TABLE OF CONTENTS

Introduction
Certification of receipt of manual
Greetings from the Director School of Nursing

I. Institutional Information
   A. Interamerican University of Puerto Rico
      1. Historical development
      2. Administrative Structure
   B. Metropolitan Campus
      1. Historical development
      2. Administrative Structure
   C. School of Nursing
      1. Historical development
      2. Accreditation
      3. Administrative Structure

II. Mission, Philosophy, Goals and School of Nursing Conceptual Framework

III. Nursing Program Goals

IV. Student Competencies

V. Curriculum Organizational Framework

VI. Professional Role Program Competencies and Concept Organization

VII. Program of Study

VIII. Internal Policies
   A. Attendance and Punctuality
   B. Make-up examination or other academic requirements in theoretical courses
   C. Academic Progress in Courses, assignments, academic papers, and projects
   D. Orderly conduct in the classroom and clinical laboratories
   E. Nursing Uniform for the Associate and Bachelor Degree
   F. Clinical Laboratory Requirements
   G. Safety rules and behavior in nursing laboratories
   H. Academic Advising Policy
   I. Grading policy for courses in the nursing program
   J. Grievance procedure, complaints and suggestions
   K. Procedure for placement of students in clinical sites
   L. Policies regulating the nursing oath ceremony

IX. Student Selection Criteria for the Honor Award “Carmen Torres De Tiburcio”
INTRODUCTION

The student manual of the School of Nursing Carmen Torres de Tiburcio is written in harmony with the mission, vision, and policies of the Interamerican University of Puerto Rico and the Metropolitan Campus. The greatest interest of the faculty and administrative staff of the School of Nursing is that students receive the best possible service so that they can achieve successfully their academic goals. We are committed in providing the student with the integration process to the discipline of nursing, the Metropolitan Campus and Carmen Torres de Tiburcio School for the best quality of student life. The purpose of this manual is to present valuable and comprehensive information which will guide and give direction during his student life in Nursing Program. This manual contains essential information on standards, policies and procedures that facilitates their learning experience. The rules, policies and procedures are in effect as of the date of publication. If necessary, we reserve the right to amend any information contained herein.

Each student is responsible for reading this manual, and for the faithful performance of its standards, policies and procedures. Not having adequate knowledge of the contents of the Manual is not an excuse for inappropriate actions. The manual can be accessed online at http://www.metro.inter.edu/facultad/cientecnologia/esc_enfermeria.asp. Another publication that also contains essential information is the Student Manual of Inter American University of Puerto Rico. This publication can be access online http://www.metro.inter.edu/servicios/index.asp

The student is expected to focus their energy on the opportunities and challenges presented in the program of study selected. You should be aware that learning is not limited to the classroom and covers a variety of experiences in healthcare institutions and other health care settings in various communities. Welcome to the School of Nursing of the Metropolitan Campus, Interamerican University of Puerto Rico.

Inter American University of Puerto Rico
Metropolitan Campus
Faculty of Science and Technology
School of Nursing Carmen Torres De Tiburcio

CERTIFICATION OF RECEIPT OF STUDENT MANUAL

I certify that I have read and received copy of the Student Manual that includes administrative and internal rules of the program and the required documents for clinical practice, among other things.
Welcome Student to the Nursing Program
School of Nursing Carmen Torres de Tiburcio

Dear Student:

Greetings and welcome to the School of Nursing. This manual has been developed in order to facilitate for students the processes in the school of nursing. This manual does not replace the official catalog of the university.

It is our goal in our nursing school that every student achieves personal and professional growth. In this manual you will find
important information that will assist you during your academic formation and as a future professional of nursing.

Maria J. Colon
Maria J. Colon DNP, RN
School of Nursing Carmen Torres de Tiburcio

I. INSTITUTIONAL INFORMATION

A. Interamerican University Of Puerto Rico

1. Historical Development

The School of Nursing was initiated into an institution that has provided services to the Puerto Rican community for over 75 years. The Interamerican University, of which we are part is a private nonprofit institution with a Christian heritage and an ecumenical tradition, that provides college education to youth of both sexes. It was originally founded as the Polytechnic Institute of Puerto Rico, in 1912, as an elementary school and high school by Rev. John Will Harris on land now occupied by the San German Campus. In 1921 the first college level courses were offered, in 1927 the first baccalaureate degrees were conferred. The General Catalogue page 25 updated version January 22, 2015 provides more information about the historical development of the institution.

2. Administrative Structure

The governing body of the Interamerican University is its Board of Trustees, whose members are elected freely without any intervention by external authority. The President is the chief executive and senior academic officer of the institution. The President has an administrative council (see catalog, p. 13, and chart on page 9 of the student manual).

B. Metropolitan Campus

1. Historical Development

The school of nursing is located in the Metropolitan Campus. It originally began, in 1961 as a two-year extension program of the San German Campus. Currently in the Metropolitan Campus offers associate degrees, bachelors, masters and doctoral degrees.
2. Administrative Structure

The Metropolitan Campus is organized and managed under the leadership of a Chancellor, which has under her immediate supervision, the deans of studies and dean of the faculties that compose our campus. Each faculty has a director who respond to their deans (see chart). This campus has the following four faculties: Education and Professional Conduct, Humanities, Science and Technology, Economics and Administration.

C. School of Nursing

1) Historical Development

The nursing program was initially established in the Regional College of Bayamon in August 1976. Students were admitted to concentration courses for the first time in January 1977. In 1978, the Metropolitan Campus was reorganized evolving the nursing program. In 1979, the University Senate approved the proposal to permanently establish the Nursing Program as an official program of the Interamerican University. In 1984, the University Senate approved curriculum program revision. This curriculum was approved in 1985 by the President with his recommendations. During the years 1980 to 1983 the nursing program had an evening session for registered nurses. This option was eliminated due to lack of student registration. In 1996, The baccalaureate program was offered through the Advance AVANCE Program for (Adult Higher Education) registered nurses who wanted to complete their BSN degree. In 1995 the Nursing program was started with the option to study in the English language during the evening session at the request of students, in which Dr. Rebecca Fruge was appointed as Department Director. In 1997 the program offering was changed from semesters to trimesters, Spanish language in the day and English language during evening hours.

2. Accreditation

The Nursing Program has the following accreditation:

- 1979 Council of Higher Education of Puerto Rico s+
- 1983 Middle States Association of Colleges and Schools
- 1986 Accreditation Commission for Education in Nursing (ACEN), formerly the National League for Accrediting Commission, Inc. (NLNAC) Baccalaureate program, initial accreditation.
- 1994 BSN or re-accreditation (Continuing accreditation).
- 2010 BSN or re-accreditation (Continuing accreditation).
- 2010 ASN AASN Initial Accreditation Program Associate Degree.

3. Administrative Structure

The School of Nursing is organized and operated under the leadership of a Director, who in turn has to respond to the Dean of Faculty of Science and Technology. The Director of the School of Nursing has under her immediate supervision full- and part-time faculty, an Associate Director, Caguas Coordinator, Clinical Coordinator, laboratory technician, Administrative Officer and Administrative assistants, and a laboratory coordinator. (See chart).
II. MISSION, PHILOSOPHY, GOALS AND FRAMEWORK

Nursing Program is part of the Department of Science and Technology of the University. Our mission is to prepare competent nurses that are able to provide competent nursing care, sensitive, effective, safe and quality service to individuals, families and communities. This mission aims to produce graduates prepared to:

- Provide care by integrating critical thinking skills in clinical judgment assuming ethical and legal responsibility in work settings and in the context of humanistic care.
- Coordinate care using leadership skills and management to ensure efficient nursing care and health-oriented expected to work independently and in interdisciplinary collaboration results.
- Assume a commitment as a member of the discipline through participation in education, research, and policymaking processes to enrich and contribute their knowledge to the discipline.

A. Philosophy of Nursing Program

In keeping with the mission and goals of the University, the School of Nursing aims to prepare nurses able to offer competent care, sensitive, effective, safe and quality nursing to individuals, families and community.

The philosophical underpinnings of the program emanating from the set of beliefs that has the concepts of:

PERSON

The human being, the person, is holistic by nature and constantly seeks self-actualization, integration, and optimal physical, psychosocial, cultural, and spiritual functioning, which provides the foundations for the unraveling of its human potential throughout the life cycle. All human beings share common functional patterns that contribute to their health, quality of life and the attainment of their maximum human potential in an integrated manner. The person, being the center and focus of nursing care, has the right for respect of his/her preferences, values, and needs.

The human being manifests collectively in families and aggregates, which, in turn, shape society. It transfers to the person all the attitudes, beliefs, values, rules of behavior, life patterns, and other influences that shape its culture. Societal borders have expanded to a global vision where blended cultures and perspectives influence daily living has well as the health care field.

HEALTH

Health is an optimal state of physical, psychological, socioeconomic, and spiritual well-being essential for the person’s development, integrated functioning, and self-actualization. This integrated functioning of the individual, the family and the community manifests in human responses. Health is part of the person’s inherent potential and his/her right as a human being, though each individual person fluctuates in quasi-equilibrium within the health-illness continuum seeking optimum well-being. Health pattern dysfunction, and the consequent diminishing of human development, self-actualization and the ability to reach optimum potential, renders the individual, the family and the community highly susceptible to health problems.
NURSING

Nursing is an essential social service focused on the diagnosis and treatment of human responses of individuals, families and communities with the purpose of health promotion, maintenance and restoration. Its purpose is to help its patient/clients to achieve optimum health outcomes based on the best scientific evidence that may allow them attain and maintain ever-increasing levels of well ness, prevent health problems, restore impaired health or reach a peaceful death. The nursing professional uses the nursing process as a scientific tool to express his/her diagnostic and therapeutic reasoning and judgment in order to make appropriate decisions and carry on his/her functions. Diagnosis, outcomes and interventions area recognized as critical elements for nursing care for which we support the pursuit, development and implementation of a common professional language that will allow to affirm a professional discipline with its own body of knowledge. Ethical and cultural sensitivity pervade throughout all nursing practice, which emphasizes patient/client centered care in a humanistic approach for the protection of human dignity. Nursing practice dimensions encompasses the roles of provider of care, coordinator of care and member of a profession at different levels of practice, which requires competencies to work in interdisciplinary teams, to apply quality improvements, to utilize technology and nursing informatics and execute a practice that contemplate the best scientific evidence. Nursing profession is the first line of defense for their patients/clients, thus its members are called to be their advocates to continuously improve the quality and safety of the health care system in which they work.

EDUCATION

Learning is a dynamic lifelong process through which an individual acquires, integrates, and applies knowledge, skills, and values. In nursing, lifelong learning contributes to enhance performance and clinical competence. The faculty functions as facilitator, resource person, coach and role model. The nursing education process cultivates:

A variety of teaching learning strategies geared to meet the individualized learning needs of a diversity of learners.

Active teaching-learning techniques that requires interaction between students and faculty, where students get actively involved in their own learning process and where self-evaluation and assessment is emphasized. Cooperative learning where students develop accountability and skills for working in groups.

Problem-based learning, geared to the acquisition of knowledge and skills needed for problem solution. Integration of simulation, tutoring, other innovations and best practices for the development and refinement of clinical competence.

The nursing education process, also, fosters flexible study modalities either in English and Spanish to meet the learning needs of diverse students; the integration of knowledge, skills and attitudes and career mobility within the educational levels of the profession. The faculty believes in encouraging and facilitating the educational mobility of their students in a global, competitive, he-tech society characterized by accelerated change.

The ADN and the BSN have complimentary levels of nursing practice, each with their own value and purpose within the health care system. Nursing education has a predominant responsibility to prepare the student for each level of practice the student selects. IAU Metro Campus Nursing Program focuses on differentiated practice for each level of the profession with identified differentiated competencies, depth and breadth of knowledge and skills. The curricular design offers an articulated curriculum, where the design progress from simple to complex with minimal repetition in contents and experiences for associate and baccalaureate degree in nursing.
The faculty believes in the integration of knowledge as a foundation of the nursing discipline. Thus, in the teaching of the natural sciences, anatomy, physiology, biochemistry, and microbiology are integrated into nursing contents and incorporated into its courses. The student is exposed to meaningfulness and pertinence in the integration of sciences to facilitate its learning and application within the discipline.

The nursing program prepares the associate nurse to offer direct nursing care in structured setting to persons with common and well-defined health problems, within a family context and under the guidance of a professional nurse. The baccalaureate education prepares a nurse generalist that is a leader and a health care coordinator/manager capable of sound independent judgment, responsible ethical-legal decision making within the discipline of nursing.

### III. NURSING PROGRAM GOALS, ASSOCIATE AND BACCALAURATE COMPETENCIES AND SIX ORGANIZING CONCEPTS

The following TABLE outlines the goals, competencies of the nursing curriculum:

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Associate Degree Competencies</th>
<th>Organizing concept</th>
<th>Baccalaureate Degree Competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>To apply the nursing process for clinical decision-making that demonstrates critical thinking skills while offering the client safe, effective, efficient, timely, and equitable care.</td>
<td>Apply critical thinking skills while offering a safe, effective, efficient, timely, equitable, and direct basic care to patients/clients as the student initiates the use of the nursing process for decision making.</td>
<td>Nursing Process</td>
<td>Apply the nursing process for decision-making, which demonstrates critical thinking skills while offering safe, effective, efficient, timely, and equitable direct and indirect nursing care to multiple and vulnerable patients/clients.</td>
</tr>
<tr>
<td>To demonstrate commitment to a humanistic approach when offering patient-centered care that promotes a continuous healing relationship that considers their needs, values, preferences, and cultural insights.</td>
<td>Offer patient-centered care to patients/clients considering their needs, values, preferences, and cultural insights.</td>
<td>Humanistic Care</td>
<td>Offer patient-centered care to patients/clients, their families, and caregivers that promotes a continuous healing relationship, considering their needs, values, preferences, and cultural insights.</td>
</tr>
<tr>
<td>Statement</td>
<td>Description</td>
<td>Competency Area</td>
<td>Description</td>
</tr>
<tr>
<td>-----------</td>
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<td>-----------------</td>
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</tr>
<tr>
<td>To use nursing interventions to prevent disease and promote, maintain, and restore health. To demonstrate clinical competence in therapeutic evidence-based interventions while giving nursing care to individuals along the wellness-illness continuum for the promotion, maintenance, and restoration of health in structured settings.</td>
<td>Show competence in therapeutic, evidence-based interventions as guided by the nursing faculty, while giving nursing care to adults for the promotion, maintenance, and restoration of health in structured settings.</td>
<td>Wellness-Illness</td>
<td>Show competence in therapeutic, evidence-based interventions while giving nursing care to individuals along the wellness-illness continuum for the promotion, maintenance, and restoration of health in structured settings.</td>
</tr>
<tr>
<td>To use effective verbal and nonverbal communication and information technology skills to support quality client care and interdisciplinary teamwork.</td>
<td>Initiate the use of effective verbal and non-verbal communication, including information technology skills to support quality patient/client care and teamwork.</td>
<td>Communication</td>
<td>Use effective verbal and non-verbal communication and information technology skills to support quality patient/client care and interdisciplinary teamwork.</td>
</tr>
<tr>
<td>To apply evidence-based knowledge in the decision-making process when offering nursing care to clients in different developmental stages within the contexts of the family and community.</td>
<td>Apply evidence-based knowledge for decision-making processes as guided by the nursing faculty when offering nursing care to adults patients/clients within the contexts of their family.</td>
<td>Research</td>
<td>Apply evidence-based knowledge for decision-making processes when offering nursing care to patients/clients in different developmental stages within the contexts of the family and community.</td>
</tr>
<tr>
<td>To demonstrate responsibility and commitment to personal lifelong learning within the profession and for its advancement. To demonstrate care management and coordination skills, effective and collaborative work as a member of the interdisciplinary healthcare team in order to provide continuous improvement.</td>
<td>Implement behaviors that show responsibility and commitment to lifelong learning within the profession.</td>
<td>Leadership and Management</td>
<td>Show effective leadership and management skills as a member of the interdisciplinary healthcare team in order to facilitate patient/client safety and quality improvements. Show responsibility and commitment to personal lifelong learning within the profession and for its advancement.</td>
</tr>
</tbody>
</table>
IV. CURRICULUM ORGANIZATIONAL FRAMEWORK

This eclectic curriculum is one that is based on concepts and theories mainly nursing but is not limited to these and that operationalize beliefs outlined above as paradigms of the Nursing Program. The concepts used to give amplitude throughout the curriculum are: nursing process, which reinforce critical thinking and humanistic care. Selected to give an in depth knowledge, attitudes and skills concepts are: wellness and illness, and integrated science, where leadership and management, communication, and research are incorporated throughout the curriculum.

V. PROGRAM OF STUDY

The School of Nursing offers a trimester academic three-year program of study leading to a bachelor’s degree with an exit option for an associate degree in a year and a half. The program consists of 45 general education credits and 72 concentration credits, 3 elective credits for a total of 120 credits. (See APPENDIX 1: Curriculum Plan Associate of Science Degree in Nursing Curriculum Plan and APPENDIX 2: Curriculum Plan Bachelor of Science in Nursing).

The nursing program is designed to provide students with knowledge in nursing science based on concepts and principles of the natural sciences, social sciences and humanities. Academic activities and clinical areas prepare students in search for alternatives to solve health problems of individuals, families and communities. The courses are organized to be completed sequentially.

The student must have a minimum GPA of 2.5. Transferred students with an Associate degree in Nursing must be from an accredited institution of higher education and have a minimal GPA of 2.5.

VI. INTERNAL POLICIES

These policies have been written with the intention of facilitating learning in an atmosphere of diplomacy, order, respect and fairness to all. Compliance with the policies result in the success of the student’s academic goals and it is their responsibility to know and abide by them. The following policies describe the expected behavior of the student at the School of Nursing. Faculty members will observe student compliance with them.

A. Attendance and Punctuality

1. The School of Nursing considers attendance and punctuality as essential elements of the educational process. Attendance is required of all students enrolled in the courses. Student participating in institutional activities will be considered as a valid excuse for not attending classes. The student will be responsible for compliance with the attendance and course requirements as stipulated in the syllabus. (See General Catalog 2015, page 65)

2. Absences and tardiness will start counting from the first day of class.

3. The student who is absent from class is responsible for obtaining from their colleagues any material distributed, assignments, class content or any other information that was offered. Students will coordinate with their peers and collaborate with each other.

4. The student must attend theoretical and clinical courses on the days and hours specified in the
sylabus. It is mandatory to comply with the total hours required for theoretical and clinical courses. It is not acceptable that students attend only part of the scheduled times and fail to comply with the total time required to acquire the knowledge and competency of the course.

5. The professor will not accept in class students not registered in the course with the exception when clinical orientation is being given to a group in the hospital.

6. The student is responsible for the theoretical content and clinical skills covered when absent from class. The student will coordinate to make up content and skills missed in the simulated laboratory and submit evidence to the professor.

7. The student must be punctual and respect the course scheduled time.

8. Students must submit all documents required by clinical agencies on the first day of class. Students who do not meet this requirement will not be accepted for clinical practice.

9. The student must notify professor the same day or before if circumstances permit if unable to attend class.

10. The professor will have contingency plan meet the clinical experience and objectives of the day if there are any unforeseen problems.

11. Students must wait ten (10) minutes for each hour of class in circumstances where the professor does not arrive at the scheduled time. After waiting 10 minutes for each hour of scheduled time students will sign an attendance sheet and give it to the Administrative assistant of the School of Nursing.

B. Make up examination or other academic requirements in theoretical courses

A make-up examination will be limited to exceptional cases for absences and agree upon the following conditions:

1. Only one examination or quiz request will be granted to students who demonstrate good cause for make-up.

2. When the student is unable for good reasons to take a scheduled examination the student may apply for a make-up no later than three days from the scheduled examination time.

3. Valid reasons include: the death of a relative up to the second generation, a student's illness or other special situation. Should the make-up examination be decline this decision may be appealed within five days of notification of rejection.

4. The request for a make-up examination must be submitted in writing to the professor attaching evidence documents and stating the reasons why he could not take the scheduled examination. The professor will respond to the request within three days of filing.
5. If the request for a make-up examination is granted, the professor will schedule the examination within two weeks from the time the student returns to class.

6. Only one make up examination can be allowed. A student who fails to appear for a make-up examination will lose the opportunity and a grade of 0 will be submitted.

7. A make-up examination can be given by paper and pencil or via blackboard at the discretion of the professor.

8. The grade obtained on make-up examination/assignment will be given no later than two (2) weeks after, unless the professor has a very valid reason to justify the breach, in which case the professor should inform the student of the new agree upon date.

9. The student cannot leave the room during an examination without permission from the professor.

C. Academic progress in courses, assignments, academic papers and projects

1. Any assignment, work or academic project will be turned in on the date, time and place designated by the professor. No late work will be accepted, unless there is a valid reason with evidence and communication with the professor. All work turned in late carries a penalty of 10% of the grade. Only one opportunity will be given to turn in a late assignment.

2. Under no circumstances can assignments be given someone else other than the professor. No assignments can be put work under the professor’s office door of or mailbox. The student will personally turn in the assignment and sign a certified receipt of delivery. Upon receiving the assignment, the professor will review it and make any remark to the student if necessary.

3. Missed group or oral assignments require the student to make an appointment with the professor to justify reason for missing and identify alternatives to follow to meet course requirement. Academic works that are identical or similar in content or expression of ideas will be graded as a zero. General Regulations of the Student 2015 version apply (See General Regulations Students, page 29).

5. All academic work that the student submits will follow established guidelines given by the professor and the evaluation criteria or rubric to assess it. The student will ask the professor for guidance and assessment criteria for assignments, oral presentations, and other academic work.

6. Students will be given assessment criteria in the classroom or via blackboard. Assessment criteria will be discussed during the first two (2) weeks of class. It is the student's responsibility to go to the professor to clarify doubts.

7. It is the student's responsibility to keep a copy of all assignments turn in. All assignments submitted by the student will be kept by the professor until the next trimester. The best assignments will be retained for presentation during accreditation visits. The professor is not required to retain, save, or keep assignments beyond the time regulated by institution.
8. Required textbook, bibliography and reference books:

   a) The course syllabus will include the reference for the required textbook(s) that the student must purchase.

   b) It is the student’s responsibility to complete the assigned readings for the course.

   c) It is student’s responsibility to complete additional readings as recommended by the professor from the course bibliography, reference, and or audiovisual material.

C. Behavior in the classroom and clinical laboratories.

1. In choosing the dress to attend classes’ student should consider decorum and respect for their peers, their professor, patients and professional team.

2. The presence of children or other persons outside the course and the university community are not allowed in the classroom by institutional regulations. You should contact the professor if you have problems with childcare and will offer alternatives, to be reasonable, to fulfill the objectives of the course that day.

3. Under no circumstances the use profanity will be allowed while in the classroom or clinical laboratory. Sanctions established in the general regulations may apply to the student.

4. For reasons of compliance with HIPAA, the student must not be allowed to discuss matters related to their grades, term papers or confidential matters in the presence of other students. The student will discuss these matters with the professor during the office hours.

5. The student has the right to contribute to classroom discussions, provided it is related to the topic or objectives of the day. Their arguments should be respectful, logic and relevance in the teaching-learning process.

6. Students have a leading role in the classroom and that is why communication during the process of learning has to be cordial and respectful. It is expected that the student will keep attentive and not in conversations with other students or using their cell because it disrupts the class.

7. The use of cell phones or other electronic equipment as, I POD or any other electronic device appliance is not allowed during class hours or examination to make calls, receive and send texts. They must be inactivated or on vibrate until the recess period or the end of the class. It is unacceptable to leave the classroom to make or receive calls. In emergency circumstances the student will provide advance notice of the situation to the professor.

8. The use of electronic devices for classroom educational purposes is coordinated with the professor.

9. If the student has any physical, emotional, social, legal reason, language, religious or other special needs they must notify the professor for information and it is your responsibility to explore alternative reasonable accommodation through the guidance and counseling office of Metropolitan Campus.
10. The student is entitled to a recess period when the course is three or more hours. The professor will negotiate with students the recess period, if the course warrants.

11. The relationship professor - student should always be a professional, mutual respect, understanding, warmth, appreciation, consideration and transparency.

12. Any claim or dispute between professor and student on academics may be discussed and handled following the lines of communication be between professor and student. If the student does not agree with the solution it be must be express to the professor a to see what other alternatives may be follow before proceeding with the case to other communication channels. Failure to follow the channels of communication is a violation of ethical principles and human values; as well as against the competency of effective communication, problem solving and conflict management.

13. The student will complete the official form for academic claims. The format can be is obtained from the administrative assistant of the School of Nursing, who will deliver the petition for follow up.

14. The student must be kept informed of the office hours of each course professor, which are informed at the beginning of the trimester and are on displayed at the School of Nursing office. The professor’s office hours are used for the student to know about their academic progress in the course and related issues. It is the responsibility of each student to make an appointment with the professor to know their academic progress in the course before the last date for withdrawal from the course.

15. Communication with the professor outside of office hours can be done through the administrative assistant using the Service Request form. She will make the necessary arrangements to contact the professor and will inform the student of the follow up. Any other mechanism that to make contact with the professor is unacceptable such as, notices on the door of the professor’s office, letters or other documents placed under the door.

16. Students without appointments will be seen if the professor is available.

17. All interviews on academic or progress for some other reason, will be documented on the official form, and read and signed by the student and the professor. The professor will safe guard and report the interview.

18. Students should make sure through academic counseling that they are meeting the standards of approval for required courses (prerequisites). Failure to comply with the requirements of prerequisites courses must have written permission from the Director of the Department authorizing it to continue on the curriculum.

19. The student will receive during the first two (2) weeks of school the course syllabus and class schedule. It is the responsibility of the student to refer to it for prior to the discussion of the topic in the classroom. The professor will discusses the syllabus of each course the first day of class and if the student has doubts how they will be evaluated, it should be discussed with the professor the first week of classes.

20. The student can recommend strategies and relevant changes to the class schedule (calendar of events) in line with the objectives of the course and competence learning needs. These changes must be
approved by the other students and in conjunction with the professor. The student who was absent cannot claim or oppose these changes.

21. The student will obtain prior authorization for announcements of activities or situations related to the course during class hours.

22. The University reserves the right to make changes in the academic calendar in situations that merit such as, natural disasters, health fairs, intercollegiate activities, etc.

23. The student must avoid any kind of noise in the halls and corridors. Students should contribute to the cleanliness and order of the classroom.

24. The facilities of the School of Nursing should be a quiet place to work efficiently, for these reasons:

   a) It is forbidden gatherings and agglomeration of students in the lobby.

   b) Only students attending office hours by appointment, except in emergencies.

   c) The office telephone and photocopier are strictly for official use, the administrative assistant will control them.

25. Occupational factors or family responsibilities will not exempt from the lack of compliance with the course requirements.

E. Nursing Uniform for the Associate and Bachelor Degree

The use of nursing uniform of the School of Nursing of the Interamerican University is solely for the clinical laboratory. The simulated hospital school attire is a light green scrub. All students must show a proper, clean and orderly conduct and appearance in use. No alterations to the design of the uniform are allowed. All students must report to their clinical laboratory in full uniform, including student ID.

   a) The nursing uniform may be a dress, pant or skirt set, mint green as designed for the Program.

      • Associate degree students, short sleeves.

      • Bachelor of science students, sleeves three quarters (¾)

      • Males – white shirt and white pants.

   b) Identification pin with name and title (Student Nurse).

   c) Insignia on left sleeve.

   d) Identification Card of the University.
e) Professional nursing shoes, rubber soles and heels, closed and clean (no athletic shoes allowed, nor Swedish or crocs).

f) White socks and white underwear without printed patterns.

g) Simple makeup, without false eyelashes.

h) Short unpolished nails, not accepted acrylic or artificial nails.

i) Pants length should not reach the floor.

j) Avoid long hair resting on the face, neck and shoulders.

k) No wearing rings, except simple wedding band.

l) Males keep hair, mustache and sideburns trimmed properly, without a beard.

m) Visible body piercing in the clinical area is prohibited.

n) Cannot have visible tattoos, it is imperative to have them cover up.

o) Males white belt and white V-neck t-shirt.

p) The use of sweaters is allowed, provided they are white.
   • No coats or other colors or patterns allowed.
   • This rule applies in accordance with the uniform dress policy of collaborating clinical institutions.

q) You cannot take pictures in the clinical area.

F. Clinical Laboratory Requirements

a) Yearly Certificate of Health Certificate

b) Puerto Rico Police Criminal Record Certificate (every 30 days)

c) HIPAA certificate (can be taken over the Internet)

d) Certification of particulate respirator

e) Crisis Management Certificate (ICC) (required for mental health courses only)

f) Certificate of Birth Certificate

g) CPR card every 2 years (cannot be taken via Internet)

h) Vaccines for Hepatitis B (3 doses in the required sequence)
• after 10 years you need titer levels and booster if neccesary.

i) Yearly Influenza Vaccine

j) Varicella Vaccine (2 doses) - after 10 years you need titer and booster if neccesary.

k) Nasal Culture (required for some clinical agencies)

l) Copy of University photo ID

m) Photo 2 x 2

n) Resume (As required by agency)

o) Copy of health insurance plan (as required by the agency)

p) Certification Law 300 - Sexual Offenders

Explanatory notes:

1. The health certificate is valid for a period of one (1) year. This document must be current at the beginning of each trimester and be issued by an authorized health care provider of Puerto Rico.

2. Nose and throat cultures should be performed according to the objectives of the course and collaborating agency. The result of this test is valid only for six (6) months. If the test has a positive result, the student should receive appropriate treatment and provide evidence of it. After treatment, repeat culture and provide a copy of these results.

3. No student will be admitted to the clinical area without evidence of complete Hepatitis B vaccine series or adequate titer levels.

4. The Puerto Rico Police negative criminal record certification should be original for each clinical course and is valid for 30 days.

5. No original document can be altered or have use of correction fluid.

6. The CPR has duration of 2 years. The student is responsible to renew by due date and should be issued by the American Heart Association.

7. If you have positive tuberculin you must submit results of chest radiography.

G. Safety rules and conduct in the laboratories of Nursing

1. Follow instructions given by your professor or laboratory coordinator.

2. Only students authorized students can be in the laboratories.

3. It is strictly forbidden to bring children to the labs.
4. Use the personal protective equipment as required by procedure.

5. The use of shorts, sandals and short skirts are not allowed.

6. It is forbidden to take food, drinks, chewing gum and smoking in the laboratory.

7. The student is responsible getting prepare and reading for the procedure for the day assigned.

8. Procedure competency will be evaluated by the professor.

9. All students must have a textbook or manual procedures, scissors, stethoscope and sphygmomanometer.

10. When a student is late to a laboratory, will be responsible for procedure covered and notify the professor, when ready to be evaluated.

11. Students need to practice a procedure should coordinate with the person in charge of laboratory skills.

12. Every student and professor group of students who use the lab will be responsible for maintaining order, clean and close windows and doors of the room when you finish using it.

13. Do not put garbage on the floor, use the trash cans.

14. Do not put garbage in the boxes designated for biomedical waste.

15. When leaving the laboratory take your belongings and leave everything tidy.

16. The game playing in the laboratories are strictly prohibited, as they can cause injury or accidents.

17. Each student must be aware of their work and not that of its partner.

18. The laboratories were developed as planned. Only make up of authorized laboratories where there is just cause.

19. Know the location and use of emergency exits and fire extinguisher.

20. Not allowed to take picture in laboratories without the permission of the program director.

21. Maintain the storage room door close.

22. Students can use computers for educational purposes with prior permission of the professor or the laboratory coordinator.

24. All users of the facility are responsible for notifying any defect, irregularity or damage to equipment and material being used. Cotton, gauze, applicators, sheets, etc., without prior permission from the person in charge.
25. Use the supplied or laboratory equipment, such is prohibited.

26. If any material, equipment or book is missing during the allotted time, it is the group's responsibility to replace it.

27. The student will be evaluated incompetency of clinical skills before actual patient care assignment, to safeguard patient safety.

28. Laboratory skills assessment is compulsory. Students competencies should be evaluated in all procedures.

29. Students must have health insurance. Health insurance is the student's responsibility and is required for clinical practice.

H. Academic Advising Policy

Academic counseling is a service offered to the student, to guide you in compliance with the curricular requirements. It is important that students become make an appointment with their academic advisor before course registration.

1. The student must register and complete courses in accordance with the sequential current curriculum. The sequential order supports the student's academic progress because the content of each course is the basis for the integration of new knowledge and concepts of the courses that follow.

2. Before the start of each trimester, the student should make an appointment with your academic advisor for curricular guidance.

3. The advisor monitors the student's academic progress and offers guidance on the course registration in accordance with the sequential and prerequisites.

4. When a student does not approve a course they must be interview by their academic advisor to revise their academic progress in the program.

I. Grading policy for the the nursing program

1. The academic calendar published by the Office of the Registrar, the deadline specified that teachers have to report's grades, including the midterm.

2. The student is responsible for accessing a copy of the academic calendar online from http://www.metro.inter.edu/index.asp

3. Concentration courses are approved with grades of A, B, or C.

4. A GPA of 2.5 is required for graduation. If a student does not approve all courses with C, they may have to repeat courses depending on the to raise the GPA average.
5. The negotiation of an incomplete with the teacher can be affected when the student is absent for Laboratories or without justification or theoretical courses when he attends to them, but does not meet the evaluation criteria established.

6. Students who for justified reasons, cannot complete the requirements of a concentration course of a talk to your teacher to may request an incomplete as long as the elapsed time and the topic discussed in class, they can cover.

7. Power of granting or not granting the requested Students who consider requesting an incomplete in the course must notify his / her teacher to determine the possibility of it and proceed according to the established institutional rules.

8. Incomplete is not an automatic qualification, nor is the student who decides whether you choose the same. Incomplete is a negotiation between student and teacher. The teacher is not required to provide incomplete, in which case the note or qualification is calculated, based on the final mark of the course.

9. When the rating of a course of concentration is incomplete, the student has to remove the same, the same shall be removed on or before the deadline set by the registrar.

10. Students who fail a course concentration, cannot enroll in the course of follow-up to repeat the failed course. The student must pass the theory and clinical laboratory courses that its laboratory component has not awarded credits.

11. The final exam of the theoretical nursing courses is developed by the team of professors that offer the course. The template of the final exam is including 70-80% of new material and 30-20% of the material already offered.

12. Students with valid reasons can request an incomplete if unable fulfill the final components of the course.

J. Grievance procedure, complaints and suggestions

1. The student can use any of two methods to make a complaint or suggestion. It may be put in the “Suggestion Box “located in the waiting room, or by completing the form “Service Request Form” and given to the administrative assistant. The purpose of this form is to document issues related to:

   a. Convalidating
   b. Grade review
   c. Academic Advising
   d. Complaints
   e. Suggestions

1. If the complaint is related to the use of drugs, alcohol, sexual harassment, discrimination because of race, color, age, sex, sexual preference, religion, nationality, marital status, physical appearance, political affiliation, disability, national origin or condition social, it will be attended and processed as according to institutional regulations.
2. The Director or Associate Director will proceed to evaluate it and determine the action to follow. Students will be notified by email, letter or in person to follow the action.

K. Procedure for assignment of students in clinical sites

Justification: The University depends on practice centers assigned according to the availability of health agencies which maintain contract.

1. To the extent possible students will be assigned to practice centers in the metropolitan area or other nearby areas, depending on the availability of hospital centers and agencies with whom we have collaborative agreements and contracts.

2. Simulated Hospital may be offered at the University Center of Caguas.

3. The student is responsible for their own transportation and cost of parking to the clinical sites.

L. Participation of students in committees, associations and other

Students can participate in the committees of the School of Nursing such as assessment committee or curriculum assessment or ad hoc. It is recommended that each student be an active member of the Association of Nursing Students participate as leaders in extracurricular activities. Students have the opportunity to be nominated to the University Board of Student Council.

M. Policies governing the nursing oath ceremony

Definition: This ceremony is a symbolic gesture of the student’s commitment as future nurses and to the profession. The pinning/capping ceremony was instituted for students completing all degree requirements before initiating their professional career. The oath is a statement of nursing ethical standards and specific principles of the nursing profession. The ceremony is conducted once a year during the month of June.

Dress code:

The dress code for the oath ceremony is an important part of the initiation into the profession. Nurses are professionals that have to present a professional appearance. The professional image allows the patient to distinguish between the nurse and other hospital staff. The white uniform is a universally recognized symbol of nursing as a profession and of their care and kindness.

1. Females can wear white nurse's uniform, dress, skirt, or pants sets as previously established by the School of Nursing. The length of the skirt is modest. The short-sleeved uniform will be for the associate degree and ¾ sleeves for BSN degree.

2. No uniform style “scrub” for this ceremony.

3. The nursing cap is off until the pinning/capping component of ceremony is started.
4. Males must wear the traditional male white nurse's uniform.

5. White nursing shoes that look impeccable for both males and females. Clogs, casual shoes, high heels, sandals, open front shoes, platforms or pointed heels are not use for this ceremony.

6. Use plain, without any print or design white underwear.

7. Hair should be carefully groomed, neat and clean. Males should be clean shaven and facial hair must be neatly groomed and clean in the style (mustache, goatee, lock, etc.). Female’s hair must be neat, clean, and present a professional appearance. Long hair must not be loose and tied back. Careful with extensions, wigs, etc. Avoid glamorous hairstyles, since the nursing cap will be placed over her hair.

8. You have to avoid the excessive use of cosmetics, for the official photographs to be taken may be affected. Do not use strong fragrances, this can be an irritant for visitors and relatives with asthma, respiratory problems or who experience nausea factor. Other accessories as part of the makeup should be avoided.

9. Facial jewelry or accessories into pierced eyebrows, nose, lips and tongue are prohibited.

10. Tattoos must be covered while wearing his uniform during the ceremony.

**IX. Student Selection Criteria for the Honor Award “Carmen Torres De Tiburcio”**

This award recognizes a student as an “exceptional model” that has demonstrated the following criteria:

1. Represents academic excellence.
2. Demonstrates excellent interpersonal and communication skills with faculty, patients, and colleagues.
3. Is model for other nursing students.
4. Demonstrates outstanding performance in academic and clinical competencies.
5. Assumes an active role in the Association of Nursing Students.
6. Demonstrates the principles of respect, integrity, professionalism, conscience, humanistic care, excellence, which is evident in their personal and professional behavior.
7. Participates in extracurricular activities
8. Demonstrates exceptional leadership and presence in the School of Nursing.
9. Makes exceptional contributions to student affairs during his period of study at the University.
   (Examples include contributions to improve the curriculum, facilities, standards and regulations, as well as improve the experience of fellow students of the nursing school).
10. In interactions among peers fosters a sense of belonging to the school, university and discipline of nursing as a profession.
11. Leaves a legacy.