INTER -AMERICAN UNIVERSITY OF PUERTO RICO
BARRANQUITAS CAMPUS

# Self-study

## Baccalaureate in Science of Nursing
to the
Commission on Collegiate Nursing Education
(CCNE)

**November 2023**

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# INTRODUCTION

The Bachelor of Science in Nursing (BSN) is part of the academic offer of the Inter-American University of Puerto Rico, Barranquitas Campus (IAUPR-BC). The BSN is authorized by the Board of Post-Secondary Institutions of Puerto Rico (JIP for its acronym in Spanish) and by the Middle States Commission on Higher Education (MSCHE).

Recognizing the importance of guaranteeing a quality education, in November 2018, the faculty and the Campus administration submitted the BSN for evaluation by the Commission on Collegiate Nursing Education (CCNE) agency and since then the degree has been accredited by this agency. In order to continue with the Institution's Accreditation Plan and continue demonstrating the quality and integrity of the BSN, the IAUPR-BC has decided to seek reaccreditation for its degree. For this reason, in this Self-study the Campus presents the information and documents required for the re-evaluation of the Bachelor of Science in Nursing. This document presents information on the organizational structure of the Campus, the mission and goals of the BSN, the description of the educational environment, the physical and financial resources that support the operation of the Program, and the description of the curriculum with its teaching strategies. Finally, the BSN assessment is presented, which is considered for decision-making and Program improvements. The Bachelor of Science in Nursing (BSN) is part of the academic offer of the Inter-American University of Puerto Rico, Barranquitas Campus (IAUPR-BC). The BSN is authorized by the Board of Post-Secondary Institutions of Puerto Rico (JIP for its acronym in Spanish) and by the Middle States Commission on Higher Education (MSCHE).

## DESCRIPTION OF THE EDUCATIONAL SETTING AND THE ORGANIZATIONAL STRUCTURE OF THE INSTITUTION

The Inter-American University of Puerto Rico (IAUPR) is a private, non-profit institution that was founded in 1912. It has nine campuses and two professional schools that offer academic programs in technical certificates, undergraduate and graduate programs. The administering government of the Inter American University of Puerto Rico is the Board of Trustees whose members are freely elected without the intervention of external authorities. Among its functions are the development of institutional policy and appointing the President of the University as the main executive, academic and administrative official of the Institution. Likewise, each campus is directed by a Chancellor, who reports directly to the President.

Within the Campuses, is the Barranquitas Campus (IAUPR-BC) which was founded in 1957 in the central region of Puerto Rico with the purpose of satisfying the educational needs of the area. In that same year, the IAUPR-BC was first accredited by MSCHE and has maintained its accreditation ever since (see Appendix A Authorization from the Middle States Commission on Higher Education). Since August 2016, Dr. Juan A. Negrón-Berríos is the Chancellor.

IAUPR-BC's mission has always been aimed at offering an excellent higher education to the population of the central region of Puerto Rico, which includes seven municipalities: Barranquitas, Orocovis, Aibonito, Corozal, Naranjito, Comerío and Coamo. These municipalities have a combined population of approximately 232,048 inhabitants. Socioeconomic indicators show that this region is among the poorest areas of the nation. For many area residents, who have not studied beyond high school, the IAUPR-BC is the first choice for pursuing a degree at the postsecondary

level. Over the years, the faculty and administrative staff have been deeply committed to the mission of the Campus.

The academic programs of the Campus are authorized by the Board of Postsecondary Institutions of Puerto Rico (see Appendix B Licensed by the Board of Postsecondary Institutions of Puerto Rico). The IAUPR-BC has within its programs seven technical certificates, thirteen associate degrees, eighteen baccalaureates, seven master's degrees and one doctorate. Currently, the IAUPR-BC Nursing Program (IAUPR- BC NP) stands out for having the largest number of students and showing a high employability rate.

The mission of the IAUPR-BC NP is to offer an education of excellence and quality to future nursing professionals in accordance with the mission of the Campus:

> "The Barranquitas Campus of the Inter-American University of Puerto Rico has the mission of serving, mainly the population of the central region of the Island, by offering academic programs at the basic, non-university post-secondary, undergraduate and graduate levels, in the fields of arts, sciences, including biotechnology, health and other fields of knowledge. All its programs are aimed at adding value and developing professional and technical skills in students. The Campus integrates into society through the intensive use of information and telecommunications technologies in teaching, scientific and social research, and service to students and the community. Likewise, it contributes both to proficient knowledge with excellence and relevance, as well as respect for diversity and social, ethical, and moral responsibility. The Campus contributes to society, educating people from various socioeconomic sectors, both inside and outside Puerto Rico."

**Nursing Program History**

The IAUPR-BC NP began in 1988 as a consortium between the Guayama Campus and the Mennonite General Hospital- Aibonito, Puerto Rico. At that time the Program offered an Associate of Applied Sciences in Nursing (AAS) Degree, and its facilities were located at Mennonite General Hospital. In 1989 it began as an autonomous program of the Barranquitas Campus and in 1992, the Program's facilities were transferred to the Campus. Since 1998, the Bachelor of Science in Nursing (BSN) has been offered. Currently, the BSN is part of the academic offer of the Department of Health Sciences. In January 2023, the Nursing Program had 178 students. Since the nursing program began, it has graduated approximately 853 nursing professionals.

The Nursing Program is approved by the Middle States Commission on Higher Education (2023) and authorized by the Board of Post-Secondary Institutions of Puerto Rico (JIP) (2022). Since August 2018, the Nursing Program is directed by Dr. Damaris Colón Rivera and Dr. Mariela Torres Montesino is the clinical coordinator. The BSN is directed by a sequential or study plan that consists of four years. This plan is articulated in such a way that it allows the student, who so desires, to request graduation in the second year, after completing the second level, which corresponds to an associate degree in applied sciences in Nursing (AAS).

The Nursing Program has the primary responsibility of preparing the student with knowledge, skills, and attitudes that allow them to comply with Law # 254 of 2015, which regulates the practice

of the profession in Puerto Rico. For this reason, the Institution establishes an Institutional Review Committee every five years where the faculty of the Nursing Programs of the eight Campuses meet to review the curriculum, which includes evaluation for compliance and integration of legal aspects and new trends in the profession. The last review of the BSN ended in May 2013 and since 2019 the Program is under curricular review by the Institutional Committee.

Furthermore, the IAUPR-BC NP faculty recognizes students must be academically prepared for the level of practice and health care delivery systems in which they will work. Therefore, each semester the faculty reviews the syllabi, lectures, and Assessment techniques to ensure that the Students Learning Outcome is achieved. During the review, the competencies of the Graduate Profile, practice standards, laws and regulations that impact the profession in Puerto Rico, QSEN Competencies, as well as the Essentials of the American Association of Colleges of Nursing (AACN) that are contemplated. In addition, the results of the Assessment of the Program, such as: the results of the revalidation exam, the results of the satisfaction questionnaires and other evaluations of the NP considered for decision making and encouragement of continuous improvement.

**Standard I**
**Program Quality: Mission and Governance**

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

**I-A. The mission, goals, and expected program outcomes are:**
- **congruent with those of the parent institution; and**
- **reviewed periodically and revised as appropriate.**

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

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

**Program Response:**

**Assessment of the mission and goals of the Nursing Program with the mission and goals of the Inter American University of Puerto Rico:**

The mission, goals, and expected results of the IAUPR-BC NP are consistent with the mission and goals of the Campus. The mission of IAUPR-BC "Is to serve, mainly to the population of the central region of the Island, by offering academic programs at the basic, post-secondary, non-university and undergraduate levels, in the fields of arts, sciences, including biotechnology, Health and other fields of knowledge. All of its programs are aimed at adding value and developing professional and technical skills in students. The campus is integrated into society through the intensive use of information and telecommunications technologies in teaching, scientific and social research and service to students and the community. It also contributes both to the knowledge economy with excellence and relevance, and to the respect for diversity and social, ethical and moral responsibility. The Campus contributes to society by educating people from the various socioeconomic sectors, both inside and outside Puerto Rico" (see Appendix I. A. 1 Alignment of IAUPR 'Missions, IAUPR- BC' Mission and the Nursing Program's Mission and see Appendix I. A. 2 the alignment of IAUPR's Goals, Barranquitas Campus' Goals and the Nursing Program's Goals is present).

The NP is aligned with the vision, mission and goals of IAUPR-BC and is aimed at educating future nursing professionals with the necessary skills to offer safe and high-quality health care to individuals, families and the community. Similarly, it is aimed at preparing professionals with the ability to integrate communication skills, interprofessional work, research, and evidence-based practice in decision-making and care management. The graduate of the Program will have the knowledge, skills, and attitudes to apply the nursing process in the promotion, maintenance, and

restoration of health, considering the diversity of the individual and ethical-legal aspects. Like the Mission of the Campus, the NP seeks to contribute to society, developing professionals who can meet the demands and needs of the health systems. For this reason, the mission of the Nursing Program is aimed at training nurses capable of offering competent, sensitive, effective, safe and quality nursing care to the individual client, family and community. The goals of the Nursing Program are derived from the mission and are defined through the general objectives:

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

**Assessment of the Expected Outcomes of the Nursing Program with the mission and goals of the Inter American University of Puerto Rico**

The Expected Program Outcomes are consistent with the mission and goals of the IAUPR. The mission of the IAUPR seeks to: "Offer post-secondary and higher education in the arts and sciences, through teaching, research and community service, within an Ecumenical Christian context. We provide educational programs at the preschool, elementary and secondary levels. We contribute to society, educating people from various socioeconomic sectors, inside and outside of Puerto Rico. In our offerings and services, we incorporate innovative study modalities supported by information technology and telecommunications. At the University, we aspire for our graduates to be responsible, educated citizens, with democratic and Christian values, aware of their social and environmental obligation, so that they can perform competently and exercise leadership in the occupational or professional context" (https://www.inter.edu/about-us/mision/).

Considering the mission and goals of the IAUPR, the faculty and the director developed the Expected Program Outcomes seeking to train competent graduates with values, leaders in their work settings and aware of their responsibility within society. Likewise, the IAUPR-BC NP aligned its Students Learning Outcome (SLO) with the goals and Competencies of the Graduate Profile at the Institutional level (see Table I. A. 1: Alignment between goals, competencies of graduates and SLO) (see Apppendix I. A. 3. Alignment between goals, competencies of graduates, student learning outcomes and courses). This alignment aspires to meet the SLOs, the goals of the Program and the goals of the Institution. The Graduates Profile with the Competencies is available through the web page of the Campus (http://www.br.inter.edu/departamento-de-ciencias-de-la-salud/programa-de-enfermeria/) and in the Catalog General Digital (Inter American University of Puerto Rico - Catalog Home Page - Nursing (BSN) (smartcatalogiq.com).

**Table I. A. 1: Alignment between goals, competencies for graduate and student learning outcomes**

| NP Goals | Profile of Graduates Competencies | Student Learning Outcomes |
|---|---|---|
| 1. Provide care with autonomy and with interdisciplinary collaboration and sensitivity to ethical-legal and cultural | Knowledge<br>1. Demonstrate theoretical and practical knowledge integrated into the safe and effective nursing care provided to individuals, families and communities. | The student will integrate cognitive, affective and psychomotor skills by providing nursing care to the individual, family, and community. |

| NP Goals | Profile of Graduates Competencies | Student Learning Outcomes |
|---|---|---|
| values aimed to the achievement of the best results for the patient. | Skills<br>1. Use assessment and therapeutic interventions skills when providing nursing care in diverse scenarios so they can improve the expected health care results. | The student will provide health care to individuals, families, groups and community taking into consideration the stages of growth and development in which they are. |
| | Knowledge<br>3. Know critical thinking skills to make clinical judgments and to use research findings for the continuous improvement of the nursing practice. | The student will apply the evidence to provide health care to the person, family, and community in structured and unstructured settings. |
| | Attitudes<br>1. Apply humanistic care in the nursing practice to promote protection, optimization and the preservation of human dignity. | The student will play the role of the nursing professional guided by ethical-moral values, committed to a humanistic care that responds to the needs of the changing society. |
| | Skills<br>2. Apply skills of communication, collaboration, critical thought, and the use of technology as a provider and coordinator of care and as a future member of the profession. | The student will apply their knowledge in the management of health information and in the use of technology in providing health care to the individual, family, community and populations at different stages of development. |
| | Knowledge<br><br>2. Know the use of nursing interventions to prevent disease, and to promote, protect, maintain and restore health. | The student will exhibit knowledge at all three levels of prevention to promote health and prevent diseases in the individual and vulnerable populations. |
| Coordinate care by applying leadership and management skills that lead to the highest quality care with the minimum of cost. | Skills<br>3. Act as leaders and managers of the care that you are seeking to provide. | The student will assume the role of leader in the administration of health care in different scenarios. |
| Assume a commitment as a member of the discipline in accordance with practice standards. | Knowledge<br>1. Demonstrate theoretical and practical knowledge integrated into the safe and effective nursing care provided to individuals, families and communities.<br>Skills<br>2. Apply skills of communication, collaboration, critical thought, and the use of technology as a provider and coordinator of care and as a future member of the profession. | Student will demonstrate knowledge in laws, regulations, public policies that affect nursing practice. |

**Expected Outcomes:**

The Expected Outcomes are directed to achieve student learning, the continuous development of the faculty and the achievement of the mission and goals of the Program. Quality indicators were established for the selected metrics and to determine their achievements (see Key Element I. A. 1. Expected Outcomes of the Program with evaluation strategies). The expected outcomes are available on the website of the Campus, in the area dedicated to the Nursing Program (http://www.br.inter.edu/departamento-de-ciencias-de-la-salud/programa-de-enfermeria/). To measure the achievement of the Expected Outcomes, the following are analyzed: the questionnaire for graduates, the percentage of approval of the courses and evaluation criteria, the graduation report, the results of the license exam and the faculty evaluations, among others. Below are the Expected Outcomes of the Nursing Program:

*Expected Student Learning Outcomes*

An 80% of students will achieve 70% or more in the performance criteria. The students will show knowledge and skills of communication, procedures, leadership, safety, quality improvement that guarantee quality and safe health care to the population to which they tend.
1.  The student will integrate cognitive, affective and psychomotor skills by providing nursing care to the individual, family, and community.
2.  The student will provide health care to individuals, families, groups and community taking into consideration the stages of growth and development in which they are.
3.  The student will play the role of nursing professional guided by ethical-moral values, committed to a humanistic care that responds to the needs of the changing society.
4.  The student will assume the role of leader in the administration of health care in different scenarios.
5.  The student will apply evidence to provide health care to the person, family, and community in structured and unstructured settings.
6.  The student will apply their knowledge in the management of health information and in the use of technology in providing health care to the individual, family, community and populations at different stages of development.
7.  The student will demonstrate communication skills and teamwork by coordinating the care of individuals, families and communities in different settings.
8.  The student will exhibit knowledge at all three levels of prevention to promote health and prevent diseases in the individual and vulnerable populations.
9.  The student will demonstrate knowledge in laws, regulations, public policies that affect nursing practice.

Key Element I. A. 2 presents the alignment between the Nursing Programs Goals with the Essentials of Baccalaureate and the Students Learning Outcomes.

*Expected further outcomes*

Considering the percent of retention of the Campus, the minimum passing of the state board and the accrediting agencies, it is expected that:
1.  Seventy percent (70%) of the students enrolled will complete the degree according to the curriculum.
2.  Eighty percent (80%) of the graduates pass the nursing board exam first time taken.

3. Seventy percent (70%) of the graduates will get employment one year after graduating.

**The mission, goals and expected results of the NP are reviewed periodically:**

The mission, goals, and expected results of the IAUPR-BC NP are periodically reviewed to ensure that they comply with changes in the standards of the profession, the Law that regulates nursing practice in Puerto Rico, and changes in health systems. These are reviewed each year during the budget work plan design process and at the Systematic Plan review. At the institutional level, the mission and goals of the Nursing Program are reviewed every five years during the revision of the curriculum or when necessary due to changes in legislation. According to the Institution's policy, every five years a Committee is created that is made up of faculty from the eight Nursing Programs of the different Campuses that make up the Institution. Following the Guidelines for the Review and Evaluation of Single and Shared Academic Programs at the IAUPR, the committee is responsible for reviewing the curriculum and implementing changes that address new trends in the profession and in health systems (see Key Element I. A. 3 Guidelines for the Review and Evaluation of Single and Shared Academic Programs at the IAUPR and see Key Element I. A. 4 Agendas and Minutes of the Institution Committee Meeting). In 2019, the Bachelor of Science in Nursing began the new curricular revision up to the present. Committee meetings were interrupted by the COVID-19 pandemic. Once the review is finished, the proposed changes go to the evaluation of the Academic Senate, the University Council of the Institution and then for the approval of the President of the IAUPR.

The mission and goals of the IAUPR-BC NP are available on the Campus website: https://www.br.inter.edu/departamentos/departamento-de-ciencias-de-la-salud/programa-de-enfermeria / and are accessible to the student in the Nursing Student Handbook (see Key Element I.A. 5 Nursing Students Handbook).

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

*Elaboration: The program identifies the professional nursing standards and guidelines it uses. CCNE requires, as appropriate, the following professional nursing standards and guidelines:*
1. The Essentials of Baccalaureate Education for Professional Nursing Practice *[American Association of Colleges of Nursing (AACN), 2008]*;
2. The Essentials of Master's Education in Nursing *(AACN, 2011)*;
3. The Essentials of Doctoral Education for Advanced Nursing Practice *(AACN, 2006); and*
4. Criteria for Evaluation of Nurse Practitioner Programs *[National Task Force on Quality Nurse Practitioner Education (NTF), 2016].*

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

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

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

**Program Response:**

The mission, goals, and expected results of the program are consistent with the Standards of the College of Nursing of Puerto Rico (CPEPR for its acronym in Spanish) (2018), Law # 254 of December 31, 2015 that regulates the profession in Puerto Rico, the Essentials of Baccalaureate Education for Professional Nursing Practice, QSEN Competencies, and the 2023 National Patient Safety Goals. These documents serve as a guide for faculty and the Nurse Administrator in reviewing the mission, program goals, and curriculum. In addition, the concepts that emanate from these regulations and policies are integrated into the contents of the Syllabus to foster in the student knowledge, critical thinking, problem solving, leadership skills, interprofessional collaboration, respect for diversity and the integration of ethical-legal values, among other essential concepts to achieve the autonomy of the practice (see Key Element I. B. 1 -Syllabus).   Table I.B.1 presents the alignment between the goals of the program, the CPEPR's Standards, the concepts of Law number 254 of December 31, 2015, The Essentials: Core Competencies for Professional Nursing Education, and the NP courses.

**Table I. B. 1: Alignment between program goals and professional nursing standards and guidelines relevant to nurse professional preparation and courses**

| NP's Goals | CPEPR's Standards | Law number 254 of December 31, 2015 | The Essentials: Core Competencies | QSEN Competencies | Courses |
|---|---|---|---|---|---|
| Provide care autonomously and in interdisciplinary collaboration, sensitive to ethical-legal and cultural values and aimed at achieving the best results for the client. | Standard I Quality of Practice<br><br><br>Standard III Evaluation of Professional Practice<br><br>Standard IV Collaboration<br><br>Standard VI Ethics<br><br>Standard X Communication<br><br><br>Standard XII Cultural Diversity | -Applies critical thinking skills when providing professional nursing care to individuals, family, and community and in exercising leadership, management, and case management in different settings.<br>-Makes estimates of needs, establishes nursing diagnoses, plans care, delegates and implements interdependent and independent therapeutic measures, and evaluates the effectiveness and efficiency of nursing practice actions.<br>-Offers nursing care to groups of people at the primary, secondary and tertiary level of health services in harmony with established medical standards, procedures and regime, after planning corresponding to the nursing and interdisciplinary team. | 1. Domain 1: Knowledge for Nursing Practice<br><br>2. Domain 2: Person-centered care<br><br>3. Domain 3: Population health<br><br>4. Domain 5: Quality and Safety<br><br>- Domain 6: Interbranch associations | Patient-Centered Care<br><br><br><br><br><br>Safety Quality Improvement<br><br><br><br>Teamwork and Collaboration | NURS 1111<br>NURS 1112<br>NURS 1130<br><br>NURS 1231<br>NURS 1232<br><br>NURS 2233<br>NURS 2234<br><br>NURS 2141<br>NURS 2142<br><br>NURS 2352<br>NURS 2352<br><br>NURS 2361<br>NURS 2362<br><br>NURS 3140<br>NURS 3190<br><br>NURS 4180<br>NURS 4911<br><br>NURS 4914<br><br>NURS 4980 |
| Coordinate care, applying leadership and | Standard IV Collaboration | -Works in coordination with specialist or advanced practice nurses | Domain 7: Systems-Based Practice | Informatics | NURS 2142<br><br>NURS 2234 |

| NP's Goals | CPEPR's Standards | Law number 254 of December 31, 2015 | The Essentials: Core Competencies | QSEN Competencies | Courses |
|---|---|---|---|---|---|
| management skills that lead to the highest quality care at the lowest cost. | Standard IX Leadership<br><br>Standard VIII Resource Utilization<br><br>Standard XI Environmental Health | in the direct nursing care offered to clients.<br>-Directs the nursing care provided by nurses in the associate and practice categories, as defined by this Act. | Domain 8: Informatics and Health Technologies<br><br>Domain 10: Personal, Professional and Leadership Development | Teamwork and Collaboration | NURS 2352<br><br>NURS 4911<br><br>NURS 4914<br><br>NURS 4980 |
| Assume commitment as a member of the discipline in accordance with the standards of practice. | Standard II Education<br>Standard V Tuition<br><br>Standard VII Evidence-Based Research and Practice | -Participates in research leading to improve patient/client care by contributing with relevant information in this regard and collaborating in the activities that are required. | Domain 4: Scholarship for the Nursing Discipline<br><br>Domain 9: Professionalism<br><br>Domain 10: Personal, Professional and Leadership Development | Evidence-based Practice (EBP) | NURS 2970<br><br>NURS 3100<br><br>NURS 3190<br><br>NURS 3115 |

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

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

**Program Response:**

The mission, goals, and expected program outcomes consider the needs and expectations of the community of interest. The community of interest is defined as all the individuals or groups that maintain a relationship with the program and that offer feedback that helps decision-making to improve the processes. Through the Feedback offered by the community of interest, it is evaluated that the mission and goals of the program continue to develop nursing professionals capable of offering competent, sensitive, effective, safe and quality care to the client: person, family and community. For this reason, the results of the student satisfaction surveys, the graduate surveys, the recommendations offered by the faculty, the employers of the graduates and the members of the Advisory Committee are considered. In addition, new trends and recommendations from professional agencies are considered.

**The Nursing Program understands that the community of interest includes:**

Internal Community:
- Students: Students participate in the Student Satisfaction Questionnaire of the Institution, evaluation to the faculty, evaluation of the clinical scenarios and evaluation of the skills laboratory, among others.
- Faculty of the Program: It offers a continuous input according to their experiences and changes in their specialties. Offers recommendations according to the changes that occur in health systems, their specialties and health policies. The Faculty recommendations are obtained during meetings, work committees and individually and through informal interviews. The faculty evaluates each semester the syllabus and the evaluation strategies in the courses. In addition, they annually review the Systematic Plan and the Expected Outcomes.
- Administrators of IAUPR- BC Campus: Administrators consider the Nursing Program in the development of the strategic plan and in the development of the budget. The Campus administration responds to requests for the acquisition of equipment and materials for the laboratories. In addition, the Dean of Academic Affairs schedules workshops for the professional development of the faculty and has a budget to pay for the education or educational activities requested by the faculty.

External Community:
- Institutional Committee: Modifications to the curriculum and projects implemented by the Institutional Committee are carried out in the Nursing Program.
- Graduates: The questionnaire of the graduate's opinion is applied through an online survey or a printed document.
- Board of Nurses of P. R: Results of revalidation sent by the Board are considered to evaluate the teaching strategies and assessment in the courses.
- Employers: Questionnaire on the opinion of employers about graduates of the Program. Interviews informally than supervisors.
- Nursing Program Advisory Committee: An Advisory Committee composed of internal and external persons to the Barranquitas Campus was created. Example: after the pandemic, the members of the Committee recommended offering workshops on the donning and doffing of personal protective equipment for the management of contagious diseases and models of PAPR's so that students have the benefit of knowing how to use and manage them in cases of highly contagious diseases like Ebola.
- AACN: Courses are revised to integrate the new Essentials of Baccalaureate Education for Professional Nursing Practice (2021).

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

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

**Program Response:**

The expected results for the Nursing Program faculty are written and communicated to the faculty and congruent with institutional expectations. The expected results of the faculty are defined and

seek to maintain a faculty with the knowledge, skills, and mastery of their specialty to offer up-to-date, high-quality education. The Program seeks to promote a faculty that can apply innovative teaching and assessment strategies that encourage the achievement of Student Learning Outcomes. These expected results are consistent with the Campus goals. The goal of Campus # 2, is directed to "Maintain an updated teaching staff in their discipline, innovative teaching and assessment strategies, as well as in the incorporation of information technologies to student learning". Therefore, the administration of the Campus and the promote the professional development of the Nursing Program faculty through workshops, conferences, continuing education courses, and study scholarships. The performance of the faculty is evaluated following the Guidelines for the Evaluation of the Teaching Staff and the Faculty Manual Handbook (2021).

The expected results of the faculty are reported through meetings and in written documents. The faculty has offered recommendations and these have been integrated into the expected results. These are available on the Campus website (https://www.br.inter.edu/departamentos/departamento-de-ciencias-de-la-salud/programa-de-enfermeria/).

The expected results in the area of faculty are:

**Expected faculty Outcomes**

Considering the expectations of the Institution, it is expected that:
1. One hundred percent (100%) of full and part-time faculty will maintain knowledge and domain of their specialization.
   - The 100% faculty maintain the current professional license and are members of the College of Nursing Professionals of Puerto Rico.
   - The 100% faculty take continuing education courses to renew their professional license.
   - 100% of the faculty will be evaluated by the students obtaining 70% or more in the evaluation.
   - 100% of the faculty will be evaluated by a Committee obtained 85% or more in the evaluation.
   - 100% of the full-time faculty will published in journals.
   - 100% of the full-time faculty will be involved in research-related activities.
2. One hundred percent (100%) of full and part-time faculty will maintain knowledge and skills in nursing roles.
   - 100% of the full-time faculty will participate in activities in the community.
   - 90% of the part-time faculty will participate in activities in the community.
   - 100% of the teaching staff will be assigned to the practice courses in hospital environments to maintain their skills.

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

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

**Program Response:**

The faculty of the Nursing Program and the students actively participate in the governance of the Program and the Campus. This participation is established in the Full Time Faculty Handbook (2021) and in the General Student Regulations of Inter American University of Puerto Rico (2023) (see Key Element I. E. 1 Full Time Faculty Handbook, 2021 pp. 11-14 and see Key Element I.E. 2 General Student Regulations, 2022 pp. 11-22).

## Faculty participation in institutional governance:

The faculty of the Nursing Program have the opportunity to participate in Institutional Governance. As established in the Full Time Faculty Handbook (2021), the faculty participates in matters related to: 1) academic offerings, 2) academic standards, and 3) standards related to students and faculty. In the Institution, the faculty can participate: in the presidency of the University Council, representing the Campus faculty and as a member of a Special Committee. Currently, in the Nursing Program, a faculty member is participating in the Institutional Committee for the curricular review of the Bachelor of Science in Nursing. In addition, this faculty member participated in the Institutional Committee for the curricular review of the Master of Science in Nursing. Also, the nurse administrator was the representative of the Campus in the Institutional Committee for the Verification of Compliance (MSCHE).

## Standing Committees at the Instructional Unit

At the IAUPR- Barranquitas Campus, the faculty can participate in governance through the different established committees. The faculty participates at the teaching unit level in three different ways, as a member:
- of the Academic Senate
- of a standing committee
  - *Committee for Promotions, Tenure, and Changes of Contract*
  - And the *Committee on Sabbatical Leaves and Study Grants*
- of a special committee

*Academic Senate:* Is the main representative body authorized to deal with the standards of quality and performance of the academic function and the general welfare of each teaching unit of the University. The senate works on the articulation of the academic policy of each unit, proposes academic, teaching, and student norms and guidelines and advises the main executive of the unit. The academic senates are composed of: (a) senators from the faculty, elected in accordance with the Senate Regulations; (b) senators of the administration, ex officio or in accordance with the Senate Regulations; (c) student senators elected in accordance with the Senate Regulations and the General Student Regulations. For years the faculty of the Nursing Program has participated as a member of the Academic Senate. For example, since 2018 three faculty members have been members of the Senate.

***Committee for Promotions, Tenure, and Changes of Contract:*** This Committee is responsible recommending promotions and tenure, the Committee also recommends changes in the contract from substitute or from temporary to probationary.  At IAUPR-Barranquitas, during the 2022-2023 academic year, a professor from the Nursing Program was the president of the Committee for Promotions, Tenure, and Changes of Contract and another faculty member was the secretary of said Committee.

***Committee on Sabbatical Leaves and Study Grants***: This Committee is responsible for evaluating and processing applications for sabbatical leave, study leave or financial aid from the faculty. In the 2022-2023 academic year, the Nurse Administrator was a member of the Committee on Sabbatical Leaves and Study Grants.

On the other hand, the Nurse Administrator reports to the Dean of Academic Affairs. All of them are under the supervision of the Campus Chancellor ([see Appendix- I. E. 1 Organization Chart](#)). During the semester, the Nurse Administrator and the faculty participate in meetings with the Dean of Academic Affairs and the Chancellor. Also, the faculty participates in ad hoc committees, such as: Committees for promotional activities, health fairs, among other special events on Campus. Written communication through memos, monthly reports, annual reports, and special reports is another way that the faculty participates in governance. In addition, the faculty has access to the Dean of Academic Affairs, the Chancellor, and the President of the Institution through the communication channels established in the Full Time Faculty Handbook (2021).  In el Key Element I.E. 3 describes faculty involvement in governance.

***Special committee:*** The faculty can participate in the governance of the Institution or the Campus in special committees that are created to address important issues when deemed appropriate. These appointments are not for a fixed period, but until the committee completes the assignment (Full Time Faculty Handbook, 2021). For example, in February 2023, a faculty member from the Nursing Program was assigned by the Campus Chancellor to serve on the 2023 Education, Prevention, and Safety Committee. In addition, each Campus has a Faculty Appeals Committee (Manual Full-Time Faculty, 2021). During the 2022-2023 academic year, a faculty member served on the Appeals Committee. In addition, from 2020 to 2023 the Nurse Administrator was the chair of the Steering Committee for the reaccreditation of the Campus by the MSCHE and the NP faculty members were assigned to the Working Groups for said reaccreditation

**Departmental Level Participation**

In the Academic Departments, the faculty participates in governance in various ways. Every year in the Nursing Program, two committees are established for the evaluation of the faculty, as established in the Full Time Faculty Handbook (2021, pp. 13-14). These committees are: (a) the Formative Assessment Committee and (b) the Summative Assessment Committee. During the 2022-2023 academic year, a faculty member was the chair of the Formative Evaluation Committee and another faculty member chaired the Summative Evaluation Committee. Additionally, in the Nursing Program, the full-time faculty is organized into three standing committees, each chaired by a member. The permanent committees are: curriculum, assessment and faculty. The Nurse Administrator chairs the Faculty Committee where she is in charge of reporting and discussing governance issues, supervising compliance with administrative guidelines and regulations, and together with the faculty, making decisions to improve program processes. Also, the Nursing Program organizes special committees that may be established to carry out other tasks, such as

assessment criteria reviews, syllabus review, and resource recommendations to the Center for Access to Information – Technology and Communication (CAI-TC) between others. The nurse administrator may appoint other special committees, such as a Full-Time Faculty Committee to advise part-time faculty or to recruit new faculty.

**Student participation in the Governing Board**

The Inter American University of Puerto Rico has established in the General Student Regulations of Inter American University of Puerto Rico (2023, pp. 11-22) the participation of students in the governance of the Institution. Students participate in governance through the General Student Council, the Academic Senate, the University Council, and student organizations. In the General Student Regulations, Chapter III - article 1 (page 11), stipulates the composition of the Student Council, the eligibility criteria, the election process, vacancies and the conditions and rules for the use of the budget. Article 2 establishes the eligibility criteria to run for a position in the Academic Senate and the University Council. Article 3 includes the rules and regulations established to formally recognize student organizations. Students participating in the organizations have the opportunity to represent the program in Campus activities, share their experiences with colleagues from other organizations, and collaborate in community service. For the 2023-2023 academic year, three NP students are part of the Campus Student Council. One of the students is the president of the Council.

The Nursing Program has a student organization whose members represent the student community in activities on and off campus. Students participate in health fairs, educational talks at schools, open houses, and the exchange of ideas or recommendations with members of the Student Council, among other extracurricular activities. Also, the Nursing Program has student athletes who represent the Campus in competitions between Campuses and with other educational institutions. Athletes are entitled to the benefits offered by the Dean of Students.

Campus administration and faculty encourage student participation in governance, both formally and informally. Students can participate informally in the evaluation of the Campus, through the student satisfaction questionnaire. In addition, students may take their concerns or suggestions to one of the following staff members: faculty, nurse administrator, Dean of Students, Dean of Academic Affairs, Chancellor, according to the communication channels established in the General Student Regulations (2023). In addition, in the Department of Health Sciences there is a suggestion box where Nursing Program students can express: their concerns and complaints, their comments or share their ideas anonymously. Also, at the end of each semester, the student is encouraged to make written recommendations through the evaluation of the clinical scenarios and the evaluation of the faculty that supervised the practices. Informally, through academic advising and Program activities students are offered the opportunity to share with faculty and administration to provide feedback related to governance and other matters (see Key Element I. E. 4 Student Participation on the Board of government).

**I-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are:**
1. fair and equitable;
2. published and accessible; and
3. reviewed and revised as necessary to foster program improvement.

*Elaboration: Academic policies include, but are not limited to, those related to student recruitment, admission, retention, and progression. Policies are written and communicated to relevant constituencies. Policies are implemented consistently. Differences between the nursing program policies and those of the parent institution are identified and support achievement of the program's mission, goals, and expected outcomes. A defined process exists by which policies are regularly reviewed. Policy review occurs, and revisions are made as needed.*

**Program Response:**

The academic policies established by the Institution are consistent for all students, including students in the Nursing Program (see Table I. F.1: Academic policies). These policies are reviewed and seek compliance with the regulations of the Institution, state and federal policies. In addition, they are aimed at supporting the achievement of the mission, the goals and the expected results of the students. These regulations are applied consistently, equally and non-discriminatory.

All policies are accessible to the university community through the General Catalog 2022-2023 of the Institution and the General Student Regulations (2023). The General Catalog 2022-2023 contains specific policies on academic programs, enrollment, expenses, financial aid, fees, student services, as well as specific policies for each Program within the University. (https://inter.smartcatalogiq.com/en/2022-2023/general-catalog-2022-2023/). On the other hand, the General Student Regulations (2023) are part of the Institution's contract with its students. This document presents the rights, duties and responsibilities of students as members of the university community; establishes the participation and representation of students in governance and establishes the disciplinary sanctions corresponding to transgressions of said guidelines through fair, fast and effective procedures. The General Student Regulations can be obtained through the Campus website
(https://documentos.inter.edu/wp-admin/admin-ajax.php?juwpfisadmin=false&action=wpfd&task=file.download&wpfd_category_id=111&wpfd_file_id=23889&token=&preview=1). All students receive guidance on the General Catalog 2022-2023 and the General Student Regulations (2023) during the admission process.

The Nursing Program, as well as the student services offices, implement the Institution's policies. Students admitted to IAUPR-BC NP, in addition to meeting the general requirements determined by the Institution, must meet the specific requirements of the degree as established in the General Catalog (see Key Element I. F. 1 General Catalog 2022-2023, pages 345 -347) and published in the Nursing Students Handbook (2023).

**Table I. F. 1: Academic Policies**

| Academic Policies | IAUPR | Nursing Program |
|---|---|---|
| Admission | General Catalog pg. 345-347 | Nursing Program Manual page 11 |
| Academic Progress | General Catalog pg. 346 | Nursing Program Manual page 12 |
| Graduation | General Catalog pg. 346 | Nursing Program Manual page 12 |
| Tuition and fees | General Catalog pg. 75 | ----------------------- |
| Student-Transfer | General Catalog p. 346 | Nursing Program Manual page 12 |

| Academic Policies | IAUPR | Nursing Program |
|---|---|---|
| Re – admission | General Catalog pg. 68 | Nursing Program Manual page 13 |
| Financial Aid | General Catalog pg. 77 | ----------------------- |
| General Education Program | General Catalog pg. 347 | Nursing Program Manual page 14 |
| Practice Requirements | General Catalog pg. 346 | Nursing Program Manual page 12 |

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

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

**Program Response:**

**Procedure for Processing Student Complaints**

The Inter American University of Puerto Rico defines complaints as the claim of a student who understands that their rights have been affected. The policies related to complaints or claims of the Institution are available in the General Student Regulations of Inter American University of Puerto Rico (2023). The IAUPR-Barranquitas is directed by the procedure established by the Regulation on the page. 5-
(https://documentos.inter.edu/wp-admin/admin-ajax.php?juwpfisadmin=false&action=wpfd&task=file.download&wpfd_category_id=111&wpfd_file_id=23889&token=&preview=1) (Documentos Inter) to deal with student complaints. This document explains the procedure to follow to file and address complaints, in addition to reporting disciplinary sanctions.

The El General Student Regulations of Inter American University of Puerto Rico (2023) indicate: "In case students consider that their rights have been infringed upon by a member of the faculty or they have a claim of an academic nature, they may channel their complaint through the Director of the Academic Department to which such faculty member belongs. If a student does not agree with the decision, such student may appeal through the following channels, as appropriate, following this order: Dean of Division, Dean for Academic Affairs, Chief Executive Officer of the academic unit, and President of the University".   In addition, in the Student Regulations (2023), in Appendix B, page 50-51, the following normative documents related to complaints are summarized: 1) the Protocol for handling situations of domestic violence that affect students in the academic units of the system, 2) the Rules and procedures to deal with alleged violations of the provisions of Title IX, 3), the Internal Regulations to deal with complaints about sexual harassment in employment and academia, and 4) the Internal Regulations to deal with complaints on the use and abuse of drugs and alcoholic beverages on the premises of the Inter American University of Puerto Rico.

On the other hand, the Student Complaint Management form is available on the Campus website. (https://help.inter.edu/hc/es-419/articles/5306290860951-Procedimiento-para-el-Manejo-de-Querellas-Estudiantiles).   Once the student completes the form, the designated employee who receives the request evaluates the complaint and makes the referral to the corresponding personnel. Also, in the academic departments there is another form so that the student can report concerns or

request services related to academic counseling, the class program, the removal of incompletes, the grade claim, among other matters. During the semester, the faculty and the director attend to the concerns or refer them to the corresponding personnel. This method gives the student more opportunities to present her complaints or concerns. For example: in the semester from August to December 2022, the Nursing Program addressed 765 student concerns. Of the 765 concerns presented, 158 were students assisted in academic counseling or in need of guidance (21%), 89 were concerns related to the academic achievement of a course (11%), 62 students sought advice for the selection of courses (8 %) and 13 students presented a grade claim (2%) (Key Element I. G. 1 Student Complaint Reports and other requested services). In the Nursing Program, she recognizes that it is important to continue reporting concerns to identify the services offered by the faculty to students during their office hours and which service is most requested by students. In addition, this report allows us to analyze how the concerns of the students were addressed by the teachers.

In the orientation offered to new students, the Institution's communication channels to refer complaints are discussed and the Nursing Program Manual is explained. Likewise, the faculty urges students to read the General Student Regulations so that they know their rights and responsibilities within the Institution.

**Procedure for Processing Faculty Complaints**

The Faculty Handbook (2021) on page 37 establishes the procedure for processing faculty complaints (https://documentos.inter.edu/#101-71-manuales). The Faculty Handbook (2021) on page 37 establishes the procedure for processing faculty complaints "When a faculty member understands that the rights and prerogatives recognized in this Handbook have been violated, they can file a complaint following the procedure detailed below: The faculty member will submit their complaint in writing to the dean of academic affairs of the teaching unit, detailing all the facts on which their complaint is based and attaching any evidence that supports their claim. The dean of academic affairs will evaluate the complaint presented by the faculty member to determine its merits and must: a) provide a solution to the matter through conciliation or dialogue with the affected faculty member or b) will offer a written answer to the faculty member notifying the decision regarding the merits of the complaint and the actions, if any, to be taken regarding the complaint presented. If the affected faculty member is not satisfied with the decision made by the dean of academic affairs, they may appeal it before the Appeals Committee of the Faculty of their teaching unit. To do this, the faculty member must submit a written appeal, no later than fifteen working days after receiving the decision from the academic affairs dean. The dean of academic affairs will submit in writing to the committee the information that, in his opinion, should be considered by said committee when evaluating the merits of the appeal. The committee will act on the appeal with the information presented with it or may require additional information deemed necessary and may even hold a hearing for the purpose of receiving such information. After evaluating the appeal considering the information available, the committee will render a written decision on the merits of the appeal within 45 business days. The committee will communicate its decision simultaneously, within a period of 20 working days, to the faculty member and the dean of academic affairs. Any of these may appeal the committee's decision to the chief executive of the unit; this must be done in writing no later than fifteen days after the notification of the committee's decision. The main executive of the unit will take into consideration the decision of the Faculty Appeals Committee and will issue a decision. The written decision of the main executive will be forwarded to the parties. If the faculty member is not satisfied with said decision,

they may appeal directly to the president. The decision of the chief executive of the unit can only be reviewed by the president of the University".

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

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

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

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

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

**Program Response:**

For the Inter American University of Puerto Rico, it is important that the documents and publications of interest are accurate and accessible to the community. Therefore, the Institution's website discloses the catalogues, regulations, policies and other normative documents that the community can access. (http://documentos.inter.edu/).  In addition, the Barranquitas Campus Web page contains a link that gives direct access to these institutional documents. Updated admission and transfer policies, grading and graduation policies, financial aid, and credit and fee costs are available in the 2022-2023 General Catalog  (https://inter.smartcatalogiq.com/en/2022-2023/general-catalog-2022-2023/).   The rules, rights and responsibilities of the student are published in the document: General Student Regulations (2023) accessible in digital format (Documentos Inter).  The personnel assigned to the Central Office of the Institution supervises and updates the published information.

On the other hand, on the Campus Web page, in the Enrollment Management area, information is published about the admissions office, the registrar's office, the financial aid office, and the collection office. (https://www.br.inter.edu/gerencia-de-matricula/). Also, the class programs and academic calendars by terms are published each semester (https://www.br.inter.edu/programas-de-clases-y-calendarios-academicos/). In the Dissemination area, the community has access to the results of the nursing graduates' revalidation exams, as well as other important information on the Campus. (https://www.br.inter.edu/wp-content/uploads/2023/02/Resultados-Revalidas.pdf). In addition, the

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[1] *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education* (July 2008).

[2] *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education, 2016).

Campus publicly discloses its accreditation status for the Bachelor of Science in Nursing with CCNE on its website (https://www.br.inter.edu/departamentos/departamento-de-ciencias-de-la-salud/programa-de-enfermeria/).

*Summary of findings for Standard I:* **Mission and Governance**

When analyzing the content of the Standard, I: Program Quality: Mission and Governance, it concludes that the IAUPR- BC NP meets with the criteria of the Standard.

### Strengths

1. It is evident that there is congruence between the mission and goals of the Nursing Program with the mission and goals of the Inter American University of Puerto Rico.
2. The mission, goals, and expected program outcomes are consistent with the law that regulates nursing practice in Puerto Rico, the standards of the College of Nursing Professionals of Puerto Rico, QSEN Competencies, and with The Essentials.
3. The Nursing Program defines its community of interest and considers it for the review of its mission, goals, and the expected program outcomes.
4. The Nursing Program has expected results for the faculty that are consistent with the evaluation indicators of the Campus.
5. Faculty and students participate in governance.
6. The Campus has an accessible procedure for reporting student complaints.

### Needs Development

1. Continue communicating the mission and aims of the Program to the community of interest.
2. Continue to encourage faculty participation in the governance of the Institution.
3. Continue to strengthen access to information and communication with internal and external groups that constitute the community of interest to promote changes and integrate their recommendations to improve the program.
4. Increase student participation in governance.
5. Improve efforts to maintain updated program documentation in accordance with community recommendations and expected outcomes.
6. Continue with the review of the mission and general objectives and its link with expected outcomes of the Program.
7. Continue communicating the changes to the internal and external community.

## Standard II
## Program Quality: Institutional Commitment and Resources

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

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

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

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

**Program Response:**

Financial and budget planning is aligned with the mission and goals of IAUPR-BC and is linked to the Strategic Plan and Institutional Goals (see Key Element II. A.1 Campus Strategic Plan). This articulation is evidenced in the Budget Request document, sent by the Campus to the Institution's Budget Office. Central Office finance and evaluation staff, the Chancellor, Deans, and office managers participate in creating this budget request. In the development of the budget, the administration considers the recommendations of the faculty and the administrative staff, as well as the data offered by the surveys applied to the Campus community. Once the budget is approved by the Board of Trustees, it covers one academic year. In Table II. A. 1 presents the approved budget of the IAUPR-BC (see Key Element II. A. 2 Approved Budget IAUPR-BC).

**Table II. A. 1: Approved Budget IAUPR-BC**

| Years | Budget |
|---|---|
| 2019-2020 | $11,236,469.00 |
| 2020-2021 | $10,859,515.00 |
| 2021-2022 | $10,451,558.00 |
| 2022-2023 | $9,859,875.00 |
| *Source: Budget Request Memorandums* | |

The budget of the Department of Health Sciences is contemplated in the Campus budget. The Department's budget is approximately 9% of the Campus Budget (see Key Element II. A. 3 Budgets of the Department of Health Sciences). The funds have been relatively stable and decrease proportionally to the decrease in students on the Campus. A key factor in the allocation of funds is the admission of students to the Nursing Program. Demographic trends in Puerto Rican society have contributed to the decrease in students on the Campus and NP is no exception. Data collected from the external environment reports a decline in the birth rate and the number of students graduating from the high schools surrounding the Campus, the increase in families migrating to the United States, stagnant economic development, increased in the cost of living, in addition to the economic and fiscal crisis that affects the Island, have caused a decrease in the number of students entering the Universities. These data have led to an adjustment in the annual budget of

the Barranquitas Campus and an adjustment in the budget of the Department of Health Sciences. However, the fiscal resources assigned have been sufficient for the operation of the Program and allow it to achieve its mission, goals and the expected outcomes.

For the 2022-2023 fiscal year, the total funds allocated to the Department are $886,291.00 and included the payment of personnel and the purchase of equipment and materials to meet the demands of the programs. Staff expenses include salaries and fringe benefits for administrative staff and faculty. In addition, the budget includes the purchase of didactic material for the laboratory and the offices, travel expenses and per diems for the staff. However, while the Department has an allocated budget, the Campus may allocate additional funds to meet unforeseen needs. In the 2020-2021 academic year, due to the COVID-19 pandemic, the Campus invested in the purchase of the *Vsim* virtual simulator for all the students who were in the practical courses and in the purchase of materials and equipment for the laboratories. In Table II. A. 2 indicates the budget of the Department of Health Sciences for recent years.

**Table II. A. 2: Budget for the Department of Health Sciences**

| Years | Budget |
|---|---|
| 2019-2020 | $ 1,043,500.00 |
| 2020-2021 | $ 1,009,551.00 |
| 2021-2022 | $ 980,094.00 |
| 2022-2023 | $ 886,291.00 |

**Budget process**

For the budget request, the staff of the IAUPR finance and evaluation office sends the following institutional documents to the Campus: Process and Schedule for the Preparation of the Budget, the Guide for Strategic Planning, the Work Plan and the Preparation of the IAUPR budget. Following the Guide, each office develops its Budget Work Plan considering the identified needs. This process begins in October of each year to request the budget for the next fiscal year. In the Department of Health Sciences, which is attached to the NP, the recommendations of the faculty, the clinical coordinator, the Laboratory Technician, the students and the needs of the NP are considered to prepare the budget plan. In this plan, funds are requested for the acquisition of the necessary resources for the development of administrative and teaching functions. Once the plan is completed, the data is entered into the Institution's Banner system and the completed work plan is sent to the Dean of Administration for evaluation and sent to the Chancellor who, in turn, analyzes it and integrates the data into the Campus budget. Once the Chancellor draws up the Campus budget, he submits it for the approval of the Board of Trustees.

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

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

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

**Program Response:**

The IAUPR-BC NP has physical resources and clinical settings that allow the mission, goals, and expected outcomes to be met. NP faculty and students have access to all of the Campus' learning resources. The Campus is located on forty acres of land and has ten buildings that house 55 classrooms with technological equipment connected to the Internet; science labs; nursing and radiological science laboratories; laboratories of the Medical Emergencies Program; laboratories of the Technical Certificate Programs; computer labs; administrative offices, academic offices and faculty offices; meeting rooms; an Information Access Center (CAI-TC); a chapel, an amphitheater, an auditorium, tutorial rooms and the Multipurpose building where the first aid center, student center, field, cafeteria and gym are located.

The NP is located in a three-story building that houses the faculty offices, the office of the administrative assistant, and the office of the Nurse Administrator. In addition, it includes classrooms and laboratories, including the simulation laboratory. The offices are private and equipped with up-to-date technological equipment. The office computers were replaced in 2021 and are programmed with Windows 10 and Microsoft Office 365. In addition, they have all the necessary applications so that they can carry out their administrative and academic work. Likewise, during the 2021-2022 academic year, all classrooms and labs were updated with new technology. Currently, all classrooms have computers, televisions and cameras that facilitate the development of classes.

**Laboratories**

The NP has three laboratory rooms with equipment and materials necessary for the teaching-learning process. Also, it has the Skills Laboratory prepared with the materials and equipment that allows the reinforcement of student skills (see Key Element II. B. 1 Inventory of equipment and materials). Hands-on and low-fidelity simulation are offered in these labs. In addition, in 2018 the Simulation Laboratory was developed. This lab is equipped with high fidelity simulations including a SIMMAN, SIMMOM, SIM JR and the SIMBABY. Likewise, this room has equipment that simulates hospital facilities with their respective technology.

Every year, during the development of the Campus Budget Plan, the nurse administrator makes a budget work plan considering the needs of the Program, the requests made by the faculty, the recommendations offered by the Advisory Committee and the students. This plan requests funds for the purchase of materials and equipment. The laboratory technician makes purchases twice a year or whenever necessary. The laboratory technician is responsible for maintaining the laboratories and equipment in optimal conditions. These staff keep equipment and materials up to date, take inventories, and keep detailed records of the use of laboratories and equipment. (see Key element II. B. 2 Description of the laboratory of skills and laboratories room, Key element II. B. 3 Report from the skills laboratory and Key element II. B. 4 Procedural guidelines for student practices).

**Clinical experiences and practice learning environments**

NP has enough clinical scenarios to achieve the mission, goals and expected outcomes. The clinical facilities used are selected and evaluated by the faculty to ensure that they meet the goals of the Program, are up-to-date, and have the adequate resources required for each course of practice. The clinical settings include ten hospitals, eight nursing homes and clinical settings in the community such as seven schools and two Housing Projects (see Appendix II. B. 1 Major Clinical Settings, IAUPR- BC Nursing Program). They provide diverse learning experiences for the different NP specialties including: medicine and surgery, maternity, pediatrics, psychiatry, family, and community. At the end of each semester, students evaluate the practice centers with the Student satisfaction questionnaire with the Faculty and the facilities used for clinical practice (see Key Element II. B. 5 Questionnaire of student satisfaction with the Faculty and the facilities used for clinical practice).

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

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

**Program Response:**

The IAUPR-BC has sufficient support services to meet the needs of the NP and the students. These services are evaluated by Institutional and Program instruments. Among the services offered are: services of the Dean of Academic Affairs, Dean of Students, Information Access Center, Technological and Communication Services (CAI-TC), Tutorials, Chaplaincy Office and the Enrollment Management with its service offices: Office of Admissions, Office of the Registrar, Office of Financial Aid and Office of Collections.

*Dean's Office for Academic Affairs:* The Dean's Office for Academic Affairs promotes the academic excellence of the faculty by sponsoring professional development activities and promoting doctoral studies. It supports the faculty in the integration of emerging technologies in the teaching and learning processes and in research projects. As well as providing the resources to obtain and maintain the accreditations of the academic programs according to the Campus Accreditation Plan (Decanato de Asuntos Académicos - Universidad Interamericana de Puerto Rico - Recinto de Barranquitas).

*Dean of Students:* Its purpose is to provide the student with services and activities that facilitate academic development and integration into university life. The Dean's Office offers students a variety of services through its different offices and programs: Office of the Dean of Students, University Orientation Program, Honors Program, First Aid Center, Prevention and Vocational Orientation, Office of Extracurricular Activities, Council of Students and Student Organizations (Decanato de Estudiantes - Universidad Interamericana de Puerto Rico - Recinto de Barranquitas).

Likewise, the Dean of Students supports the faculty by attending to the students that they have referred due to low academic achievement, absenteeism or other factors that prevent the student from completing the enrolled courses. In conjunction with the faculty, administrative staff, and

student organizations, the Deanship promotes the training of students so that they model good moral ethics, are exposed to a diversity of opinions, and share the responsibility of forging a better quality of life.

*Psychological Services:* To offer alternatives according to identified needs, professional counselors refer cases to psychological services. The Campus has a collaborative agreement with CIMA Mennonite Hospital, who offer psychological services to students. In addition, by 2020 the Campus established an agreement with the Graduate School of Psychology at the IAUPR Metropolitan Campus. As part of the agreement, two doctoral psychology students did their internships at the Campus and were supervised by the psychology faculty of the IAU Metropolitan Campus.

*Services to Students with Disabilities:* In order for all students to achieve their goals, the Campus promotes accessibility, integration and inclusion of students with disabilities and provides reasonable accommodation, as established by ADA Law, section 504. During the academic years 2018 to 2020, two hundred fifty-one (251) students requested services. 100% of the students requesting reasonable accommodation are attended and a certification of reasonable accommodation is sent to the faculty indicating the required accommodations to facilitate and propitiate the necessary arrangements in the courses.

*University Chaplaincy Services*: The objective of the University Chaplaincy Office is to offer support and accompaniment in matters of faith, academic formation, crisis, and decision making within a strict framework of confidentiality. This office provides students and faculty with spiritual counseling, workshops, and other ecumenical activities with the purpose of accompanying students during their university studies.

*Center for Access to Information, Technological Services and Communication (CAI-TC):* It provides faculty and students with help in developing skills in the use of technology, educational resources, and distance learning. The CAI-TC has educational resources including bibliographic material, professional journals, databases, tutorials and videos, among others. The Databases are available to students and faculty through the Campus Web page (Bases de Datos - Universidad Interamericana de Puerto Rico - Recinto de Barranquitas). Databases accessible to faculty and students include: *Alexander Street Press-Nursing Education in video/Nursing Assessment in video, ClinicalKey – Nursing, Films on Demand, NNNConsult, SciELO – Scientific electronic library online, Redalyc, Dialnet, Elibros* and *Ebrary*, among others (see Key Element II. C. 1 Databases Supporting the Program). Also, the CAI-TC provides virtual services – Virtual Librarian. When accessing the website at CAI - Contacto (uipr.edu) the student can request information and services. In addition, it has qualified staff available to provide students and faculty with workshops and training on CAI-TC resources and the use of technology. The Center, to guide students and faculty in the use of electronic platforms, distance education and technology in the classroom, has developed tutorials and videos that are available to the community on the website (CAI - Inicio - CAI Barranquitas (uipr.edu)).

On the other hand, each academic semester the faculty sends a list to the director of the CAI-TC where they recommend the acquisition of new educational resources. In fact, the recommendation of resources for the CAI-TC is a criterion in the evaluation of the faculty. This guarantees the continuous updating of the resources needed by the faculty and students. In

addition, it allows expanding the educational collection. In the Key Element II. C. 2 presents the description and resources of the Information Access Center.

*Enrollment Management:* The Enrollment Management integrates the Admissions, Registrar, Economic Aid and Collection offices, in order to facilitate the traditional student as well as the distance student their admission and enrollment process. Among its goals is achieving integration between programs and services to meet the needs, aspirations, and expectations of students. In addition to adopting effective strategies to optimally promote the promotion, recruitment, and graduation of students.

> *Admissions Office:* It oversees processing admission applications and evaluating that admitted students meet the requirements established in the General Catalog. In addition, this office maintains the student's files until the admission process is completed with the delivery of the required documents to later send them to the Office of the Registrar (http://www.br.inter.edu/admisiones/).

> *Registration Office:* This office is responsible for student registration, custody of student academic records, directing students about their academic status considering the Satisfactory Progress Policy, certifying that the student has met the graduation requirements. In addition, it issues study certificates and credit transcripts at the student's request and will process the student's Declaration of Concentration form (http://www.br.inter.edu/registraduria/).

> *Office of Financial Aid:* This office offers guidance on financial aid programs to students who request it. It evaluates financial aid applications and awards financial assistance to students who meet the eligibility criteria.  In order to keep students oriented, the Office of Financial Aid publishes on the Campus Web Page the costs of credits, fees, available financial aid and eligibility criteria. (http://www.br.inter.edu/asistencia-economica/).

> *Bursar's Office:* It is aimed at strengthening automated services in order to keep them available to the entire university community.  It provides tuition collection services, grants extensions, issues certifications, and offers guidance on costs and fees.  It has information accessible to the student through the Campus Website (https://www.br.inter.edu/recaudaciones/).

**Evaluation of Academic Support Services**

Academic support services are regularly evaluated. Every two years the Institution administers the Student Satisfaction Questionnaire. The purpose of this instrument is to know the level of satisfaction of undergraduate students with the services offered by the Institution. This survey is validated by experts from the Central Office of the University System. The survey consists of a section aimed at analyzing the academic-demographic profile of the participants and five sections that evaluate the Campus services. These five sections are aimed at evaluating the academic, administrative, student services, religious life, and promotion of the Campus.

In the survey items presented, the student had the opportunity to evaluate the quality of his study program, the experience with the laboratories, the faculty, the CAI-TC, the Internet service inside and outside the classroom, and the Campus security, among others. The scale of the survey

provided varies, from Very satisfied to Not at all satisfied. To calculate the percentage of satisfaction, the responses Very Satisfied and Satisfied were added and divided by the total number of responses, excluding the option Not Satisfied at all. The results analyzed for the 2022-2023 period indicate that the level of student satisfaction with support resources and services is greater than 75%, which can be considered a high level of satisfaction (see Key Element II. C. 3 Institutional Student Satisfaction Survey). In Table II. C. 1 presents the results of the survey related to student satisfaction with Campus services.

The faculty and the director evaluated the results directly related to the Program to establish strategies to increase the level of satisfaction. In relation to the results of the CAI-TC, the faculty is in constant communication with the staff, recommending bibliographic and audiovisual resources, as well as evaluating the new acquisitions that arrive at the library. The requests made by the faculty for the acquisition of new resources are made through email addressed to the director of the CAI-TC. Regarding the results of the laboratories, new equipment and materials recommended by the faculty, the Advisory Committee and students have been acquired. In 2018, the mock lab was created and has been updated based on community recommendations.

**Table II. C. 1: Results of student satisfaction with Campus services and resources**

| Academic Term | N | Center of Access of Information (CAI-TC) | Internet Service | Use of technological resources by teachers in the classroom | Laboratories | Campus Security | Quality of Study Program |
|---|---|---|---|---|---|---|---|
| 2022 | 48 | 92 % | 92 % | 100 % | 79 % | 96 % | 96 % |
| 2020 | 57 | 100 % | 84 % | 98 % | 96 % | 89 % | 96 % |
| 2018 | 71 | 90 % | 80 % | 89 % | 78 % | 83 % | 92 % |

**II-D. The chief nurse administrator of the nursing unit:**
   1. is a registered nurse (RN);
   2. holds a graduate degree in nursing;
   3. holds a doctoral degree if the nursing unit offers a graduate program in nursing;
   4. is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and
   5. provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.

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

**Program Response:**

Dr. Damaris Colón-Rivera has been the director of the Department of Health Sciences since August 2018. The director has administrative experience to attend to NP matters. From 2009 to 2011, she was director of the Department of Health Sciences, a position that was assigned to her again in August 2018. During the time that Dr. Colón has been on the Campus, she has assumed various administrative positions in the NP as Clinical Coordinator and Associate Director (see appendices II.C.1 Curriculum Vitae) (see Key Element II. D. 1 Nurse Administrator Portfolio).

Dr. Colón holds a Doctorate and a Master of Science in Nursing from the Medical Sciences Campus of the University of Puerto Rico. Her thesis work is entitled Trauma del Vicar: experiences of nurses who manage survivors of gender violence. This work was qualitative research with nine nurses who work in emergency rooms. She has a specialty in Mental Health and Psychiatry with a role in education.

She has received several awards such as: Academic Excellence Award in doctoral studies, Dr. Adelaide Malavé of Sanavitis Award and Recognition participate as resource in the First Symposium of Research and Evidence Based Practice in Nursing. In addition, she was awarded a scholarship by the IAUPR for her doctoral studies. On the other hand, Dr. Colón has been a member of the College of Nursing Professionals of Puerto Rico since 1999 and since 2014 she is a member of the Nursing Honor Society: Sigma Theta Tau: International Nursing Honor Society.

Dr. Damaris Colón-Rivera has been involved in research activities as, for example, a member of the project: Impact of the Covid-19 Pandemic on Nursing Professionals in Puerto Rico. From 2021-2022 she was part of the Research Commission of the College of Nursing Professionals of Puerto Rico. Also, she participated as a resource in the First Symposium of Research and Evidence Based Practice in Nursing in the Nursing School, Medical Sciences Campus with the theme of the doctoral student's Perspective towards nursing research: challenges and achievements of students as researchers. In addition, she presented a poster about her research work entitled: Vicarious Trauma: experiences of nurses who intervene with women of gender violence in the Second Symposium of Research and Evidence Based Practice in Nursing at Medical Sciences Nursing School Campus.

She has published several articles in the journal of the College of Nursing Professionals of Puerto Rico, such as: Impact of the COVID-19 pandemic on nursing professionals in Puerto Rico, where she was a secondary writer. In that same magazine, the doctor published the article: Vicarious Trauma in Nursing: What is it and how to manage it? and the article: Reflection: experience of studying in a doctoral program. In the Campus magazine, she has published several articles such as: Learning more about suicide and its prevention, Nursing and Vaccination in times of pandemic and Faced with respiratory infections: knowledge the best prevention tool.

Dr. Colón has participated in different Committees on Campus. From 2020 to 2023 she was the leader of the Steering Committee and leader of the Standard VII Working Group for the reaccreditation of the Campus by MSCHE. From 2022 to 2023 she was a member of the Sabbatical, Study and Financial Aid Leave Committee. Currently, she belongs to the Institutional Committee for the curricular review of the BSN and to the Campus Assessment Committee. She has belonged to the Internationalization Committee, Student Retention Committee, Promotions Committee, Committee for Promotions, Tenure and Changes of Contracts and CCNE Accreditation Committee, among others. In addition, the Nurse Administration was a faculty senator in the Campus Academic Senate. In the Twenty-seventh Academic Senate, she served on the Executive Committee and the Student Policy Committee where she served as president.

The doctor herself recognizes the importance of getting involved with the external community. For this reason, she participates in activities aimed at the promotion and prevention of diseases. In 2021, she participated as a volunteer vaccination nurse with the National Guard, with the Organization United for Health of Barranquitas and in the Campus Vaccination Center. In addition, he attends health fairs invited by community organizations, such as: at the Health Fair: I choose to

live at Hospital Mennonite -CIMA, Health Promotion Fair sponsored by the House of Representatives of the Government of Puerto Rico, Fair of Services for the Homeless of the Senate of the Government of Puerto Rico and Fair of Services and Health- "*Start Woman*" an activity carried out by the Town of Orocovis. She too, since 2019, is a volunteer of the Organization for Nature aimed at the protection of nature in Puerto Rico.

Dr. Damaris Colón Rivera maintains a continuous dialogue with the community of interest. In turn, she recognizes that the opinions of faculty, students, and the external community are important in solving problems, making decisions, and making changes. For this reason, she is perceived by the faculty, students, and the community as a proactive leader, due to her ability to work as a team, solve problems, and manage the budget to meet the needs of the Program. Likewise, she maintains direct communication with the faculty through group or individual meetings or through communications. Also, she fosters communication with students by visiting classrooms, sending communications, and receiving students in her office to hear questions, clarify doubts, or resolve problems. When analyzing the functions of the nurse administration, it is observed that they are compatible with the functions of other administrators or directors in the same position on the Institution's campuses.

**II-E. Faculty are:**
1. **sufficient in number to accomplish the mission, goals, and expected program outcomes;**
2. **academically prepared for the areas in which they teach; and**
3. **experientially prepared for the areas in which they teach.**

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

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

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

**Program Response:**

**Adequate in number to accomplish the mission, goals, and expected program outcomes:**

The NP has an adequate number of faculty members that allows to fulfill the mission, the goals, and the expected outcomes of the program. In January 2023, the Nursing Program had five full-time and 13 part-time faculty members and had enrollment of 178 students (see Key Element II. E. 1 Registration Office Reports). The faculty-to-student ratio varies with the type of course. The

ratio of faculty to students is approximately 1:23 in theoretical courses. The ratio in clinical courses is 1:10 (see Table II. E. 1 Faculty/student ratios in the classroom and supervised clinical practice) (see Appendix II. E. 1 Faculty/student ratios for courses). In August 2023, a new full-time faculty member with a Master of Science in Nursing and a specialty in Critical Care was hired.

**Table II. E. 1: Faculty/ student ratios in classroom and supervised clinical practice**

| Course | 2019 | 2020 | 2021 | 2022 |
|---|---|---|---|---|
| Faculty / student ratios in theorical courses | 1: 18 | 1: 32.5 | 1:28 | 1:23 |
| Faculty / student ratios in clinical practice | 1: 10 | 1: 10.9 | 1:10 | 1:9.7 |

**The Program defines the faculty workload**

The IAUPR, in the Full Time Faculty Handbook, has defined the workload of the faculty. As established in the Handbook: "During the regular academic year, full-time faculty members, at the undergraduate level will have a minimum load of thirty (30) credit-hours". This credit load can be divided into 15 credits per semester for full-time faculty". In response to an institutional need, a department director can authorize an overload. Full-time faculty have priority over any part-time faculty member to offer additional courses, face-to-face or online, up to a maximum of four (4) credit hours if they have the academic preparation or experience required to offer these (see Full Time Faculty Handbook, 2021, p. 28-29). In the case of the Part Time Faculty, the Institution establishes: "If the professor has another job equivalent to full-time employment, the academic load will not exceed a six-hour load in each part. In the case of a professor who does not have another full-time job, up to an eleven-hour load, when justified, may be authorized" (see Key Element II. E. 2 Part Time Faculty Handbook, 2021, p. 11). In the NP, the workload is assigned following the provisions of the Faculty Handbook and considering the credentials and specialty of the faculty. If credit overload assignment is necessary, this assignment is made in agreement with the faculty member.

In calculating faculty workload, one theoretical class hour per week is equivalent to one credit hour (see Table II. E. 2: Distribution of hours / Program faculty credits for the semester from January to May 2023 - see Key Element II. E. 3 Faculty Academic Load Report). It should be pointed out that the NP faculty is difficult to recruit because of the geographical area where the Campus is located and because of the small number of professionals with Master's degrees and doctorates in the specialty.

**Table II. E. 2: Distribution of hours / Program faculty credits for the January to May 2023 semester**

| Faculty | Total Credits | Average |
|---|---|---|
| 5 Full time faculty | 61 credits | 12.20 |
| 13 Part time faculty | 85.722 | 7.79 |

**Academically Prepared for the Areas in which they teach**

The NP faculty are registered nursing professionals who have graduated from accredited institutions of higher education on the Island. All full-time nursing faculty members have master's degrees in nursing and have between five to 34 years of experience. Four faculty members have PhDs (two faculty have a Ph.D. in Nursing Science (DNS), one faculty member has a Ph.D. in Education (Ed. D) with Specialization in Curriculum and Instruction, and another has a Ph.D. in

medicine. Currently, a fifth member is in his research project to finish his PhD in Education with a specialization in Research (Ed. D) In the semester from January to May 2023, 85% of the part-time faculty (11/13) have a Master's in nursing and 7.6% have a MD, 7.6% have a Master of Arts (1/13) 100% of part-time faculty (13/13) are licensed to practice nursing (see Table II. E. 3: Distribution of faculty by academic grade during the semester from January to May 2023.) Full-time faculty are assigned as team leaders to guide the part-time faculty. part-time uses the official syllabus, agendas and rubrics of the Nursing Program.

On the other hand, the various specialties and experiences of the faculty enrich the teaching-learning process. The areas of clinical specialization are the following: medical-surgical nursing, adult and elderly care, critical care, family and community care, maternal and childcare, mental health, and psychiatry. Currently, part-time teachers work in private hospitals and other institutions that provide health care, including nursing homes and external clinics. Some of them hold leadership positions, such as emergency room administrator and quality manager at local hospitals. The faculty's wide range of clinical practice areas and the diverse professional backgrounds of the part-time faculty strengthen the NP (see Appendix II. E. 2 Faculty Profile).

**Table II. E. 3: Faculty distribution by academic degree during the semester from Jan. to May 2023**

| Faculty | Master's | Doctoral | Total |
|---|---|---|---|
| Full time faculty | 1* (20 %) | 4 (80 %) | 5 |
| Part time faculty | 12 (92 %) | 1 (8 %) | 13 |

* Faculty in process of doctoral studies

**Faculty Responsibilities other than Teaching:**

The IAUPR-BC Campus promotes faculty involvement in professional development, governance, and community activities. At the beginning of each academic semester, the faculty attends meetings and workshops coordinated by the Chancellor and the Dean of Academic Affairs. In addition, he participates in peer evaluation, work of the assigned Committees and in the evaluation of the program. Also, they oversee advising the part-time faculty and offering academic counseling to students. All full-time IAUPR-BC faculty members are required to participate in community service according to their interests (see Key Element II. E. 4 Community Service). The faculty of the Nursing Program have participated in various activities aimed at promoting health in the community. The teaching staff along with the students have participated in health fairs, vaccination clinics, and educational talks in schools and communities, among other health promotion activities.

**Faculty Development**

IAUPR-BC seeks to maintain a faculty with the knowledge and skills that allow offering an excellent and innovative education according to the new trends in the profession. That is why, annually, the faculty carries out a Professional Development Plan where it reports the educational activities in which it wishes to participate. The Dean of Academic Affairs sponsors academic activities that include seminars, conferences, symposiums, workshops, and makes agreements to grant scholarships to faculty interested in continuing their studies. These activities are aimed at developing the discipline, improving teaching skills and strengthening the mastery of technology. In the NP, the faculty, in order to comply with the mandatory continuing education for the Nursing Examining Board of Puerto Rico, take additional continuing education courses to renew their professional licenses. Currently, all the faculty have their valid nursing licenses to be able to

practice professionally. Faculty development activities are documented in faculty files (see Key Element II. E. 5 List of professional development activities).

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

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

*Elaboration: The roles and performance expectations for preceptors with respect to teaching, supervision, and student evaluation are:*
*1. clearly defined and communicated to preceptors;*
*2. congruent with the mission, goals, and expected student outcomes;*
*3. congruent with relevant professional nursing standards and guidelines; and*
*4. reviewed periodically and revised as appropriate.*

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

**Program Response:**

In the Nursing Program, the faculty does not use specialized mentors or preceptors to achieve the expected results of the student. The faculty stays with the student during the internships in the different clinical scenarios, for this reason they are not necessary.

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

*Elaboration: Institutional support is available to promote faculty outcomes congruent with defined expectations of the faculty role (full-time, part-time, adjunct, tenured, non-tenured, or other) and in support of the mission, goals, and expected faculty outcomes.*
*1. Faculty have opportunities for ongoing development in teaching.*
*2. If scholarship is an expected faculty outcome, the institution provides resources to support faculty scholarship.*
*3. If service is an expected faculty outcome, expected service is clearly defined and supported.*
*4. If practice is an expected faculty outcome, opportunities are provided for faculty to maintain practice competence.*
*5. Institutional support ensures that currency in clinical practice is maintained for faculty in roles that require it.*

**Program Response:**

**Faculty have opportunities for ongoing development in teaching**

The IAUPR and IAUPR-BC provide support to the faculty to foster teaching, professional development, and clinical competencies in accordance with the mission, the goals, and assessment indicators of the faculty as established. According to Goal # 3 of the Institution and Goal # 2 of the Campus: the aim is to promote academic excellence through the continuous development of the teaching staff. For this reason, the Campus encourages continuous development, both in the application of teaching methods and in the mastery of disciplines, in the personal and professional training of the faculty. To meet the goal of the Institution and the Campus, annually the Dean of Academic Affairs requests a faculty development plan from the Nurse Administrator (see Key

Element II. G. 1 Professional Development Plan). To create it, each teacher is asked to develop their own plan indicating the workshops, congresses, conferences, symposiums or any other activity that they need to attend to maintain their teaching skills and their profession. In the budget of the Dean of Academic Affairs, an account is assigned for the educational activities that the faculty requested in the plan. On the other hand, at the beginning and during the academic semester, the administration offers educational activities for the faculty. Among the activities scheduled are conferences and workshops aimed at teaching, assessment and the use of technology. In addition, in the NP, so that the faculty maintain their knowledge, domains, and skills in their specialty, each semester they are assigned practice courses in different clinical scenarios.

Also, the IAUPR offers other opportunities for faculty development. The Faculty Handbook, pages 39-50, lists the benefits of full-time faculty (see Key Element I. E. 1 Full Time Faculty, 2021) ([https://documentos.inter.edu/wp-admin/admin-ajax.php?juwpfisadmin=false&action=wpfd&task=file.download&wpfd_category_id=71&wpfd_file_id=23742&token=&preview=1](https://documentos.inter.edu/wp-admin/admin-ajax.php?juwpfisadmin=false&action=wpfd&task=file.download&wpfd_category_id=71&wpfd_file_id=23742&token=&preview=1)).   As established in the Handbook, the Full Time Faculty is entitled to Study Benefits, Study Leave and Sabbatical Leave to continue studies in their specialty.

*Study Benefits for Faculty Members at Inter American University:* Faculty members may receive the study benefits as stated in the Handbook, with the purpose of giving them the opportunity to improve academically within the economic limits in which the University operates. In the case of a faculty member who completes a master's or doctorate academic degree, they will not have additional study benefits, unless justified by the nominating authority of the corresponding unit, in terms of the needs of the University.

*Study Leave:* Licenses for studies with or without financial aid may be granted annually for up to a maximum of four (4) years, which depends on the course of study proposed by the interested party and approved by the University. Study leaves with or without financial aid may be granted to faculty members who wish to continue formal study at a postgraduate level. These licenses are authorized based on the service that the University receives in exchange for it, the need there is for professors in certain disciplines and/or the fiscal situation of the Institution.

*Sabbatical Leave:* Eligible faculty members may be granted sabbatical leave so that they may enhance their academic credentials or professional competence through postdoctoral study, study for an advanced degree, or through a planned professional development program. Also, it may be granted to carry out research work, to be a lecturer/researcher or recipient of an award or scholarship from a recognized foundation. The granting of a sabbatical leave is a privilege that is granted if the Institution can afford it and when it is in the best interests of the University, to promote the quality and competence of its faculty.

*Summary of findings for Standard II:* **Program Quality: Institutional Commitment and Resources**

After the analysis of Standard II: Program Quality: Institutional Commitment and Resources, it is concluded that the Nursing Program of the Interamerican University of Puerto Rico, Barranquitas Campus meets the criteria of the same.

**Strengths**

1. Fiscal and physical resources are enough to enable the program to fulfill its mission, goals, and expected outcomes.
2. The Nursing Program has physical resources and the clinical sites that allow the program to achieve the mission, goals and expected results.
3. The Nursing Program has the support resources are enough to fulfill the mission and achieve the expected outcomes.
4. Nurse Administrator has a master's degree in nursing and DNS.
5. The Nursing Program has sufficient faculty to accomplish the mission, goals, and expected program outcomes.
6. The IAUPR-BC and NP provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.

**Needs Development**

1. Continue working on the budget plan according to the needs of the NP.
2. Continue acquiring equipment and materials for the laboratories.
3. Continue recommending resources to the Access to Information Center and to the skill labs.
4. Increase the number of students who participate in the surveys.
5. Continue to encourage the professional development of the faculty.

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

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

**III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that:**
   • **are congruent with the program's mission and goals;**
   • **are congruent with the roles for which the program is preparing its graduates; and**
   • **consider the needs of the program-identified community of interest.**

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

**Program Response:**

**The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are consistent with the program's mission and goals**

The curriculum of the Bachelor of Science in Nursing is directed by a mission and goals that are clearly established and available to the community in the General Catalog 2022-2023 and on the Campus Web Page ([Inter American University of Puerto Rico - Catalog Home Page - SmartCatalog www.academiccatalog.com (smartcatalogiq.com)](#) and [Universidad Interamericana De Puerto Rico](#)). This is reviewed by an Institutional Committee. Every five years, a committee is created that is made up of professors from the eight Nursing Programs of the different Campuses that make up the Institution. The curriculum began to be revised in January 2019. However, it is still under review for the Committee's work has been delayed due to the modifications or adjustments required by the pandemic. The Nurse Administrator of the IAUPR-BC NP is a member of the Institutional Committee. Among the works that have been carried out so far are the revision of the philosophy, the conceptual framework, the mission, the goals, objectives, the profile of the graduate's competencies, the description and content of the courses, among other important aspects. of the courses. This review seeks to update the curriculum with the new trends in the profession. Once the curricular review is completed, the report is submitted for evaluation by the Academic Senate, the University Council and by the President of the Institution that authorizes the implementation of the changes.

On the other hand, in the NP the faculty and the Nurse Administrator review and implement the curriculum to reflect the SLOs and ensure that they are consistent with the mission and goals of the Program. The SLOs were developed considering the mission, the goals, and the Competency Profile of the Graduates of the Institution. In search of quality and academic excellence, the faculty focuses on attending to the important details of the discipline with emphasis on course content and educational strategies to improve these educational processes. For this reason, the SLOs, the syllabus and the content of the courses were reviewed to guarantee the incorporation of the new AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2021), highlighting the essentials (dominions and concepts), QSEN Competencies, 2023 Safety Goals and the changes in Law 254. In addition, seeking to achieve the achievement of the SLOs, the

faculty has integrated into the curriculum various teaching and assessment strategies that are reflected in the Syllabus of the courses (see Key Element I. B. 1 -Syllabus).

**The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are consistent with the roles for which the program is preparing its graduates**

The curriculum is developed, implemented, and reviewed to ensure that the SLO statements are aligned with the graduate's competency profile. This alignment seeks for students to achieve the competence to fulfill the roles established by Law # 254 - Law Regulating Nursing Practice in Puerto Rico and the standards of the College of Nursing Professionals of Puerto Rico. In addition, the Nursing Program faculty aligned expected student learning outcomes with the roles for which the program is preparing its graduates. These roles are incorporated into the program courses throughout the curriculum. Through the courses, the faculty seeks to develop the roles by applying a variety of teaching-learning strategies and assessment strategies evidenced in the syllabus. Roles include; caregiver, coordinator, advocate, and member of the profession. In Table III. A. 1 shows the alignment of the STO, courses, and roles for which the program is preparing its graduates.

**Table III. A. 1: Alignment between Expected Student Learning Outcomes, courses and roles**

| Expected Student Learning Outcomes | Roles | Courses Example of integration |
|---|---|---|
| 1. The student will integrate cognitive, affective and psychomotor skills by providing nursing care to the individual, family, and community.<br>2. The student will provide health care to individuals, families, groups and community taking into consideration the stages of growth and development in which they are.<br>3. The student will demonstrate communication skills and teamwork by coordinating the care of individuals, families and communities in different settings.<br>4. The student will exhibit knowledge at all three levels of prevention to promote health and prevent diseases in the | **Provider of Care** | NURS 1111 Fundamentals in Nursing - Discussion of the nursing process for adult care with common interferences in the functional health patterns that support physical processes.<br>NURS 1112 Practice of Fundamentals of Nursing - Beginning of the development of clinical skills to perform in the areas of competence as care providers.<br>NURS 1130 Pharmacology Aspects - Application of the nursing process in medication administration.<br>NURS 1231 Fundamentals of Adult Care I - Includes anatomical, physio pathological, microbiological, biochemical and environmental concepts that affect human functioning.<br>NURS 2141 Fundamentals of Maternal-Neonatal Care - Use of the nursing process in the study of the appropriate changes in the stages and health dysfunctions.<br>NURS 2233 - Fundamentals of Adult Care II - Apply the nursing process in acute and chronic dysfunctions related to the functional health patterns of activity-exercise, cognitive-perceptual and sexuality–reproduction considering standards of practice, cultural and social diversity, research findings and human dignity.<br>NURS 2151 Fundamentals of Pediatric Care - Value the findings of the nursing research in the care of the pediatric client.<br>NURS 2362 Practice of Psychosocial Care - Demonstrate the use of therapeutic techniques to intervene in the psychosocial care of adults.<br>NURS 3100 Analysis of the competence areas: care provider and coordinator, and member of the discipline from the professional dimension. Includes the concepts: humanistic care, ethical-legal responsibility and the nursing process. Emphasis on health education, leadership and management that facilitate dealing with changes in the health care systems and the nursing practice.<br>NURS 3120 Health Assessment - Application of knowledge and skills to estimate the patient's health throughout the life cycle. |

| Expected Student Learning Outcomes | Roles | Courses Example of integration |
|---|---|---|
| individual and vulnerable populations. | | NURS 4180 Nursing Care of the Family and Community - Discussion of the nursing process for family and community care with emphasis on the promotion of health and well-being. Ethical-legal, humanist and research concepts. Study of the nursing professional's roles in a culturally diverse community. NURS 4911 - Application of the nursing process with emphasis on therapeutic and diagnosis reasoning for decision making in professional interventions. NURS 4914 Practice in Nursing Care to the Family and Community - Application of the nursing process in the humanist care of family and groups as integrated part of the community as client. NURS 4980 - Assist the client and significant through the normal stages of growth and development from conception to old age. Integration of knowledge, skills and attitudes in the selection of strategies for professional intervention in the processes of problem solving and decision making in practice and simulated situations in different settings. |
| 1. The student will assume the role of leader in the administration of health care in different scenarios. 2. The student will play the role of the nursing professional guided by ethical-moral values, committed to a humanistic care that responds to the needs of the changing society. 3. The student will demonstrate communication skills and teamwork by coordinating the care of individuals, families and communities in different settings. | **Member of the profession**<br><br><br>**Advocacy** | NURS 1111 Fundamentals in Nursing - Includes the ethical, legal and moral aspects based on the practice standards. NURS 2142 Practice of Maternal Neonatal Care - Integrated during maternal-neonatal intervention standards of care, safety practices technological advances and socio-cultural diversity. NURS 2361 Fundamentals in the Care Psychosocial - Utilizes the ethical principles and professional standards during the psychosocial care. NURS 2970 Transition seminar - Analysis of the trends and controversies that impact health care. Review of the ethical-legal, technological and scientific implications, professional values and social and economic influences in the exercise of the profession. NURS 2152 Practice of Pediatric Care - Use concepts and principles of communication, interpersonal interaction and nursing skills essential to the care of the pediatric client. NURS 3100 Analysis of the competence areas: care provider and coordinator, and member of the discipline from the professional dimension. Includes the concepts: humanistic care, ethical-legal responsibility and the nursing process. Emphasis on health education, leadership and management that facilitate dealing with changes in the health care systems and the nursing practice. NURS 3115 Introduction to the Nursing Research Process - Application and evaluation of the practice based on the evidence for health problem solving. Research assessment for the development of the best practices in the profession. NURS 3140 Interventions in Psychosocial Transition - Analysis of the trends, theories and concepts that influence the practice of the psychosocial nursing professional. NURS 3190: Professional Intervention during the Life Cycle - Integrate concepts of decisions making, law, responsibility ethical-legal, and research and health education in the therapeutic strategies for restoration of client health through life cycle. NURS 4980 Integrated Workshop - Integration of knowledge, skills and attitudes in the selection of strategies for professional intervention in the processes of problem solving and decision making in practice and simulated situations in different settings. |

| Expected Student Learning Outcomes | Roles | Courses Example of integration |
|---|---|---|
| | | NURS 4911 Practice during the Life Cycle - Integrated application of the principles and concepts of communication, health education, ethical-legal, research, leadership and management. |
| 1. The student will play the role of the nursing professional guided by ethical-moral values, committed to a humanistic care that responds to the needs of the changing society.<br>2. The student will assume the role of leader in the administration of health care in different scenarios.<br>3. The student will apply the evidence to provide health care to the person, family, and community in structured and unstructured settings.<br>4. The student will apply their knowledge in the management of health information and in the use of technology in providing health care to the individual, family, community and populations at different stages of development.<br>5. The student will demonstrate knowledge in laws, regulations, public policies that affect nursing practice. | **Provider of Care**<br><br><br><br><br>**Coordinator or Manager of Care**<br><br><br><br><br>**Advocacy** | NURS 1232 Practice of Adult Care I - Integration of communication, administration, care management, research and the nursing process skills for client care.<br>NURS 1232, 2234, 2142, NURS 2152 and 2362- Use concepts and principles of communication, interpersonal interaction and nursing skills essential to the care of the client.<br>NURS 3100 Analysis of the competence areas: care provider and coordinator, and member of the discipline from the professional dimension. Includes the concepts: humanistic care, ethical-legal responsibility and the nursing process. Emphasis on health education, leadership and management that facilitate dealing with changes in the health care systems and the nursing practice.<br>NURS 4911 Practice during the Life Cycle - Integrated application of the principles and concepts of communication, health education, ethical-legal, research, leadership and management. Effectively communicate in written and oral form with clients and other care providers to positively influence patient care and evidence of best care practices. Coordinate the care of groups of patients balancing costs and quality. Maintain an effective team to provide efficient and appropriate care. Advocate for planned changes that allow for superior achievement of health outcomes. Consider Christian, ethical, and democratic values by offering nursing care.<br>NURS 4914 Practice in Nursing Care to the Family and Community - Demonstration of planning, coordination, leadership and educational skills in the implementation of intervention strategies.<br>NURS 4980 - Integration of knowledge, skills and attitudes in the selection of strategies for professional intervention in the processes of problem solving and decision making in practice and simulated situations in different settings. |

(Source: Nursing Program)

**The curriculum considers the needs of the program–identified community of interest**

On the other hand, the curriculum of the Campus Nursing Program considers the needs identified by the community of interest. After evaluating the recommendations offered by the graduates, the Advisory Committee, the employers and the students, the faculty has reinforced the clinical skills in all the practical courses through demonstrations and practices under supervision, referrals to the Skills Laboratory, simulation, recordings of skills, practical exams, and the performance of various procedures in clinical settings. Up-to-date equipment for the laboratories has been purchased. To address the employers' recommendation to strengthen clinical skills, teamwork skills, leadership, and problem solving, the faculty has developed a variety of strategies. To strengthen clinical skills, the recording strategy of the student performing procedures and simulation exercises has been developed. To develop teamwork skills, group work and cooperative work have been implemented. While, to develop leadership skills, the faculty promotes the role of leader through conferences, offers tutorials, the student performs the role of leader in the course NURS 4911 Life Cycle Practice which is evaluated through a rubric. In addition, student participation in the Nursing Student Association, the Student Council, the Academic Senate, and athletics is encouraged. Finally, for the development of problem-solving skills in the NURS 4980 Integrator Workshop, an assessment strategy was created with a rubric for the student to identify a problem in the clinical setting and carry out the procedure until proposing the solution according to the best evidence in the literature. In all practical courses, the student is to carry out a clinical case to identify all the real and potential problems of the assigned patient and must carry out care plans to solve them. This activity is assessed with a rubric (see Key Element III. A. 1 Program Rubrics). In addition, the student is assigned papers to review the literature and present their findings.

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

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

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

**Program Response:**

In compliance with the mission and goals of the Nursing Program, the curriculum is guided by the foundations of its philosophy for the development of the future nursing professional (see Key Element III. B. 1 Program Philosophy and Conceptual Framework). In addition, the curriculum integrates the Standards of the College of Nursing Professionals of Puerto Rico (CPEPR), The Essentials: Core Competencies for Professional Nursing Education, The Competencies of Quality and Safety Education for Nurses (QSEN) and the National Health Goals. It should be noted that this academic training is protected by Law 254 of December 31, 2015, which regulates nursing practice in Puerto Rico (see Key Element III. B. 2 Law No. 254 of December 31, 2015 - Law to regulate the practice of nursing in Puerto Rico and Key Element III.B.3 Standards of the College of Nursing Professionals of Puerto Rico).

Law # 254 provides the essential elements for the education and training of future graduate nurses to practice the profession in Puerto Rico. This Law provides that graduates must possess knowledge of the biological, social, humanities and nursing sciences to apply the knowledge in order to promote, maintain and restore health and prevent diseases. Also, the Law highlights that this graduate uses critical thinking skills when providing professional nursing care to individuals, families, and the community, and when exercising leadership, management, and case management in different settings. In addition, they must be responsible for estimating needs, establishing nursing diagnoses, planning care, working with the interprofessional team, delegating, and implementing interdependent and independent therapeutic measures, and evaluating the effectiveness of nursing practice actions.

Similarly, Law # 254 governs educational processes and states that graduates must perform the functions of: Provide direct nursing care to individuals, families, and communities in different health settings; Offer nursing care to groups of people at the primary, secondary and tertiary level of health services in harmony with the norms, procedures and established medical regime, after making the corresponding planning with the nursing team and the interprofessional team; Execute therapeutic measures including the administration of medications and various treatments with knowledge and safety in accordance with the laws in force in the Commonwealth of Puerto Rico; Make an estimate of the needs of the patient / client under her care using direct interaction with the patient and family, to formulate the nursing diagnosis, execute and document the care plan; Delegate aspects of the nursing care plan to other members of the healthcare team as appropriate; Participate in research leading to improving patient/client care by contributing pertinent information in this regard and collaborating in the activities that are required.

In addition, faculty members integrate the different CPEPR standards into the curriculum. The standards are guides that measure the appropriate criteria of professional performance and nursing care. These reflect the values, competencies, and priorities of professional nursing practice in Puerto Rico. The CPEPR Standards are divided into two parts: I. Professional Performance Standard and II. Standard of Care Based on the Nursing Process.

The faculty of the nursing program use the CPEPR Standards as guides to maintain the quality of nursing care and excellence in the educational process. It is highlighted that Standard II: Care Based on the Nursing Process, is integrated throughout the entire curriculum of the Nursing Program. To meet this standard, the faculty uses the taxonomies of the North American Nursing Diagnosis Association (NANDA), The Nursing Outcomes Classification (NOC) and The Nursing Interventions Classification (NIC) approved at the institutional level in all Nursing Programs. Similarly, Marjory Gordon's Functional Health Patterns are used as a model and guide to estimate the health of the patient, family, and community, strengthening the approach and holistic focus of the nursing curriculum. Also, other concepts permeate the philosophy of the Nursing Program and among them the following stand out: person -the individual, person-centered Care, society (cultural diversity), health, values and beliefs (code of ethics), education, health care, nursing process, diagnostic reasoning (critical thinking), Language International (NANDA, NOC and NIC), humanistic care, quality and safety, health-illness continuum, functional health patterns, Population Health, communication, research (evidence-based practice), informatics and healthcare technologies, leadership, management (teamwork, interprofessional partnerships, decision making, problem solving and quality continues) and other concepts. These concepts are integrated throughout the curriculum to develop the skills, attitudes, and knowledge of the professional role.

In addition, the curriculum incorporates The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2021) to address the concepts embedded in the NP philosophy, guide educational processes, and curricular changes. The integration of the Essentials will allow graduates to develop the skills to perform effectively in different health settings and execute the roles of the profession. Among the work carried out to integrate the Essentials into the curriculum is the revision of the syllabus to integrate the domains and concepts into the content of the courses and into the evaluation rubrics. In Table III. B. 1 presents the alignment between the Profile of Graduates Competencies, CPEPR's Standards and courses with The Essentials: Core Competencies. In the Key Element III. B. 4 presents the alignment between the SLO, CPEPR's Standards with the description of the courses and the Essentials: Core Competencies (domains and concepts).

**Table III. B. 1: Alignment between the SLO, CPEPR Standards and courses with the Essentials: Core Competencies (domains and concepts)**

| Student Learning Outcomes | CPEPR's Standards | COURSES and The Essentials: Core Competencies |
|---|---|---|
| The student will integrate cognitive, affective and psychomotor skills by providing nursing care to the individual, family, and community. | Standard I Quality of practice<br><br>Standard VIII Resource utilization | **NURS 1111 Fundamentals in Nursing -** Dominion for Nursing: Domain 1. Knowledge for Nursing Practice, Domain 2. Person-Centered Care, Domain 3. Population Health, Domain 4. Scholarship for the Nursing Discipline, Domain 5. Quality and Safety, Domain 6. Interprofessional Partnerships<br>**NURS 1130 Pharmacological Aspects-** Dominion for Nursing: Domain 1. Knowledge for Nursing Practice, Domain 2. Person-Centered Care, Domain 3. Population Health, Domain 5. Quality and Safety, Domain 6. Interprofessional Partnerships, Domain 7. Systems-Based Practice, Domain 8. Informatics and Healthcare Technologies. |
| The student will demonstrate knowledge at all three levels of prevention to promote health and prevent diseases in the individual and vulnerable populations.<br><br>The student will apply the evidence to provide health care to the person, family, and community in structured and unstructured settings.<br><br>The student will demonstrate knowledge in laws, regulations, public policies that affect nursing practice. | Standard XI Ambiental Health<br><br><br><br>Standard II Education<br><br><br><br>Standard VII Research and Evidenced-Based Practice<br><br><br><br>Standard XII Cultural diversity | **Concepts for Nursing Practice:** Clinical Judgment, Communication, Ethics, Evidence-Based Practice, and Health Policy.<br>**NURS 1231 Fundamentals of Adult Care I** Dominion for Nursing: Domain 1. Knowledge for Nursing Practice, Domain 2. Person-Centered Care, Domain 3. Population Health, Domain 5. Quality and Safety, Domain 6. Interprofessional Partnerships, Domain 7. Systems-Based Practice<br>**NURS 2141 Fundamentals of Maternal and Neonatal Care** Dominion for Nursing: Domain 1. Knowledge for Nursing Practice, Domain 2. Person-Centered Care, Domain 3. Population Health, Domain 5. Quality and Safety, Domain 7. Systems-Based Practice<br>**NURS 2233 Fundamentals Adult Care II** Dominion for Nursing: Domain 1. Knowledge for Nursing Practice, Domain 2. Person-Centered Care, Domain 5. Quality and Safety, Domain 4. Scholarship for the Nursing Discipline Domain 6. Interprofessional Partnerships, Domain 7. Systems-Based Practice, Domain 8. Informatics and Healthcare Technologies, Domain 9. Professionalism<br>**NURS 2351 Fundamentals of Pediatric Care-** Dominion for Nursing: Domain 1. Knowledge for Nursing Practice, Domain 2. Person-Centered Care, Domain 5. Quality and Safety, Domain 7. Systems-Based Practice<br>**NURS 2361 Fundamentals in the Care Psychosocial** Dominion for nursing: Domain 1. Knowledge for Nursing Practice, Domain 2. Person-Centered Care, Domain 5. Quality and Safety, Domain 7. Systems-Based Practice<br>**NURS 2970 Transition seminar** |

| Student Learning Outcomes | CPEPR's Standards | COURSES and The Essentials: Core Competencies |
|---|---|---|
| | | Dominion for Nursing: Domain 3. Population Health, Domain 4. Scholarship for the Nursing Discipline, Domain 5. Quality and Safety, Domain 9. Professionalism<br>**NURS 3100 Dimensions of Practice**<br>Dominion for Nursing: Domain 1. Knowledge for Nursing Practice, Domain 3. Population Health, Domain 5. Quality and Safety, Domain 7. Systems-Based Practice, Domain 9. Professionalism.<br>**NURS 3115 Introduction to the Nursing Research Process**<br>Dominion for Nursing: Domain 3. Population Health, Domain 5. Quality and Safety<br>**NURS 3120 Health Estimated**<br>Dominion for Nursing: Domain 1. Knowledge for Nursing Practice, Domain 4. Scholarship for the Nursing Discipline,<br>Domain 5. Quality and Safety, Domain 7. Systems-Based Practice<br>**Concepts for Nursing Practice:**<br>Clinical Judgment, Communication, Compassionate Care, Diversity, Equity, and Inclusion. Ethics, Evidence-Based Practice<br>**NURS 3140 Interventions -in Psychosocial Transition**<br>Dominion for Nursing: Domain 1. Knowledge for Nursing Practice, Domain 2. Person-Centered Care, Domain 3. Population Health Domain 4. Scholarship for the Nursing Discipline,<br>Domain 5. Quality and Safety<br>**NURS 3190- Professional Intervention during the Life Cycle**<br>**Dominion for Nursing:** Domain 1. Knowledge for Nursing Practice Domain 2. Person-Centered Care, Domain 3. Population Health, Domain 4. Scholarship for the Nursing Discipline, Domain 5. Quality and Safety, Domain 6. Interprofessional Partnerships, Domain 9. Professionalism<br>**NURS 4180 Family and Community Care**<br>Dominion for Nursing: Domain 1. Knowledge for Nursing Practice, Domain 2. Person-Centered Care, Domain 5. Quality and Safety Domain 6. Interprofessional Partnerships<br>**NURS 4980 Integrated Workshop**<br>Dominion for nursing: Domain 1. Knowledge for Nursing Practice, Domain 2. Person-Centered Care, Domain 3. Population Health Domain 4. Scholarship for the Nursing Discipline Domain 5. Quality and Safety, Domain 6. Interprofessional Partnerships, Domain 7. Systems-Based Practice, Domain 8. Informatics and Healthcare Technologies, Domain 9. Professionalism, Domain 10. Personal, Professional, and Leadership Development<br>**Concepts for nursing practice:** Clinical Judgment, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice and Health Policy |
| The student will provide health care to individuals, families, groups and community taking into consideration the stages of growth and development in which they are. | Standard XI Ambiental Health<br><br><br><br><br>Standard XII Cultural diversity | (All NP practices) Example<br>**NURS 2142 Practice of Maternal Neonatal Care**<br>Dominion for Nursing: Domain 1. Knowledge for Nursing Practice. Domain 2. Person-Centered Care, Domain 3. Population Health Domain 4. Scholarship for the Nursing Discipline, Domain 5. Quality and Safety, Domain 6. Interprofessional Partnerships, Domain 7. Systems-Based Practice, Domain 8. Informatics and Healthcare Technologies<br>**Concepts for Nursing Practice:** Clinical Judgment, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, Health Policy, Social Determinants of Health<br>**NURS 2234 Adult Practice II** |

| Student Learning Outcomes | CPEPR's Standards | COURSES and The Essentials: Core Competencies |
|---|---|---|
| | | Dominion for Nursing: Domain 1. Knowledge for Nursing Practice. Domain 2. Person-Centered Care, Domain 3. Population Health Domain 4. Scholarship for the Nursing Discipline, Domain 5. Quality and Safety, Domain 6. Interprofessional Partnerships, Domain 7. Systems-Based Practice, Domain 8. Informatics and Healthcare Technologies **Concepts for Nursing Practice:** Clinical Judgment, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, and Health Policy **NURS 2352 Practice in Pediatric Care** Dominion for Nursing: Domain 1. Knowledge for Nursing Practice. Domain 2. Person-Centered Care, Domain 3. Population Health Domain 4. Scholarship for the Nursing Discipline, Domain 5. Quality and Safety, Domain 6. Interprofessional Partnerships, Domain 7. Systems-Based Practice, Domain 8. Informatics and Healthcare Technologies **Concepts for Nursing Practice:** Clinical Judgment, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, Health Policy |
| The student will demonstrate communication skills and teamwork by coordinating the care of individuals, families and communities in different settings.

The student will assume the role of leader in the administration of health care in different scenarios.

The student will apply their knowledge in the management of health information and in the use of technology in providing health care to the individual, family, community and populations at different stages of development. | Standard III Evaluation of professional practice

Standard IV Collaboration

Standard V Membership

Standard X Communication

Standard IX Leadership | (All NP practices) Example: **NURS 1232 Practice of Adult Care I** **Dominion for Nursing:** Domain 1. Knowledge for Nursing Practice. Domain 2. Person-Centered Care, Domain 3. Population Health Domain 4. Scholarship for the Nursing Discipline, Domain 5. Quality and Safety, Domain 6. Interprofessional Partnerships, Domain 7. Systems-Based Practice, Domain 8. Informatics and Healthcare Technologies **Concepts for Nursing Practice:** Clinical Judgment, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, and Health Policy. **NURS 2352 Practice in Pediatric Care** Dominion for Nursing: Domain 1. Knowledge for Nursing Practice. Domain 2. Person-Centered Care, Domain 3. Population Health Domain 4. Scholarship for the Nursing Discipline, Domain 5. Quality and Safety, Domain 6. Interprofessional Partnerships, Domain 7. Systems-Based Practice, Domain 8. Informatics and Healthcare Technologies **Concepts for Nursing Practice:** Clinical Judgment, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, Health Policy **NURS 2362 Psychosocial Practice** Dominion for Nursing: Domain 1. Knowledge for Nursing Practice, Domain 2. Person-Centered Care, Domain 3. Population Health Domain 4. Scholarship for the Nursing Discipline, Domain 5. Quality and Safety, Domain 6. Interprofessional Partnerships, Domain 7. Systems-Based Practice, Domain 8. Informatics and Healthcare Technologies **Concepts for Nursing Practice:** Clinical Judgment, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, Health Policy, Social Determinants of Health **NURS 4911 Practice during the Life Cycle** Dominion for Nursing: Domain 1. Knowledge for Nursing Practice, Domain 2. Person-Centered Care, Domain 3. Population Health, |

| Student Learning Outcomes | CPEPR's Standards | COURSES and The Essentials: Core Competencies |
|---|---|---|
| | | Domain 4. Scholarship for the Nursing Discipline, Domain 5. Quality and Safety, Domain 6. Interprofessional Partnerships, Domain 7. Systems-Based Practice, Domain 8. Informatics and Healthcare Technologies, Domain 9. Professionalism, Domain 10. Personal, Professional, and Leadership Development **Concepts for Nursing Practice:** Clinical Judgment, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, Health Policy **NURS 4914 Practice in Nursing Care to the Family and Community** Dominion for nursing: Domain 1. Knowledge for Nursing Practice, Domain 2. Person-Centered Care, Domain 3. Population Health, Domain 4. Scholarship for the Nursing Discipline, Domain 5. Quality and Safety, Domain 6. Interprofessional Partnerships, Domain 7. Systems-Based Practice, Domain 8. Informatics and Healthcare Technologies, Domain 9. Professionalism Domain 10. Personal, Professional, and Leadership Development **Concepts for nursing practice:** Clinical Judgment, Communication Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, Health Policy |
| The student will engage in the role of the nursing professional guided by ethical-moral values, committed to a humanistic care that responds to the needs of the changing society. | Standard VI Ethics | (All NP practices) **NURS 1112 Fundamentals of Nursing Practice-** Dominion for Nursing: Domain 1. Knowledge for Nursing Practice, Domain 2. Person-Centered Care, Domain 5. Quality and Safety Domain 6. Interprofessional Partnerships **Concepts for Nursing Practice:** Clinical Judgment, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, and Health Policy. |

On the other hand, the faculty and the nurse administrator integrate the Competencies of Quality and Safety Education for Nurses (QSEN) into the curriculum, seeking that graduates develop the knowledge, skills, and attitudes to offer optimal, safe and quality health care. With this, it is intended to develop professionals who integrate sensitive interventions where they consider the values, cultural diversity, and beliefs of the individual under their care. Understanding that patient care requires the intervention of multiple health professionals, the faculty has integrated the QSEN Competencies of Teamwork and Collaboration. This seeks for the student to develop the skills of interprofessional work and effective communication to meet the needs of the patient. The NP recognizes that once evidence changes, nursing practice changes, so the QSEN Evidence-Based Practice Competencies have been integrated into the curriculum. The objective of including this competence is to integrate the new scientific evidence into clinical practice, considering the values of the individual, the family, and the community. The QSEN Quality Improvement Competencies is applied in all practice courses so that the student can evaluate interventions, make decisions, and improve processes in search of achieving the expected results in the health of patients/clients. Through each course the QSEN Safety Competencies are reflected. Students are encouraged to be aware of possible harm to the client during interventions. The faculty offers lectures, simulation, demonstrations, skills practice, quizzes, and practical exams before going to hospitals for clinical practice. The objective is to guarantee that the student demonstrates knowledge and skills so that she can carry out a safe practice to prevent or reduce the risk of harm to patients. Lastly, the faculty integrates the QSEN Competencies of Computing into its courses. This with the purpose of using information and technology to communicate data, report interventions, analyze customer

information to direct decision making and problem solving. In addition, use new technological devices to offer patient care. For this reason, the NP acquired new technological equipment such as the medication administration device and the new IV PUMP and Enteral PUMP machines, among others.

Finally, the faculty integrates the National Safety Goals (2023) into all internship courses. The objective of integrating the National Safety Goals and QSEN Competencies into curricular practices is to direct students to offer optimal, safe, and quality care to assigned patients and to prevent or minimize risks (see Key Element III. B. 5 Relationship with the National Patient Safety Goals 2023, courses, and learning strategies).

**III-C. Master's curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).**
- **Master's program curricula incorporate professional standards and guidelines as appropriate.**
  - o **All master's degree programs incorporate *The Essentials of Master's Education in Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program.**
  - o **All master's degree programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).**
- **Graduate-entry master's program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.**

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

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

*Master's degree APRN education programs (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) incorporate separate comprehensive graduate-level courses to address the APRN core, defined as follows:*
- *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*
- *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

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

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

**Program Response:**

The Barranquitas Campus has not submitted the Master of Science in Nursing degree for the accreditation process, therefore this criterion does not apply.

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

**Program Response:**

The IAUPR-BC, Barranquitas Campus does not offer a DNP curriculum, so this criterion does not apply.

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

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

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

*APRN education programs (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) incorporate separate comprehensive graduate-level courses to address the APRN core, defined as follows:*
- *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*
- *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

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

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

**Program Response:**

The Barranquitas Campus does not offer a Post Graduate APRN certificate program, therefore this criterion does not apply.

**III-F. The curriculum is logically structured to achieve expected student outcomes.**
- **Baccalaureate curricula build on a foundation of the arts, sciences, and humanities.**
- **Master's curricula build on a foundation comparable to baccalaureate-level nursing knowledge.**
- **DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student.**
- **Post-graduate APRN certificate programs build on graduate-level nursing competencies and knowledge base.**

*Elaboration: Baccalaureate degree programs demonstrate that knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice. Graduate-entry programs in nursing incorporate the generalist knowledge common to baccalaureate nursing education as delineated in* The Essentials of Baccalaureate Education for Professional Nursing Practice *(AACN, 2008) as well as advanced nursing knowledge.*

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

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

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

**Program Response:**

## Curriculum Design:

Since 1998, the IAUPR-BC NP has offered the Bachelor of Science in Nursing (BSN) degree. This baccalaureate program is offered in a four-year academic offering with an exit option for the Associate of Science in Nursing (AAS.) degree, at the end of the second year.

The curriculum is logically structured to achieve expected student outcomes. The Nursing Program curriculum was developed and organized into different levels of complexity, so that the first two years (levels I and II) teach students the technical knowledge and skills (AAS). While the last two years (levels III and IV) correspond to the professional level (BSN). Both programs, AAS. and BSN, are comprehensive and well defined to achieve the required competencies at each level and offer the student the opportunity to move from the associate level to the baccalaureate. In addition, it allows students to achieve their academic goals according to their needs and interests.

**Credit Breakdown**

The IAUPR Nursing curriculum is institutional. Thus, all the Nursing Programs at the IAUPR academic campuses are authorized by the Puerto Rico Board of Postsecondary Institutions and The Middle States Commission on Higher Education to offer Nursing Programs follow the same curriculum. The B.S.N. requires the completion of 120 credit hours.  The degree includes a General Education Component. The Table III. F. 1 presents the requirements for the degree.

**Table III. F. 1: Requirements for the BSN**

| Requirements for the B.S.N. | |
| --- | --- |
| General Education Requirements | 45 credits |
| Major Requirements | 72 credits |
| Elective Courses | 3 credits |
| | 120 credits |
| **General Education Requirements** | **45 credit** |
| GESP Spanish | 9 |
| GEEN English | 9 |
| GEMA 1000 Quantitative Reasoning | 3 |
| GEHS 2010 Historic Process of a Contemporary Puerto Rico | 3 |
| GECF 1010 Christian Faith | 3 |
| GEIC 1010 Information Technology and Computing | 3 |
| Scientific and Technological Context | 3 |
| Philosophic and Esthetic Thought | 6 |
| Historic and Social Context | 6 |
| **Nursing Requirements** | **72 credits** |
| NURS 1111 Fundamentals in Nursing | 4 |
| NURS 1112 Practice of Fundamentals of Nursing | 2 |
| NURS 1130 Pharmacology Aspects | 3 |
| NURS 1231 Fundamentals of Adult Care I | 6 |
| NURS 1232 Practice of Adult Care I | 2 |
| NURS 2141 Fundamentals of Maternal-Neonatal Care | 3 |
| NURS 2142 Practice of Maternal-Neonatal Care | 2 |
| NURS 2233 Fundamentals in Adult Care II | 6 |
| NURS 2234 Practice of Adult Care II | 2 |
| NURS 2351 Fundamentals of Pediatric Care | 3 |
| NURS 2352 Practice of Pediatric Care | 2 |
| NURS 2361 Fundamentals in Psychosocial Care | 3 |
| NURS 2362 Psychosocial Care Practice | 2 |
| NURS 2970 Transition Seminar | 1 |
| NURS 3100 Dimensions of Prof. Practice | 3 |
| NURS 3115 Intro. to the Nursing Research Process | 3 |
| NURS 3120 Health Assessment | 4 |
| NURS 3140 Intervention in Psychosocial Trans. | 2 |
| NURS 3190 Prof. Intervention during Life Cycle | 4 |
| NURS 4180 Nursing Care for the Family & Com | 4 |
| NURS 4911 Practice of Professional Intervention during Life Cycle | 3 |
| NURS 4914 Practice Family & Community | 4 |
| NURS 4980 Integration Workshop | 4 |

The program sequence plans for the B.S.N can be found in

**General Education Program**
*Domain 1: Knowledge for Nursing Practice (The Essentials: Core Competencies for Professional Nursing Education - 2021)*

The NP curriculum includes foundational courses in the arts, sciences, and humanities. The IAUPR has a General Education Program (PEG for its acronym in Spanish) integrated into the academic programs at the undergraduate level. The baccalaureate programs require a total of 48 credits, except for the BSN which is exempted from the GEHP 3000 Integral Health and Quality of Life course, for a total of 45 credits. This curricular component aims to train professionals with the knowledge, skills, and attitudes that graduates need in work settings in a globalized world. The General Catalog 2022-2023, p. 139, specifies the eight goals of the program, the thirteen competencies that the skills and topics covered by the courses seek to develop in the students. To support students' academic progress, the English, Spanish, Mathematics, and Computer Technology courses have virtual laboratories that reinforce basic skills (see Table III. F. 2: Goals of the General Education Program and Courses addressing cultural and global sensitivity and the Table III.F.3: Goals of the General Education Program and Courses addressing basic skills and ethical).

**Table III. F. 2: Goals of the General Education Program and Courses addressing cultural and global sensitivity**

| Goals of the General Education Program | Courses addressing the goal |
|---|---|
| Develop a person with humanistic sensitivity, capable of contributing to the solution of problems with a collaborative attitude, using research, critical, creative and innovative thinking in an international context. | Art Appreciation<br>Music Appreciation<br>Theatre Appreciation<br>Global Society<br>Human Formation, Society and Culture |
| Develop a person who values diversity, appreciates other cultures, is aware of their social, ethical, civic, and environmental responsibility and exerts leadership in a democratic context. | Ethics and Social Responsibility<br>Ancient and Medieval Western Civilization<br>Modern and Contemporary Western Civilization |
| Develop a person committed to the integral health, well-being, and quality of life of the individual and society. | Integral Health and Quality of Life |
| Develop a person with knowledge of the historical, social, and cultural context of Puerto Rico and the world. | Historical Process of Contemporary Puerto Rico |
| Develop a person who has an entrepreneurial attitude and is committed to lifelong learning. | Entrepreneurial Culture |

Source: *General Catalog 2022-2023*

**Table III. F. 3: Goals of the General Education Program and Courses addressing basic skills and ethical**

| Goals of the General Education Program | Courses addressing the goal |
|---|---|
| Develop a person who values diversity, appreciates other cultures, is aware of their social, ethical, civic, and environmental responsibility and exerts leadership in a democratic context. | Ancient and Medieval Western Civilization<br>Modern and Contemporary Western Civilization<br>Human Formation, Society and Culture<br>Integral Health and Quality of Life |
| Develop a person who understands and values Christian faith from an ecumenical openness. | Introduction to the Christian Faith |
| Develop a person committed to the integral health, well-being, and quality of life of the individual and society. | Ethics and Social Responsibility<br>Integral Health and Quality of Life |
| | Literature and Communication: Narrative and Poetry<br>Literature and Communication: Essay and Theater |

| Goals of the General Education Program | Courses addressing the goal |
|---|---|
| Develop a person with communicative competence in Spanish and English, with native-language mastery of one of the two languages. | Literature and World View<br>*Note:* Three other Spanish as a foreign language course available.<br>------------------------------------------------------<br>English as a Second Language I: Oral Communication<br>English as a Second Language II: Reading<br>English as a Second Language III: Writing<br>*Note:* Six other intermediate and advanced courses are available. |
| Develop a person capable of solving problems through scientific thinking, logical and quantitative reasoning, and the use of information and communication technologies, in an ethical, critical, creative, and innovative way. | Quantitative Reasoning<br>Information and Computing Technologies<br>The Natural Environment and the Human Being<br>Technology and Environment |

Source: *General Catalog 2022-2023*

## Nursing Program Curriculum

The Nursing Program includes theoretical courses, clinical practice courses and two of the courses integrate laboratories. The curriculum design is developed by block where the courses are taken concurrently once the prerequisite courses have been approved. This allows students to integrate knowledge and skills learned in previous courses. The Appendix III. F. 2 presents the distribution of credit hours in the courses of the Program, including the courses of the General Education Program and Appendix III. F. 3 presents a distribution of theoretical instruction and clinical practice hours per course.

## Natural Sciences in the Nursing Curriculum

Natural sciences are integrated throughout the NP curriculum. This integration includes content from anatomy, physiology, biochemistry, microbiology, and physics. This curricular design was articulated with the purpose of giving relevance to the contents of the natural sciences for health, focusing on the nursing discipline and shortening an extensive program. The natural science contents are incorporated following the corresponding nursing contents in each course, that is, anatomy and physiology of the cardiovascular system are taught before discussing cardiovascular pathologies, treatments, and nursing care for said pathologies. Natural science content is specifically identified as units in each concentration course (see Key Element I. B. 1 -Syllabus). In addition to the content of the natural science courses in nursing, high school students also take the General Education Course, GEST 2020 The Natural Environment and the Human Being (3 credits). The distribution of natural science credits in the courses is presented in Table III. F. 4 and in Table III. F. 5 shows the distribution of natural science credits in NP courses.

**Table III. F. 4: Sciences Content Integrated into Nursing Courses**

| Courses | Credits | Nursing Credits | Sciences Credits |
|---|---|---|---|
| NURS. 1111 Fundamentals of Nursing | 4 | 3 | 1 |
| NURS. 1130 Pharmacological Aspects of Nursing | 3 | 2 | 1 |
| NURS. 1231 Fundamentals of Adult Care I | 6 | 3 | 3 |
| NURS. 2233 Fundamentals of Adult Care II | 6 | 3 | 3 |
| NURS. 2141 Fundamentals of Maternal Neonatal Care | 3 | 2 | 1 |
| NURS. 2351 Fundamentals of Pediatric Care | 3 | 2 | 1 |
| NURS. 2361 Fundamentals of Psychosocial Care | 3 | 2 | 1 |
| NURS. 3120 Health Assessment | 4 | 3 | 1 |

(Sources: Nursing Program)

**Table III. F. 5: Distribution of Natural Science Credits in NP Courses**

| Course Number & Title | Anatomy & Physiology | | Biochemistry | | Microbiology | | Total |
|---|---|---|---|---|---|---|---|
| | CR | HR | CR | HR | CR | HR | CR/HR |
| NURS 1111 Fundamentals of Nursing | 0.46 | 7 | 0.27 | 4.0 | 0.27 | 4 | **1/15** |
| NURS 1130 Pharmacological Aspects of Nursing | 0.27 | 4 | 0.73 | 11.0 | - | - | **1/15** |
| NURS 1231 Fundamentals of Adult Care I | 1.73 | 26 | 0.67 | 10 | 0.6 | 9 | **3/45** |
| NURS 2233 Fundamentals of Adult Care II | 2.27 | 34 | 0.60 | 9 | 0.13 | 2 | **3/45** |
| NURS 2141 Fundamentals of Maternal Neonatal Care | 0.66 | 10 | 0.27 | 4.0 | 0.07 | 1 | **1/15** |
| NURS 2351 Fundamentals of Pediatric Care | 0.53 | 8 | 0.07 | 1 | 0.4 | 6 | **1/15** |
| NURS 2361 Fundamentals of Psychosocial Care | 0.80 | 12.0 | 0.20 | 3.0 | - | - | **1/15** |
| NURS 3120 Health Assessment | 1 | 15 | - | - | - | - | **1/15** |
| **Total** | **7.72** | **116** | **2.81** | **42** | **1.47** | **22** | **12/180** |

(Sources: Nursing Program) *Table prepared by the Institutional Curriculum Revision Committee for the Nursing Program, March 28, 2008. Campuses represented: Aguadilla, Arecibo, Barranquitas, Bayamón, Guayama and San Germán.*

Additionally, the Key Element III. F. 1 demonstrates the objectives of sciences content per nursing courses.

## The curriculum and Instructional Processes:

It is highlighted that in all the Nursing Program courses, various concepts and theories, laws, standards of the profession, research, interprofessional collaboration, basic sciences, technological advances, among others, are incorporated. The next table demonstrates the curriculum concepts and theories by levels (see Table III. F. 6: Curriculum Concepts and Theories by Levels).

**Table III. F. 6: Curriculum Concepts and Theories by Levels**

| Levels | First Level | Second Level | Third Level | Fourth Level |
|---|---|---|---|---|
| **Courses** | 1111, 1112, 1130, 1231, 1232 | 2141, 2142, 2233, 2234, 2351, 2352, 2361, 2362, 2970 | 3100, 3115, 3120, 3140, 3190, 4911 | 4180, 4914, 4980 |
| **Concepts and Theories** | -Knowledge for Nursing Practice<br>-Nursing Theories<br>-Humanistic Care (Compassionate Care)- Person-Centered Care<br>-Nursing Process<br>-Health Illness Continuum<br>-Communication<br>-Functional Health Patterns<br>-Theories on Growth and Development of Adults<br>-Joint Commission: National Patient Safety Goals - Quality and Safety<br>-Laws | - Knowledge for Nursing Practice<br>- Theories on Growth and Development (Erickson, Piaget, Freud, Kohlberg)<br>- Laws<br>- Pediatric Care Standards<br>- Mother-Child Care Standards<br>- Humanistic Care (Compassionate Care) - Person-Centered Care<br>- Social Determinants of Health<br>- Decision Making<br>- Patient Education<br>- Healthy People<br>- Interprofessional Collaboration<br>- Personal, Professional, and Leadership Development<br>- Clinical Judgment | - Knowledge for Nursing Practice<br>- Health Promotion<br>- Health Policy<br>- Social Determinants of Health<br>- Population Health<br>- Risk Assessment<br>- Nursing Theories<br>- Aging Theories<br>- Biological, social Standards<br>- Ethics Code (ANA, CPEPR)<br>- Personal, Professional, and Leadership Development<br>- Professionalism<br>- Clinical Judgment<br>- Research Paradigms:<br>  -Positivism<br>  -Naturalism | - Knowledge for Nursing Practice<br>- Nursing Theories<br>- Self-Care, Model of Health Care Systems<br>- Humanistic Care (Compassionate Care) - Person-Centered Care<br>-Social Determinants of Health<br>-Population Health<br>-Quality and Safety<br>-Evidenced-Based Practice<br>-Personal, Professional, and Leadership Development<br>-Clinical Judgment<br>-Diversity, Equity, and Inclusion<br>-Technological Advances (Informatics and Healthcare Technologies)<br>-Social Theories:<br>• Structural- Functional<br>• Family development Theory |

| Levels | First Level | Second Level | Third Level | Fourth Level |
|---|---|---|---|---|
| | -Diversity, Equity, and Inclusion<br>-Practice standards<br>-Clinical Judgment<br>-Interprofessional Collaboration<br>-Evidenced Based Practice<br>-Legal Concepts<br>-Technological Advances (Informatics and Healthcare Technologies) | - Joint Commission: National Patient Safety Goals - Quality and Safety<br>- Evidenced Based Practice<br>- Diversity, Equity, and Inclusion<br>- Technological Advances (Informatics and Healthcare Technologies)<br>- Crisis Theories<br>- Stress Theories<br>- Legal Concepts | - Healthy People<br>  - Group Education<br>- From Novice to Expert<br>- Scholarship for Nursing Discipline<br>- Staffing Pattern<br>- Continuous Quality Improvement<br>- Clinical Pathway<br>- Interprofessional Collaboration<br>- Evidenced Based Practice | • Systems of Interactions<br>• Family Structured<br>• Family Values<br>• Role Theories<br>• Levels of Prevention<br>• Family Stress Theory<br>• Exchange Theory<br>• Well-being-Model-Dum<br>• Decision Making<br>• Epidemiologic Method<br>• Interprofessional Collaboration<br>• Problem solving<br>• Role play |

(Sources: Nursing Program)

**III-G. Teaching-learning practices:**
1. **support the achievement of expected student outcomes;**
2. **consider the needs and expectations of the identified community of interest; and**
3. **expose students to individuals with diverse life experiences, perspectives, and backgrounds.**

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

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

**Program Response:**

The NP considers that the teaching-learning strategies, as well as the educational environment, are important for the development of the knowledge, skills, and attitudes of the nursing student. In the teaching-learning process, it is important that the faculty apply a diversity of strategies to transmit knowledge, considering the different styles of the students. The variety of strategies used by the faculty allows to meet the academic needs of the students, while meeting the SLOs.

The NP curriculum provides the opportunity for students to learn through the diverse experiences that the courses provide. In the courses, knowledge and skills are transmitted using lectures, power point lectures, simulations, literature research, practice in various clinical settings, cooperative work, modules, oral presentations, group work for topic discussion, use of technology as a teaching tool and others. During the years of study in the Program, students are exposed to a variety of settings to facilitate their learning. These scenarios are selected according to the objectives of each course. In the classroom, students acquire the necessary knowledge for the development of critical thinking, decision making and problem solving in clinical practice courses. In the program's laboratories, students develop the necessary skills to provide safe and quality interventions in real settings. In clinical practice, students apply critical thinking to select interventions to meet the needs of assigned patients and perform skills learned in skills labs.

Technology is an essential element of the nursing program and supports efforts to achieve program outcomes, such as effective communication and the pursuit of research to apply evidence-based practice. The faculty believes that the educational use of technology is fundamental for the adaptation of the graduate in the workplace. Especially, when students use technology to access and share information, collect data, support physiological function of the patient, manage knowledge, and support decision-making related to evidence-based practice. Technology in the classroom is aimed at improving student learning and promoting communication between groups of students and teachers. For this reason, the faculty uses electronic books, databases, and electronic equipment, among others, to conduct theoretical and practical classes (see Key Element III. G. 1 Courses and examples of use of technology). The Appendix III. G. 1 shows links between student learning outcomes, courses, learning activities and environments.

**Student Clinical Experiences**

In practice courses, the faculty applies a variety of teaching-learning strategies to achieve SLOs. The faculty exposes students to a variety of clinical procedures according to the syllabus before attending actual scenarios. This strategy has the purpose of guaranteeing the best practices for health care and patient safety (see Table III. G. 1: Learning Strategies in clinical courses). For example: the faculty demonstrates the various nursing procedures with mannequins in the labs, then the student practices these procedures, and then the faculty provides feedback on the skill performed by the student. In addition, outside of their practice hours, students have opportunity to attend the Skills Laboratory with the nursing technician to reinforce skills. Other strategies used are tutorials to strengthen the practice of nursing procedures and help from the faculty to improve the limitations identified in clinical practice and procedures.

**Table III. G. 1: Learning Strategies in clinical courses**

| Courses | Learning Strategies used in Clinical Area |
|---|---|
| NURS 1112 Fundamentals Nursing Practice | Preliminary case study, Care plan, Practical exams, Skill Lab. Practices, demonstrations, documentation, practices in structured scenarios and others. |
| NURS 1232 Practice of Adult Care I | Preliminary case study, Care Plan Practice Exams, Skill Lab. Practice, demonstrations, Structured Scenario Practices and others. |
| NURS 2142 Practice of Maternal-Neonatal Care | Practice exams, Skill Lab. Practices, documentation, Simulation, Structured Scenario Practices, Clinical Portfolio experience, Leadership, Educational Talks, Clinical Cases Oral Presentation (Nursing Process Application), Skills Recording and others. |
| NURS 2234 Practice of Adult Care II | Care plan, practice exams, Skill Lab Practices, Simulation, Leadership, documentation, demonstrations, Structured Scenario Practice and others. |
| NURS 2352 Practice of Pediatric Care | Practice exams, Skill Lab. Practices, documentation, Simulation, Structured Scenario Practices, Clinical Portfolio experience, Leadership, Educational Talks, Clinical Cases Oral Presentation (Nursing Process Application), Skills Recording and others. |
| NURS 2362 Psychological Care Practice | Clinical Performance, process brief, demonstrations, quizzes, Educative Work (Medications), Nursing Process Application (Oral Care Plan), simulation and others. |
| NURS 4911 Life Cycle Integrated Practice | Clinical task, Nursing Process Application: Simulation, exercise and oral presentation of a clinical case, Physical Examination, Educational Plan, Leadership role, Evidence based Practice / Investigative criticism, Skills Recording, Quizzes and assignments and others. |

| Courses | Learning Strategies used in Clinical Area |
|---|---|
| NURS 4914 Family and Community Integrated Practice | Family nursing process application, demonstrations, Physical examination, family Teaching plan, Leadership, Community nursing process application, Clinical performance, Portfolio and others. |
| NURS 4980 Integration Workshop | Clinical performance, demonstrations, simulation, Role Play (Nursing process application), Skills Recording, Evidence based Practice, Leadership, Problem Solving, Quizzes and assignment and others. |

Other teaching strategies are practices in real clinical settings. After the student is trained in the program laboratories, the faculty and the group of students move to the assigned clinical area. All student practices are carried out in real environments once the students meet the requirements established by the NP and the cooperating institutions. Under his supervision, the faculty exposes students to various scenarios such as: adult emergency room, pediatric emergency room, Intensive Care Unit, phlebotomy, delivery room, nursery, telemetry, operating room, patient room with mental disorders, skin and ulcer care, nursing home, among others. In these areas, the student is exposed to people at different stages of growth and development, with diverse life experiences, perspectives, and health histories. The student has opportunity to perform different clinical skills and interventions that were practiced in the simulated laboratories. Also, in clinical scenarios, the faculty assigns students various patients to develop case studies. At the end of the clinical practice, the student presents the case studies that allow analyzing the stage of growth and development, the condition, the treatment, the medication, the diagnostic tests and the development of the nursing process for the problems identified for the assigned patient. This strategy is important because it allows the student to search for information in the literature to analyze the patient's condition, the treatment offered, and propose interventions based on the new evidence, but it also allows the group of students to learn from the cases presented by their peers.

**Needs and expectations of the identified community of interest**

The Nurse Administration and the faculty take into consideration the needs and expectations identified by the community of interest to make improvements to the Program, the curriculum and to select the teaching-learning strategies that allow the achievement of the SLOs.

Community feedback is obtained through the participation of faculty members with the Nurse Administration, the Dean of Academic Affairs, and the Chancellor, through the following activities: meetings, seminars, and workshops. For example: through the meetings, the faculty has recommended integrating the strategy of recording skills by the student so that the student can then identify where they should improve. Also, during the pandemic in 2020, the faculty recommended the use of the V-sim virtual program in clinical practice courses.

On the other hand, communication with the external community is maintained through visits to schools, hospitals, and participation in health fairs. In addition, the NP has an Advisory Committee made up of people from the external and internal community (see Key Element III. G. 2 Folder of Advisory Committee Nursing Program). This Committee helps with its recommendations to maintain an updated program that meets the health demands of a constantly changing population. With the recommendations of the Advisory Committee, new equipment was purchased for the simulation laboratory.

Another group of interest are the students of the NP. Students express their opinion through satisfaction surveys, during visits to the nurse administration office and faculty offices, and in the

suggestion box. At the end of each practice, the student has opportunity to complete the questionnaire to assess their clinical scenario and the faculty that supervised it (see Key Element II. B. 5 Questionnaire of student satisfaction with Faculty and the facilities used for clinical practice). The faculty analyzes the data offered by the students to modify the teaching-learning strategies, integrate new strategies, or modify the assessment strategies. On the other hand, the nurse administrator and the Clinical Coordinator consider the opinions of the students on the practice scenarios for the assignment of future groups of students.

Another way to maintain communication with the external community is through practice centers. Faculty and the Nurse Administrator visit practice sites and hold informal meetings with directors, supervisors, and nursing professionals. The information that emerges from these meetings is discussed in meetings with the faculty and helps in decision making. For example, after talking with various nursing directors who supervise graduates, the teaching strategies of; documentation, dosage, leadership, and problem solving have been strengthened. For this, simulation and recording of skills have been integrated to strengthen clinical skills, a review of the assessment strategy to evaluate the role of the leader, and short tests have been integrated into clinical practices to strengthen medication dosage. The Table-III. G. 2 presents examples of community recommendations and actions taken.

**Table III. G. 2: Examples of community recommendations and actions taken**

| Community | Recommendations | Actions | Consequences |
|---|---|---|---|
| Nursing directors who educate graduates | Strengthen leadership and problem solving. Strengthen the nursing documentation. | Simulations and recording of skills were integrated and short dosage tests are offered in the practice courses. The leadership role strategy is reviewed in the NURS 4911 Practice in Professional Life Cycle Interventions. The problem-solving teaching strategy in the NURS 4980 Integrative Workshop course will be reviewed. | Student masters the role of leadership and problem solving. Skills must continue to be strengthened. |
| CCNE | Integrar los Essentials 2021 | The faculty met to explain and analyze the Essentials of Baccalaureate Education | The essentials of Baccalaureate Education 2021 were applied to course content. The essentials are evident in the syllabus. |
| Faculty | Recommendation to integrate skills recording into practice courses and simulation. Integrate *Vsim* into practices. | The request of the faculty was discussed in meeting. | The new teaching strategies were integrated. During 2020, the *Vsim* program was integrated into the practice courses in addition to the practices in the laboratories. |
| Advisory Committee for the Program | Workshop on correct use of N-95, head covers, boot covers and overalls for the management of contagious diseases. Dispensing of OMNICELL medicines. | Recommendations are discussed at faculty meeting. Quotations for recommended equipment were made and evaluated. | The OMNICELL drug machine, a new EKG, enteral feeding machine, etc. were purchased. |

| Community | Recommendations | Actions | Consequences |
|---|---|---|---|
|  | Enteral feeding machines. EKG Machine Heart Monitor |  |  |
| Students | In the suggestion box a student recommends fewer exams. | In the courses where the content of revalidation is discussed, the exams cannot be ignored.  However, other strategies are being evaluated. | The theoretical courses include oral presentations, portfolio, concept maps, mnemonics, study guides and thematic cards among others. |

**III-H. The curriculum includes planned clinical practice experiences that:**
   1. **enable students to integrate new knowledge and demonstrate attainment of program outcomes;**
   2. **foster interprofessional collaborative practice; and**
   3. **are evaluated by faculty.**

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

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

**Program Response:**

**Planned clinical practice experiences that: enable students to integrate new knowledge and demonstrate attainment of program outcomes foster interprofessional collaborative practice**

The NP curriculum provides clinical practice experiences through nine courses. These experiences are planned according to the syllabus that allows the student to acquire new knowledge, develop clinical skills and promote interprofessional work according to the objectives of each course. Following the syllabus, a syllabus has been developed for each practice course so that the faculty can offer and evaluate it following an order. To meet the objectives of each practice, the program has a variety of clinical scenarios where courses are assigned according to their description (see Table III. H. 1: Practice courses with its objectives and clinical practice agencies). Written agreements between IAUPR-BC and the institutions specify the expectations of both parties and guarantee the protection of students (see Key Element III. H. 1 Internship contracts and letters of intent). In the practice centers, students are exposed to learning experiences according to the type of care provided (primary, secondary, and tertiary) to individuals, families, and communities at different stages within the health-disease continuum.

During the practices in the clinical scenarios, the students are supervised by their professor, who performs a series of evaluations to measure the student's performance. For example: the professor evaluates the clinical performance, evaluates the documentation or report made by the student,

evaluates the student during the discussion of the clinical cases and performs an evaluation during the educational talks with patients, among other assessment strategies. All these evaluations are measured through rubrics (see Key Element III. A. 1 Program Rubrics).

**Table III. H. 1: Practice courses with its objectives and clinical practice agencies**

| Practice Course | Course Objectives | Clinical Practice Agencies |
|---|---|---|
| NURS 1112 | 1. Apply the nursing process in the care of adults with common dysfunctions in functional health patterns exercising newly acquired clinical judgment skills.<br>2. Develop adequate and safe clinical skills to practice in the areas of competence of caregiver.<br>3. Exercise their role within the ethical, moral, legal, and nursing practice standards context, respecting human dignity and cultural diversity while providing humanistic care. | *Hogar Instituto la Guadalupe* (Nursing Home)<br>*Zalich Nursing Home*<br>*Hogar Retorno a la Esperanza* (Nursing Home)<br>*Montellano Nursing Home*<br>Nursing Home: *Hacienda El Trovador*<br>*Hogar Nuevo Renacer* (Nursing Home)<br>Mennonite General Hospital – Aibonito<br>Mennonite General Hospital – Caguas<br>Mennonite Medical Center of Cayey |
| NURS 1232 | 1. Demonstrate knowledge, values and psychomotor skills in the nursing care of adults with acute and chronic conditions in structured settings that affect the functional health patterns of: Health-perception-management, nutrition-metabolism, and elimination.<br>2. Apply humanistic care concepts and nursing process in adult care with common health problems that affects the functional health patterns of: health-perception-management, nutritional-metabolic, and elimination.<br>3. Utilize communication, management skills, patient safety and evidence-based practice in the implementation of the nursing process.<br>4. Apply concepts of integrated science: anatomy, physiology, chemistry, and microbiology of adult care with dysfunctions in health care patterns of: health-perception and health management, nutrition-metabolism, and elimination.<br>5. Value and reflect upon the influence that the clinical experience has on the development of their character, values, belief and formation. | Dr. Ramón Ruiz Arnau University Hospital<br>Mennonite General Hospital – Aibonito<br>Mennonite General Hospital – Caguas<br>Cayey Mennonite Medical Center<br>*San Francisco Hospital*<br>Cardiovascular Center of Puerto Rico and the Caribbean |
| NURS 2142 | 1. Demonstrate knowledge of the skills and therapeutic measures needed to provide humanistic care to the maternal neonatal client using the nursing process.<br>2. Apply the elements that are essential in the assessment of the client during the prenatal, labor and postpartum stages including the normal newborn in the early neonatal period.<br>3. Demonstrate competencies in nursing care of the maternal-neonatal client.<br>4. Use research findings to enhance nursing care given to the maternal-neonatal client.<br>5. Use critical thinking skills when selecting actions that contribute in obtaining an optimum state of health for the maternal-neonatal client. | Mennonite General Hospital – Aibonito<br>Mennonite General Hospital – Caguas<br>Cayey Mennonite Medical Center<br>Cardiovascular Center of Puerto Rico and the Caribbean |

| Practice Course | Course Objectives | Clinical Practice Agencies |
|---|---|---|
| | 6. Integration during maternal-neonatal intervention standards of care, safety practices technological advances and socio-cultural diversity. | |
| NURS 2234 | 1. Apply the nursing process as a tool for professional humanistic nursing care with emphasis on therapeutic and diagnostic reasoning for decision-making in professional interventions.<br>2. Identify expected outcomes and implement safe and effective therapeutic interventions focusing on frameworks for disease prevention, health promotion, maintenance and restoration in the continuity of care of the client throughout the life cycle, considering social and cultural diversity.<br>3. Apply research findings of professional literature for continuous improvement of patient care with prevalent health situations that require multiple resources and services to maintain the functionality of the individual at different stages throughout the life cycle.<br>4. Integrate principles and concepts of communication, ethical-legal aspects, professional values, health education, research, leadership and management during adult care and pediatric patient for the prevention of diseases, the promotion, maintenance and restoration of health and continuity of care. | Dr. Ramón Ruiz Arnau University Hospital<br>Mennonite General Hospital – Aibonito<br>Mennonite General Hospital – Caguas<br>Cayey Mennonite Medical Center<br>*Hospital San Francisco*<br>Cardiovascular Center of Puerto Rico and the Caribbean |
| NURS 2352 | 1. Use concepts and principles of communication, interpersonal interaction and nursing skills essential to the care of the pediatric client.<br>2. Apply nursing process in dysfunctions of the functional health pattern with the pediatric patient, based on relevant scientific data for giving safe nursing care.<br>3. Apply research findings during nursing care of the pediatric patients. | Mennonite General Hospital – Aibonito<br>Mennonite General Hospital – Caguas<br>Cayey Mennonite Medical Center<br>*Hospital San Francisco*<br>Community Schools |
| NURS 2362 | 1. Apply the nursing process, theories models, principles and concepts in the psychosocial care of adult.<br>2. Use skills of therapeutic communication to intervene with the adult.<br>3. Demonstrate the use of therapeutic techniques to intervene in the psychosocial adult care.<br>4. Review non-violent crisis intervention techniques to promote customer safety and protection.<br>5. Evaluate the basis of the evidence for the practice of nursing with patients with psychosocial dysfunctions. | Aging Center *La Hermandad*<br>Dr. Ramon Fernández Marina Hospital<br>Hospital Mennonite CIMA<br>San Juan Capestrano Hospital<br>*Hogar Retorno a la Esperanza* (Nursing Home) |
| NURS 4911 | 1. Apply the nursing process as a tool for professional humanistic nursing care with emphasis on therapeutic and diagnostic reasoning for decision-making in professional interventions.<br>2. Identify expected outcomes and implement safe and effective therapeutic interventions focusing on frameworks for disease prevention, health promotion, maintenance and restoration in the | Dr. Ramón Ruiz Arnau University Hospital<br>Mennonite General Hospital – Aibonito<br>Menonita General Hospital – Caguas<br>Cayey Mennonite Medical Center<br>*Hospital San Francisco*<br>Cardiovascular Center of Puerto Rico and the Caribbean |

| Practice Course | Course Objectives | Clinical Practice Agencies |
|---|---|---|
| | continuity of care of the client throughout the life cycle, considering social and cultural diversity.<br>3. Apply research findings of professional literature for continuous improvement of patient care with prevalent health situations that require multiple resources and services to maintain the functionality of the individual at different stages throughout life cycle.<br>4. Integrate principles and concepts of the communication, ethical-legal aspects, professional values, health education, research, leadership and management during the care of the adult and pediatric client for the prevention of diseases, the promotion, maintenance and restoration of health and the continuity of care. | |
| NURS 4914 | 1. Provide care with autonomy and with interdisciplinary collaboration and sensitivity to ethical-legal and cultural values and directed to the achievement of the best results for the patient.<br>2. Coordinate care by applying leadership and management skills that lead to the highest quality care with the minimum of cost.<br>3. Assume a commitment as a member of the discipline in harmony with the standards of practice. | *Villa Universitaria* Housing Project Center for the Elderly La Hermandad Community Schools Family Homes selected Communities near Campus Participation in Health Fairs in the Municipalities |
| NURS 4980 | 1. Integrate necessary essential professional and clinical concepts that underlie nursing practice.<br>2. Provide competent, safe and cost-effective nursing care to the client at all three levels of prevention, using the nursing process as a tool for practice. | *Damas Hospital of Ponce* Dr. Ramón Ruiz Arnau University Hospital Mennonite General Hospital – Aibonito Mennonite General Hospital – Caguas Cayey Mennonite Medical Center Cardiovascular Center of Puerto Rico and the Caribbean |

On the other hand, another aspect that is encouraged in the nursing curriculum is interprofessional collaboration. All nursing students take multiple courses from multiple disciplines, with a variety of faculty and classmates bringing multiple perspectives. The following table shows interprofessional collaboration in the nursing curriculum (see Table III. H. 2: Examples of evidence of interprofessional collaboration in the curriculum).

**Table III. H. 2: Example of evidence of interprofessional collaboration in the Curriculum**

| Student Inter Interprofessional Collaboration | |
|---|---|
| **Courses** | **Example** |
| NURS 1112 Practice of Fundamentals of Nursing | The student coordinates patient care with the healthcare team. |
| NURS 1232 Practice of Adult Care I | The student makes referrals and transfers. Student joins the interprofessional health team. |
| NURS 2142 Practice of Maternal-Neonatal Care | The student coordinates patient care with the healthcare team. Visits to prenatal centers to see role of the interprofessional team of health. |
| NURS 2234 Practice of Adult Care II | Student makes referrals and transfers. Student joins the interprofessional health team. |

| Student Inter Interprofessional Collaboration | |
|---|---|
| **Courses** | **Example** |
| NURS 2352 Practice of Pediatric Care | Student makes referrals and transfers. Student joins the interdisciplinary health team. |
| NURS 2362 Practice of Psychosocial Care | Students attend multidisciplinary team meetings in mental health care settings and complete clinical assignments on the multidisciplinary roles of the team members. Participación en la discusión de casos con los psiquiatras, trabajador social, etc. Participación en las terapias con los técnicos de salud mental y técnicos de recreación. |
| NURS 4180 Nursing Care for the Family & Com | Students collaborate with other disciplines as a part of clinical experiences. Observe nursing roles in different clinical scenarios (Jail, Coast Guard, Industry, Home Care, Hospice, IV Nurse, etc.). |
| NURS 4911 Integrated Practice I | Student makes referrals and transfers. Student joins the interdisciplinary health team. |
| NURS 4914 Integrated Practice II | Visits to agencies that provide services to the community (Social Services, Health, Recycling, etc.). |
| NURS 4980 Integration Workshop | Student makes referrals and transfers. Student joins the interdisciplinary health team. |

**Planned clinical practice experiences that are evaluated by faculty**

The clinical facilities used for student learning experiences are selected and monitored by the faculty. The selection of the clinical area is established systematically with the application of the instrument: Rubric of Selection of Clinical Areas. This instrument was developed by the full-time faculty and was peer-validated. This assesses factors such as geographic access, parking, availability of materials and equipment, the diversity of experiences available, and the accessibility of coordination. Course objectives, learning opportunities, and physical facilities are considered by the faculty when selecting clinical settings (see Key Element IV. A. 5 Rubric for the Clinical Area Section). After the evaluation of the practice center, the faculty and the nurse administrator discuss the findings and assess whether the evaluated scenario can be used for NP practices. For example, practice centers have been discontinued because they do not meet the course objectives by not providing a variety of educational experiences or the requirements established by the center do not meet the expectations of the NP.

In addition, the clinical experiences are planned according to what is established in the course syllabus. To guide the course, an agenda is established to meet the objectives and the teaching and assessment strategies are established for each practice. For example, in the practice of the NURS 1112 Fundamentals Practice course, students begin in the Campus laboratories where lectures are offered and basic clinical skills are demonstrated, and then the student performs the skills under the supervision of the professor. During this time, the student is subjected to short tests, study guides and other strategies to measure knowledge. Before starting in the real scenario, the student is to take a practical exam where he demonstrates mastery of the skills to be executed in his practice center. In the clinical setting, students must perform case discussions, nursing documentation, in addition to providing nursing interventions.

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

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

**Program Response:**

The student's academic performance is evaluated by the faculty to guarantee the achievement of the SLOs. All courses have a variety of assessment strategies that allow students' learning outcome to be measured as needed, to provide safe and effective nursing care within the humanistic care approach according to the professional standard. In the syllabus of the courses the criteria by which the students will be evaluated in each course are informed. Every semester, on the first day of classes, the syllabus and the evaluation criteria are discussed with the students. In addition, the faculty places the evaluation rubrics on the Blackboard platform so that they are accessible to students. Once the student is evaluated, the teacher has two weeks to discuss the result of the evaluation as established in the General Student Regulations (2023). When the faculty observes that the results of the student evaluations show poor academic performance, they offer individual guidance during their office hours, they make referrals to the professional counselor through the Faculty Feedback of the Interweb platform and they make referrals to tutorials, among other strategies.

## Evaluation Methodologies

The nursing faculty has developed learning assessment tools for all courses. The nursing process, humanistic care, and communication concepts are measured from the simple to the complex in clinical practice courses. Each clinical course uses performance instruments to assess student competency (see Key Element III. A. 1 Program Rubrics). The evaluation criteria vary in depth, according to the level, objectives, and specialty of the course. Table III. I. 1 presents the percentage assigned in each practice course to the evaluation of the application of the nursing process and the evaluation of the clinical performance. The skills for each clinical course are evaluated by a faculty member who has the specialty and experience in the area. The faculty is responsible for ensuring that the student executes a safe, legal, and ethical practice.

**Table III. I. 1 Percent assigned to clinical evaluation per level**

| Level | Clinical Courses | Nursing Process Application | Clinical Performance | Compliance with internship hours |
|---|---|---|---|---|
| **First year** | NURS. 1112 Fundamentals of Nursing Practice o NURS. 1232Adult Care Practice | 10 % 10 % | 20 % 20 % | 10% 10% |
| **Second year** | NURS. 2142 Maternal-Neonatal Care Practice | 15 % 15 % | 30 % 30 % | 10% |

| Level | Clinical Courses | Nursing Process Application | Clinical Performance | Compliance with internship hours |
|---|---|---|---|---|
|  | NURS. 2234 Adult Care II Practice | 15 % | 30 % | 10% |
|  | NURS. 2352Pediatric Care Practice | 15 % | 30% | 10% |
|  | NURS 2362 Psychosocial Care Practice |  |  | 10% |
| Third year | NURS. 4911Practice of Life Professional Intervention | 20 % | 35 % | 10% |
| Fourth year | NURS. 4914 Family & Community Practice | 30 % | 40 % | 10% |

See Syllabus: This distribution is made according to the complexity of the workshops.

In addition, the faculty applies different strategies to assess the knowledge and skills required by the profession and measure student learning achievement and program outcomes. Through the evaluation of academic performance, the institution can determine to what extent it meets the needs of students. Students are assessed in each class through a variety of methods, including quizzes, quizzes, exams, reflective journals, written assignments, projects, practical exercises and tests, oral presentations, assignments, and clinical performance evaluation, among others (see Appendix III. I. 1 Assessment tools and methodologies used in the Nursing Program Courses). In the Key Element III. I. 1 The works carried out by the students are shown in the examples of the evaluation methodology used.

Diagnostic assessment and Pre-tests are generally used at the beginning of a practice course to determine the level of knowledge of the students. These tests determine the weaknesses as well as the strengths of the students. Therefore, when interpreting the results, it will be determined which students are sufficiently prepared and which students require re-education or special intervention to help them overcome their weaknesses. Formative and summative assessment are used to determine the effectiveness of instruction in the achievement of competencies, learning, and program outcomes. The formative evaluation, which takes place during the course, uses the criteria and activities indicated in the syllabus to determine the learning obtained, all with the aim of supervising the academic work and determining and improving the achievements of the students during the process of teaching-learning.

At the end of each course, the nursing school uses a summative assessment. Each course criterion is assigned a percentage based on its complexity for a total of 100%. With summative assessment, the faculty determines the student's final score, and this serves as the basis for decisions regarding the achievement of the profession's competencies and measures student learning achievement and program outcomes. Each course requires a minimum average of 70% for approval.

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

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

**Program Response:**

The NP curriculum is reviewed every five years, following the Institution's systemic evaluation plan. The nursing faculty reviews assessment data and new trends to propose changes to the curriculum. The faculty has periodic team meetings with the purpose of analyzing the results obtained from the evaluations to make decisions and propose improvements to the curriculum and courses.

In the NP, the nursing faculty is responsible for reviewing and making recommendations to make changes to the courses, teaching strategies, and assessment instruments. The faculty reviews the nursing courses at the beginning of each semester to determine their rigor and validity. This review is done on an ongoing basis. Teachers use data from semester report cards, assessments, student recommendations, educational and professional trends, and community needs to propose and implement change.

Also, to evaluate the teaching-learning process, the results of the evaluations that the student makes to the teacher in the classroom are used (see Key Element III. J. 1 Instrument I - Evaluation of Faculty by Students). This questionnaire aims to know the student's opinion about the teacher's performance in the courses. At the end of the semester, during the review of grades and the delivery of reports, the nurse administrator presents the professor with a summary of the results obtained from the evaluation.

Results:
- 100% of the syllabus were revised.
- 100% of the evaluation rubrics are updated.
- 100% of the students are evaluated by the faculty with the rubrics already established in the NP.
- The teaching and assessment strategies are reviewed in courses: NURS 1111, NURS 1130, NURS 1231, NURS 2141, NURS 2142, NURS 2233, NURS 2234, NURS 2361, NURS 2970, NURS 3140, NURS 4911 and NU RS 4980 are modified, based on expected learning outcomes (see Table III. J. 1: Modifications made to the course teaching and evaluation strategies).

**Table III. J. 1: Modifications made to course teachings and evaluation strategies**

| Courses | Modifications |
|---|---|
| NURS 1111 Fundamentals of Nursing | Integration of group work. The lectures of the courses are recorded. |
| NURS 1130 Pharmacological Aspects | Practices of skills during conferences. |
| NURS 1231 Adult Care I Practice | Map of concepts. The lectures of the courses are recorded |
| NURS 2141 Fundamentals of Maternal-Neonatal Care | Oral Presentations are prepared. The course is developed in the distance modality for students who cannot attend in person. In the face-to-face class, lectures are recorded. |
| NURS 2142 Fundamentals of Maternal-Neonatal Care | The realization of an electronic portfolio is integrated. Recordings of skills and simulations. During the pandemic, VSIM was integrated. |
| NURS 2233 Adult Care II Practice | Maps of Concept and recording of lectures. |

| Courses | Modifications |
|---------|---------------|
| NURS 2234 Adult Care II Practice | During the pandemic, VSIM was integrated. The student makes recordings when performing the skills. |
| NURS 2351 Fundamentals of Pediatric | The course is developed in the distance modality for students who cannot attend in person. In the face-to-face class, lectures are recorded. |
| NURS 2352 Pediatric Care Practice | The realization of an electronic portfolio is integrated. Recordings of skills and simulations. During the pandemic, VSIM was integrated. |
| NURS 2361 Fundamentals Psychosocial Care | The course is developed in the distance modality for students who cannot attend in person. In the face-to-face class, lectures are recorded. Daily feedback exercises at the end of the class content are included. |
| NURS 2970 Integrated Seminar | Simulation of a job interview. Oral Presentations. |
| NURS 4911 Life Cycle Practice | Simulation exercises, Development of works of evidence bases, recording of skills by the student. During the pandemic, VSIM was integrated. |
| NURS 4980 Integrated Workshop | Simulation exercises, recording of skills by the student. |

## *Summary of findings for Standard III:* **Program Quality: Curriculum and Teaching-Learning Practices**

When analyzing Standard III Program Quality: Curriculum and Teaching-Learning Practices: Strengths and Needs Development observed the Program has evidence in each one of the criteria for what is to be fulfilled with this standard.

**Strengths**
1. A curriculum developed and implemented to meet the mission and goals of the program.
2. The curriculum reflects the standards and guidelines of the nursing profession and integrates the Essentials of Baccalaureate Education for Professional Nursing Practice.
3. The curriculum has a logically structured design that includes subject field courses, science content, and general education program courses.
4. The NP has a variety of teaching-learning strategies per course.
5. The NP has nine practical courses that are planned to follow a syllabus and a syllabus with well-defined assessment strategies. 6. Student performance is evaluated by faculty following revised rubrics.
6. The curriculum, the teaching-learning strategies and the assessment strategies are periodically evaluated, and the results are used to make decisions and apply changes.

**Needs Development**
1. Continue to review the curriculum to ensure it continues to meet the mission and goals of the NP.
2. Keep revising the curriculum to integrate changes to the standards, guidelines, and the Essentials.
3. Continue reviewing each semester the syllabus of the practices to integrate the new tendencies in the health systems.
4. Evaluate and integrate new assessment strategies to the courses.
5. Continue reviewing the assessment rubrics of the courses.
6. Continue to use the assessment results to modify courses, teaching-learning strategies, and assessment strategies.

**Standard IV**
**Program Effectiveness: Assessment and Achievement of Program Outcomes**

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

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

> *Elaboration: The program (baccalaureate, master's, DNP, and/or post-graduate APRN certificate) uses a systematic process to obtain relevant data to determine program effectiveness. The process:*
> *5. is written, is ongoing, and exists to determine achievement of program outcomes;*
> *6. is comprehensive (i.e., includes completion, licensure, certification, and employment rates, as required by the U.S. Department of Education; faculty outcomes; and other program outcomes);*
> *7. identifies which quantitative and/or qualitative data are collected to assess achievement of the program outcomes;*
> **8.** *includes timelines for data collection, review of expected and actual outcomes, and analysis; and*
> **9.** *is periodically reviewed and revised as appropriate.*

**Program Response:**

The NP has a systematic process for determining effectiveness and achieving the expected outcomes. The assessment plan is an important part of decision making and the teaching-learning process. The plan reflects the continuous review of assessment techniques, curricular review, institution policies, and the results and analysis of the various assessments (see Appendix IV. A.1 Assessment Plan). Currently, this plan is reviewed by the Nurse Administrator and faculty every two years or when necessary, for example to update license data.

There are different sources that the NP uses for the collection of data that support decision making, direct changes and are used to update the systematic evaluation plan and identify the level of achievement of the expected outcomes. The instruments used provide quantitative and qualitative data on active students in the Program, graduates, graduate supervisors, and the community in general.

**Instruments used for data collection**

*Questionnaire: Instrument I: Evaluation of faculty by student*: The Instruments are developed by the institution for the evaluation of the faculty by the student. It consists of five parts that offer quantitative and qualitative data on the performance of the faculty. The first part deals with sociodemographic data, the second part indicates whether the teacher presented and discussed the course syllabus, and the third part is aimed at evaluating the development of the class. This part consists of thirteen (13) questions and presents a rating scale where one (1) strongly disagrees and four (4) strongly agrees. Some of the components include faculty mastering the content, stimulating thinking and reflection using various teaching strategies, and ensuring that students understand the content, among other educational contexts. The fourth part has twelve questions to evaluate if the faculty complies with the time established for the course and when offering the evaluation strategies. The scale used is from one (1) to four (4), where one means totally disagree and four indicates totally agree. The fifth and last part are questions for the student to write as

much as what they liked about the course and what they liked least, if they would take or recommend the professor for other courses and suggestions for the professor to improve teaching. The results of these evaluations are discussed with the faculty members and are considered to make recommendations that the faculty must later evidence in the action plan. (See Key Element IV. A. 1: Instrument I – Results of the Evaluation of Faculty by Students).

*Satisfaction survey of students with the facilities used for clinical practice and faculty*: The purpose of this questionnaire is to determine student satisfaction with the faculty and clinical settings. This questionnaire has a scale from A (strongly agree) to N/A (not applicable). It consists of forty (40) questions. The first twenty-nine (29) are designed to assess the teacher in clinical practice and the last eleven (11) assess the clinical setting. The results of the evaluation of the professor who offers the practice courses are used to guide the faculty in the aspects that must be improved, offer educational activities for professional improvement and in other cases for the renewal of the contract. The results of the evaluation of the clinical scenario by the students are used to offer recommendations to the administrators of the practice centers and to assess whether they should continue to be used for the clinical practices of the students (see Key Element IV. A. 2: Survey of satisfaction of students of the facilities used for clinical practice and of the faculty of practice courses).

*Institutional Student Satisfaction Survey:* The questionnaire, which is applied every two years, has the purpose of knowing the level of student satisfaction with the services offered by the IAUPR-BC Institution. This instrument evaluates the services of the office service facilities, the services of the Information Access Center (CAI-TC), Internet service, technology in the classroom, the performance of the faculty, the laboratories, security in the Campus, among other aspects (see Key Element II. C. 3 Institutional Student Satisfaction Survey). This instrument provides quantitative and qualitative information that allows decisions to be made about services offered.

*Questionnaire:* Opinion of the Directors of Graduate: This survey has the purpose of evaluating the perception that employers have of the graduates of the Program. This is an Institutional survey (see Key Element IV. A. 3 Opinion of the Alumni Employers).

*Graduate Satisfaction Survey*: The graduate satisfaction survey, applied digitally or in print, seeks to know the opinion and recommendations of the graduate towards the program. Quantitative and qualitative data is collected through this instrument (see Key Element IV. A. 4 Graduate Satisfaction Survey).

**Evaluations completed by the nursing faculty include:**

Criteria for selecting clinical area: This instrument is used to evaluate and select practice centers. The institutions are evaluated by the faculty with the purpose of identifying if the scenario meets the objectives of the courses and the program. The rubric is on a scale of four (excellent) to one (poor). Evaluate whether the agency facilitates the achievement of the objectives of the internship courses by providing an adequate range of skills and a diversity of experiences (see Key Element IV. A. 5 Criteria for selecting clinical area).

Rubrics to measure academic performance: To assess achievement of the SLOs, the NP faculty has developed a variety of assessment strategies for each course. The NP has a variety of rubrics to measure student academic performance. Among the rubrics there are: rubrics to evaluate:

clinical performance, clinical cases (care plan), evaluation of nursing documentation, physical examination rubric, development of problem solving, reporting process, role play (Role Play), drug work, oral presentation, educational talks, leader role, analysis of research articles, among others. These rubrics are subject to review by faculty and peers on an annual basis. At the beginning of the semester, during the orientation to the course and the discussion of the syllabus, the faculty explains the assessment strategies and rubrics to the students. These instruments are accessible to students through the Blackboard platform (see Key Element III. A. 1 Rubrics folder).

**Examples of assessment strategies in the classroom:**

*Criteria for clinical performance evaluation:* This evaluation is intended to measure the performance of students during clinical practice. The evaluation is carried out by the faculty at the end of each semester. The rubric has a scale from 0 to 4. Where 4 means "excellent - Meets all established criteria" and 0 represents that the student "It does not present evidence of the established criteria". This instrument evaluates the general aspects of the student and personal appearance, commitment, availability, and professional behavior, among others. Within the clinical performance, it evaluates the nursing process, communication, critical thinking skills and problem solving for decision making, environment management, interprofessional work and whether it demonstrates safe and effective nursing interventions in accordance with the Nursing Intervention Classification (NIC), among others. The rubric for the clinical area was developed by the professors of the practice courses and reviewed considering the competencies of the graduate profile, the SLOs, and the Essentials.

*Care Plan Evaluation (Clinical Case):* The purpose of the care plan evaluation is to develop critical thinking, decision-making, and problem-solving skills to plan quality care. The rubric consists of a scale from four points (excellent) to N/A (not applicable). The criteria consider diagnostic and therapeutic reasoning, holistic estimation, selection of safe interventions, and the student's ability to perform data analysis in relation to the assigned patient.

*Practical exam:* The NP uses the practical exam assessment strategy from the beginning of the program. The purpose of this strategy is for students to master the procedures and skills required in a simulated environment before attending the clinical setting with real patients. This strategy seeks to comply with the Competencies of Quality and Safety (see Key Element IV. A. 6 Practical Exams Criteria). For the evaluation of the student during the practical exam, the faculty uses a check sheet that contains the steps of the procedure to be evaluated. These checklists are validated by peers and by reviewing the literature.

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

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

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

- *the completion rate for the most recent calendar year (January 1 through December 31) is 70% or higher;*
- *the completion rate is 70% or higher over the three most recent calendar years;*

**Program Response:**

Graduation and retention results are part of the Assessment Data Plan. This data is analyzed to guide decision making and propose changes to strengthen student retention. Graduation and retention results are provided by the IAUPR Banner System.

Looking at the 2018 cohort, the Nursing Program maintained a graduation rate of 85%. For that cohort, the NP maintained a retention rate of 86%. The data reflects that students complete the academic degree within the six-year term established by the Federal Department of Education. When comparing the students by year of admission and graduation, it can be observed that 80% of the students finish the degree in the 4 years established in the sequential. In Table IV. B.1 the program completion rates are presented by academic term (see Key Element IV. B. 1 Program Completion Rates – Graduates and Retention).

The graduation rate for the Bachelor of Science in Nursing is calculated according to the academic term in which the student requests admission to the program, until the Office of the Registrar certifies the academic degree.

**The Method for Determining Graduate Rates**

The method for determining graduation rates = Registrar Reported Graduation Rate / by students new to campus each year (2016, 2017, and 2018) (after excluding students who presented some of the factors identified.

To calculate the graduation rate, the different situations that affected the student's permanence in the program were evaluated. Therefore, students who presented one or more of the following situations were excluded from the computation: students who have not yet finished their degree, students transferred from other programs or readmitted, students who changed their academic program, illness, transportation problems that prevented undergraduate from getting to the Campus, difficulty getting childcare, conflicts with work schedule, economic problems and moving out of Puerto Rico. Additionally, students who were affected by Hurricanes Irma and Maria were excluded from the calculation. On September 5, 2017, Puerto Rico was affected by Category #5 Hurricane Irma and on September 20 of the same year it was affected by Category #4 Hurricane Maria. The Campus is located in the mountainous area of the Island, which is why the students in the central area were greatly affected. The central zone of the island was without electricity and without potable water service for more than 9 months, many students lost their

residences, their vehicles, and other students lost access to roads to get to the Campus. In fact, at present there are roads that are still closed. These inconveniences caused many of the students to abandon their studies and some chose to move with their families to the United States.

**Table IV. B. 1: Program completion rates by academic term**

| Cohort | Admissions | Progress | Graduate Cohort | Graduate Term | Students who completed term | Retention |
|---|---|---|---|---|---|---|
| August 2018 (2019 -13) | 60 <br><br> (6 Students excluded for a total of 54 participants) | 2 | 46 | December 2022 (2023-10) | 2 / 54 students <br> 3.7 % complete academic grade in 4.5 years. | **Graduation** <br> 46 / 54 <br> **85%** of Graduation (Students in progress were excluded) <br><br> **Retention** <br> 2 in progress <br><br> (2 in progress + 46 graduate= 48/ 56= **86 %**) |
| | | | | August 2022 (2023-07) | 1 / 54 students <br> 1.9 % complete academic grade in 4.2 years. | |
| | | | | May 2022 (2022-30) | 5 / 54 students <br> 9 % complete academic grade in 4 years. | |
| | | | | December 2021 (2022-10) | 17/ 54 students <br> 31 % complete academic grade in 3.5 years. | |
| | | | | August 2021 (2022-07) | 2 / 54 students <br> 3.7 % complete academic grade in 3.2 years. | |
| | | | | June 2021 | 3 / 54 students <br> 5.5 % completed academic grade in 3.1 years. | |
| | | | | May 2021 (2021-30) | 15 / 54 students <br> 27.7 % completed academic grade in 3 years. | |
| | | | | May 2020 | 1/ 54 students <br> 1.9 % completed academic grade in 2.5 years. | |
| August 2017 (2018-10) | 89 <br><br> (32 Students Excluded for a total of 57 students) | 5 | 41 | December 2022 | 1 / 57 <br> 2 % completed academic grade in 5 years. | **Graduation** <br> 41 / 57 <br> **72 %** of Graduation (Students in progress were excluded) <br><br> **Retention** <br> 5 in progress <br><br> (5 in progress + 41 graduate= 46/ 62= **74%**) |
| | | | | May 2022 (2022-30) | 3 / 57 <br> 7 % completed academic grade in 4.5 years. | |
| | | | | December 2021 (2022-10) | 1 / 57 <br> 36 % completed academic grade in 4 years. | |
| | | | | May 2021 (2021-30) | 18 / 57 <br> 32 % completed academic grade in 3.5 years. | |
| | | | | December 2020 (2021-10) | 18 / 57 <br> 32 % completed academic grade in 3 years. | |
| August 2016 (2017- 10) | 92 <br><br> (30 Students Excluded for a total of 62 students) | 3 | 50 | December 2021 (2022-10) | 1 / 62 <br> 2 % completed academic grade in 4.5 years | **Graduation** <br> 50 / 62 <br> 81 % of Graduación (estudiantes en progreso |
| | | | | Mayo 2020 (2020-30) | 35 / 62 <br> 56 % completed academic grade in 4 years | |

| Cohort | Admissions | Progress | Graduate Cohort | Graduate Term | Students who completed term | Retention |
|---|---|---|---|---|---|---|
| | | | | January 2020 (2020-27) | 1 / 62 2 % completed academic grade in 3.5 years | fueron excluidos) |
| | | | | December 2019 (2020-10) | 13 / 62 21 % completed academic grade in 3.5 years | **Retention** 3 in progress (3 in progress + 50 Graduates = 53/ 65 = 82%) |

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

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

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

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

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

**Program Response:**

In Puerto Rico, nursing professionals do not take the NCLEX-RN exam. Graduates of nursing programs take the state licensing exam, which is passed with a 70% or better. Regarding the results of the state revalidation exam, for the NP the most recent data that is available is the following: in June of 2023, six (6) students took the exam for the first time and the six (6) students passed (100%) (see Table IV. C. 1: License Results). On the Island, for the same date, 704 graduates from other nursing programs took the exam and 341 passed for a 48%. In March 2023, two (2) students took the exam and both (2) students passed (100%) (see Appendix IV. C. 1: Licensure Pass Rates and Action Plan and Key Element IV. C. 1 Results of the revalidation examination and action plan).

In Puerto Rico, the revalidation exam for the associate degree and baccalaureate categories, measures the competencies to guarantee a safe and effective practice. Nursing professionals have the option of taking the bar exam upon completion of the associate degree to obtain a permanent license as an associate degree nurse. If the professional wishes to obtain a generalist license, she must present evidence of having completed a bachelor's degree in nursing from an institution accredited by the Board of Postsecondary Institutions of Puerto Rico. This allows the Nursing

Examining Board of Puerto Rico to validate the associate's license for the general license without having to take the revalidation exam again.

Several high school students have chosen to take the bar exam at the end of their sophomore year, which is equivalent to an associate degree. Then, at the end of high school, they complete the procedures at the Puerto Rico Board of Nurse Examiners to replace the associate degree license with the general license. By the year 2022, eight (8) students took the associate degree license exam and seven (7) passed with an 88% rate.

**Table IV. C. 1: License Results**

| | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|---|---|---|---|---|
| *Total people who passed* | 39 / 44 | 44 / 49 | 33 / 42 | 36/47 | 8/8 |
| *% approval* | **88.6** | **89.7%** | **79%** | **77%** | **100%** |
| *Total number of people who revalidated at Island level* | 2,015/2,782 | 1,625/2,386 | 1,775/2802 | 1444/2521 | 635/1,304 |
| *% approval* | **72%** | **68%** | **63%** | **57%** | **48%** |

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

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

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

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

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

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

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

**Program Response:**

The Barranquitas Campus does not have Master's, DNP, and post-graduate APRN so this criterion does not apply.

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

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

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

**Program Response:**

From 2020 - 2022, a total of 134 surveys were sent to graduates who had completed their degree between the years 2020 and 2022 (See Key Element IV. A. 4 Graduate Satisfaction Survey). The instrument was sent to graduates by email. Emails were forwarded three times due to low participation from graduates. Another technique that was used to reach graduates was through social networks, informal interviews in clinical settings and through telephone calls. Through these means, 77 graduates who had completed their degree in the last three years were contacted (see Key Element IV. E. 1 List of the contacted graduates). Of these, 58 graduates indicated that they were working for 75%. On the other hand, 82% of the graduates who completed the questionnaire indicated that they got a job during the first year after graduation. 19 of the graduates who graduated between 2020 – 2022 mentioned that they had not looked for work in the profession for 25% (see Table IV. E. 1: Graduates employability information).

**Table IV. E. 1: Graduates employability information**

| Graduation Term | Graduated | Graduates Contacted | With a job | % | Studying | % | Not with job | % |
|---|---|---|---|---|---|---|---|---|
| 2022 | 26 | 18 | 13 | 72% | --- | -- | 5 | 28% |
| 2021 | 50 | 21 | 18 | 86% | | -- | 3 | 14% |
| 2020 | 58 | 38 | 27 | 71% | --- | --- | 11 | 29% |
| 2019 | 55 | 36 | 33 | 91.6% | --- | --- | 3 | 8 % |
| 2018 | 45 | 33 | 26 | 78.7% | 2 | 1.4% | 5 | 4% |

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

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

*Elaboration: The program uses outcome data (completion, licensure, certification, and employment) for improvement.*
- *Discrepancies between actual and CCNE expected outcomes (program completion rates 70%, licensure pass rates 80%, certification pass rates 80%, employment rates 70%) inform areas for improvement.*
- *Changes to the program to foster improvement and achievement of program outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.*

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

**Program Response:**

The faculty and the Nurse Administration use the assessment data from various sources for decision making and, in this way, make improvements to the program. Among the data analyzed are graduation and retention rates, employment rates, licensure pass rates, and data from various satisfaction surveys.

Every year, in a faculty meeting, the licensure pass rates are analyzed to make decisions. In 2021 and 2022, when analyzing the results of the revalidation exam of the graduates, it is observed that the results of the NP have been above the required score at the Island level. However, the results fell below the 80% required by the accrediting agency. When compared with the results at the Island level, it is observed that in 2021 and 2022, the percentage of approval decreased for the total number of people who took the licensure exam. The results of the NP have been associated with the effects of the pandemic and the difficulty presented by the students to get used to the new modalities that were integrated to offer the courses (Virtual classes through the Blackboard platform). However, the faculty has integrated various strategies to achieve and exceed 80% of the licensure pass. The faculty reviewed the action plan and among the integrated strategies are the following: the faculty reviewed the content of its courses taking as reference the syllabus of the exam offered by the Nursing Examining Board of Puerto Rico, the exams of the courses that cover content. The licensure exams are offered in the style of the licensure exam. Clinical scenarios continue to be evaluated to ensure they meet objectives and provide the experiences required for each course of practice. Also, the teaching and assessment strategies have continued to be reinforced: integration of the simulation laboratory, the role play technique, practical exams, discussion of clinical cases, recording of skills, among others. The rubrics to evaluate the students were updated. The content of the NURS 4980 Integrator Workshop course, which is a review course for the state license exam, was evaluated with the new syllabus sent by the Nursing Examining Board of Puerto Rico to guarantee that the course covers the content that will be measured in the exam. In addition, the Office of Educational Services is requested to administer a questionnaire of vocational interests with the purpose that the student interested in being admitted to the program, identify if they really want to study the nursing profession and have the discipline and study habits to comply with the requirements of the NP (see Key Element IV. C. 1 Revalidation exam results and action plan). When implementing the strategies of the action plan, it is observed that the graduates who revalidated in the 2023, passed the licensure exam by a means of 100%. In 2023, the action plan continues to be reviewed.

When evaluating retention results, the program maintains a retention rate of over 70%. However, the faculty and the Nurse Administration continue to review the retention plan to keep the retention rate above 70% (see Key Element IV. F. 1 Student Retention Action Plan). Among the techniques implemented to retain the student are: the option of taking the theoretical courses of the second, third and fourth year in the face-to-face or distance modality, programming of daytime, evening and Saturday courses to have more options for the student who works and has children. In face-to-face courses, the faculty uses the Blackboard platform to support the course. On this platform, instructors post course material in a way that allows the student to access content discussed, lecture recordings, and course assessment tools. In addition, academic counseling is carried out and the faculty makes referrals through Faculty Feedback, when students with low academic performance and a pattern of absenteeism are identified.

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

> *Elaboration*: *The program demonstrates achievement of expected faculty outcomes. In order to demonstrate program effectiveness, outcomes are consistent with and contribute to achievement of the program's mission and goals and are congruent with institution and program expectations. Expected faculty outcomes:*
> *4. are identified for the faculty as a group;*
> *5. specify expected levels of achievement for the faculty as a group; and*
> *6. reflect expectations of faculty in their roles.*
>
> *Actual faculty outcomes are compared to expected levels of achievement. Actual faculty outcomes are presented in the aggregate. If expected faculty outcomes vary for different groups of faculty (full-time, part-time, adjunct, tenured, non-tenured, or other), actual faculty outcomes may be presented separately for each different group of faculty.*

**Program Response:**

The Nursing Program has established the expected objectives for the faculty aimed at fulfilling the mission and goals of the Program and achieving student learning outcomes. By analyzing the Faculty Outcomes, the evaluation data demonstrates the achievement of the expected results.

**Professional Development:**

The expected results for the professional development of the faculty of the Nursing Program are aligned with the Goals of the IAUPR - BC. Goal # 2 of the Campus indicates "maintaining a faculty updated in their discipline, innovative teaching and evaluation strategies, as well as the incorporation of information technologies into student learning."

100% of the faculty take continuing education courses to stay current in the profession and comply with state regulations for professional license renewal. 100% of the faculty maintains the professional license and current association to practice as nursing professionals on the Island. 80% of the full-time faculty have a doctorate degree and 20% are studying to obtain a doctoral degree.

On the other hand, to maintain their clinical expertise, 100% of the faculty participate in professional development activities such as: evidence-based practice forums, symposia, research presentations, curriculum workshops, and other seminars related to the profession (see Key Element IV.G .1 – Curriculum Vitae of the Faculty). Other strategies that the faculty use to keep up with the profession are clinical internships with students in hospitals or other clinical settings and community service. According to data from January to May 2023, 80% of the full-time faculty is assigned to clinical practice courses in hospital settings (4/5). 92% (12/13) of the part-time faculty offer clinical practice courses. 85% of part-time faculty have a full-time job as a nursing professional (11/13).

**Faculty Evaluation**

In compliance with goal #3 of the Campus, aimed at "Maintaining a culture of evaluation in all the components that constitute the Campus to ensure academic quality and institutional effectiveness", the faculty of the Inter American University of Puerto Rico, is subject to several evaluations. Among them, evaluation by the student, evaluation by the nurse administrator, evaluation by the Faculty Committee: For these evaluations, the guidelines and rubrics of the Institution are followed. The faculty that oversees the clinical practice courses are evaluated by the students with

a survey developed by the full-time faculty. When observing the results of the evaluations carried out on the faculty by the Committee and by the students, it is observed that these exceed 80% (see Key Element IV A. 1 Questionnaire: Instrument I: Faculty evaluation by students and see Key Element IV. G 2 Results of faculty evaluations by the Committee).

**Research and creative works**:

The Institution's evaluation guides and Goal # 5 IAUPR – BC encourage research in its faculty. To comply with what is established by the Institution, the NP faculty is involved in activities related to research. In 2023, a professor made collaborative alliances with the *Universidad Pontificia Bolivariana* in Medellín, Colombia with the purpose of carrying out joint research. In the period 2022 - 2023 a member of the faculty was developing his research work as part of his doctoral studies. From 2021 – 2022, the Nurse Administration was part of the Research Commission of the College of Nursing Professionals of Puerto Rico. As part of the commission, the Nurse Administration participated in the research: The Impact of the COVID-19 pandemic on nursing professionals in Puerto Rico and in the development of the research article that was published in the CPEPR *Impulso* magazine. In addition, in 2019 a professor presented her research work and made a poster presentation at the Congress of the Perioperative Nursing Association (AORN). From 2019-2021, a faculty member participated in several Dissertation Committees as an evaluator of student thesis defenses at the master's level and doctoral level.

**Community activities and professional organizations**:

In compliance with the mission of the Campus that establishes: "The Campus is integrated into society through the intensive use of information and telecommunications technologies in teaching, scientific and social research and service to students and the community ", one hundred (100%) of the faculty is a member of the College of Nursing Professionals of Puerto Rico. In addition, they are members of professional organizations, such as AORN, Sigma Theta Tau and the Association of Semiconductors of PR (ASEPUR). Within this organization, the faculty participates in Board assemblies and elections. 100% of the professor's evidence having participated in activities in the community.

Over the past three years, the faculty has offered volunteer services to the outside community. The faculty offers educational talks at community schools as requested by school staff and participates in health fairs. In 2021, full-time faculty and three part-time faculty members, along with seniors, volunteered to vaccinate against COVID-19 with National Guard centers, United for Health Organization of Barranquitas and the Campus Vaccination Center (see Appendix IV. F. 1 Examples of faculty scholarly work by type and year). In Table IV. G. 1 presents the number of full-time faculty per academic year, who have participated in various extracurricular activities and in Table IV. G. 2 presents the Faculty Outcomes data.

**Table IV. G. 1: Faculty involved in activities outside of academics**

|  | 2020-2021 | 2021-2022 | 2022-2023 |
|---|---|---|---|
| **1. Professional Development** | **Faculty** | **Faculty** | **Faculty** |
| a. Continuing Education | 6 | 5 | 5 |
| b. Blackboard Certifications | 6 | 5 | 5 |
| **2. Research** |  |  |  |
| a. Activities related to research | 5 | 5 | 5 |

|  | 2020-2021 | 2021-2022 | 2022-2023 |
|---|---|---|---|
| **3. Community Service and Organizations** |  |  |  |
| a. Professional Organizations | 6 | 5 | 5 |
| b. Internal Community Services | 6 | 5 | 5 |
| c. External Community Services | 6 | 5 | 5 |
| **4. Publications** | 5 | 5 | 5 |

**Table IV. G. 2: Faculty Outcomes Data**

| Expected Outcomes | Measure | Measure result | Outcome Result | | | Analysis | Action plan /areas of improvement |
|---|---|---|---|---|---|---|---|
|  |  |  | **Met** | **Partially met** | **No met** |  |  |
| Full and part-time faculty will maintain knowledge and domain of their specialization | One hundred percent (100%) of full and part-time faculty will maintain knowledge and domain of their specialization. | 100% of the faculty maintains the professional license of the State.<br><br>100% of the faculty keeps taking continuing education courses. | X<br><br><br><br><br><br>X |  |  | **2019-2023 Credentials:**<br>- A 100% faculty maintains the current professional license and are members of the College of Nursing Professionals of Puerto Rico.<br>- A 100% faculty keeps taking continuing education courses to renew their professional license. | The evidence of certificates of workshops and continuing education will continue to be requested. |
|  |  |  |  |  |  | **2021-2023**<br>-80% of the full-time faculty has a doctoral degree.<br>20% of the full-time faculty is enrolled in the doctoral program. | We will continue to request a copy of professional license and membership. |
|  |  | 100% of the faculty participated in activities of the community. | X |  |  | **Service:**<br>-2019 – 2023<br>100% of the full-time faculty participated in activities in the community. | Continue to evaluate the services offered by the faculty according to the evaluation guides of the Institution. |
|  |  | 100% of the full-time faculty published in non-refereed journals. | X |  |  | **Scholarship:**<br>-2021-2023<br>100% of the full-time faculty published in non-refereed journals. | Continue to consider the publications made by the faculty according to the faculty's evaluation guidelines. |

| Expected Outcomes | Measure | Measure result | Outcome Result | | | Analysis | Action plan /areas of improvement |
|---|---|---|---|---|---|---|---|
| | | | Met | Partially met | No met | | |
| | | | | | | | Encourage part-time faculty publications. |
| Full and part-time faculty will maintain knowledge and skills in nursing roles. | One hundred percent (100%) of full and part-time faculty will maintain knowledge and skills in nursing roles. | 100% of the faculty keeps taking continuing education courses. | X | | | **-2019-2023** The 100% faculty keeps taking continuing education courses to renew their professional license. | The Dean of Academic Affairs will continue planning workshops related to teaching. The evidence of certificates of workshops and continuing education will continue to be requested. We will continue to request a copy of professional license and membership. |
| | | 100% of full-time faculty is assigned to clinical practice courses in hospital settings to maintain their clinical skills. | X | | | 80% (4/5) of the full-time faculty is assigned to practice courses in hospital settings. | Faculty will continue to be assigned to practice scenarios. |
| | | 90% of part-time faculty are assigned to practice courses to maintain their clinical skills. | X | | | **2022-2023** 92% (12/13) of the part-time faculty is assigned to practice courses in hospital settings. 85% (11/13) of part-time faculty hold full-time work as a nurse. | Faculty will continue to be assigned to practice scenarios. |
| | | 100% of the faculty were evaluated by the students within the parameters established by | X | | | **2021-2023** 100% of the faculty was evaluated by the students obtaining 80% or more in the evaluation. | The evaluation will continue in the classroom to the faculty. |

| Expected Outcomes | Measure | Measure result | Outcome Result | | | Analysis | Action plan /areas of improvement |
|---|---|---|---|---|---|---|---|
| | | | Met | Partially met | No met | | |
| | | the Institution. | | | | 100% of the full-time faculty was evaluated by a Committee obtained 85% or more in the evaluation. | |

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

*Elaboration: The program uses faculty outcome data for improvement.*
- *Faculty outcome data are used to promote ongoing program improvement.*
- *Discrepancies between actual and expected outcomes inform areas for improvement.*
- *Changes to foster achievement of faculty outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.*
- *Faculty are engaged in the program improvement process.*

**Program Response:**

The data obtained from faculty evaluations is analyzed and used to make decisions and make changes to the NP. According to the results of the evaluations, the Dean of Academic Affairs coordinates and offers professional development activities and offers financial aid for the payment of specialty continuing education courses, seeking that the faculty maintain the skills required by the program. Also, the data is taken into consideration the renewal of contracts and rank promotions to the faculty that meets the competencies required by the Institution. The faculty reviews the teaching-learning strategies and the evaluation strategies according to the recommendations offered by the evaluators.

To analyze the effectiveness of the results of the evaluations carried out on the faculty, the Nursing Department and the evaluation committees follow the guidelines and rubrics of the Institution. Inter American University of Puerto Rico has a policy for conducting faculty evaluations. In addition, with the reports presented by the faculty, it is analyzed whether they comply with the tasks assigned according to the Faculty Manual. The faculty is evaluated by the students, by the program manager, and by a committee that visits the classroom. The Committee analyzes the results and prepares a report that is then discussed with the evaluated professor. On the other hand, the nurse administration evaluates the faculty considering the rubrics and the expected results of the Nursing Program. The nurse administration discusses the results of the assessments with the professor and the professor then develops an action plan to address the recommendations offered.

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

*Elaboration: The program demonstrates achievement of outcomes other than those related to completion rates (Key Element IV-B), licensure pass rates (Key Element IV-C), certification pass rates (Key Element IV-D), employment rates (Key Element IV-E), and faculty (Key Element IV-G).*

*Program outcomes are defined by the program and incorporate expected levels of achievement. The program describes how outcomes are measured. Actual levels of achievement, when compared to expected levels of achievement, demonstrate that the program, overall, is achieving its outcomes. Program outcomes are appropriate and relevant to the degree and certificate programs offered.*

**Program Response:**

The expected outcomes of the NP were established in a meeting by the faculty and the Nurse Administration. Following the evaluation indicators of the Campus and the requirements of the accrediting agency, the expected metrics for the completion rates, the licensure pass rates, and the employment rates were established. The data to evaluate the completion rates is obtained from the reports provided by the Banner platform used by the Institution and which provide reports of students admitted, retained, and graduated (see Key Element IV. B. 1 Program completion rates - Graduates and retention). The data on the licensure pass rates are obtained from the reports sent annually by the Nursing Examining Board of Puerto Rico. The employability data is obtained from the interviews of the graduates through the graduate questionnaire, telephone interviews, among other strategies used to contact the graduate (see Key Element IV. E. 1 List of the contacted graduates). The various evaluations carried out on teachers are considered to analyze the achievement of faculty expected outcomes. The faculty and the nurse administrator understand that the expected outcomes are appropriate and important to ensure that the NP fulfills the established mission and goals, and the students can achieve the necessary competencies to be able to practice as nursing professionals and provide safe and meaningful care.

When analyzing the data, it is observed that the NP demonstrates achievement in expected outcomes related to completion rates and in the employment rates. However, in 2021 and 2022 the NP did not reach the expected levels of achievement for licensure pass rates. The faculty and the Nurse Administration reviewed the action plan and integrated new strategies as explained in criterion IV. F. In Table IV. I. 1 presents the expected outcomes with the quantity, measure results, analysis, and action plan.

**Table IV. I. 1: The expected outcomes with the measure, measure result, analysis and action plan**

| Expected Outcomes | Measure | Measure result | Outcome Result Met | Outcome Result Partially met | Outcome Result No met | Analysis | Action plan /areas of improvement |
|---|---|---|---|---|---|---|---|
| The students enrolled will complete the degree according to the curriculum. | Seventy percent (70%) of the students enrolled will complete the degree according to the curriculum | August 2018 – Dec. 2022 48/ 56= 86% of Retention<br><br>August 2017- to May 2022 46/62= 74%) of retention<br><br>August 2016 to May 2021 53/ 65 = 82% | X<br><br>X<br><br>X | | | Over 74% of students admitted in the 2016, 2017 and 2018 quarters completed the degree or are nearing the end of the degree. | The retention strategies will be continued according to the established plan. |
| The graduates pass the nursing board exam | Eighty percent (80%) of the graduates pass the | 2023 100%<br><br>2022 77% | X | | X | The data received in 2023 the graduates who took the licensure exam passed for 100% | The action plan was updated to improve revalidation results. New strategies were integrated and |

| Expected Outcomes | Measure | Measure result | Outcome Result | | | Analysis | Action plan /areas of improvement |
|---|---|---|---|---|---|---|---|
| | | | Met | Partially met | No met | | |
| first time taken. | nursing board exam first time taken. | 2021 33 / 42 79% | | | X | In 2021 and 2021 the results were between 79% and 77%, so 80% was not met.  However, the expected results for the approval of the license at the Island level were met, which is 70%. | external strategies were strengthened. |
| The graduates will get employment one year after graduating. | Seventy percent (70%) of the graduates will get employment one year after graduating. | Employabi-lity<br><br>2022 13/17 (81%)<br><br>2021 13/ 17 (76%)<br><br>2020 24/34 (71%)<br><br>2019 33/36 (91.6%) | X<br><br>X<br><br>X<br><br>X | | | About 71% of graduates find employment within 12 months of graduating. | To increase the number of graduates who answer the survey, the following actions will be taken.<br><br>Place the questionnaire through a link on social networks. |

In criterion IV. G. The expected outcomes established for the faculty were presented. According to the data analyzed, the expected outcomes of the faculty were achieved. The NP understands that these expected outcomes are appropriate because they are related to the evaluation indicators of the Institution and of the NP, where they seek to keep a faculty updated with the knowledge and skills necessary to offer quality teaching that helps to achieve the expected outcomes of the Campus and the NP.

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

*Elaboration: For program outcomes defined by the program:*
*8. Actual program outcomes are used to promote program improvement.*
*9. Discrepancies between actual and expected outcomes inform areas for improvement.*
*10. Changes to the program to foster improvement and achievement of program outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.*
*11. Faculty are engaged in the program improvement process.*

**Program Response:**

 The results and the discrepancies between the data obtained and the expected outcomes are considered by the faculty and the nurse administrator for decision making and to identify strategies for program improvements. In a meeting, the faculty and the Nurse Administrator analyze the results to identify achievement or areas for improvement in the expected outcomes. Once areas for improvement have been identified, the faculty and nurse administration hold discussions to identify strategies to help improve outcomes. For example: The data for 2021 and 2022 reflect that

the results in the licensure exam were below 80%. At the March 24, 2022, and April 28, 2023, meetings, the faculty and nurse administrator reviewed the action plan to improve outcomes (see Key Element IV. J. 1 Assessment Committee Folder). In the courses where the content of the revalidation is measured (NURS 1231, NURS 2233, NURS 2241, NURS 2351 and NURS 2362) the content will continue to be evaluated considering the revalidation agenda offered by the Nursing Examining Board. In these courses the exams will be according to the style of the licensure exam. It was decided to strengthen the topics: safe and effective care environment, physiological integrity, promotion and maintenance of health, and psychological integrity. Debates were integrated into the courses, the use of mnemonics for the student to learn about conditions and concept maps were integrated among other strategies that were included in the plan. The results in 2023 show that 100% of the students passed the license exam.

In a faculty meeting, the questionnaires for graduate satisfaction, employer satisfaction, student satisfaction, and the recommendations of the Advisory Committee are analyzed to make decisions that improve the processes in the program. During the meetings, the faculty has proposed changes in teaching-learning strategies and assessment strategies and the renovation of the laboratories. Also, the evaluations made by the students and the faculty to the clinical scenarios are analyzed to offer recommendations to the administrators or to discard the institution as a practice scenario of the program. An identified problem is the difficulty in contacting graduates since they do not answer the questionnaire sent and do not answer calls. It was decided that the faculty in the practice courses would take the questionnaire to the clinical settings to identify graduates and apply it with the purpose of increasing the response rate.

To evaluate the faculty expected outcomes, the evaluation guides for the Institution's teaching staff are followed. At the beginning of each academic year, a Formative Evaluation Committee and a Summative Evaluation Committee are organized. These committees are made up of a faculty member known as a permanent member who is responsible for coordinating the visits and coordinating the meetings to discuss the evaluations, a peer member selected by the faculty to be evaluated, and the Nurse Administrator. The results of these evaluations are discussed with the faculty member, and they are required to carry out an action plan to address the recommendations offered by the committee. In addition, to address the findings that arise from faculty evaluations, the Dean of Academic Affairs coordinates workshops related to teaching-learning strategies, assessment strategies, and educational activities related to the use of technology in the classroom. In Table IV. J. 1. The evaluation of achievements of expected and are presented in Table IV. J. 2 presents the significant findings within standards and actions taken.

**Table IV. J. 1: Evaluation of achievements of expected**

| Expected Outcomes | Results |
|---|---|
| Seventy percent (70%) of the students enrolled will complete the degree according to the curriculum. | Meet – Complete academic grade in 3. 5 to 5 years. |
| Eighty percent (80%) of the graduates pass the nursing board exam first time taken. | Not Meet (Revalidation board results) in 2021 and 2022. Meet in 2023 |
| Seventy percent (70%) of the graduates will get employment in six months to one year after graduating. | Meet – according to the data collected about 75% are employed. |
| **Others** | |
| Student Learning Outcomes | Meet: Students average, Results of evaluation techniques |
| Faculty expected outcomes | Meet (Instrument I - Evaluation of the teaching staff by the students) Meet (Reports of the Evaluation Committee) |

**Table IV. J. 2: Significant findings within standards and actions taken**

| Standard Significance | Sources of Findings | Development Needs | Actions | Results |
|---|---|---|---|---|
| **Standard I Program Quality: Mission and Governance** | -Syllabus<br><br>– Nursing Students Manual | Update the syllabuses to integrate the Safety Goals 2023 and QSEN Competencies<br><br>Update the Student Handbook to integrate the requirements of the General Catalog 2022-2023. | The faculty integrated the Safety Goals 2023 and QSEN Competencies | The syllabuses were updated.<br><br>The annual Nursing Students Manual was revised and was posted on the Campus website. |
| **Standard II Quality: Institutional Commitment and Resources** | Student Satisfaction Survey | Increase the number of students who answer the student satisfaction survey. | The courses guide students on the importance of answering campus and program surveys. It is emphasized that the results are anonymous. | A low number of students answering surveys continues to be observed. Promotion will be placed on top of surveys on social networks.<br><br>It will be oriented in the assembly of the students on the importance of participating in the evaluations. |
| **Standard III Program Quality: Curriculum and Teaching-Learning Practices** | AACN Essentials | Integrate the new *Essentials (2021) to* the records.<br><br>Discuss the new Essentials to faculty | -Discussions of the Essentials at faculty meetings.<br>- A Power Point presentation was given to the faculty.<br>-The faculty began to integrate the *Essentials* into the Syllabus. | Update course syllabus and AACN Essentials 2021 integration.<br><br>AACN Essentials discussed with faculty in meeting |
| **Standard IV Program Effectiveness** | - Graduate questionnaire<br>- Employers opinion questionnaire<br>- Revalidation Exam Results | Less graduates completing survey. | - The Nurse Administration sent the questionnaire by e-mail<br>-The faculty takes the questionnaire to the clinical scenarios in search of the graduates.<br>-The faculty makes phone calls to graduates. | - Graduates are contacted by phone and in their clinical scenarios. |

| Standard Significance | Sources of Findings | Development Needs | Actions | Results |
|---|---|---|---|---|
| | Report of the results of the revalidation exam sent by the Board of Nursing Professionals of Puerto Rico | Decrease in revalidation below 80% in 2021 and 2022. | -In a meeting with the faculty, the action plan was updated to improve the results of revalidation. | In the 2023 the results were 100%. |
| | Faculty Narrative Report | Increase the number of publications made by the faculty<br><br>Strengthen the integration of faculty in research activities | -Faculty develops articles and publishes them in the Campus magazine<br>-They begin to identify projects or institutions where to get involved to carry out research. | The faculty publishes in the Campus magazine.<br><br>A faculty member is making agreements with the *Universidad Bolivariana* in Colombia to take you to participate in research. |

*Summary of findings for Standard IV:* **Program Effectiveness: Assessment and Achievement of Program Outcomes**

When analyzing Standard IV Program Effectiveness: Assessment and Achievement of Program Outcomes: Strengths and Needs Development it is observed that the Program has evidence in each one of the criteria for what is fulfilled with this standard.

**Strengths**
1. A systemic plan that allows evaluating the achievements of the program and the areas for improvement.
2. Several evaluation strategies for courses.
3. The BSN meets the completion rates.
4. The employment rates demonstrates effectiveness.
5. The data obtained from the different assessment strategies are discussed in faculty meetings to make decisions.
6. Faculty outcomes are achieved: Faculty complies with the renewal of its professional license, keeps up to date in its profession by taking continuing education courses. They involved in activities related to research and community services.

**Needs Development**
1. Increase the number of graduates who answer the survey.
2. Encourage part-time faculty participation in research activities and in the development of publications.
3. Continue to review the assessment strategies used in the courses.
4. Continue to review assessment strategies used to measure Program effectiveness.
5. Reinforce strategies aimed at improving revalidation results.

APPENDIX A
AUTHORIZATION FROM THE MIDDLE STATES COMMISSION ON HIGHER
EDUCATION

Statement of Accreditation Status

# INTER AMERICAN UNIVERSITY OF PUERTO RICO BARRANQUITAS CAMPUS

**CEO:** Dr. Juan Negron Berrios, Chancellor

**Accreditation Liaison Officer:** Dr. Filomena Cintron-Serrano

**Commission Staff Liaison:** Dr. Anne Wahl, Vice President

**Carnegie Classification:** Baccalaureate Colleges: Diverse Fields » Four-year, small, primarily nonresidential

**Control:** Private (Non-Profit)

**Phase:** Accredited

**Status:** Accreditation Reaffirmed

**Accreditation Granted:** 1957

**Last Reaffirmation:** 2023

**Next Self-Study Evaluation:** 2030-2031

Bo. Helechal Carr. 156 Intersec. 719 Km. 0.2
Barranquitas, PR 00794

(787) 857-3600

www.br.inter.edu

## Accreditation Actions

**June 22, 2023**

To acknowledge receipt of the self-study report. To note the on-site evaluation visit by the Commission's representatives to the main campus at P.O. Box 517, Barranquitas, PR 00794 on March 25-29, 2023. To reaffirm accreditation. The next evaluation visit is scheduled for 2030-2031.

APPENDIX B
LICENSED BY THE BOARD OF POSTSECONDARY
INSTITUTIONS OF PUERTO RICO

Certification Number 2022-256

I, Damaris Nolasco-Ortiz, Executive Director of the Office of Registration and Licensing of Educational Institutions of the Department of State, hereby CERTIFY: ---------------------------

That the Board of Postsecondary Institutions, chaired by Dr. Edward Moreno-Alonso, by Referendum of August 31, 2022, according to the provisions conferred by Act 212 of 2018, as amended approved the Renewal License to the **Inter American University of Puerto Rico** to continue operating as a postsecondary education institution in Puerto Rico. This license is valid for five (5) years (**August 31, 2022 to August 30, 2027**) and is granted for the academic programs mentioned below and the place where are offered.

**AGUADILLA CAMPUS**          Carr. 459 Bo. Corrales
                             Sector Calero
                             Aguadilla, PR 00603-2000

| Academic Offerings | Credits No. |
|---|---|
| Associate of Arts in Office Systems Administration | 59 |
| Associate of Arts in Police Science | 60 |
| Associate of Arts in Criminal Justice | 63 |
| Associate of Applied Science in Business Administration (F/O) | 62 |
| Associate of Applied Science in Restaurant and Food Services Administration | 69 |
| Associate of Applied Science in Computer Sciences (F/O) | 59 |
| Associate of Applied Science in Accounting (F/O) | 61-62 |
| Associate of Applied Science in Nursing | 65 |
| Associate of Applied Science in Pharmacy Technician | 74 |
| Associate of Applied Science in Computer Technology and Network | 65 |
| Associate of Applied Science in Radiological Technology | 78 |
| Associate of Applied Science in Ultrasound Diagnostics | 67 |
| Associate of Science in Electronic Engineering Technology | 62 |
| Pre-Engineering (Transfer program to Bayamon Campus) | 35 |
| Bachelor of Business Administration General | 120 |
| Bachelor of Business Administration in Consumer Behavior (O) | 122 |
| Bachelor of Business Administration in Entrepreneurial and Managerial Development | 122 |
| Bachelor of Business Administration in Human Resources Management (F/O) | 122 |
| Bachelor of Business Administration in Accounting | 121 |
| Bachelor of Business Administration in Hotels and Restaurants Management (F/O) | 128 |
| Bachelor of Business Administration in Marketing (F/O) | 122 |
| Bachelor of Business Administration in Information Technology (F/O) | 122 |

**BARRANQUITAS CAMPUS**      Carr.156, Bo. Helechal
Intersección 719, Km 0.2
Barranquitas, PR  00794-0517

| Academic Offerings | Credits No. |
|---|---|
| Associate of Arts in Office Systems Administration (F/O) | 59 |
| Associate of Arts in Police Science | 60 |
| Associate in Culinary Arts and Gastronomic Sciences | 65 |
| Associate of Arts in Criminal Justice (F/O) | 63 |
| Associate of Applied Science in Business Administration (F/O) | 62 |
| Associate in Applied Science in Biotechnology | 62 |
| Associate of Applied Science in Computer Science (F/O) | 59 |
| Associate of Applied Science in Accounting | 61-62 |
| Associate of Applied Science in Nursing | 65 |
| Associate of Applied Science in Pharmacy Technician | 74 |
| Associate of Applied Science in Agricultural Technology | 60 |
| Associate of Applied Science in Radiological Technology | 78 |
| Associate of Sciences in Medical Emergencies | 67 |
| Pre-Engineering (transfer program to Bayamon Campus) | 35 |
| Bachelor of Business Administration with a major in Accounting | 121 |
| Bachelor of Business Administration in Entrepreneurial and Managerial Development (F/O) | 122 |
| Bachelor of Business Administration in Human Resources Management (F/O) | 122 |
| Bachelor of Arts in Office Systems Administration (F/O) | 120 |
| Bachelor of Arts in Culinary Arts and Gastronomy Sciences | 121 |
| Bachelor of Arts in Multidisciplinary Studies | 122 |
| Bachelor of Arts in Criminal Justice with concentration in Forensic Investigation (F/O) | 121 |
| Bachelor of Arts in Criminal Justice with concentration in Criminal Investigation (F/O) | 121 |
| Bachelor of Science in Biology (F/O) | 122-123 |
| Bachelor of Science in Biotechnology (F/O) | 130 |

F/O = academic offering approved in Face-to-Face modality and Online modality.

| Academic Offerings | Credits No. |
|---|---|
| Bachelor of Science in Environmental Sciences | 122 |
| Bachelor of Science in Computer Science | 122 |
| Bachelor of Science in Forensic Science | 121 |
| Bachelor of Science in Design & Development of Video-Games | 128 |
| Bachelor of Applied Science in Radiological Technology with a major in Mammography & Angiography | 122 |
| Bachelor of Science in Radiological Sciences with a major in Computerized Tomography and Magnetic Resonance | 129 |
| Bachelor of Science in Nursing | 120 |
| Master of Business Administration with specialization in Human Resources | 45 |
| Master of Arts in Criminal Justice (F/O) | 33-36 |
| Master of Science in Gerontology | 36 |
| Master of Science in Biotechnology with a specialization in Agricultural Biotechnology | 36 |
| Master of Science in Biotechnology with specialization in Industrial Biotechnology | 36 |
| Master of Science in Nursing with a specialization in Critical Care (F/O) | 39 |
| Master of Science in Nursing with a specialization in Medical-Surgical (F/O) | 39 |
| Doctorade of Philosophy in International Biotechnology | 60 |

Certification Number: 2022-256

**SCHOOL OF OPTOMETRY**

500 Carr. John Will Harris
Bayamón, PR 00957-6257

| Academic Offerings | Credits No. |
|---|---|
| Master of Science in Public Health | 45 |
| Doctor of Optometry | 150.26 |

The period from June 29, 2021 to August 31, 2022 is covered by the extension of the previous license pursuant to Section 16.5 of the *Regulations for the Licensing of Higher Education Institutions in Puerto Rico*, No. 8265 of 2012.

This certification is issued according to the Act 212-2018 and under Articles 17 and 22 of the *Regulations for the Licensing of Higher Education Institutions in Puerto Rico, No. 8265 of 2012.* The Institution continues to be obligated to comply with the responsibilities that come with holding the license. The JIPs retains its authority to verify compliance with such responsibilities in any instance during the license term.

And for the record, I issue this Certification in San Juan, Puerto Rico, today, September 12, 2022.

Damaris Nolasco-Ortiz
Executive Director

APPENDIX I. A. 1
ALIGNMENT OF IAUPR' MISSION, IAUPR- BC' MISSION AND THE NURSING
PROGRAM'S MISSION

**Alignment of IAUPR' Mission, IAUPR- BC' Mission, and the Nursing Program's Mission**

| IAUPR MISSION | BARRANQUITAS CAMPUS MISSION | NURSING PROGRAM MISSION |
|---|---|---|
| Inter American University of Puerto Rico has the mission to offer post-secondary and higher education in the arts and sciences, by means of teaching, research and community service, within an ecumenical Christian context. In addition, it offers educational programs at the pre-school, elementary and secondary levels. The University, also, contributes to society, by educating people that come from different socioeconomic sectors, within and outside Puerto Rico. It incorporates in its offerings and services, innovating study modalities supported by informatics and telecommunications. The University aims to prepare its graduates to be responsible and cultured citizens, with democratic and Christian values, who are conscious of their social and environmental obligation, and are able to perform competently and exercise leadership in an occupational or professional context. The University aims to maximize the educational potential of students in an environment without discrimination, in compliance with the law, the accreditation regulations and standards, and in harmony with the search for academic excellence. It, also, aims to make the best use of this environment to develop critical thinking, scientific knowledge, and sensitivity towards the arts, ethical responsibility and the skills of social coexistence. http://www.inter.edu/about-us/mision/ | The mission of the Barranquitas Campus of the Inter American University of Puerto Rico is to primarily serve the population of the central region of the island by offering basic, technical, undergraduate and graduate higher education academic programs in the arts, sciences, including biotechnology, health, and other fields of learning. All of the programs aim to add value and develop professional competencies and techniques in students. The Barranquitas Campus immerses itself in society through the intensive use of information and telecommunication technologies in teaching, scientific and social research, and service to the students and the community. Likewise, the Barranquitas Campus contributes pertinently and with excellence to the knowledge economy as well as to the respect for diversity and social, ethical, and moral responsibility. The Campus contributes to society by educating persons from diverse socioeconomic sectors within Puerto Rico as well as abroad. http://www.br.uipr.edu/inter/index.php/mision-y-vision.html | The mission of the nursing program is the formation of nurses able to offer competent, sensitive, effective, safe and quality nursing care to individuals, families and communities. |

APPENDIX I. A. 2
ALIGNMENT OF IAUPR'S GOALS, BARRANQUITAS' CAMPUS
GOALS AND NURSING PROGRAM'S GOALS

**Alignment of IAUPR's Goals, Barranquitas' Campus Goals and Nursing Program's Goals**

| IAUPR' GOALS | BARRANQUITAS' CAMPUS GOALS | NURSING PROGRAM' GOALS |
|---|---|---|
| • To promote, in the university community, an environment oriented towards a culture of peace, based on ethical, democratic and institutional Christian-ecumenical values, directed to the integral development of the student. | • Maintain pertinent academic offerings in accordance with the changing needs of the student population, from the basic and technical vocational levels through the higher education graduate level, responsive to the emerging needs of the labor market. Emphasis will be given to the use of diverse formats, adapted to the needs of students, as well as to the integration of ethical, democratic and Cristian values into the curriculum. | • Provide care with autonomy and with interdisciplinary collaboration and sensitivity to ethical-legal and cultural values and directed to the achievement of the best results for the client. |
| • To respond to student populations needs and society by offering a variety of both present and online learning programs, within and outside Puerto Rico, at the different educational levels. | • Establish a student and faculty exchange program with other institutions to develop innovative and research projects and provide formative experiences in international and culturally diverse scenarios to participants.<br>• Maintain pertinent academic offerings in accordance with the changing needs of the student population, from the basic and technical vocational levels through the higher education graduate level, responsive to the emerging needs of the labor market. Emphasis will be given to the use of diverse formats, adapted to the needs of students, as well as to the integration of ethical, democratic and Cristian values into the curriculum. | • Coordinate care by applying leadership and management skills that lead to the highest quality care with the minimum of cost. |

| IAUPR' GOALS | BARRANQUITAS' CAMPUS GOALS | NURSING PROGRAM' GOALS |
|---|---|---|
| • To promote academic excellence by means of continuous development of the teaching staff in the mastery of their discipline, as well as in the application of techniques, modalities and teaching methods, in harmony with the nature of the student population. | • Maintain a faculty updated in the disciplines they teach, in innovative teaching and assessment strategies, and in the incorporation of information technologies into student learning.<br>• Offer a continuing education program that integrates the concept of lifelong learning, in accordance with the changing demands of the knowledge society. | • Assume a commitment as a member of the discipline in harmony with the standards of the practice. |
| • To promote the development of knowledge through research and creative activities in the academic community. | • Develop a research culture that fosters professors' and students' intellectual production. | • Assume a commitment as a member of the discipline in accordance with the standards of the practice.<br>• Coordinate care by applying leadership and management skills that lead to the highest quality care with minimum cost. |
| • To promote efficiency and effectiveness in the teaching, administrative and student processes and services, in harmony with the provisions in the applicable laws and regulations, as well as in the standards of the accrediting agencies. | • Develop a model technological infrastructure that facilitates the integration of technology into all academic processes and student services and the adjustment of the physical facilities to ecofriendly technological advances.<br>• Maintain an assessment culture in all the Campus' components to ensure academic quality and institutional effectiveness. | • Provide care with autonomy and with interdisciplinary collaboration and sensitivity to ethical-legal and cultural values and directed to the achievement of the best results for the client. |
| • To cultivate leadership of the university community so that it may contribute to social and cultural enrichment of our country and to its economic development, by means of participation in communitarian, business and professional projects.<br>http://www.inter.edu/about-us/academy-vision/ | • Establish a student and faculty exchange program with other institutions to develop innovative and research projects and provide formative experiences in international and culturally diverse scenarios to participants.<br>http://www.br.uipr.edu/inter/index.php/mision-y-vision.html | • Coordinate care by applying leadership and management skills that lead to the highest quality care with the minimum of cost.<br>• Assume a commitment as a member of the discipline in harmony with the standards of the practice. |

APPENDIX I. A. 3
ALIGNMENT BETWEEN GOALS, COMPETENCIES OF GRADUATES,
STUDENT LEARNING OUTCOMES AND COURSES

**Alignment between Goals, graduates' competencies, student learning outcomes and courses:**

| Goals | Competencies | Student Learning Outcomes | Courses Example of integration |
|---|---|---|---|
| 1. Provide care with autonomy and with interdisciplinary collaboration and sensitivity to ethical-legal and cultural values aimed to the achievement of the best results for the patient. | Knowledge<br>1. Demonstrate theoretical and practical knowledge integrated into the safe and effective nursing care provided to individuals, families and communities.<br><br>2. Know the use of nursing interventions to prevent disease, and to promote, protect, maintain and restore health.<br><br>3. Know critical thinking skills to make clinical judgments and to use research findings for the continuous improvement of the nursing practice<br><br>Skills<br>4. Use assessment and therapeutic interventions skills when providing nursing care in diverse scenarios so they can improve the expected health care results.<br><br>5. Apply skills of communication, collaboration, critical thought, and the use of technology as a provider and coordinator of care and as a future member of the profession. | SLO #1: The student will integrate cognitive, affective and psychomotor skills by providing nursing care to the individual, family, and community and SLO # 9: The student will demonstrate knowledge in laws, regulations, public policies that affect nursing practice.<br><br>SLO #8: The student will exhibit knowledge at all three levels of prevention to promote health and prevent diseases in the individual and vulnerable populations.<br><br>SLO # 5: The student will apply the evidence to provide health care to the person, family, and community in structured and unstructured settings.<br><br>SLO # 2: The student will provide health care to individuals, families, groups and community taking into consideration the stages of growth and development in which they are.<br><br>SLO # 6: The student will apply their knowledge in the management of health information and in the use of technology in providing health care to the individual, family, community and populations at different stages of development. SLO # 7: The student will demonstrate communication skills and teamwork by coordinating the care of individuals, families and communities in different settings. | NURS 1112 Practice of Fundamentals of Nursing<br><br>NURS 1232 Practice of Fundamentals of Nursing<br><br>NURS 2142 Practice of Maternal-Neonatal Care<br><br>NURS 2234 Practice of Adult Care II –<br><br>NURS 2352 Practice of Pediatric Care<br><br>NURS 2362 Practice of Psychosocial Care<br><br>NURS 4911 Practice during the Life Cycle<br><br>NURS 4914 Practice in Nursing Care to the Family and Community<br><br>NURS 4980 Integrated Workshop |

| Goals | Competencies | Student Learning Outcomes | Courses<br>Example of integration |
|---|---|---|---|
| | Attitudes<br>7. Apply humanistic care in the nursing practice to promote protection, optimization and the preservation of human dignity. | SLO # 3: The student will play the role of the nursing professional guided by ethical-moral values, committed to a humanistic care that responds to the needs of the changing society. | All internship courses |
| 2. Coordinate care by applying leadership and management skills that lead to the highest quality care with the minimum of cost. | Skills<br>5. Apply skills of communication, collaboration, critical thought, and the use of technology as a provider and coordinator of care and as a future member of the profession. | SLO # 6: The student will apply their knowledge in the management of health information and in the use of technology in providing health care to the individual, family, community and populations at different stages of development. SLO # 7: The student will demonstrate communication skills and teamwork by coordinating the care of individuals, families and communities in different settings. | NURS 1112 Practice of Fundamentals of Nursing<br>NURS 1232 Practice of Fundamentals of Nursing<br>NURS 2142 Practice of Maternal-Neonatal Care<br>NURS 2234 Practice of Adult Care II<br>NURS 2352 Practice of Pediatric Care<br>NURS 2362 Practice of Psychosocial Care<br><br>NURS 4911 Practice during the Life Cycle<br><br>NURS 4914 Practice in Nursing Care to the Family and Community<br>NURS 4980 Integrated Workshop |
| | 6. Act as leaders and managers of the care that you are seeking to provide. Attitudes | SLO # 4: The student will assume the role of leader in the administration of health care in different scenarios. | |
| | 7. Apply humanistic care in the nursing practice to promote protection, optimization and the preservation of human dignity. | SLO # 6: The student will apply their knowledge in the management of health information and in the use of technology in providing health care to the individual, family, community and populations at different stages of development. | |
| 3. Assume a commitment as a member of the discipline in accordance with practice standards. | Knowledge<br>1. Demonstrate theoretical and practical knowledge integrated into the safe and effective nursing care provided to individuals, families and communities. | SLO #1: The student will integrate cognitive, affective and psychomotor skills by providing nursing care to the individual, family, and community and SLO # 9: The student will demonstrate knowledge in laws, regulations, public policies that affect nursing practice. | NURS 3100 Dimensions of Prof. Practice<br><br>NURS 3190 Prof. Intervention during Life Cycle |

| Goals | Competencies | Student Learning Outcomes | Courses Example of integration |
|---|---|---|---|
| | 2. Know the use of nursing interventions to prevent disease, and to promote, protect, maintain and restore health. | SLO #8: The student will exhibit knowledge at all three levels of prevention to promote health and prevent diseases in the individual and vulnerable populations. | |
| | Skills 5. Apply skills of communication, collaboration, critical thought, and the use of technology as a provider and coordinator of care and as a future member of the profession. | SLO # 6: The student will apply their knowledge in the management of health information and in the use of technology in providing health care to the individual, family, community and populations at different stages of development. SLO # 7:  The student will demonstrate communication skills and teamwork by coordinating the care of individuals, families and communities in different settings. | NURS 4911 Practice during the Life Cycle  NURS 4914 Practice in Nursing Care to  NURS 4980Integrated Workshop |
| | 6. Act as leaders and managers of the care that you are seeking to provide. | SLO # 4: The student will assume the role of leader in the administration of health care in different scenarios. | |

(Source: Nursing Program)

APPENDIX I. E.1
ORGANIZATION CHART

**Organization Chart**



Chancellor

Dean of Academic Affairs

Chair
Health Sciences Department

Radiology Program Coordinator

Radiology Program Faculty

Medical Emergency Program Faculty

Administrative Assistant

Nursign Program

Nursing Program Faculty

Clinical Coordinator

Laboratories/ Lab technician
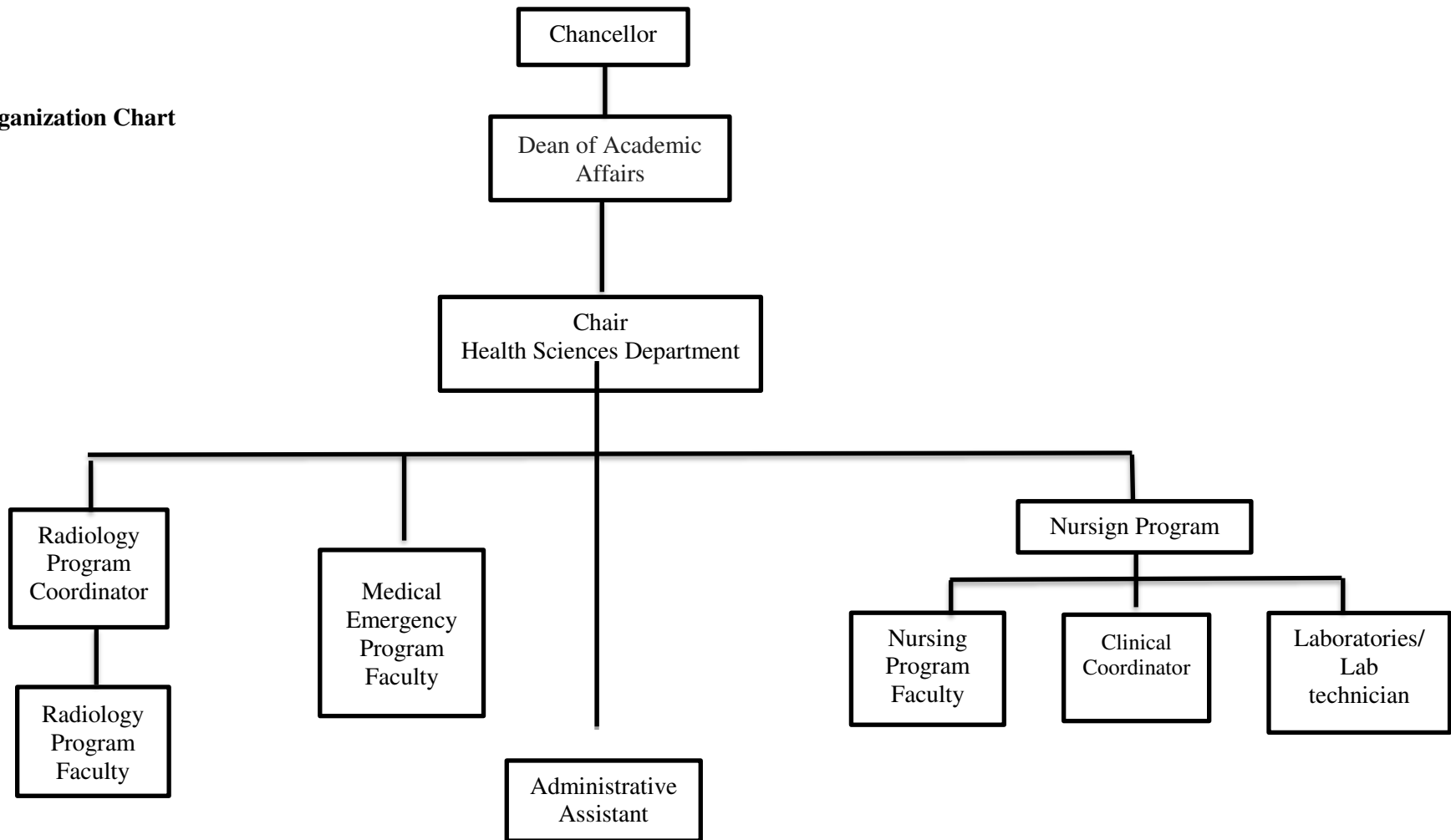
APPENDIX II. B. I
MAJOR CLINICAL SETTINGS, IAUPR- BC NURSING PROGRAM

INTER AMERICAN UNIVERSITY OF PUERTO RICO
BARRANQUITAS CAMPUS

**Clinical Settings, IAUPR- BC Nursing Program**

| Settings | Maternal Care | Pediatric Care | Mental Health Care | Adult Care | Family and Community |
|---|---|---|---|---|---|
| 1. Mennonite General Hospital - Aibonito | X | X | | X | |
| 2. Aibonito House Aegis (*Égida Casa Aibonito*) | | | X | | |
| 3. *Villa Universitaria* Housing Project | | | | | X |
| 4. San Antonio Housing Project | | | | | X |
| 5. San Francisco Hospital | X | X | | X | |
| 6. Cayey Mennonite Medical Center | X | X | | X | |
| 7. Mennonite CIMA Hospital | | | X | | |
| 8. Mennonite General Hospital - Caguas | X | X | | X | |
| 9. Ramón Fernández Marina Hospital | | | X | | |
| 10. Senior Citizens Center (*Centro de Envejecientes La Hermandad*) | | | | | X |
| 11. Hospital Damas Ponce | | | | X | |
| 12. Ramón Ruiz Arnau Hospital | | X | | X | |
| 13. *Hogar Dulce Vida* (Nursing Home) | | | | X | |
| 14. *Hogar Retorno a la Esperanza* (Nursing Home) | | | X | X | X |
| 15. Cardiovascular Hospital Center of Puerto Rico and the Caribbean (*Centro Cardiovascular de Puerto Rico y el Caribe*) | | | | X | |
| 16. Nursing Home: *Hacienda El Trovador* | | | | X | |
| 17. San Juan Capestrano Hospital | | | X | | |
| 18. Nursing Home: *Institución La Guadalupe* | | | | X | |
| 19. Nursing Home: Zalich Nursing Home | | | | X | |
| 20. Montellano Nursing Home | | | X | X | |
| 21. Community Schools, including: -Luis Muñoz Marín High School -Second Unit School of Quebradillas -Montessori School Inocencio Cintrón Zayas – Barranquitas -Rafael Pont Flores School | | X | | | X |

| Settings | Maternal Care | Pediatric Care | Mental Health Care | Adult Care | Family and Community |
|---|---|---|---|---|---|
| -Carmen Zenaida Vega de Santos School<br>-Ana Joaquina Ortiz Ortiz School<br>-Alberto Meléndez Torres High Superior | | | | | |

APPENDIX II.C.1
CURRICULUM VITAE

**CURRICULUM VITAE**

**DAMARIS COLÓN RIVERA, RN, DNS**
*35 SECTOR EL FARALLÓN*
**BARRANQUITAS, P.R 00794**
*(787) 359-0535*

## EDUCATION

2015    Doctor of Nursing Science (DNS)
        University of Puerto Rico
        Medical Sciences Campus
        Academic Excellence

2005    Master Sciences Nursing (MSN)
        Puerto Rico of University
        Medical Sciences Campus
        Academic Excellence

1999    Bachelor Degree in Nursing Science (BSN)
        Inter American University of Puerto Rico
        Metropolitan Campus
        Magna Cum Laude

## EMPLOYMENT

2021                    Volunteer Vaccination Nurse
                        Campus Vaccination Center
                        Inter American University of Puerto Rico
                        Barranquitas Campus

2018 to the present     Chair Department of Health Sciences
                        Inter American University of Puerto Rico
                        Barranquitas Campus

2016 to 2017            Practice in the Nursing Home: *Retorno a la Esperanza* and
                        Nursing Home: *San Andrés*
                        Faculty of clinical practices

2012 to 2015            Practice of Fundamentals of Nursing with elderly populations
                        Faculty of clinical practices

2009 to the present     Professor of Nursing Program
                        Department of Health Sciences
                        Inter American University of Puerto Rico
                        Barranquitas Campus

| 20011 -2013 | Nursing Program Coordinator |
| | Department of Health Sciences |
| | Inter American University of Puerto Rico |
| | Barranquitas Campus |

| 2009 - 2011 | Chair Department of Health Sciences |
| | Inter American University of Puerto Rico |
| | Barranquitas Campus |

| 1999 - 2009 | Lab Technician |
| | Skills Laboratory, Nursing Department |
| | Inter American University of Puerto Rico |
| | Barranquitas Campus |

| 1997-1999 | Tutor |
| | Skills Laboratory, Nursing Department |
| | Inter American University of Puerto Rico |
| | Barranquitas Campus |

## NURSING LICENSE

**Nursing Registration**
**License Type:** Specialist License
**Number:** 003728
**Registry:** 00237742

**Nursing Registration**
**License Type:** Permanent License
**Number: 0**26994
**Registry:** 098673

## PROFESIONAL ORGANIZATION

College of Nursing Professionals of Puerto Rico
Number of memberships 28611

Sigma Theta Tau International Honor Society of Nursing
Member number: 1226918

## PUBLICATIONS

Corchado, J., García, W., Caraballo, K., **Colón, D.**, Román, K., & Santiago, M. (2022). Impacto de la pandemia del COVID- 19 en los profesionales de enfermería en Puerto Rico, Impulso, 47 (4); 25-35

Colón, D. (2021). Conociendo más del suicidio y su prevención. *Conéctate con Inter – Barranquitas*. Septiembre – octubre 2021

Colón, D. (2021). Enfermería y la Vacunación en tiempo de pandemia. Conéctate con Inter- Barranquitas. Año 4, Edición 13; abril- mayo – 2021

Colón, D. (2020). Trauma Vicario en Enfermería: ¿Qué es y Cómo manejarlo? Impulso, (45) 2: 26- 28.

Colón, D. (2020). Los egresados de Maestría: Querer es poder. *Conéctate con Inter-Barranquitas.* Mayo – junio 2020. Mayo – julio 2020, 8 (3): 55

Colón, D. (2020). Maestría en Ciencias en Enfermería a Distancia: Una alternativa para los profesionales de Enfermería. *Conéctate con Inter- Barranquitas*. Octubre -noviembre 2020 (Año 3, edición 10)

Colón, D. (2020). Ante las infecciones respiratorias: el conocimiento la mejor herramienta de prevención. *Conéctate con Inter- Barranquitas. Conéctate con Inter- Barranquitas 7 (3): 6*

Colón, D. (2019). Estrategias Sencillas para Cuidar la Salud Mental. *Conéctate con Inter-Barranquitas,* 4 (2): 18

Colón, D. (2019). Se logra prestigiosa acreditación para el Programa de Enfermería por la "*Commission on Collegiate Nursing Education* (CCNE)", *Conéctate con Inter-Barranquitas*

Colón, D. (2018). Beneficios de estudiar una Maestría en Enfermería. *La Cordillera,* Año XXV Edición 1100

Colón, D. (2017). La enfermería: Una excelente opción profesional. *La Cordillera,* Año XXIV Edición 1096

Colón, D. (2015). Reflexión: experiencia de estudiar en un programa doctoral. *Impulso.* 3 (39): 20 – 21. College of Nursing Professionals of Puerto Rico.

## CERTIFICATE

Certification: Preparation process, administration and administration techniques for the COVID-19 vaccine: *Pfizer & Moderna* and potential anaphylaxis events
January 18, 2021

Puerto Rico Health Department

Blackboard Certification
May, 2015
Inter American University of Puerto Rico
Barranquitas Campus

## RECOGNITION AND AWARDS

| | |
|---|---|
| 2015 | Recognition participate as resource in the summer seminar<br>Doctoral Program in Nursing<br>Medical Sciences Campus |
| 2015 | Dr. Adelaide Malavé of Sanavitis Award<br>Doctoral Program in Nursing<br>Medical Sciences Campus |
| 2015 | Academic Excellence Award in doctoral studies<br>Doctoral Program in Nursing<br>Medical Sciences Campus |
| 2014 | Recognition participate as resource in the First Symposium of<br>Research and Evidence Based Practice in Nursing<br>Nursing School<br>Medical Sciences Campus |

## PARTICIPATION IN FACULTY COMMITTEES, INTER AMERICAN UNIVERSITY

| | |
|---|---|
| 2020 - 2023 | Committee for the MSCHE accreditation process<br>Chairperson of the Committee<br>Inter American University of Puerto Rico<br>Barranquitas Campus |
| 2019 to the present | Institutional Committee for the review of the Associate Degree and the Bachelor of Science in Nursing.<br>Inter American University of Puerto Rico |
| 2017 to the present | Committee for the accreditation process by the Commission on Collegiate Nursing Education.<br>Inter American University of Puerto Rico<br>Barranquitas Campus Committee Chair |
| 2018 – 2020 | Institutional Committee for the review of the Master of Science Program in Nursing (MSN).<br>Inter American University of Puerto Rico<br>Committee Secretary |

| | |
|---|---|
| 2016 – 2019 | Twenty-seventh Academic Senate<br>Executive committee<br>Inter American University of Puerto Rico<br>Barranquitas Campus |
| 2016 – 2019 | Twenty-seventh Academic Senate<br>Student Policy Committee.<br>Committee Chair<br>Inter American University of Puerto Rico<br>Barranquitas Campus |
| 2016 -2017 | Committee on Student Retention<br>Inter American University of Puerto Rico<br>Barranquitas Campus |
| 2016 -2017 | Committee Grants and Sabbaticals<br>Inter American University of Puerto Rico<br>Barranquitas Campus |
| 2015 -2016 | Committee on Student Retention<br>Inter American University of Puerto Rico<br>Barranquitas Campus |
| 2015 -2016 | Committee Grants and Sabbaticals<br>Inter American University of Puerto Rico<br>Barranquitas Campus |
| 2015 - 2016 | Senator of Twenty-fifth Academic Senate<br>Educational Policy Committee<br>Executive Committee |
| 2012-2013 | Faculty Appeals Committee<br>Inter American University of Puerto Rico<br>Barranquitas Campus |
| 2012-2013 | Governance and Leadership Committee for Middle State Association<br>Accreditation<br>Inter American University of Puerto Rico<br>Barranquitas Campus |
| 2011- 2012 | TK20 Committee<br>Inter American University of Puerto Rico<br>Barranquitas Campus |
| 2010-2011 | Institutional Committee for the Review of the Nursing Program<br>Curriculum<br>Inter American University of Puerto Rico |

| 2009-2012 | Committee for the Accreditation of the Nursing Program |
|-----------|------------------------------------------------------|
|           | Inter American University of Puerto Rico |
|           | Barranquitas Campus |
| | |
| 2009- 2012 | Faculty Evaluation Committees & Curriculum Committees |
|           | Health Sciences Department |
|           | Inter American University of Puerto Rico |
|           | Barranquitas Campus |

## COURSES OFFERED

2009 to present      NURS 1111 - Fundamentals of Nursing

NURS 1130 - Aspects of pharmacologic

NURS 1112 - Practice of Fundamentals of Nursing

NURS 1232 – Practice of Adult I

NURS 2361 - Fundamentals of Psychosocial Care

NURS 2362 - Practice Psychosocial Care

NURS 3140 - Interventions in Psychosocial Transitions

NURS 3115 – Nursing Research Process

NURS 6090 – Nursing Research

NURS 6970 - Integrative Seminar

## PARTICIPATION AS A RESOURCE

Student Learning Assessment Findings
Barranquitas Campus
January 19, 2023

Vicarious Trauma: What is it and how to manage it?
Development of continuing education activity
February 1, 2023

First Symposium of Research and Evidence Based Practice in Nursing
Nursing School, Medical Sciences Campus
June 12, 2014

Poster presentation of research work.: Vicarious trauma: experiences of nurses
who intervene with women of gender violence
Second Symposium of Research and Evidence Based Practice in Nursing
Nursing School, Medical Sciences Campus

October 16, 2015

## RECENT PROFESIONAL DEVELOPMENT ACTIVITIES

Externally funded proposals as sources of income to enhance student academic experiences, faculty professional development, educational resources, and sustainability
Barranquitas Campus
January 18, 2023

Database: Vital Source
Barranquitas Campus
January 18, 2023

Use of peer-reviewed journals to publish research from various disciplines
Barranquitas Campus
January 17, 2023

Emotional Intelligence
Barranquitas Campus
January 12, 2023

Video Editor: Movavi
Barranquitas Campus
January 12, 2023

Implementation of various course modalities to promote student retention
Barranquitas Campus
January 10, 2023

Adult Learners: Innovations, Policy Changes & Emerging Practices to Positively Impact Enrollment & Success
PaperClip Communications Entity
Abril 25, 2022

ERDU Project Workshop
Inter-American University of Puerto Rico
Abril 21, 2022

Workshop on Writing Self-Studies
CCNE
October 26, 2022

Basic Life Support (BLS)
Educamed
October 14, 2022

Writing the Self-Study Report and Preparing for the Evaluation
MSCHE
October 4, 2022

Identifying and Organizing Documentation for the Evidence Inventory webinar
MSCHE
September 15, 2022

Assembly of Educators
College of Nursing Professionals of Puerto Rico
September 2, 2023

Creation of instructional content and instructional strategies
Inter-American University of Puerto Rico
August 6, 2022

Communicable Respiratory Diseases: Influenza, Mycoplasma and Coronavirus
(Covid 19)
College of Nursing Professionals of Puerto Rico
July 20, 2022

Infection Control Measures HIV / AIDS, HP-ABC and TB
Educamed
July 16, 2022

Crisis Intervention
Educadis
July 21, 2022

Cultural Sensitivity and Competence in Service to the LGBTQIA+ Population
Educadis
July 20, 2022

Challenges of the Nursing Professional in the Management of Patients in
Methadone Treatment
College of Nursing Professionals of Puerto Rico
February 26, 2021

Diversifying the evaluation criteria in online courses
Barranquitas Campus
January 13, 2021

Promoting interaction in the virtual context
Barranquitas Campus
January 13, 2021

Assessment: Rubrics and specification tables
Barranquitas Campus
January 19, 2021

What's new in the NANDA, NOC and NIC taxonomy for nursing care plans
Inter-American University of P. R
Barranquitas Campus
January 23, 2021

Preparation process, administration and administration techniques for the COVID-19 vaccine: Pfizer & Moderna and potential anaphylaxis events.
Inter-American University of P. R
Guayama Campus
January 18, 2021

Communicable Respiratory Diseases Coronavirus (COVID - 19)
Continuing Education Division
Government of Puerto Rico
Health Department
April 10, 2020

Virtual Sessions via Blackboard Collaborate Ultra
Inter-American University of P. R
Barranquitas Campus
January 16, 2020

Teaching methodology - learning
Inter-American University of P. R
Barranquitas Campus
January 15, 2020

Editorial quality criteria
Inter-American University of P. R
Barranquitas Campus
January 15, 2020

Assessment of Student Learning
Interamerican University of P. R
Barranquitas Campus
January 13, 2020

Basic Neurobiology of Addictive Disorders for Psychoactive Drug Use
University of Central del Caribe

August 30, 2019

Alzheimer's Disease: Differences and Similarities to Related Dementias
University of Central del Caribe
May 3, 2019

First Congress of Mental Health of Puerto Rico
University of Central del Caribe
March 1, 2019

Identification and Report of Abuse of Children, Adults and Elderly
University of Central del Caribe
June 19, 2018

OSHA and Pathogens in Sangre
University of Central del Caribe
June 15, 2018

Infection Control Measures HIV / AIDS, HP-ABC and TB
University of Central del Caribe
June 13, 2018

EKG: Cardiac Arrhythmias
College of Nursing Professionals of Puerto Rico
March 22, 2018

Manifestations and Treatment of Bipolar Disorder
College of Nursing Professionals of Puerto Rico
July 18, 2017

Basic Electrocardiography
College of Nursing Professionals of Puerto Rico
July 18, 2017

Simulation as a Teaching Strategy in the Nursing Profession
College of Nursing Professionals of Puerto Rico
July 18, 2017

Educating Family Caregivers for Older Adults About Delirium
Sigma Theta Tau International
April 10, 2017

Non-violent Crisis Intervention
Inter American University of Puerto Rico, Barranquitas Campus
February 17, 2017

Proposal for the internationalization of the Barranquitas Campus

Inter American University of Puerto Rico, Barranquitas Campus
January 13, 2017

The seven standards of the MSCHE and the assessment processes
Inter American University of Puerto Rico, Barranquitas Campus
January 13, 2017

Optimizing courses online: proposal to attend student issues.
Inter American University of Puerto Rico, Barranquitas Campus
January 13, 2017

Workshop: academic appraisal techniques: emphasis on the design of rubrics and
checklist
Inter American University of Puerto Rico, Barranquitas Campus
January 12, 2017

Workshop: The construction of objective tests: emphasis in the specification sheet in
writing exercises
 Inter American University of Puerto Rico, Barranquitas Campus
January 11, 2017

The drafting of learning competences of the graduate and its relationship with the
structural components of the evaluation platform TK20
Inter American University of Puerto Rico, Barranquitas Campus
January 11, 2017

APENDIX II. E. 1
FACULTY/STUDENT RATIOS

**Faculty/student ratios in the classroom and supervised clinical practice**

| Course | 2020 | 2021 | 2022 |
|---|---|---|---|
| NURS 1111- Fundamentals of Nursing | 1:46 | 1:44 | 1:32 |
| NURS 1112- Practice of Fundamentals of Nursing | 1:12 | 1:11 | 1:10 |
| NURS 1130- Pharmacologic Aspects | 1:46 | 1:35 | 1:28 |
| NURS 1232- Practice of Adult Care I | 1:10 | 1:13 | 1:9 |
| NURS 1231- Fundamentals of Adult Care I | 1:34 | 1:40 | 1:25.5 |
| NURS 2233- Fundamentals of Adult Care II | 1:34 | 1:32 | 1:22.5 |
| NURS 2234- Practice of Adult Care II | 1:10 | 1:10 | 1:86 |
| NURS 2141- Fundamentals of Maternal Neonatal-Care | 1:26 | 1:29 | 1:23 |
| NURS 2142- Practice of Maternal Neonatal-Care | 1:11 | 1:11 | 1:9 |
| NURS 2351- Fundamentals of Pediatric-Care | 1:26 | 1:22 | 1:21.5 |
| NURS 2352- Practice Pediatric Care | 1:9 | 1:11 | 1:8 |
| NURS 2361- Fundamentals of Psychosocial Care | 1:28 | 1:22 | 1:21.5 |
| NURS 2362- Practice Psychosocial Care | 1:13 | 1:11 | 1:10 |
| NURS 2970- Transition Seminar | 1:27 | 1:23 | 1:25.5 |
| NURS 3100- Dimensions of Professional Practice | 1:33 | 1:40 | 1:18.5 |
| NURS 3120- Health Assessment | 1:30 | 1:40 | 1:35 |
| NURS 3115- Introduction to Nursing Research Process | 1:32 | 1:22 | 1:18 |
| NURS 3140- Interventions in Psychosocial Transitions | 1:32 | 1:20 | 1:38 |
| NURS 3190- Professional Interventions in Life Cycle | 1:35 | 1:19 | 1:20.5 |
| NURS 4911- Practice in Professional Intervention Live Cycle | 1:9 | 1:10 | 1:10 |
| NURS 4180- Family and Community Care | 1:22 | 1:28 | 1:20 |
| NURS 4914- Practice in Family and Community Care | 1:11 | 1:18 | 1:13 |
| NURS 4980- Integration Workshop | 1:33 | 1:19 | 1:21 |

APPENDIX II. E. 2
FACULTY PROFILE

# FACULTY PROFILE
# NURSING PROGRAM
## 2019 - 2023

| Faculty Name | workload | Year (s) Teaching experience | Rank | Faculty Credentials | | | Specialty Area | Academic Teaching (T) and Other (O) Areas of Responsibility | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Academic Degree | RN License | Certifications | | T | O |
| Ayala Maldonado, Lydia E. 1998 to 2021<br><br>August 2021 to present | FT<br><br><br><br>PT | 22 | Assistant Professor<br><br><br><br>Lecturer | Ed. D (c)<br><br>MSN 1996 | X | Blackboard learning | Critical Care - Specialty Family and Community | NURS 1111 Fundamentals of Nursing<br>NURS 2233 Fundamentals of Adult Care II<br>NURS 2234 Practice Adult  II<br>NURS 4180 Nursing Care of Family and Community<br>NURS 4914 Practice Family and Community<br>NURS 4980 Integrated Workshop<br>NURS 4911 Practice Life Cycle | Assessment<br><br>Evaluation Supervision of student in practice<br><br>Academic advising Evaluation Committee |
| Burgos Bonilla, Nancy 2019 to 2020 | PT | 3 | Lecturer | MSN 2015 | X | Blackboard Certification | Adult and Elderly Care | NURS 1231 Fundamentals of Adult I<br>NURS 2233 Fundamentals of Adult Care II<br>NURS 2234 Practice of Adult II | |
| Colón Rodríguez, Humberto 2009 to 2022 | PT | 11 | Lecturer | MA 2004 Doctor 2010 | X | | Experience in critical care | NURS 1232 Practice of adult I<br>NURS 2234 Practice Adult  II | Evaluation Supervision of student |

| Faculty Name | workload | Year (s) Teaching experience | Rank | Faculty Credentials | | | Specialty Area | Academic Teaching (T) and Other (O) Areas of Responsibility | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Academic Degree | RN License | Certifications | | T | O |
| Colón Rivera, Damaris 2009 to present | FT | 10 | Assistant Professor | DNS 2015 MSN 2005 | X | Provisional Certificate of Teacher education for occupations that are health related. Blackboard Learning | Mental Health and Psychiatry | NURS 2361 Fundamentals of Psychosocial Care NURS 2362 Practice of Psychosocial Care NURS 3140 Interventions Psychosocial Transitions NURS 3115 Intro. to the Nursing Research Process NURS 4980 Integrated Workshop | Director Assessment Academic advising Evaluation Committee |
| Cotto Quiles, María T. 2018- 2020 | PT | 2 | Lecturer | MSN 2014 | X | Blackboard Certification | Gerontology | NURS 1112 Practice Fundamentals NURS 2234 Practice of Adult II | |
| Fernández Rivas, Leirybeth August 2021 to present | PT | 1 | Lecturer | Master's Degree in Nursing Sciences | X | | Medicine and Surgery | NURS 1112 Practice Fundamentals NURS 1232 Practice of adult I NURS 4911 Practice life Cycle NURS 4914 Practice Family and Community | Evaluation Supervision of student in practice |

| Faculty Name | workload | Year (s) Teaching experience | Rank | Faculty Credentials | | | Specialty Area | Academic Teaching (T) and Other (O) Areas of Responsibility | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Academic Degree | RN License | Certifications | | T | O |
| González Guzmán, Jenny<br><br>2008 to present | PT | 15 | Lecturer | MSN 1991 | X | Blackboard learning | Clinical Specialist in Acute Care and secondary role in Education 18 years of experience in Mental health and Psychiatric areas | NURS 3140 Interventions Psychosocial Transitions NURS 3190 Professional Interventions in Life NURS 3115 Intro. to the Nursing Research Process NURS 3100 Dimensions of Professional Practice | Evaluation |
| González Santiago, Dennisse Y.<br><br>2014 to present | FT | 4 | Instructor | Ed. D ©<br><br>MSN 2014 | X | Blackboard learning | Specialty Maternal and Child | NURS 1130 Pharmacological Aspects NURS 2141 Fundamentals of Maternal – Neonatal Care NURS 2142 Practice of Maternal – Neonatal Care NURS 2352 Practice of pediatric care NURS 4980 Integrated Workshop NURS 2970 Transition Seminar | Assessment<br><br>Academic advising Evaluation Committee<br><br>Evaluation Supervision of student |
| Guzmán Pérez, Melanee August 2018 to May 2023 | PT | 5 | Lecturer | MSN 2020 | X | | Medical and Surgical | NURS 1232 Practice of Adult I NURS 2234 Practice of Adult II | |

| Faculty Name | workload | Year (s) Teaching experience | Rank | Faculty Credentials | | | Specialty Area | Academic Teaching (T) and Other (O) Areas of Responsibility | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | Academic Degree | RN License | Certifications | | T | O |
| | | | | | | | | NURS 4911 Practice Life Cycle | |
| Llinás Rosario, Ivonne August 2022 to May 2023 | PT | 1 | Lecturer | MSN 2021 | X | | Medicine and Surgery | NURS 1112 Practice Fundamentals of Nursing NURS 1232 Practice of Adult I | Evaluation Supervision of student |
| Maldonado Ramos, Omayra August 2020- Dec. 2021 | PT | 1 | Lecturer | MSN 2020 | X | | Critical Care - Specialty | NURS 1112 Practice of Fundamentals | Evaluation Supervision of student |
| Marrero Rivera, Yesenia August 2019 to present | PT | 4 | Lecturer | MD 2018 BSN 2007 | X | Blackboard Certifications | Medical – Surgical | NURS 1112 Practice of Fundamentals NURS 1232 Practice of Adult I NURS 3120 Health Assessment | Evaluation Supervision of student |
| Martínez García, Yahaira August 2021 to present | PT | | Lecturer | | X | | | NURS 1232 Practice of Adult I NURS 2234 Practice of Adult II NURS 4911 Practice Life Cycle | Evaluation Student Supervision of Practice |
| Medina Maldonado, Keishla January 2018 to present | PT | 4 | Lecturer | Master's Degree in Nursing Sciences 2017 | X | Phlebotomy Training Course Transforming Education through Simulation | Mental and Psychiatry Care | NURS 2362 Practice of Psychosocial Care | Evaluation Student Supervision of Practice |
| Morales Rodríguez, Yolanda | PT | 4 | Lecturer | MSN | X | | Mental and Psychiatry Care | NURS 2362 Practice of Psychosocial Care | Evaluation Student Supervision of Practice |

| Faculty Name | workload | Year (s) Teaching experience | Rank | Faculty Credentials | | | Specialty Area | Academic Teaching (T) and Other (O) Areas of Responsibility | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Academic Degree | RN License | Certifications | | T | O |
| 2019 to present | | | | | | | | | |
| Ortiz Colón, Carmen<br><br>2008 to present | PT | 15 | Lecturer | MS 2009 | X | Certification in Sign language<br><br>Blackboard Certification | Family Care Maternal and Child | NURS 2352 Practice of Pediatric<br>NURS 2142 Practice of Maternal – Neonatal Care<br>NURS 2970 Integrative Seminar<br>NURS 1231 Fundamentals of Adult I | Evaluation<br>Student Supervision of in practice |
| Ortiz Colón, Soamí<br><br>2017 to 2021 | PT | 9 | Lecturer | MS 2009 | X | Blackboard Certification | Family Care Maternal and Child | NURS 1112 Practice of Fundamental | Evaluation<br>Supervision of student |
| Pagán Cartagena, Luis R.<br>2020 | PT | 2 | Lecturer | MSN 2010 | X | Blackboard Certification | Critical Care - Specialty | NURS 3115 Intro. to the Nursing Research Process<br>NURS 4911 Practice Life Cycle<br>NURS 4980 Integrated Workshop | |
| Pérez Rivera, Elga J.<br><br>2013 – 2020 | FT | 10 | Assistant Professor | Ed. D 2016<br><br>MSN 2000 | X | Blackboard Certification | Medicine and Surgery | NURS 1130 Pharmacological Aspects<br>NURS 3120 Health Assessment<br>NURS 4911 Practice Life Cycle<br>NURS 3190 Professional Interventions in Life | Assessment<br><br>Academic advising Evaluation Committee<br><br>Evaluation Supervision of student |

| Faculty Name | workload | Year (s) Teaching experience | Rank | Faculty Credentials | | | Specialty Area | Academic Teaching (T) and Other (O) Areas of Responsibility | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Academic Degree | RN License | Certifications | | T | O |
| | | | | | | | | NURS 4914 Practice Family and Community | |
| Pérez Rosado, Iris D.

2016 - 2019 | PT | 11 | Lecturer | MSN 2007 | X | Blackboard Certification in basic and Intermediate levels | Specialty Maternal and Child

Critical Care - Specialty | NURS 2352 Practice of Pediatric NURS 2142 Practice of Maternal – Neonatal Care | Evaluation Student Supervision |
| Rivera Alejandro, Elsa

2020 to 2021 | PT | 1 | Lecturer | MSN 2019 | X | | Medicine and Surgery | NURS 1112 Practice Fundamentals of Nursing NURS 1232 Practice of Adult I NURS 4911 Practice Life Cycle | |
| Rivera Berríos, Yeniva

2020 to 2023 | PT | 1 | Lecturer | MSN 2020 | X | | Critical Care - Specialty | NURS 1232 Practice of Adult I NURS 2234 Practice of Adult II | |
| Rodríguez Rivera, Adbel

August 2019 to present | FT | 4 | Assistant Professor | MD 2016 MSP 2016 MSN 2021 to present BSN 2009 | X | Blackboard Certification

Certification in Epidemiology | Medical – Surgical | NURS 1130 Pharmacological Aspects NURS 1231 Fundamentals of Adult Care I NURS 2233 Fundamentals of Adult Care II NURS 3120 Health Assessment | |

| Faculty Name | workload | Year (s) Teaching experience | Rank | Faculty Credentials | | | Specialty Area | Academic Teaching (T) and Other (O) Areas of Responsibility | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Academic Degree | RN License | Certifications | | T | O |
| Rosado Colón, Héctor R.<br><br>2015 to 2022 | PT | 7 | Lecturer | MSN 2013 | X | Certification in Developing Personal and Professional Skills Certification in Respirator Fit Testing Particle | Mental Health and Psychiatric Nursing | NURS 2362 Practice of Psychosocial | Evaluation Student Supervision |
| Sánchez Marrero, Jannian<br><br>August 2020 to 2022 | PT | 2 | Lecturer | MSN 2020 | X | | Medicine and Surgery | NURS 1112 Practice of Fundamental NURS 2234 Practice of Adult II NURS 4980 Integrated Workshop | |
| Sandoval Avilés, Franshelly<br><br>2018- 2022 | PT | 4 | Lecturer | MSN 2016 | X | Blackboard Certification | Adults and Elderly Care | NURS 1111 Fundamentals of Nursing NURS 1231 Fundamentals of Adult Care I NURS 2233 Fundamentals of Adult Care II | |
| Santiago Rosado, Nereida<br><br>2012 to present | PT | 13 | Lecturer | MSN 2001 | X | -Certification of Operating - Room Nurse -Distance Education - CPR Course -Instructor - Measures ACLS | Critical Care - Specialty | NURS 4911 Practice Life Cycle NURS 4980 Integrated Workshop | Evaluation Student Supervision |

| Faculty Name | workload | Year (s) Teaching experience | Rank | Faculty Credentials | | | Specialty Area | Academic Teaching (T) and Other (O) Areas of Responsibility | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Academic Degree | RN License | Certifications | | T | O |
| | | | | | | - Intensive and Coronary Course instructor Blackboard Certification | | | |
| Santiago Rosas, Ada L 2010 to present | PT | 22 | Lecturer | MSN 1996 | X | | Mental Health and Psychiatric Nursing | NURS 2362 Practice of Psychosocial Care | Evaluation Supervision of student in practice |
| Santos Pagán, Linette 2014 -2018 2023 to present | PT | 5 | Lecturer | MS 2013 | X | Education Certificate in Health with concentration in school health | Master Education with a concentration in family, health and consumer sciences | NURS 2352 Practice of Pediatric | Evaluation Student Supervision of |
| Soto Gracia, Linarie 2018 - 2019 | PT | 1 | Lecturer | FNP | X | Certificate as CPR Instructor | Adults and elderly | NURS 2362 Practice of Psychosocial Care | Evaluation Student Supervision |
| Torres Montesino, Mariela 2017 to present | FT | 6 | Assistant Professor | DSN 2018 MSN 2005 | X | Blackboard Certificate | Medicine and Surgery Research | NURS 2970 Transition Seminar NURS 2234 Practice of Adult II NURS 1111 Fundamentals of Nursing NURS 1130 Pharmacological Aspects | Assessment Academic advising Evaluation Committee |

| Faculty Name | workload | Year (s) Teaching experience | Rank | Faculty Credentials | | | Specialty Area | Academic Teaching (T) and Other (O) Areas of Responsibility | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Academic Degree | RN License | Certifications | | T | O |
| Torres Rodríguez, Ana E. 1992 to present | FT | 31 | Associate Professor | Ed. D 2013 MSN – 1986 | X | Blackboard Certificate | Critical Care – with sub-specialty Cardiology | 1231 Fundamentals of Adult Care I NURS 2233 Fundamentals of Adult Care II NURS 4911 Practice Life Cycle NURS 4980 Integrated Workshop | Assessment Academic advising Evaluation Committee |
| Vázquez Rivera, Felícita 1994 - 2020 | PT | 26 | Lecturer | MSN 1994 | X | Epidemiology CPR Instructor | Medicine and Surgery - Critical Care | NURS 3100 Dimensions of The Professional Practice NURS 2351 Fundamentals of Pediatric Care | Evaluation |

FT: Full time faculty PT: Part-time faculty

APPENDIX III. F. 1.
PROGRAM SEQUENCE PLAN

## Sequence Plans for the BSN

| First Semester | | | A | P | Cr |
|---|---|---|---|---|---|
| GEMA | 1000 | Quantitative Reasoning | ___ | ___ | 3 |
| GEIC | 1010 | Information and computing technologies | ___ | ___ | 3 |
| +GEEN | ____ | English | ___ | ___ | 3 |
| NURS | 1111 | Fundamentals of Nursing | ___ | ___ | 3 |
| NURS | 1112 | Practice of Fundamentals of Nursing | ___ | ___ | 4 |
| NURS | 1130 | Pharmacologic Aspects | ___ | ___ | 2 |
| | | | | | 3 |
| | | | | | **18** |

| Second Semester | | | A | P | Cr |
|---|---|---|---|---|---|
| +GEEN | ____ | English | ___ | ___ | 3 |
| GEHS | 1010 | Hist. proc. of Puerto Rico Contemporary | ___ | ___ | 3 |
| +GESP | ____ | Literature & Comm.: Narrative I | ___ | ___ | 3 |
| NURS | 1231 | Fundamentals of Adult Care I | ___ | ___ | 6 |
| NURS | 1232 | Practice of Adult Care I | ___ | ___ | 2 |
| | | | | | **17** |

| Third Semester | | | A | P | Cr |
|---|---|---|---|---|---|
| +GESP | ____ | Literature & Communication: Essay and Theater | ___ | ___ | 3 |
| NURS | 2141 | Fundamentals of Maternal Neonatal-Care | ___ | ___ | 2 |
| NURS | 2142 | Practice of Maternal Neonatal-Care | ___ | ___ | 6 |
| NURS | 2233 | Fundamentals of Adult Care II | ___ | ___ | 2 |
| NURS | 2234 | Practice of Adult Care II | ___ | ___ | 3 |
| | | | | | **16** |

| Fourth Semester | | | A | P | Cr |
|---|---|---|---|---|---|
| GECF | 1010 | Introduction to the Christian faith | ___ | ___ | 3 |
| NURS | 2351 | Fundamentals of Pediatric Care | ___ | ___ | 3 |
| NURS | 2352 | Practice of Pediatric Care | ___ | ___ | 2 |
| NURS | 2361 | Fundamentals of Psychosocial Care | ___ | ___ | 3 |
| NURS | 2362 | Practice of Psychosocial Care | ___ | ___ | 2 |
| NURS | 2970 | Transition Seminar | ___ | ___ | 1 |
| | | | | | **14** |

| Fifth Semester | | | A | P | Cr |
|---|---|---|---|---|---|
| NURS | 3100 | Dimensions of Professional Practice | ___ | ___ | 3 |
| NURS | 3115 | Introduction to Nursing Research Process | ___ | ___ | 3 |
| NURS | 3120 | Health Assessment | ___ | ___ | 4 |
| +GEEN | ____ | English | ___ | ___ | 3 |
| GEHS | 2000 | Entrepreneurial Culture | ___ | ___ | 3 |
| | | | | | **16** |

| Sixth Semester | | | A | P | Cr |
|---|---|---|---|---|---|
| NURS | 3140 | Interventions in Psychosocial Transitions | ___ | ___ | 2 |
| NURS | 3190 | Prof. Intervention during Life Cycle | ___ | ___ | 4 |
| NURS | 4911 | Pract. of Prof. Inter. during Life Cycle | ___ | ___ | 3 |
| +GESP | ____ | Literature and world view | ___ | ___ | 3 |
| | | | | | **12** |

| Seventh Semester | | | A | P | Cr |
|---|---|---|---|---|---|
| NURS | 4180 | Family and Community Care | ___ | ___ | 4 |
| NURS | 4914 | Practice Family & Community | ___ | ___ | 4 |
| **GEST | ____ | 2020 o 3030 (select one) | ___ | ___ | 3 |
| GEPE | 4040 | Ethical Dimensions of Contemporary Matters | ___ | ___ | 3 |
| | | | | | **14** |

| Eight Semester | | | A | P | Cr |
|---|---|---|---|---|---|
| NURS | 4980 | Integration Workshop | ___ | ___ | 4 |
| **GEPE | ____ | 3010, 3020 o 3030 (Select one) | ___ | ___ | 3 |
| *GEHS | ____ | 3020, 3050, 4020 o 4030 | ___ | ___ | 3 |
| ELEC | ____ | (select one) Elective course | ___ | ___ | 3 |
| | | | | | **13** |

**REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE IN NURSING: General education 45 credits + Major requirements 72 credits + Elective 3 credits = 120 credits.** +The student is enrolled in basic, intermediate or advanced courses according to the results of the College Entrance Examination Board

APPENDIX III. F. 2
DISTRIBUTION OF CREDIT HOURS OF PROGRAM COURSES

# Distribution of hours / Programs course credits

**First Year, First Semester**

| COURSE NUMBER | COURSE TITLE | CREDITS | HOURS THEORETICAL INSTRUCTION (LECTURE) | HOURS CLINICAL PRACTICE (LABORATORY) |
|---|---|---|---|---|
| GEIC 1010 | Information and Computer Literacy | 3 | 45 | - |
| GEMA 1000 | Quantitative Reasoning | 3 | 45 | - |
| GEEN_____ | English as Second Language I | 3 | 45 | - |
| NURS 1111 | Fundamentals of Nursing | 4 | 60 | - |
| NURS 1112 | Practice of Fundamentals | 2 | - | 90 |
| NURS 1130 | Pharmacological Aspects of Nursing | 3 | 45 | 30 |
| **Subtotal** | | **18** | **270** | **120** |

**First Year, Second Semester**

| COURSE NUMBER | COURSE TITLE | CREDITS | HOURS THEORETICAL INSTRUCTION (LECTURE) | HOURS CLINICAL PRACTICE (LABORATORY) |
|---|---|---|---|---|
| GEEN_____ | English as Second Language II | 3 | 45 | - |
| GEHS 1010 | Historical Process of Puerto Rico | 3 | 45 | |
| GESP_____ | Literature & Comm.: Narrative and Essay I | 3 | 45 | |
| NURS 1231 | Fundamentals of Adult Care I | 6 | 90 (45 hrs. Science/ 45 hrs. Nursing) | - |
| NURS 1232 | Practice of Adult Care I | 2 | - | 90 |
| **Subtotal** | | **17** | **225** | **150** |

**Second Year, First Semester**

| COURSE NUMBER | COURSE TITLE | CREDITS | HOURS THEORETICAL INSTRUCTION (LECTURE) | HOURS CLINICAL PRACTICE (LABORATORY) |
|---|---|---|---|---|
| GESP _____ | Literature & Communication: Poetry and Theater | 3 | 45 | - |
| NURS 2141 | Fundamentals of Maternal-Neonatal Care | 3 | 45 | - |
| NURS 2142 | Practice of Maternal-Neonatal Care | 2 | - | 60 |
| NURS 2233 | Fundamentals of Adult Care II | 6 | 90 (45 hrs. Science/ 45 hrs. Nursing) | - |
| NURS 2234 | Practice of Adult Care II | 2 | - | 90 |
| **Subtotal** | | **16** | **180** | **150** |

**Second Year, Second Semester**

| COURSE NUMBER | COURSE TITLE | CREDITS | HOURS THEORETICAL INSTRUCTION (LECTURE) | HOURS CLINICAL PRACTICE (LABORATORY) |
|---|---|---|---|---|
| GECF 1010 | Christian Faith | 3 | 45 | - |
| NURS 2351 | Fundamentals of Pediatric Care | 3 | 45 | - |
| NURS 2352 | Practice of Pediatric Care | 2 | - | 60 |
| NURS 2361 | Fundamentals of Psychosocial Care | 3 | 45 | - |
| NURS 2362 | Practice of Psychosocial Care | 2 | - | 60 |
| NURS 2970 | Transition Seminar | 1 | 45 | - |
| **Subtotal** | | **14** | **180** | **60** |

**Third Year, First Semester**

| COURSE NUMBER | COURSE TITLE | CREDITS | HOURS THEORETICAL INSTRUCTION (LECTURE) | HOURS CLINICAL PRACTICE (LABORATORY) |
|---|---|---|---|---|
| NURS 3100 | Dimensions of Professional Practice | 3 | 45 | - |
| NURS 3120 | Health Assessment | 4 | 30 | 60 |
| NURS 3115 | Introduction to Nursing Research Process | 3 | 45 | - |
| GEEN _____ | English as Second Language III | 3 | 45 | - |
| GESP _____ | World View Through Literature | 3 | 45 | - |
| **Subtotal** | | **16** | **210** | **60** |

**Third Year, Second Semester**

| COURSE NUMBER | COURSE TITLE | CREDITS | HOURS THEORETICAL INSTRUCTION (LECTURE) | HOURS CLINICAL PRACTICE (LABORATORY) |
|---|---|---|---|---|
| *GEHS 2020 or 3020 or 3030 or 3040 or 4020 or 4030 | Global Vision of Economy, or Global Society, or Human Formation in Contemporary Society, or Individual, Society and Culture, or Ancient, Medieval Western Civilization, or Contemporary Western Civilization | 3 | 45 | - |
| NURS 3140 | Intervention in Psychosocial Transition | 2 | 30 | - |
| NURS 3190 | Professional Intervention during the Life Cycle | 4 | 60 | - |
| NURS 4911 | Pract. of Prof. Inter. during Life Cycle | 3 | - | 90 |
| **Subtotal** | | **12** | **135** | **90** |

**Fourth Year, First Semester**

| COURSE NUMBER | COURSE TITLE | CREDITS | HOURS THEORETICAL INSTRUCTION (LECTURE) | HOURS CLINICAL PRACTICE (LABORATORY) |
|---|---|---|---|---|
| GEPE 4040 | Ethical Dimensions of Contemporary Matters | 3 | 45 | - |
| *GEST 2020 or 303 | Science, Technology and Environment Or The Physical World and the Individual | 3 | 45 | - |
| NURS 4180 | Nursing Care of family and Community | 4 | 60 | - |
| NURS 4912 | Integrated Practice of family and Community | 4 | - | 120 |
| **Subtotal** | | **14** | **150** | **120** |

**Fourth Year, Second Semester**

| COURSE NUMBER | COURSE TITLE | CREDITS | HOURS THEORETICAL INSTRUCTION (LECTURE) | HOURS CLINICAL PRACTICE (LABORATORY) |
|---|---|---|---|---|
| *GEHS 2020 or 3020 or 3030 or 3040 or 4030 | Global Vision of economy, or Global Society, or Human Formation in Contemporary Society, or Individual, Society and Culture, or Ancient Medieval Western Civilization, or Contemporary Western Civilization | 3 | 45 | - |
| NURS 4980 | Integrated Workshop | 4 | 30 | 90 |
| *GEPE 2020, or 3010, or 3020 | Humanistic Studies Art Appreciation Music Appreciation | 3 | 45 | - |
| | Elective Course | 3 | 45 | - |
| **Subtotal** | | **13** | **135** | **90** |

APENDICE III. F. 3
PRESENTS DISTRIBUTION OF THEORETICAL INSTRUCTION AND CLINICAL
PRACTICE HOURS PER COURSE

**Credits and Distribution of Hours for Theoretical Instruction and Clinical Practice per Course**

| Course Content | | Course Title & Number | Number of Credits | Total Hours Theoretical Instruction | Total Hours Clinical Practice |
|---|---|---|---|---|---|
| Introduction to Fundamentals of Nursing | NURS 1111 | Fundamentals of Nursing | 3 | 45 | --- |
| | NURS 1112 | Practice of Fundamentals (clinical) | 2 | --- | 90 |
| | NURS 1130 | Pharmacological Aspects of Nursing | 3 | 45 | 30 |
| Nursing Care of the Adult | NURS 1231 | Fundamentals of Adult Care I | 6 | 90 (45 hrs. Science/ 45 hrs. Nursing) | --- |
| | NURS 1232 | Practice of Adult Care I | 2 | --- | 90 |
| | NURS 2233 | Fundamentals of Adult Care II | 6 | 90 (45 hrs. Science/ 45 hrs. Nursing) | --- |
| | NURS 2234 | Practice of Adult Care II | 2 | --- | 90 |
| | NURS 3120 | Health Assessment (66.6%) | 4 | 2/30 | 40/60 |
| | NURS 3190 | Professional Interventions in Life Cycle (50%) | 2/4 | 30 | --- |
| | NURS 4911 | Practice Life Cycle (50%) | 1.5/3 | --- | 45 |
| | NURS 4980 | Integrated Workshop | | 30 | 90 |
| Nursing Care of Mothers and Infants (OBSTETRICAL) | NURS 2141 | Fundamentals of Maternal Neonatal Care | 3 | 45 | --- |
| | NURS 2142 | Practice of Maternal Neonatal Care | 2 | --- | 60 |
| | NURS 4914 | Practice Family and Com. (33.3%) | 1.3/4 | 6 | 30/90 |
| | NURS 4980 | Integrated Workshop | --- | --- | --- |
| Nursing Care of Children (PEDIATRICS) | NURS 2351 | Fundamentals of Pediatric Care | 3 | 45 | --- |
| | NURS 2352 | Practice in Pediatric Care | 2 | - | 60 |
| | NURS 3120 | Health Assessment (33.3%) | -- | 10/30 | --- |
| | NURS 3190 | Professional Interventions in Life Cycle (50%) | 2/4 | 30 | --- |
| | NURS 4911 | Practice of Professional Intervention during Life Cycle (50%) | 1.5/3 | --- | 45 |
| | NURS 4980 | Integrated Workshop | | 6 | --- |
| Nursing Care of Clients with Psycho-Social Problems | NURS 2361 | Fundamentals of Psychosocial Care | 3 | 45 | --- |
| | NURS 2362 | Practice of Psychosocial Care | 2 | --- | 60 |
| | NURS 3140 | Intervention in Psychosocial Trans. | 2 | 30 | --- |
| | NURS 4914 | Practice Family and Com. (33.3%) | 1.3/4 | --- | 40 |
| | NURS 4980 | Integrated Workshop | --- | --- | --- |
| Nursing Care of Patients with Long Term Problems | | Integration into Medical-Surgical Nursing | --- | --- | --- |

| Course Content | | Course Title & Number | Number of Credits | Total Hours Theoretical Instruction | Total Hours Clinical Practice |
|---|---|---|---|---|---|
| (rehabilitation & long-term care) | | | | | |
| Nursing Care of Populations in Family and Community Settings | NURS 4180 | Nursing Care of Family and Community | 4 | 60 | --- |
| | NURS 4914 | Practice Family and Com. (33.3%) | 1.3/4 | --- | 30/90 |
| Research in nursing | NURS 3115 | Intro. to the Nursing Research Process | 3 | 45 | ---- |
| Leadership Management | NURS 3100 | Dimensions of Prof. Practice | 3 | 45 | ---- |
| | NURS 2970 | Transition Seminar | 1 | 15 | ---- |
| | NURS 4911 | Practice of Professional Intervention during Life Cycle | | | |
| TOTAL HOURS | | | --- | 727 | 800 |

APPENDIX III. G. 1
LINKS BETWEEN STUDENT LEARNING OUTCOMES, COURSES,
LEARNING ACTIVITIES AND ENVIRONMENTS

**Links between student learning outcomes, courses, learning activities and Environments.**

| Student learning outcomes | Courses | Learning Activities | Environment |
|---|---|---|---|
| 1. The student will integrate cognitive, affective and psychomotor skills by providing nursing care to the individual, family, and community. | All theorical courses | • Lectures<br>• Study Guides<br>• Division of Small Groups<br>• Diagrams<br>• Debates<br>• Oral Report<br>• Assigned Readings | • Classroom<br>• Blackboard (Strategy to support the classroom course) |
| | All internship courses | • Discussion of clinical cases<br>• Clinical practice<br>• Role play (NURS 4980)<br>• Simulations<br>• Skill recording for feedback | • Laboratory and Clinical Practice (Hospital and other scenarios of practices)<br>• Skills laboratory<br>• Families and Community |
| 2. The student will provide health care to individuals, families, groups and community taking into consideration the stages of growth and development in which they are. | All internship courses | • Study Guides<br>• Division of Small Groups<br>• Diagrams<br>• Oral Report<br>• Assigned Readings<br>• Auto Tutorial<br>• Conferences | • Classroom<br>• Blackboard (Strategy to support the classroom course) |
| | All internship courses | • Laboratory Practice<br>• Communities visit<br>• Discussion of clinical cases<br>• Clinical practice<br>• Role play (NURS 4980)<br>• Simulations<br>• Family Assessment (NURS 4914) | • Laboratory and Clinical Practice (Hospital and other scenarios of practices)<br>• Skills laboratory<br>• Families and Community |
| 3. The student will play the role of the nursing professional guided by ethical-moral values, committed to a humanistic care that responds to the needs of the changing society. | NURS 1111<br>NURS 1231<br>NURS 2970<br>NURS 3100<br>N URS 3190 | • Lectures<br>• Study Guides<br>• Division of Small Groups<br>• Diagrams<br>• Debates<br>• Oral Report<br>• Assigned Readings | • Classroom<br>• Blackboard (Strategy to support the classroom course) |
| | All internship courses | • Laboratory Practice<br>• Community visits<br>• Discussion of clinical cases<br>• Clinical practice<br>• Role play (NURS 4980)<br>• Simulations | • Laboratory and Clinical Practice (Hospital and other scenarios of practices)<br>• Families and Community<br>• Skills laboratory |

| Student learning outcomes | Courses | Learning Activities | Environment |
|---|---|---|---|
| 4. The student will assume the leader's role in the administration of health care in different scenarios. | NURS 1111<br>NURS 2970<br>NURS 3100<br>N URS 3190<br>NURS 4980 | • Conferences (power point presentation)<br>• Study Guides<br>• Division of Small Groups<br>• Diagrams<br>• Debates<br>• Oral Report<br>• Assigned Readings | • Classroom<br>• Blackboard (Strategy to support the classroom course) |
| | NURS 2142<br>NURS 2234<br>NURS 4911<br>NURS 4914<br>NURS 4980 | • Performance of Leader's Role<br>• Clinical Practice<br>• Prioritizing Interventions<br>• Assign Reading Management and Leadership | • Laboratory and Clinical Practice (Hospital and other scenarios of practices)<br>• Families and Community |
| 5. The student will apply evidence to provide health care to the person, family, and community in structured and unstructured settings. | All theorical courses | • Oral Presentation<br>• Textbook Web site review<br>• Reading and library research (CINAHL) | • Classroom<br>• Library<br>• Data bases |
| | All internship courses | • Conferences (power point presentation)<br>• Laboratory and Clinical Practice<br>• Role Playing<br>• Learning Modules<br>• Oral Presentation<br>• Textbook Web site review<br>• Reading and library research (CINAHL)<br>• Research<br>• Analysis of research articles to find the best quality evidence<br>• Discussion of clinical cases | • Clinical Practice (Hospital and other scenarios of practices)<br>• Library Resource |
| 6. The student will apply knowledge in health management information and in use of technology in providing health care to the individual, family, community and populations at different stages of development. | All theorical courses | • Conferences (power point presentation)<br>• Reading and library research (CINAHL)<br>• Study Guides from Text and Internet Resources | • Classroom |
| | All internship courses | • Laboratory and Clinical Practice | • Laboratory practice<br>• Clinical Practice (Hospital and other scenarios of practices)<br>• Families and Community<br>• Library Resource |

| Student learning outcomes | Courses | Learning Activities | Environment |
|---|---|---|---|
| 7. The student will demonstrate communication skills and teamwork by coordinating the care of individuals, families and communities in different settings. | All theorical courses | • Conferences (power point presentation) <br>• Study Guides <br>• Classroom Lecture | • Classroom <br>• |
| | All internship courses | • Laboratory and Clinical Practice <br>• Discussion of Clinical Experiences Laboratory and Clinical Practice <br>• Discussion of clinical cases | • Laboratory practice <br>• Clinical Practice (Hospital and other scenarios of practices) <br>• Families and Community |
| 8. The student will exhibit knowledge at all three levels of prevention to promote health and prevent diseases in the individual and vulnerable populations. | All theorical courses | • Classroom Lectures <br>• Conferences (power point presentation) | • Classroom <br>• Blackboard (Strategy to support the classroom course) |
| | All internship courses | • Development of Care Plans <br>• NIC Discussion <br>• Dependent and Interdependent Interventions <br>• Laboratory and Clinical Practice Laboratory and Clinical Practice | • Laboratory practice <br>• Clinical Practice (Hospital and other scenarios of practices) <br>• Families and Community <br>• Skills Laboratory |
| 9. The student will demonstrate knowledge in laws, regulations, public policies that affect nursing practice. | All theorical courses | • Conference with Power Point Presentation <br>• Discussion of Real and Hypothetical Situations <br>• Web Content <br>• Discussion of policies and laws | • Classroom <br>• Blackboard (Strategy to support the classroom course) <br>• Internet |
| | All internship courses | • Laboratory and Clinical Practice <br>• Development of care plans | • Laboratory practice <br>• Clinical Practice (Hospital and other scenarios of practices) <br>• Families and Community <br>• Skills Laboratory |

(Source: Nursing Program)

APPENDIX III. I. 1
ASSESSMENT TOOLS AND METHODOLOGIES USED
IN NURSING PROGRAM COURSES

**Assessment tools and methodologies used in the Nursing Program Courses**

| COURSES | ASSESSMENT STRATEGIES | EVALUATION METHODOLGIES |
|---|---|---|
| **NURS. 1111: Fundamentals of Nursing** | Use of Questions<br>Group Discussion Sessions<br>Small Group Discussions | Exams<br>Quizzes<br>Research Themed Card |
| **NURS. 1112: Practice of Fundamentals of Nursing** | Use of Questions<br>Checklist<br>Group Dynamics<br>Small Group Discussions<br>Rubric<br>Demonstrations and Feedback | Short Tests<br>Care Plans<br>Motor Performance Tests (practical exams)<br>Assignments<br>Documentation<br>Laboratory Skills<br>Clinical Practice (Clinical execution) |
| **NURS. 1130: Pharmacological Aspects in Nursing** | Use of Questions<br>Group Discussion Sessions<br>Checklist<br>Group Dynamics<br>Small Group Discussions<br>Rubric<br>Demonstrations and Feedback | Motor Performance Tests (practical exams)<br>Exams<br>Quizzes<br>Assignments<br>Medicine File<br>Laboratory Skills<br>Practical Exams |
| **NURS. 1231: Fundamentals of Adult I Care** | Use of Questions<br>Group Discussions Sessions | Creative Work<br>Exams<br>Research Thematic Card<br>Quizzes<br>Critical thinking situations |
| **NURS. 1232: Practice of Adult I Care** | Use of Questions<br>Quick Feedback Questionnaire<br>Pre-y Post Tests<br>Checklist<br>Small Group Discussions<br>Rubric<br>Self-Assessment Exercise<br>Demonstrations and Feedback | Short Tests<br>Care Plans<br>Motor Performance Tests (practical exams)<br>Assignments<br>Documentation<br>Laboratory Skills<br>Clinical Practice (Clinical execution)<br>Discussions of Clinical Case<br>Medicine File |
| **NURS. 2141: Fundamentals of Maternal-Neonatal Care** | Use of Questions<br>Group Discussion Sessions | Test<br>Research Themed Card |
| **NURS. 2142: Practice of Maternal-Neonatal Care** | Use of Questions<br>Group Discussions Sessions<br>Checklist<br>Small Group Discussions<br>Rubric<br>Self-Assessment Exercise<br>Demonstrations and Feedback | Short Tests<br>Care Plans<br>Motor Performance Tests (practical tests)<br>Assignments<br>Documentation<br>Laboratory Skills<br>Medicine Card Holder<br>Drugs Test Clinical Practice (Clinical execution)<br>Educational Speaks |
| **NURS. 2233: Fundamentals of Adult II Care** | Use of Questions<br>Group Discussion Sessions<br>Conceptual maps | Short Tests<br>Creative Work<br>Exams<br>Research Themed Card<br>Quizzes |

| COURSES | ASSESSMENT STRATEGIES | EVALUATION METHODOLGIES |
|---|---|---|
| **NURS. 2234: Practice of Adult II Care** | Use of Questions<br>Pre-y Post Tests<br>Quick Feedback Questionnaire<br>Group Discussion Sessions<br>Checklist<br>Small Group Discussions<br>Self-Assessment Exercise<br>Rubric<br>Demonstrations and Feedback | Short Tests<br>Care Plans<br>Motor Performance Skills (practical exams)<br>Assignments<br>Documentation<br>Laboratory Skills<br>Clinical Practice (clinical execution)<br>Education to Patients<br>Medicine File |
| **NURS. 2351: Fundamentals of Pediatric Care** | Use of Questions<br>Group Discussion Sessions<br>Concept Map<br>One Minute Paper<br>Targeted List<br>Word Search | Test<br>Research Themed Card |
| **NURS. 2352: Practice of Pediatric Care** | Use of Questions<br>Group Discussion Sessions<br>Checklist<br>Small Group Discussions<br>Rubric<br>Drawing<br>Demonstrations and Feedback<br>Medicine Seminar | Short Tests<br>Care Plans<br>Research Themed Card<br>Motor Performance Tests (practical exams)<br>Assignments<br>Documentation<br>Laboratory Skills<br>Educational Talks<br>Medicine File<br>Clinical Practice (Clinical execution) |
| **NURS. 2361: Fundamentals of Psychosocial Care** | Use of Questions<br>Group Discussion Sessions<br>Group Dynamics | Test<br>Case Study Presentation<br>Review Article<br>Research Themed Card |
| **NURS. 2362: Practice of Psychosocial Care** | Use of Questions<br>Group Discussion Sessions<br>Group Dynamics<br>Small Group Discussions<br>Rubric<br>Drawing<br>Reflective Journal | Short Tests<br>Care Plan<br>Assignments<br>Documentation<br>Clinical Practice (Clinical execution)<br>Narrative Process<br>Medicine Card Holder |
| **NURS 2970 Seminar of Transition** | Use of Questions<br>Group Discussion Sessions<br>Group Dynamics<br>Rubric | Test<br>Portfolio |
| **NURS. 3100: Dimensions of Professional Practice** | Use of Questions<br>Group Discussion Sessions | Test<br>Written Reports<br>Oral Reports<br>Research Themed Card<br>Creative Work |
| **NURS. 3120: Health Assessment** | Use of Questions<br>Group Discussion Sessions<br>Checklist<br>Group Dynamics<br>Small Group Discussion | Physical Exam<br>Test<br>Laboratory Skills<br>Written Reports<br>Projects |

| COURSES | ASSESSMENT STRATEGIES | EVALUATION METHODOLGIES |
|---------|----------------------|-------------------------|
|  | Rubric<br>Demonstrations and Feedback | Oral Reports<br>Clinical Practice |
| **NURS. 3115: Introduction to the Nursing Research Process** | Use of Questions<br>Group Discussion Sessions<br>Group Dynamics<br>Small Group Discussion | Test<br>Analysis of Research Articles<br>Written Reports<br>Oral Reports<br>Projects |
| **NURS. 3140: Intervention in Psychosocial Transition** | Use of Questions<br>Group Discussion Sessions<br>Group Dynamics<br>Small Group Discussion | Test<br>Written Reports<br>Oral Reports<br>Research Themed Card |
| **NURS. 3190: Professional Intervention During the Life Cycle** | Use of Questions<br>Group Discussion Sessions<br>Group Dynamics | Test<br>Written Reports<br>Oral Reports<br>Research Themed Card |
| **NURS. 4911: Practice of the Life Cycle** | Use of Questions<br>Pre and Post Tests<br>Quick Feedback Questionnaire<br>Group Discussion Sessions<br>Checklist<br>Rubric<br>Self-Assessment Exercise<br>Portfolio | Short Tests<br>Dramas<br>Clinical Case Discussion<br>Research Thematic Card<br>Documentation<br>Analysis of Research Articles<br>Physical Exam<br>Clinical Practice (Clinical execution)<br>Education to Patients<br>Posters<br>Education recorded on audio |
| **NURS. 4180: Nursing Care of Family and Community** | Use of Questions<br>Group Discussion Sessions<br>Group Dynamics | Research Themed Card<br>Test<br>Daily Critics |
| **NURS. 4914: Practice Family and Community** | Use of Questions<br>Group Discussion Sessions<br>Group Dynamics<br>Small Group Discussion<br>Rubric<br>Self-Assessment Exercise<br>Portfolio | Short Tests<br>Assignments<br>Written Reports<br>Educational Plans<br>Educational Talks<br>Family Case<br>Community Case<br>Clinical Practice (Clinical execution)<br>Oral Reports |
| **NURS.4980: Integration Workshop** | Use of Questions<br>Quick Feedback Questionnaire<br>Group Discussion Sessions<br>Rubric<br>Reflective Journal<br>Leader Portfolio | Short Tests<br>Test<br>Documentation<br>Leader<br>Problem Solving<br>Review of critical analysis<br>Education to Patients<br>Clinical Practice (Clinical execution)<br>Role play |

APPENDIX IV. A. 1
ASSESSMENT PLAN

INTER AMERICAN UNIVERSITY OF PUERTO RICO
BARRANQUITAS CAMPUS
NURSING PROGRAM

Assessment Plan

| Key Element | Source of information | Expected Outcome | Frequency of Assessment | Accountability | Results of Data Collection and Analysis Including actual level/s of achievement | Actions for Program Development, Maintenance, or Revision |
|---|---|---|---|---|---|---|
| **STANDARD I – PROGRAM QUALITY: MISSION AND GOVERNANCE** | | | | | | |
| **I-A.** The mission, goals, and expected program outcomes are:<br>▪ congruent with those of the parent institution; and<br>▪ reviewed periodically and revised as appropriate. | • Mission, vision and goals of the Inter-American University of Puerto Rico<br>• Mission, vision and goals of the Barranquitas Campus<br>• Mission, Vision and aims of the Nursing Program | The Mission/philosophy and outcomes of the nursing education syllabus will agree with those of the governing main organization. | Every 5 years or when Institution changes occur. | Nurse Administrator<br><br>Faculty | The Program shows the alignment between the mission and goals of BSN with the mission and goals of the Campus and the Institution. | *Maintenance*<br><br>Continue the alignment between the mission and goals of the Institution, and the Campus with the mission and general objectives of the Program. |
| I-B. The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals. | • Standards of the profession<br>• Code of ethics<br>• AACN Essentials<br>• Institutional Committee<br>• Administrators of the Barranquitas Campus<br>• Faculty Nursing Program | The mission, aims, and expected student outcomes are reviewed and revised, as appropriate, to reflect: professional nursing standards and guidelines; and the needs and expectations of the community of interest. | Every 5 years or when there are changes in the Institution or in the policies that regulate the nursing profession | Nurse Administrator<br><br>Faculty | The expected program outcomes were clearly established according to the standards of the profession and the law 254 that regulates the practice of | *Maintenance*<br>It will continue to review the mission, objectives and expected results when necessary to reflect compliance with the standards of the profession and |

| Key Element | Source of information | Expected Outcome | Frequency of Assessment | Accountability | Results of Data Collection and Analysis Including actual level/s of achievement | Actions for Program Development, Maintenance, or Revision |
|---|---|---|---|---|---|---|
| | | | | | nursing in Puerto Rico. Revised syllabuses and courses according to the new Essentials (2021). QSEN's competencies were integrated into the course content. | expectations of the community of interest. |
| I-C. The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest. | • Changes in policies and laws governing the profession<br>• Accrediting Agencies<br>• Employers report<br>• Graduates<br>• Standards of the profession<br>• Advisory Committee<br>• Student Satisfaction Surveys | Communities of interest will have input into program processes and decision making. | Every 5 years or when there are changes in the Institution | Nurse Administrator<br><br>Faculty | The mission, goals and expected program outcomes reflect the needs and expectations of the community of interest. Community recommendations have been considered. | *Maintenance*<br>It will continue to review the mission, objectives and expected results when necessary to reflect compliance with the standards of the profession and expectations of the community of interest. The community of interests input will continue to be obtained for Program |

| Key Element | Source of information | Expected Outcome | Frequency of Assessment | Accountability | Results of Data Collection and Analysis Including actual level/s of achievement | Actions for Program Development, Maintenance, or Revision |
|---|---|---|---|---|---|---|
| | | | | | | processes and decision making |
| I-D. The nursing unit's expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations. | • Faculty Manual 2021<br>• Faculty Assessments<br>• Faculty curriculum vitae<br>• Faculty records | The expected faculty outcomes area clearly identified in the Nursing Program and Barranquitas Campus and communicated to the faculty. | Every year or when there are institutional changes in the policies that regulate the functions and responsibili-ties of the faculty. | Nurse Administrator<br><br>Faculty<br><br>Dean of Academic Affairs | Expected faculty outcomes were clearly identified by the nursing unit.<br><br>The faculty reacted to the Expected faculty outcomes. The expectations of the nursing unit for the faculty are written, communicated to the faculty, and are consistent with institutional expectations. | *Maintenance*<br>The expectations of the nursing unit for the teaching staff are written and communicated to the faculty and are congruent with the institutional expectations. |
| I-E. Faculty and students participate in program governance. | • Faculty Manual 2021<br>• Student Regulations (2023)<br>• Report of the Dean of Students<br>• Members of the Student Association | The governing organization and nursing education committee will ensure representation of students, faculty, and administrators in ongoing governance activities. The Nursing Students Association will have participated in activities | Annual | Nurse Administrator<br><br>Faculty<br>Student | The faculty participated as a member in Institution Committee, Campus Committee and | *Maintenance*<br><br>Continue to encourage the participation of faculty and |

| Key Element | Source of information | Expected Outcome | Frequency of Assessment | Accountability | Results of Data Collection and Analysis Including actual level/s of achievement | Actions for Program Development, Maintenance, or Revision |
|---|---|---|---|---|---|---|
| | • Student Activities<br>• List of faculties in the Campus and Program Committees. | related to the profession of nursing in the Campus or the community. | | | Department Committee Students participated in the Student Association, Student Council and in activities in the community representing the Campus. | students in governance. |
| I-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are:<br>fair and equitable; published and accessible; and reviewed and revised as necessary to foster program improvement. | • Faculty Manual 2021<br>• Student Regulations (2023)<br>• Barranquitas' Campus' Web Page<br>• Inter American University of P. R Web Page. | Policies of the nursing education committee will be comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by goals and outcomes of the nursing education committee. | Every 5 years o or when there are institutional changes in the policies. | Nurse Administrator<br><br>Faculty | The Institutions policies and the policies of the Nursing Program agree and achieve the mission, goals and expected results of the student.<br><br>The policies of the Institution and the Nursing Program are accessible to the community of interest. | *Maintenance*<br><br>Continue promoting the application of Institution policies for faculty welfare.<br><br>Continue to encourage Nursing policies Program to be consistent with the Institution policies |
| I-G. The program defines and reviews formal complaints | • Faculty Manual 2021<br>• Student Regulations (2023) | The program will have established what constitutes a formal complaint and will establish procedures to | Semester | Nurse Administrator | At the end of each semester, the faculty | *Maintenance* |

| Key Element | Source of information | Expected Outcome | Frequency of Assessment | Accountability | Results of Data Collection and Analysis Including actual level/s of achievement | Actions for Program Development, Maintenance, or Revision |
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| according to established policies. | • Report concerns | address them according to the Institution's policies. | | Faculty | sends the Director of the Department a report of concerns of students attended. The Director analyzes the information and makes a report of concerns about the Program and sends it to the Dean of Academic Affairs. The Concerns report is discussed with the faculty. | Keep counting the concerns addressed by the faculty and in the Director's office.  Continue requesting the report of concerns to the faculty  Continue making a report of concerns addressed in the Program. |
| I-H. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications. | • Faculty Manual (2021)  • Student Regulations (2023)  • Barranquitas Campus' Web Page  • Inter American University of P. R Web Page. | Changes in policies, procedures and programs information will be clearly and consistently communicated to students, faculty and interest community in a timely manner. | Annual | Nurse Administrator | The catalogs, regulations and policies are accessible to the community through the website of the Institution.  Information related to the | *Maintenance*  Continue reviewing and applying Institution policies |

| Key Element | Source of information | Expected Outcome | Frequency of Assessment | Accountability | Results of Data Collection and Analysis Including actual level/s of achievement | Actions for Program Development, Maintenance, or Revision |
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| | | | | | Nursing Program is accessible to the community. The website of the Nursing Program was updated to guide the student. The normative documents of the institution are sent to the faculty by e-mail and when necessary these documents are discussed in meeting. | |
| STANDARD II - PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES | | | | | | |
| II-A. Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed. | • Budget plan | Fiscal resources will be sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization. | Annual | Chancellor (Rector)<br><br>Dean of Academic Affairs<br><br>Nurse Administrator | An annual budget plan is developed where the needs of the program are identified and funds are requested to meet them. | *Maintenance*<br><br>Continue working on a budget plan that provides sufficient fiscal resources for the Program operation. |
| II-B. Physical resources and clinical sites enable | • Budget plan<br>• Equipment | Physical resources and clinical sites will be sufficient to ensure the | Annual | Nurse Administrator | Program needs are identified. | *Maintenance* |

| Key Element | Source of information | Expected Outcome | Frequency of Assessment | Accountability | Results of Data Collection and Analysis Including actual level/s of achievement | Actions for Program Development, Maintenance, or Revision |
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| the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed. | • Materials<br>• Faculty<br>• Support staff<br>• Books<br>• Internship insurance<br>• Simulated laboratory<br>• Classroom with computers and projector<br>• Teaching materials<br>• Faculty Offices<br>• Inventory<br>• Practice Agencies | achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization. | | Coordinator<br><br>Faculty<br><br>Laboratory technician | New equipment is acquired for the simulated laboratory and skills laboratories. | Continue working on a budget plan that provides sufficient fiscal resources for the Program operation.<br><br>Continue acquiring equipment and materials for laboratories. Continue renewing contracts with internship agencies. |
| II-C.  Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis. | • Library Services<br>• Technological services<br>• Services of the laboratory of skills<br>• Cafeteria services, parking and first aid.<br>• Student satisfaction survey (Institution survey) | Physical resource (classrooms, labs, offices, etc.) will be sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, staff, and students.<br><br>The amount and utilization of support staff will be sufficient to meet program requirements. | Annual | Chancellor Dean of Academic Affairs Nurse Administrator Faculty | Upgrading physical installations.<br><br>New equipment and materials are acquired for laboratories. New computers are purchased for offices and classroom. | *Maintenance*<br><br>The use of physical resources between faculty and students will continue to be encouraged. |
| II-D.  The chief nurse administrator of the | • Curriculum vitae | The nursing education unit is administered by the Director who is | Annual | Chancellor (Rector) | An Administrative | *Maintenance* |

| Key Element | Source of information | Expected Outcome | Frequency of Assessment | Accountability | Results of Data Collection and Analysis Including actual level/s of achievement | Actions for Program Development, Maintenance, or Revision |
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| nursing unit: is a registered nurse (RN); holds a graduate degree in nursing; holds a doctoral degree if the nursing unit offers a graduate program in nursing; is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes; is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes. | • Description of the duties of the Director<br><br>• Faculty records<br><br>• Academic degrees<br><br>• Continuing education | a nurse that: holds a master in science of nursing. | | Dean of Academic Affairs Director of the Department of Health Sciences | Nurse Administrator holds a master's in science of nursing with a specialty in Mental Health and Psychiatry. She has a Doctoral degree in Nursing Sciences. | The Nurse Administrator will continue to foster professional development, leadership and keep up to date within her profession. |
| II-E.  Faculty are: sufficient in number to accomplish the mission, goals, and expected program outcomes; academically prepared for the areas in which they teach; and experientially prepared | • Faculty Manual 2021<br>• Faculty to student<br>• Ratios maximum in class room and practice.<br><br>• Curriculum Vitae<br><br>• Faculty records | The faculty are sufficient to ensure that the mission, goals and expected program outcomes are achieved.<br><br>100% of the nursing program faculty participate in continuous educational conferences and workshops and reflected in the classroom. | Annual | Chancellor<br><br>Dean of Academic Affairs<br><br>Nurse Administrator | A call for employment was opened for part-time faculty.<br><br>The Nursing Program has 5 full-time teachers. | *Maintenance*<br><br>Continue requesting faculty rosters as need. |

| Key Element | Source of information | Expected Outcome | Frequency of Assessment | Accountability | Results of Data Collection and Analysis Including actual level/s of achievement | Actions for Program Development, Maintenance, or Revision |
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| for the areas in which they teach. | | | | | | |
| II-F. Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role. | • The Nursing Program does not use preceptors. | --- | --- | --- | --- | --- |
| II-G. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes. | • Catalog of the Inter-American University of Puerto Rico<br>• Faculty Manual 2021<br>• Professional development courses offered by the Institution<br>• Continuing education<br>• Scholarships<br>• Evaluation of faculty by peers, director and students. | • The Barranquitas Campus and Nursing Program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes. | Annual | Chancellor Dean of Academic Affairs Director of the Department of Health Sciences Nurse Administrator Faculty | Graduate Scholarships<br><br>Training Workshops<br><br>The faculty takes continuous education according to its specialty. 100% of the faculty certified in Blackboard to offer online courses. | *Maintenance*<br><br>Professional and academic development will continue to be fostered within faculty. As well as the research participation. |
| STANDARD III - PROGRAM QUALITY CURRICULUM AND TEACHING-LEARNING PRACTICES | | | | | | |
| IIIA. The curriculum is developed, implemented, and revised to reflect clear | • Vision, mission and aims<br>• Curricular revision every 5 years.<br>• Plan of study | The curriculum is developed, implemented, and revised to reflect statements of expected student outcomes that agree with the program's mission and aims, and | Every 5 years | Nurse Administrator<br><br>Faculty | The faculty is integrated to the Institutional Committee for the revision of | *Maintenance*<br><br>Continue participating in |

| Key Element | Source of information | Expected Outcome | Frequency of Assessment | Accountability | Results of Data Collection and Analysis Including actual level/s of achievement | Actions for Program Development, Maintenance, or Revision |
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| statements of expected student outcomes that: are congruent with the program's mission and goals; are congruent with the roles for which the program is preparing its graduates; and consider the needs of the program–identified community of interest. | | with the roles for which the program is preparing its graduates. | | | the Program in 2019

Dr. Damaris Colón-Rivera belongs to the Institutional Committee of the Nursing Program. | the curricular review. |
| III-B.  Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). | • Plan of study<br>• Essentials of Baccalaureate (AACN, 2021)<br>• Education for Professional<br>• Professional Standards of the College of Nursing Professionals of Puerto Rico<br>• Code of ethics<br>• Law 254 of December 31, 2015<br>• Results of the Puerto Rico Examination of revalidation board<br>• QSEN Competencies | The curriculum will incorporate established professional standards, guidelines, and competencies and have clearly articulated student learning and program outcomes. | Every 5 years or when there are changes in the laws, guidelines or regulations that govern the nursing profession. | Nurse Administrator

Faculty | The faculty reviewed courses including teaching and assessment strategies following the change in the law that regulates nursing practices in Puerto Rico. Courses were revised and the Essentials of Baccalaureate (AACN, 2021) and QSEN | *Maintenance*

Continue incorporating into the curriculum professional standards, the accrediting agencies guides and the laws that regulate the practice of the profession in Puerto Rico. |

| Key Element | Source of information | Expected Outcome | Frequency of Assessment | Accountability | Results of Data Collection and Analysis Including actual level/s of achievement | Actions for Program Development, Maintenance, or Revision |
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| | | | | | Competencies were integrated. | |
| III-C. Master's curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). | • We do not have a master's degree accredited by CCNE | | | | | |
| III-D. DNP curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). | • We do not have a DNP curriculum | | | | | |
| III-E. Post-graduate APRN certificate program curricula are developed, implemented, and | • We do not have a Post-graduate APRN certificate program. | | | | | |

| Key Element | Source of information | Expected Outcome | Frequency of Assessment | Accountability | Results of Data Collection and Analysis Including actual level/s of achievement | Actions for Program Development, Maintenance, or Revision |
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| revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Post-graduate APRN certificate programs that prepare nurse practitioners incorporate Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016). | | | | | | |
| III-F. The curriculum is logically structured to achieve expected student outcomes. | The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2021)<br><br>Study Plan Courses Descriptions<br><br>Pre - requisites and concurrent courses | The curriculum is structured to achieve expected student outcomes. | Every 5 years | Nurse Administrator<br><br>Faculty | The curriculum was reviewed in 2013 and more emphasis was placed on evidence-based research and practice.<br><br>Since January 2019 the BSN is under review. | *Maintenance*<br><br>The curriculum will continue to be revised to meet the expected outcomes. |
| III-G. Teaching-learning practices: | Vision, mission and goals<br><br>Syllabus | • The student learning outcomes will be used to organize the curriculum, guide the delivery of | Annual | Nurse Administrator | New contracts with institutions that provide | *Maintenance* |

| Key Element | Source of information | Expected Outcome | Frequency of Assessment | Accountability | Results of Data Collection and Analysis Including actual level/s of achievement | Actions for Program Development, Maintenance, or Revision |
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| support the achievement of expected student outcomes; consider the needs and expectations of the identified community of interest; and expose students to individuals with diverse life experiences, perspectives, and backgrounds. | Evaluation questionnaires Syllabus Courses descriptions | instruction, direct learning activities, and evaluate student progress. <br><br>• The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest. | | Faculty | health services and institutions in the community for student practices. <br><br>The recommendations of the community of interest in the curriculum and teaching-learning practices are considered. <br><br>Primary prevention interventions are offered according to the needs of the community. | The expected outcomes will continue to be reviewed to direct the teaching and learning process in the different scenarios. <br><br>The recommendations and needs of the community of interest will continue to be considered. |
| III-H. The curriculum includes planned clinical practice experiences that: enable students to integrate new knowledge and demonstrate attainment of program outcomes; | Plan of study Courses Descriptions Syllabus | • Practice learning environments will be appropriate for student learning and support the achievement of student learning and program outcomes. <br>• The faculty will plan their practices following the official documents of the Program. | Annual | Nurse Administrator Faculty | The practice scenarios were expanded. <br><br>Practice objectives by scenarios. | Maintenance <br><br>Continue evaluating and acquiring new practice scenarios. |

| Key Element | Source of information | Expected Outcome | Frequency of Assessment | Accountability | Results of Data Collection and Analysis Including actual level/s of achievement | Actions for Program Development, Maintenance, or Revision |
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| foster interprofessional collaborative practice; and are evaluated by faculty. | | | | | The part-time faculty is oriented on calendars, teaching strategies, and assessment used in practices. Practices are planned following the calendars and syllabus of the Program. | All the faculty use the calendars, syllabus and rubrics of the Program. |
| III-I.  Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied. | Evaluation rubrics<br><br>Syllabus<br><br>Evaluation indicators (Qualifications of clinical performance, discussion of clinical cases, Leader role, practical exams, final exam grades, short test grades, etc..).<br><br>Assessment of TK20<br><br>Grade Distribution Report | • The student's individual assessment by the faculty demonstrated achievement of the student's expected goals. | Semester | Nurse Administrator<br><br>Faculty | The faculty evaluates the student individually.<br><br>The faculty uses several evaluation criteria for each student.<br><br>Evaluation policies and procedures are accessible in the medical records and are discussed by the faculty on the | *Maintenance*<br><br>Continue to apply various evaluation methods. Continue with the revision of the evaluation methods. |

| Key Element | Source of information | Expected Outcome | Frequency of Assessment | Accountability | Results of Data Collection and Analysis Including actual level/s of achievement | Actions for Program Development, Maintenance, or Revision |
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| | | | | | first day of school. Evaluation rubrics accessible to the student. | |
| III-J. The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement. | • Evaluation rubrics <br> • Syllabus <br> • Evaluation indicators (Qualifications of clinical performance, discussion of clinical cases, Leader role, practical exams, final exam grades, short test grades, etc..). <br> • Assessment of TK20 | • The faculty will evaluate courses and teaching-learning practices at regular intervals to encourage continuous improvement. | Annual | Nurse Administrator <br><br> Faculty | The faculty is kept reviewing the courses according to the changes in the policies and the field of health. <br><br> Teaching strategies are reviewed periodically according to the competencies of the course. | Maintenance <br><br> Continue evaluating the teaching-learning process. Continue to apply various teaching and learning strategies. |
| **STANDARD IV - PROGRAM EFFECTIVENESS ASSESSMENT AND ACHIEVEMENT OF PROGRAM OUTCOMES** | | | | | | |
| IV-A. A Systematic process is used to determine program effectiveness. | • Satisfaction questionnaires <br> • Graduate questionnaire <br> • Employers' Questionnaire <br> • Faculty evaluation by students <br> • Evaluation of clinical areas <br> • Evaluation of faculty by Evaluation Committee <br> • Student profile | • Emphasis will be placed on the systematic evaluation plan of the Nursing Program through continuous evaluation of student learning, evaluation of the processes and outcomes of the program in accordance with the mission and goals of the Nursing Program and the CCNE. | Every two years (Plan review) <br><br> Annual (graduated) <br><br> Every 2 years | Nurse Administrator <br><br> Faculty | The application of the graduate questionnaire is resumed. <br><br> The application of the employers' questionnaire is resumed. | *Revision* It is difficult for graduates to return the questionnaire. <br><br> Maintenance |

| Key Element | Source of information | Expected Outcome | Frequency of Assessment | Accountability | Results of Data Collection and Analysis Including actual level/s of achievement | Actions for Program Development, Maintenance, or Revision |
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| | • Student Evaluation of the clinical area and faculty. Evaluation of the Skills Laboratory and the technician of the laboratory by the student.<br>• Criteria for selecting the clinical area. | | (employers' questionnaire)<br><br>Each semester (evaluation of the faculty by the student)<br><br>License results are analyzed annually | | Each semester applies the evaluation of the faculty by the student.<br><br>The application of the questionnaire for the evaluation of the area and the faculty by the student is resumed.<br><br>Continue to use the questionnaire for the selection of the clinical area.<br><br>The application of the questionnaire for the evaluation of the laboratory technician and the laboratory of | Maintenance It will continue to be applied every semester.<br><br>Maintenance It will continue to apply at the end of each practice.<br><br>Maintenance The instrument will continue to be used to evaluate new clinical scenarios.<br><br>Maintenance |

| Key Element | Source of information | Expected Outcome | Frequency of Assessment | Accountability | Results of Data Collection and Analysis Including actual level/s of achievement | Actions for Program Development, Maintenance, or Revision |
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| | | | | | skills is resumed. | |
| IV-B. Program completion rates demonstrate program effectiveness. | • ERDUC electronic platform<br>• Graduating students by academic terms<br>• Data provided by the Banner System | • Program completion rates will be determined by the study plan and reflect academic progression of student. | Every 4 years | Nurse Administrator<br><br>Faculty | Students are finishing according to data provided by the registrar office and admission office. | *Maintenance*<br><br>Retention will continue to be encouraged. Various strategies will be used to encourage retention. |
| IV-C. Licensure pass rates demonstrate program effectiveness. | • Results of the Puerto Rico Examination of revalidation | • The licensure exam passing rates will be at or above the Puerto Rico mean. | Annual | Nurse Administrator<br><br>Faculty | The results for the Puerto Rico revalidation exam have been maintained above the Puerto Rico level. The results have been maintained over 80% approval.<br><br>2019:<br>Pass rate: 88.6%<br>39 passed / 44<br><br>2020:<br>Pass rate: 89.7% | *Maintenance*<br><br>Various teaching strategies will continue to be used to strengthen the results of the revalidation.<br><br>The action plan was revised and new strategies were integrated |

| Key Element | Source of information | Expected Outcome | Frequency of Assessment | Accountability | Results of Data Collection and Analysis Including actual level/s of achievement | Actions for Program Development, Maintenance, or Revision |
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| | | | | | 44 passed / 49 graduates = 89.7%<br><br>2021<br>Pass rate: 79 %<br>33 passed / 42 = 79% graduates who took the test.<br><br>2022<br>Pass rate: 77%<br>36 passed / 47 graduates who took the test= 77%<br><br>2023<br>March 2023<br>2/ 2<br>Pass rate: 100%<br>June 2023<br>6/6<br>Pass rate: 100% | |
| IV-D. Certification pass rates demonstrate program effectiveness. | • We do not have programs that require certification | | | | | |
| IV-E. Employment rates demonstrate program effectiveness. | • Graduates' questionnaire<br>• Communications through emails.<br>• Communication through phone calls. | • 70% or more of the graduates will be employed. | Annual years | Nurse Administrator<br><br>Faculty | 2022:<br>Of the 18 graduates contacted, 13 got a job within | *Revision*<br><br>As the number of graduates who answered |

| Key Element | Source of information | Expected Outcome | Frequency of Assessment | Accountability | Results of Data Collection and Analysis Including actual level/s of achievement | Actions for Program Development, Maintenance, or Revision |
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| | | | | | the first year for 72%.<br><br>2021<br>18 / 21<br>Employed: 86%<br><br>2020<br>Of the 38 graduates contacted, 27 graduates found a job for 71%.<br><br>2019<br>33/36<br>Employed: 92% | the questionnaire was low.<br>The faculty begins to carry out the questionnaire during their internship at the hospital to identify graduates. |
| IV-F. Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement. | • Report sent by the Puerto Rico Nursing Examining Board<br>• Banner System report on admitted students and graduated students.<br>• Graduation Report sent by the Registrar's Office<br>• Information offered by graduates through the graduate questionnaire, phone calls and email. | • The Nursing Program will use data obtained from graduation, license, and employment rates for decision-making and to encourage continuous improvement. | Annual | Nurse Administrator<br><br>Faculty | The results are discussed in a faculty meeting.<br>The plan for the improvement of the results of the license is updated.<br>New teaching strategies are integrated.<br>The retention plan is updated. | *Revision*<br><br>Review the retention plan.<br>The plan for the improvement of the results of the license is updated.<br><br>Continue with practices in the simulation laboratories. |

| Key Element | Source of information | Expected Outcome | Frequency of Assessment | Accountability | Results of Data Collection and Analysis Including actual level/s of achievement | Actions for Program Development, Maintenance, or Revision |
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| IV-G. Aggregate faculty outcomes demonstrate program effectiveness. | • Faculty assessment per student<br>• Evaluation of faculty by the director<br>• Evaluation of Faculty in the Classroom by the Faculty Assessment Committee<br>• Curriculum vitae<br>• Faculty records | • The Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness. | Annual | Nurse Administrator<br><br>Faculty | The faculty is evaluated by students each semester.<br><br>The director evaluates each year to the faculty with temporary and probationary contract. Every three years the director evaluates the faculty with permanent contract.<br><br>Full-time faculty holds a master's degree in nursing. Four full-time faculties have doctoral degrees.<br><br>The 100 % of part-time faculty members also hold master's | *Maintenance*<br><br>The student evaluation will continue with faculty in each semester.<br><br>*Maintenance*<br><br>The faculty will continue to be evaluated by the Faculty Evaluation Committee and the director according to the policies of the Institution.<br><br>*Maintenance*<br><br>The development of faculty will continue to be promoted. Maintenance<br><br>Continue to promote the part-time |

| Key Element | Source of information | Expected Outcome | Frequency of Assessment | Accountability | Results of Data Collection and Analysis Including actual level/s of achievement | Actions for Program Development, Maintenance, or Revision |
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| | | | | | degrees in master's degrees in Nursing and Master's degrees in Arts.<br><br>The results of the evaluation of the faculty carried out by the students exceeds 85%. | faculty roster with a master's degree in nursing sciences.<br><br>Part-time faculty mentors will continue to be assigned. |
| IV-H. Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement. | • Faculty assessment per student<br>• Evaluation of faculty by the director<br>• Evaluation of Faculty in the Classroom by the Faculty Assessment Committee<br>• Curriculum vitae<br>• Faculty records | The results obtained from the faculty's evaluations will be analyzed and used to promote continuous improvement of the Program. | Annual | Nurse Administrator<br><br>Faculty<br><br>Dean of Academic Affairs | The faculty complies with the evaluation indicators of the Institution.<br><br>Professional development activities on online education.<br><br>Update the annual development plan that the faculty delivers.<br><br>Continue monitoring the | *Maintenance*<br>Continue requesting the action plan at each faculty evaluation |

| Key Element | Source of information | Expected Outcome | Frequency of Assessment | Accountability | Results of Data Collection and Analysis Including actual level/s of achievement | Actions for Program Development, Maintenance, or Revision |
|---|---|---|---|---|---|---|
| | | | | | action plan of the faculty. | |
| IV-I. Program outcomes demonstrate program effectiveness. | • Assessment of TK 20<br>• Student Evaluation of the Skills Laboratory and the laboratory technician. Satisfaction questionnaires<br>• Graduate questionnaire<br>• Employers' Questionnaire<br>• Faculty evaluation by students<br>• Evaluation of clinical areas<br>• License results<br>• Graduation results<br>• Employability Results | • The Program outcomes demonstrate program effectiveness. | Annual<br><br>According to the expected objective. | Nurse Administrator<br><br>Faculty | During the years 2021 and 2022 the revalidation results were below 80%.<br><br><br>The expected results for the teaching - learning process was achieved. It identifies areas for improvement in the skills lab and in the facilities of the Program.<br><br>Expand the recruitment of faculty by specialty. | *Review*<br>The Plan for the improvement of the results of the license was reviewed.<br><br>*Maintenance*<br><br>The Program evaluation will continue to be promoted to achieve the expected objectives.<br><br><br><br>*Maintenance*<br><br>Continue with requests according to roster eligibility. |
| IV-J. **Program outcome data are used, as appropriate, to foster ongoing** | • Analysis of evaluation questionnaires<br>• Syllabus<br>• Assessment of T20 | • The Nursing Program uses the data analysis to foster ongoing program improvement. | Annual | Nurse Administrator<br><br>Faculty | New teaching strategies are integrated, new assessment | *Maintenance*<br><br>It will keep using the data |

| Key Element | Source of information | Expected Outcome | Frequency of Assessment | Accountability | Results of Data Collection and Analysis Including actual level/s of achievement | Actions for Program Development, Maintenance, or Revision |
|---|---|---|---|---|---|---|
| **program improvement.** | | | | | strategies are integrated.<br><br>The Plan for the improvement of the results of the license is updated.<br><br>New equipment is purchased for the laboratories. Data analysis is used to improve the Program.<br><br>Apply policies in the skills lab.<br><br>Changes in teaching and assessment strategies. | provided by the assessment methods for decision making and improvement Program. |

Revised 2023

APPENDIX IV. C. 1
LICENSURE PASS RATES AND
ACTION PLAN

**NURSING — BACCALAUREATE DEGREE, FIRST ATTEMPT**

| | 2019 | 2019 | 2019 | 2019 | 2019-20 | 2020 | 2020 | 2020 | 2020-21 | 2021 | 2021 | 2021 | 2021-22 | 2022 | 2022 | 2022 | 2022 | 2023 | 2023 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Jan. | Apr.-May | Jun-Jul. | Sept.-Oct. | Dec.-Jan | March | Aug. | Sept.-Nov. | Dec.-Feb. | Mar. | Jun.-Jul. | Sept.-oct. | Dec.-Jan. | Mar. | Jun. | Sep.-Oct. | Dec. | March | June |
| **Total students who passed** | 5 / 7 | 15 /16 | 2 / 2 | 17 /19 | 13 /18 | 16/16 | 5 / 5 | 10/10 | 9/10 | 3 / 3 | 9 / 12 | 12 / 17 | 15 / 18 | 3 / 4 | 4 / 4 | 8/11 | 6/10 | 2/2 | 6/6 |
| **% approval** | **71%** | **93.75%** | **100%** | **89.47%** | **72.22%** | **100%** | **100%** | **100%** | **90%** | **100%** | **75%** | **71%** | **83%** | **75%** | **100%** | **73%** | **60%** | **100%** | **100%** |
| **Island Level** | 510/ 717 | 442 / 641 | 222 / 377 | 841/ 1,047 | 583 / 846 | 296/ 481 | 171 / 307 | 575/ 752 | 503/ 762 | 241 / 422 | 473/ 751 | 558 / 867 | 588 / 966 | 405 / 736 | 451 / 819 | 598/ 978 | 529/ 946 | 294/600 | 341/ 704 |
| **% approval** | 71% | 69% | 59% | 80% | 69% | 62% | 56% | 76% | 66% | 57% | 63 | 64% | 61% | 55% | 55% | 61% | 56% | 49% | 48% |

*Puerto Rico Board of Nurses Examiner*

INTER-AMERICAN UNIVERSITY OF PUERTO RICO
RECREATION OF BARRANQUITAS
DEPARTMENT OF HEALTH SCIENCES
NURSING PROGRAM

ACTION PLAN
RESULTS OF REVALIDATION
NURSING PROGRAM

| Goal | Source of information | Expected Outcome | Frequency of Assessment | Accountability | Results of Data Collection and Analysis Including actual level/s of achievement | Actions for Program Development, Maintenance, or Revision |
|---|---|---|---|---|---|---|
| 1. Graduates of the Associate and Baccalaureate Nursing Program will pass the revalidation exam in order to obtain a permanent license as general nurses. | Reports sent by the Puerto Rico Nursing Examining Board | Graduates of the Associate and Baccalaureate Nursing Program will pass the revalidation exam with 70% or more as required by the Examining Board in order to obtain the permanent license as general nurses | Annual or according to reports sent by the Puerto Rico Nursing Examining Board | Nurse Administrator<br><br>Faculty | First attempt: Associate degree January 2022 15/18= 83% Mach 2022 3/4: 75% June 2022 4/4= 100% October 2022 8/11= 73% December 2022 6/10= 60%<br><br>March 2023 2/2= 100% June 2023 6/6= 100% | Apply the actions established in the faculty meeting. |

# ANALYSIS

In 2022, after an exhaustive analysis, the faculty of the Nursing Program found multiple causes for some of the students to present limitations for the approval of the revalidation exam in Puerto Rico. It is noteworthy that the revalidation pass of the graduates of the Nursing Program of the Barranquitas Campus is maintained at the level of the Island.

To encourage the licensure, pass to be greater than 80%, an action plan was established and has been carried out to improve the results of the revalidation.

# ACTIONS

**Considering the results of 2021-2022: The Action Plan is revised to consider new strategies to improve the results of revalidation:**
1. The contents of the courses and the formats of the exams were reviewed, tempering them with the license exams and according to the agenda of the Nursing Examination Board of Puerto Rico.
2. The courses strengthen the exams with the style of the revalidation.
3. In the course NURS 4980 exams are provided with the content of the revalidation.  On the first day of classes a pre-test will be offered to evaluate knowledge.
4. Faculty proposes to hold debates where the student can discuss various topics and develop their critical thinking.
5. Provide various critical thinking exercises.
6. Students who fail an exam should make referrals to reinforce skills with the faculty or tutors.
7. Make concept map.
8. Use various mnemonic strategies.
9. The exams of the NURS 4980 course will be revised to temper it to the topics of the current revalidation.
10. Conduct student surveys of learning styles.
11. The student is encouraged to take reviews for the license with external agencies additional to those offered by the program.
12. Students are encouraged to take revalidation reviews in addition to those offered by the Program.
13. During academic advising, the student is guided to comply with the study plan and is guided to revalidate as soon as the degree is completed.
14. Include topics on:
    a. Safe and effective care environment
    b. Physiological integrity

APPENDIX IV. F. 1
EXAMPLES OF FACULTY SCHOLARLY WORK BY TYPE AND YEAR

**EXAMPLES OF FACULTY SCHOLARLY WORK BY TYPE AND YEAR**
**2018 to 2023**

| ACADEMIC /TEACHING | SERVICE | RESEARCH | PRESENTATION OR PUBLICATION |
|---|---|---|---|
| 100% of faculty members are engaged in teaching activities which includes hours of preparation and committees, in addition to direct contact with students in various tasks.

100% of faculty participated in continuing nursing education

Examples of Workshops taken by the faculty:

January 12, 2022- Verification of the use of tools to guarantee academic rigor: *RPNow, Respodus Monitoring and Respondus Live Proctoring* by Profa. Dennisse Melendez Serrano

January 13, 2022- Interaction in online courses as a means to promote student retention by Profa. Dennisse Melendez Serrano

January 14, 2022- Design of high quality online courses by Dr. Stephanie Jiménez Torres, Online Academic and Student Services, VAEL

January 18, 2022- APA style references by Ms. Rosa Santana Román, CAI-TC Librarian | Prof. Dennisse Y. González Santiago, Dr. Damaris Colón-Rivera, Dr. Ana E. Torres Rodríguez and Dr. Adbel D. Rodríguez Rivera participated in the Health and Service Fair – Inter Barranquitas November 16, 2022

The full-time faculty and several part-time faculty were: Volunteer Nurses at the National Guard Vaccination Center (2021)

Dr. Damaris Colón Rivera Health Fair coordinated by the Municipality of Orocovis – January 2021

Dr. Damaris Colón Rivera - Health Fair at La Torre Community Center in Barranquitas.  This fair was coordinated by the Organization Integral Services of the Mountain (SIM).   (2021)

Dr. Damaris Colón Rivera - Health Fair sponsored by the Senate of Puerto Rico and held in the Public Square of Barranquitas (2019)

Dr. Damaris Colón Rivera & Dr. Adbel D. Rodríguez Rivera - | Dr. Damaris Colón Rivera 2021 - 2022 Member of the Research Commission College of Nursing Professionals of Puerto Rico.

As part of the Commission, Dr. Colón is a member of the research *Impact of the COVID-19 pandemic on nursing professionals in Puerto Rico.*

Dr. Ana E. Torres Rodríguez Middle State Association (MSCHE)-Self-study, Co-chair of the Working Group Standard V

Dr. Damaris Colón Rivera 2022 Member of the expert panel to evaluate the instrument to be applied in the research "Strategies and Teaching Methods to Promote Empathy in Nursing Students: Mixed Complement Study" to be carried out by Prof. Lourdes Ramos Ramos. Dr. Damaris Colón Rivera

2022 Dr. Damaris Colón Rivera and Dr. Adbel Rodríguez Rivera Jury at the Caguas Educational Region Science Fair of the Puerto Rico Department of Education from February 28 to March 4, 2022. | Dr. Adbel Rodríguez Rivera has conducted several interviews on a television channel, during the newscast. Some of these are:

December 5, 2022: Influenza infection and its transmission methods and the increase in COVID-19 cases.
January 6, 2023: The variant of COVID-19 called the Kraken.
February 1, 2023: The end of the Covid-19 pandemic
March 10, 2023: COVID-19 vaccination and the poor response of the population in Puerto Rico to place reinforcements

Gonzalez, J. (2023). How we want to live. Connect with Inter Barranquitas

Torres, M. (2023). Musculoskeletal disorders. Connect with Inter Barranquitas

González, D. (April 2023). Strengthen the Immune System, Connect with Inter Barranquitas

Lecturer: Dr. Mariela Torres Montesino April 18, 2022: Speaker-Topic of Burns in Patients Mennonite General Hospital – Aibonito

Dr. Ana E. Torres Rodríguez: Lecturer Torres, A. (2022). Today's service is tomorrow's legacy.  45th Assembly of the College of Nursing Professionals of Puerto Rico – Ponce Hilton |

| ACADEMIC /TEACHING | SERVICE | RESEARCH | PRESENTATION OR PUBLICATION |
|---|---|---|---|
| March 17 to 19, 2023 Sexual and relational health and the importance of mentoring

Forensic Nursing Symposium on Sexual Violence June 23, 2023

January 18, 2022- Integrating values into the curriculum: How values influence the formation of student leadership by Rev. Arnaldo Cintrón Miranda

January 20, 2022- How to promote learning through authentic assessment by Dr. Fernando Senior, Quality Matters Representative for Latin America and the Caribbean

January 20, 2022- Updates to Federal Regulation Title IV applicable to academia by Ms. Grenda Díaz Maldonado, Director of Institutional Economic Assistance

January 31, 2022 to February 4- Workshop: Knowing and Managing Unconscious Biases and Biases by Ms. María del C. Rodríguez Morales, MRC, Rehabilitation Counselor, Member of the ADA Trainers Network and Disability Inclusion and Accessibility Consultant | Volunteer Nurse at the Vaccination Center of the United Health Organization of Barranquitas, Vaccination Center of the National Guard and at the Vaccination Center of the Barranquitas Campus

Dr. Damaris Colón Rivera – For Nature – Puerto Rico Conservation Trust (2019-2023)

Dr. Damaris Colón Rivera, Prof. Lydia E. Ayala Maldonado, Prof. Keishla Medina Maldonado & Prof. Luz Cintrón Santos - Homeless Services Fair – Office of Senator Jose A. Vargas Vidot (2019)

Dr. Damaris Colón Rivera Post Hurricane Maria Activity - Hayales Neighborhood - Coamo

Dr. Adbel Rodríguez Rivera Advisor in the Office of Epidemiology in the Municipality of Naranjito From 2020 – 2023: Dr. Adbel Rodríguez Rivera has offered orientation interviews on the COVID-19 pandemic.

Dr. Adbel Rodríguez Rivera Resource at the Central University of Bayamón Talk: Covid-19 and virus prevention within the community. | Abstract of doctoral dissertation Dr. Mariela Torres Montesino (Factors that influence the intensity of postoperative pain in patients diagnosed with osteoarthritis or rheumatoid arthritis undergoing knee or hip replacement surgeries) 40th Annual Research and Education Forum MSC UPR (Puerto Rico Health Sciences Journal)

*Poster presentation*: Dr. Mariela Torres Montesino Published in AORN March 2020- Virtual Conference Factors that influence the intensity of postoperative pain in patients diagnosed with osteoarthritis or rheumatoid arthritis undergoing knee or hip replacement surgeries

Teach. Dennisse Y. González Santiago continues to carry out her research project: Supervisors' perception of the competencies of recently graduated nursing professionals from the perspective of work performance.

Dr. Ana E. Torres Rodriguez Formed for the Evaluation Committee for the defense of doctoral dissertation of the students Mabel López- Relationship between the use of the virtual simulator and the level of motivation and use for demonstrating and corroborating its effectiveness as an experiential learning technique for teaching | González, D. (December 2022). Breast cancer: how to prevent and detect it early; Connect with Inter Barranquitas, December 2022.

Corchado, J., García, W., Caraballo, K., **Colón, D.**, Román, K., & Santiago, M. (2022). Impact of the COVID-19 pandemic on nursing professionals in Puerto Rico, *Impulso*, 47 (4); 25-35

Colón, D. (2021). Knowing more about suicide and its prevention. *Connect with Inter – Barranquitas*. September – October 2021

Colón, D. (2021). Nursing and Vaccination in times of pandemic. Connect with Inter-Barranquitas. Year 4, Edition 13; April-May – 2021

Torres, A. (2020). The importance of reducing salt intake. *Connect with Inter Barranquitas. February – March, 2021 (Year 4, Issue 15)*

Torres, A. (2020). It's time to get vaccinated against covid-19. Connect with Inter Barranquitas. December – January 2021 (Year 4, Issue 11)

Torres, M. (2020). Ergonomics. Connect with Inter Barranquitas.

González, D. (2020). New alternative to get pregnant. *Connect with Inter-Barranquitas*. August – September 2020 |

| ACADEMIC /TEACHING | SERVICE | RESEARCH | PRESENTATION OR PUBLICATION |
|---|---|---|---|
| February 4, 2022- Structural and functional perspectives of the connection between neurons by Dr. Daniel A. Colón Ramos, Professor at Yale School of Medicine

August 1, 2022- Regulations for the design of distance courses by Sr, Rolando J. Méndez Fernández, Institutional Direct Academic and Student Services, VAEL

August 5, 2022- 2021 Medical Cannabis: What the nursing professional should know. CPEPR
August 6, 2022- 2021 Communicable Respiratory Diseases: Influenza, Mycoplasma and Coronavirus (COVID-19), CPEPR

August 6, 2022- Cultural sensitivity and competence in serving the LGBTQIA+ population. EDUCADIS

August 10, 2022- Care of ulcers and wounds, pressure injury, venous and arterial ulcers. EDUCADIS

August 10, 2022- Leadership and quality in educational processes, understanding the generation of young university students by Rev. Arnaldo Cintrón Miranda | Dr. Mariela Torres Montesino Health Fair at the *Villa Universitaria* Residential May 25, 2022

Prof. Dennisse Y. González Santiago member of the non-profit Community Organization "Citizens United for the Development of Rural Education". | concepts related to physics- Members of Dissertation Committee


Dr. Damaris Colón Rivera
2019
Member of the expert panel to evaluate the instrument that will be applied in the research " Assessment and management of pain in people with Alzheimer's disease" of the Research of Prof. Sonia I. Ortiz Rivera. | Rodriguez, A. (2020).  Covid-19 in the Center of the Island. Connect with Inter-Barranquitas. May – June 2020.  May – July 2020, 8 (3): 55

Rodriguez, A. (2020).  Our new way of living. Connect with Inter-Barranquitas. August – September 2020

Colón, D. (2020). Vicarious Trauma in Nursing: What is it and how to manage it? Impulse, (45) 2: 26-28.

Colón, D. (2020).  Master's graduates: Wanting is power. *Connect with Inter-Barranquitas.*  Mayo – June 2020. May – July 2020, 8 (3): 55

Colón, D. (2020).  Master of Science in Distance Nursing: An alternative for nursing professionals.  *Connect with Inter-Barranquitas*. October-November 2020 (Year 3, Issue 10)

Colón, D. (2020). In the face of respiratory infections: knowledge is the best prevention tool.  *Connect with Inter-Barranquitas. Connect with Inter-Barranquitas 7 (3): 6*

Colón, D. (2019). Simple Strategies for Mental Health Care.  *Connect with Inter-Barranquitas,* 4 (2): 18

Colón, D. (2019). Prestigious accreditation for the Nursing Program is achieved by the "*Commission on Collegiate* |

| ACADEMIC /TEACHING | SERVICE | RESEARCH | PRESENTATION OR PUBLICATION |
|---|---|---|---|
| August 14, 2022-<br>Creation of instructional content and instructional strategies by Mr. Rolando J. Méndez Fernández, Institutional Director Online Academic and Student Services Associate Vice Presidency of Online Education<br><br>August 16, 2022- Mountain Agricultural Forum. *Credicentro Coop* and the UIPR of Barranquitas | | | *Nursing Education* (CCNE)", *Connect with Inter- Barranquitas*<br><br>Colón, D. (2018). Benefits of studying a Master's Degree in Nursing. *La Cordillera,* Year XXV Edition 1100<br><br>Colón, D. (2017). Nursing: An excellent professional option. *La Cordillera,* Year XXIV Edition 1096<br><br>Colón, D. (2015). Reflection: experience of studying in a doctoral program. *Impulse.* 3 (39): 20 – 21. College of Nursing Professionals of Puerto Rico.<br><br>Colón, D. (2018). Benefits of studying a Master's Degree in Nursing. The Cordillera; Year XXV Edition 1100<br><br>Colón, D. (2017). Nursing: An excellent professional option / La Enfermería: An excellent professional option. The Cordillera; Year XXIV Edition 1096<br><br>Professor González, published the informative article on: "Risks of complications during pregnancy". El Sol newspaper of Puerto Rico from May 8 to 21, 2018<br><br>Professor González, published the informative article about: "Infections during pregnancy". El Sol newspaper of Puerto Rico from June 5 to 18, 2018 |