



**Universidad del Turabo
School of Health Sciences
Nursing Department
Undergraduate Nursing Program**

BSN STUDENT HANDBOOK

Metro Orlando Campus
5601 South Semoran Blvd
Suite 55
Orlando, FL

Capital Area Campus – MD
11006 Veira Mill Rd.
Wheaton, MD 20902

South Florida Campus
3520 Enterprise Way
Miramar Park of
Commerce
Miramar, FL 33025

Tampa Bay Campus
3655 West Ave.
Tampa, FL 33614

TABLE OF CONTENTS

	Page
Welcoming Letter	4
I. INTRODUCTION	
A. Purpose of the Handbook	5
B. Program Accreditation and Memberships	5
C. Organizational Chart.....	5
D. History of Nursing Program	5
E. Mission Statement	5
F. Philosophy	6
G. Overview of the BSN Program	
1. Core Courses.....	9
2. Specialty Courses.....	10
3. Graduate Profile of the BSN	15
II. GENERAL POLICIES	
A. Student Responsibilities.....	15
B. Student Expectations	16
C. Student Representation on Departmental Committee.....	15
D. Confidentiality of Records.....	16
E. Health Requirements.....	17
F. Hepatitis B Vaccination.....	17
G. Negative Criminal Record evidence.....	
H. CPR Training.....	
I. Confidentiality	18
J. Infection Control in Clinical Settings	18
K. Unprotected Exposure.....	19
III. Academic Policies	
A. Admission	20
B. Standards for Academic Progress.....	21
C. Graduation	21
D. Semester load.....	21
E. Absences.....	21
F. Grades	22
G. Completion of Degree Requirements.....	23
H. Withdrawals	23
I. Incomplete (I) Grades.....	23
J. Transfer Credits into the Graduate Program.....	23

K. Computer Literacy 23
L. Academic Advising..... 23
M. Confidentiality and Privacy of Client Information..... 24
N. Academic Honesty..... 24
O. Student Grievance Policy 26

VI. Miscellaneous

A. Financial Aid 26
B. General Dress Code Policies 27
C. Uniform Policies 27
D. Cellular Phones and Pagers 28

VII. Appendix..... 29

**ANA G. MENDEZ UNIVERSITY SYSTEMS
UNIVERSIDAD DEL TURABO
SCHOOL OF HEALTH SCIENCES
NURSING DEPARTMENT
UNDERGRADUATE NURSING PROGRAM**

BSN STUDENT HANDBOOK

Dear Nursing Student:

Welcome to the Bachelor of Science in Nursing (BSN) Program, a part of the Nursing Department (ND) at the School of Health Sciences (SHS), Universidad del Turabo (UT).

The history of the Ana G. Méndez University System (SUAGM) is rich in experiences of growth and expansion and a reflection of the standards set by Doña Ana G. Méndez from the beginning: ***education is a right for all.***

In 2003, SUAGM took its first steps outside of Puerto Rico with the establishment of the Metro Orlando Campus in the city of Orlando, Florida, which was followed by campuses in South Florida, Tampa, and Maryland.

From its humble beginnings, SUAGM has grown to be an international organization offering Hispanics of every background the opportunity to improve, given that this demographic group is the fastest growing in the United States. By establishing new programs outside of Puerto Rico SUAGM's expansion becomes the ultimate expression of Doña Ana's vision: to provide access and opportunity not only to Puerto Ricans, but also to fellow Hispanics from every country.

As part of the nursing program you will be expected to complete the courses that will ultimately lead to a Bachelor of Science in Nursing (BSN) degree, which will prepare you to practice as a nurse and provide a basis for future graduate study.

We welcome you and look forward to assisting you in achieving your goals as a professional nurse.

Sincerely,

The Undergraduate Nursing Faculty

BSN STUDENT HANDBOOK

III. INTRODUCTION

A. Purpose of Handbook

This handbook has been prepared by the undergraduate nursing faculty as an orientation guide of policies, procedures, and other information specific to the undergraduate program. The information in this handbook is as accurate as is realistically possible; however, the contents may change periodically. Due notice will be given to all students when changes are made to policies contained in the handbook. If there are questions about any of the information contained in this document, do not hesitate to contact the Dean or his/her representative for clarification.

B. Program Accreditation and Memberships

The program has full accreditation through the Council on Higher Education in Puerto Rico and the Continental US, Middle States Association of Colleges and Secondary Schools (re-accreditation from 2005 to 2015) and the Commission of Collegiate Nursing Education (CCNE). The Nursing Program holds membership in the American Association of Colleges of Nursing (AACN).

C. Nursing Programs History

In the year 1998, UT established the School of Health Sciences (SHS) with the goal of offering academic programs that satisfy the needs of the east-central region of the island of Puerto Rico. This effort started with the Bachelor degree in Nursing Sciences (BSN), in April 2000. At the graduate level, SHS started the Master's degree of Science in Nursing with a specialty in Family Nurse Practitioner in March 2004 and later added two other programs: MSN with a specialty in Occupational and Environmental Health Adult Nurse Practitioner and MSN with a specialty as Clinical Nurse Leader.

D. Nursing Program Mission Statement

The primary mission of the School of Health Sciences is to prepare excellent human resources in Health Sciences with innovative academic offerings across the curriculum that can respond properly and rapidly to the needs of local and global communities. With the current gaps in health care services, Puerto Rico and the Continental US need well-trained nurses with increased knowledge and skills to provide care. The students in the Undergraduate Program are encouraged to maintain a holistic perspective in the health care they provide with a multidisciplinary and collaborative focus throughout the individuals life span.

The primary mission of the nursing faculty of this program is to prepare nurses who can be key members of an interdisciplinary team that provides positive impact on health care outcomes.

E. Nursing Program Philosophy

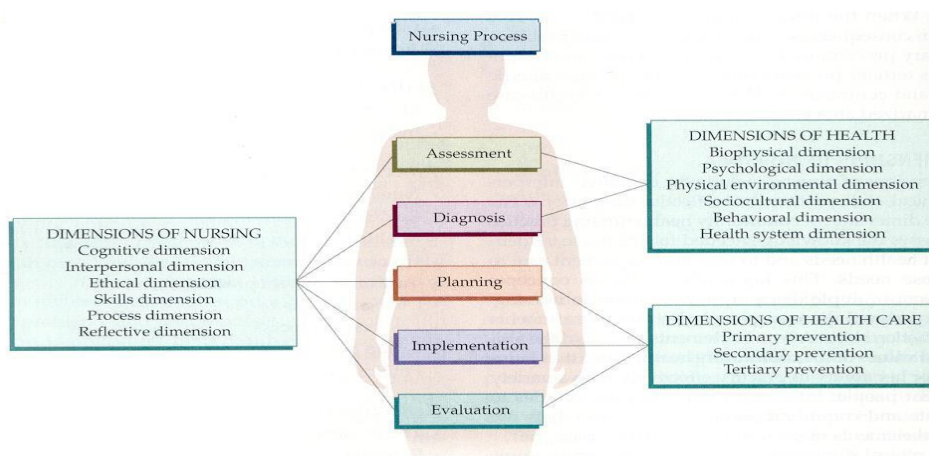
The philosophy of the Community Health Systems Department for the undergraduate program is consistent with the goals and mission of Universidad del Turabo and the School of Health Sciences. The federal creations of Healthy People 2000 and Healthy People 2010-2020 have set goals in many specific areas, including health promotion and disease prevention. Since the challenge of improving the nation's health is, an interdisciplinary one nursing education must anticipate and prepare for these changes in order to educate its students for this new environment.

Undergraduate Program

We believe that preparation for the entry-level nurse now requires a greater orientation to community-based primary health care and an emphasis on health promotion, maintenance and cost-effective coordinated care. This care must respond to the needs of culturally diverse, underserved groups and other populations in a variety of settings. The nursing faculty at the School of Health Sciences concurs with the AACN position statement that recognizes the degree in Bachelor of Science in Nursing as the minimum educational requirement for professional nursing practice.

The philosophy of the Nursing Programs is based on the **Dimensions Model of Community Health Nursing** (Clark, 1996). The dimensions model consists of three elements: dimensions of health, dimensions of health care and dimensions of nursing.

Figure 1. Clark's Dimensions Model of Community Health Nursing



The Dimensions of Health

The biophysical dimension includes factors related to human biology that influence health and may be related to age and developmental stages, genetics, and physiologic function. The psychological dimension refers to health effects of both

internal and external psychological environments. The physical environmental dimension encompasses the health effects of factors in the physical environment. The sociocultural dimension consists of those factors within the social environment that influence health, either positively or negatively. The behavioral dimension consists of personal behaviors that either promote or impair health. The health system dimension refers to the way in which health care services are organized. This dimension also evaluates how available, accessible, affordable, appropriate, adequate, and used are these services.

The nursing faculty believes that nurses need to be educated about the applicability of this model. Correct use of the dimensions of health to collect and organize data regarding client health status is of great importance. Factors in each of the six dimensions are applied through the undergraduate and graduate curricula at multiple levels, including individuals, families, groups, and communities. From this data, the nurse derives health diagnoses that guide the planning of nursing interventions.

The Dimensions of Health Care

Nursing interventions for identified health needs are planned within the dimensions of health care, which are derived from the epidemiologic perspective of public health. These interventions are identified taking into consideration the interaction of multiple factors in population health and illness. The dimensions of health care include primary, secondary, and tertiary prevention. Primary prevention focuses on taking action prior to the occurrence of health problems and includes aspects of health promotion and protection. Health protection aims at preventing the occurrence of specific health problems by eliminating risk factors that produce disease. Secondary prevention focuses on the early identification and treatment of existing health problems. Tertiary prevention is an activity aimed at returning the client to the highest functional level and preventing further deterioration of health.

The Dimensions of Nursing

The dimensions of nursing include the cognitive, interpersonal, ethical, skill, process, and reflective dimensions. The cognitive dimension encompasses the knowledge needed for the nurse to identify client health needs and to plan and implement care to meet those needs. The interpersonal dimension includes affective elements and interaction skills. Affective elements consist of the attitudes and values of the nurse that influence his/her ability to practice effectively. Interaction skills and the ability to collaborate and communicate effectively with others are important elements of the interpersonal dimension.

The ethical dimension includes moral and ethical principles, which are essential elements in nursing. Nurses must be able to make ethical decisions targeted to always decide what is best for the client and to be his/her advocate. The skills

dimension encompasses manipulative and intellectual skills, common to all aspects of nursing practice. Manipulative skills require performance of different procedures and intellectual skills include capacities for critical thinking.

The process dimension refers to specific processes used in the provision of care: nursing process, epidemiologic process, health education, home visits, case management, change process, leadership process, group process, and political process. The most fundamental process, according to this model, is the nursing process. Nursing actions occur in the context of the nursing process. The dimensions of health are used to guide assessment of the client's health status and to derive a nursing diagnosis. The dimensions of health care direct the planning, implementation, and evaluation of nursing interventions.

The faculty believes that nursing is an art and a science; a discipline oriented towards the diagnosis and treatment of actual or potential health problems. Nursing involves observations, interactions, and analysis of interventions with families, groups and communities. These interventions take place in a variety of scenarios and at primary, secondary, and tertiary prevention levels.

The nursing professional assumes different roles according to the time and situation; therefore, the necessary knowledge, skills and competencies are essential, according to the role assumed. All nurses must demonstrate excellent decision-making, problem-solving and critical thinking skills in order to affect the health care delivery system.

An essential domain in the education of nursing professionals is the concept of the client being in constant interaction with the environment. The client is continuously evolving, and his/her behavior is a manifestation of the interaction with the environment. Each person is responsible for the decisions that affect their health. Health is viewed, as a dynamic state where individuals take responsibility for their quality of life by meeting different needs. Nursing interactions are focused on health promotion and disease prevention. When the person is not able to maintain their health the nursing professional uses therapeutic interventions with the purpose of assisting the individual in the process of health restoration.

Theoretical frameworks, research, and scientific knowledge are important processes in which nurses develop, validate, and communicate problems. Practice, education, and administration/leadership are the bases for nursing care, which is performed in collaboration with other members of an interdisciplinary health care team. The nurse's role is that of a health care provider who both, independently and in collaboration with others, assesses, plans, implements, and evaluates nursing care.

The client has biophysical, psychological, physical-environmental, and behavioral dimensions. Illness is the result of a loss of balance between those dimensions as a

product of the relationship between the client, and the environment. The health of individuals, families, and communities is affected by this imbalance. Due to this constant interaction of individuals with their environment, the three levels of therapeutic interventions are directed toward achieving the client's goal of optimum health.

F. Overview of the BSN program

A. Title of the Program

Bachelor in Sciences of Nursing (BSN).

B. Duration of Program

The Bachelor in Sciences of Nursing consists of 121 credits.

G. Overview of the Program

CORE COURSES

FSHS 105 – Freshman Seminar in Health Sciences (3 credits)

The focus of this course is to strengthen basic knowledge and skills at a personal, intellectual and technological level necessary to succeed in the activities of academic performance and adjustment to university life. Each student will participate in mentorship activities that will continually build upon skills and knowledge base in the advancement of student development. Important emphasis is given to the integral development of humanistic fulfillment and academic success. The student is guided through a series of activities on the university campus exposing them to the services offered by the institution, and the School of Health Sciences. The goal will translate into the student feeling secure and confident in managing and solving personal and academic situations.

HESC 350 – Reconceptualizing Aging (3 credits)

This course is directed to undergraduate students who are interested on developing, strengthening and expanding their knowledge, attitudes and skills in the care of the older adult and need to develop interdisciplinary work skills. The course is intended to serve as an elective for undergraduate programs in the health and behavioral sciences, disciplines that focus in the care and services to the older adults, regardless of their clinical setting. These disciplines also, have direct contact with these clients as a response to the nature of their professional services. Students will have the opportunity to clarify myths and stereotypes about aging, gain a new vision of the aging concept and become familiar with the sociodemographic profile of the elderly. The course also discusses social, biological and psychological changes in aging, their impact into services to the elderly and the uniqueness of older persons. The most prevalent conditions and problems that affect the functional status and fundamental concepts of interdisciplinary teamwork will be also addressed. Students

will have the opportunity to interview older adults in the home setting to estimate their functional status and perform interdisciplinary teamwork.

HESC 360 – Statistic Applied to Health Sciences

This is the third core course required to be completed by all students completing BS studies at the School of Health Sciences except students from Speech Language Therapy, Dietetic, and Nutrition, who are encouraged to take it as an elective. Provides a discussion of statistical methods applied to the health professions. In this course, the student expands on the knowledge introduced in HESC 340-Health Sciences Research. Emphasis is given to qualitative and quantitative statistical analyses applied to clinical research according to different research designs.

Pre-requisites: MATH 120

HESC 370 – Transcultural Nursing (3 credits)

This course is offered at the undergraduate level to apply a transcultural nursing framework to guide nursing practice in diverse health care settings across the lifespan. Considering that, nursing care requires effective communication skills, a clear understanding of the cultural beliefs and preferences of clients, students are introduced to the development of cultural assessment skills. These combined with critical thinking and decision-making abilities based on cultural knowledge, will provide the necessary competence on which to base transcultural nursing care. Using this approach, nurses will be able to provide culturally competent and contextually relevant care for clients-individuals, families, groups, communities, and institutions.

HESC 365 – Health Sciences Research (3 credits)

This core course is required for undergraduate students at the School of Health Sciences. Specific attention is given to the relationship between research outcomes and clinical practice. This course prepares students to critically analyze research literature in the health sciences. Students also have the opportunity to apply the scientific method to clinical research. Funding opportunities available to develop research studies in health sciences are presented and discussed.

Pre-requisites: HESC 360

SPECIALTY COURSES

NURS 200 - Introduction to Nursing: A New Community (3 credits)

The focus of this course is to increase awareness of the nurse's role as a professional in the community at large, the realities of the profession and opportunities it represents. This course emphasizes the basic concepts of nursing, health, illness, as well as the emotional, spiritual, psychosocial and physiological components of the human being. The students will participate in two nursing workshops related to basic procedures in addition to familiarizing them with instrument and equipment from the skills laboratory. Through a series of activities, the student is exposed to university life including aspects of cultural and nursing professional life.

NURS 201 – Fundamentals of Nursing (5 credits)

This theoretical and clinical course introduces the historical, sociopolitical, and legal concepts of the nursing profession in US, Puerto Rico and other Hispanic communities. Emphasis is given to the development of nursing basic skills, which are needed for the health promotion, and maintenance of individuals, families and communities. The student is guided to consider the individuals motivation in seeking health care and how their problems interfere with daily activities. Clinical practice provides opportunities for the development of the necessary skills used in hospital and community settings to carry out the nursing role. Emphasis is placed on the client as a holistic being and the use of critical thinking when intervening in health and illness with a variety of individual is from different cultural/social backgrounds, and different age groups.

NURS 202 – Health and Physical Assessment (4 credits)

This course focuses on health promotion and disease prevention concepts for conducting physical examinations and health assessments. Multidisciplinary and interdisciplinary collaboration, cultural competence and professional interpersonal skills are modeled in order to achieve the goals of Healthy People 2010. Practice in the skills laboratory provides an opportunity for the students to examine and implement the nursing process with individuals, families and communities throughout the life span as consumers and resources of health care. The nursing diagnosis process, health screening, referrals process, and physical examination techniques are discussed, applied, and practiced in laboratory experiences.

NURS 203 – Pharmacology (4 credits)

This course presents students with the opportunity to develop critical thinking related to pharmacology concepts applied to the nursing process. The content focuses on principles of pharmacology, drug classifications, administration routes, dosage calculations, therapeutic use, disinfection procedures, basic concepts of nontraditional medicine and drug interactions, and discussions of advantages and disadvantages of pharmacotherapy and the client's well-being. In addition, this course includes content on bioterrorism agents, drugs for HIV/AIDS, medication errors and gene therapy.

Pre-requisites: NURS 201, NURS 202

NURS 205 – Pathophysiology (3 credits)

This course presents the basic concepts of human pathophysiology and explains the processes of specific diseases. The course is divided in two parts: the micro and macro systems. Part one reviews cellular responses to infection, environmental factors, genetics, diet, cancer and stress. Part two is organized by body systems. Students are expected to have a basic knowledge of microbiology, chemistry, anatomy and

physiology. Relevant case studies are discussed in class, and aspects such as risk factors pertinent to pediatric, aging and women's health are presented.

Pre-requisites: NURS 201, NURS 202

NURS 209 - Nutrition Essentials for Nursing Practice (3 credits)

This is a course offered to undergraduate nursing students (BSN) as an elective option. The course is designed to fill the need for clinical nutrition education for nursing students. Discussion of the fundamentals of nutritional care including nutritional assessment, identifying risk factors, determining nutrient requirements, and selecting appropriate interventions. Life cycle nutrition, functional elements of nutrition support, trends in nutritional care, and nutritional considerations in specific disease states are also covered.

Pre-requisites: NURS 201

NURS 210 – Nursing Informatics (3 credits)

This course is an introduction to computers and nursing informatics focusing on applicants to the nursing profession. The emphasis is on integrating nursing practice systems and informatics technology. The student explores the use of informatics in the nursing practice and its role in enhancing patient care. The student also examines issues related the protection of the privacy, confidentiality, and security of health information in health care environments and the potential utility of a wide array of social networking tools in communicating health-related information.

Pre-requisites: MATH 120, HESC 360, HESC 365, NURS 303, 304 & 305

NURS 212 – Nursing Care of the Older Adult (3 credits)

This course focuses on the care of the older adult. Prepare undergraduate students to provide holistic, professional nursing care. It also present common problems on geriatric syndromes and then impact on functional status of the older adult and the interdisciplinary team look as effective strategy in their care. It focuses primarily on functional assessment, effective communication and nursing interventions to foster functionality even through risk and the aging process.

Pre-requisites: NURS 200, NURS 201, NURS 202, NURS 203, NURS 205

NURS 303 – Medical Surgical Nursing (5 credits)

This theoretical and clinical course prepares the students to intervene with individuals in the adult and elderly stages, who present physiological alterations that affect their homeostasis. The focus is directed towards the development of knowledge based on application of the nursing process, communication skills, critical thinking and therapeutic interventions as essential to ensure an optimal care. The course includes theory, nursing skills laboratory, clinical experiences (hospitals & communities) and seminars. The hospitals used for clinical practice are at secondary and tertiary levels of care.

Pre-requisites: NURS 201, NURS 202

NURS 304 – Maternal & Child Nursing (5 credits)

This theoretical and clinical course focuses on concepts of the childbearing client, her infant and the impact in her family. The nursing process is presented as a guide for intervention with families during the normal human development process including: pregnancy, delivery, post-partum and care of the newborn. Health promotion is emphasized. Epidemiology, infectious, acute and chronic diseases are discussed taking into consideration maternal and newborn's needs in community and hospital care settings from a biopsychosocial perspective. At the beginning of the course, specific maternal and childcare skills are practiced in a nursing skills laboratory. After this practice, students participate of different experiences in the clinical setting.

Pre-requisite: NURS 303

NURS 305 – Nursing Care of Children and Adolescents (5 credits)

This theoretical and clinical course focuses on the care of children and adolescents. The student is introduced to the concepts of nursing care from the first year of life to the adolescence. Nursing basic skills are developed for the prevention of illness, health promotion and health maintenance in this age group. Emphasis is placed on the client as a holistic being, applying critical thinking and promoting the use of nursing diagnosis according to North American Nursing Diagnosis Association (NANDA) with nursing interventions (NIC) and outcomes (NOC) adequate to this age group.

Pre-requisite: NURS 304

NURS 403 – Community Health Nursing (5 credits)

This theoretical and clinical course focuses on the study of principles and practices involved in community health nursing and the development of skills for health education in community settings. Students are familiarized with models, theories, concepts and skills related to community interventions. Public Health concepts are discussed and applied to the health improvement of different communities. Community physical and social environments are analyzed, including the role of the different organizations. Emphasis is given to priorities for health promotion and maintenance according to Healthy People 2010, including health disparities and the essential role of the nursing professional.

Pre-requisites: NURS 304 & NURS 305

NURS 404 – Mental Health Nursing (5 credits)

The focus of this theoretical and clinical course is the promotion of health and provision of opportunities for clients to maximize their ability to live, work, socialize, and learn in the communities of their choice. The practice of mental health nursing is presented from the perspective of helping people manage difficulties, solve problems, decrease emotional pain, and promote growth, while respecting their rights to their own values, beliefs and decisions. Nursing students are encouraged to

engage in self-analysis in order to increase their understanding and self-acceptance. This is important because nurses who are able to clarify their own beliefs and values are less likely to be judgmental or to impose their own values and beliefs on clients. Neurobiological, psychosocial, sociological and spiritual theories are discussed to help students understand clients and their experiences and to help them engage in the healing process. Emphasis is given to development of effective communications skills, application of the nursing process, community mental health, critical thinking and cultural diversity.

NURS 405 – Nursing Leadership (3 credits)

The focus of this course is on the basic concepts of effective nursing leadership and management within the dynamic health care system of today where nursing roles are evolving. The impact of economics, information, technology, and politics on the health care system is discussed and analyzed. Problems and challenges are viewed as opportunities for growth and improvement for the health care team where nursing plays a key role. The student has the opportunity to critically analyze case studies in various health care settings. A variety of concepts and theories from research and literature are analyzed and applied to practice. Participation in local, national, and international nursing and non-nursing organizations is encouraged.

Pre-requisites: NURS 403 & NURS 404

NURS 406 – Practicum (4 credits)

In this course, the student has the opportunity to integrate the knowledge from previous courses with the purpose of promoting professional attitudes, internal motivation and development of responsibility and accountability for practice. Emphasis is placed on the development of skills in the clinical area selected by the student in agreement with the professor. The goal is to increase clinical skills and apply critical thinking, using nursing diagnosis according to North American Nursing Diagnosis Association (NANDA, NIC and NOC). In addition, students have the opportunity to practice the employer-employee relationship and leadership skills. In addition to the clinical experiences, the group meets once a week for two hours to discuss issues relevant to this stage of their professional development.

NURS 407 – Knowledge Integration in nursing (3 credits)

The focus of this course is integration of knowledge in preparation for local and/or national professional examination tests. Students have the opportunity to become familiar with the requirements to practice the nursing profession in Puerto Rico and the National Council Licensure Examination (NCLEX). In addition, the students will review and practice the basic components included in the examination test required by the Department of Health to practice the profession of Nursing and the NCLEX.

Graduate Profile of the BSN Program

Nursing students are expected to:

1. Base practice on current knowledge, theory, and research.

2. Assume responsibility and accountability for practice.
3. Form partnerships with clients and with other health care professionals.
4. Serve as a member and leader within interdisciplinary health care professionals.
5. Communicate, collaborate, and negotiate.
6. Practice across a variety of settings and with diverse populations.
7. Access, assemble, and evaluate health information.
8. Teach clients.
9. Advocate for clients within the health care delivery system.
10. Delegate and supervise client care activities.
11. Allocate and manage physical, fiscal, and human resources.
12. Evaluate nursing outcomes.
13. Participate in research and utilize research findings.
14. Assume responsibility for lifelong learning and plan for professional career development.
15. Participate in political and regulatory processes.
16. Participate in shaping the health care delivery system.

I. GENERAL POLICIES

A. Student Responsibilities

Students are responsible for meeting with the Director of Student Affairs to plan their program of study. Students should be familiar with BSN Program policies and review them periodically in order to keep abreast of evolving changes. Additional policies, procedures and regulations pertinent to the BSN Program are found in the document. All provisions of the BSN undergraduate Student Handbook are in effect for the year in which the undergraduate student enters the program. The Undergraduate Nursing Program reserves the right to change the regulations and policies in the handbook at any time and to add, modify, or withdraw courses at any time. Program changes may be made during a student's program of study and pre-candidacy students are responsible for following the most recent revisions. Due notice of program changes will be given to all students.

Certain behaviors are essential for safe and ethical nursing practice. Students are referred to the American Nurses Association (ANA) Code for Nurses (ANA 1985) and the Nursing Practice Act of the state(s) in which they are licensed. Undergraduate nursing students should sign all clinical documentation as BSNs after their name and the signature of their clinical preceptor. Example, J. Doe, BSNs/p. John, RN. Violations of such practice are defined below so that each student may be aware of the seriousness of such actions. Unsafe or unethical nursing practice may be evidenced by one or more of the following behaviors:

- ❖ Performing activities for which the student is not prepared or which are beyond the capabilities of the student

- ❖ Performing activities which do not fall within the legal realm of professional nursing practice
- ❖ Recording or reporting an inaccurate date regarding client assessments, care plans, nursing interventions and/or client evaluations
- ❖ Failing to recognize and/or report and record own errors (incidents) performed in relation to client care
- ❖ Having physical, mental, and/or cognitive limitations which endanger or impair the welfare of the client and/or others
- ❖ Disclosing confidential or private information inappropriately
- ❖ Behaving in a disrespectful manner toward clients and/or other health team members

B. Student Expectations:

The following student expectations apply to all nursing programs and courses:

1. Completing a course's required prerequisites prior to enrolling in any course.
2. Adhering Program standards of nursing practice appropriate to the student's level, and for independent learning activities.
3. Purchasing and maintaining current personal health and car insurance.
4. Maintaining current CPR certification.
5. Caring for and maintaining materials and equipment used during practice.
6. Completing and handing assignments in, when due or making alternate arrangements with the instructor **PRIOR** to the due date. Excused late work will not be penalized.
7. Following the current edition of the *Publication Manual of the American Psychological Association* (APA) guidelines in preparing written course work.
8. Placing proof of current CPR certification on file in the Nursing Program.
9. Documenting a current health history, proof of immunizations, annual PPD or Chest X-ray, and a consent for release of health information on file in the Nursing Program.

C. Student Representation on Departmental Committee

Students in the BSN Program are eligible and encouraged to serve as representatives on the following committees: Undergraduate Program, CCNE committee, and Nursing Student Association.

D. Confidentiality of Records

In accordance with federal statutes and regulations, student records are confidential. Students may have access to their personal student record upon request. Disclosure of any information contained in student records to anyone other than the student will be made only with written permission of the student. A form for release of information is available from the Student Affairs Director.

E. Health Requirements:

All undergraduate nursing students must provide evidence of compliance with health requirements of the Universidad del Turabo, Undergraduate Nursing Program, and the appropriate clinical agencies. The requirements may be met by completion of the health history and immunization records required by the Undergraduate Nursing Program. Documentation of immunizations may be from immunization books, medical records, public health records or secondary school records. The following must be documented:

1. **Diphtheria-Tetanus:** A booster is required every ten years after the original series. A verbal statement of compliance will be accepted.
2. **Measles:** Two live immunizations after 12 months of age. Exempted are persons born before 1957 and those with physician-documented proof of having the disease or an adequate titer.
3. **Rubella:** Immunization or physician documented proof of adequate titer.
4. **Polio:** The original series is required. A verbal statement will be accepted for compliance.
5. **Mumps:** Immunization or documented history of the illness.
6. **Chicken Pox:** Documented history of the illness or adequate titer.
7. **Yearly TB testing (PPD):** If the test is positive, a chest x-ray must be done and a nurse practitioner or physician's statement concerning the health status must be submitted with the results of the test. Documentation of current TB test status must be submitted prior to any clinical experience.
8. **Hepatitis B Vaccine:** Immunization or documented history of the illness.

F. Hepatitis B Vaccination

All students will be required to show evidence of attending a formal presentation concerning the Occupational Safety and Health Administration (OSHA) guidelines regarding Hepatitis B vaccination at the beginning of initial coursework. The presentation may be from a work-related experience or obtained through the Nursing Program.

G. All students will be required to show evidence every six months of Negative Criminal Record.

H. All students must show evidence of CPR Training.

I. Confidentiality

1. Within the Code of Federal Regulations are statements to protect medical information and the privacy of the individual when there is no overriding need for the public to know. To mandate that a person who is antibody positive, or has Acquired Immunodeficiency Syndrome (AIDS) will be required to notify University authorities is hard to enforce and legally challengeable.
2. Individuals involved with health care-giving services who know they are infected with a communicable disease are ethically and legally obligated to conduct themselves in accordance with the following protective behaviors:
 - a. Seek medical advice.
 - b. Follow University and/or agency guidelines when involved in direct client care.
 - c. Be knowledgeable about and practice measures to prevent transmission of HIV.
3. No specific or detailed information concerning complaints or diagnosis will be provided to faculty, administrators, or even parents, without the expressed written permission of the individual in each case. This position with respect to health records is supported by amendment to the Family Education Rights and Privacy Act of 1974. Health officials and other institutional officers must remember that all confidential medical/health care information is protected by statutes and that any unauthorized disclosure may create legal liability.

J. Infection Control in Clinical Settings

1. Students and faculty will treat contact with tissues, blood and other body fluids (e.g., semen, vaginal/rectal secretions, respiratory secretions, cerebrospinal fluid, synovial fluid, pleural fluid, periorbital fluid, peritoneal fluid, amniotic fluid) from ALL clients as potentially infective.
2. Faculty will be knowledgeable of infection control policies of agencies in which they supervise students and will monitor compliance with these policies by students. Protection for students will include the following Universal Precautions.
 - a. Washing hands before and after contact with clients. Hands should be washed even if gloves are used. If hands or other body areas come into contact with tissues, blood or other body fluids, they should immediately be washed with soap and water.
 - b. Gloves (nonsterile) – to be worn to avoid direct contact with tissues, blood or other body fluids.
 - c. Gowns or Plastic Aprons – recommended if blood or body fluid contact is anticipated.
 - d. Masks and Protective Goggles – should be worn when having contact with clients who are coughing extensively or requiring suctioning, such as tracheal or via endotracheal tubes, wound irrigations, and postmortem examination or whenever splashes, sprays, spatter or droplets of body fluids are likely.

3. Life Threatening Conditions - acute respiratory distress or cardiopulmonary arrest; with oral airway in place, client should be aerated with an ambu-bag or pocket-mask.
4. Care of Equipment/Specimens:
 - a. Needles and Syringes – should be disposable and disposed of in a rigid, puncture-resistant container. Needles should not be recapped, purposely bent, broken or cut. These precautions are to prevent needle sticks.
 - b. Blood and Other Specimens – should be obtained and handled in accordance with the procedure established for food and body fluid precautions (Hepatitis B) within the health care facility. Contaminated specimen containers and specimen spills should be disinfected according to the Center for Disease Control guidelines for Hepatitis B/AIDS precautions; sodium hydrochloride (household bleach) and water, dilution 1:10.
 - c. Soiled Linens – laundry and no disposable articles contaminated with blood or body fluids should be handled according to the procedure established for blood and body fluid precautions (Hepatitis B/AIDS) within the health care facility.
 - d. Dishes/Silverware – for reusable items, no precautions are necessary. Institutional dishwashing is sufficient.
 - e. Surgical and Invasive Client Care Equipment – if not disposable, should be sterilized before reuse.
 - f. Gloves – when worn should be changed between clients. Health care workers should not reuse gloves.

K. Unprotected Exposure

1. Unprotected exposure is defined as being exposed to blood/body fluids through needle stick or other percutaneous or per mucosal exposure.
2. If a student or faculty member comes into contact with blood or other body fluids through puncture, cut, splatter, or erotization she/he will:
 - a. Report the incident to the clinical instructor and/or appropriate employee health representative of the agency.
 - b. Complete the appropriate health care agency forms if required. The institution's blood/body fluids (Hepatitis B/AIDS) policy should be followed.
3. Faculty member should notify the Director of the Department of Nursing.
4. The faculty member should notify the Student Health Services. The Student Health Services can arrange for follow-up testing at appropriate intervals.
5. When student experiences an unprotected exposure to blood/body fluids while in a clinical practicum agency, he/she should be made aware that the agency policy would mandate that an incident report be filed. While the University will make every effort to maintain confidentiality, the University cannot be held responsible for actions taken by the clinical agency. The supervising faculty will follow the procedure for reporting accidental exposure as outlined above.

6. The Nursing Program **does not** assume responsibility for costs of any resulting health care.
7. The Nursing Program **strongly recommends** that students carry health insurance.

II. ACADEMIC POLICIES

A. Admission

The Universidad del Turabo and the SHS Undergraduate Nursing Program are committed to the principles of nondiscrimination and equal opportunity for all persons. Students are evaluated and admitted to the BSN Program without regard to race, color, religion, gender, age, or national origin. A student may apply at any time for admission to the Universidad del Turabo, School of Health Sciences. Universidad del Turabo, School of Health Sciences acceptance precedes Undergraduate Nursing Program acceptance. A University application form and information concerning the University entrance requirements can be obtained by calling the Admission office (787-743-7979 ext. 4457) for an admission packet. Admission to the BSN Program may occur in either the fall or spring semester.

Students must first meet all admission requirements of the Universidad del Turabo, School of Health Sciences.

1. Hold a high school diploma or an equivalent.
2. Submit an official high school transcript with the application for admission.
3. Take the College Board test, or present evidence of age over 25 years old.
4. Submit a \$15.00 nonrefundable application fee.

Readmission

1. Must have interrupted his/her studies for a full academic semester or more (summer sessions will not count as interruptions).
2. Must have a cumulative grade point average equivalent to the retention index.
3. Must have acquired a total number of credits equivalent to that required for the corresponding number of years of studies completed.
4. In the case of suspension for reasons of academic index accumulated credits, or for disciplinary reasons, the student must have complied with the period of suspension.
5. All candidates for readmission may be subject to an interview by the Director of the Undergraduate Program or his/her representative.
6. Meet the requirements for the requested study program as well as other general admission requirements.

B. Standards for Academic Progress

There are three categories of regular students according to their Grade Point Average and number of courses completed: students with excellent achievement, students with satisfactory achievement and students on probation.

Students with a satisfactory academic progress are those with a grade point index equal to or higher than the retention index established. He/she must have the percentage of approved credit hours established in the Academic Norm.

At the end of each academic year; the Registrar Office will determine the Grade Point Average (GPA), and the credit hours required per year of studies of each student. This information will be measured against the established retention standards in order to determine the academic status of the student.

Academic progress of students admitted as transfer students will be evaluated for retention purposes at the end of their first year; credits and grade point average prior to that year will not be considered.

Probation

Students whose academic achievement is below the established retention index or do not complete the percent of credit approved hours required according to the regulations will be on academic probation.

Suspension of students for academic reasons

Any student whose cumulative GPA is less than established retention index or required credit hours for who do not complete the percentage of credit after a probation period will be suspended from the University in accordance to the norm.

C. Graduation

The BSN degree is conferred by Universidad del Turabo following completion of criteria outlined in the current University Bulletin.

D. Semester Load

Full-time undergraduate students are those enrolled in 12 credit hours during a regular semester. Enrollment in fewer credits than 6 per semester constitutes part-time study. Academic load will not exceed 18 credits per term or summer session. An academic load or more than 18 credits will require prior approval by the SHS Dean.

E. Absences

Students are expected to be diligent in the pursuit of their studies and regular in their class and clinical attendance. Loss of time in any course may require that the student repeat the course. Students have the responsibility of making arrangements satisfactory to the instructor regarding all absences. Such arrangements should be made prior to the absence if possible. Policies of making up work missed as a result of absence are at the discretion of the instructor, and students should inform themselves at the beginning of each semester concerning the policies of their instructors. The Undergraduate Nursing Program in consultation with the faculty member(s) involved, reserves the right to

withdraw a student from a course because of excessive absences that interfere with attainment of course objectives.

Clinical learning experiences represent a commitment and responsibility to clients as well as essential application of knowledge. Satisfactory demonstration of course requirements and clinical competency is necessary for successful completion of the course.

F. Grades

The Registrar Office distributes final grades after the end of each term. Students are graded according to the following system of letters and percentage values.

- A – 4 grades points per credit hour
- B – 3 grades points per credit hour
- C – 2 grades points per credit hour
- D – 1 grade point per credit hour
- F – 0 grade point credit hour

In special cases the following grading system will be used:

- W Official withdrawal
- WF Discontinue attendance but did not officially withdraw in the Registrar’s Office.
- I Incomplete work
- IP To be awarded only with the Registrar’s permission in courses that span more one term
- P Passing grade – Grades of P are not counted toward quality point average.
- NP Failure
- NR Not reported
- * Repeated course
- WA Administrative withdrawal
- WN Nonattendance – enrolled but did not attend classes

Universidad del Turabo is on a 4.0 grade point system. Undergraduate courses are graded A, B, C, D and F. The following grading scale for the BSN Program is:

90% - 100%	A
80% - 89%	B
70% - 79%	C
69% - 60%	D
59% and below	F

G. Completion of Degree Requirements

All requirements for the BSN degree must be completed within an 8-year period. One-half of the hours toward the degree must be in courses numbered 407 or above and completed at Universidad del Turabo.

H. Withdrawals

Withdrawals must be made through the Registrar's Office or a failing grade(s) will be recorded. Deadlines for withdrawal are provided in the Semester Schedule of classes.

I. Incomplete (I) Grades

Students, who fail to take the final examination and have at least one partial grade, will be given an incomplete grade. Students must give the professor valid reasons for the absence from the final exam. It is the responsibility of the students to make the necessary arrangements with the Professor, CHSD Director or Dean to complete any final class requirements and/or take the final exam in order to remove the Incomplete thirty (30) days after the next semester begins or in accordance with the Academic Calendar, if the grade is not made up, will be changed automatically to F.

J. Transfer Credits into the Undergraduate Program

Students from other institutions must meet the following requirements for admission:

1. Transfer courses must be from an accredited university.
2. Must not have been subjected to any academic or disciplinary sanctions.
3. Must meet the admission requirements of the particular program and specialty to which he/she is applying.
4. Must have a satisfactory interview with the Dean or his/her representative.
5. Submit an official transcript with admission application. Students who are transferring from a University outside of Puerto Rico must submit a course catalog from the previous institution.

K. Computer Literacy

Faculties are committed to students demonstrating basic computer competency. Therefore, students are strongly encouraged to use word processing software when developing written materials. Students are also required to prepare and give PowerPoint presentations as part of their course work in a number of classes. Utilization of Internet is encouraged.

L. Academic Advising

Advisement of all students upon admission to the BSN Program is performed by the faculty who will continue to provide academic advising to students as they progress through their program of study. University advising guidelines and deadlines are followed throughout this process.

M. Confidentiality and Privacy of Client Information

The student is expected to adhere to the ANA Code for Nurses. Confidentiality is the protection of a client's privacy through careful use of oral and written communications. The client's right to privacy is safeguarded by judicious protection of confidential information. An individual can withhold any personal information desired. Nursing students must be especially careful regarding the invasion of the client's privacy. Students should use only **INITIALS** of the client when completing history forms, care plans, and any other documents that are part of their educational experience.

N. Academic Honesty

In their academic activities, students are expected to maintain high standards of honesty and integrity. Passing off as one's own the work of another (plagiarism) is totally unacceptable. A student is expected to maintain the professional standards of the nursing discipline.

Definitions of Unacceptable Behavior:

The following are the Universidad del Turabo School of Health Sciences, Community Health Systems Department definitions of unacceptable behavior.

1. **Plagiarism:** Taking credit for someone else's ideas, words or statements or other works as one's own without proper acknowledgment. Examples of plagiarism include:
 - ❑ **Word-for-Word Plagiarism** – copying exactly from someone else's text.
 - ❑ **Section-by-Section Plagiarism** – lifting phrases from someone else's text.
 - ❑ **Select-Term Plagiarism** – lifting a special term from a text not one's own.
 - ❑ **Paraphrasing** – using someone else's ideas as if they were one's own thoughts.
 - ❑ **Borrowing facts, statistics and other illustrative material** – unless the information is common knowledge.
2. **Cheating:** Committing fraud on a record, report, paper, computer assignment, examination or other course requirement. Examples of cheating include:
 - ❑ **Using unauthorized notes**, study aids or information from another student or student's paper on an examination or any other course requirement, including giving or receiving assistance from another student without the instructor's permission.
 - ❑ **Altering a graded work** after it has been returned and then submitting the work for regrading.
 - ❑ **Allowing another person to do one's work** and to submit the work under one's own name.
 - ❑ **Submitting two copies of the same or nearly similar papers** to two professors without prior approval,
 - ❑ **Fabricating data in support of laboratory or fieldwork.** Dishonesty in reporting results, ranging from sheer fabrication of data, improper adjustment of results, and gross negligence in collecting or analyzing data, to selective reporting or omission of conflicting data for deceptive purposes.
3. **Aiding and abetting dishonesty:** Providing material or information to another person with knowledge that the material or information will be used improperly.
4. **Falsification of an academic records and official documents:** Without proper authorization. Altering documents affecting academic or University record; forging signatures of authorization; or falsifying information on an official academic document, election form, grade report, letter of permission, petition, clinical record or any other official University document.

5. **Misuse of computers:** Violating the University's "Condition of Use" statement, which defines proper and ethical use of computers.
6. **Misuse of available facilities:** Intentionally abusing available facilities. Examples of available facilities include, but are not limited to, laboratories, classrooms and libraries.
7. **Nurse-patient relationships:** The students of the Universidad del Turabo School of Health Sciences, Community Health Systems Department are expected to exhibit behavior appropriate to the profession of nursing. They must assume personal responsibility for being in physical and mental condition to give safe nursing care and for the knowledge and skills necessary to give this care. Unacceptable behavior includes, but is not limited to, the following examples:
 - ❖ **Providing nursing care in an unsafe or harmful manner.**
 - a. Carrying out a procedure without competence or without the guidance of a qualified person.
 - b. Willfully or intentionally doing physical and/or mental harm to a client.
 - c. Exhibiting careless or negligent behavior in connection with the care of a client.
 - d. Finding one unable to assume the assigned and necessary care of a client and failing to find alternative measures for the delivery of that care.
 - ❖ **Falsifying patient's records or fabricating patient experience.**
 - a. Failing to report omission of, or errors in treatments or medications.
 - b. Fabricating patient experiences.
 - ❖ **Disrespecting the privacy of a client: violating the confidentiality of the nurse/client relationship.**
 - a. Disclosing the full name or position of a client in a manner that violates the individual's privacy.
 - b. Discussing confidential information in inappropriate areas, such as elevators, or with inappropriate persons, such as media representatives.
 - c. Discussing confidential information about a patient with third parties who do not have a clear and legitimate need to know.
8. **Drugs and alcohol:** Using, possessing, selling, or distributing illicit drugs; illegally using, selling, possessing or distributing any drugs or alcohol; or using prescribed and/or illicit substance or alcohol in such a manner as to impair one's judgment or performance as a nursing student.

O. Student Grievance Policy

Any student(s) enrolled in the BSN Program has the right to contest the decision of a faculty member(s) regarding a grade, academic dishonesty and/or misconduct or unsafe and/or unethical practice. In such instances, the following procedure must be followed as established by the Universidad del Turabo. It is ultimately the student's responsibility to

follow the grievance procedure as written. Failure to do so or to meet deadlines as stipulated can result in failure of the grievance or further consideration of the grievance.

- The student(s) must first discuss the incident in question with the faculty member(s) involved. The student(s) must submit a written request to meet with the faculty member(s) within five working days after the grade is received or the incident has occurred. The faculty member(s) must then schedule a time for the meeting within five working days after the student(s) request has been received.

- If the student and faculty member(s) are unable to arrive at a mutual agreement the student has the right to make an appeal to the CHSD Director. This written appeal must be made within five working days after the meeting with the faculty member(s) and specify whether the appeal relates to the charge or to the imposed penalty. The CHSD Director must schedule a meeting within five working days after receiving the request, with the student(s), faculty member(s) and any other relevant parties. The CHSD Director's decision will be based on the conclusiveness of the evidence and the appropriateness of the penalty. The CHSD Director will in writing inform the student(s) and the faculty member(s) of the decision.

- Students also have the right to complete the form and submit it to the Dean to present any concern, which requires an action.

III. MISCELLANEOUS

A. Financial Aid

Universidad del Turabo makes every effort to help its student obtain government financial aid for those who are unable to begin or continue their university education without such aid.

The University has three categories of financial aid:

- ✓ Scholarships
Scholarships are granted according to the educational and financial needs of the student and money need not to be returned.
- ✓ Federal Direct Loans
The Financial Aid Office will recommend and process the loan directly to Department of Education by electronic form. This loan must be repaid in cash; the repayment should begin six (6) months after the student graduates or ceases to study. The Federal Government will pay the interest while the student is enrolled in a recognized post-secondary institution. The interest is variable but do not exceed 8.25 percent. The borrower should check the interest rate on their own interest rate on their promissory note.
- ✓ Work-Study Program

This program provides jobs for undergraduate and graduate students. The Financial Aid Office assigns a specific amount of hours that the student can work on campus.

B. General Dress Code Policies

Jewelry: Rings-engagement and wedding bands only. (Rings can cause injury to clients, also harbor organisms.) Small earrings, whether posts or loop earrings. Only one earring per ear is allowed. No other body piercing jewelry may be worn in the clinical area.

Fragrances (perfume, cologne, aftershave): Use only sparingly. Strong odors can be objectionable to clients who are ill. The odor of a smoker is also apparent and can be offensive to clients and others.

Hair: Long hair must be pulled back from one's face and should not be allowed to fall forward in a work area. Use discretion in hair accessories to maintain a professional appearance, safety, and hygiene.

Fingernails: Short! Clear or very light color polish is permitted. No acrylic nails are allowed by law.

Tattoos: Any tattoos must be covered while in the clinical area.

Gum Chewing: NO gum chewing is allowed in the clinical area.

(For more specific details, see Dress Code Form. Students are required to sign).

C. Uniform Policies

Uniform policies are made in collaboration with all faculties. The following policies are to be followed by students in all clinical areas unless otherwise directed. Uniforms and shoes are always to be clean and neat. Students going into a clinical area for any reason other than direct patient care should wear a lab coat and Universidad del Turabo name pin. Uniforms should not be worn in any places that are not related to the clinical experiences of students (e.g. restaurants, bars, supermarkets, etc.) Professional attire and well-groomed appearance are expected in classes and clinical practice.

D. Cellular Phones and Pagers

It is recognized by the faculty and staff that the changing pace of life in our society necessitates the use of electronic communication in many styles and methods. It is also recognized that the time spent in the classroom or clinical setting is very important and must be the primary focus of both the faculty and students involved. It is, therefore, necessary to prohibit the use of personal cellular phones, pagers and any other disruptive equipment in the classroom and clinical settings. When cellular phones or pagers are part of the communication within that clinical setting, an exception may be made. Should a student be in a situation where an emergency communication is pending, it should be

brought to the attention of the faculty member or appropriate staff member. Cellular phones or pagers can be left with an appropriate person for a message to be delivered to the student if the need arises.

I agree with the terms of this handbook.

Student Signature

Date

Undergraduate Nursing Program

Date Representative Signature

