



Inter American University of Puerto Rico
Guayama Campus
Nursing Program



Nursing Student

Handbook

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Table of Contents

	Page
Introduction	1
Bachelor of Science Degree in Nursing	1
a. Mission and Goals	2
b. Profile of the Competencies of Graduates	2
c. Philosophy of Nursing Program	4
d. Conceptual Framework	5
e. Nursing Curriculum	9
Requirements	16
a. Admission	16
b. Clinical Practice	17
c. Transfer	17
d. Academic Progress	17
e. Graduation	17
f. Bachelor of Science in Nursing Degree	18
g. General Education Requirements	18
Student Rights and Duties	18
a. Nursing Program Rules	18
b. Academic Relations with Faculty	23
c. Evaluation of Academic Work	25
d. Distance Education	25
e. Nonacademic Relations with University Personnel	26
f. Use of Cellular (Mobile) Telephones and Other Electronic Devices	27
g. Official Documents	27
h. Student Records	27
i. Emergency Management Plan	28
Publications	28
a. Copyrights	28
b. Research Projects	28
c. Duties of All Students	28
d. Student Ethical and Moral Responsibilities	29
Participation Student Representation in Governance	29
a. Student Representation in University Organizations	29
b. Student Organizations	30
c. Student Council	30
d. Nursing Student Association (NSA)	30
e. Co – Curricular Activities	31
Violations	31
a. Minor Disciplinary Violations	31
b. Major Disciplinary Violations	32
c. Academic Violations	33
References	35

Inter American University of Puerto Rico

Guayama Campus

Introduction

The Nursing Student in Handbook of Inter American University of Puerto Rico Guayama Campus is in harmony with the Institutional General Student Regulations and specific goals of the academic unit, Christian values that guide the Institution and with the objectives, purposes, needs, and educational processes of the Nursing Program. The Nursing Student Handbook, as well as all provisions, circulars, and policies of the University currently in effect. These also are part of the Institution's study contract with its students. The purposes of these regulations are to:

1. Indicate the rights, duties, and responsibilities of students as members of the university community.
2. Establish organisms that assure a democratic participation and representation of students in university life and to foster responsible leadership.
3. Outline the norms of coexistence that help create and maintain a healthy and safe environment that stimulates learning, comradeship, service and work among students, faculty, administration, and the community in general.
4. Establish guidelines on proper behavior for university coexistence; and to formulate disciplinary sanctions corresponding to the transgressions of such guidelines through fair, fast, and effective procedures.
5. Maintain an adequate institutional climate for the best development of the teaching-learning process.

Bachelor of Science in Nursing Degree

The Bachelor of Science in Nursing Degree was authorized at Guayama Campus on May 13, 1988. Its mission, philosophy, goals, and objectives have consistently been developed and revised by faculty members, emphasizing health care competencies for the welfare of the human being, nursing profession standards, society, global health, teaching strategies, assessment of student learning, 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.

The required credits meet the established by-laws of the Puerto Rico Council of Education and the Puerto Rico Nursing Licensure Examination Board requirements. For these reasons, most of the courses are periodically revised and updated according to student learning assessment outcomes and the technological, social, and scientific changes of the profession. The program also complies with the Guayama Campus Mission and Goals Statement.

Mission and Goals

Nursing (A.A.S. and B.S.N)

The Nursing Program has as its mission the formation of nurses able to offer competent, sensible, effective, safe, and quality- nursing care to the client person, family and community. The program aims to produce graduates prepared to:

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. Coordinate care by applying leadership and management skills that lead to the highest quality care with the minimum of cost.
3. Assume a commitment as a member of the discipline in harmony with the standards of the practice.

For the development of this professional diverse and flexible modalities of study are offered. This facilitates mobility from the level of the associate degree to the baccalaureate.

Profile of the Competencies of Graduates

The first two levels (Associate of Applied Science in Nursing degree) is designed to develop the competencies that will permit students to:

Knowledge

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 a safe and quality care.

Skills

1. Demonstrate 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 technology to maintain the quality of care offered to the client.

Attitudes

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

The BSNP is designed to develop the competencies that will permit students to:

Knowledge

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

1. Use assessment and therapeutic interventions 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 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

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

Major requirements are offered in a four-year program with an option to leave the program upon completing the requirements of the first two years. Each year is equivalent to a level in which courses have been organized and developed according to their level of complexity. In the first two years (Levels I and II) technical (associate) knowledge and skills are presented; in the last two years (Levels III and IV) those corresponding to the professional level (generalist) are presented. This scheme articulates both levels of preparation, (Associate and Bachelor Degrees in Nursing) by integrating knowledge and skills.

Philosophy of Nursing Program

The Nursing Program functions under the organizational structure of Inter American University of Puerto Rico, aligned with the University's mission and goals. It seeks to form nurses capable of offering competent, sensitive, effective, safe, quality nursing care to the person, families, and communities.

The BSNP philosophical foundation stems from the set of beliefs that the faculty possess about the concepts of **person, society, health, nursing** and **education**.

“Person” is an entity of integrated nature: a complex being, one-of-a-kind, dynamic, with inherent values, rights and dignity. The person's ability to learn from experiences allows him/her to adapt and participate in their own self-care and to regulate their state of optimal functioning and well-being. The person is the object of service that gives meaning to the nursing profession. The client is the person, the family and the community, all who are social entities relating to one another.

“Society” is a set of organized structures, diverse and dynamic, that transfers to the person the attitudes, beliefs, values and behavioral rules that form its culture through the socialization process. It incorporates all of the settings in which nursing interacts and the historic, political, economic and cultural conditions through which the profession evolves. The person and the society mutually affect each other.

“Health” is the dynamic and integrated state of well-being, influenced by the internal and external factors of the environment, social structures of support and the cultural diversity in its expression of values and beliefs. It requires constant interaction of adaptation processes such as regulatory mechanisms that promote, maintain and restore the person's wellbeing. It is part of the person's inherent potential and his or her right as a human being. The person fluctuates in a dynamic equilibrium within a continuum, directed towards reaching optimal functioning and well-being. This integrated functioning is manifested through their human responses. Dysfunction, the consequent decrease in the human development, the selfrealization and the ability to achieve a full potential, make the person, the family, and the community susceptible to health situations that demand the intervention of nursing and other health disciplines.

“Nursing” is an essential, humanistic service based in a body of knowledge and defined goals, where art and science interrelate and are incorporated into the professional practice. Its objective is the diagnosis and treatment of the client's human responses in order to prevent illness and complications, promote, maintain, and restore the state of well-being to the maximum of his potential; or to help the client achieve a death process with dignity. Nursing actions are based on evidence and scientific research, and interdisciplinary collaboration that allow the sharing of decision making, when providing

quality care. The nursing care is centered on the person, family or community wherever their setting might be, and through the diversity of roles inherent to the nursing profession. The nursing practice requires independent actions as well as collaboration with other team members with the purpose of reaching the expected health outcomes.

“Education” is the dynamic, continuous, multidirectional process of social interaction that fosters the person’s development. It involves changes in cognitive, emotional, and psychomotor skills that facilitate the development of the person’s potential and the realization of their goals at their own pace. This process occurs through the use of innovative trends in the formation of these professionals. The nursing educator establishes the climate, the structure, and the dialogue that facilitates the student’s learning process. Learning is an active process that only the learner is able to achieve and it is evidenced by changes in behavior. The faculty believes that these principles apply to the nursing students’ formation as well as the clients’.

The faculty believes in learning from a body of knowledge based on the basic, natural, psychosocial, general education, and the discipline’s sciences. It believes in fostering and facilitating the educational mobility of its students in a competitive, global way, within a highly technological society, characterized by accelerated change. In addition, the faculty believes in offering an articulated curriculum that provides vertical mobility and options for entrance and exit, where the design advances from simple to complex with a minimum of repetition of content and experiences. The Program’s education is designed to prepare nursing personnel with the required differentiated competencies for associate and bachelor degrees.

The complete program is designed to prepare a Baccalaureate Generalist Nurse and leads to the first level of professional preparation for practice. It prepares nurses to be leaders and health care coordinators/managers capable of independent judgment and responsible, ethical decision making within the nursing discipline, and of contributing to modern society as informed citizens. Upon completion of the requirements of the first two years of study, the student is prepared to offer direct nursing care to the person with common and well-defined health problems and guided by the professional nurse. Upon completion of four years of study, the baccalaureate graduate nurse is prepared for professional practice with individuals, families, groups, communities and populations across the life span and across the health continuum environments.

Conceptual Framework

The nursing faculty beliefs are reflected in the nursing program’s philosophy that emphasize the concepts of person, society, health, nursing, and education. These beliefs use a foundation of an ecliptic approach. For this reason, nursing faculty members developed the conceptual framework of the program in accordance with mission and

goals, and philosophy. In view of these aspects, faculty members organize the curriculum by which the learning activities are structured selecting horizontal and vertical concepts. The horizontal concepts chosen by the faculty to structure the curriculum are: nursing process, therapeutic reasoning, and humanistic care. On the other hand, the vertical concepts are: wellness-illness, communication, research, leadership and management. The horizontal concepts give breadth and vertical concepts give depth across the curriculum.

The Bachelor of Science in Nursing curriculum is designed to incorporate established professional standards, guidelines, and competencies, and has clearly articulated student learning outcomes. Nursing faculty members use the guidelines for professional nursing practice established by the American Nurses Association (ANA) and by the Puerto Rico Professional Nursing Organization. It is important to note that all professional nurses in PR are required to become active members of this organization in order to work as nurses in PR (Law 82-June, 1973). This requirement is in addition to Law 254-PR Nursing Practice Regulation by the PR Board of Nursing Professionals.

The internal structure of the curriculum is based on the faculty beliefs regarding the concepts of person, society, health, nursing, and education as stated in the Nursing Program Philosophy Statement. These beliefs use a foundation of an ecliptic approach. For this reason, nursing faculty members developed the conceptual framework of the program in accordance with mission and goals, and philosophy. In view of these aspects, faculty members organize the curriculum by which the learning activities are structured selecting horizontal and vertical concepts. The horizontal concepts chosen by the faculty to structure the curriculum are nursing process, therapeutic reasoning, and humanistic care. On the other hand, the vertical concepts are: **wellness-illness, communication, research, leadership and management.** The horizontal concepts give breadth and vertical concepts give depth across the curriculum.

The conceptual framework model was developed according to mission, philosophy, goals and objectives of the Nursing Program. This framework is organized in a logical progression of course outcomes and learning activities to achieve desired program outcomes. The mission, philosophy, goals, and objectives of Nursing Program are congruent with the institution mission and goals. The purpose of the conceptual framework is to organize the interactions that should occur among the students, faculty, and non-teaching staff in order for the teaching-learning process to take place.

Conceptual Framework Model of the Nursing Program



Chief Nurse Administrator, 2015

Horizontal Strands:

The horizontal concepts give breadth across the nursing curriculum. These concepts are as follows:

Nursing Process:

The nursing process is a systematic and dynamic scientific method of providing nursing care. It is a five step process: assessment, nursing diagnosis, planning, implementation, and evaluation, all of which require specific knowledge and skills. The nursing process combines the humanistic nursing approach. The aim is to accomplish problem-solving throughout the nursing process when there is an interference in the wellness-illness continuum.

Therapeutic Reasoning:

Therapeutic Reasoning is based on the expected outcomes of health, planning, and evaluation through critical reasoning or decision making of the health care situations. It is a process of thinking critically about the diagnosis and patient management. Its aim and objective are to improve the nursing curriculum developing therapeutic decision-making. This, therapeutic reasoning implies that after a patient's diagnosis has been carried-out, efforts to determine the therapy of individual clients begin by studying the relevancy of a particular treatment, as well as knowledge and clinical experience. These aspects motivate nursing

students to develop reasoning skills through the case study method by evaluating and assessing relevant data about diverse patient cases.

Humanistic Care:

The Humanistic care is handling patients with closeness preserving human dignity, integrating values, attitudes, and personal characteristics in the role of health care provider. This assures individual preferences, needs, values, and cultural diversity of clients to ensure quality of nursing care.

Vertical Strands

Wellness/illness Continuum:

It is a dynamic, complex process that includes all of the manifestations of the bio-physiological, psychosocial, and spiritual dimensions. The clients fluctuate within the search for a balance for an optimal functioning level that will allow their full potential to develop. This functioning is evident through human responses that build the variety of the client's health determinants. The typology of functional health patterns represents the integration of human functioning in its different dimensions. Health situations can manifest themselves in one of the client's functional dimensions but it can affect the functionality of the whole person. The expected outcome is to satisfy the client's health needs through interventions regardless of his wellness/illness level.

Communication:

It is the continuous, dynamic, and complex process that facilitates the exchange of information, feelings, ideas and energy that occur in any human experience. Within a complex and ever-changing environment, the nursing personnel needs to develop the abilities to listen, assimilate, interpret, discern, gather and share information. These are obtained through the differentiated practices of the associate and baccalaureate degrees. These abilities are fundamental for the students to acquire knowledge, skills, and attitudes for the purpose of providing safe and effective nursing services. Communication is the tool that unites all of the functions and activities that the nursing personnel execute as part of their roles of care provider, care manager/coordinator, and member of the profession.

Research:

It is the scientific process of inquiring and experimenting, including the systematic collection of data with the purpose of its analysis and interpretation in order to obtain or add new knowledge. Its purpose in nursing is to recommend changes in the system based on the highest level of scientific evidence available. The nursing personnel of the associate degree perform interventions based on evidence, in which effectiveness has been proven. Conversely, the nursing personnel with

baccalaureate degree are novice research participants and consumers of research findings.

Leadership and Management:

These are necessary abilities and skills to obtain positive changes in rendering nursing care, as advocate for health care and the advancement of the profession. At the individual level, these aid in the determination of a care plan for effective collaboration and coordination in the attainment of interdisciplinary care for the client. At the management level, they facilitate the appropriate management of the resources in order to maintain the quality of care, balance costs and effectiveness, and inspire others to follow.

Leadership:

Its is the set of skills and behavior utilized in a conscientious and effective way to achieve a vision, goal, or change. Its effectiveness depends on the personal traits, the skills, and behaviors of the leader, as well as the characteristics of the collaborators and the factors that take place in the particular situation.

Management:

Its is the ability to achieve goals that benefit the clients' well-being. Its effectiveness depends on the application of skills in: planning, organizing, prioritizing, problem-solving, safe delegation, supervision and education when managing resources such as personnel, environment, budget, time, information and technology. The focus of the curriculum's first two years is teaching and learning management skills in the role of care coordinator for the person. The focus of the last two years of the curriculum is on the development of traits, skills and behaviors of a leader, as well as on the theoretical perspectives for understanding and achieving positive changes in the implementation of direct and indirect care.

Nursing Curriculum

This curriculum includes three components: 45 credits of General Education, 72 credits of Nursing major, and 3 elective credits. Course objectives and content of nursing courses are of increasing depth and complexity as the student progresses through the curriculum. Concepts are introduced in the first and second levels of the curriculum and increase in depth and complexity in the third and fourth levels. The third level courses are designed to allow students to demonstrate acquisition of basic nursing knowledge and skills from the first and second levels. All level courses focus on the acquisition, assessment, and integration of knowledge, skills, and outcomes.

The **BSNP** at **IAUPR** is continuously assessed by the nursing faculty through an Institutional Committee wherein members of the nursing programs of the different campuses participate significantly. The current curriculum was last revised and approved in 2013.

Curriculum Design (Nursing Courses)

NURS 1111 FOUNDATIONS OF NURSING: Introduction to the nursing profession and its historical evolution. Emphasis on the principles of the conceptual framework and the concepts of the Program. Includes the ethical, legal and moral aspects based on the practice standards. Discussion of the nursing process for adult care with common interferences in the functional health patterns that support physical processes. Integration of the principles and basic concepts of growth and development psycho- physiological aspects, considering cultural diversity within a safe environment. Corequisites NURS. 1112, 1130. 4 credits

NURS 1112 PRACTICE OF FUNDAMENTALS OF NURSING: Application of the nursing process in the care of adults with common dysfunctions in the functional health patterns that support physical functioning. Beginning of the development of clinical skills to perform in the areas of competence as care providers. Requires a total of 90 hours of laboratory in diverse scenarios. Corequisite: NURS 1111. 2 credits

NURS 1130 PHARMACOLOGICAL ASPECTS IN NURSING: Discussion of relevant aspects of the study of the pharmacology including the biochemical, physiological, research and legal aspects. Use of the principles and skills of posology. Application of the nursing process in medication administration. Requires 45 hours of lecture and 30 hours of open presential lab. Corequisite: NURS 1111. 3 credits

NURS 1231 FUNDAMENTALS OF ADULT CARE I: Discussion of the acute and chronic dysfunctions of health related to functional health patterns: perception and health management, nutritional-metabolic and elimination. Includes anatomical, physiopathological, microbiological, biochemical and environmental concepts that affect human functioning. Integration of communication, administration, care management, research and the nursing process skills for client care. Prerequisites: NURS 1111, 1112, 1130. Corequisite: NURS 1232. 6 credits

NURS 1232 PRACTICE OF ADULT CARE I: Application of the nursing process in the care of adults with acute and chronic health dysfunctions integrating the skills of communication, care management and research. Emphasis on management of dysfunctions in the functional patterns of health: perception- management, nutritional-metabolic and elimination. Requires a total of 90 hours of clinical practice in diverse scenarios. Prerequisites: NURS 1111, 1112, 1130. Corequisite: NURS 1231. 2 credits

NURS 2141 FUNDAMENTALS OF MATERNAL-NEONATAL CARE: Description of the evolution of maternal-neonatal nursing integrating the principles of the conceptual framework. Discussion of anatomical, biochemical, physiopsycological and pathological changes that affect the integral functioning of the client, before, during and after childbirth, including the normal new born during the early neonatal stage. Use of the nursing process in the study of the appropriate changes in the stages and health dysfunctions. Prerequisite: NURS 1231. Corequisites: NURS 2142, 2233. 3 credits

NURS 2142 PRACTICE IN MATERNAL-NEONATAL CARE: Application of the nursing process using the functional patterns of health in the care of clients during pregnancy, childbirth and post childbirth. The care of the normal new born is included during the early neonatal stage. Requires a total of 60 hours of clinical practice in diverse scenarios. Prerequisites: NURS 1231, 1232. Corequisites: NURS 2141, 2233, 2234. 2 credits

NURS 2233 FUNDAMENTALS OF ADULT CARE II: Discussion of the acute and chronic health dysfunctions related to the functional health patterns: activity-exercise, cognitive-perceptual and sexual reproduction. Includes anatomical, physiopathological, microbiological, biochemical and environmental concepts that affect the adult human functioning. Integration of communication, care management, research, and the nursing process skills and the nursing process in client's care. Prerequisite: NURS 1231. Corequisites: NURS 2141, 2142. 6 credits

NURS 2234 PRACTICE OF ADULT CARE II: Application of the nursing process in the care of adults with acute and chronic health dysfunctions integrating communication, care management, and research concepts. Emphasis on the management of dysfunctions related to functional health patterns: activity-exercise, cognitive-perceptual and sexuality-reproduction. Requires a total of 90 hours of clinical practice in diverse scenarios. Prerequisites: NURS 1231, 1232. Corequisites: NURS 2142, 2233. 2 credits

NURS 2351 FUNDAMENTALS OF PEDIATRIC CARE: Discussion of the essential aspects in client care from the late normal neonatal stages to adolescence. Analysis of the dysfunctions in the functional patterns of health by using the nursing process. Use of the physiopathological and environmental concepts and the conceptual framework of curriculum. Prerequisites: NURS 2141, 2142, 2233. Corequisites: NURS 2352, 2361, 2362, 2970. 3 credits

NURS 2352 PRACTICING PEDIATRIC CARE: Application of the nursing process in client care from the normal neonatal stages to adolescence. Emphasis on the management of dysfunctions affecting the functional health patterns using the concepts of curriculum as a framework. Requires 60 hours of clinical practice in diverse scenarios. Prerequisite: NURS 2234. Corequisites: NURS 2351, 2361, 2362, 2970. 2 credits

NURS 2361 FUNDAMENTALS OF PSYCHOSOCIAL CARE: Discussion of theoretical models, principles and concepts of psychosocial nursing. Description of psychosocial dysfunctions of the adult using the nursing process as a framework. Includes neuroanatomy, neurophysiology, ethical-legal, and research and communication concepts. Prerequisites: NURS 2233, 2141. Corequisites: NURS 2351, 2362 and 2970. 3 credits.

NURS 2362 PRACTICE OF PSYCHOSOCIAL CARE: Application of the nursing process, theoretical models, principles and concepts in psychosocial care of the adult. Practice of the skills of therapeutic communication in interventions. Requires a total of 60 hours of clinical practice in diverse scenarios. Prerequisites: NURS 2142, 2234. Corequisites: NURS 2352, 2361, 2970. 2 credits

NURS 2970 TRANSITION SEMINAR: Discussion of essential aspects of student transition to the labor environment. Analysis of the trends and controversies that impact health care. Review of the ethical-legal, technological and scientific implications, professional values and social and economic influences in the exercise of the profession. Development of strategies for taking the board examination. Prerequisites: NURS 2233, 2141. Corequisites: NURS 2351, 2352, 2361, 2362. 1 credit

NURS 3100 DIMENSIONS OF PROFESSIONAL PRACTICE: Analysis of the competence areas: care provider and coordinator, and member of the discipline from the professional dimension. Includes the concepts: humanistic care, ethicallegal responsibility and the nursing process. Emphasis on health education, leadership and management that facilitate dealing with changes in the health care systems and the nursing practice. Corequisites: NURS 3120 and 3115, or have an Associate Degree in Nursing. 3 credits

NURS 3115 INTRODUCTION TO THE NURSING RESEARCH PROCESS: Discussion of the research process and the ethical legal considerations. Application and evaluation of the practice based on the evidence for health problem solving. Research critique for the development of the best practices in the profession. Corequisites: NURS 3100, 3120. 3 credits

NURS 3120 HEALTH ASSESSMENT: Application of knowledge and skills for a comprehensive health assessment of the client throughout the life cycle. Emphasis on the compilation and organization of data by means of the physical examination and diagnostic reasoning. Requires 30 hours of lecture and 60 hours of closed presential lab. Corequisites: NURS 3100, 3115 4 credits

NURS 3140 INTERVENTION IN PSYCHOSOCIAL TRANSITIONS: Analysis of the trends, theories and concepts that influence the practice of the psychosocial nursing professional. Review of professional nursing interventions that apply to the psychosocial care of individuals, families, groups and vulnerable populations or with persons with dysfunctions in functional health patterns. Integration of communication, ethical-legal, moral spiritual principles and research findings. Corequisites: NURS 3190, 4911. 2 credits.

NURS 3190 PROFESSIONAL INTERVENTION DURING THE LIFE CYCLE: Analysis of the nursing process as a tool of the professional with emphasis on therapeutic and diagnostic reasoning for decision-making in professional interventions. Review of interventions at the prevention levels when managing human responses in the most common health-illness situations. Includes the ethical-legal concepts and research findings. Requires 30 hours of pediatric content and 30 hours of adult content. Prerequisites: NURS 3100, 3115, 3120. Corequisites: NURS 3140, 4911. 4 credits

NURS 4180 NURSING CARE OF FAMILY AND COMMUNITY: Analysis of selected theories and concepts that facilitate the study of the family as an integral part of the client community. Includes the review of the principles and concepts of epidemiology, biostatistics and demography of public health. Discussion of the nursing process for family and community care with emphasis on the promotion of health and well-being. Ethical-legal, humanist and research concepts. Study of the nursing professional's roles in a culturally diverse community. Prerequisites: NURS 3140, 3190. Corequisite NURS 4914. 4 credits

NURS 4911 PRACTICE IN PROFESSIONAL INTERVENTIONS ACROSS THE LIFE CYCLE: Application of the nursing process with emphasis on therapeutic and diagnosis reasoning for decision making in professional interventions. Emphasis on the levels of prevention for the management of human responses in the most common chronic dysfunctions. Integrated application of the principles and concepts of communication, health education, ethical-legal, research, leadership and management. Requires a total of 45 hours of clinical practice with the pediatric client and 45 hours with the adult client in diverse scenarios. Prerequisites: NURS 3100, 3115, 3120. Corequisites: NURS 3140 and 3190. 3 credits

NURS 4914 PRACTICE IN NURSING CARE TO THE FAMILY AND COMMUNITY: Application of the nursing process in the humanist care of family and groups as integrated part of the community as client. Integration of concepts and theories that serve as base of the nursing practice with the family and community. Use of public health concepts, epidemiology, biostatistics, demography and community nursing in the intervention with family and community. Demonstration of planning, coordination, leadership and educational skills in the implementation of intervention strategies. Application of ethical-legal principles and research findings in undertaking the roles of the nursing profession in promoting health and well-being. Requires 120 hours of clinical practice in diverse scenarios. Prerequisite: NURS 4911. Corequisite: NURS 4180. 4 credits

NURS 4980 INTEGRATED WORKSHOP: Integration of knowledge, skills and attitudes in the selection of professional intervention strategies for the processes of problem solving and decision making practice in simulated situations in different scenarios. Use of the scenario categories for effective and safe care, maintenance and promotion of health, and of psychosocial and physiological integration as a frame of reference in intervention with clients. Requires 30 hours of seminar and 90 hours of clinical practice in diverse scenarios. Prerequisite: NURS 4914, in case the student is a candidate for graduation in the current academic term, this course may be offered concurrently with NURS 4180 and 4914. 4 credits

Elective Courses:

NURS 3000 PRINCIPLES OF ROBOTIC NURSING: Study of the general principles of nursing related to the surgical procedures assisted by robotic technology. The basic concepts of surgery assisted by robot are included. Application of the roles of nursing professionals in the process of assisting the doctor in different robotic surgeries. 3 credits

NURS 4240 ADMINISTRATION AND SUPERVISION OF NURSING SERVICES: Interpretation of concepts related with management communication between the administrators, supervisors, and collaborators. An integration of the administration, leadership, and total quality concepts in clinical situations. Emphasis on the role of the nursing administrator during the organization of services, decision-making, and assignment of personnel. 3 credits

A.A.S. CURRICULAR SEQUENCE

FIRST YEAR							
First Semester			Credits	Second Semester			Credits
NURS 1111	Fundamentals of Nursing		4	NURS 1231	Fundamentals of Adult Care I		6
NURS 1112	Practice of Fundamentals of Nursing		2	NURS 1232	Practice of Adult Care I		2
NURS 1130	Pharmacology Aspects in Nursing		3	GEEN 1102	English as a Second Language II		3
GEIC 1010	Information and Computer Literacy		3	GEHS 2010	Historical Process of Puerto Rico		3
GEEN 1101	English as a Second Language I		3	GESP 1101	Literature and Communication: Narrative and Essay		3
GEMA 1000	Quantitative Reasoning		3				
Total Credits			18	Total Credits			17
SECOND YEAR							
First Semester			Credits	Second Semester			Credits
NURS 2141	Fundamentals of Maternal-Neonatal Care		3	NURS 2351	Fundamentals of Pediatric Care		3
NURS 2142	Practice in Maternal-Neonatal Care		2	NURS 2352	Practice of Pediatric Care		2
NURS 2233	Fundamentals of Adult Care II		6	NURS 2361	Fundamentals of Psychosocial Care		3
NURS 2234	Practice of Adult Care II		2	NURS 2362	Practice of Psychosocial Care		2
GESP 1102	Literature and Communication: Poetry and Theater		3	NURS 2970	Transition Seminar		1
				GECF 1010	Introduction to the Christian Faith		3
Total Credits			16	Total Credits			14
TOTAL CURRICULAR CREDITS						65	

General Education Requirements

24 credits

Major Requirements

41 credits

Total

65 credits

BSNP CURRICULAR SEQUENCE

FIRST YEAR											
First Semester			Credits			Second Semester			Credits		
NURS 1111	Fundamentals of Nursing	4	NURS 1231	Fundamentals of Adult Care I	6						
NURS 1112	Practice of Fundamentals of Nursing	2	NURS 1232	Practice of Adult Care I	2						
NURS 1130	Pharmacological Aspects in Nursing	3	GEEN 1102	English as a Second Language II	3						
GEIC 1010	Information and Computer Literacy	3	GEHS 2010	Historical Process of Puerto Rico	3						
GEEN 1101	English as a Second Language I	3	GESP 1101	Literature and Communication: Narrative and Essay	3						
GEMA 1000	Quantitative Reasoning	3									
Total Credits			18			Total Credits			17		
SECOND YEAR											
First Semester			Credits			Second Semester			Credits		
NURS 2141	Fundamentals of Maternal-Neonatal Care	3	NURS 2351	Fundamentals of Pediatric Care	3						
NURS 2142	Practice in Maternal-Neonatal Care	2	NURS 2352	Practice of Pediatric Care	2						
NURS 2233	Fundamentals of Adult Care II	6	NURS 2361	Fundamentals of Psychosocial Care	3						
NURS 2234	Practice of Adult Care II	2	NURS 2362	Practice of Psychosocial Care	2						
GESP 1102	Literature and Communication: Poetry and Theater	3	NURS 2970	Transition Seminar	1						
			GECE 1010	Introduction to the Christian Faith	3						
Total Credits			16			Total Credits			14		
THIRD YEAR											
First Semester			Credits			Second Semester			Credits		
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						
GESP 2203	World View Through Literature	3	GEHS 2020	Global Vision of Economy							
GEEN 1103	English as a Second Language III	3	GEHS 3020	Global Society							
			GEHS 3030	Human Formation in Contemporary Society							
			GEHS 3040	Individual, Society and Culture							
			GEHS 4030	Modern and Contemporary Western Civilization							
			* Choose one course (requires a total of 6 credits in this category) *		3						
Total Credits			16			Total Credits			12		

FOURTH YEAR				
First Semester		Credits	Second Semester	Credits
NURS 4180	Nursing Care of Family and Community	4	NURS 4980 Integrated Workshop	4
NURS 4914	Practice in Nursing Care to the Family and Community	4	GEPE 2020 Humanistic Studies	
GEST 2020	Science, Technology and Environment		GEPE 3010 Art Appreciation	
GEST 3030	Fundamentals of Terrestrial and Environmental Sciences		GEPE 3020 Music Appreciation	
Choose one course (3 credits)		3	* Choose one course (3 credits) *	
GEPE 4040	Ethical Dimensions of Contemporary Matters	3	GEHS 2020 Global Vision of Economy	
			GEHS 3020 Global Society	
			GEHS 3030 Human Formation in Contemporary Society	
			GEHS 3040 Individual, Society and Culture	
			GEHS 4030 Modern and Contemporary Western Civilization	
			* Choose one course (requires a total of 6 credits in this category) *	
			Elective Course	3
Total Credits		14	Total Credits	13
TOTAL CURRICULAR CREDITS				120

Requirements

Admission Requirements

1. Comply with the admission requirements established in the General Catalog.
2. To be a candidate for admission to the Associate and Bachelor's Program in Nursing, candidates must have a minimum grade point index 2.50 from high school or equivalent record.
3. To be a candidate for admission to the third level (third year courses) of the Bachelor of Science in Nursing, students must:
 - a. Have satisfactorily completed the requirements of the first two years of the Degree in Nursing or,
 - b. Present evidence of holding an Associate Degree in Nursing from an accredited and recognized institution of higher education. Candidates having an Associate Degree must complete any general education requirement established by the Institution for awarding the degree.
 - c. Present at the time of admission to the BSNP evidence of any permanent license they possess.

Requirements of Clinical Practice

To be admitted to a practice agency the following are required:

1. A current certificate of no criminal record issued by the Puerto Rico Law Enforcement Department.
2. A health certificate valid for one year issued by Puerto Rico the Health Department.
3. Evidence of vaccination against Hepatitis B.
4. Evidence of vaccination against chickenpox or chickenpox titer tests.

Some agencies and courses have additional requirements. Students are responsible for complying with any other requirement of the practice agency. Among these are: updated certificate of CPR, a negative drug addiction test, a nose and throat culture, and a negative, sexual offender certificate, among others.

Transfer Requirements

1. Comply with the admission requirements for transfer students established in the General Catalog.
2. Admission of transfer students to the BSNP or to take courses of the major with combined registration requires previous authorization of both program directors and/or CNA.

Academic Progress Requirements of the BSNP

1. Comply with all Satisfactory Progress Norms established in the General Catalog.
2. Pass all courses in Nursing and the course GEMA 1000 (Quantitative Reasoning) with a minimum grade of C.
3. Students who do not pass a major course with a minimum grade of C in their third intent will be dropped from the Program.

Graduation Requirements

1. For the Associate Degree in Nursing students are required to complete 50% of the major credits in the campus from which they expect to receive the degree. This also applies to the Bachelor's Degree.
2. Students must take course NURS 4980 in the campus where they expect to graduate, except in special situations with the previous authorization of the Director of the Program and or CNA.
3. All students who are candidates for graduation in the Associate or Bachelor's Nursing Program must graduate with a minimum grade point average of 2.50.
4. Students, upon completing the requirements of the first two years of study, have the option to request certification of the Associate Degree in Nursing in order to apply for the board examination.

Requirements for the Bachelor of Science Degree in Nursing

General Education Requirements	45 credits
Major Requirements	72 credits
Elective Courses	<u>3 credits</u>
Total	120 credits

General Education Requirements - 45 credits

Forty-five (45) credits are required as explained in the section “General Education Requirements for Bachelors’ Degrees.” Students of this Program are exempt from taking the course GEHP 3000 in the Health, Physical Education and Recreation category. IAUPR Guide for Curricular Development (2012), establishes academic norms for obtaining a baccalaureate degree with a minimum of 120 credits. This Guide is based on Middle States Commission on Higher Education (MSCHE)—Degrees and Credits and Credit-Hour Policy, as well as the Special Committee Report of the IAUPR University Council and the Puerto Rico Council of Education.

Student Rights and Duties

Students are entitled to all rights established by institutional policies. The University will maintain a prejudice free environment that respects the student's self value and human dignity. It is University policy not to discriminate against anyone because of race, color, age, gender, sexual preference, religion, nationality, marital status, physical appearance, political affiliation, physical handicap, origin or social condition.

To this end it is essential that there is freedom to examine matters and freedom to express ideas, criteria, and opinions, subject only to the limitations established by necessary regulations for the protection of the harmonic coexistence of the University community components.

Nursing Program Rules

These regulations establish the behavior of students in courses in which they are registered. It their responsibility to know and comply with them. These rules will be observed in all courses of the nursing program and will be applied by all faculty members.

Attendance

"The University requires for the achievement of expected outcomes, satisfactory attendance. The student will be responsible for the compliance of the requirements of the course as they are stipulated in the syllabus." It gives administrative (AW) to any student who does not attend classes according to the institutional policy of the system (IAUPR **General Catalogue**). For adjustments and information, visit the Enrollment Management Office. The BSNP faculty approved other explicit rules to implement the institutional standard due to:

1. The poor use that is exhibiting the students in the courses of concentration.
2. The frequent breach by the students of the requirements of the courses and;
3. The non-compliance with the clinical courses.

Attendance to theoretical and clinical courses

1. The standard of attendance is to be applied, according to the norms and institutional policy of the University System.

Part I: Attendance and punctuality to theoretical courses

1. The student must be in the classroom when the course starts or within the first 10 minutes. Three tardies equal an absence.
2. The student who is absent is responsible for acquiring material that is distributed, assignments, class content or any other information that is offered.
3. The student is responsible for mastering the skills of the content of the lessons discussed in their absence.
4. Attendance at classes and clinical areas is compulsory. Thers, to justify the absence students should submit immediate evidence of:
 - a. a hospitalization
 - b. legal appointment
 - c. close family death (parents, siblings, children)
 - d. a communicable condition/ disease
5. In case of emergency that you can not attend classes or activities of clinical practice, notify the proffesor or to the Secretary of the Department of Health Sciences during the first 24 hours by any means of communication available (telephone, written, family, etc.).

Part II: Administration of tests

The administration of exams will be limited to absences in exceptional cases and in accordance with the following conditions:

1. Test will only be administered in the academic term of the course. The replacement of exams to students who are absent will be at the discretion of the professor.
2. Test will only be administered to students who applied, according to rule # 4 of part I.
3. There will be no quizzes or panels management students who are absent.
4. Exams will not repeat to students who failed them.

Part III: Attendance, punctuality and compliance with the requirements of clinical courses:

1. Apply the standard of attendance of the institution.
2. The student must be 10 minutes before the time designated for the start of the clinical area. The student must be punctual to his/her clinical area; and plan well in order to carry materials. Two tardiness are equal an absence.
3. In contrast to theoretical courses, the absences cannot be allowed by the nature of the skills that must be developed. Exceptions for just cause must be evaluated by the professor immediately, during the same week of the absence. The student who is absent on two occasions will be referred to the professional counselors.
4. For each absence to the clinical laboratory, 5% of his enforceable clinic will be deducted.
5. Students are responsible for handing in the following documents during the first two weeks that classes begin.
6. The student who does not comply with the requirements of rule # 5 of this subsection, can not attend practice areas. The absence will be counted to him and will apply rule # 4 of this subsection. He will not attend the clinical course until he presents the original documents.

Part IV: Responsibility with academic work

1. Academic work must be handed on the date and time stipulated and in the classroom. Under no circumstances any other person is authorized to receive work or any other requirement of the courses. It not be accepted as received if work is under office doors or with secretaries.
2. In case of standard # 4, part I, the works can be reached with a partner, family member or friend, as the case may be, and will be delivered personally to the professor in charge of the course.
3. Dishonesty, fraud, and plagiarism - apply appropriate rules, according to the general regulations of the University.

Part V: Uniform

With the purpose of guiding students in their practice and theoretical courses, the BSNP establishes the following standards for courses:

1. **Uniform** - the distinctive uniform of the program will be used.
 - a. Ladies: suit or pant set, $\frac{3}{4}$ sleeve, long no more high costume of the knee and carving that allows free movement.
 - b. Male: long white trousers (not jeans), green with sleeve shirt short; in case of using short sleeve, which is white.
2. **Footwear** - white shoes under sale and low heel. Do not shoe string. Ladies pants stockings must be at the level of the knee, white without designs.
3. **Identification** - all students will use his/her photo ID card validated with name and logo of the University.
4. **Clothes, hair, and nails.**
 - a. Ladies: keep hair short or tied up in the back, simple makeup and use of moderate hair accessories. Nail natural short (1/8) inches. Clean and natural Nail Polish must be white or transparent. The use of artificial nails is prohibited according to administrative order # 284. Enamel, should be transparent. Not screens, not rings, or chains.
 - b. Male: keep short hair (classic haircut) and well-groomed beard. All student limited the use of garments to watch with second hand. Not screens, not rings, and chains.
5. The rules of the different hospitals, especially visible tattoos are not allowed.
6. Equipment - the student should bring to the clinical area a notebook, black ballpoint pen and other article required for the course. The BSNP is not responsible for the loss of items brought to the clinical area.
7. Gray (uniform) 'scrub' is required to practice in the Skill Laboratory as well as in the Nursing Simulation Skills Laboratory.

Part VI: Other rules

1. When the student arrives late and the professor has already handed-out the materials to be discussed, the student should not interrupt the class to get the materials. The professor will give these materials to the student at the end of the class.
2. If there is any unusual situation in the course, the student must use the channels of communication and should first contact the Professor, if it cannot be solved, the corresponding channels will be used.
3. The use of cell phones and other electronic devices is forbidden in Hospitals because most of them interferes with the various electronic equipment used in hospitals.

4. The student will attend the nursing skills lab two additional hours per week for each clinical course, including pharmacology course. The student must inform the nursing skills lab technician to make arrangements.
 5. The student behavior during the period of study in the BSNP has to be professional at all times. Any academic or disciplinary infraction of a student will be subject to the penalties provided in the *IAUPR Student handbook*.
 6. The student is not allowed to chew gum, to smoke, or eat food in classroom, labs, or others activities. Smoking is strictly forbidden when using the uniform of the nursing program. (See Manual about drug and alcohol abuse of IAUPR).
 7. For safety regulations the university will only accept in the classroom – officially enrolled students. Persons who are not officially enrolled in the course will not be allowed, nor pets.
 8. The student must make an appointment with his/her professor to discuss situations related to their academic achievement.
 9. The student should make sure that he/she understands the rules that appear in this handbook; and he/she must sign the provided document certifying that it was discussed by the professor of the course.
- Revised: BSNP Faculty, January 2017

Laboratory Skills Rules

1. All students referred to the skills laboratory must sign the attendance record after finishing the skill.
2. The student will remain quiet while the technician/professor is explaining a technique or demonstrating procedures.
3. A section for questions and comments will be provided.
4. In the laboratory skills smoking, makeup, chewing gum, eating food, placing bundles or laptop on the table, will not be allowed.
5. It is the responsibility of the faculty and students to put back the equipment and materials that where used in the teaching-learning process.
6. Faculty and/or students must inform the laboratory technician about any defects or losses that are noticed, especially in the computers.
7. Equipment such as bedside tables and beds will not be used by faculty and students to sit or lie down unless the collaboration of a student is needed to take part voluntarily as a role-playing model.
8. It is necessary to have the cooperation of faculty and students in the careful handling of the equipment.
9. When a student wishes to use any material or equipment to be used outside the laboratory, he/she must fill-out a loan of materials document provided it is for the purpose of the objectives of the courses of the BSNP.
10. Only students officially enrolled in the BSNP will be allowed to participate in clinical procedures.

11. The student is allowed to attend lab for tutorials sessions on their own initiative provided he/se has made arrangements with the technician.
12. Attendance to the laboratory and performance of the procedures are part of the methodology of course evaluation.
13. The student has to attend two hours a week for practicing skills. A student who is referred by a faculty member for independent tutoring can attend additional time.
14. The student will be responsible for attending the skills laboratory in the schedule agreed between the technician and the student.
15. Faculty members will prepare a monthly progress report about the student's acquisition of skills.
16. Cell phones must be "off" while student is in the laboratory.
17. Children or pets are not allowed in the laboratory.

Academic relations with Faculty

1. This relationship is based on good faith and mutual respect between the faculty members and student; and it is part of the educational process.
2. Professors should encourage creative dialog, and an environment of freedom of discussion, speech, and research.
3. Students will receive or get a syllabus in printed or electronic formats handed-out by the professor of the course at or before the first two meetings of each academic term.
4. At the beginning of each academic term, faculty members will hand in or make available to students the course syllabus with the following information:
 - a. General course Information: course title, code and number, credits, academic term, professor, office hours, office telephone and e-mail.
 - b. Course description according to the current catalogs.
 - c. Objectives of the course.
 - d. Course content.
 - e. Learning activities for achieving the objectives.
 - f. Assessment Strategies.
 - g. Evaluation criteria, including the score and the weight of each criterion.
 - h. Special notes: (1) Honesty, fraud and plagiarism, as stated in Chapter V, Article 1 of these Regulations, (2) Support services or special needs, (3) Use of electronic devices, and (4) Title IX Federal Regulations.
 - i. Educational resources to be used for the activities and achievement of course objectives, such as textbook(s), additional readings, audiovisual resources and electronic resources.
 - j. Bibliography with support and reference materials of the course, such as magazines, reference books, newspaper, among others.

5. When a student comes to a course after the course syllabus has been provided or discussed, it is the student's responsibility to obtain a copy of the syllabus as indicated by the professor and make arrangements with the professor to discuss it.
6. Inter American University requires that a final exam or an equivalent evaluation be given to all students enrolled in courses for academic credit. Other tests or evaluation instruments will also be administered at mid-term so students may know their academic progress.
7. Students are responsible for obtaining all the required materials of the course, or additional materials approved by the professor with the aim of achieving course objectives.
8. Students may present well-thought objectives points of view when necessary.
9. The right to disagree with the professor's opinion does not exempt students from their responsibility of complying with the requirements of the course.
10. The right to dissent should be practiced with the proper consideration and mutual respect needed for university coexistence.
11. The both student and professor will examine any aspect of the academic matter under study with the intellectual honesty that characterizes all academic work.
12. Neither student nor professors will use the classroom to talk about matters not related to the teaching-learning process.
13. The student's grade will be based on the evaluation criteria established in the syllabus.
14. Students may participate in faculty evaluation, according to the norms and procedure established for this purpose.
15. Students are entitled to receive academic advisement whenever it is recommended by the faculty member as follows:
 - a. They will be advised regarding their performance in courses they are taking with the faculty member.
 - b. They will be advised in the discipline they formally declared as their major. The purpose of this is so that the Faculty member may help students set their academic and professional goals, as well as understand and fulfill the graduation requirements of the University and their major. It is the students' responsibility to seek the advice of Faculty members for planning their course of studies, at least once during each academic term.
 - c. They will be referred to the corresponding office or person, in according to their professional needs, personal problems, or those resulting from deficiencies in academic skills.
16. Students are entitled to receive academic advisement at least once during each academic term in which they are enrolled. It will be the students' responsibility to visit their BSNP to request a course sequence plan of studies, as well as to receive academic advisement.

17. In case students consider that their rights have been infringed by a member of the faculty or they have a claim of an academic nature, they may channel their complaint through the Director of the Academic Department to which such faculty member belongs. If a student does not agree with the decision, the student may appeal through the following channels, as appropriate, following this order: Director of Academic Department, Dean for Academic Affairs, Chief Executive Officer of the academic unit (Chancellor), President of the University.

Evaluation of Academic Work

1. Inter American University of Puerto Rico requires that all students enrolled for credit in courses for which academic credit is granted take a final exam or an equivalent evaluation. Other tests or evaluation instruments should also be administered before midterm so students may know their academic progress in each course.
2. 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.
3. Students are also entitled to examine their work within a period no greater than six months after the term in which they took the course.

Distance Education:

The following methods are used by Inter American University of Puerto Rico, Guayama Campus to ensure student identity verification in distance education courses.

a) Procedure for Identifying and Validating Student Identity in the Admission Process at the University

The purpose of this procedure is to establish the procedure to be followed in order to identify and validate student identity upon applying for admission to distance education courses.

b) Registration Student Verification

The purpose of this procedure is to identify and verify if a student who registers in distance education courses is the same.

c) Financial Aid/Bursar Student Verification Procedure

The purpose of this procedure is to identify and verify if a student who was admitted in distance education courses is the same who was granted financial aid.

d) Student Verification by Faculty Members of Student Registered in Distance Education Courses

The purpose of this procedure is for faculty members to verify and validate that a student registered in distance education courses is the same who appears in the official class list.

e) Protocol for Administering and Proctoring Online Examinations

Guayama Campus has effective procedures to ensure that the students who register in a distance education course are the same students who participate in and complete the course in order to receive academic credit (34 CFR 602.17g). Guayama Campus complies with the federal requirements for offering online courses and fulfills *Best Practice Strategies to Promote Academic Integrity in Online Education, Puerto Council of Education Criteria, and Middle State Commission on Higher Education (MSCHE) Interregional Guidelines for the Evaluation of Distance Education-Online Learning (2011)*. In addition, to comply with integrity IAUPR System in collaboration and collegiate consensus with representatives from GC prepared Protocol for Administering and Proctoring Online Examinations.

f) Graduation Exit Interview with Photo ID Verification of Identity Methods

The purpose of this procedure is to certify and validate that the student who completed the requirements of the online courses/programs is the same who the University admitted. Verification of fulfillment of graduation requirements.

g) Written procedure regarding the protection of student privacy in the implementation of such methods.

Guayama Campus has a written procedure regarding the protection of student privacy in the implementation of procedures.

h) Written procedure for notifying students about projected additional charges associated with such verification.

The Institution has a written procedure for notifying students about projected additional charges associated with verification of student identity.

i) Written procedure indicating the office(s) responsible for the consistent application of student identity.

Guayama Campus has evidence of written procedure indicating the offices responsible for the consistent application of student identity verification procedures.

Nonacademic Relations with University Personnel

1. In case a student considers that his or her rights have been infringed upon or that an inappropriate action has been committed against him or her by a member of the University personnel in a non-academic relation, the student may file a complaint to the Dean of Students or equivalent of the academic unit. This officer must investigate the allegations of the complaint, and if there is a possible violation of institutional norms, will refer the case to the attention of the Human Resources Director of the Unit to process the case under the corresponding regulations: Faculty Handbook, if it has to do with teaching personnel, or Handbook of Norms for Non-teaching Personnel, if it is administrative.
2. If the complaint is related to alcohol or drug use, sexual harassment, discrimination because of race, color, age, gender, sexual preference, religion, nationality, marital

status, physical appearance, political affiliation, physical handicap, origin, or social condition, it will be attended to and processed according to the stipulations of the regulations, guidelines and the provisions of laws applicable to these matters.

Use of Cellular (Mobile) Telephones and Other Electronic Devices

1. Cellular (mobile) telephones and any other electronic device that could interrupt the Teaching-learning process or disrupt a milieu favorable for academic excellence must be deactivated. Critical situations will be dealt with in an appropriate manner.
2. The professor has the discretion to authorize the use of such devices for academic purposes or urgent situations if necessary. Students that require the use of electronic devices for the learning process must present certified evidence to the professor of their need for reasonable accommodation and pledge to use the devices responsibly.
3. The use of electronic devices that permit the accessing, storing, or sending of data must be authorized and supervised by the professor, or designated custodian, during tests or examinations.
4. The unauthorized use of cellular phones or other electronic devices is considered punishable behavior (refer to Chapter V of the General Student Regulations).

Official Documents

The University administration will make available for consultation of the internal and external community, copies of the regulations, norms, catalogs, and other documents related to university life, in the Information Access Centers and in the University Web page [. \(www.guayama.inter.edu\)](http://www.guayama.inter.edu) It is the students' responsibility to know the content of these documents in order to comply with their provisions. Ignorance of the rules does not exempt students from complying with them.

Student Files (Records)

1. Student files are confidential documents, and will be kept separately and properly protected according to their nature.
2. Any person who requests to examine them must get a written consent from the student, or it will be conducted under the provisions of the Family Educational Rights Act of 1974 and its regulations.
3. Student files include information related to the academic status of the student and any other appropriate information. These will be kept in the Registrars Office.
4. Files of financial aid, admissions, medical services and other student services, if any, will be maintained in the custody of the concerned office. The Counseling Office will keep files of professional and personal counseling and of any other kind related to the service offered to the student.
5. Disciplinary files will be maintained in the Office of the Dean of Students or equivalent.

6. Students have the right to review their files in the presence of a University officer with a previous written request, presented at least five workdays in advance to the corresponding office.
7. The University maintains student information in the data base system. It will be the student's responsibility to notify any change of mailing or home address in order to keep the file updated. Students may also update their personal information by using the online services of Inter Web.
8. Students may see their grades in the University information system. Access to this information will be protected and controlled.

Emergency Management Plan

Students will have access to an emergency management plan of their academic unit that establishes the instructions that should be followed in a situation that could threaten their safety or that of the rest of the University community.

Publications

Copyrights

1. Students have the right to produce publications through student organizations properly recognized by the Institution. The University will promote the production of these publications.
2. All publications will identify the student organization that produces it and the names of the publishing board of the publication. Each article should be signed by its author, except editorial comments for which the corresponding publishing board will be responsible.
3. Printed material distributed in the academic units may not contain advertisements for alcoholic drinks, tobacco, controlled substances, pornographic or obscene material, or libelous information.
4. Newspapers or magazines of general or regional circulation in Puerto Rico may be distributed in the academic units by previous authorization of the Dean of Students or equivalent, or the designated person.
5. Other circulars may be distributed in the units or placed on public bulletin boards with previous authorization of the Dean of Students or equivalent, or the person designated by the concerned academic unit. If such authorization is denied, petitioners may appeal to the Chief Executive Officer of the unit within a period of no more than three workdays. The Chief Executive Officer's decision will be final and binding.
6. In their publications, students must observe the canons and rules of proper expression of our Institution at the university level.

Research Projects

Duties of Students Doing Research

All students enrolled in courses requiring Research Projects the preparation of research projects in which human subject participate, must obtain the approval of the Institutional Revision Board of IAUPR before beginning their research. This board is responsible for

seeing that the Institution complies with state and federal laws and regulations, and with institutional policies and the applicable internal norms and procedures in all matters related to the protection of human rights of research subjects.

Rights of Students Who are Subjects in Research Projects

All students who participate as subjects in a research project are entitled to:

1. Be informed of the study before participating.
2. Know the purpose of the study.
3. Consent voluntarily to participate.
4. Refuse to participate.
5. Withdraw at any time from the research project.
6. Not be the object of retaliation for refusing to participate in or for withdrawing from the study.

Duties of all Students

1. To comply with the particular protocol for research projects.
2. To inform University authorities of any negligent conduct or act occurring during the conduct of the research project.

Student Ethical and Moral Responsibility

The ethics of university students is based on values and principles that make them responsible in the University and in the community, in general. Plagiarism, the lack of honesty, fraud and the manipulation or falsification of information are contrary to institutional principles and norms and are subject to disciplinary sanctions, as established in Chapter V, Article 1, of these Regulations.

<http://documentos.inter.edu/docs/index.php?search=+english>

All students, in their university performance, will:

1. Show the highest principles of personal and academic integrity.
2. Show, by their conduct, respect for the rights, dignity and property, including intellectual property.
3. Comply with the principles, norms and legal statutes compatible with their academic program and their future profession.
4. Exercise their role in a prudent, responsible and safe manner, individually as well as collectively.
5. Be aware of their decisions and actions, so that the risks of damage towards others and towards themselves will be reduced to the minimum.

Participation Student Representation in Governance

Student Representation in University Organisms

Student participation in the University Senate and the University Council will be governed by the provisions of the constitutions and regulations of these University organisms. Representatives or candidates for representatives in the Academic Senate, and the University Council must be students that have passed at least twenty-four credits in Inter

American University of Puerto Rico, are enrolled in at least twelve credits, and have a cumulative grade point index of no less than 2.50. Graduate level student and students of professional schools must have passed at least twelve credits, and be enrolled in a minimum of credits. In addition, they must have an accumulative grade point index of no less than 3.00. Students of the School of Law and the School of Optometry must comply with the academic progress requirements established in their respective catalogs. If the student expects to graduate in December of the current year, he may not seek positions in the Academic Senate or Student Council. In those cases where the student is a candidate for graduation, he will only be required to enroll in the credits needed to complete his academic degree. Full time employees, who are also students, may not seek any position as a student representative.

Student Organizations

Any group of students may constitute a student organization and apply for official recognition from the Accreditation Committee of the corresponding academic unit. The organization may be of an academic, professional, cultural, recreational, social, sports, religious, or service nature. Student organizations of a political-partisan nature or with proselytism purposes are not permitted, but those that have the purpose of studying political processes are allowed. Student organizations of any kind, that promote, stimulate or in any way sponsor discrimination because of race, color, age, gender, sexual preference, religion, nationality, marital status, physical appearance, political affiliation, physical handicap, origin, or social condition of the student will not be recognized.

Student Council

The Student Council is the main student organization that officially represents all students in each of the academic units of Inter American University of Puerto Rico. 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. The Council has as its fundamental purpose to contribute to the fulfillment of the educational function of the University. 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. Through the responsible exercise of the right to vote in free elections, students will elect their own representatives between March 15 and April 30 of each academic year. The exercise of this right is based on the active participation of students to elect the members of the Student Council, and in the acceptance of their responsibility to perform the tasks that go with the distinction of being chosen by their peers to represent them and to serve in the Council of their academic unit.

NSA- (Nursing Student Association) –The official Student Organization of the Nursing Program is the Nursing Student Association. The purpose is to develop leaders, encourage student participation in Program activities and offer the opportunity for exchange between organizations of the University Institution and others.

Co-Curricular Activities

University students will have the right to express themselves, associate and meet freely, formulate petitions, sponsor and hold authorized activities, subject to the conditions stated below:

1. The observance of activities or use of facilities in the academic units must be carried out by means of a written request and in accord with what it is expressed later in this Chapter.
2. The observance of activities of an academic, cultural, recreational, social, sports, religious or political nature is authorized. These must comply with the current norms and regulations so that there is harmony between the activities and teaching endeavors and to safeguard the order, safety and normality in institutional activities.
3. Activities related to politics such as conferences, series of conferences, debates, and forums will be allowed. These should be scheduled by recognized student organizations or by interested students with the recommendation of a faculty member, or by the University.
4. The University will foster the presentation of all political opinions or possibilities with the same time, facilities, and concessions.
5. Persons invited to the University to offer talks, forums, conferences, or participate in debates, must comply with the provisions in Chapter IV-B in order to permit the presence of such persons inside the University.
6. Behavior Subject to Disciplinary Sanctions. The following behaviors will constitute infractions to the essential norms of institutional order and will be subject to minor or major disciplinary sanctions, according to the case, as stipulated below.

Violations

Minor Disciplinary Violations

The following behaviors will constitute violations that will result in the imposition of the minor disciplinary sanctions provided in Article 2, in proportion to the seriousness of the committed violation.

1. Attend the academic unit without the proper student identification that certifies the student as a bona fide member of that academic unit. This identification must be validated every academic term. It is essential that students obtain and carry their identification card.
2. Use of vulgar or improper language in any part of the academic unit or in Internet.
3. Observance of acts not authorized by University officials within the academic unit, or the use of the University name in unauthorized acts outside the academic unit.
4. Distribution inside the University campus, or posting on University bulletin boards or through the network any material which violates the provisions of Chapter II, Article 4-E of these Regulations.
5. Attribution of official representation without previous authorization of University

- authorities, Student Councils or any recognized student group.
6. Organization of or participation in collections of money or of any other kind, inside University land without written permission from the Chief Executive Officer or designated person.
 7. Smoking in classrooms, laboratories, offices, and halls or in any other closed area.
 8. Refuse to follow instructions given by University personnel while they are performing their duties.
 9. Disobedience or violation of any of the probationary conditions or disciplinary sanctions imposed according to the procedures stipulated in these Regulations.

Major Violations

The following conducts will constitute major violations and could result in any of the minor or major disciplinary sanctions provided below in proportion to the gravity of the committed violation. They are divided into disciplinary violations and academic violations.

1. Disciplinary Violations

- a. Violation of any current University regulation or policy that does not stipulate sanctions or procedures for the violations of said regulations.
- b. Fraud or any action intended for that purpose when completing official documents such as applications for admission, financial aid, employment, and other similar documents.
- c. Alteration, forgery, destruction, or fraudulent use of official documents such as student files, identification cards and medical certificates, among others.
- d. Disruption of peace and tranquility in classrooms or in any location of the academic unit with shouts, boisterous or offensive behavior, threats, affronts, fights, defiance, provocations, unnecessary noise from blaring sound systems, motor vehicles or other actions.
- e. Interruption, obstruction, or disruption of regular University duties, or duly authorized acts or functions, inside or outside the University, or conspiracy to commit these acts.
- f. Publication or spreading of libelous, obscene, or anonymous material, or material that disrupts institutional order.
- g. Cause damage to University property or to any other property inside University land or outside the University in official acts or functions authorized by it, or conspiring to commit these acts.
- h. Participate in dishonest or fraudulent acts or in gambling in the Institution.
- i. Threats of assault, assaulting or attempting to assault University officers, professors, employees, students, or visitors.
- j. Behavior that threatens puts at risk health, dignity or safety of any person in the University community.
- k. Possession of weapons inside the campus, in any University property, or during the observance of official activities of Inter American University of Puerto Rico.

Agents in charge of public order and safety, duly authorized by the government of Puerto Rico, or by the Federal government to carry arms, are exempt from this prohibition.

- l. Disobedience or violation of any imposed disciplinary condition or sanction according to the procedures provided in these Regulations.
- m. Accessing or spreading, through electronic media, material of a libelous or obscene nature or which conflicts with the policies defined in the goals of the Institution as they appear in the General Catalog.
- n. Sexual assault, lewd acts, obscene exposure, obscene proposals or prostitution, as defined in the new Penal Code of the Commonwealth of Puerto Rico of 2012.
- o. Conduct that constitutes serious or less serious crime.
- p. Malicious use that may cause congestion in the network or interfere with the work of others. This includes actions such as: distribution of unsolicited promotional, proliferation of virus, sending of chain letters unrelated to the academic area and the use of the system for commercial or personal profit purposes.

Academic Violations

Lack of honesty, fraud, plagiarism and any other unsuitable behavior related to academic work or any action with this intention.

- a. Every action that results from a lie, falsification, irresponsibility and lack of integrity constitutes a lack of honesty.

The following are some examples of lack of honesty:

1. To falsify another person's signature on the class attendance sheets or on official documents of the Institution.
2. To present group work without having done your part.
3. To obtain and submit work of other students from previous academic terms or years as if it were original.
4. To pay someone to elaborate or produce work for your assignments without their being your intellectual creation in order that other people may use the academic works as theirs.
5. The unauthorized use of materials and the giving or receiving of unauthorized aid during an examination or another academic exercise constitute fraud the following are some examples of fraud:

- a. To copy material of another student during an exam, or other academic exercise, or to allow another student to copy from your work.
- b. To take an exam for another student or to allow another student to take the exam for you.
- c. To have notes, study sheets, or other material during an exam, or other academic exercise when these are not authorized.
- d. To use unauthorized electronic devices that will permit the student to access, store, or send data during evaluations or examinations.

- e. To collaborate with another student during an academic exercise without the consent of the professor.
 - f. To falsify results of examinations.
6. The use of the ideas or words of another person without the due recognition constitutes plagiarism.

Some examples of plagiarism are:

- a. Not using quotation marks, nor indenting when using a direct quote from a source.
- b. Minimally paraphrasing to give the impression that it is your own writing when in reality it is not.
- c. Substantially paraphrasing without giving the corresponding credit for the idea to the original author.
- d. Alteration, falsification, destruction, or fraudulent use of exams, student files, grades, and other official academic documents.
- e. Inappropriate or unauthorized use of computers. Alteration or destruction of computer systems or programs, vandalism, or electronic fraud.
- f. Fraudulent use, destruction, appropriation, or illegal duplication, possession or inadequate disposal of academic material or computer information.
- g. Possession or unauthorized disposal of academic materials includes:
 - 1. Selling or buying exams, or other academic work;
 - 2. Taking academic work of another student without permission;
 - 3. Having exams or other assignments that have not been formally distributed by the professor;
 - 4. Handing in the same work in two different classes without specific authorization and;
 - 5. Copying materials from Internet without giving credit to the sources and submitting them as if they were original.

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IAUPR General Student Regulations (2016)

IAUPR University Council

Administrative Order 284 of the Department of Health