> <p>80% of students will score 70% or more on a final departmental test of NURS 2233</p> <p>80% of students will score 70% or more in the identification growth and development tasks NURS 2351</p> <p>80% of students will score 70% in the evaluation of a genogram of NURS 4180</p> <p>80% of students will score 70% or more in their clinical performance of NURS 1232</p> <p>80% of students will score 70% or more on a clinical performance test of neonatal-maternal concepts of NURS 2142</p> <p>80% of students will score 70% or more in physical exam skills of NURS 3120</p>	<p>Lower level- NURS 1111</p> <p>Lower level- NURS 2233</p> <p>Lower level- NURS 2351</p> <p>Upper level- NURS 4180</p> <p>Lower level- NURS 1232</p> <p>Lower level- NURS 2142</p> <p>Upper level- NURS 3120</p>

Student-Learning Outcomes	Student Profile Competencies	Assessment Indicator	Competencies course level
		80% of students will score 70% or more in a post test of NURS 3190	Upper level- NURS 3190

Source: Nursing Assessment Coordinators and Chief Nurse Administrator Offices, 2022.

Legend: K=knowledge S=skills A=attitudes

#### IV-B. Program completion rates demonstrate program effectiveness.

*This key element is not applicable to a degree or certificate program that does not yet have individuals who have completed the program.*

*Elaboration: The program (baccalaureate, master's, DNP, and/or post-graduate APRN certificate) demonstrates achievement of required program outcomes regarding completion in any one of the following ways:*

- 2. the completion rate for the most recent calendar year (January 1 through December 31) is 70% or higher;*
- 3. the completion rate is 70% or higher over the three most recent calendar years;*
- 4. the completion rate is 70% or higher for the most recent calendar year when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education; or*
- 5. the completion rate is 70% or higher over the three most recent calendar years when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education.*

*The program identifies the cohort(s), specifies the entry point, and defines the time period to completion, each of which may vary by track; however, the program provides the completion rate for the overall degree/certificate program. The program describes the formula it uses to calculate the completion rate. The program identifies the factors used and the number of students excluded if some students are excluded from the calculation.*

#### Program Response:

##### Completion Rates

The BSNP demonstrates achievement of required program outcomes regarding completion. BSNP uses the first semester of the first year of the program as a reference of entry level. Completion time for students is four years (minimum time of completion the BSNP) and six years (maximum time of completion the BSNP). The following formulas are used to calculate program completion rates:

- **Total of Students by Cohort** is equal to (=) Total Students admitted and registered minus (-) No shows and Attendance Stopped the first four weeks after admission.
- **Number of Graduates** is equal to (=) Total of Students by Cohort minus (-) Withdrawals and Major Changes at any point of studies.
- **Graduation Rate** is equal to (=) Number of Graduates divided by (÷) Total of Students by Cohort.

Table IV-B.1 presents information about completion and/or graduation rates of cohort period of the AYs 2017-2018 to 2021-2022. Its includes the distribution of those students who completed the BSNP.

**Table IV-B.1 BSNP Completion Rates by Graduate Cohort Period for Academic Years: 2017-2018 to 2021-2022**

Calendar Year of Graduation	Calendar Year of Admission	# Students Admitted	# Students Excluded	# Students Completing	% Students Completing	Expected Outcomes 70%
2018	2014	75	29	38	83%	Met
2019	2015	53	18	28	89%	Met
2020	2016	94	50	35	80%	Met
2021	2017	76	16	54	73%	Met
2022	2018	75	24	44	86%	Met

Source: Chief Nurse Administrator, 2022.

**IV-C. Licensure pass rates demonstrate program effectiveness.**

*This key element is not applicable to a program that does not prepare individuals for licensure examinations or does not yet have individuals who have taken licensure examinations.*

*Elaboration: Programs with a pre-licensure track demonstrate achievement of required program outcomes regarding licensure. The program demonstrates that it meets the licensure pass rate of 80% in any one of the following ways:*

- 6. the NCLEX-RN® pass rate for each campus/site and track is 80% or higher for first-time takers for the most recent calendar year (January 1 through December 31);*
- 7. the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) for the most recent calendar year;*
- 8. the pass rate for each campus/site and track is 80% or higher for all first-time takers over the three most recent calendar years; or*
- 9. the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) over the three most recent calendar years.*

*For each campus/site and track, identify which of the above options was used to calculate the pass rate.*

**Program Response:**

The BSNP demonstrates achievement of required program outcomes regarding licensure examination. For this reason, to comply with local regulations graduates need to take the local board nursing examination to work in Puerto Rico. On the other hand, the BSNP offers support to prepare students for the process of licensure, including the required paperwork. As shown in Table IV-C.1 the pass rates for first takers on the local board examination by the BSN graduates surpassed the 80% expected outcome for the years 2019, 2020, and 2021. Hence, these results indicate a trend to surpass the expected program outcome. Reports from the Puerto Rico Nursing Board Licensure Examination will be available at the Resource Room.

**Table IV-C.1 BSN Puerto Rico Licensure Pass Rates for First Takers**

Level	2019		2020		2021		Three Year Average	Expected Outcome	Result
Generalist	20/23	87%	32/40	80%	28/29	97%	88%	80%	Met

Source: Puerto Rico Nursing Licensure Board Report, 2019-2021.

**IV-D. Certification pass rates demonstrate program effectiveness.**

*This key element is not applicable to a degree or certificate program that does not prepare individuals for certification examinations or does not yet have individuals who have taken certification examinations.*

*Elaboration: The master's, DNP, and post-graduate APRN certificate programs demonstrate achievement of required program outcomes regarding certification. For programs that prepare students for certification, certification pass rates are obtained and reported for those completers taking each examination, even when national certification is not required to practice in a particular state.*

*For programs that prepare students for certification, data are provided regarding the number of completers taking each certification examination and the number that passed. A program is required to provide these data regardless of the number of test takers.*

*A program that prepares students for certification demonstrates that it meets the certification pass rate of 80%, for each examination, in any one of the following ways:*

- 10. the pass rate for each certification examination is 80% or higher for first-time takers for the most recent calendar year (January 1 through December 31);*
- 11. the pass rate for each certification examination is 80% or higher for all takers (first-time and repeaters who pass) for the most recent calendar year;*
- 12. the pass rate for each certification examination is 80% or higher for all first-time takers over the three most recent calendar years; or*
- 13. the pass rate for each certification examination is 80% or higher for all takers (first-time and repeaters who pass) over the three most recent calendar years.*

*The program identifies which of the above options was used to calculate the pass rate. The program provides certification pass rate data for each examination but, when calculating the pass rate described above, may combine certification pass rate data for multiple examinations relating to the same role and population.*

**Program Response:**

Not applicable.

**IV-E. Employment rates demonstrate program effectiveness.**

*This key element is not applicable to a degree or certificate program that does not yet have individuals who have completed the program.*

*Elaboration: The program demonstrates achievement of required outcomes regarding employment rates.*

- 14. The employment rate is provided separately for each degree program (baccalaureate, master's, and DNP) and the post-graduate APRN certificate program.*
- 15. Data are collected within 12 months of program completion. Specifically, employment data are collected at the time of program completion or at any time within 12 months of program completion.*
- 16. The employment rate is 70% or higher. However, if the employment rate is less than 70%, the employment rate is 70% or higher when excluding graduates who have elected not to be employed.*

**Program Response:**

The BSNP demonstrates achievement of required results with respect to employment rates. BSNP graduates were employed within twelve (12) months of graduation exceeding the established metric of 70%. Faculty members use a questionnaire to gather data regarding employment by contacting graduates via phone calls, emails and /or visits to places of employment. Table IV-E.1 presents BSN employment rates for AY 2018 to 2022, which comply with the expected outcome.

**Table IV-E.1 BSN Employment Rates**

Academic Year	Number of students graduates	Number of students contacted	Number of graduates not employed	Employed within 1st Year No. & % Expected	Expected Outcome 70%
2018-2019	60	24	6	18 /24 = 75%	Met
2019-2020	85	59	34	24 /25 = 96%	Met
2020-2021	76	64	17	34 /47 = 72%	Met
2021-2022	83	57	14	42 /43 = 98%	Met

Source: Chief Nurse Administrator Office, 2022.

**IV-F. Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement.**

*This key element is applicable if one or more of the following key elements is applicable: Key Element IV-B (completion), Key Element IV-C (licensure), Key Element IV-D (certification), and Key Element IV-E (employment).*

*Elaboration: The program uses outcome data (completion, licensure, certification, and employment) for improvement.*

- 17. Discrepancies between actual and CCNE expected outcomes (program completion rates 70%, licensure pass rates 80%, certification pass rates 80%, employment rates 70%) inform areas for improvement.*
- 18. Changes to the program to foster improvement and achievement of program outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.*
- 19. Faculty are engaged in the program improvement process.*

**Program Response:**

The BSNP uses data regarding completion, licensure, and employment rates to improve the program. Outcomes data are analyzed by the BSNP faculty and CNA to identify areas of continue improvement. As a result, to successfully achieve BSNP goals the following strategies have been implemented to comply with:

- **Completion** – support services such as professional counseling, academic advising, psychological services, spiritual and emotional support, traditional and virtual tutoring, workshops in information literacy, among others.
- **Licensure** – most of the nursing courses test are prepared using strategies similar to nursing board exam, analysis of hypothetical clinical cases, mock tests and modules for review of board exam, among others.
- **Employment** – required course NURS 2970: Transition Seminar prepares student for the transition to the employment environment. For this reason, this course includes strategies and information for a successful nursing employment search. Other strategies are coordination of job fairs, recruitment activities of local and external healthcare agencies, among others.

**IV-G. Aggregate faculty outcomes demonstrate program effectiveness.**

*Elaboration: The program demonstrates achievement of expected faculty outcomes. In order to demonstrate program effectiveness, outcomes are consistent with and contribute to achievement of the program’s mission and goals and are congruent with institution and program expectations. Expected faculty outcomes:*

- 20. are identified for the faculty as a group;*
- 21. specify expected levels of achievement for the faculty as a group; and*
- 22. reflect expectations of faculty in their roles.*

*Actual faculty outcomes are compared to expected levels of achievement. Actual faculty outcomes are presented in the aggregate. If expected faculty outcomes vary for different groups of faculty (full-time, part-time, adjunct, tenured, non-tenured, or other), actual faculty outcomes may be presented separately for each different group of faculty.*

**Program Response:**

The BSNP demonstrates achievement of expected faculty outcomes which are consistent and contribute to achievement of the program’s mission and goals and are congruent with institution and program expectations. Table IV-G.1 presents faculty outcomes compared to expected levels of achievement.

**Table IV-G.1 Faculty Outcomes**

Faculty Outcome	Time Frame	Expected Level of Achievement	Results
One hundred percent (100%) of full-and part-time faculty members will continue enhancing the knowledge and skills required of the nursing profession.	2018-2019 2019-2020 2020-2021 2021-2022	MET MET MET MET	-Faculty maintains knowledge and skills through participation in professional development activities. Evidence of their performance is on their evaluations, professional portfolios, and annual reports. Currently there are three faculty members with scholarship to pursue doctoral degree. Furthermore, four faculty members completed the doctoral degree in the last four years. In addition, GC and BSNP have an Annual Faculty Development Plan, that includes professional activities for faculty members.
One hundred percent (100%) of full- and part-time faculty members will maintain the knowledge and skills in their nursing role and specialization up to date.	2018-2019 2019-2020 2020-2021 2021-2022	MET MET MET MET	-One hundred percent (100%) of faculty members took online/virtual, hybrid, video conference, trainings/workshops to offer courses with the support of technology, especially because of the COVID-19 pandemic. -One hundred percent (100%) full-time and ninety percent 90% part-time of the faculty members were trained by the PR Health Department to administer COVID-19 vaccines. -One hundred percent (100%) of faculty members took workshops related to BSN Skills and Simulation Labs and equipment. -One hundred percent (100%) of full- and part-time faculty members maintain the knowledge and skills in their nursing role and specialization.
One hundred percent (100%) of full- and part-time faculty members will comply with the legal requirements of membership and renewal of professional license.	2018-2019 2019-2020 2020-2021 2021-2022	MET MET MET MET	-One hundred percent (100%) of full- and part-time faculty members comply with the legal requirements of membership and renewal of professional license by taking at least 30 credits in continuing education.

Source: Chief Nurse Administrator and Human Resources Offices, 2022.

In addition, faculty outcomes reflect participation in professional development activities as well as expectations in their roles and specialty areas. Table IV-G.2 presents faculty participation in professional development activities for AYs 2019-2020 to 2021-2022.

**Table IV-G.2 Faculty Participation in Professional Development Activities  
Academic Years: 2019-2020 to 2021-2022**

Academic Year	Professional Development Activity
2019-2020	Annual Assembly Educators' Section of the <i>Colegio de Profesionales de la Enfermería de Puerto Rico</i>
	Use of appraisal as a measure of retention in higher nursing education
	Clinical Simulation Workshop

Academic Year	Professional Development Activity
	The value of Accreditations in the pursuit of excellence
	Handling the Forensic Evidence Collection Kit for Sexual Assault Victims
2020-2021	Workshop: Remote Access
	Camera Mundi: Simulation
	Workshop: Alexander Street® Video Management
	Workshop: Learning assessment of online courses
	Workshop: How do I design an exam in Blackboard Learn®?
	Workshop: ELSEVIER® digital tools
	Workshop: How to convert a Word exam to Blackboard®?
	Workshop: Blackboard Collaborate® Certification
	Workshop: Remote Access
	Camera Mundi: Simulation
	Workshop: Alexander Street® Video Management
	Workshop: Learning assessment of online courses
	Workshop: How do I design an exam in Blackboard Learn®?
	Workshop: ELSEVIER® Digital Tools
2020-2021	Workshop: How to convert a Word exam to Blackboard®?
	Workshop: Blackboard Collaborate® Certification
	Workshop: DocuCare®
	Workshop: Body Interact®
	Workshop: NurseAchieve®
	Certification: Handling and Administration of COVID-19 Vaccine
	RP-NOW® Management Workshop
Copyright for distance education	
2021-2022	General Assembly of the <i>Colegio de Profesionales de la Enfermería de Puerto Rico</i>
	Annual Assembly Educators' Section of the <i>Colegio de Profesionales de la Enfermería de Puerto Rico</i>
	Training on COVID-19 vaccine preparation process, administration techniques, and potential anaphylaxis events: Pfizer and Moderna
	Quality Online Teaching Workshop: Best practices based on the Quality Matters standards
	Webinar: New Polling the Nations
	Recertification in the Management and Administration of COVID-19 Vaccine

Source: Chief Nurse Administrator Office, 2022.

BSNP faculty members also participate in additional professional activities that contribute to achievement of the program's mission and goals. The following activities reflect the participation of faculty members.

- One hundred percent (100%) of faculty members are certified in Blackboard *Fundamentals of Design and Teaching in Virtual Learning Environments*.
- One hundred percent (100%) of faculty members were trained in the use and management of DocuCare®, Nurse Achieve®, Body Interact®, and vSim® to continue improving student-learning outcomes.
- Seven faculty members participated in recording TV courses (NURS 1112 and NURS 2361) for Inter Online TV transmitted in ABC Puerto Rico, Channel 5.
- Four faculty members obtained a doctorate degree and three are in the process of completing doctorate degrees.
- In the last four years, faculty members attended the Puerto Rico Annual Convention of Educators offered by the *Colegio de Profesionales de la Enfermería de Puerto Rico*.
- Other members of the BSNP faculty belong to the Board of Directors of the Guayama Chapter *Colegio de Profesionales de la Enfermería de Puerto Rico*.
- The GC Academic Senate has five BSNP faculty members: President, Vice-President, Executive Secretary, and two Senators.
- BSNP faculty members have published articles, laboratory manuals, among others.
- Faculty members organize and coordinate co-curricular activities.
- Faculty members participate in community health related activities as well as voluntary services.
- Others.



**IV-H. Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement.**

*Elaboration: The program uses faculty outcome data for improvement.*

*23. Faculty outcome data are used to promote ongoing program improvement.*

*24. Discrepancies between actual and expected outcomes inform areas for improvement.*

*25. Changes to foster achievement of faculty outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.*

*26. Faculty are engaged in the program improvement process.*

**Program Response:**

BSNP uses faculty outcome data to promote ongoing program improvement. For this reason, discrepancies between actual and expected outcomes are informed for improvement. Thus, changes are discussed with the faculty and other community of interest stakeholders for program effectiveness and/or improvement. For example, the decision of the acquisition of software programs, such as NurseAchieve®, Body Interact® and vSim® was based on outcome results. Moreover, another example of the use of data are the outcomes of the Nursing Skills Simulation Laboratory Satisfaction Survey which focuses on maintaining this lab upgraded. On the other hand, faculty members evaluate the new trends in clinical scenarios, especially the use of high tech equipment to continue improving the quality and effectiveness of the program.

**IV-I. Program outcomes demonstrate program effectiveness.**

*Elaboration: The program demonstrates achievement of outcomes other than those related to completion rates (Key Element IV-B), licensure pass rates (Key Element IV-C), certification pass rates (Key Element IV-D), employment rates (Key Element IV-E), and faculty (Key Element IV-G). Program outcomes are defined by the program and incorporate expected levels of achievement. The program describes how outcomes are measured. Actual levels of achievement, when compared to expected levels of achievement, demonstrate that the program, overall, is achieving its outcomes. Program outcomes are appropriate and relevant to the degree and certificate programs offered.*

**Program Response:**

BSNP demonstrates program effectiveness thorough other of the following outcomes:

**1. Eighty percent (80%) of students will achieve 70% or higher of the required learning outcomes compliance**

Eighty percent (80%) of students will achieve 70% or higher of the required learning outcomes compliance. Table IV-I.1 presents BSNP student-learning outcomes from 2019-2021.

**Table IV-I.1 BSNP Student-Learning Outcome Results from 2019-2021**

<b>Student-Learning Outcome</b>	<b>Competencies of Student Profile</b>	<b>Outcome Results 2019</b>	<b>Outcome Results 2020</b>	<b>Outcome Results 2021</b>
Students will demonstrate knowledge and skills in leadership, quality improvement, and patient safety while providing high quality health care (Essential II)	Know the nursing process as an instrument for making clinical decisions while offering a safe and quality care (K2 lower level)	NURS 1130 83%	NURS 1130 95%	NURS 1130 100%
	Demonstrate theoretical and practical knowledge integrated into the safe and effective nursing care provided to individuals, families, and communities. (K1 upper level).	NURS 4180 98%	NURS 4180 98%	NURS 4180 98%
	Act as leaders and managers of the care that	NURS 4911 95%	NURS 4911 96%	NURS 4911 95%

<b>Student-Learning Outcome</b>	<b>Competencies of Student Profile</b>	<b>Outcome Results 2019</b>	<b>Outcome Results 2020</b>	<b>Outcome Results 2021</b>
	you are seeking to provide. (S3 upper level).			
Students will apply in their nursing practice current evidence. (Essential III)	Know critical thinking skills to make clinical judgments and to use research findings for the continuous improvement of the nursing practice. (K3 upper level).	NURS 3115 93%	NURS 3115 100%	NURS 3115 92%
Students will apply knowledge and skills in information management and patient care technology which are essential in the delivery of quality patient care. (Essential IV)	Use communication skills, critical thinking, and the use of technology to maintain the quality of care offered to the client (S3 lower level).	NURS 1231 75%  NURS 2362 90%	NURS 1231 80%  NURS 2362 100%	NURS 1231 80%  NURS 2362 100%
	Apply skills of communication, collaboration, critical thought, and the use of technology as a provider and coordinator of care and as a future member of the profession. (S2 upper level).	NURS 3100 95%	NURS 3100 92%	NURS 3100 100%
Students will demonstrate knowledge to understand healthcare policies, including financial and regulatory, that influence the nature and functioning of the healthcare system which are important considerations in professional nursing practice. (Essential V)	Act as leader and managers of the care that you are seeking to provide (S3 upper level)	NURS 4911 95%	NURS 4911 96%	NURS 4911 95%
Students will apply interprofessional communication and collaboration with health care professionals to continue delivering high quality and safe patient care. (Essential VI)	Demonstrate care management, coordination skills and effective collaboration as a member of the interdisciplinary team (S2 lower level).	NURS 2234 100%  NURS 2233 87%  NURS 2141 100%	NURS 2234 95%  NURS 2233 93%  NURS 2141 87%	NURS 2234 93%  NURS 2233 100%  NURS 2141 87%
	Apply skills of communication, collaboration, critical thought, and the use of technology as a provider	NURS 3100 95%	NURS 3100 92%	NURS 3100 100%

<b>Student-Learning Outcome</b>	<b>Competencies of Student Profile</b>	<b>Outcome Results 2019</b>	<b>Outcome Results 2020</b>	<b>Outcome Results 2021</b>
	and coordinator of care and as a future member of the profession. (S2 upper level).			
Students will demonstrate knowledge that health promotion and disease prevention at the individual and population level to improve population health which are important components of baccalaureate generalist nursing practice. (Essential VII)	Demonstrates up-to-date clinical skills in therapeutic interventions when you offer care to the client throughout the continuum of health-disease in structured scenarios (S1 lower level).	NURS 1232 87%	NURS 1232 97%	NURS 1232 97%
		NURS 1112 92%	NURS 1112 100%	NURS 1112 98%
		NURS 2142 98%	NURS 2142 97%	NURS 2142 87%
	Know the use of nursing interventions to prevent disease, and to promote, protect, maintain and restore health. (K2 upper level)	NURS 3140 98%	NURS 3140 100%	NURS 3140 99%
		NURS 4911 95%	NURS 4911 96%	NURS 4911 93%
Students will demonstrate professionalism and professional values as fundamentals to the nursing practice. (Essential VIII)	Demonstrate responsibility and ethical-legal commitment with humanistic care in response to the changing needs of society (A1 lower level).	NURS 2361 93%	NURS 2361 100%	NURS 2361 100%
	Demonstrate responsibility and commitment with their own development and that of the profession (A2 lower level).	NURS 2970 88%	NURS 2970 86%	NURS 2970 86%
	Apply humanistic care in the nursing practice to promote protection, optimization and the preservation of human dignity. (A1 upper level)	NURS 4180 98%	NURS 4180 98%	NURS 4180 100%
		NURS 4980 86%	NURS 4980 95%	NURS 4980 100%
Students will know that as baccalaureate graduate nurses must be prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare	Demonstrate scientific and humanistic knowledge of the nursing discipline when analyzing biopsychosocial and spiritual aspects in the different stages of growth and development (K1 lower level).	NURS 1111 85%	NURS 1111 100%	NURS 1111 83%
		NURS 1112 92%	NURS 1112 100%	NURS 1112 98%
	Demonstrate theoretical and practical knowledge integrated into the safe and effective nursing care provided to individuals, families and communities. (K1 upper level).	NURS 3100 95%	NURS 3100 92%	NURS 3100 100%

Student-Learning Outcome	Competencies of Student Profile	Outcome Results 2019	Outcome Results 2020	Outcome Results 2021
environments. (Essential IX)	Demonstrates up-to-date clinical skills in therapeutic interventions when you offer care to the client throughout the continuum of health-disease in structured scenarios (S1 lower level).	NURS 2142 98%	NURS 2142 97%	NURS 2142 87%
	Use assessment and therapeutic interventions skills when providing nursing care in diverse scenarios so they can improve the expected health care results. (S1 upper level)	NURS 3190 93%  NURS 3120 90%	NURS 3190 88%  NURS 3120 91%	NURS 3190 88%  NURS 3120 82%

Source: Nursing Assessment Coordinator Offices, 2022.

Legend: K=knowledge S=skills A=attitudes

### 2. Seventy percent (70%) of BSNP students will be retained

Retention Rate is equal to (=) Number of Graduates plus (+) Students still Active in the Program, divided (÷) by Total of student Cohort. Table IV-I.2 presents BSNP retention rate results by Cohort from 2018-2019 to 2021-2022.

**Table IV-I.2: BSNP Retention Rate Results by Cohort from 2018-2019 to 2021-2022**

Cohort	Student Admitted	Student Excluded	Retained Student
2018-2019	72	38	34/48 = 70%
2019-2020	131	56	75/92 = 81%
2020-2021	86	27	59/64 = 92%
2021-2022	93	36	57/63 = 90%

Source: IAUPR Evaluation and Strategic Planning Office, 2022.

### 3. BSNP Students demonstrate seventy percent (70%) or higher of satisfaction level with Nursing Skills Simulation Lab

A survey was administered every semester consistently since 2018 to determine BSNP student satisfaction level with the Nursing Skills Simulation Lab. A total of 490 questionnaires were submitted both face-to-face and virtual modalities from 2018 to 2022. According to survey results BSNP students are very satisfied with the Nursing Skills Simulation Lab. Thus, this result surpasses the expected outcome. Furthermore, this results are discussed with faculty members and also is shared to Chancellor, Deans, and staff members. As presented in Table IV-I.3, BSNP students demonstrate a high level of satisfaction with Nursing Skills Simulation Lab.

**Table IV-I.3: BSNP Students Satisfaction Level with Nursing Skills Simulation Lab**

Items	2018	2019	2020	2021	2022
1. Nursing Skills Simulation Lab serves to simulate clinical settings that provide practice for performance of nursing procedures.	100%	100%	80%	99%	99%
2. Nursing Skills Simulation Lab has anatomic models and simulators of high	100%	100%	99%	99%	100%
3. The faculty clearly communicated the objectives and expected outcomes of the participants in the simulation scenarios.	99%	100%	99%	100%	100%

Items	2018	2019	2020	2021	2022
4. The laboratory has high, medium, and low fidelity anatomical models available for the practice of basic and complex procedures that allow the experience of a comprehensive approach to the reality of care to be offered to students in the clinical area.	99%	100%	85%	99%	99%
5. Through the different simulation scenarios, I feel capable of recognizing and handling emergency situations in clinical practice.	99%	100%	95%	98%	100%
6. Simulation makes it easier for me to handle complex and/or real situations, helping me to minimize the stress of clinical practice.	99%	94%	82%	97%	99%
7. Simulation makes it easier for me to handle complex and/or real situations, helping me to minimize the stress of clinical practice.	99%	98%	98%	97%	99%
8. The simulation scenario allows me to develop leadership and critical thinking skills.	97%	98%	90%	99%	99%
9. The professor gave me "feedback" after the end of the simulation.	96%	98%	94%	98%	100%
10. The Simulation lab helps me achieve clinical practice course objectives.	100%	100%	83%	99%	100%
11. The simulation lab has the necessary equipment and materials to facilitate my clinical skills.	96%	100%	85%	98%	97%
12. The Nursing Skills Simulation Lab has a comfortable and accessible space to perform all my interventions.	98%	100%	95%	92%	99%
13. The Nursing Skills Simulation Lab fosters learning by using simulated scenarios from different areas of specialties and stimulates critical thinking.	99%	100%	99%	100%	100%
14. The Nursing Skills Simulation Lab stimulates students to make decisions and solve problems.	99%	100%	98%	100%	100%
15. The Nursing Skills Simulation Lab allows for teamwork and the development of skills in the communication process and the use of technology.	99%	100%	99%	100%	100%
<b>TOTAL</b>	<b>98%</b>	<b>99%</b>	<b>92%</b>	<b>98%</b>	<b>99%</b>

Source: Chief Nurse Administrator, 2022.

#### 4. Students demonstrate seventy percent (70%) or higher satisfaction level with the BSNP

Faculty members administered a Program Satisfaction Exit Survey to graduates for the years 2019 to 2022. The purpose of this questionnaire is to gather data about graduates satisfaction level with the BSNP. Table IV-I.4, presents information about the results obtained. Thus, the survey results indicate that the 70% expected outcome is surpassed.

**Table IV-I.4: Graduates Satisfaction Level with BSNP**

Items	2019	2020	2021	2022
1. Students feel academically prepared to initiate a professional career.	98%	65%	94%	87%
2. Faculty helped students to acquire needed knowledge for professional development.	100%	77%	95%	96%
3. Students feel prepared to offer a competent, effective, quality, and safe nursing care to individuals, families, and communities.	100%	78%	94%	96%
4. Education received in nursing is in accordance with needs of a global society, competitive, and highly technological.	100%	69%	94%	94%

Items	2019	2020	2021	2022
5. I feel prepared for independent and ethical decision- making in nursing discipline.	92%	75%	92%	87%
6. Faculty and student interaction helped me in the teaching- learning process.	97%	77%	94%	94%
7. The Nursing Skills Simulation Lab increased my technical skills during my professional development.	92%	70%	90%	96%
8. The clinical settings used helped me in my professional preparation.	99%	55%	89%	96%
9. The nursing program fulfills my professional goals.	99%	76%	92%	91%
10. I feel prepared to be successful in the working world.	91%	83%	94%	91%
11. You feel ready to pass the nursing board exam.	87%	77%	88%	79%
12. You plan to continue graduate studies.	69%	73%	75%	72%
13. You plan to take the NCLEX RN exam.	83%	77%	79%	70%
14. Would you recommend other people to study nursing at the Inter American University of Puerto Rico, Guayama Campus.	98%	88%	95%	96%
15. GC mission and goals is in harmony with my preparation as a professional nurse able to offer competent, effective, quality, and safe nursing care to individuals, families, and communities.	99%	79%	96%	100%
<b>Total Satisfaction</b>	<b>94%</b>	<b>75%</b>	<b>91%</b>	<b>90%</b>

Source: Chief Nurse Administrator, 2022.

#### 5. Employers demonstrate seventy percent (70%) or higher of satisfaction level with BSNP Graduates

The CNA, together with faculty members, administered a questionnaire to determine the employers satisfaction level with BSNP graduates. This questionnaire includes items to gather data related to graduate profile, including competencies, knowledge, skills, and attitudes. Table IV-I.5 presents the results of the 2022 Employers Satisfaction Survey.

**Table IV-I.5: Employers Satisfaction with BSNP Graduates 2022**

Criterion	Excellent	Good	Regular	Deficient
<b>General competencies of the graduates</b>				
Punctuality	100%			
Effective communication	83%	17%		
Demonstrate integrity and professional ethics	100%			
Organizational skills	83%	17%		
Maintain good interpersonal relationships	83%	17%		
Mastering and effective use of technology	83%	17%		
Capable of following instructions	100%			
Demonstrates leadership skills	83%	17%		
Ability to work in a team	83%	17%		
Able to deal with conflict situations	67%	33%		
Critical thinking application	100%			
Solving complex situations	83%	17%		
Demonstrates initiative	100%			
Willingness to learn	100%			
Creativity	100%			
Leadership skills	83%	17%		
Ability to conduct research	67%	33%		

Criterion	Excellent	Good	Regular	Deficient
Stress management	83%	17%		
He keeps up to date with the latest treatment modalities in his discipline	100%			
Promotes humanistic care	100%			
<b>Academic Program Competencies</b>				
Demonstrate integrated theoretical and practical knowledge in providing safe and effective nursing care to individuals, families, and communities.	67%	33%		
To know the use of nursing interventions to prevent disease, promote, protect, maintain, and restore health.	83%	17%		
Know critical thinking skills to make clinical judgments and use research findings for continuous improvement of nursing practice.	83%	17%		
Utilize estimation skills and therapeutic interventions in providing nursing care in a variety of settings in a manner that will improve expected health care outcomes improve expected health care outcomes.	83%	17%		
Apply skills in communication, collaboration, critical thinking, and the use of technology as a provider, care coordinator and as a future member of the profession.	100%			
Act as leaders and managers of the care they seek to provide.	83%	17%		
Apply humanistic care in nursing practice to promote the protection, optimization, and preservation of human dignity.	100%			

Source: Chief Nurse Administrator, 2022.

#### IV-J. Program outcome data are used, as appropriate, to foster ongoing program improvement.

*Elaboration: For program outcomes defined by the program:*

*27. Actual program outcomes are used to promote program improvement.*

*28. Discrepancies between actual and expected outcomes inform areas for improvement.*

*29. Changes to the program to foster improvement and achievement of program outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.*

*30. Faculty are engaged in the program improvement process.*

#### Program Response:

The BSNP uses outcome data concerning student-learning, student and faculty outcomes to foster ongoing program improvement. For this reason, the program outcomes used to promote program improvement are presented in Table IV-J.1:

**Table IV-J.1: BSNP Outcomes to Promote Improvement**

Program Expected Outcomes	Results	CCNE Expected Outcome	Program Improvement
<b>Student-Learning Outcomes</b>			
Students will have a solid base in liberal education through the General Education Program (GEP) which provides the foundation for the practice and education of nurses. (Essential I)	The results of the basic communications skills of the General Education Program (GEP) demonstrates that students comply satisfactory.	Met	To continue improving using traditional and virtual tutors for basic communication skills. GEP faculty members will continue providing mentoring support services to improve student

<b>Program Expected Outcomes</b>	<b>Results</b>	<b>CCNE Expected Outcome</b>	<b>Program Improvement</b>
			communication skills and develop strategies to improve critical thinking.
Student will demonstrate knowledge and skills in leadership, quality improvement, and patient safety while providing high quality health care. (Essential II)	Results of the last three years indicate that more than 80% of students obtained higher than 70% of compliance.	Met	Continue promoting student leadership, through Academic Senate, Student Council, local and international nursing student association, among others.
Students will apply in their nursing practice current evidence. (Essential III)	Results of the last three years evidence that more than 80% of students obtained higher than 70% of compliance with the nursing practice.	Met	Continue strengthening research strategies on evidence-based practice.  Continue promoting the use of the databases available at the IAC/Library.
Students will apply knowledge and skills in information management and patient care technology which are essential in the delivery of quality patient care. (Essential IV)	Results of the last three years reported that more than 80% of students obtained higher than 70% of compliance with information management and patient care technology.	Met	Continue using DocuCare <sup>®</sup> , NurseAchieve <sup>®</sup> , vSim <sup>®</sup> , Body Interact <sup>®</sup> and the Blackboard <sup>®</sup> platform to improve the teaching-learning process integrating technology.
Students will demonstrate knowledge to understand healthcare policies, including financial and regulatory, that influence the nature and functioning of the healthcare system which are important considerations in professional nursing practice. (Essential V)	Results of the last three years evidence that more than 80% of students obtained higher than 70% of compliance with healthcare policies.	Met	Continue developing strategies to improve student knowledge of healthcare policies.
Students will apply interprofessional communication and collaboration with health care professionals to continue delivering high quality and safe patient care. (Essential VI)	Results of the last three years indicate that more than 80% of students obtained higher than 70% of compliance with interprofessional communication and collaboration with health care professionals to continue delivering high quality and safe patient care.	Met	Faculty members in charge of practical/clinical courses continue integrating strategies to enhance interprofessional communication and collaboration between the students and the healthcare team members in order to deliver high quality and safe patient care.
Students will demonstrate knowledge that health promotion and disease prevention at the individual and population level to improve population health which are important components of baccalaureate generalist nursing practice. (Essential VII)	Results of the three years report that more than 80% of students obtained higher than 70% of compliance with knowledge in health promotion and disease prevention.	Met	Continue developing strategies to enhance students and faculty members responsibility of health promotion and disease prevention.
Students will demonstrate professionalism and professional values as fundamentals to the nursing practice. (Essential VIII)	Results of the three years report that more than 80% of students obtained higher than 70% of compliance with professional values.	Met	Continue integrating in the BSNP curriculum ethical and professional values as fundamentals for the nursing practice within a Christian-ecumenical context.



<b>Program Expected Outcomes</b>	<b>Results</b>	<b>CCNE Expected Outcome</b>	<b>Program Improvement</b>
Students will know that as baccalaureate graduate nurses must be prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. (Essential IX)	Results of the three years indicate that more than 80% of students obtained higher than 70% of compliance providing services with individuals, families, groups, communities, and populations across their lifespan.	Met	Continue preparing graduates to provide nursing care to individuals, families, groups, communities, and populations across their lifespan and across the continuum of healthcare environments.
<b>Student Outcomes</b>			
Seventy percent (70%) of admitted students to the BSNP will graduate in the established time-frame for completion.	Over 70% of admitted students to the BSNP were graduated in the established time-frame for completion.	Met	Faculty members continue providing academic advising about the importance of completing the degree in the time-frame established by the program.
Seventy percent (70%) of BSNP students will be retained.	Over 70% of BSNP students were retained.	Met	Continue providing diverse support student services to facilitate student retention.
Eighty percent (80%) of BSNP graduates will pass the national nursing board exam on first intent.	Over 80% of graduates passed the nursing board in the first intent.	Met	Continue implementing diverse strategies included in the plan to improve the number of students that pass the nursing board exam as first-takers.
Seventy percent (70%) of BSNP graduates will be employed within a 12-month period of graduation.	Over 70% of contacted graduates were employed within a 12-month period of graduation.	Met	Continue developing strategies to improve contact with program graduates using different social media networks, promoting the participation in the Poly-Inter Alumni Association, among others.
Seventy percent (70%) of graduates will be satisfied with the program.	More than 70% of graduates were satisfied with the program.	Met	Continue providing academic, administrative, and student support services to satisfy student needs.
Seventy percent (70%) of program students, graduates, and employers will be satisfied with the BSNP.	More than 70% of, and employers were satisfied with the program.	Met	Continue administering satisfaction surveys to students, graduates and employer in order to explore their satisfaction level with BSNP.
<b>Faculty Outcomes</b>			
One hundred percent (100%) of full-and part-time faculty members will continue enhancing the knowledge and skills required of the nursing profession.	Faculty members keep their nursing profession up to date.	Met	Continue making efforts to validate the evidence provided by faculty members regarding continuing education, seminars, certifications, graduate studies, community services, among others.

<b>Program Expected Outcomes</b>	<b>Results</b>	<b>CCNE Expected Outcome</b>	<b>Program Improvement</b>
100% of full and part-time faculty members will maintain the knowledge and skills in their field up to date.	Faculty members keep their nursing profession up to date.	Met	CNA continue coordinating professional development activities and other professional experiences for the BSNP faculty members.
One hundred percent (100%) of full-and part-time faculty members will comply with the legal requirements of membership and renewal of professional license.	Faculty members comply with the legal requirements of membership and renewal of professional license.	Met	CNA and Human Resources offices continue validating the faculty professional license renewal.

Source: Chief Nurse Administrator and Dean of Academic Affairs Offices, 2022.

**Standard IV:**

**Program Effectiveness-Assessment and Achievement of Program Outcomes**

**Strengths**

- The BSNP has an assessment culture that allows it to identify strengths and areas of improvement according to expected outcomes.
- A culture of assessment is evident throughout BSNP processes.
- The graduates first intent pass rate in the Puerto Rico Nursing Board Exam surpass the expected outcome of 80%.
- The BSNP retention rate surpasses the expected outcome.
- The BSNP completion rate surpasses the expected outcome.
- An academically prepared faculty are up to date in the field specialty.
- High satisfaction levels with the program is reported by students, graduates, and employers.
- Student report a high satisfaction level with the Nursing Skills Simulation Lab.
- The expected outcome results are used to improve the quality and effectiveness of the BSNP.

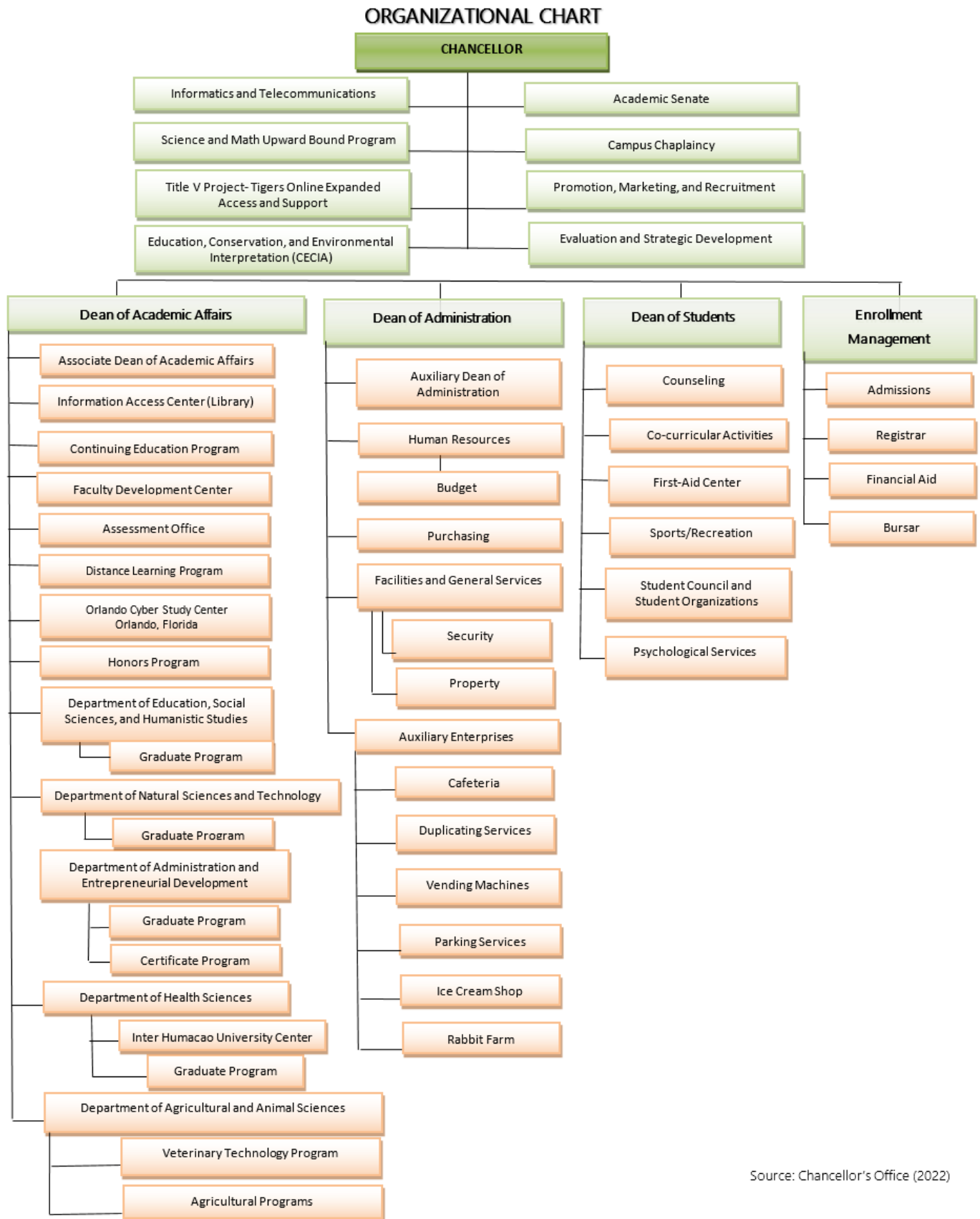
**For Continuous Improvement**

- Continue to share outcomes with faculty and community stakeholders to improve the quality and effectiveness of the program.
- Continue using strategies to integrate technological advances allowing students to reinforce knowledge, skills, and attitudes.

## **APPENDICES**

**APPENDIX 1**  
**GUAYAMA CAMPUS ORGANIZATIONAL CHART**

**APPENDIX 1  
GUAYAMA CAMPUS ORGANIZATIONAL CHART**



Source: Chancellor's Office (2022)

**APPENDIX I-A.1**  
**GC VISION, MISSION, AND GOALS**

## **APPENDIX I-A.1 GC VISION, MISSION, AND GOALS**

### **Vision**

Promote academic excellence through innovation, internationalization, and research according to global educational needs. The campus promotes the enhancement of knowledge framed within an ecumenical Christian context that fosters equity in a flexible and innovative environment for the development of its constituents and adjacent communities.

### **Mission**

Guayama Campus of Inter American University of Puerto Rico offers an education that promotes development and commitment to cultural diversity through the use of diverse study modalities at the post-secondary, undergraduate, and graduate levels framed in the internationalization and globalization of education within an ecumenical Christian context.

### **Goals**

1. Offer educational programs that harmonize with humanistic, scientific, technological, business; and agricultural, health, and veterinary sciences knowledge necessary to form a well-educated person committed to social well-being.
2. Promote effective communication, development of moral values, ethics, culture, ecumenical Christianity, critical thinking, diversity, and internationalization.
3. Maintain a systematic assessment process that identifies student-learning achievements, campus community needs, and effectiveness of services in academic, student, and administrative areas, which contribute to continuous improvement.
4. Promote professional development of teaching and non-teaching personnel through a continuous and updated training program according to the outcomes of institutional assessment.
5. Motivate voluntary service and strengthen integration ties through the development of collaboration projects with local, national, and international entities.
6. Budget and manage fiscal resources adequately to support campus operations effectively and efficiently according to the Strategic Plan.
7. Promote development and dissemination of research to foster new knowledge framed in moral and ethical values.
8. Foster respect for the preservation and conservation of the environment in the campus community.
9. Promote the inclusion of the transversal axis of institutional values in the educational process and extracurricular activities, in accordance with the mission and goals.
10. Foster, through a pastoral plan, an environment where the spiritual needs of the campus community are addressed.

Resolution No. 63-2020-2021: RE Approved by the President and the Board of Trustees on March 8, 2021.

**APPENDIX II-E.1**  
**GC BSNP FULL-TIME FACULTY PROFILE**



**APPENDIX II-E.1  
GC BSNP FULL-TIME FACULTY PROFILE**

<b>Name</b>	<b>Academic Rank</b>	<b>Initial Appointment</b>	<b>Years Teaching Experience</b>	<b>Type of Contract</b>	<b>Academic Degree &amp; Institution</b>	<b>Specialty Area</b>	<b>Certifications or other degrees</b>	<b>Teaching Responsibility – Nursing Courses &amp; Other responsibilities</b>
Bristol Angeli, José A.	Assistant Professor	2011	11	Tenure	<p>Bachelor of Science in Nursing InterAmerican University of Puerto Rico, Guayama Campus</p> <p>MSN Columbia University of Puerto Rico, Caguas Campus</p> <p>Doctoral Student Ana G. Méndez University of Puerto Rico 45 crs approved Doctorate in Education Leadership (EdD)</p>	Adult and Elderly Functional Role in Education	<p>Respiratory Therapy Technician Operating Room Technician Certification in Operating Room Management in Robotic Surgery</p> <p>Management and administration of the COVID-19 vaccine Online education basics Use and management of the Starfish Platform</p>	<p>NURS 1112 Practice of Fundamentals of Nursing</p> <p>NURS 1231 Fundamentals of Adult Care I</p> <p>NURS 1232- Practice of Adult Care I</p> <p>NURS 2233 Fundamentals of Adult Care II</p> <p>NURS 2234 Practice of Adult Care II</p> <p>NURS 3100 Dimensions of Professional Practice</p> <p>NURS 3120 Health Assessment</p> <p>NURS 3190 Professional Intervention during the Life Cycle</p> <p>President of Academic Senate</p>

Name	Academic Rank	Initial Appointment	Years Teaching Experience	Type of Contract	Academic Degree & Institution	Specialty Area	Certifications or other degrees	Teaching Responsibility – Nursing Courses & Other responsibilities
Camargo Cárdenas, Esmeralda	Instructor	2021	1	Temporary (Adjunct)	Bachelor's degree, National Polytechnic Institute, Mexico. Specialist in Children's Nursing, National Autonomous University of Mexico. Master's degree in nursing science, Columbia Central University, Puerto Rico.	Critical care pediatric and adult.  Roles in education, administration, and clinical specialist.	Certificate Blackboard Teaching Platform	NURS 2352 Practice of Pediatric Care.  NURS 2234 Practice of Adult Care II.  NURS 3115 Introduction to the Nursing Research Process  NURS 3120 Health Assessment.
Cartagena García, Madeline	Assistant Professor	1996	26	Tenure	Bachelor of Science in Nursing University of Puerto Rico, Humacao Campus  Master of Science in Nursing Pontifical Catholic University of Puerto Rico Ponce Campus	Role – Educator Specialization – Medicine and Surgery	Certification in Operating Room Management in Robotic Surgery  Management and administration of the COVID-19 vaccine Online education basics  Managing the Blackboard Learn platform  Best Practices for Instructional Design of Online Courses Didactics of online education  Use and management of the Starfish Platform	NURS-1111- Fundamentals in Nursing  NURS- 1112 -Practice of Fundamentals of Nursing  NURS-1130 - Pharmacology Aspects  NURS-1231- Fundamentals of Adult Care I  NURS- 1232 -Practice of Adult Care I  NURS- 4240- Administration of Nursing Services  NURS-3100- Dimensions of Professional Practice  Member of CCNE Committee Standard II

Name	Academic Rank	Initial Appointment	Years Teaching Experience	Type of Contract	Academic Degree & Institution	Specialty Area	Certifications or other degrees	Teaching Responsibility – Nursing Courses & Other responsibilities
								Member MSCHE Standard VII: Governance, Leadership, and Administration  CPEPR Vice-president Guayama Chapter
Colón Álvarez, Manuel	Assistant Professor	2012	10	Probationary	Bachelor of Sciences in Nursing Pontifical Catholic University of P.R.  Master of Science in Nursing, Pontifical Catholic University of P.R.  Doctoral Education Pontifical Catholic University of P.R	Curriculum and teaching (doctoral)  Medical Surgical Nursing Functional Role in Education	Blackboard Teaching Platform Certificate Teaching with Simulations Certificate Intensive Care Certificate  Management and administration of the COVID-19 vaccine Online education basics	NURS 1232- Practice of Adult Care II  NURS 2233- Fundamentals of Adult Care II  NURS 2234- Practice of Adult Care II  NURS 1130- Pharmacological Aspects  NURS 1112- Practice of Fundamentals of Nursing  NURS-3115 Nursing Investigation  NURS 4914 Practice in Family and Community Nursing Care  NURS 6050 Curriculum Nursing  NURS 6090 Investigation Nursing  NURS 6914 Practice Education Nursing

Name	Academic Rank	Initial Appointment	Years Teaching Experience	Type of Contract	Academic Degree & Institution	Specialty Area	Certifications or other degrees	Teaching Responsibility – Nursing Courses & Other responsibilities
								Member of CCNE Committee Standard III  Clinical Practice Coordinator
Crespo Rosado, Mildred	Instructor	2022	4 months	Temporary (Adjunct)	Bachelor of Science in Nursing Pontifical Catholic University of P.R.  Master of Mental Health, and Psychiatry. Pontifical Catholic University of P.R.  PhD in Teaching Curriculum Caribbean University, Ponce Campus	Doctorate in Philosophia in Education with a specialization in Teaching Curriculum	Certificate in the use and management of the Starfish platform.  Certificate in Infection Control.  Certificate in wound care	Nurs 1112 Practice of Funds of Nursing  Nurs 3120 Health Assessment
Gómez Rivera, Kenia	Instructor	2022	5 months	Temporary	Bachelor of Science in Nursing InterAmerican University of Puerto Rico, Metropolitan Campus  MSN Inter American University of Guayama Campus	Medical-Surgical Nursing Role: Education  Critical Care Critical Certification, 2017  Department of Medicine and Surgery  Emergency Room  Intensive Care Unit	Certification for Teaching Distance Learning  Management and administration of the COVID-19 vaccine Online education basics	Online Education Certification, 2020, InterAmerican  University – Advance Cardiovascular Life Support (ACLS)  NURS 2234 Practice of Adult Care II  NURS 1130 Aspects Pharmacological  Assessment Committee Member -Advisory  Committee Member for the CCNE

Name	Academic Rank	Initial Appointment	Years Teaching Experience	Type of Contract	Academic Degree & Institution	Specialty Area	Certifications or other degrees	Teaching Responsibility – Nursing Courses & Other responsibilities
								Reaccreditation process – Counselor for the Nursing Student Society
González Zayas, Glenda	Instructor	2022	5 months	Temporary	Bachelor of Science in Nursing Pontifical Catholic University of Puerto Rico  MSN -CNM Pontifical Catholic University of P.R.  Doctorate in Education Universidad Internacional Iberoamericana (UNINI)	Specialty in Research  Clinical Nurse Midwife Education role	Blackboard Teaching Platform Certificate  Management and administration of the COVID-19 vaccine  Online Teaching with Simulations Certificate  Use and management of the Starfish Platform	NURS 2141- Fundamentals of Maternal-Neonatal Care  NURS 2142- Practice in Maternal-Neonatal Care  NURS 2351 Fundamentals Pediatric Care  NURS 2352-Practice Pediatric Care  NURS 4980 Taller Integrator
Laboy Rodríguez, Mayra	Assistant Professor	1999	23	Tenure	Bachelor of Science in Nursing University of Puerto Rico, Humacao Campus  MSN University of Puerto Rico, Medical Sciences Campus  Doctoral Student Ana G. Méndez University of Puerto Rico 27 crs approved Doctorate in Education Leadership (EdD)	Department of Obstetrics and Gynecology  Delivery Room Nursery Department  Operations Room  Surgery Department	Blackboard Teaching Platform Certificate  Teaching with Simulation Certificate  Certification in Room Management in Robotic Nurses  Management and Administration of the COVID-19 Vaccine Online Education Basics	NURS 1111 Fundamentals of Nursing  NURS 1112- Practice of Fundamentals of Nursing  NURS 2141- Fundamentals of Maternal-Neonatal Care  NURS 2142- Practice in Maternal-Neonatal Care  NURS 2970- Transition Seminar

Name	Academic Rank	Initial Appointment	Years Teaching Experience	Type of Contract	Academic Degree & Institution	Specialty Area	Certifications or other degrees	Teaching Responsibility – Nursing Courses & Other responsibilities
								<p>NURS 3190- Professional Intervention during the Life Cycle</p> <p>NURS 4911- Practice in Professional Intervention Life Cycle</p> <p>Nursing program Assessment Coordinator</p> <p>Academic senator</p> <p>Student Association Counselor- (NSS – Nursing student Society)</p>
Rivera Carrión, Yaitza	Assistant Professor	2013	9	Probationary	<p>Bachelor of Applied Sciences in Nursing, University of Puerto Rico, Humacao Campus</p> <p>Master of Science in Nursing, Caribbean University, Bayamón Campus</p> <p>Doctorate: Leadership Education and Instruction in Distance Education Interamerican University of Puerto Rico, Ponce Campus</p>	<p>Role in Administration and Education</p> <p>Specialty in Neonatal-Pediatric clinical specialist.</p> <p>Operations Room</p>	<p>Blackboard Teaching Platform Certificate</p> <p>Management and administration of the COVID-19 vaccine Online</p>	<p>Program Director</p> <p>NURS 1112 Practice in Fundamentals of Nursing</p> <p>NURS 1130 Pharmacological Aspects</p> <p>NURS 2141 Fundamentals of Maternal Neonatal Care</p> <p>NURS 2142 Practice in Maternal Neonatal Care</p> <p>NURS 2351 Fundamentals of Pediatric Care</p>

Name	Academic Rank	Initial Appointment	Years Teaching Experience	Type of Contract	Academic Degree & Institution	Specialty Area	Certifications or other degrees	Teaching Responsibility – Nursing Courses & Other responsibilities
								NURS 2352 Practicing Pediatric Care
Rolón Feliciano, Betzaida	Instructor	2016	6	Probationary	Bachelor of Science in Nursing Pontifical Catholic University of Puerto Rico  Master of Science in Nursing, Caribbean University, Bayamón Campus	Role: Education, Administration and Advance Critical care Neo- Pediatric	Certified QM(DYOC)  Certified QM (IYOC)  Management and administration of the COVID-19 vaccine Online  Education Basics  Managing the Blackboard Learn platform  Certificate Teaching with Simulations	NURS 1111- Fundamentals of Nursing  NURS 1112- Practice of Fundamentals of Nursing  NURS 2351 Fundamentals Pediatric Care  NURS 2352- Practice Pediatric Care  NURS 2970: Transition Seminar  NURS 3100 Dimensions of Professional Practice NURS 3120 Health assessment  NURS 3190- Interventions in Professional life Cycle.  NURS 4914 Practice of Nursing Care of Family and Community.  NURS 4980- Integrated Workshop Executive
Santana Pabon, Lysbel	Instructor	2020	2	Temporary (Adjunct)	Associate Degree Nursing, Technological Institute of Ponce, PR	Functional role: Education  Adult and Old	Blackboard Collaborate certification	NURS 1112- Practice of Fundamentals of Nursing  NURS- 1232 -Practice of Adult Care I

Name	Academic Rank	Initial Appointment	Years Teaching Experience	Type of Contract	Academic Degree & Institution	Specialty Area	Certifications or other degrees	Teaching Responsibility – Nursing Courses & Other responsibilities
					<p>Bachelor of Applied Sciences in Nursing Dewey University</p> <p>Master of Science in Nursing with a specialty in Adult and Old</p> <p>Columbia Central University en, PR</p>		<p>Management and administration of the COVID-19 vaccine Online</p>	<p>NURS 2234 -Practice of Adult Care II</p> <p>NURS 2362-Practice of Psychosocial Care</p> <p>NURS 4911- Practice in Professional Intervention Life Cycle</p> <p>NURS 4914 Practice of Nursing Care of Family and Community</p> <p>NURS 4980- Integrated Workshop Executive</p>
Torres Zayas, Marisol	Assistant Professor	1999	23	Tenure	<p>Bachelor of Science in Nursing Inter American University of Puerto Rico Campus</p> <p>MSN University of Puerto Rico, Medical Sciences Campus</p> <p>Student Doctoral Interamerican University, Ponce 33crs approved</p> <p>Doctorate in Education in Leadership and Instruction in Online Education (EdD)</p>	Critical Care Functional Role: Management of Nursing Services	<p>Blackboard Teaching Platform Certificate</p> <p>Teaching with simulation certificate</p> <p>certification in room management in Robotic Nurses</p> <p>Management and administration of the COVID-19 vaccine Online education basics</p>	<p>NURS 1111- Fundamentals of Nursing</p> <p>NURS 1112–Practice of Fundamentals of Nursing</p> <p>NURS 1231 – Fundamentals of Adult Care I</p> <p>NURS 4980- Integrated Workshop Executive</p> <p>Member of CCNE Committee Standard III</p> <p>Member of Mission and Goals Working Group</p> <p>Member MSCHE Standard VII: Governance, Leadership, and Administration</p>



Name	Academic Rank	Initial Appointment	Years Teaching Experience	Type of Contract	Academic Degree & Institution	Specialty Area	Certifications or other degrees	Teaching Responsibility – Nursing Courses & Other responsibilities
Vega Estrella, Rosalyn	Instructor	2013	9	Temporary (Adjunct)	Bachelor of Applied Sciences in Nursing  Master of Science in Nursing with a specialty in Critical Care/ clinical specialist.  UAGM, Bayamón Campus	Critical Care/ clinical specialist.  Role in Administration	Critical Care  Case Manager	NURS 1112-Practice of Fundamentals of Nursing NURS 4180- Nursing Care of Family and Community  NURS 4914-Practice in Nursing Care to the Family and Community  NURS 4980-Integrated Workshop
Velázquez González, Marisol	Professor	2005	17	Tenure	Bachelor of Science in Nursing University of Puerto Rico, Medical Sciences Campus  MSN University of Puerto Rico, Medical Sciences Campus  Ed. D. Doctorate in Education with Specialization in Curriculum and Teaching Pontifical Catholic University Of Puerto Rico	Mental Health and Psychiatric Care  Family and Community  Functional role: Education, Administration of Nursing Services	Certification in Operating Room Management in Robotic Surgery  Blackboard Collaborate  Management and administration of the COVID-19 vaccine Online education basics	NURS 4180- Nursing Care for the Family and Community  NURS 4914- Practice of the Family and Community  Department Director Health Sciences & Chief Nursing Program
Velázquez Vázquez, Leida	Instructor	2016	6	Temporary	Bachelor of Science in Nursing Inter-American University of Puerto Rico, Guayama Campus	Mental Health and Psychiatric Nursing Second Role in Education	Blackboard Teaching Platform Certificate	NURS 1111- Fundamentals of Nursing NURS 1112- Practice of Fundamentals of Nursing

Name	Academic Rank	Initial Appointment	Years Teaching Experience	Type of Contract	Academic Degree & Institution	Specialty Area	Certifications or other degrees	Teaching Responsibility – Nursing Courses & Other responsibilities
					MSN Pontifical Catholic University of Puerto Rico		Teaching with Simulations  Certificate Forensic Nursing  Certificate Intensive Care Certificate Management and administration of the COVID-19 vaccine Online education basics	NURS 2361 Fundamentals in Psychosocial Care  NURS 2362-Practice of Psychosocial Care  NURS 3140- Interventions in Psychosocial Transactions- Distance E.  NURS 4914 Practice of Nursing Care of Family and Community.
Viñas Guzmán, Cecilia	Instructor	2019	3	Temporary (Adjunct)	Bachelor of Science in Nursing Inter American University of Puerto Rico Campus  MSN University of Puerto Rico, Medical Sciences Campus  MSN in Education with a specialization in Educational Leadership National University College Online Division	Adult and Elderly Functional Role in Education	Blackboard Teaching Platform Certificate Teaching with simulation certificate  Management and administration of the COVID-19 vaccine Online education basics	NURS- 1112 -Practice of Fundamentals of Nursing  NURS- 1232 -Practice of Adult Care I  NURS 2234 -Practice of Adult Care II  NURS 4911- Practice Intervention Life Cycle  NURS 3120- Health Assessment  NURS 4914- Practice in Nurse Care of Family-Community NURS 4980- Integration Workshop  Member of CCNE Committee Standard III

**APPENDIX II-E.2**  
**GC BSNP PART-TIME FACULTY PROFILE**

**APPENDIX II-E.2  
GC BSNP PART-TIME FACULTY PROFILE**

<b>Name</b>	<b>Academic Rank</b>	<b>Initial Appointment</b>	<b>Years Teaching Experience</b>	<b>Type of Contract</b>	<b>Academic Degree &amp; Institution</b>	<b>Specialty Area</b>	<b>Certifications or other degrees</b>	<b>Teaching Responsibility – Nursing Courses &amp; Other Responsibilities</b>
Berrios Fernández, Gina Belinda	Instructor	2019	3	Temporary	MSN and BSN National University College  BSN, CEM College, Humacao, PR	Role: Education	Venipuncture Certifications  Nonviolent Crisis Intervention  Knowledge in management of pregnant woman	NURS 1232- Practice of Adult Care II
Cruz Rodríguez, Christian	Instructor	2022	4 months	Temporary	BSN University Ana G Méndez  MSN Columbia Central University	Adults and Elderly  Role: Education	CPR	NURS 4914 Practice of Nursing Care of Family and Community.
Ortiz Lugo, José L.	Instructor	2015	7	Temporary	PhD UPR Rio Piedras  Post-doctoral research	Biology  Environmental neuroscience	Managing the Blackboard Learn platform  Best Practices for Instructional Design of Online Courses Didactics of online education Use and management of the Starfish Platform	Teaches the science component of the courses:  NURS 1130 NURS 111 NURS 1231 NURS 2233 NURS 2351 NURS 2361
Reyes Romero, María	Instructor	2014	8 years	Temporary	MSN y BSN Pontifical Catholic University of Puerto Rico Ponce Campus	Role: Management	CPR	NURS 1130- Pharmacological Aspects  NURS 1232 Practice of Adult Care I

Name	Academic Rank	Initial Appointment	Years Teaching Experience	Type of Contract	Academic Degree & Institution	Specialty Area	Certifications or other degrees	Teaching Responsibility – Nursing Courses & Other Responsibilities
								<p>NURS 2234 Practice of Adult Care II</p> <p>NURS 2352-Practice in Pediatric Care</p> <p>NURS 3120 – Health Assessment</p> <p>NURS 4911- Practice in Professional Intervention Life Cycle</p> <p>NURS 4980- Integrated Workshop</p>
Luna Laboy, Zaira	Instructor	2007	15	Temporary	BSN UPR Humacao  MSN Family and Community, UPR Medical Science	Family and Community	CPR	<p>NURS 1112-Practice of Fundamentals of Nursing</p> <p>NURS 3120 – Health Assessment</p>
Morales Serrano, Daynna L.	Instructor	2013	8	Temporary	<p>Bachelor of Science in Nursing InterAmerican University of Puerto Rico, Guayama</p> <p>Master’s degree in nursing science, Whit a Specialty in Advanced Practice in Adult Nursing.</p> <p>Functional role: Education,</p>	<p>Advanced Practice in Adult Nursing.</p> <p>Functional role: Education, Administration of Nursing Services</p>	<p>Certification trainer in the management and attention of situation of sexual assault with population of minors.</p> <p>Certification in Occupational and Environmental Health</p>	<p>NURS 1112 Fundamentals of Nursing Practice Nurse</p> <p>NURS 1232 Practice of Adult Care I</p> <p>NURS 2234 Practice of Adult Care II</p> <p>NURS 4911 Practice Prof Intervention Life Cycle</p> <p>NURS 4980 Integration Workshop</p>

<b>Name</b>	<b>Academic Rank</b>	<b>Initial Appointment</b>	<b>Years Teaching Experience</b>	<b>Type of Contract</b>	<b>Academic Degree &amp; Institution</b>	<b>Specialty Area</b>	<b>Certifications or other degrees</b>	<b>Teaching Responsibility – Nursing Courses &amp; Other Responsibilities</b>
					Administration of Nursing Services		Certification in Counsel for HIV prevention,  Blackboard Collaborate Annual re certification department of health  Certification vaccination.	
Moreno Cordero, Elida	Instructor	2000	22	Temporary	Bachelor of Applied Sciences in Nursing  Master of Science in Nursing with a specialty in Adult and Aging Medical-Surgical specialist	Adult and Aging. Medical-Surgical specialist	Managing the Blackboard Learn platform  CPR	NURS 2142- Practice in Maternal and Neonatal Care  NURS 2352-Practice in Pediatric Care NURS 2361- Fundamentals of Psychosocial Care  NURS 2362-Practice of Psychosocial Care  NURS 4980-Integrated Workshop
Mulero López, Minerva	Instructor	2017	5	Temporary	BSN University of Puerto Rico, Medical Sciences Campus  MSN University of Puerto Rico, Medical Sciences Campus	Role: Education	Certification for Teaching Distance Learning	NURS 3100- Dimensions of Professional Practice  NURS 3115- Introduction to the Nursing Research Process  NURS 3190- Professional

Name	Academic Rank	Initial Appointment	Years Teaching Experience	Type of Contract	Academic Degree & Institution	Specialty Area	Certifications or other degrees	Teaching Responsibility – Nursing Courses & Other Responsibilities
					Doctor in Education Management Education Specialty Pontifical Catholic University of Puerto Rico			Intervention during the Life Cycle  NURS 4980- Integrated Workshop
Quiñones Vargas, Ramón	Instructor	2021	1	Temporary	Bachelor of Arts in Social Sciences w/ Psychology, University of Puerto Rico.  Doctorate degree of Naturopathic Medicine, Ana G. Méndez University of Puerto Rico.	Naturopathic Medice	Certification in General Chemistry	Science Component in NURS 1111 NURS 1130 NURS 1231 NURS 2141 NURS 2351 & 2361
Ramos Jiménez, Samuel	Instructor	2021	1	Temporary	Bachelor of Science in Nursing InterAmerican, Guayama Campus  MSN Inter American University, Guayama Campus	Medical-Surgical Nursing Role: Education	Pressure injuries vs pressure ulcers  Critical Care/ Intensive Care	NURS 1112 Practice of Fundamentals of Nursing
Rivera Vázquez, María	Instructor	2012	10	Temporary	BSN University of Puerto Rico, Medical Sciences Campus  MSN University of Puerto Rico, Medical Sciences Campus	Role: Education	Virtual tutor in distance learning mode Iberoamérica University Puerto Rico, (UNINI)	NURS 3115- Introduction to Nursing Research Process –  NURS 3120 – Health Assessment  NURS 4980- Integrated Workshop

Name	Academic Rank	Initial Appointment	Years Teaching Experience	Type of Contract	Academic Degree & Institution	Specialty Area	Certifications or other degrees	Teaching Responsibility – Nursing Courses & Other Responsibilities
					Doctor of Education NOVA Southeastern University Adult and old Role: Education			
Rodríguez Rodríguez, Myreichka	Instructor	2021	8 months	Temporary	Bachelor of Applied Sciences in Nursing National University College  Master of Science in Nursing specialization in surgical medicine National University College	Role in education	Advance Cardiovascular Life Support (ACLS)	NURS 2142- Practice in Maternal and Neonatal Care  NURS 2234-Practice of Adult Care II  NURS 2362-Practice of Psychosocial Care  NURS 3140- Intervention in Psychosocial Transition
Rodríguez Tirado, Adalberto	Instructor	2014	8	Temporary	Bachelor of Applied Sciences in Nursing  Master of Science in Nursing with a specialty in adult and old CCU	Role in Education.	CPR	NURS 2362-Practice of Psychosocial Care  NURS 2970 Transition Seminar  NURS 4240 Adm & Sup Nursing Service



<b>Name</b>	<b>Academic Rank</b>	<b>Initial Appointment</b>	<b>Years Teaching Experience</b>	<b>Type of Contract</b>	<b>Academic Degree &amp; Institution</b>	<b>Specialty Area</b>	<b>Certifications or other degrees</b>	<b>Teaching Responsibility – Nursing Courses &amp; Other Responsibilities</b>
Santiago Pérez, Milagros	Instructor	2008	14	Temporary	Bachelor of Science in Nursing Inter- American University San Germán Campus  MSN Pontifical Catholic University of P. R	Mental Health and Psychiatric Nursing	Correctional Health	NURS 1112 Practice of Fundamentals of Nursing NURS 1232- Practice of Adult I
Vázquez, Jossellin	Instructor	2022	2 months	Temporary	BSN and MSN UIPR Guayama Campus	Medical-Surgical Nursing Role: Education	Reception of the newborn Customer service competencies	NURS 2142- Practice in Maternal/Neonatal Care
Zayas Guzmán, Marta	Instructor	2018	4	Temporary	Bachelor of Sciences in Nursing  Master's degree Mental Health  Doctor in Education Management Education Specialty Pontificia Universidad de Puerto Rico	Mental Health Role: Education  Doctor in Education Management Education Specialty	Blackboard Collaborate certification	NURS 2141- Fundamentals of Maternal-Neonatal Care  NURS 2142- Practice in Maternal and Neonatal Care

**APPENDIX III-B.1**  
**EVIDENCE OF INCORPORATION IN THE CURRICULUM, AND CONGRUENCE OF STUDENT LEARNING**  
**OUTCOMES, AACN ESSENTIALS OF BACCALAUREATE EDUCATION FOR PROFESSIONAL NURSING**  
**PRACTICE (2008), COMPETENCIES AND ROLES**

**APPENDIX III-B.1**

**EVIDENCE OF INCORPORATION IN THE CURRICULUM, AND CONGRUENCE OF STUDENT LEARNING OUTCOMES, AACN ESSENTIALS OF BACCALAUREATE EDUCATION FOR PROFESSIONAL NURSING PRACTICE (2008), COMPETENCIES AND ROLES**

Student Learning Outcomes (SLO)	Course Objectives			
	LEVEL I First Year Courses: NURS. 1111-1112 NURS. 1130 NURS. 1231-1232	LEVEL II Second Year Courses: NURS.2141-2142 NURS 2970 NURS.2233-2234 NURS.2351-2352 NURS.2361-2362	LEVEL III Third Year Courses: NURS.3100 NURS.3120 NURS.3115, NURS.3140 NURS.3190- 4911	LEVEL IV Fourth Year Courses: NURS.4180-4914 NURS.4980
<p><b>Competencies (COMP)</b></p> <p><b>Roles</b></p>				
<p><b>SLO</b></p> <p><b>9.</b> Student will demonstrate knowledge and skills in leadership, quality improvement, and patient safety while providing high quality health care.</p> <p><b>(Essential II)</b></p> <p><b>COMP.</b> Demonstrate theoretical and practical knowledge integrated into the safe and effective nursing care provided to individuals, families, and communities. (Knowledge 1).</p> <p><b>Provider of Care Role</b></p> <p><b>COMP.</b> Act as leaders and managers of the care that you are seeking to provide. (Skill 3)</p> <p><b>Provider of Care Role</b> <b>Designer/manager/coordinator of Care Role</b></p>	<p>Describes basic concepts of growth and development, and biophysiological aspects of the human being considering its cultural diversity within a safe environment. (NURS 1111)</p> <p>Develops safe clinical skills by exercising the areas of care provider competency. (NURS 1112)</p> <p>Integrates concepts of leadership in health care situations. (NURS 1231)</p> <p>Demonstrates ability to use leadership. (NURS 1232)</p> <p>Applies the nursing process with a humanistic approach in the safe administration of medications considering their needs, values, preferences, and cultural beliefs. (NURS 1130)</p>	<p>Integrates knowledge of the evolution of the concepts and principles that underpin the practice of maternal/neonatal nursing with the nursing process to achieve quality care. (NURS 2141)</p> <p>Demonstrates safe clinical care of the Neonatal nursing client. (NURS 2142)</p> <p>Estimates risk behavior in the population of adults with psychosocial problems. (NURS 2361)</p> <p>Applies safe therapeutic communication practices in interventions with adults. (NURS 2362)</p> <p>Describes the National Security goals. (NURS 2970)</p> <p>Demonstrates leadership skills by applying the nursing process to provide humane care for adults and</p>	<p>Develops leadership and socialization in the profession. (NURS 3100)</p> <p>Demonstrates safety measures when performing a physical estimate of the patient. (NURS 3120)</p> <p>Describes nursing management of special populations at risk of mental illness. (NURS 3140)</p> <p>Examines occupational hazards in young adults. (NURS 3190)</p> <p>Integrates elements of decision making, leadership, advocacy, legal ethical responsibility, health education, and Occupational Hazards. (NURS 3190)</p>	<p>Integrates in its practice with the family the nursing process, concepts, theories, leadership, and knowledge of mental health for the promotion, protection, maintenance of health, disease prevention and management of the health situation and vulnerability of the family. (NURS 4914)</p> <p>Provides competent, safe, and cost-effective nursing care to the client at all three levels of prevention, using the nursing process as a tool for practice. (NURS 4980)</p>

Student Learning Outcomes (SLO)	Course Objectives			
	LEVEL I First Year Courses: NURS. 1111-1112 NURS. 1130 NURS. 1231-1232	LEVEL II Second Year Courses: NURS.2141-2142 NURS 2970 NURS.2233-2234 NURS.2351-2352 NURS.2361-2362	LEVEL III Third Year Courses: NURS.3100 NURS.3120 NURS.3115, NURS.3140 NURS.3190- 4911	LEVEL IV Fourth Year Courses: NURS.4180-4914 NURS.4980
Competencies (COMP)				
Roles				
		the elderly with acute and chronic dysfunctions. (NURS 2234)		
<p><b>SLO</b> 10. Student will apply current evidence into its practice. <b>(Essential III)</b></p> <p><b>COMP.</b> Know critical thinking skills to make clinical judgments and to use research findings for the continuous improvement of nursing practice. (Knowledge 3).</p> <p><b>Provider of Care Role Designer/manager/coordinator of Care Role</b></p>	<p>Applies the concepts of evidence-based practice in the decision-making process in selected situations. (NURS 1112)</p> <p>Integrates evidence-based practice components in the safe administration of medications. (NURS 1130)</p> <p>Applies knowledge of evidence-based practice in the decision-making process when offering nursing care to the adult patient/client within the context of their family. (NURS 1232)</p>	<p>Applies knowledge of evidence-based practice in the decision-making process when providing maternal-neonatal nursing care. (NURS 2142)</p> <p>Demonstrates knowledge of evidence-based practice in the decision-making process when providing adult care within the context of the family. (NURS 2233)</p> <p>Applies knowledge of evidence-based practice in the decision-making process when offering care to the adult patient/client within the context of their family. (NURS 2234)</p> <p>Applies evidence-based practice knowledge to the decision-making process when offering nursing care to pediatric clients in their respective stages of growth and development. (NURS 2352)</p>	<p>Integrates evidence-based practice including components of research, clinical experience, and patient/family values. (NURS 3115)</p> <p>Integrates evidence-based practice knowledge by performing physical estimation skills for decision-making processes throughout the life cycle. (NURS 3120)</p> <p>Selects evidence-based interventions to offer care of the pediatrics, adult person, their families, and caregivers as vulnerable individuals in the life cycle. (NURS 3190)</p> <p>Applies evidence-based research findings in prevalent health situations that require multiple resources and services at various stages through the life cycle. (NURS 4911)</p>	<p>Incorporates safety guidelines, critical thinking skills, communication process, and evidence-based practice knowledge with an emphasis on promoting health and wellness. (NURS 4180)</p> <p>Values critical thinking skills to make clinical judgments and use evidence-based research findings for the continuous improvement of nursing practice. (NURS 4980)</p>

Student Learning Outcomes (SLO)	Course Objectives			
	LEVEL I First Year Courses: NURS. 1111-1112 NURS. 1130 NURS. 1231-1232	LEVEL II Second Year Courses: NURS.2141-2142 NURS 2970 NURS.2233-2234 NURS.2351-2352 NURS.2361-2362	LEVEL III Third Year Courses: NURS.3100 NURS.3120 NURS.3115, NURS.3140 NURS.3190- 4911	LEVEL IV Fourth Year Courses: NURS.4180-4914 NURS.4980
Competencies (COMP)				
Roles				
		Applies knowledge of evidence-based practice to decision-making processes, when offering psychosocial care to the adult patient/client within the context of their family. <b>(NURS 2362)</b>		
<p><b>SLO</b></p> <p><b>11.</b> Student will apply knowledge and skills in information management and patient care technology in the delivery of quality patient care. <b>(Essential IV)</b></p> <p><b>COMP.</b> Apply skills of communication, collaboration, critical thought, and the use of technology as a provider and coordinator of care and as a future member of the profession. (Skill 2).</p> <p><b>Provider of Care Role, Designer/manager/coordinator of Care Role, Member of a Profession Role</b></p>	<p>Discuss therapeutic communication, health literacy, and informatics skills to support quality patient care and interaction with the interprofessional team. <b>(NURS 1111)</b></p> <p>Uses therapeutic communication skills and health literacy and informatics in client care and in interaction with the interprofessional team. <b>(NURS 1112)</b></p> <p>Uses clinical simulation models that promote skills in the use of technology, the use of information technology, and literacy to support quality patient care and interaction with the interprofessional team. <b>(NURS 1232)</b></p>	<p>Uses clinical simulation models that promote skills in the use of technology, the use of information technology, and literacy to support quality patient care and interaction with the interprofessional team. <b>(NURS 2142)</b></p> <p>Uses clinical simulation models that promote skills in the use of technology, the use of information technology, and literacy to support quality patient care and interaction with the interprofessional team. <b>(NURS 2234)</b></p> <p>Uses the skills of therapeutic communication, health literacy and care informatics of the pediatric client and in the interaction with the</p>	<p>Applies communication skills, collaboration, and the use of technology and literacy as a provider, care coordinator, and as a future member of the profession. <b>(NURS 3100)</b></p> <p>Uses clinical simulation models that promote skills in the use of technology, the use of information technology, and literacy to support quality patient care and interaction with the interprofessional team. <b>(NURS 3120)</b></p> <p>Uses communication skills, critical thinking, and use of technology to conduct evidence-based nursing practice. <b>(NURS 3115)</b></p> <p>Use clinical simulation models that promote skills in the use of technology, use of information technology, and literacy to support quality patient care and</p>	<p>Uses therapeutic communication skills, health literacy, and informatics including information technology skills to support quality family and community care and interprofessional team interaction. <b>(NURS 4914)</b></p> <p>Uses clinical simulation models that promote skills in the use of technology, use of information technology, and literacy to support quality patient care and interaction with the interprofessional team. <b>(NURS 4980)</b></p>

Student Learning Outcomes (SLO)	Course Objectives			
	LEVEL I First Year Courses: NURS. 1111-1112 NURS. 1130 NURS. 1231-1232	LEVEL II Second Year Courses: NURS.2141-2142 NURS 2970 NURS.2233-2234 NURS.2351-2352 NURS.2361-2362	LEVEL III Third Year Courses: NURS.3100 NURS.3120 NURS.3115, NURS.3140 NURS.3190- 4911	LEVEL IV Fourth Year Courses: NURS.4180-4914 NURS.4980
Competencies (COMP)				
Roles				
		interprofessional team. (NURS 2352)  Discuss therapeutic communication, health literacy, and informatics skills in psychiatric client care and interprofessional team interaction. (NURS 2361)  Uses therapeutic communication skills, health literacy, and informatics in the care of the psychiatric client and in the interaction with the interprofessional team. (NURS 2362)	interaction with the interprofessional team. (NURS 4911)	
<b>SLO</b> 12. Student will demonstrate knowledge of healthcare policies, including financial and regulatory, that influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing	Describes the ethical, legal, and moral aspects based on standards of practice. (NURS 1111)  Discuss relevant legal aspects in the field of pharmacology. (NURS 1130)  Execute nursing interventions with the adult client considering the following: national safety goals, practice standards, laws, and regulations of the	Discuss legal ethical issues, trends, and controversies related to maternal and neonatal care. (NURS 2141)  It values the function of maternal/neonatal nursing as an essential part of the health service delivery system for the population of mothers and children. (NURS 2142)  Demonstrates legal ethical responsibility and	Discuss legal and ethical implications as a member of the profession, provider, and care coordinator. (NURS 3100) Evaluates or analyzes research on the best practices of the nursing profession. (NURS 3115) Applies elements of decision-making, advocacy, legal ethical responsibility, and health education in nursing practice. (NURS 3190)	Applies ethical-legal, humanistic, and cultural aspects of nursing practice with the family and the community. (NURS 4180) Demonstrates knowledge of health policies in his professional intervention in different scenarios. (NURS 4980)

Student Learning Outcomes (SLO)	Course Objectives			
	LEVEL I First Year Courses: NURS. 1111-1112 NURS. 1130 NURS. 1231-1232	LEVEL II Second Year Courses: NURS.2141-2142 NURS 2970 NURS.2233-2234 NURS.2351-2352 NURS.2361-2362	LEVEL III Third Year Courses: NURS.3100 NURS.3120 NURS.3115, NURS.3140 NURS.3190- 4911	LEVEL IV Fourth Year Courses: NURS.4180-4914 NURS.4980
<p>practice. <b>(Essential V)</b></p> <p><b>COMP.</b> Act as leaders and managers of the care that you are seeking to provide. (Skill 3)</p> <p><i>Designer/manager/coordinator of Care Role</i></p>	<p>Commonwealth of Puerto Rico. (NURS 1112)</p>	<p>commitment to society. (NURS 2233)</p> <p>Shows cultural sensitivity and awareness when administering nursing care to patients from diverse cultures. (NURS 2234)</p> <p>Examines ethical-legal considerations that are related to the practice of psychosocial nursing in interventions with mental health patients. (NURS 2361)</p> <p>Discuss legal ethical aspects, trends and controversies related to the practice of pediatric nursing. (NURS 2352)</p>	<p>Demonstrates effective care manager and leader skills. (NURS 4911)</p>	
<p><b>SLO</b></p> <p><b>13.</b> Student will apply interprofessional communication and collaboration skills for improving patient health outcomes. <b>(Essential VI)</b></p> <p><b>COMP.</b> Apply skills of communication, collaboration,</p>	<p>Discuss the nursing process and communication as a tool for humanistic adult care, considering functional health patterns. (NURS 1111)</p> <p>Develops safe clinical skills by exercising care provider areas of competence in collaboration with the</p>	<p>Recognizes the importance of integrating critical thinking and communication skills. (NURS 2233)</p> <p>Uses communication skills, critical thinking, and use of technology to conduct evidence-based nursing practice. (NURS 2233)</p>	<p>Values the importance of interprofessional communication and research for evidence-based nursing practice (NURS 3115)</p> <p>Integrates interprofessional communication skills to obtain essential data for the comprehensive health estimate of children, adults, and the elderly. (NURS 3120)</p>	<p>Offers care to the family, the elderly, and vulnerable populations in non-traditional settings, incorporating safety guidelines, critical thinking skills, the communication process, and evidence-based knowledge with an emphasis on promoting health and well-being. (NURS 4180)</p>

Student Learning Outcomes (SLO)	Course Objectives			
	LEVEL I First Year Courses: NURS. 1111-1112 NURS. 1130 NURS. 1231-1232	LEVEL II Second Year Courses: NURS.2141-2142 NURS 2970 NURS.2233-2234 NURS.2351-2352 NURS.2361-2362	LEVEL III Third Year Courses: NURS.3100 NURS.3120 NURS.3115, NURS.3140 NURS.3190- 4911	LEVEL IV Fourth Year Courses: NURS.4180-4914 NURS.4980
<p>critical thought, and the use of technology as a provider and coordinator of care and as a future member of the profession. (Skill 2).</p> <p><i>Provider of Care Role Designer/manager/coordinator of Care Role, Member of a Profession Role</i></p>	<p>interprofessional team. (NURS 1112)</p> <p>Applies the concepts of communication and Nursing process in the care of adults with common dysfunctions in functional health patterns. (NURS 1112)</p> <p>Uses medication administration and dosage skills and principles for safe and effective measurement, using interprofessional team scenarios and simulated laboratory experiences. (NURS 1130)</p>	<p>Demonstrates communication skills, critical thinking in the integration of the sciences of the nursing process. (NURS 2234)</p> <p>Uses communication technology to access research information to conduct evidence-based practice to promote National Patient Safety Goals. (NURS 2234)</p> <p>Applies the nursing process to dysfunctions in the functional health patterns of the pediatric client. (NURS 2351)</p> <p>Assesses nursing research findings in the care of the pediatric client. (NURS 2351)</p> <p>Demonstrates communication, management, and leadership skills for the administration of nursing care in children and adolescents in structured settings. (NURS 2352)</p>	<p>Selects therapeutic interventions with the interprofessional team, centered on the patient based on evidence to offer care to the geriatric and pediatric person, their families, and caregivers as Vulnerable patients/clients at the end of the life cycle. Discusses the importance of the group process and therapeutic communication. (NURS 3140)</p> <p>Communicates effectively in writing and orally with clients and other care providers to positively influence patient care and demonstrate best care practices. (NURS 4911)</p> <p>Selects interprofessional, patient-centered interventions to offer preventive, safe, and effective care to the adult and pediatric client at risk of healthcare-associated infections. (NURS 3190)</p>	<p>Integrates in his practice with the family the nursing process, concepts, theories, and knowledge of mental health for the promotion, protection, maintenance of health, disease prevention and management of the health situation and vulnerability of the family. (NURS 4914)</p> <p>Provides competent, safe, and cost-effective nursing care to the client at all three levels of prevention, using the nursing process as a tool for practice. (NURS 4980)</p>



Student Learning Outcomes (SLO)  Competencies (COMP)  <i>Roles</i>	Course Objectives			
	LEVEL I First Year Courses: NURS. 1111-1112 NURS. 1130 NURS. 1231-1232	LEVEL II Second Year Courses: NURS.2141-2142 NURS 2970 NURS.2233-2234 NURS.2351-2352 NURS.2361-2362	LEVEL III Third Year Courses: NURS.3100 NURS.3120 NURS.3115, NURS.3140 NURS.3190- 4911	LEVEL IV Fourth Year Courses: NURS.4180-4914 NURS.4980
		<p>Justifies nursing actions using scientific principles when intervening with the pediatric client with dysfunctions in functional health patterns. (NURS 2352)</p> <p>Examines levels of communication, patterns, processes, and therapeutic communication skills. (NURS 2361)</p> <p>Applies the “TEAM STEPPS” model and safety goals in Nursing care with psychiatric patients. (NURS 2361)</p> <p>Demonstrates competencies in communication and therapeutic interventions based on evidence, guided by nursing faculty, while offering nursing care to adults for the promotion, maintenance, and restoration of health in structured settings. (NURS 2362)</p> <p>Initiates the use of effective verbal and non-</p>		

Student Learning Outcomes (SLO)  Competencies (COMP)  Roles	Course Objectives			
	LEVEL I First Year Courses: NURS. 1111-1112 NURS. 1130 NURS. 1231-1232	LEVEL II Second Year Courses: NURS.2141-2142 NURS 2970 NURS.2233-2234 NURS.2351-2352 NURS.2361-2362	LEVEL III Third Year Courses: NURS.3100 NURS.3120 NURS.3115, NURS.3140 NURS.3190- 4911	LEVEL IV Fourth Year Courses: NURS.4180-4914 NURS.4980
		<p>verbal communication, including the use of information technology to deliver quality patient/client and care provider care. Interprofessional team. (NURS 2362)</p> <p>Applies evidence-based knowledge of the communication and decision-making process, guided by nursing faculty, in providing care to the adult patient/client within the context of their family. (NURS 2362)</p> <p>Analyzes trends, controversies, ethical-legal implications, professional values, and technological, scientific, social, and economic influences in the practice of the profession. (NURS 2970)</p>		
<p><b>SLO</b> 14. Student will demonstrate knowledge of health promotion and disease prevention at the individual and</p>	<p>Describes basic concepts of growth and development, and biophysiological aspects of the human being considering its cultural diversity within a safe environment. (NURS 1111)</p>	<p>Explains the therapeutic interventions that apply to the prevention of dysfunctions or complications, the promotion, maintenance, and restoration of maternal-neonatal health</p>	<p>Analyzes the theoretical and conceptual foundations that allow the development of the role of care provider in the promotion, maintenance, and restoration of health. (NURS 3100)</p>	<p>Applies the nursing process with a holistic approach to intervene with the family, community, aggregates, and vulnerable populations with an emphasis on promoting</p>

Student Learning Outcomes (SLO)	Course Objectives			
	LEVEL I First Year Courses: NURS. 1111-1112 NURS. 1130 NURS. 1231-1232	LEVEL II Second Year Courses: NURS.2141-2142 NURS 2970 NURS.2233-2234 NURS.2351-2352 NURS.2361-2362	LEVEL III Third Year Courses: NURS.3100 NURS.3120 NURS.3115, NURS.3140 NURS.3190- 4911	LEVEL IV Fourth Year Courses: NURS.4180-4914 NURS.4980
<p>population level to improve population health. <b>(Essential VII)</b></p> <p><b>COMP.</b> Know the use of nursing interventions to prevent disease, and to promote, protect, maintain, and restore health. (Knowledge 2)</p> <p><i>Provider of Care Role</i></p>	<p>Develop safe clinical skills by exercising the areas of care provider competence. <b>(NURS 1112)</b></p> <p>Applies the nursing process with a humanistic approach in the safe administration of medications considering their needs, values. <b>(NURS 1130)</b></p>	<p>before, during and after childbirth. <b>(NURS 2141)</b></p> <p>Demonstrates competence in evidence-based therapeutic interventions in delivering maternal-neonatal nursing care across the health-disease continuum for the promotion, maintenance, and restoration of health in structured and unstructured settings. <b>(NURS 2141)</b></p> <p>Provides holistic safe nursing care that allows the client to achieve and maintain high levels of well-being. <b>(NURS 2233)</b></p> <p>Develop skills and knowledge of safe and quality care for the pediatric client according to the stages of growth and development. <b>(NURS 2351)</b></p> <p>Applies the nursing process that reflects critical thinking skills when offering safe and efficient care to the pediatric client. <b>(NURS 2352)</b></p>	<p>Assesses the comprehensive health estimate necessary for the humanistic care of the child, adult, and the elderly in the health-disease continuum. <b>(NURS 3120)</b></p> <p>Integrates subjective and objective estimation skills in obtaining precise and complete data essential for the comprehensive health estimation of children, adults, and the elderly. <b>(NURS 3120)</b></p> <p>Performs a comprehensive health estimate for data analysis, and the correct establishment of nursing diagnoses. <b>(NURS 3120)</b></p> <p>Examine therapeutic strategies for the promotion and maintenance of health throughout the life cycle. <b>(NURS 3190)</b></p> <p>Apply safe and effective therapeutic interventions focused on disease prevention frameworks, promotion, maintenance, and restoration of health in the continuity of care of the person throughout the life cycle. <b>(NURS 4911)</b></p>	<p>health and well-being. <b>(NURS 4180)</b></p> <p>Proposes health promotion and prevention strategies, based on research findings, for a situation of vulnerability in the health of the family and the community. <b>(NURS 4180)</b></p> <p>Integrates in his practice with the family the nursing process, concepts, knowledge of mental health for the promotion, protection, maintenance of health, disease prevention and management of the health situation and vulnerability of the family. <b>(NURS 4914)</b></p> <p>Provides competent, safe, and cost-effective nursing care to the client at all three levels of prevention, using the nursing process as a tool for practice. <b>(NURS 4980)</b></p>

Student Learning Outcomes (SLO)	Course Objectives			
	LEVEL I First Year Courses: NURS. 1111-1112 NURS. 1130 NURS. 1231-1232	LEVEL II Second Year Courses: NURS.2141-2142 NURS 2970 NURS.2233-2234 NURS.2351-2352 NURS.2361-2362	LEVEL III Third Year Courses: NURS.3100 NURS.3120 NURS.3115, NURS.3140 NURS.3190- 4911	LEVEL IV Fourth Year Courses: NURS.4180-4914 NURS.4980
<p>Competencies (COMP)</p> <p>Roles</p>				
<p><b>SLO</b></p> <p>15. Student will demonstrate professionalism and professional values in the practice of nursing care. <b>(Essential VIII)</b></p> <p><b>COMP.</b> Apply humanistic care in nursing practice to promote protection, optimization, and the preservation of human dignity. (Attitude 1)</p> <p><i>Provider of Care Role</i></p>	<p>Applies humanistic care in nursing practice to promote the protection, optimization, and preservation of human dignity. <b>(NURS 1111)</b></p> <p>Applies the nursing process, demonstrating professional values in the promotion, maintenance, and restoration of adult health with acute and chronic alterations related to perception-management, nutritional-metabolic, and elimination patterns. <b>(NURS 1231)</b></p> <p>Demonstrates professionalism in the knowledge and skills in the management of adults with dysfunctions in perception-health management, nutritional-metabolic and elimination functional patterns. <b>(NURS 1232)</b></p>	<p>Integrates knowledge of the evolution of the concepts and principles that underpin the practice of maternal/neonatal nursing with the nursing process to achieve quality care. <b>(NURS 2141)</b></p> <p>Demonstrates knowledge of the skills and therapeutic measures necessary to provide humanistic care to the neonatal maternal client using the nursing process as a tool. <b>(NURS 2142)</b></p> <p>Provides safe and holistic nursing care that allows the client to achieve and maintain high levels of well-being. <b>(NURS 2233)</b></p> <p>Demonstrates ethical-legal responsibility and commitment to humanistic care in response to the changing needs of society and cultural diversity. <b>(NURS 2233)</b></p> <p>Professionally apply the nursing process by providing humane care for adults and the elderly with</p>	<p>Analyzes the theoretical and conceptual foundations that allow the development of the role of members of the profession in professional nursing practice. <b>(NURS 3100)</b></p> <p>Discusses the components of the research process as part of the professional role in the practice of nursing care. <b>(NURS 3115)</b></p> <p>Appreciates the profession Comprehensive health estimate necessary for the humanistic care of children, adults, and the elderly in the health-disease continuum <b>(NURS 3120)</b></p> <p>Conduct a comprehensive health estimate for data analysis and the correct establishment of nursing diagnoses, demonstrating professionalism in nursing practice. <b>(NURS 3120)</b></p>	<p>Discuss the nursing process for family and community care with emphasis on promoting health and well-being, demonstrating professional nursing values. <b>(NURS 4180)</b></p> <p>Provide competent, safe, and cost-effective professional nursing care to the client at the three levels of prevention, using the nursing process as a tool for the practice of nursing care. <b>(NURS 4980)</b></p>

Student Learning Outcomes (SLO)	Course Objectives			
	LEVEL I First Year Courses: NURS. 1111-1112 NURS. 1130 NURS. 1231-1232	LEVEL II Second Year Courses: NURS.2141-2142 NURS 2970 NURS.2233-2234 NURS.2351-2352 NURS.2361-2362	LEVEL III Third Year Courses: NURS.3100 NURS.3120 NURS.3115, NURS.3140 NURS.3190- 4911	LEVEL IV Fourth Year Courses: NURS.4180-4914 NURS.4980
Competencies (COMP)				
Roles				
		<p>acute and chronic dysfunctions with the highest incidence that affect functional patterns: cognitive-perceptual, activity-exercise, and sexual-reproductive. (NURS 2234)</p> <p>Examine the duties and responsibilities of the Associate Degree Nursing Professional. (NURS 2970)</p> <p>Analyze trends, controversies, ethical-legal implications, professional values, and technological, scientific, social, and economic influences in the practice of the profession. (NURS 2970)</p>		
16. The student nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare	<p>Develops safe clinical skills by exercising the areas of care provider competency (NURS 1112)</p> <p>Applies the Nursing Process in the care of adults with common dysfunctions in functional health patterns. (NURS 1112)</p>	<p>Demonstrates competence in caring for maternal and neonatal nursing clients. (NURS 2142)</p> <p>Applies the nursing process by providing humanistic care for adults and the elderly with acute and chronic dysfunctions with a higher incidence that affect functional patterns: cognitive-perceptual,</p>	<p>Analyzes the theoretical and conceptual foundations that allow the development of the role of care provider in the promotion, maintenance, and restoration of health. (NURS 3100)</p> <p>Analyzes the theoretical and conceptual foundations that allow the development of the role of care coordinator in</p>	<p>Applies the skills of estimation and diagnostic reasoning, when offering humanistic care to the community client; considering the concepts and theories related to community health. (NURS 4914)</p> <p>Integrates in his practice with the family the nursing process, concepts, theories,</p>

Student Learning Outcomes (SLO)	Course Objectives			
	LEVEL I First Year Courses: NURS. 1111-1112 NURS. 1130 NURS. 1231-1232	LEVEL II Second Year Courses: NURS.2141-2142 NURS 2970 NURS.2233-2234 NURS.2351-2352 NURS.2361-2362	LEVEL III Third Year Courses: NURS.3100 NURS.3120 NURS.3115, NURS.3140 NURS.3190- 4911	LEVEL IV Fourth Year Courses: NURS.4180-4914 NURS.4980
<p>environments. <b>(Essential IX)</b></p> <p><b>COMP.</b> Demonstrate theoretical and practical knowledge integrated into the safe and effective nursing care provided to individuals, families, and communities. (Knowledge 1).</p> <p><i>Provider of Care Role</i></p> <p><b>COMP.</b> Use assessment and therapeutic interventions skills when providing nursing care in diverse scenarios so they can improve the expected health care results. (Skill 1)</p> <p><i>Provider of Care Role</i></p>	<p>Applies the nursing process with a humanistic approach in the safe administration of medications considering their needs, values, preferences, and cultural beliefs. <b>(NURS 1130)</b></p> <p>Uses skills and principles of drug administration and dosage for safe and effective measurement, using hypothetical situations and simulated laboratory experiences. <b>(NURS 1130)</b></p> <p>Demonstrates knowledge and skill in managing adults with dysfunctions in perception-health management, nutritional-metabolic and elimination functional patterns. <b>(NURS 1232)</b></p>	<p>activity-exercise, and sexual-reproductive. <b>(NURS 2234)</b></p> <p>Applies the nursing process that reflects critical thinking skills when offering safe and efficient care to pediatric clients with alterations in functional health patterns. <b>(NURS 2352)</b></p> <p>Demonstrates competencies in nursing interventions for the management of dysfunctions that affect the pediatric client based on evidence. <b>(NURS 2352)</b></p> <p>Applies skills related to cultural competency and evidence-based practice when using treatment modalities. <b>(NURS 2362)</b></p>	<p>professional nursing practice. <b>(NURS 3100)</b></p> <p>Performs a comprehensive health estimate for data analysis, and the correct establishment of nursing diagnoses. <b>(NURS 3120)</b></p> <p>Applies the nursing process to select evidence-based interventions to offer safe, effective, efficient, timely, and equitable care to people throughout the life cycle with high-incidence health situations. <b>(NURS 3190)</b></p> <p>Applies and individualizes safe and effective evidence-based therapeutic interventions, focusing on disease prevention frameworks, promotion, maintenance, and restoration of health in the continuity of care of the person throughout the life cycle. <b>(NURS 4911)</b></p>	<p>and knowledge of mental health for the promotion, protection, maintenance of health, disease prevention and management of the health situation and vulnerability of the family. <b>(NURS 4914)</b></p> <p>Integrates necessary essential professional and clinical concepts that underpin nursing practice. <b>(NURS 4980)</b></p> <p>Provides competent, safe, and cost-effective nursing care to the client at the three levels of prevention, using the nursing process as a tool for practice. <b>(NURS 4980)</b></p>

Source: Chief Nurse Administrator Office, 2022.

**APPENDIX III-F.1**  
**DISTRIBUTION OF THEORY AND CLINICAL PRACTICE CREDITS AND HOURS IN BSN COURSES**

**APPENDIX III-F.1**
**DISTRIBUTION OF THEORY AND CLINICAL PRACTICE CREDITS AND HOURS IN BSN COURSES**

<b>Course Code/Number</b>	<b>Course Title</b>	<b>Credits</b>	<b>Theory Hours</b>	<b>Clinical Practice Hours</b>
NURS 1111	Fundamentals in Nursing	4	60	-
NURS 1112	Practice of Fundamentals of Nursing	2	-	90
NURS 1130	Pharmacological Aspects	3	45	30
NURS 1231	Fundamentals of Adult Care I	6	90	-
NURS 1232	Practice of Adult Care I	2	-	90
NURS 2141	Fundamentals of Maternal-Neonatal Care	3	45	-
NURS 2142	Practice of Maternal-Neonatal Care	2	-	60
NURS 2233	Fundamentals of Adult Care II	6	90	-
NURS 2234	Practice of Adult Care II	2	-	90
NURS 2351	Fundamentals of Pediatric Care	3	45	-
NURS 2352	Practice of Pediatric Care	2	-	60
NURS 2361	Fundamentals in Psychosocial Care	3	45	-
NURS 2362	Practice of Psychosocial Care	2	-	60
NURS 2970	Integrated Seminar	1	15	
NURS 3100	Dimensions of Professional Practice	3	45	-
NURS 3115	Introduction to Nursing Research Process	3	45	-
NURS 3120	Health Assessment	4	30	60
NURS 3140	Interventions in Psychosocial Transactions	2	30	-
NURS 3190	Professional Interventions During Life Cycle	4	60	-
NURS 4911	Practice in Professional Intervention during the Life Cycle	3	-	90
NURS 4180	Nursing Care of Family and Community	4	60	-
NURS 4914	Practice of Nursing Care of Family and Community	4	120	120
NURS 4980	Integrated Workshop	4	30	90
<b>Total Nursing Major Credits &amp; Hours</b>		<b>72</b>	<b>855</b>	<b>840</b>



**APPENDIX III-F.2**  
**INTEGRATION OF SCIENCE CREDITS-HOURS IN BSN COURSES**

**APPENDIX III-F.2  
INTEGRATION OF SCIENCE CREDITS-HOURS IN BSN COURSES**

<b>Integration of Science Credits-Hours in BSN Courses</b>							
<b>Code – Number - Title</b>	<b>Anatomy and Physiology</b>		<b>Biochemistry</b>		<b>Microbiology</b>		<b>Total Credits/Hrs.</b>
	<b>Credits</b>	<b>Hrs.</b>	<b>Credits</b>	<b>Hrs.</b>	<b>Credits</b>	<b>Hrs.</b>	
NURS 1111-Fundamentals in Nursing	0.46	7	0.27	4.0	0.27	4	1/15
NURS 1130-Pharmacology Aspects	0.27	4	0.73	11.0	-	-	1/15
NURS 1231-Fundamentals of Adult Care I	1.73	26	0.67	10	0.6	9	3/45
NURS 2233-Fundamentals in Adult Care II	2.27	34	0.60	9	0.13	2	3/45
NURS 2141-Fundamentals of Maternal-Neonatal Care	0.66	10	0.27	4.0	0.07	1	1/15
NURS 2351-Fundamentals of Pediatric Care	0.53	8	0.07	1	0.4	6	1/15
NURS 2361-Fundamentals in Psychosocial Care	0.80	12.0	0.20	3.0	-	-	1/15
NURS 3120-Health Assessment	1	15	-	-	-	-	1/15
<b>TOTAL</b>	<b>7.72</b>	<b>116</b>	<b>2.81</b>	<b>42</b>	<b>1.47</b>	<b>22</b>	<b>12 Credits 180 Hours</b>

**APPENDIX III-G.1**  
**EXAMPLES OF TEACHING STRATEGIES AND ENVIRONMENTS THAT SUPPORT ACHIEVEMENT OF**  
**SLOs**

**APPENDIX III-G.1**

**EXAMPLES OF TEACHING STRATEGIES AND ENVIRONMENTS THAT SUPPORT ACHIEVEMENT OF SLOs**

Student Learning Outcomes/ Competencies	Level/Course/Objective	Teaching Strategies/ Classroom/Clinical/Skills Laboratory/Simulation Distance Education	Environment
<p><b>SLO</b> 2. Student will demonstrate knowledge and skills in leadership, quality improvement, and patient safety while providing high quality health care. <b>(Essential II)</b></p> <p><b>COMP.</b> Know the nursing process as an instrument for making clinical decisions while offering a safe and quality care (K2 lower level).</p> <p><b>Provider of Care Role</b></p> <p><b>COMP.</b> Demonstrate theoretical and practical knowledge integrated into the safe and effective nursing care provided to individuals, families and communities. (Knowledge 1 upper level).</p> <p><b>COMP.</b> Act as leaders and managers of the care that you are seeking to provide. (Skill 3 upper level)</p>	<p><b>Level I</b> <b>NURS 1111</b>-Fundamentals of Nursing <b>Obj.</b> Describes basic concepts of growth and development, and biophysiological aspects of human beings considering its cultural diversity within a safe environment.</p> <p><b>NURS 1112</b>-Practice of Fundamentals of Nursing <b>Obj.</b> Develops safe clinical skills by exercising areas of care provider competence.</p> <p><b>Level II</b> <b>NURS 2141</b>-Fundamentals of Maternal-Neonatal Care <b>Obj.</b> Integrates knowledge of the evolution of concepts and principles that base the practice of maternal / neonatal nursing with the nursing process to achieve quality care.</p> <p><b>NURS 2142</b>-Practice of Maternal-Neonatal Care <b>Obj.</b> Demonstrates safe clinical care of the Neonatal Nursing client</p> <p><b>Level III</b> <b>NURS 3120</b>-Health Assessment <b>Obj.</b> Demonstrates safety measures when performing the patient's physical estimate</p> <p><b>NURS 3190</b>- Professional Intervention during the Life Cycle</p>	<p>Conferences Hypothetical Situations Analysis Study Guides Blackboard Modules</p> <p>Demonstrative skills in clinical laboratory Low fidelity simulation Audiovisuals Resources Clinical Rubric Evaluations</p> <p>Movies, Conferences, Study Guides , EBP assigned Lectures, Practices exercises</p> <p>Simulation Role Play Clinical experience's applications Graphics Interpretations</p> <p>Group Discussions Laboratory procedures demonstration Individual Practice Physical Assessment Demonstration Instructive Modules and virtual encounters</p> <p>Instructions Modules Discussions Forum Self- Assessments</p>	<p>Classroom Blackboard Distance Education</p> <p>Clinical Skills and Simulation Lab Clinical Practice</p> <p>Classroom Skill lab</p> <p>Simulation and skill lab Clinical Practice</p> <p>Classroom, Skill lab Blackboard Distance Education</p> <p>Classroom,</p>

Student Learning Outcomes/ Competencies	Level/Course/Objective	Teaching Strategies/ Classroom/Clinical/Skills Laboratory/Simulation Distance Education	Environment
	<p><b>Obj.</b> Integrate elements of decision-making, leadership, advocacy, legal ethical responsibility and health education occupational hazard.</p> <p><b>Level IV</b>  <b>NURS 4914</b>-Practice in Nursing Care to the Family and Community  <b>Obj.</b> Integrates into the family's practice the nursing process, concepts, theories, leadership and mental health knowledge for promotion, protection, health maintenance, disease prevention and management of the health situation and family vulnerability.</p> <p><b>NURS 4980</b>-Integration Workshop  <b>Obj.</b> Provide competent, safe and cost-effective nursing care to the client at all three levels of prevention, using the nursing process as a practice tool.</p>	<p>Reading Analysis  Instructive Modules and virtual encounters</p> <p>Case Study, Leader Work Plan, Teamwork Health fair, Portfolio</p> <p>Study Guides, Conferences, Independent Reading, Instructive Modules and virtual encounters</p>	<p>Skill lab</p> <p>Blackboard Distance Education Communities, Classroom</p> <p>Classroom, Skill lab Blackboard Distance Education</p>
<p><b>SLO</b>  3. Student will apply current evidence into its practice. (<b>Essential III</b>)</p> <p><b>COMP.</b> Know critical thinking skills to make clinical judgments and to use research findings for the continuous improvement of the nursing practice. (Knowledge 3 upper level).</p>	<p><b>Level I</b>  <b>NURS 1130</b>- Pharmacological Aspects  <b>Obj.</b> Integrates evidence-based practice components into safe drug management</p> <p><b>NURS 1232</b>-Practice of Adult Care I  <b>Obj.</b> Apply evidence-based practice knowledge in the decision-making process by offering nursing care to the patient / adult client within the context of their family.</p> <p><b>Level II</b>  <b>NURS 2352</b>- Practice of Pediatric Care  <b>Obj.</b> Apply evidence-based practice knowledge to the</p>	<p>Conferences, Simulated Drug Administration Practice Anatomical Models use</p> <p>Assigned Readings, Analysis of clinical situations EBP, Regular and Simulated Skills lab</p> <p>Case Study Discussions Conferences Clinical Practice in Health Sceneries</p>	<p>Classroom Skill lab</p> <p>Classroom, Skill Lab</p> <p>Classroom, Skill and Simulation lab. Clinical Practice sceneries</p>

Student Learning Outcomes/ Competencies	Level/Course/Objective	Teaching Strategies/ Classroom/Clinical/Skills Laboratory/Simulation Distance Education	Environment
	<p>decision-making process when offering nursing care to the pediatric client in their respective stages of growth and development.</p> <p><b>NURS 2362-Practice of Psychosocial Care</b>  <b>Obj.</b> Apply evidence-based practice knowledge for decision-making processes by providing psychosocial care to the patient / adult client within the context of their family.</p> <p><b>Level III</b>  <b>NURS 3115-</b> Introduction to the Nursing Research Process  <b>Obj.</b> Integrates evidence-based practice including the components of research, clinical experience, and patient / family values.</p> <p><b>NURS 4911-Practice in Professional Interventions during the Life Cycle</b>  <b>OBJ.</b> Applies research findings based on evidence in prevalent health situations requiring multiple resources and services at different stages throughout the life cycle.</p> <p><b>Level IV</b>  <b>NURS 4180-Nursing Care for the Family and Community</b>  <b>Obj.</b> It incorporates safety guides, critical thinking skills, communication process, and evidence-based practice knowledge with an emphasis on health and wellness promotion.</p> <p><b>NURS 4980-Integration Workshop</b>  It values critical thinking skills to make clinical judgments and use evidence-based research findings for the continuous improvement of nursing practice.</p>	<p>Conferences, Hypothetical Situations Analysis, Discussions in large group, Role playing, Study Guides, Simulation cases</p> <p>Clinical Research analysis, Workshops, discussions groups, conferences</p> <p>Analysis of clinical situations of children’s and adults, Case presentation, Rotation by different areas of practice: Children, adolescents, and adults</p> <p>Conferences, Analysis of news in professionals’ journals and newspapers, Discussions of research findings, Oral presentations, Instructional modules and Virtual encounters</p> <p>Analysis of reading EBP articles, Hypothetical situations, Study Guides, Conferences and Self-assessments. Instructional modules and Virtual encounters</p>	<p>Clinical Practice sceneries, Classroom, Simulation Lab</p> <p>Classroom, Skill lab Blackboard Distance Education</p> <p>Classroom Clinical Practice sceneries</p> <p>Community, Classroom, Blackboard Distance Education</p> <p>Classroom Blackboard Distance Education</p>

Student Learning Outcomes/ Competencies	Level/Course/Objective	Teaching Strategies/ Classroom/Clinical/Skills Laboratory/Simulation Distance Education	Environment
<p>4. Student will apply knowledge and skills in information management and patient care technology in the delivery of quality patient care. <b>(Essential IV)</b></p> <p><b>COMP.</b> Use communication skills, critical thinking and the use of technology to maintain the quality of care offered to the client (S3 lower level). <b>Provider of Care Role, Coordinator of Care</b></p> <p><b>COMP.</b> Apply skills of communication, collaboration, critical thought, and the use of technology as a provider and coordinator of care and as a future member of the profession. (Skill 2 upper level).</p>	<p><b>Level I</b>  <b>NURS 1112</b>-Practice of Fundamentals of Nursing  <b>Obj.</b> It uses the therapeutic communication and health literacy and computer literacy skills in the care of the client and in the interaction with the interprofessional team.</p> <p><b>NURS 1232</b>-Practice of Adult Care I  It uses clinical simulation models that promote skills in the use of technology, use of information technology and literacy to support patient quality care and interaction with the interprofessional team.</p> <p><b>Level II</b>  <b>NURS 2141</b>-Fundamentals of Maternal-Neonatal Care  <b>Obj.</b> It uses clinical simulation models that promote skills in the use of technology, use of information technology and literacy to support patient quality care and interaction with the interprofessional team.</p> <p><b>NURS 2234</b>-Practice of Adult Care II  <b>Obj.</b> It uses clinical simulation models that promote skills in the use of technology, use of information technology and literacy to support patient quality care and interaction with the interprofessional team.</p> <p><b>Level III</b>  <b>NURS 3100</b>- Dimensions of Professional Practice  <b>Obj.</b> It applies communication skills,</p>	<p>Use of audiovisual resources, Clinical simulation laboratory, practice in cooperating agencies, working in groups, Reading on related topics, Conferences</p> <p>Demonstration and execution of procedure Assigned reading, audiovisual resources, analysis of clinical situations, practice in cooperating agencies clinical assignment, Special assignment, Regular and Simulated skill lab</p> <p>Traces Interpretation at classroom, skill lab and simulation lab as well, study guide, movies, and conferences. Practical Exercise, Clinical experiences applications.</p> <p>Execution and practice of procedures, skill lab, discussions and analysis of cases and clinical situations. PEG Module, Title V IMOL Module</p> <p>Conferences, Internet search for updated information, Open discussions and debates forums, oral presentations. Instructive Modules and Virtual Encounters.</p>	<p>Classroom  Clinical Skills and Simulation Lab  Clinical Practice</p> <p>Classroom  Skill and Simulation Lab</p> <p>Classroom, Skill and Simulation Lab,  Clinical Practices</p> <p>Blackboard PEG,  IMOL, Title V Modules, Skill Lab,  Classroom</p> <p>Classroom,  Blackboard Distance Educational Module</p>

<b>Student Learning Outcomes/ Competencies</b>	<b>Level/Course/Objective</b>	<b>Teaching Strategies/ Classroom/Clinical/Skills Laboratory/Simulation Distance Education</b>	<b>Environment</b>
	<p>collaboration, and the use of technology and literacy as a provider, care coordinator and as a future member of the profession.</p> <p><b>NURS 4911</b>-Practice in Professional Interventions during the Life Cycle <b>Obj.</b> Use clinical simulation models that promote skills in the use of technology, use of information technology and literacy to support patient quality care and interaction with the interprofessional team.</p> <p><b>Level IV</b> <b>NURS 4914</b>-Practice in Nursing Care to the Family and Community <b>Obj.</b> It uses the skills of therapeutic communication, health literacy and computer science including information technology skills to support family and community quality care and interaction with the interprofessional team.</p> <p><b>NURS 4980</b>-Integration Workshop <b>Obj.</b> Use clinical simulation models that promote skills in the use of technology, use of information technology and literacy to support patient quality care and interaction with the interprofessional team.</p>	<p>Clinical simulations in low, medium and high-fidelity simulators, use of electronic records, patients' activities in different clinical settings, case presentations, analysis of clinical situations of children and adults' patients' education activities in different clinical settings.</p> <p>Teamwork Health fair, case study, work plan of the leader, community agencies directory, Portfolio</p> <p>Modules, self-assessments, Study Guides, analysis reading, Hypothetical situations, Clinical laboratory simulations, Laboratory skills practice, workshops, discussions and analysis clinical cases, Demonstrations, and executions of procedures. Educational modules and virtual encounters</p>	<p>Skill and Simulation Lab, Classroom, Clinical Setting</p> <p>Community, Classroom</p> <p>Nursing Skill and Simulation Lab, Classroom Distance Education</p>
<p><b>SLO</b> 5. Student will demonstrate knowledge of healthcare policies, including financial and regulatory, that influence the nature and functioning of the healthcare system and thereby are important considerations in</p>	<p><b>Level I</b> <b>NURS 1111</b>-Fundamentals in Nursing <b>Obj.</b> It describes the ethical, legal, and moral aspects based on the standards of practice.</p> <p><b>NURS 1130</b>-Pharmacological Aspects</p>	<p>Conferences, Study Guides, Internet Research, Blackboard assignment, Group discussions.</p> <p>Conferences, Assignment Modules, Small group Discussions, Independent reading, use anatomical models in skill lab</p>	<p>Classroom Blackboard assistance</p> <p>Blackboard assistance Skill Lab, Classroom</p>



<b>Student Learning Outcomes/ Competencies</b>	<b>Level/Course/Objective</b>	<b>Teaching Strategies/ Classroom/Clinical/Skills Laboratory/Simulation Distance Education</b>	<b>Environment</b>
<p>professional nursing practice. <b>(Essential V)</b></p> <p><b>COMP.</b> Act as leaders and managers of the care that you are seeking to provide. (Skill 3 upper level)</p>	<p><b>Obj.</b> It discusses the relevant legal aspects in the field of pharmacology.</p> <p><b>Level II</b>  <b>NURS 2361-Fundamentals of Psychosocial Care</b>  <b>Obj.</b> It discusses the skills of therapeutic communication, health literacy and computer science in psychiatric client care and in interaction with the interprofessional team.</p> <p><b>NURS 2352- Practice of Pediatric Care</b>  <b>Obj.</b> It discusses ethical legal aspects, trends and controversies related to the practice of pediatric nursing.</p> <p><b>Level III</b>  <b>NURS 3100- Dimensions of Professional Practice</b>  <b>Obj.</b> It analyzes the legal and ethical implications as a member of the profession, provider, and care coordinator.</p> <p><b>NURS 3190- Professional Intervention during the Life Cycle</b>  <b>Obj.</b> It applies elements of decision making, advocacy, legal ethical responsibility, and health education in nursing practice.</p> <p><b>Level IV</b>  <b>NURS 4180-Nursing Care for the Family and Community</b>  <b>Obj.</b> Applies ethical-legal, humanistic, and cultural aspects of nursing practice to family and community</p> <p><b>NURS 4980-Integration Workshop</b></p>	<p>Conference, discussion in small and large groups, audiovisual aids, concept maps, oral presentation, case study</p> <p>Conferences, Case studies discussions, clinical practice in health sceneries</p> <p>Conferences, Open debates, Internet research, oral presentations, Assignments, Instructional modules, and virtual encounters</p> <p>Self-assessment, discussions forum, discussion boards, Instructional Modules, and virtual encounters</p> <p>Conferences, Discussions of research findings, analysis of news (professionals and/ or newspapers), Genograms, Oral presentations, Internet, and multimedia research. Instructional Modules and virtual encounters</p> <p>Instructional Modules and virtual encounters, Conferences, Hypotheticals situations Laboratory skills practice, workshops, discussions, and analysis clinical cases.</p>	<p>Blackboard assistance Skill Lab, Classroom</p> <p>Skill Lab, Classroom Clinical Practice</p> <p>Classroom Distance Education</p> <p>Classroom Distance Education</p> <p>Classroom, Skill lab Blackboard Distance Education</p> <p>Classroom,</p>

Student Learning Outcomes/ Competencies	Level/Course/Objective	Teaching Strategies/ Classroom/Clinical/Skills Laboratory/Simulation Distance Education	Environment
	<p><b>Obj.</b> Demonstrates knowledge of health policies in his professional intervention in different scenarios.</p>	<p>Demonstrations and executions of procedures.</p>	<p>Skill lab Blackboard Distance Education</p>
<p><b>SLO</b> 6. Student will apply interprofessional communication and collaboration skills for improving patient health outcomes. <b>(Essential VI)</b></p> <p><b>COMP.</b> Demonstrate care management, coordination skills and effective collaboration as a member of the interdisciplinary team (S2 lower level). <b>Provider of Care Role, Coordinator of Care Role</b></p> <p><b>COMP.</b> Apply skills of communication, collaboration, critical thought, and the use of technology as a provider and coordinator of care and as a future member of the profession. (Skill 2 upper level).</p>	<p><b>Level I</b> <b>NURS 1112-Practice of Fundamentals of Nursing</b> <b>Obj.</b> Develops safe clinical skills by exercising areas of competence of care provider in collaboration with the interprofessional team.</p> <p><b>NURS 1112- Practice of Fundamentals of Nursing</b> <b>Obj.</b> Apply the concepts of communication and nursing process in adult care with common dysfunctions in functional health patterns.</p> <p><b>Level II</b> <b>NURS 2361-Fundamentals of Psychosocial Care</b> <b>Obj.</b> It examines communication levels, models, processes, and therapeutic communication skills.</p> <p><b>NURS 2361-Fundamentals of Psychosocial Care</b> <b>Obj.</b> It applies the "TEAM STEPPS" model and safety goals in Nursing care with the psychiatric patient.</p> <p><b>Level III</b> <b>NURS 3115- Introduction to the Nursing Research Process</b> <b>Obj.</b> It values the importance of interprofessional communication and research for evidence-based nursing practice</p> <p><b>NURS 4911-Practice in Professional Interventions during the Life Cycle</b></p>	<p>Use of audiovisual resources, Clinical simulation laboratory, practice in cooperating agencies, working in groups, Reading on related topics, Conferences</p> <p>Clinical simulation laboratory, practice in cooperating agencies, Working in groups, Conferences</p> <p>Conference, discussion in small and large groups, audiovisual aids, concept maps, oral presentation, case study</p> <p>Conference, discussion in small and large groups, audiovisual aids, concept maps, oral presentation, case study</p> <p>Study Guides, Clinical Research analysis, Discussions Groups, Workshops, Conferences</p>	<p>Clinical Skills and Simulation Lab Clinical Practice</p> <p>Clinical Skills and Simulation Lab Clinical Practice</p> <p>Blackboard assistance Skill Lab, Classroom</p> <p>Blackboard assistance Skill Lab, Classroom</p> <p>Classroom, Skill lab Blackboard Distance Education</p>

<b>Student Learning Outcomes/ Competencies</b>	<b>Level/Course/Objective</b>	<b>Teaching Strategies/ Classroom/Clinical/Skills Laboratory/Simulation Distance Education</b>	<b>Environment</b>
	<p><b>Obj.</b> Selects evidence-based, patient-centered, interprofessional, interprofessional teamwork to provide care for the geriatric and pediatric individual, their families and caregivers as vulnerable patients / clients at the extremes of the life cycle.</p> <p><b>Level IV</b>  <b>NURS 4180</b>-Nursing Care for the Family and Community  <b>Obj.</b> Provide care to the family, the elderly, and vulnerable populations in non-traditional settings by incorporating safety guides, critical thinking skills, communication processes, and evidence-based knowledge with an emphasis on health and wellness promotion.</p> <p><b>NURS 4914</b>-Practice in Nursing Care to the Family and Community  <b>Obj.</b> Integrates into the family practice the nursing process, concepts, theories and mental health knowledge for the promotion, protection, maintenance of health, prevention of illness and management of the health situation and vulnerability of the family.</p>	<p>Clinical simulations in low, medium, and high-fidelity simulators, use of electronic records, patients' activities in different clinical settings, case presentations, analysis of clinical situations of children and adults patients' education activities in different clinical setting</p> <p>Instructional Modules and virtual encounters, self-assessments, Study Guides, analysis reading, Hypothetical situations, Clinical laboratory simulations, Laboratory skills practice, workshops, discussions, and analysis clinical cases. Demonstrations, and executions of procedures.</p> <p>Teamwork Health fair, case study, work plan of the leader, Community agencies directory, Portfolio</p>	<p>Classroom, Skill and Simulation Labs Clinical Practice</p> <p>Classroom, Skill lab Blackboard Distance Education</p> <p>Community, Classroom</p>
<p><b>SLO</b>  7. Student will demonstrate knowledge of health promotion and disease prevention at the individual and population level to</p>	<p><b>Level I</b>  <b>NURS 1111</b>-Fundamentals in Nursing  <b>Obj.</b> It describes basic concepts of growth and development, and biophysiological aspects of</p>	<p>Blackboard assignment Audiovisual Resources Assessments Study Guides,</p>	<p>Classroom Blackboard assistance</p>

<b>Student Learning Outcomes/ Competencies</b>	<b>Level/Course/Objective</b>	<b>Teaching Strategies/ Classroom/Clinical/Skills Laboratory/Simulation Distance Education</b>	<b>Environment</b>
<p>improve population health. (<b>Essential VII</b>)</p> <p><b>COMP.</b> Demonstrates up-to-date clinical skills in therapeutic interventions when you offer care to the client throughout the continuum of health-disease in structured scenarios (S1 lower level). <b>Provider of Care</b></p> <p><b>COMP.</b> Know the use of nursing interventions to prevent disease, and to promote, protect, maintain, and restore health. (Knowledge 2 upper level)</p>	<p>the human being considering their cultural diversity within a safe environment.</p> <p><b>NURS 1112-Practice of Fundamentals of Nursing</b> <b>Obj.</b> Develops safe clinical skills by exercising areas of competence of care provider.</p> <p><b>Level II</b> <b>NURS 2141-Fundamentals of Maternal-Neonatal Care</b> <b>Obj.</b> It explains the therapeutic interventions that they apply for the prevention of dysfunctions or complications, the promotion, maintenance, and restoration of maternal-neonatal health before, during and after childbirth.</p> <p><b>NURS 2141-Fundamentals of Maternal-Neonatal Care</b> <b>Obj.</b> It demonstrates competence in evidence-based therapeutic interventions by offering maternal-neonatal nursing care through continuous health care for health promotion, maintenance, and restoration in both structured and unstructured settings.</p> <p><b>Level III</b> <b>NURS 3120-Health Assessment</b> <b>Obj.</b> Carry out comprehensive health estimates for data analysis, and the correct establishment of nursing diagnoses.</p> <p><b>NURS 3190- Professional Intervention during the Life Cycle</b> <b>Obj.</b> Examine therapeutic strategies for promotion and maintenance of health throughout the life cycle.</p>	<p>Demonstration of procedure with anatomical models, Laboratory Skill, clinical simulation laboratory, work in group</p> <p>Traces interpretation, exercise practice, Clinical simulation roles play</p> <p>Integrations of clinical experiences, EBP assigned lectures, clinical simulation Role Play</p> <p>Demonstration of the procedures at skill lab and simulation lab. Demonstration of Physical assessment skills and practice in selected laboratory</p> <p>Discussion Forums, Self-Assessments</p>	<p>Clinical Skills and Simulation Lab Clinical Practice</p> <p>Classroom Skill lab Simulation Lab</p> <p>Classroom Skill and simulation lab</p> <p>Classroom, Skill lab Blackboard Distance Education</p> <p>Classroom, Skill lab</p>

<b>Student Learning Outcomes/ Competencies</b>	<b>Level/Course/Objective</b>	<b>Teaching Strategies/ Classroom/Clinical/Skills Laboratory/Simulation Distance Education</b>	<b>Environment</b>
	<p><b>Level IV</b>  <b>NURS 4180</b>-Nursing Care for the Family and Community  <b>Obj.</b> It proposes strategies of health promotion and prevention, based on the research findings, for a situation of vulnerability in the health of the family and the community.</p> <p><b>NURS 4914</b>-Practice in Nursing Care to the Family and Community  <b>Obj.</b> It integrates in its practice with the family the process of nursing, concepts, mental health knowledge for the promotion, protection, maintenance of health, prevention of illness and the management of the health situation and vulnerability of the family.</p>	<p>Oral Presentation,  Discussions of research findings  Analysis of News professionals  Journals and newspapers  Health Education, Instructional Modules, and virtual encounters</p> <p>Teamwork Health fair, case study, work plan of the leader, Community agencies directory, Portfolio</p>	<p>Blackboard Distance Education</p> <p>Classroom,  Skill lab  Blackboard Distance Education</p> <p>Community,  Classroom</p>

Student Learning Outcomes/ Competencies	Level/Course/Objective	Teaching Strategies/ Classroom/Clinical/Skills Laboratory/Simulation Distance Education	Environment
<p><b>SLO</b> 8. Student will demonstrate professionalism and professional values in the practice of nursing care. (<b>Essential VIII</b>)</p> <p><b>COMP.</b> Demonstrate responsibility and ethical-legal commitment with humanistic care in response to the changing needs of society (A1 lower level). <b>Provider of Care</b> Demonstrate responsibility and commitment with their own development and that of the profession (A2 lower level). <b>Member of a Profession Role</b></p> <p><b>COMP.</b> Apply humanistic care in the nursing practice to promote protection, optimization, and the preservation of human dignity. (Attitude 1 upper level). <b>Provider of Care, Member of a Profession</b></p>	<p><b>Level I</b> <b>NURS 1111-Fundamentals in Nursing</b> <b>Obj.</b> Apply humanistic care in nursing practice to promote the protection, optimization, and preservation of human dignity.</p> <p><b>NURS 1232-Practice of Adult Care I</b> <b>Obj.</b> Demonstrates professionalism in the knowledge and skills in the management of adults with dysfunctions in functional perception-health management, nutritional-metabolic patterns, and elimination.</p> <p><b>Level II</b> <b>NURS 2233- Fundamentals of Adult Care II</b> <b>Obj.</b> Demonstrates ethical-legal responsibility and commitment to humanistic care in response to the changing needs of society and cultural diversity.</p> <p><b>NURS 2234-Practice of Adult Care II</b> <b>Obj.</b> Apply the nursing process professionally by providing humanistic adult and elderly care with acute and chronic dysfunctions of higher incidence that affect the functional patterns: cognitive-perceptual, exercise-exercise and sexual-reproductive.</p> <p><b>Level III</b> <b>NURS 3100- Dimensions of professional Practice</b> <b>Obj.</b> To analyze the theoretical and conceptual foundations that allow the development of the role of</p>	<p>Study Guides, Internet Research, Blackboard assignment, Group discussions.</p> <p>Practice in cooperating agencies Demonstration and execution of procedures Clinical and special assignments, Regular and simulated skills lab</p> <p>Group Discussions, Hypothetical situations, Article readings, revision Modules, Oral Presentations.</p> <p>Demonstration, practice ad execution of procedures Supervised clinical practice Discussion of cases and clinical situations Clinical assigned patients and procedures Individualization of standardize educational and care plans</p> <p>Oral presentations, debates or discussions forums, Discussions of situations in small groups. Instructional Modules and virtual encounters</p>	<p>Classroom Blackboard assistance</p> <p>Classroom, Skill and Simulation Labs Clinical Practice</p> <p>Classroom, Skill Lab</p> <p>Classroom, Skill and Simulation Labs Clinical Practice</p> <p>Classroom, Skill lab Blackboard Distance Education</p>

<b>Student Learning Outcomes/ Competencies</b>	<b>Level/Course/Objective</b>	<b>Teaching Strategies/ Classroom/Clinical/Skills Laboratory/Simulation Distance Education</b>	<b>Environment</b>
	<p>member of the profession in nursing professional practice.</p> <p><b>NURS 3115-</b> Introduction to the Nursing Research Process  <b>Obj.</b> Discuss the components of the research process as part of the professional role in the practice of nursing care.</p> <p><b>Level IV</b>  <b>NURS 4180-</b>Nursing Care for the Family and Community  <b>Obj.</b> Discussion of the nursing process for the care of the family and community with emphasis in the promotion of health and wellness demonstrating the professional values of nursing.</p> <p><b>NURS 4980-</b>Integration Workshop  <b>Obj.</b> Integrates necessary essential professional and clinical concepts that underpinning nursing practice.</p>	<p>Critical research analysis workshop, study guides, groups and individualized work  Instructional Modules and virtual encounters</p> <p>Teamwork health and educational fair, discuss of research findings, analysis of news, internet, and multimedia use.  Instructional Modules and virtual encounters</p> <p>Instructional Modules and virtual encounters  Study Guides, hypothetical situations, EBP readings an analysis, Modules Clinical practice, discussions, and analysis of clinical case Executions procedures Laboratory of clinical simulation</p>	<p>Classroom,  Skill lab  Blackboard Distance Education</p> <p>Classroom,  Skill lab  Blackboard Distance Education  Community</p> <p>Classroom,  Skill lab  Blackboard Distance Education</p>

Student Learning Outcomes/ Competencies	Level/Course/Objective	Teaching Strategies/ Classroom/Clinical/Skills Laboratory/Simulation Distance Education	Environment
<p>9. The student nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. <b>(Essential IX)</b></p> <p><b>COMP.</b> Demonstrate scientific and humanistic knowledge of the nursing discipline when analyzing biopsychosocial and spiritual aspects in the different stages of growth and development (K1 lower level). <b>Provider of Care</b></p> <p><b>COMP.</b> Demonstrate theoretical and practical knowledge integrated into the safe and effective nursing care provided to individuals, families, and communities. (Knowledge 1 upper level). <b>Provider of Care</b></p> <p><b>COMP.</b> Demonstrates up-to-date clinical skills in therapeutic interventions when you offer care to the client throughout the continuum of health-disease in structured scenarios (S1 lower level). <b>Provider of Care</b></p> <p><b>COMP.</b> Use assessment and therapeutic interventions skills</p>	<p><b>Level I</b>  <b>NURS 1112</b>-Practice of Fundamentals of Nursing  <b>Obj.</b> Apply the Nursing Process in adult care with common dysfunctions in functional health patterns.</p> <p><b>NURS 1232</b>-Practice of Adult Care I  <b>Obj.</b> Demonstrates knowledge and skills in the management of adults with dysfunction in the functional patterns of perception, health management, nutritional-metabolic and elimination.</p> <p><b>Level II</b>  <b>NURS 2142</b>-Practice of Maternal-Neonatal Care  <b>Obj.</b> Demonstrates competence in maternal nursing client care Neonatal.</p> <p><b>NURS 2352</b>- Practice of Pediatric Care  <b>Obj.</b> It applies the nursing process that reflects the critical thinking skills by providing safe and efficient care to the pediatric client with alterations in functional health patterns.</p> <p><b>Level III</b>  <b>NURS 3190</b>- Professional Intervention during the Life Cycle  <b>Obj.</b> It applies the nursing process to select evidence-based interventions in the provision of safe, effective, efficient, timely and equitable care to people throughout the life cycle with high-incidence health situations.</p> <p><b>NURS 4911</b>-Practice in Professional Interventions during the Life Cycle</p>	<p>Assessment, Study Guides, Internet Research, Blackboard assignment, Group discussions  Pre and post conferences</p> <p>Practice in cooperating agencies  Demonstration and execution of procedures, Clinical and special assignments, Regular and simulated skills lab</p> <p>Simulation Role Play  Clinical experience’s applications  Graphics Interpretations  Pre and post conferences  Develop Nursing care plans using NANDA, NIC and NOC</p> <p>Clinical execution in health sceneries, case study discussion, technical procedure return at clinical and laboratory</p> <p>Self- assessment  Discussion forums  Instructional Modules and virtual encounters</p>	<p>Clinical Skills and Simulation Lab  Clinical Practice</p> <p>Classroom,  Skill and Simulation Labs  Clinical Practice</p> <p>Classroom,  Skill and Simulation Labs  Clinical Practice</p> <p>Classroom,  Skill and Simulation Labs  Clinical Practice</p> <p>Classroom,  Skill lab  Blackboard Distance Education</p>



<b>Student Learning Outcomes/ Competencies</b>	<b>Level/Course/Objective</b>	<b>Teaching Strategies/ Classroom/Clinical/Skills Laboratory/Simulation Distance Education</b>	<b>Environment</b>
<p>when providing nursing care in diverse scenarios so they can improve the expected health care results. (Skill 1 upper level) <b>Provider of Care</b></p>	<p><b>Obj.</b> Apply and individualize safe and effective evidence-based therapeutic interventions, focusing on disease prevention frameworks, promotion, maintenance and restoration of health in the continuity of care of the person throughout the life cycle.</p> <p><b>Level IV</b> <b>NURS 4914-Practice in Nursing Care to the Family and Community</b> <b>Obj.</b> Integrates in the family practice the nursing process, concepts, theories and mental health knowledge for the promotion, protection, maintenance of health, prevention of illness and the management of the health situation and vulnerability of the family.</p> <p><b>NURS 4980-Integration Workshop</b> <b>Obj.</b> Provide competent, safe, and cost-effective nursing care to the client at all three levels of prevention, using the nursing process as a tool for practice.</p>	<p>Analysis clinical situations of children’s and adults, clinical simulation in low, medium, high-fidelity simulators, Use of electronic records, Rotation by different areas as pediatric, adolescents and adult patients. Patients’ education activities in different clinical setting</p> <p>Case Study, Teamwork health and educational fair, Directory of community agencies, Portfolio of Community assessment</p> <p>Instructional Modules and virtual encounters Clinical practice, discussions, and analysis of clinical case executions procedures Laboratory of clinical simulation Patients’ education activities in different clinical setting</p>	<p>Classroom, Skill and Simulation Labs Clinical Practice Community</p> <p>Classroom, Community, Skill lab Blackboard Distance Education</p> <p>Classroom, Skill lab Blackboard Distance Education</p>

Source: Chief Nurse Administrator Office, 2022

**APPENDIX III-H.1:  
CLINICAL PRACTICE COURSES, GOALS, AND CLINICAL SITES**

**APPENDIX III-H.1:  
CLINICAL PRACTICE COURSES, GOALS, AND CLINICAL SITES**

BSNP Clinical Sites  
AY: 2018-2019

<b>COURSE CODE/ NUMBER/TITLE</b>	<b>GOALS</b>	<b>CLINICAL SITES</b>
<p>NURS 1112 Practice in Fundamentals in Nursing</p>	<ol style="list-style-type: none"> <li>1. Use the skills of therapeutic communication, health literacy, and informatics in customer care and in interaction with the interprofessional team.</li> <li>2. Develop safe clinical skills by exercising areas of competence of the care provider in collaboration with the interprofessional team.</li> <li>3. Apply the concepts of communication and nursing process in adult care with common dysfunctions in functional health patterns.</li> <li>4. Apply the concepts of evidence-based practice in the decision-making process in selected situations.</li> <li>5. Execute nursing interventions with the adult client considering the following: national safety goals, practice standards, laws, and regulations of the Commonwealth of Puerto Rico.</li> <li>6. Apply the Nursing Process in adult care with common dysfunctions in functional health patterns.</li> </ol>	<p>Hospital Menonita Guayama, PR 00784</p> <p>Hogar Sueño de Esperanza, Guayama, PR 00784</p> <p>Hogar El Campo Eliasib, Patillas, PR 00723</p> <p>Angeles de Esperanza, Arroyo PR 00714</p> <p>Asilo Simonet, Municipio de Humacao, Humacao PR 00791</p> <p>Hospital Ryder Memorial Inc., Humacao PR 00791</p>
<p>NURS 1232 Practice of Adult Care I</p>	<ol style="list-style-type: none"> <li>1. Apply the nursing process in the management of adults with acute and chronic dysfunctions in the functional perception-health management, nutritional-metabolic and elimination patterns.</li> <li>2. Apply evidence-based practice knowledge in the decision-making process by offering nursing care to adult clients within the context of their families.</li> <li>3. Demonstrate professionalism in the knowledge and skills in the management of adults with dysfunction in the functional perception-health management, nutritional-metabolic, and elimination patterns.</li> <li>4. Use all type of clinical simulation models that promote skills in the use of technology, use of information technology and literacy to support customer quality care and interaction with the interprofessional team.</li> <li>5. Value and reflect upon the influence that the clinical experience has on the development of their character, values, belief, and formation.</li> </ol>	<p>Hospital Menonita, Guayama, PR 00784</p> <p>SurMed Medical Center, Salinas, PR 00751</p> <p>Patillas Family Health Center, Patillas, PR 00723</p> <p>Centro de Diagnóstico y Tratamiento (CDT), Humacao PR 00791</p>

COURSE CODE/ NUMBER/TITLE	GOALS	CLINICAL SITES
NURS 2142 Practice in Maternal/Neonatal Care	<ol style="list-style-type: none"> <li>1. Demonstrates knowledge of the skills and therapeutic measures necessary to provide humanistic care to the maternal neonatal client using the nursing process as a tool.</li> <li>2. Values the role of maternal/neonatal nursing as an essential part of the health services delivery system for the population of mothers and children.</li> <li>3. Demonstrates competence in the nursing care of the maternal-neonatal client.</li> </ol>	<p>Hospital Menonita, Guayama, PR 00784</p> <p>Hospital Menonita, Cayey, PR 00736</p>
NURS 2234 Practice of Adult Care II	<ol style="list-style-type: none"> <li>1. Apply the nursing process by providing humanistic care to the adult and the elderly with acute and chronic health dysfunctions that affect the functional patterns: Cognitive-perceptual, exercise-exercise and sexual-reproductive.</li> <li>2. Demonstrate communication skills and critical thinking in integrating the sciences into the nursing process.</li> <li>3. Apply leadership skills in the nursing process by providing adult and old humanistic care with acute and chronic dysfunctions.</li> <li>4. Demonstrate professionalism in the knowledge and skills in the management of adults with dysfunction in functional patterns: cognitive-perceptual, activity-exercise and sexual-reproductive.</li> <li>5. Apply evidence-based practice knowledge in the decision-making process by providing adult client care.</li> <li>6. Use clinical simulation models that promote skills in the use of technology, use of information technology and literacy to support customer quality care and interaction with the interprofessional team.</li> </ol>	<p>Hospital Menonita, Guayama, PR 00784</p> <p>SurMed Medical Center, Salinas, PR 00751</p> <p>Patillas Family Health Center, Patillas, PR 00723</p> <p>Centro de Diagnóstico y Tratamiento (CDT), Humacao PR 00791</p>
NURS 2352 Practice of Pediatric Care	<ol style="list-style-type: none"> <li>1. Discuss essentials concepts in pediatric care.</li> <li>2. To integrate ethical, legal, trends and controversies related to the practice of pediatric nursing.</li> <li>3. Apply the nursing process with a humanistic approach in the management of dysfunctions in the pediatric client's functional health patterns.</li> <li>4. Apply the nursing process that reflects critical thinking skills by providing safe and efficient care to the pediatric client.</li> <li>5. Use therapeutic communication skills, health literacy and informatics in pediatric client care and in interaction with the interprofessional team.</li> <li>6. Apply evidence-based practice concepts in the decision-making process when intervening with the pediatric client.</li> </ol>	<p>Hospital Menonita, Guayama, PR 00784</p> <p>GUMET, inc. Humacao PR 00791</p>
NURS 2362 Practice of Psychosocial Care	<ol style="list-style-type: none"> <li>1. Apply the nursing process, theories models, principles and concepts in the psychosocial care of adult.</li> <li>2. Use the skills of therapeutic communication, health literacy and informatics in quality care in the adult psychiatric client and in the interaction with the interprofessional team.</li> <li>3. Integrate evidence-based practice knowledge by using treatment modalities for decision-making processes by providing psychosocial care to the adult client within the context of their family</li> </ol>	<p>Casa del Veterano, Juana Díaz, PR, 00795</p> <p>Hogar Los Reyes Juana Diaz, Juana Díaz, PR, 00795</p> <p>Hogar Santita I y II, Caguas PR 00725</p>

COURSE CODE/ NUMBER/TITLE	GOALS	CLINICAL SITES
		Fundación de Desarrollo Comunal de Puerto Rico / Organización FUNDESCO, Caguas PR 00725
NURS 4911 Practice in Professional Intervention During the Life Cycle	<ol style="list-style-type: none"> <li>1. Apply the nursing process as a tool of the professional with an emphasis on the diagnostic and therapeutic reasoning for decision-making in professional interventions throughout the life cycle.</li> <li>2. Use interventions at levels of prevention for the management of human responses in major health-disease situations frequency in the pediatric and adult client.</li> <li>3. Integrate the principles and concepts of communication, health education, Cultural diversity, ethical-legal aspects, leadership and management.</li> <li>4. Use clinical simulation models that promote skills in the use of technology, use of information technology and literacy to support customer quality care and interaction with the team interprofessional.</li> <li>5. Apply findings of research and evidence-based practice in health situations of higher prevalence throughout the life cycle.</li> </ol>	<p>Hospital Menonita, Guayama, PR 00784</p> <p>SurMed Medical Center, Salinas, PR 00751</p> <p>Patillas Family Health Center, Patillas, PR 00723</p> <p>Hospital Ryder Memorial Inc., Humacao PR 00791</p>
NURS 4914 Practice of Nursing Care of Family and Community	<ol style="list-style-type: none"> <li>1. Consider data and concepts that give foundation to the execution of their professional role with the family and community as a client.</li> <li>2. Apply the skills of estimated and reasoning diagnosis, providing humanist care to customer, the community; taking into consideration the concepts and theories related to community health.</li> <li>3. Integrate into their practice with the family the nursing process, concepts, theories, and knowledge of mental health for the promotion, protection, maintenance of health, prevention of disease, and the handling of the situation of health and vulnerability of the family.</li> </ol>	<p>Guayama Community Center, Guayama, PR 00784</p> <p>Santa Rosa Seniors Home, Guayama, PR 00784</p> <p>Hogar Sueño de Esperanza, Guayama, PR 00784</p> <p>Vista Mar Community, Guayama, PR 00784</p> <p>Fermina, Humacao PR 00791</p> <p>Cotto Mabú, Humacao PR 00791</p>

COURSE CODE/ NUMBER/TITLE	GOALS	CLINICAL SITES
NURS 4980 Integrated Workshop	<ol style="list-style-type: none"> <li>1. Integrate necessary essential professional and clinical concepts that underline the nursing practice.</li> <li>2. Provide competent, safe, and cost-effective nursing care to the client in the three levels of health prevention using the nursing process as a tool in professional practice in various scenarios.</li> <li>3. Integrate psychosocial and physiological aspects that serve as a frame of reference in the intervention with clients.</li> <li>4. Assess critical thinking skills to make clinical judgments and use evidence-based research findings for the continuous improvement of nursing practice.</li> <li>5. Use clinical simulation models that promote skills in the use of technology, use of information technology, and literacy to support patient quality care and interaction with the interprofessional team.</li> <li>6. Demonstrate knowledge of health policies in their professional intervention in different sceneries.</li> </ol>	<p>Hospital Menonita, Guayama, PR 00784</p> <p>SurMed Medical Center, Salinas, PR 00751</p> <p>Patillas Family Health Center, Patillas, PR 00723</p> <p>Hospital Ryder Memorial Inc., Humacao PR 00791</p>

BSNP Clinical Sites  
AY: 2019-2021

COURSE CODE/ NUMBER/TITLE	GOALS	VIRTUAL CENTER DUE TO COVID-19 PANDEMIC
NURS 1112 Practice of Fundamentals in Nursing	<ol style="list-style-type: none"> <li>1. Use the skills of therapeutic communication, health literacy, and informatics in customer care and in interaction with the interprofessional team.</li> <li>2. Develop safe clinical skills by exercising areas of competence of the care provider in collaboration with the interprofessional team.</li> <li>3. Apply the concepts of communication and nursing process in adult care with common dysfunctions in functional health patterns.</li> <li>4. Apply the concepts of evidence-based practice in the decision-making process in selected situations.</li> <li>5. Execute nursing interventions with the adult client considering the following: national safety goals, practice standards, laws, and regulations of the Commonwealth of Puerto Rico.</li> <li>6. Apply the Nursing Process in adult care with common dysfunctions in functional health patterns.</li> </ol>	<p>Hospital Menonita Guayama, PR 00784</p> <p>Hogar Sueño de Esperanza, Guayama, PR 00784</p> <p>Hogar El Campo Eliasib, Patillas, PR 00723</p> <p>Angels de Esperanza, Arroyo PR 00714</p> <p>Asilo Simonet, Municipio de Humacao, Humacao PR 00791</p>

COURSE CODE/ NUMBER/TITLE	GOALS	VIRTUAL CENTER DUE TO COVID-19 PANDEMIC
		Hospital Ryder Memorial Inc., Humacao PR 00791
NURS 1232 Practice of Adult Care I	<ol style="list-style-type: none"> <li>1. Apply the nursing process in the management of adults with acute and chronic dysfunctions in the functional perception-health management, nutritional-metabolic, and elimination patterns.</li> <li>2. Apply evidence-based practice knowledge in the decision-making process by offering nursing care to adult clients within the context of their families.</li> <li>3. Demonstrate professionalism in the knowledge and skills in the management of adults with dysfunction in the functional perception-health management, nutritional-metabolic, and elimination patterns.</li> <li>4. Use all type of clinical simulation models that promote skills in the use of technology, use of information technology, and literacy to support customer quality care and interaction with the interprofessional team.</li> <li>5. Value and reflect upon the influence that the clinical experience has on the development of their character, values, belief, and formation.</li> </ol>	Hospital Menonita, Guayama, PR 00784  SurMed Medical Center, Salinas, PR 00751  Patillas Family Health Center, Patillas, PR 00723  Centro de Diagnóstico y Tratamiento (CDT), Humacao PR 00791
NURS 2142 Practice in Maternal/Neonatal Care	<ol style="list-style-type: none"> <li>1. Demonstrates knowledge of the skills and therapeutic measures necessary to provide humanistic care to the maternal neonatal client using the nursing process as a tool.</li> <li>2. Values the role of maternal/neonatal nursing as an essential part of the health services delivery system for the population of mothers and children.</li> <li>3. Demonstrates competence in the nursing care of the maternal-neonatal client.</li> </ol>	Hospital Menonita, Guayama, PR 00784  Hospital Menonita, Cayey, PR 00736
NURS 4911 Practice in Professional Intervention during the Life Cycle	<ol style="list-style-type: none"> <li>1. Apply the nursing process as a tool of professional with an emphasis on diagnostic and therapeutic reasoning for decision-making in professional interventions throughout the life cycle.</li> <li>2. Use interventions at levels of prevention for the management of human responses in major health-disease situations frequently in pediatric and adult clients.</li> <li>3. Integrate the principles and concepts of communication, health education, Cultural diversity, ethical-legal aspects, leadership, and management.</li> <li>4. Use clinical simulation models that promote skills in the use of technology, use of information technology, and literacy to support customer quality care and interaction with the team interprofessional.</li> <li>5. Apply findings of research and evidence-based practice in health situations of higher prevalence throughout the life cycle.</li> </ol>	Hospital Menonita, Guayama, PR 00784  SurMed Medical Center, Salinas, PR 00751  Patillas Family Health Center, Patillas, PR 00723  Hospital Ryder Memorial Inc., Humacao PR 00791
NURS 4980 Integrated Workshop	<ol style="list-style-type: none"> <li>1. Integrate necessary essential professional and clinical concepts that guides the nursing practice.</li> <li>2. Provide competent, safe, and cost-effective nursing care to the client in the three levels of health prevention using the nursing process as a tool in professional practice in various scenarios.</li> </ol>	Hospital Menonita, Guayama, PR 00784  SurMed Medical Center, Salinas, PR 00751

COURSE CODE/ NUMBER/TITLE	GOALS	VIRTUAL CENTER DUE TO COVID-19 PANDEMIC
	<ol style="list-style-type: none"> <li>3. Integrate psychosocial and physiological aspects that serve as a frame of reference in the intervention with clients.</li> <li>4. Assess critical thinking skills to make clinical judgments and use evidence-based research findings for the continuous improvement of nursing practice.</li> <li>5. Use clinical simulation models that promote skills in the use of technology, use of information technology, and literacy to support patient quality care and interaction with the interprofessional team.</li> <li>6. Demonstrate knowledge of health policies in their professional intervention in different sceneries.</li> </ol>	<p>Patillas Family Health Center, Patillas, PR 00723</p>
<p>All courses in temporary transition in teaching strategies because of COVID-19 in Clinical Practices</p> <p>January 2020 - May 2021</p>	<ol style="list-style-type: none"> <li>1. Use the skills of therapeutic communication, health literacy, and informatics in customer care and in interaction with the interprofessional team.</li> <li>2. Use clinical virtual simulation that promotes skills in the use of technology, use of information technology, and literacy to support patient-quality care and interaction.</li> <li>3. Review clinical skills by exercising the areas of competence of the care provider.</li> <li>4. Apply critical thinking in the study case.</li> <li>5. Apply the concepts of evidence-based practice in the decision-making process in selected situations.</li> <li>6. Apply the Nursing Process in adult care with common dysfunctions in functional health patterns.</li> </ol>	<p>Electronic modules</p> <p>Virtual rooms meetings</p> <p>Software (DocuCare®, Nurse Achive®, vSim®)</p> <p>Hypothetical Case</p> <p>Alexander Street Videos (electronic data base)</p> <p>Bates Physical Exploration Videos (Data base)</p> <p>NANDA, NIC and NOC (Data base)</p> <p>Simulation Lab</p>



BSNP Clinical Sites  
AY: 2021-2022

COURSE CODE/ NUMBER/TITLE	DESCRIPTION	TOWN/ZIP CODE
<p>NURS 1112 Practice of Fundamental in Nursing</p>	<ol style="list-style-type: none"> <li>1. Use the skills of therapeutic communication, health literacy, and informatics in customer care and in interaction with the interprofessional team.</li> <li>2. Develop safe clinical skills by exercising the areas of competence of the care provider in collaboration with the interprofessional team.</li> <li>3. Apply the concepts of communication and nursing process in adult care with common dysfunctions in functional health patterns.</li> <li>4. Apply the concepts of evidence-based practice in the decision-making process in selected situations.</li> <li>5. Execute nursing interventions with the adult client considering the following: national safety goals, practice standards, laws, and regulations of the Commonwealth of Puerto Rico.</li> <li>6. Apply the Nursing Process in adult care with common dysfunctions in functional health patterns.</li> </ol>	<p>Hospital Menonita, Guayama, PR 00784</p> <p>Victoria de los Ángeles Home Care, Guayama, PR 00784</p> <p>Home Dreams of Hope, Arroyo, PR 00714</p> <p>Asilo Simonet, Municipio de Humacao, Humacao PR 00791</p> <p>Hospital Ryder Memorial Inc., Humacao PR 00791</p>
<p>NURS 1232 Practice of Adult Care I</p>	<ol style="list-style-type: none"> <li>1. Apply the nursing process in the management of adults with acute and chronic dysfunctions in the functional perception-health management, nutritional-metabolic, and elimination patterns.</li> <li>2. Apply evidence-based practice knowledge in the decision-making process by offering nursing care to adult clients within the context of their family.</li> <li>3. Demonstrate professionalism in the knowledge and skills in the management of adults with dysfunction in the functional perception-health management, nutritional-metabolic, and elimination patterns.</li> <li>4. Use all type of clinical simulation models that promote skills in the use of technology, use of information technology and literacy to support customer quality care and interaction with the interprofessional team.</li> <li>5. Value and reflect upon the influence that the clinical experience has on the development of their character, values, belief, and formation.</li> </ol>	<p>Hospital Menonita, Guayama, PR 00784</p> <p>SurMed Medical Center, Salinas, PR 00751</p> <p>Patillas Family Health Center, Patillas, PR 00723</p> <p>Hospital Ryder Memorial Inc., Humacao PR 00791</p> <p>Centro de Diagnóstico y Tratamiento (CDT), Humacao PR 00791</p> <p>Hospital Menonita Humacao, Humacao PR 00791</p>

<b>COURSE CODE/ NUMBER/TITLE</b>	<b>DESCRIPTION</b>	<b>TOWN/ZIP CODE</b>
NURS 2142 Practice of Maternal/Neonatal Care	<ol style="list-style-type: none"> <li>1. Demonstrates knowledge of the skills and therapeutic measures necessary to provide humanistic care to the maternal neonatal client using the nursing process as a tool.</li> <li>2. Values the role of maternal/neonatal nursing as an essential part of the health services delivery system for the population of mothers and children.</li> <li>3. Demonstrates competence in the nursing care of the maternal-neonatal client.</li> </ol>	<p>Hospital Menonita, Guayama, PR 00784</p> <p>Hospital Ryder Memorial Inc., Humacao PR 00791</p>
NURS 2234 Practice of Adult Care II	<ol style="list-style-type: none"> <li>1. Apply the nursing process by providing humanistic care to the adult and the elderly with acute and chronic health dysfunctions that affect the functional patterns: Cognitive-perceptual, exercise-exercise and sexual-reproductive.</li> <li>2. Demonstrate communication skills and critical thinking in integrating the sciences into the nursing process.</li> <li>3. Apply leadership skills in the nursing process by providing adult and old humanistic care with acute and chronic dysfunctions.</li> <li>4. Demonstrate professionalism in the knowledge and skills in the management of adults with dysfunction in functional patterns: cognitive-perceptual, activity-exercise and sexual-reproductive.</li> <li>5. Apply evidence-based practice knowledge in the decision-making process by providing adult client care.</li> <li>6. Use clinical simulation models that promote skills in the use of technology, use of information technology and literacy to support customer quality care and interaction with the interprofessional team.</li> </ol>	<p>Hospital Menonita, Guayama, PR 00784</p> <p>SurMed Medical Center, Salinas, PR 00751</p> <p>Patillas Family Health Center, Patillas, PR 00723</p> <p>Hospital Ryder Memorial Inc., Humacao PR 00791</p> <p>Centro de Diagnóstico y Tratamiento (CDT), Humacao PR 00791</p> <p>Hospital Menonita Humacao, Humacao PR 00791</p>
NURS 2352 Practice of Pediatric Care	<ol style="list-style-type: none"> <li>1. Discuss essential concepts in pediatric care.</li> <li>2. To integrate ethical, legal, trends, and controversies related to the practice of pediatric nursing.</li> <li>3. Apply the nursing process with a humanistic approach in the management of dysfunctions in the pediatric client's functional health patterns.</li> <li>4. Apply the nursing process that reflects critical thinking skills by providing safe and efficient care to the pediatric client.</li> <li>5. Use therapeutic communication skills, health literacy, and informatics in pediatric client care and in interaction with the interprofessional team.</li> <li>6. Apply evidence-based practice concepts in the decision-making process when intervening with the pediatric client.</li> </ol>	<p>Hospital Menonita, Guayama, PR 00784</p>

<b>COURSE CODE/ NUMBER/TITLE</b>	<b>DESCRIPTION</b>	<b>TOWN/ZIP CODE</b>
NURS 2362 Practice of Psychosocial Care	<ol style="list-style-type: none"> <li>1. Apply the nursing process, theories models, principles, and concepts in the psychosocial care of adults.</li> <li>2. Use the skills of therapeutic communication, health literacy, and informatics in quality care in the adult psychiatric client and in the interaction with the interprofessional team.</li> <li>3. Integrate evidence-based practice knowledge by using treatment modalities for decision-making processes by providing psychosocial care to the adult client within the context of their family.</li> </ol>	Victoria de los Ángeles, Guayama, PR. 00784  Hogar Sueño de Esperanza, Guayama, PR 00784  Hospital Psiquiatría, Ponce, PR 00716  Fundación de Desarrollo Comunal de Puerto Rico / Organización FUNDESCO, Caguas PR 00725
NURS 4911 Practice in Professional Intervention During the Life Cycle	<ol style="list-style-type: none"> <li>1. Apply the nursing process as a tool of professional with an emphasis on diagnostic and therapeutic reasoning for decision-making in professional interventions throughout the life cycle.</li> <li>2. Use interventions at levels of prevention for the management of human responses in major health-disease situations frequently in pediatric and adult clients.</li> <li>3. Integrate the principles and concepts of communication, health education, Cultural diversity, ethical-legal aspects, leadership, and management.</li> <li>4. Use clinical simulation models that promote skills in the use of technology, use of information technology, and literacy to support customer quality care and interaction with the team's interprofessional</li> <li>5. Apply findings of research and evidence-based practice in health situations of higher prevalence throughout the life cycle</li> </ol>	Hospital Menonita, Guayama, PR 00784  SurMed Medical Center, Salinas, PR 00751  Patillas Family Health Center, Patillas, PR 00723  Centro de Diagnóstico y Tratamiento (CDT), Humacao PR 00791

<b>COURSE CODE/ NUMBER/TITLE</b>	<b>DESCRIPTION</b>	<b>TOWN/ZIP CODE</b>
<p>NURS 4914 Practice of Nursing Care of Family and Community</p>	<ol style="list-style-type: none"> <li>1. Consider data and concepts that give foundation to the execution of their professional role with the family and community as a client.</li> <li>2. Apply the skills of estimated and reasoning diagnosis, providing humanist care customers, community; taking into consideration the concepts and theories related to community health.</li> <li>3. Integrate into their practice with the family the nursing process,</li> <li>4. concepts, theories, and knowledge of mental health for the promotion,</li> <li>5. protection, maintenance of health, prevention of disease and the handling</li> <li>6. of the situation of health and vulnerability of the family.</li> </ol>	<p>Guayama Community Center, Guayama, PR 00784</p> <p>Hogar Sueño de Esperanza, Guayama, PR 00784</p> <p>Jagual Community, Patillas, PR 00723</p> <p>Yaurel Community, Arroyo, PR 00714</p> <p>Verde Mar, Humacao PR 00741</p>
<p>NURS 4980 Integrated Workshop</p>	<ol style="list-style-type: none"> <li>1. Integrate necessary essential professional and clinical concepts that guides the nursing practice.</li> <li>2. Provide competent, safe, and cost-effective nursing care to the client in the three levels of health prevention using the nursing process as a tool in professional practice in various scenarios.</li> <li>3. Integrate psychosocial and physiological aspects that serve as a frame of</li> <li>4. reference in the intervention with clients.</li> <li>5. Assess critical thinking skills to make clinical judgments and use the findings of evidence-based research for the continuous improvement of nursing practice.</li> <li>6. Use clinical simulation models that promote skills in the use of technology, use of information technology and literacy to support patient quality care and interaction with the interprofessional team.</li> <li>7. Demonstrate knowledge of health policies in their professional intervention in different sceneries.</li> </ol>	<p>Hospital Menonita, Guayama, PR 00784</p> <p>SurMed Medical Center, Salinas, PR 00751</p> <p>Patillas Family Health Center, Patillas, PR 00723</p> <p>Hospital Ryder Memorial Inc., Humacao PR 00791</p>

BSNP Clinical Sites  
Semester: Fall 2022

<b>COURSE CODE/ NUMBER/TITLE</b>	<b>DESCRIPTION</b>	<b>TOWN/ZIP CODE</b>
<p>NURS 1112 Practice of Fundamentals in Nursing</p>	<ol style="list-style-type: none"> <li>1. Use the skills of therapeutic communication, health literacy, and informatics in customer care and in interaction with the interprofessional team.</li> <li>2. Develop safe clinical skills by exercising the areas of competence of the care provider in collaboration with the interprofessional team.</li> <li>3. Apply the concepts of communication and nursing process in adult care with common dysfunctions in functional health patterns.</li> <li>4. Apply the concepts of evidence-based practice in the decision-making process in selected situations.</li> <li>5. Execute nursing interventions with the adult client considering the following: national safety goals, practice standards, laws, and regulations of the Commonwealth of Puerto Rico.</li> <li>6. Apply the Nursing Process in adult care with common dysfunctions in functional health patterns.</li> </ol>	<p>Hospital Menonita, Guayama, PR 00784</p> <p>SurMed Medical Center, Salinas, PR 00751</p> <p>Patillas Family Health Center, Patillas, PR 00723</p> <p>Asilo Simonet, Municipio de Humacao, Humacao PR 00791</p> <p>Hospital Ryder Memorial Inc., Humacao PR 00791</p>
<p>NURS 2142 Practice in Maternal/Neonatal Care</p>	<ol style="list-style-type: none"> <li>1. Demonstrates knowledge of the skills and therapeutic measures necessary to provide humanistic care to the maternal neonatal client using the nursing process as a tool.</li> <li>2. Values the role of maternal / neonatal nursing as an essential part of the health services delivery system for the population of mothers and children.</li> <li>3. Demonstrates competence in the nursing care of the maternal-neonatal client.</li> </ol>	<p>Hospital Menonita, Guayama, PR 00784</p> <p>Hospital Ryder Memorial Inc., Humacao PR 00791</p>

COURSE CODE/ NUMBER/TITLE	DESCRIPTION	TOWN/ZIP CODE
NURS 2234 Practice of Adult Care II	<ol style="list-style-type: none"> <li>1. Apply the nursing process by providing humanistic care to the adult and the elderly with acute and chronic health dysfunctions that affect the functional patterns: Cognitive-perceptual, exercise-exercise, and sexual-reproductive.</li> <li>2. Demonstrate communication skills and critical thinking in integrating the sciences into the nursing process.</li> <li>3. Apply leadership skills in the nursing process by providing adult and old humanistic care with acute and chronic dysfunctions.</li> <li>4. Demonstrate professionalism in the knowledge and skills in the management of adults with dysfunction in functional patterns: cognitive-perceptual, activity-exercise and sexual-reproductive.</li> <li>5. Apply evidence-based practice knowledge in the decision-making process by providing adult client care.</li> <li>6. Use clinical simulation models that promote skills in the use of technology, use of information technology, and literacy to support customer quality care and interaction with the interprofessional team.</li> </ol>	Hospital Menonita, Guayama, PR 00784  SurMed Medical Center, Salinas, PR 00751  Patillas Family Health Center, Patillas, PR 00723  Hospital Menonita Humacao, Humacao PR 00791
NURS 4914 Practice of Nursing Care of Family and Community	<ol style="list-style-type: none"> <li>1. Consider data and concepts that give foundation to the execution of their professional role with the family and community as a client.</li> <li>2. Apply the skills of estimated and reasoning diagnosis, providing humanist care customers, community; taking into consideration the concepts and theories related to community health.</li> <li>3. 3. Integrate into their practice with the family the nursing process, concepts, theories, and knowledge of mental health for the promotion, protection, maintenance of health, prevention of disease and the handling of the situation of health and vulnerability of the family.</li> </ol>	Quebrada Arriba Community, Patillas, PR 00723  Las 80 Community, Salinas, PR 00751  Brisas del Mar Elderly, Guayama, PR 00784  Villas del Caribe, Community, Patillas, PR 00723  Pueblito Del Rio, Las Piedras PR 00771  Punta Santiago, Humacao PR 00741

<b>COURSE CODE/ NUMBER/TITLE</b>	<b>DESCRIPTION</b>	<b>TOWN/ZIP CODE</b>
NURS 4980 Integrated Workshop	<ol style="list-style-type: none"> <li>1. Integrate necessary essential professional and clinical concepts that guides the nursing practice.</li> <li>2. Provide competent, safe cost-effective nursing care to the client in the three levels of health prevention using the nursing process as a tool in professional practice in various scenarios.</li> <li>3. Integrate psychosocial and physiological aspects that serve as a frame of reference in the intervention with clients.</li> <li>4. Assess critical thinking skills to make clinical judgments and use evidence-based research findings for the continuous improvement of nursing practice.</li> <li>5. Use clinical simulation models that promote skills in the use of technology, use of information technology and literacy to support patient quality care and interaction with the interprofessional team.</li> <li>6. Demonstrate knowledge of health policies in their professional intervention in different sceneries.</li> </ol>	<p>Hospital Menonita, Guayama, PR 00784</p> <p>Patillas Family Health Center, Patillas, PR 00723</p> <p>Hospital Ryder Memorial Inc., Humacao PR 00791</p>

**APPENDIX IV-A.1:  
COMPREHENSIVE NURSING PROGRAM ASSESSMENT PLAN**



**APPENDIX IV-A.1:  
COMPREHENSIVE NURSING PROGRAM ASSESSMENT PLAN**

**Standard I**

**Program Quality: Mission and Governance**

The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program’s mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

Key Element	Expected Level of Achievement	Assessment Methods	Timeline for data collection and analysis	Who’s responsible
<p><b>I-A. The mission, goals, and expected program outcomes are:</b></p> <ul style="list-style-type: none"> <li>▪ <b>congruent and in harmony with those of the parent institution</b></li> <li>▪ <b>reviewed periodically and revised as appropriate.</b></li> </ul>	<p>-Congruency of mission, goals, and expected program outcomes with those of the parent institution.</p> <p>- Review and revision of mission, goals, and expected student outcomes reflect professional nursing standards and guidelines and the needs and expectations of the community of interest.</p>	<p>-Review of changes to the Institutional mission/ goals/philosophy, and outcomes</p> <p>-Review of updates to the AACN Essentials of Baccalaureate. Review of changes to CCNE Standards for accreditation of Baccalaureate Program</p> <p>-Review of professional standards, guidelines, and Code of Ethics of P.R. College of Professional Nurses</p> <p>-Review of P.R. Law of Practice and Rules and Regulations of the P.R. Board of Nurse Examiners</p>	<p>-According to changes of the parent institution</p> <p>- Annually or when is necessary</p>	<p>-Institutional Curriculum Committee</p> <p>-Chief Nurse Administrator</p> <p>-Nursing faculty</p>

Key Element	Expected Level of Achievement	Assessment Methods	Timeline for data collection and analysis	Who's responsible
		-Review of QSEN and IOM competencies  -Review of other related guidelines that apply.		
<b>I-B. The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.</b>	Consistency of mission, goals, and expected program outcomes with relevant professional nursing standards and guidelines for the preparation of nursing professionals.	-Review of changes of professional nursing standards and guidelines  -Surveys and meetings with Department Community of Interest	-According to changes to professional nursing standards and guidelines- Annual review  -According to identified needs and expectations of the community of interest  -Annually	-Institutional Curriculum committee  -Nursing faculty
<b>I-C. The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest.</b>	-Review and revision of mission, goals, and expected student outcomes reflect the needs and expectations of the community of interest	-Review of outcomes reports and congruency with institutional expectations	-Annually	-Institutional Curriculum committee  -Nursing faculty
<b>I-D. The nursing unit's expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.</b>	Written expected faculty outcomes are communicated and are congruent with institutional expectations  -	-Revision of annual reports in which faculty participation  -Letters or reports of student participation in governance of the Office of Student Affairs  - Revision of minutes and documents	-Annually	-Chief Nurse Administrator  -Nursing faculty
<b>I-E. Documents and publications are accurate. A process is used to</b>	-Accuracy of documents and publications.	-Review of documents and publications for accuracy	-Every time there is a change	-Chief Nurse Administrator who send

Key Element	Expected Level of Achievement	Assessment Methods	Timeline for data collection and analysis	Who's responsible
<b>notify constituents about changes in documents and publications.</b>	-Established process and evidence of notifications about changes.		-Annually	documents to Dean of Academic Affairs.
<b>I-E. Faculty and students participate in program governance.</b>	-Faculty members participate in program governance in at least two ways.  -Students have the opportunity to participate in program governance.	-Revision of annual reports in which faculty participation  -Letters or reports of student participation in governance of the Office of Student Affairs  - Revision of minutes and documents	-Annually  Every semester	-Chief Nurse Administrator  -Faculty members  -Dean of Students
<b>I-F Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are:</b> <ul style="list-style-type: none"> <li>▪ fair and equitable.</li> <li>▪ published and accessible; and</li> <li>▪ reviewed and revised as necessary to foster program improvement</li> </ul>	-Congruency of academic policies of the parent institution and the nursing program.  -Policies support mission, goals and expected outcomes.  -published and accessibility of academic policies.  -Revisions made for program improvement.	Review of academic policies of the Program and those of the GC for congruency and support of mission, goals, and expected outcome.  -Review of Catalog, Student Manuals, and GC Webpages  -Revision of minutes, documents, certifications, and publications	-As necessary according to program, students' needs and curricular changes  -Annually  -According to needs or every five years or when is necessary	-Chief Nurse Administrator  -Nursing faculty  -Dean of Academic Affairs
<b>I.G. The program defines and reviews formal complaints according to established policies.</b>	-The program has their own procedure for formal complaints or follows the University established policies.  -Reviews formal complaints according to university established policies.	-Definition, policies, and protocol to review formal complaint.	- Annually or when is necessary	-Dean of Students  -Chief Nurse Administrator

## Standard II

### Program Quality: Institutional Commitment and Resources

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes.

Key Element	Expected Level of Achievement	Assessment Methods	Timeline for data collection and analysis	Who's responsible
<b>II-A. Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed.</b>	-Sufficiency of fiscal and physical resources according to program's needs and institutional policies.  -Adequacy of resources.	-Review of Budget assigned  Minutes program's meetings with faculty  -GC Administrators' and program's director reports	-Annually    -Annually	-Chief Nurse Administrator
<b>II-B. Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed.</b>	- Sufficiency of physical resources and clinical site according to mission, program goals and expected results.	Input faculty and students' evaluation  Faculty and student reports to the program director	Every semester	-Chief Nurse Administrator  -BSNP Clinical Coordinator

Key Element	Expected Level of Achievement	Assessment Methods	Timeline for data collection and analysis	Who's responsible
<b>II-C. Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis.</b>	-Sufficiency of academic support services.  -Academic support services are evaluated.	-Surveys  -Faculty meeting minutes.  -Evidence of academic advising offered by nursing faculty members  -Student evaluation of courses and support services	-Annually  -Every semester or when is necessary.	-Chief Nurse Administrator  -Nursing faculty members  -BSNP Assessment Coordinator
<b>II-D. The chief nurse administrator of the nursing unit:</b> <ul style="list-style-type: none"> <li>▪ is a registered nurse (RN)</li> <li>▪ holds a graduate degree in nursing.</li> <li>▪ holds a doctoral degree if the nursing unit offers a graduate program in nursing.</li> <li>▪ is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and</li> <li>▪ provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.</li> </ul>	-The Chief Nurse Administrator meets all requirements.	-Evidence of Chief Nurse Administrator license renewal  -Curriculum Vitae  -Evidence of academic degrees through official credit transcripts  - Professional certifications  -Chief Nurse Administrator committees' attendance  -Evidence of community services  -Minutes	-Every semester or when is necessary	-Director of Human Resources Office
<b>II-E. Faculty are:</b>  <b>-sufficient in number to accomplish the mission, goals, and expected program outcomes.</b>	-Number of faculty is appropriate to accomplish program mission, goals, and outcomes.	- Faculty assignments or contracts	-Each semester	-Chief Nurse Administrator

Key Element	Expected Level of Achievement	Assessment Methods	Timeline for data collection and analysis	Who's responsible
<p><b>-academically prepared for the areas in which they teach; and</b></p> <p><b>-experientially prepared for the areas in which they teach.</b></p>	<p>-Faculty is academically prepared for the areas in which they teach.</p> <p>-Faculty is experientially prepared for the areas in which they teach.</p>	<p>-Distribution of total credit-hours between full and part-time faculty members reports</p> <p>-Faculty members credentials</p> <p>-Faculty members Curriculum Vitae's</p> <p>-Professional Certifications</p> <p>-Continuing education units/credits</p> <p>-Report of course assign according to faculty specialist and experience</p> <p>-Report of nursing faculty academic load (SIRTRAL Report)</p> <p>-Faculty outcomes reports</p>	<p>-Annually</p> <p>Every semester</p> <p>-Annually</p>	<p>-Dean of Academic Affairs</p> <p>-Director of Human Resources Office</p> <p>-Chief Nurse Administrator</p> <p>-Dean of Academic Affairs</p> <p>-Nursing Faculty</p>
<p><b>II-F. Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role.</b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p><b>II-G. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping</b></p>	<p>-GC and Nursing Program activities encourage faculty development.</p>	<p>Review of:</p> <p>-Faculty Development Plan</p> <p>-Reports of faculty outcomes.</p>	<p>- Annually or when is necessary</p>	<p>-Faculty Evaluation Committee</p> <p>-Chief Nurse Administrator</p>

Key Element	Expected Level of Achievement	Assessment Methods	Timeline for data collection and analysis	Who's responsible
<p><b>with the mission, goals, and expected faculty outcomes.</b></p>		<ul style="list-style-type: none"> <li>-Credentials or evidence of participation.</li> <li>-Curriculum Vitae's</li> <li>-Number of nursing faculty scholarships assigned every year</li> <li>-Report of Faculty Development Plan</li> </ul>		<ul style="list-style-type: none"> <li>-Dean of Academic Affairs</li> <li>-Dean of Administration</li> <li>-Chancellor</li> <li>-Vice President of Academic and Student Affairs</li> <li>-IAUPR President</li> </ul>

**Standard III**

**Program Quality: Curriculum and Teaching-Learning Practices**

The curriculum is developed in accordance with the program’s mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

Key Element	Expected Level of Achievement	Assessment Methods	Timeline for data collection and analysis	Who’s responsible
<p><b>III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that: are congruent with the program’s mission and goals; are congruent with the roles for which the program is preparing its graduates and consider the needs of the program-identified community of interest.</b></p>	<p>-The curriculum development, implementation, and revision are congruent with program mission and goals and student learning expected outcomes (SLO)</p> <p>-Congruency of SLO with roles of graduates.</p> <p>- BSNP teaching-learning practices consider the needs and expectations identified by the community of interest.</p>	<p>-Review of evaluation findings, student learning outcomes (SLO), curricular documents, syllabi, and course materials-.</p> <p>-BSNP curriculum revisions by Institutional Committee</p> <p>-Report of Student-learning outcomes actions to improve the quality of BSNP</p> <p>- Meetings with the community of interest.</p>	<p>- Annually or when is necessary</p> <p>-Each 5 years or when is necessary</p>	<p>-Chief Nurse Administrator</p> <p>-Nursing Faculty</p> <p>-IAUPR, GC, Nursing Program Advisory Board</p> <p>-Nursing students</p> <p>-Alumni</p> <p>-Employers-</p> <p>-Professional organizations</p> <p>-Accrediting agencies</p> <p>-Board of nursing.</p>
<p><b>III-B. Baccalaureate curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).</b></p>	<p>- Incorporation of the new Standards of Practice of the Puerto Rico College of Nursing Professionals (2018) into the BSNP curriculum.</p> <p>-Incorporation of standards, guidelines, professional nursing</p>	<p>-Curricular revision responds to the need to update the content of the BSNP</p> <p>-Review of student outcomes, curricular documents, syllabi, and course materials</p>	<p>-According to needs or each 5 years</p>	<p>-Chief Nurse Administrator</p> <p>-Nursing Faculty</p>



Key Element	Expected Level of Achievement	Assessment Methods	Timeline for data collection and analysis	Who's responsible
<b>-Baccalaureate program curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008).</b>	standards to the SLO according to BSNP program.  BSNP curriculum consider The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).	- BSNP curriculum integrates The Essentials of Baccalaureate Education for Professional Nursing Practice according to new trends.	-When changes are made to the Essentials document or other guidelines  Annually or when is necessary	-Institutional Curriculum Committee
<b>III-C Master's curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (Individual and aggregate).</b>	Not applicable	Not applicable	Not applicable	Not applicable
<b>III-D DNP curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).</b>	Not applicable	Not applicable	Not applicable	Not applicable
<b>III-E Post-graduate APRN certificate program curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident</b>	Not applicable	Not applicable	Not applicable	Not applicable

Key Element	Expected Level of Achievement	Assessment Methods	Timeline for data collection and analysis	Who's responsible
<p><b>within the curriculum and within the expected student outcomes (individual and aggregate).</b></p>				
<p><b>III-F. The curriculum is logically structured to achieve expected student outcomes (ESO).</b></p> <p><b>-Baccalaureate curricula build on a foundation of the arts, sciences, and humanities.</b></p>	<p>- The curriculum is structured in a logical sequence.</p> <p>- BSNP curriculum is designed with a strong foundation in arts, sciences, and humanities.</p> <p>-BSNP build upon with knowledge, skills, and attitudes.</p>	<p>-Review of curricular documents and evaluation of results of the expected student outcomes.</p> <p>-Review of arts, sciences, and humanities curricular changes and expected outcomes.</p>	<p>-Each 5 years or as a result of evaluation findings</p> <p>-Each five years or according to changes in the arts, sciences, and humanities curricula</p>	<p>-Institutional Curriculum Committee</p> <p>-Nursing Faculty</p> <p>-BSNP Assessment Coordinator</p>
<p><b>III-G. Teaching-learning practices: support the achievement of expected student outcomes, consider the needs and expectations of the identified community of interest and expose students to individuals with diverse life experiences, perspectives, and backgrounds.</b></p>	<p>-Teaching-learning practices support achievement of SLO.</p> <p>-Decisions evidenced by data obtained from community of interest (COI) input.</p> <p>-The needs and expectations of COI are considered in decision-making related to curricular practices and teaching-learning strategies.</p>	<p>-Review of rubrics, exams or other evaluation methods and criteria.</p> <p>-Review of course syllabi evaluation strategies.</p> <p>-Evaluation findings of practice/ clinical settings.</p> <p>-Student's satisfaction surveys.</p> <p>-Individual student performance evaluations.</p> <p>-Aggregated findings of student achievement.</p> <p>-Definition of program's community of interest.</p> <p>-Findings of evaluation or meetings with community of interest.</p> <p>-Documents that evidence implementation of recommendations (curricular documents, syllabi, minutes, other).</p>	<p>Each semester</p> <p>Annually or when is necessary.</p>	<p>-Chief Nurse Administrator</p> <p>-Nursing faculty</p> <p>-Nursing Faculty</p> <p>-BSNP Assessment Coordinator</p>
<p><b>III-H. The curriculum includes planned clinical practice experiences that:</b></p>	<p>-Clinical practice experiences are programmed in different settings.</p>	<p>-Curricular documents.</p> <p>-Schedule of clinical practices.</p> <p>-Clinical rotation.</p> <p>-Course syllabi.</p>	<p>- Annually or when is necessary.</p>	<p>-Chief Nurse Administrator</p> <p>-Clinical Coordinator</p>

Key Element	Expected Level of Achievement	Assessment Methods	Timeline for data collection and analysis	Who's responsible
<p><b>enable students to integrate new knowledge and demonstrate attainment of program outcomes, foster interprofessional collaborative practice and are evaluated by faculty.</b></p>	<p>-Students integrate new knowledge demonstrated in didactic, clinical and simulated performance evaluations.            -Encourage collaborative interprofessional practice in all areas of clinical rotation.            -Clinical practice experiences are evaluated by the faculty and the student.</p>	<p>-Students assignments and evaluations.            -Evaluation findings of clinical experiences by students and faculty.            -Analysis of reports.            -Minutes            -Results of SLO student assessment.</p>		<p>-Assessment Coordinator             -Nursing Faculty</p>
<p><b>III-I. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance is defined and consistently applied.</b></p>	<p>-Evaluation criteria reflect achievement of expected student outcomes.             -Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes.             -Evaluation policies and procedures for individual student performance are defined and consistently applied.</p>	<p>-Evaluation rubrics, exams, oral presentation, study of case, or other evaluation methods and criteria.            -Course syllabi            -Individual student performance evaluations.             -Review of evaluation policies and procedures.            -Review of course syllabi evaluation strategies.</p>	<p>-Each academic term or when is necessary             -Every semester</p>	<p>-Chief Nurse Administrator             -Assessment Coordinator             -Nursing faculty</p>
<p><b>III-J. The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement.</b></p>	<p>- Evaluation of teaching-learning practices and periodic review of the curriculum.            -Teacher learning practices and curriculum assessment results are used to improve the Nursing Program.</p>	<p>-Evaluation findings of faculty, courses, survey of clinical experiences by students and faculty, satisfaction surveys simulation laboratory, satisfaction survey with the academic preparation offered (exit survey).</p>	<p>-Annually</p>	<p>- Chief Nurse Administrator             -Assessment Coordinator             -Nursing Faculty</p>

## Standard I V

### Program Effectiveness: Assessment and Achievement of Program Outcomes

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

Key Element	Expected Level of Achievement	Assessment Methods	Timeline for data collection and analysis	Who's responsible
<b>IV-A. A systematic process is used to determine program effectiveness.</b>	The BSNP continues to use a systematic process to determine the effectiveness of the program.	Review of the systematic plan to evaluate the efficiency and effectiveness of the program.	Annually	-Chief Nurse Administrator  -Assessment Coordinator  -BSNP Clinical Coordinator  -Faculty members
<b>IV-B. Program completion rates demonstrate program effectiveness.</b>	Seventy percent (70%) of admitted students of BSNP will graduate in the established time frame.	List of graduated students and identification of the number of years of study  BSNP Graduate Report submitted by the Registrar Office  Analysis of BSNP Graduates by Cohort Report.	Annually	-Chief Nurse Administrator  -Assessment Coordinator  -BSNP Clinical Coordinator  -Faculty members
<b>IV-C. Licensure pass rate demonstrate program effectiveness.</b>	Eighty percent (80%) of BSNP pass the local Board Nursing Examination in the first intent.	Puerto Rico Board Nursing Examination Reports	Annually	-Chief Nurse Administrator  -Assessment Coordinator  -Faculty members

Key Element	Expected Level of Achievement	Assessment Methods	Timeline for data collection and analysis	Who's responsible
<b>IV-D. Certification pass rates demonstrate program effectiveness.</b>	N/A	N/A	N/A	N/A
<b>IV-E. Employment rate demonstrates program effectiveness.</b>	Seventy percent (70%) of graduates are employed within a period of 6 months to a year after graduation.	A questionnaire, phone calls, emails, and visits to places of employment  BSNP graduates employment Survey	Annually	-Chief Nurse Administrator  -Assessment Coordinator  -Faculty members
<b>IV-F. Data regarding completion, licensure, certification and employment rates are used, as appropriate to foster ongoing program improvement.</b>	Nursing program completion rates are expected to be 70%, Licensure pass rates 80%, and employment rates 70%.	BSNP Completers Report submitted by Registrar Office  BSNP Retention Rates  Puerto Rico Board Nursing Examination Report  Employability Questionnaire	Annually	-Chief Nurse Administrator  -Assessment Coordinator  -Faculty members
<b>IV-G. Aggregate faculty outcomes demonstrate program effectiveness.</b>	One hundred percent (100%) of full- and part-time faculty members will continue enhancing their knowledge and skills required of the nursing profession.  One hundred percent (100%) of full- and part-time faculty members will maintain the knowledge and skills in their nursing role and specialization up to date.  One hundred percent (100%) of full- and part-time faculty members will comply with the legal requirements of membership and renewal of professional license.	Review of Faculty Curriculum vitae  Faculty development activities  Evidence of faculty certifications and continuing education units/credits  Renewal of the general and specialist nursing licenses every three years	-Annually or when is necessary          Every three years	-Chief Nurse Administrator  -Assessment Coordinator  -Director of Human Resources Office  -Dean of Academic Affairs  -Faculty members

Key Element	Expected Level of Achievement	Assessment Methods	Timeline for data collection and analysis	Who's responsible
<p><b>IV-H. Aggregate faculty outcomes data are analyzed and used, as appropriate, to foster ongoing program improvement.</b></p>	<p>The program uses the results data from the faculty to continuously improve the quality and efficiency of the service offered to our students.</p>	<p>Findings and recommendations reports</p>	<p>Annually</p>	<p>-Chief Nurse Administrator - Dean of Academic Affairs  -Dean of Students  -Assessment Coordinator</p>
<p><b>IV-I. Program outcomes demonstrate program effectiveness.</b></p>	<p>Seventy percent (70%) of will be satisfied with the content of the courses, the methodology of the teaching-learning process, and the different evaluation strategies.</p> <p>Seventy percent (70%) or more of students will meet learning outcomes.</p> <p>BSNP students will surpass 70% achievement target in the 14 competencies within the 9 SLO.</p> <p>Seventy percent (70%) of BSNP students will be retained.</p>	<p>Nursing faculty formative and summative faculty evaluation results</p> <p>BSNP Student Satisfaction Survey with courses teach by nursing faculty members</p> <p>Student Learning Outcomes/Results Report by Year</p> <p>TK20 student outcomes results</p> <p>Data reported in TK20 platform</p> <p>BSNP Retention rates</p>	<p>Annually</p> <p>Every semester in</p> <p>Every semester</p> <p>Annually</p>	<p>-Chief Nurse Administrator  - Dean of Academic Affairs  - GC Assessment Coordinator  -BSNP Assessment Coordinator</p>

Key Element	Expected Level of Achievement	Assessment Methods	Timeline for data collection and analysis	Who's responsible
	5. Seventy percent (70%) of the students will be satisfied with the simulation laboratory.	BSNP Student Satisfaction Survey of Nursing Simulation Skills Lab	Annually	-Chief Nurse Administrator
	6. Seventy percent (70%) of BSNP graduates will be satisfied with the program.	Graduates Exit Survey	Annually	- GC Assessment Coordinator -BSNP Assessment Coordinator
	7 Seventy percent (70%) of the graduates will be satisfied with the achievement of the learning outcomes and competencies of the program	Graduate Exit Survey Follow up of students' progress	Annually	-BSNP Laboratory Technician
	8. Seventy percent (70%) of graduating students will be satisfied with the acquired knowledge, skills, values and attitudes needed for professional performance.	Graduate Exit Survey		-Chief Nurse Administrator -BSNP Assessment Coordinator
	Other BSN Expected Student Program Completion Outcome	Results of accomplishment of competencies within student learning outcomes.	Each semester	-Nursing faculty
	1. Seventy percent (70%) of students will be promoted through the program according to the established curricular sequence.	Academic counseling	Every 2 years or when is necessary	-Chief Nurse Administrator
	Other SON Expected Successful Graduates Outcome	Academic Faculty Advising Report		-BSNP Assessment Coordinator
	1 Seventy percent (70%) of employers will be satisfied with alumni and with the program.	Satisfaction Employers Survey with BSNP graduates	Every semester	-Nursing faculty

Key Element	Expected Level of Achievement	Assessment Methods	Timeline for data collection and analysis	Who's responsible
<p><b>IV-J. Program outcomes data are used, as appropriate, to foster ongoing program improvement.</b></p>	<p>The BSNP uses outcome data, as appropriate, to encourage continuous program improvement.</p>	<p>Student Learning Outcomes  Student Outcomes  Faculty Outcomes  Programs outcomes</p>	<p>Annually</p>	<p>Chief Nurse Administrator   -BSNP Assessment Coordinator   -BSNP Clinical Coordinator   -Nursing faculty</p>