San Juan Bautista School of Medicine
Nursing Program
Bachelor Degree of Science in Nursing

BSN Program Handbook

2024 -2026

PO Box 4968
Caguas, Puerto Rico 00725-4968
Tel: (787)743-3038

TABLE OF CONTENT

Resources

Associate Dean/Dept. Director Dr. Elizabeth Padilla EdD RN MSN PCA	
Office Number	12
Telephone	787-743-3038 Ext. 265
e-mail	epadilla@sanjuanbautista.edu

BSN Clinical Practice Coordinator Prof. Lidia. Navarro RN MSN,MPHE	
Office Number	6
Telephone	787-743-3038 Ext. 264
e-mail	lidia.navarro@sanjuanbautista.edu

BSN Clinical Skills Coordinator Dr. Madeline Vargas Gerena, Ed.D, RN, MSN	
Office Number	Skill Laboratory
Telephone	787-743-3038 Ext. 207
e-mail	madeline.vargas@sanjuanbautista.edu

Bachelor Degree of Nursing

Overview

The San Juan Bautista School of Medicine Nursing Program is one of the programs offered in the Department of health allied science. The program started on August 22, 2011. The nursing department offered an undergraduate nursing program. The nursing program has developed several partnerships with health institutions and community organizations over the last year. Our faculty is committed to excellence in nursing education and community service. The San Juan Bautista School of Medicine's Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE) and the Middle States Commission on Higher Education (MSCHE) Council. It is also a member of the National League of Nursing and the National Students Nurse Association.

Mission

The mission of SJBSM BSN Program is to prepare highly qualified nursing professional leaders in community service, education, research, critical thinking, and decision-making to work in collaboration within a changing and culturally diverse society.

Vision

The vision of the SJBSM BSN Program is to be nationally recognized as a program that excel in the formation of excellent professional nursing capable to transform the health care service, research and public policy.

Values

Respect, Honesty, Authenticity, Responsibility, Justice, Integrity, Commitment, Equality, Loyalty.

Description of the program

The Bachelor Degree in Science of Nursing (BSN) program is a 4-year program in 8 semesters to complete 123 credits. The BSN program consists of 66 credits of general and prerequisite courses and 57 credits in Nursing Science includes theory and practice and 3 credits in elective courses. IT is a bilingual program to be offer during daytime from 8:00AM to 5:00 PM.

The BSN program is an integral part of San Juan Bautista School of Medicine. As such, the nursing program reflects the philosophy, mission, and goals of SJBSOM. The BSN program designed to meet the needs of students for the broad general education essential to the professional nursing role.

Program Goals and Objectives

G1. Provide a baccalaureate nursing education based on the concepts of caring in nursing practice in diverse healthcare settings across the health-illness continuum, applying ethics, team-based interprofessional collaboration, and community services.

G2 Engage in a holistic reflective nursing practice as fomented by arts, sciences, and humanities.

G.3 Develop competencies in critical thinking, communication, evidence-based decision-making, scholarly inquiry, and nursing skills in clinical practice.

G.4 Integrate professional competencies of entry-level nursing education.

G.5 Assume ethical and legal responsibility and accountability in nursing practice while applying information technology.

G.6 Enhance leadership concepts, skills, and decision-making in creating caring environments to promote health and healing in individuals, families, communities, and global population.

G.7 Provide caring environments that facilitate student's learning to promote health and healing in individuals, families, communities, and the global population.

G8. Promote an environment that supports inter-professional education, research, academic freedom, life-long learning, and a culture of quality improvement.

G9. Recruit and retain outstanding, culturally, and linguistically diverse faculty and students.

G.10 Prepare nursing students who will be recognized as excellent, caring practitioners.

G.11 Manage nursing program resources with fiscal responsibility and explore new avenues for funding.

G.12 Improve the assessment and evaluation processes to promote program effectiveness.

Respond to the institution's goals and objectives.

The Bachelor Degree of Science in Nursing Program encourages students to be active participants in their education and in life-long learning, and pays particular attention to the importance of the student's inter-subjective relationships to professional development as well as

self-development and self-awareness. These inter-subjective relationships will occur throughout the curriculum with faculty, peers, clients, and other health professionals. The mission of this program is to prepare nursing professionals at the undergraduate level who are able to relate humanistic, think critically, and pursue life-long learning, which is aligned with the Institutional Mission and Objectives.

Expected Program Outcomes:

BSN expected program outcomes include student learning outcomes (SLO), faculty outcomes, and other program outcomes. Expected program outcomes are congruent with goals of the program and of the SJBSM.

Upon completion of the BSN program, graduates will be able to perform as nursing professionals who:

- **SO 1.** Demonstrate commitment to the delivery of ethical and nurturing patient care among well and ill individuals and groups.
- **SO 2.** Contribute with competent nursing care according to the health needs of diverse cultural groups, and populations in Puerto Rico and other countries.
- **SO 3**. Support nursing practice through the application of knowledge that is generated by evidence-based research, the humanities, and natural sciences.
- **SO 4**. Provide direct care and demonstrate accountability for own actions.
- **SO 5**. Apply skilled oral and written communication and information technology in the delivery of nursing care.
- **SO 6**. Make sound decisions and formulate independent clinical judgments.
- **SO 7**. Practice effective leadership and contribute as key members of the health care team.

Faculty Outcomes

1. According to the Nursing Courses Effectiveness evaluation results, at least 90% of faculty members will obtain a score of at least 80%.
2. According to the Clinical rotation Site Effectiveness evaluation results, at least ninety percent of faculty members will obtain a score of at least 80%.
3. All nursing faculty members (100%) will evidence ongoing professional development relevant to their specialty areas and their assigned courses.
4. All faculty members (100%) will demonstrate active involvement in community services.
5. At least 80% of the nursing faculty will demonstrate participation in evidence-based/research.

Other BSN program expected outcomes are as follows:

1. At least 70% of the students will complete the program within the stipulated timeframe.
2. At least 80% of all test takers will pass the Puerto Rico Board of RN Licensure Nursing Examination.
3. At least 70% of the graduates will be employed in the profession or pursuing further graduate studies within 12 months of program completion.
4. All employers (100%) who hire our graduates will express at least a 90% satisfaction level according to results from the Employers Satisfaction Survey.

The Essentials: Core Competencies for Professional Nursing Education

The Essentials (AACN, 2021): Core Competencies for Professional Nursing Education provides a framework for preparing individuals as members of the discipline of nursing, reflecting expectations across the trajectory of nursing education and applied experience. These Essentials introduce 10 domains that represent the essence of professional nursing practice and the expected competencies for each domain. The competencies accompanying each domain are designed to be applicable across four spheres of care (disease prevention/promotion of health and wellbeing, chronic disease care, regenerative or restorative care, and hospice/palliative/supportive care), across the lifespan, and with diverse patient populations.

Domains for nursing

- **Domain 1: Knowledge for Nursing Practice Descriptor:**
  Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines
1.1a Identify concepts, derived from theories from nursing and other disciplines, which distinguish the practice of nursing.
1.1b Apply knowledge of nursing science that develops a foundation for nursing practice.
1.1c Understand the historical foundation of nursing as the relationship developed between the individual and nurse.
1.1d Articulate nursing's distinct perspective to practice.

1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.
1.2a Apply or employ knowledge from nursing science as well as the natural, physical, and social sciences to build an understanding of the human experience and nursing practice.
1.2b Demonstrate intellectual curiosity.
1.2c Demonstrate social responsibility as a global citizen who fosters the attainment of health equity for all.
1.2d Examine influence of personal values in decision making for nursing practice.
1.2e Demonstrate ethical decision making.
1.3 Demonstrate clinical judgment founded on a broad knowledge base
1.3a Demonstrate clinical reasoning.
1.3b Integrate nursing knowledge (theories, multiple ways of knowing, evidence) and knowledge from other disciplines and inquiry to inform clinical judgment.
1.3c Incorporate knowledge from nursing and other disciplines to support clinical judgment.

 Domain 2: Person-Centered Care Descriptor:
Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

2.1 Engage with the individual in establishing a caring relationship.
2.1a Demonstrate qualities of empathy.
2.1b Demonstrate compassionate care.
2.1c Establish mutual respect with the individual and family.
2.2 Communicate effectively with individuals.
2.2a Demonstrate relationship-centered care.
2.2b Consider individual beliefs, values, and personalized information in communications.

2.2c Use a variety of communication modes appropriate for the context.
2.2d Demonstrate the ability to conduct sensitive or difficult conversations.

2.2e Use evidence-based patient teaching materials, considering health literacy, vision, hearing, and cultural sensitivity.
2.2f Demonstrate emotional intelligence in communications.
2.3 Integrate assessment skills in practice.
2.3a Create an environment during assessment that promotes a dynamic interactive experience.
2.3b Obtain a complete and accurate history systematically.
2.3c Perform a clinically relevant, holistic health assessment.
2.3d Perform point-of-care screening/diagnostic testing (e.g. blood glucose, PO2, EKG).
2.3e Distinguish between normal and abnormal health findings.
2.3f Apply nursing knowledge to gain a holistic perspective of the person, family, community, and population.
2.3g Communicate findings of a comprehensive assessment.
2.4 Diagnose actual or potential health problems and needs.
2.4a Synthesize assessment data in the context of the individual's current preferences, situation, and experience.
2.4b Create a list of problems/health concerns.
2.4c Prioritize problems/health concerns.
2.4d Understand and apply the results of social screening, psychological testing, laboratory data, imaging studies, and other diagnostic tests in actions and plans of care.
2.4e Contribute as a team member to the formation and improvement of diagnoses.
2.5 Develop a plan of care.
2.5a Engage the individual and the team in plan development.
2.5b Organize care based on mutual health goals.
2.5c Prioritize care based on best evidence.
2.5d Incorporate evidence-based intervention to improve outcomes and safety.
2.5e Anticipate outcomes of care (expected, unexpected, and potentially adverse).
2.5f Demonstrate rationale for plan.
2.5g Address individuals' experiences and perspectives in designing plans of care.
2.6 Demonstrate accountability for care delivery.
2.6a Implement individualized plan of care using established protocols.
2.6b Communicate care delivery through multiple modalities.
2.6c Delegate appropriately to team members.
2.6d Monitor the implementation of the plan of care.
2.7 Evaluate outcomes of care.
2.7a Reassess the individual to evaluate health outcomes/goals.

2.7b Modify plan of care as needed.
2.7c Recognize the need for modifications to standard practice.
2.8 Promote self-care management.
2.8a Assist the individual to engage in self-care management
2.8b Employ individualized educational strategies based on learning theories, methodologies, and health literacy.
2.8c Educate individuals and families regarding self-care for health promotion, illness prevention, and illness management.
2.8d Respect individuals and families' self-determination in their healthcare decisions.
2.8e Identify personal, system, and community resources available to support self-care management.
2.9 Provide care coordination.
2.9a Facilitate continuity of care based on assessment of assets and needs.
2.9b Communicate with relevant stakeholders across health systems.
2.9c Promote collaboration by clarifying responsibilities among individual, family, and team members.
2.9d Recognize when additional expertise and knowledge is needed to manage the patient.
2.9e Provide coordination of care of individuals and families in collaboration with care team.

- **Domain 3: Population Health Descriptor:**
  Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

3.1 Manage population health.
3.1a Define a target population including its functional and problem-solving capabilities (anywhere in the continuum of care).
3.1b Assess population health data.
3.1c Assess the priorities of the community and/or the affected clinical population.
3.1d Compare and contrast local, regional, national, and global benchmarks to identify health patterns across populations.

3.1 e Apply an understanding of the public health system and its interfaces with clinical health care in addressing population health needs.
3.1f Develop an action plan to meet an identified need(s), including evaluation methods.
3.1g Participate in the implementation of sociocultural and linguistically responsive interventions.
3.1h Describe general principles and practices for the clinical management of populations across the age continuum.
3.1i Identify ethical principles to protect the health and safety of diverse populations.
3.2 Engage in effective partnerships.
3.2a Engage with other health professionals to address population health issues.
3.2b Demonstrate effective collaboration and mutual accountability with relevant stakeholders.
3.2c Use culturally and linguistically responsive communication strategies.
3.3 Consider the socioeconomic impact of the delivery of health care.
3.3a Describe access and equity implications of proposed intervention(s).
3.3b Prioritize patient-focused and/or community action plans that are safe, effective, and efficient in the context of available resources.
3.4 Advance equitable population health policy.
3.4a Describe policy development processes.
3.4b Describe the impact of policies on population outcomes, including social justice and health equity.
3.4c Identify best evidence to support policy development.
3.4d Propose modifications to or development of policy based on population findings.
3.4e Develop an awareness of the interconnectedness of population health across borders.
3.5 Demonstrate advocacy strategies.
3.5a Articulate a need for change.
3.5b Describe the intent of the proposed change.
3.5c Define stakeholders, including members of the community and/or clinical populations, and their level of influence.
3.5d Implement messaging strategies appropriate to audience and stakeholders.
3.5e Evaluate the effectiveness of advocacy actions.
3.6 Advance preparedness to protect population health during disasters and public health emergencies.
3.6a Identify changes in conditions that might indicate a disaster or public health emergency.
3.6b Understand the impact of climate change on environmental and population health.
3.6c Describe the health and safety hazards of disasters and public health emergencies.

3.6d Describe the overarching principles and methods regarding personal safety measures, including personal protective equipment (PPE).
3.6e Implement infection control measures and proper use of personal protective equipment.

☐ **Domain 4: Scholarship for Nursing Practice Descriptor:**

The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

4.1 Advance the scholarship of nursing.
4.1a Demonstrate an understanding of different approaches to scholarly practice.
4.1b Demonstrate application of different levels of evidence.
4.1c Apply theoretical framework(s)/models in practice.
4.1d Demonstrate an understanding of basic elements of the research process.
4.1e Participate in scholarly inquiry as a team member.
4.1f Evaluate research.
4.1g Communicate scholarly findings.
4.2 Integrate best evidence into nursing practice.
4.2a Evaluate clinical practice to generate questions to improve nursing care.
4.2b Evaluate appropriateness and strength of the evidence.
4.2c Use best evidence in practice.
4.2d Participate in the implementation of a practice change to improve nursing care.
4.2e Participate in the evaluation of outcomes and their implications for practice.
4.3 Promote the ethical conduct of scholarly activities.
4.3a Explain the rationale for ethical research guidelines, including Institutional Review Board (IRB) guidelines.
4.3b Demonstrate ethical behaviors in scholarly projects including quality improvement and EBP initiatives.
4.3c Advocate for the protection of participants in the conduct of scholarly initiatives.
4.3d Recognize the impact of equity issues in research.

☐ **Domain 5: Quality and Safety Descriptor:**

Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

5.1 Apply quality improvement principles in care delivery.

5.1a Recognize nursing's essential role in improving healthcare quality and safety.
5.1b Identify sources and applications of national safety and quality standards to guide nursing practice.
5.1c Implement standardized, evidence-based processes for care delivery.
5.1d Interpret benchmark and unit outcome data to inform individual and microsystem practice.
5.1e Compare quality improvement methods in the delivery of patient care.
5.1f Identify strategies to improve outcomes of patient care in practice.
5.1g Participate in the implementation of a practice change.
5.1h Develop a plan for monitoring quality improvement change.
5.2 Contribute to a culture of patient safety.
5.2a Describe the factors that create a culture of safety.
5.2b Articulate the nurse's role within an interprofessional team in promoting safety and preventing errors and near misses.
5.2c Examine basic safety design principles to reduce risk of harm.
5.2d Assume accountability for reporting unsafe conditions, near misses, and errors to reduce harm.
5.2e Describe processes used in understanding causes of error.
5.2f Use national patient safety resources, initiatives, and regulations at the point of care.
5.3 Contribute to a culture of provider and work environment safety.
5.3a Identify actual and potential level of risks to providers within the workplace.
5.3b Recognize how to prevent workplace violence and injury.
5.3c Promote policies for prevention of violence and risk mitigation.
5.3d Recognize one's role in sustaining a just culture reflecting civility and respect.

☐ **Domain 6: Interprofessional Partnerships Descriptor:**
Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.
6.1a Communicate the nurse's roles and responsibilities clearly.
6.1b Use various communication tools and techniques effectively.
6.1c Elicit the perspectives of team members to inform person-centered care decision making.
6.1d Articulate impact of diversity, equity, and inclusion on team-based communications.
6.1e Communicate individual information in a professional, accurate, and timely manner.

6.1f Communicate as informed by legal, regulatory, and policy guidelines.
6.2 Perform effectively in different team roles, using principles and values of team dynamics.
6.2a Apply principles of team dynamics, including team roles, to facilitate effective team functioning.
6.2b Delegate work to team members based on their roles and competency.
6.2c Engage in the work of the team as appropriate to one's scope of practice and competency.
6.2d Recognize how one's uniqueness (as a person and a nurse) contributes to effective interprofessional working relationships.
6.2e Apply principles of team leadership and management. Performance to improve quality and assure safety.
6.2f Evaluate performance of individual and team to improve quality and promote safety.
6.3 Use knowledge of nursing and other professions to address healthcare needs.
6.3a Integrate the roles and responsibilities of healthcare professionals through interprofessional collaborative practice.
6.3b Leverage roles and abilities of team members to optimize care.
6.3c Communicate with team members to clarify responsibilities in executing a plan of care.
6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values.
6.4a Demonstrate an awareness of one's biases and how they may affect mutual respect and communication with team members.
6.4b Demonstrate respect for the perspectives and experiences of other professions.
6.4c Engage in constructive communication to facilitate conflict management.
6.4d Collaborate with interprofessional team members to establish mutual healthcare goals for individuals, communities, or populations.

- **Domain 7: Systems-Based Practice Descriptor:**
  Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.

7.1 Apply knowledge of systems to work effectively across the continuum of care.
7.1a Describe organizational structure, mission, vision, philosophy, and values.
7.1b Explain the relationships of macrosystems, mesosystems, and microsystems.
7.1c Differentiate between various healthcare delivery environments across the continuum of care.

7.1d Recognize internal and external system processes that impact care coordination and transition of care.
7.2 Incorporate consideration of cost-effectiveness of care.
7.2a Describe the financial and payment models of health care.
7.2b Recognize the impact of health disparities and social determinants of health on care outcomes.
7.2c Describe the impact of healthcare cost and payment models on the delivery, access, and quality of care.
7.2d Explain the relationship of policy, regulatory requirements, and economics on care outcomes.
7.2e Incorporate considerations of efficiency, value, and cost in providing care.
7.2f Identify the impact of differing system structures, leadership, and workforce needs on care outcomes.
7.3 Optimize system effectiveness through application of innovation and evidence-based practice.
7.3a Demonstrate a systematic approach for decision-making.
7.3b Use reported performance metrics to compare/monitor outcomes.
7.3c Participate in evaluating system effectiveness.
7.3d Recognize internal and external system processes and structures that perpetuate racism and other forms of discrimination within health care.

- **Domain 8: Information and Healthcare Technologies Descriptor:**
  Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations.
8.1a Identify the variety of information and communication technologies used in care settings.
8.1b Identify the basic concepts of electronic health, mobile health, and telehealth systems for enabling patient care.
8.1c Effectively use electronic communication tools.
8.1d Describe the appropriate use of multimedia applications in health care.
8.1e Demonstrate best practice use of social networking applications.
8.1f Explain the importance of nursing engagement in the planning and selection of healthcare technologies.
8.2 Use information and communication technology to gather data, create information, and generate knowledge.

8.2a Enter accurate data when chronicling care.
8.2b Explain how data entered on one patient impacts public and population health data.
8.2c Use appropriate data when planning care.
8.2d Demonstrate the appropriate use of health information literacy assessments and improvement strategies.
8.2e Describe the importance of standardized nursing data to reflect the unique contribution of nursing practice.
8.3 Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.
8.3a Demonstrate appropriate use of information and communication technologies.
8.3b Evaluate how decision support tools impact clinical judgment and safe patient care.
8.3c Use information and communication technology in a manner that supports the nurse-patient relationship.
8.3d Examine how emerging technologies influence healthcare delivery and clinical decision making.
8.3e Identify impact of information and communication technology on quality and safety of care.
8.3f Identify the importance of reporting system processes and functional issues (error messages, mis-directions, device malfunctions, etc.) according to organizational policies and procedures.
8.4 Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels.
8.4a Explain the role of communication technology in enhancing clinical information flows.
8.4b Describe how information and communication technology tools support patient and team communications.
8.4c Identify the basic concepts of electronic health, mobile health, and telehealth systems in enabling patient care.
8.4d Explain the impact of health information exchange, interoperability, and integration on health care.
8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.
8.5a Identify common risks associated with using information and communication technology.
8.5b Demonstrate ethical use of social networking applications.

8.5c Comply with legal and regulatory requirements while using communication and information technologies.
8.5d Educate patients on their rights to access, review, and correct personal data and medical records.
8.5e Discuss how clinical judgment and critical thinking must prevail in the presence of information and communication technologies.
8.5f Deliver care using remote technology.

☐ **Domain 9: Professionalism Descriptor:**
Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.

9.1 Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society.
9.1a Apply principles of professional nursing ethics and human rights in patient care and professional situations.
9.1b Reflect on one's actions and their consequences.
9.1c Demonstrate ethical behaviors in practice.
9.1d Change behavior based on self and situational awareness.
9.1e Report unethical behaviors when observed.
9.1f Safeguard privacy, confidentiality, and autonomy in all interactions.
9.1g Advocate for the individual's right to self-determination.
9.2 Employ participatory approach to nursing care.
9.2a Employ the use of intentional presence to facilitate shared meaning of the experience between nurse and recipient of care.
9.2b Facilitate health and healing through compassionate caring.
9.2c Demonstrate empathy to the individual's life experience.
9.2d Advocate for practices that advance diversity, equity, and inclusion.
9.2e Demonstrate cultural sensitivity and humility in practice.
9.2f Apply principles of therapeutic relationships and professional boundaries.
9.2g Communicate in a professional manner.
9.3 Demonstrate accountability to the individual, society, and the profession.
9.3a Engage in advocacy that promotes the best interest of the individual, community, and profession.
9.3b Demonstrate the moral courage to report concerns related to actual or potential hazards and/or errors.
9.3c Demonstrate professional and personal honesty and integrity.
9.3d Take responsibility for one's roles, decisions, obligations, Actions, and care outcomes.
9.3e Engage in professional activities and/or organizations.

9.3f Demonstrate adherence to a culture of civility.
9.3g Advocate for social justice and health equity, including addressing the health of vulnerable populations.
9.3h Engage in peer evaluation.
9.4 Comply with relevant laws, policies, and regulations.
9.4a Advocate for policies that promote health and prevent harm.
9.4b Adhere to the registered nurse scope and standards of practice.
9.4c Adhere to regulatory requirements and workplace policies consistent with one's educational preparation.
9.5 Demonstrate the professional identity of nursing.
9.5a Describe nursing's professional identity and contributions to the healthcare team.
9.5b Demonstrate the core values of professional nursing identity.
9.5c Demonstrate sensitivity to the values of others.
9.5d Demonstrate ethical comportment and moral courage in decision making and actions.
9.5e Demonstrate emotional intelligence.
9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.
9.6a Demonstrate respect for diverse individual differences and diverse communities and populations
9.6b Demonstrate awareness of personal and professional values and conscious and unconscious biases.
9.6c Integrate core principles of social justice and human rights into practice.

- **Domain 10: Personal, Professional, and Leadership Development Descriptor:**
  Participation in activities and self-reflection that foster personal health, resilience, and wellbeing, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

10.1 Demonstrate a commitment to personal health and well-being.
10.1a Demonstrate healthy, self-care behaviors that promote wellness and resiliency.
10.1b Manage conflict between personal and professional responsibilities.
10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.
10.2a Engage in guided and spontaneous reflection of one's practice.
10.2b Integrate comprehensive feedback to improve performance.
10.2c Commit to personal and professional development.
10.2d Expand personal knowledge to inform clinical judgment.
10.2e Identify role models and mentors to support professional growth.

10.2f Participate in ongoing activities that embrace principles of diversity, equity, inclusion, and anti- discrimination.
10.3 Develop capacity for leadership.
10.3a Compare and contrast leadership principles and theories.
10.3b Formulate a personal leadership style.
10.3c Demonstrate leadership behaviors in professional situations.
10.3d Demonstrate self-efficacy consistent with one's professional development.
10.3e Use appropriate resources when dealing with ambiguity.
10.3f Modify one's own leadership behaviors based on guided self-reflection.
10.3g Demonstrate self-awareness of one's own implicit biases and their relationship to one's culture and environment.
10.3h Communicate a consistent image of the nurse as a leader.
10.3i Recognize the importance of nursing's contributions as leaders in practice and policy issues.

Concepts for Nursing Practice

1. **Clinical Judgment**

   As one of the key attributes of professional nursing, clinical judgment refers to the process by which nurses make decisions based on nursing knowledge (evidence, theories, ways/patterns of knowing), other disciplinary knowledge, critical thinking, and clinical reasoning (Manetti, 2019). This process is used to understand and interpret information in the delivery of care. Clinical decision making based on clinical judgment, is directly related to care outcomes.

2. **Communication**

   Communication, informed by nursing and other theories, is a central component in all areas of nursing practice. Communication is defined as an exchange of information, thoughts, and feelings through a variety of mechanisms. The definition encompasses the various ways people interact with each other, including verbal, written, behavioral, body language, touch, and emotion. Communication also includes intentionality, mutuality, partnerships, trust, and presence. Effective communication between nurses and individuals and between nurses and other health professionals is necessary for the delivery of high quality, individualized nursing care. With increasing frequency communication is delivered through technological modalities. Communication also is a core component of team-based, interprofessional care and closely interrelated with the concept Social Determinants of Health (described below).

3. **Compassionate Care**

   As an essential principle of person-centered care, compassionate care refers to the way nurses relate to others as human beings and involves "noticing another person's vulnerability, experiencing an emotional reaction to this, and acting in some way with them in a way that is meaningful for people" (Murray & Tuqiri, 2020). Compassionate

care is interrelated with other concepts such as caring, empathy, and respect and is also closely associated with patient satisfaction.

4. Diversity, Equity, and Inclusion

Collectively, diversity, equity, and inclusion (DEI) refers to a broad range of individual, population, and social constructs and is adapted in the Essentials as one of the most visible concepts. Although these are collectively considered a concept, differentiation of each conceptual element leads to enhanced understanding. Diversity references a broad range of individual, population, and social characteristics, including but not limited to age; sex; race; ethnicity; sexual orientation; gender identity; family structures; geographic locations; national origin; immigrants and refugees; language; any impairment that substantially limits a major life activity; religious beliefs; and socioeconomic status. Inclusion represents environmental and organizational cultures in which faculty, students, staff, and administrators with diverse characteristics thrive. Inclusive environments require intentionality and embrace differences, not merely tolerate them (AACN, 2017; Bloomberg, 2019). Everyone works to ensure the perspectives and experiences of others are invited, welcomed, acknowledged, and respected in inclusive environments. Equity is the ability to recognize the differences in the resources or knowledge needed to allow individuals to fully participate in society, including access to higher education, to overcome obstacles to ensure fairness (Kranich, 2001). To have equitable systems, all people should be treated fairly, unhampered by artificial barriers, stereotypes, or prejudices (Cooper, 2016). Two related concepts that fit within DEI include structural racism and social justice. (See the glossary for definitions of structural racism and social justice.)

5. Ethics Core

to professional nursing practice, ethics refers to principles that guide a person's behavior. Ethics is closely tied to moral philosophy involving the study of or examination of morality through a variety of different approaches (Tubbs, 2009). There are commonly accepted principles in bioethics that include autonomy, beneficence, non-maleficence, and justice (ANA 2015; ACNM, 2015; AANA, 2018; ICN, 2012). The study of ethics as it relates to nursing practice has led to the exploration of other relevant concepts, including moral distress, moral hazard, moral community, and moral or critical resilience.

6. Evidence-Based Practice

The delivery of optimal health care requires the integration of current evidence and clinical expertise with individual and family preferences. Evidence-based practice is a problem-solving approach to the delivery of health care that integrates best evidence from studies and patient care data with clinician expertise and patient preferences and values (Melnyk, Fineout-Overhold, Stillwell, & Williamson, 2010). In addition, there is a need to consider those scientific studies that ask: whose perspectives are solicited, who creates the evidence, how is that evidence created, what questions remain unanswered, and what harm may be created? Answers to these questions are paramount

to incorporating meaningful, culturally safe, evidence-based practice (Nursing Mutual Aid, 2020).

7. Health Policy

Health policy involves goal-directed decision-making about health that is the result of an authorized public decision-making process (Keller & Ridenour, 2021). Nurses play critical roles in advocating for policy that impacts patients and the profession, especially when speaking with a united voice on issues that affect nursing practice and health outcomes. Nurses can have a profound influence on health policy by becoming engaged in the policy process on many levels, which includes interpreting, evaluating, and leading policy change.

8. Social Determinants of Health

Determinants of health, a broader term, include personal, social, economic, and environmental factors that impact health. Social determinants of health, a primary component of determinants of health "are the conditions in the environment where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality of life outcomes and risks." The social determinants of health contribute to wide health disparities and inequities in areas such as economic stability, education quality and access, healthcare quality and access, neighborhood and built environment, and social and community context (Healthy People, 2030). Nursing practices such as assessment, health promotion, access to care, and patient teaching support improvements in health outcomes. The social determinants of health are closely interrelated with the concepts of diversity, equity, and inclusion, health policy, and communication.

Confidentiality of Patient Information

Confidentiality in the handling of information about patient care is an ethical and legal obligation of the Institution. SJBSM is explicitly committed to this obligation. To this means, the school has implemented the Code of Honor, and the norms established by the Health Insurance Portability and Accountability Act that guarantee confidentiality in health care.

Better known by its abbreviation HIPAA, the Health Insurance Portability and Accountability Act of 1996 establishes the rules that ensure data privacy and security provisions for safeguarding all information related to health services information, which require mayor institutional changes that are currently under development and that will include all information system processes.

Clinical Practice

To be able to participate in the clinical practice the student must complete the institutions requirements such as:

1. Update Health Certificate
2. Negative Background Check Certificate
3. Immunization Record Including Hepatitis B x 3 and titles
4. Season Influenza
5. Chicken Pox (Varicella) x 2, and title. If you the varicella condition a profile laboratory results are needed
6. CPR up date
7. Picture 2x2 (1)
8. Identification/ License/ school identification
9. Patient Safety Goals Certificate Up date
10. HIPPA Training Certificate
11. Infection Control Certificate
12. OSHA Training
13. Personal Defense Training
14. 300 Law
15. Mask fit training
16. Doping test
17. Complete COVID-19 immunization (see executive order 2021-01)

It is very important to hand out the document to the professor the second week of class to hand out to the hospital to be able to have the hospital orientation and start the clinical practice on time.

The San Juan Bautista School of Medicine is responsible to request evidence of liability insurance before initiating paperwork process with students. It is the student's responsibility to keep up to date, to follow with the academic achievement policy and to fully comply with all the requirements.

Clinical Practice Courses

The San Juan Bautista School of Medicine has partnerships with different institutions to ensure excellent experiences of Clinical Practice in all clinical courses, such as: NUR 102: Analysis and action for community Health, NUR 202 Therapeutic Intervention I: Introduction to Professional Nursing, NUR 302 Therapeutic Intervention II Adult Health Nursing, NUR 303 Therapeutic Intervention III: Chronic Psychiatric and Mental Health Conditions, NUR 402 Therapeutic

Intervention IV: Childbearing and Childbearing Families, NUR 405Therapeutic Interventions V: Nursing Synthesis and NUR 406: Professional Nursing Management.

Graduate profile

Our graduate will be a:

1. Demonstrate commitment to the delivery of ethical and nurturing patient care among well and ill individuals and groups.
2. Contribute with competent care according to the health needs of diverse cultural groups and population in Puerto Rico and other countries.
3. Support a nursing practice through the application of knowledge that is generated through evidence-based research, the humanities, and natural sciences.
4. Provide self-directed care and demonstrate accountability for own actions.
5. Apply skilled oral and written communication and technology in the delivery nursing care
6. Make sound decisions and formulate independent judgments
7. Practice effective leadership and contribute as key members of the health care team.

Graduation Requirements

To be able to graduate from the Bachelors of Science in Nursing, the student needs to fulfill the following criteria:

1. Have taken the Analysis and Action for Community Health course (NUR102) at the San Juan Bautista School of Medicine.
2. Complete all the Nursing courses at the San Juan Bautista School of Medicine.
3. Total compliance with the Satisfactory Academic Progress policy.
4. Have an overall Grade Point Average (GPA) of 2.75.
5. Number of credit hours or contact hours to respond to the programmatic level of degree awarded.

The totals of credit hours are distributed as follows:

General Studies: 46
Prerequisites: 20
Major Courses: 57
TOTAL CREDITS: 123
Elective Courses: 1

Bachelor of Science in Nursing Curricular Sequence

Code	Course Title	Credits
ENG 101	Basic Composition English 1	3
MAT 101	College Algebra	4
SOC 101	Fundamentals of Sociology	3

Code	Course Title	Credits
LAT 101	Latin American and the Caribbean I: The Colonial Period	3
BIO 101	Anatomy and Physiology 1	4
	Total Semester 1	**17**
ENG 102	Advanced Composition English II	3
SPA 101	Basic Spanish	3
CHE 101	Preparation for general Chemistry	3
LAT 102	Afro Caribbean Societies and Cultures	3
BIO 102	Anatomy and Physiology 2	4
	Total Semester 2	**16**
CHE 202	Essential of General Chemistry	3
CHE 203	Essential of General Chemistry Laboratory	2
SPA 202	Advanced Spanish	3
SOC 202	Race, Ethnicity and Society	3
PHIL 201	Contemporary Moral Issues	3
NUR 101	Human Growth and Development	3
	Total Semester 3	**17**
ANT 201	Introduction to Evolution	3
NUR 102	Analysis and Action for Community Health	3
BIO 201	Microbiology	4
PSY 201	General Psychology	3
	Total Semester 4	**13**
PHA 201	Health Assessment	3
COM 101	Information and Technology in Nursing	3
NUR	Elective Course ***	3
NUR 202	Therapeutic Nursing Intervention 1: Introduction to professional Nursing	6
	Total Semester 5	**15**

NUR 301	Ways of Knowing Nursing: Nursing Research	3
NUR 302	Therapeutic Intervention II: Adult Health Nursing	3
NUR 303	Therapeutic Intervention III: Psychiatric and Mental Health Conditions	6
NUR 304	Pharmacologic Basis of Nursing Practice	3
	Total Semester 6	**15**
NUR 401	Altered Health States: Pathophysiology	3
NUR 402	Therapeutic Interventions IV: Childbearing and Childbearing Families	6
NUR 403	Decision Making	3
PHIL 202	Bioethics	3
	Total Semester 7	**15**
NUR 404	Trends and Issues in Nursing and Health Care	3
NUR 405	Therapeutic Interventions V: Nursing Synthesis	6
Code	**Course Title**	**Credits**
NUR 406	Professional Nursing Management	3
NUR 305	Statistics for Nursing	3
	Total Semester 8	**15**
	Total BSN Credits	**123**

*** Elective Courses ***

Code	**Course Title**	**Credits**
NUR 201	Nursing as Human Sciences	3
NUR 306	Biomedical Research for Nursing	3
NUR 400	Child Abuse and Neglect	3
	Total Semester	**3**

Distribution of BSN Program total credits hours

Components	General Education Courses	Basic sciences (Prerequisites)	Concentration credits (Nursing)	Total credits
Credits	46	20	57	123

***This curricular sequence applies to students admitted from august 2022. ***

Course Descriptions Bachelors of Science in Nursing

Code	**Course**	**Credits**

	General Courses	
ENG 101	**English Composition 1** English 101 is a course in composition and English language studies. The two goals of English 101 are to achieve competence with the use of English and fluency with written English. To accomplish the first goal, we will study the structure of the English language, and to accomplish the second goal, we will study how several writers create their work. Ultimately, we want to learn what one well known commentator called the essence of all good writing — to make meaning on paper.	**3 credits**
SPA 101	**Basic Composition Spanish 101** This course is designed to help students to apply the basic grammatical rules in the developing skills in expository writing. Emphasis is placed on the writing process, organization, methods of	**3 credits**

Code	Course	Credits
	development, and appropriate diction. Spanish will be speaking in class at all time.	
ENG 102	**English Composition 2** This course is designed to help students develop skills in expositor writing. Emphasis is placed on the writing process, organization, methods of development, and appropriate diction. A research paper using the MLA documentation format is required. You will also be asked to evaluate and critique your classmates' essays in order to improve your own writing while encouraging others.	**3 credits**
SPA 102	**Advanced composition Spanish 102** This course will help the students continuing practice the Spanish language. With active participation and the development of the writing will be able to applying the grammatical rules and concepts in the compositions, essay and documentation in Spanish.	**3 credits**
SOC 101	**Fundamentals of Sociology** This course introduces students to sociological concepts and methods of research, as well as to their application to the analysis of modern societies, especially the US and Puerto Rico.	**3 credits**

SOC 102	**Race, Ethnicities & Society** This course is intended to provide an introduction, survey and critical assessment of the academic fields of ethnic and racial studies and racial relations. We will focus primarily on the experiences of ethnic and racial minorities in the contemporary United States, but will examine the significance of race in some other nations as well. We will spend some time exploring how racial and ethnic identities have been created, changed, and used over time, by the people who claim them and by others. Portions of the course will be devoted to the areas of culture, politics, racial/ethnic conflict and cooperation, and current social issues. The course will explore possibilities for resistance and change, as well as past and present inequalities.	**3 credits**
PHA 201	**Health assessment** The health assessment; This course is designed to provide student with clinical competence in interviewing techniques, approaches to health history taking and physical examination assessment techniques. And data analysis. The theoretical content equips the student with a current and thorough knowledge of physical examination approach and history taking in order to establish data-base on clients in various health settings. Including practice with standardized patients	**3credits**

Code	Course	Credits
PHIL 101	**Contemporary Moral Issues** Ethics or Moral Philosophy is the branch of philosophy that occupies itself with the evaluation of human conduct. Within the Western tradition, study of Moral Philosophy has divided along three lines: meta-ethics, normative ethics, and applied ethics. Meta- ethics is concerned with questions about the origins of our ethical claims; it analyzes the meanings of moral terms like ―good‖ to see where their definitions arise. Or, it asks if morality exists independently of our thinking about it. We will not explicitly concern ourselves with metaethics in this course; rather we will focus on the latter two line of ethical enquiry. Normative ethics is the branch of Moral Philosophy that formulates theories within normative ethics to use in judging the morality or immorality of a specific case.	**3 credits**

PHIL 202	**Bioethics** Recent scientific, technological, and social developments have produced rapid changes in medical care resulting in new ethical dilemmas for health professionals. This course will look at issues such**:** as euthanasia, assisted suicide, informed consent, and gene therapy, and provide a framework for analyzing them.	**3 credits**
LAT 101	**Latin American and the Caribbean 1: The Colonial Period** This course is a historical survey of Latin America and the Caribbean from the first days of European and African contact with the Americas to the moment of Spanish and Portuguese American independence. The course will examine pre-Columbian cultures and their social organization, the first instances of contact and the subsequent colonial imperial administrations of the Spanish and Portuguese. Through the use of primary and secondary sources, this course will explore such themes as conquest, hegemony, ―transculturation, race and ethnicity, social, political and economic structures, resistance and the conditions that shaped the fledgling independence movements and ultimately the modern nation states that comprise Latin America today.	**3 credits**
LAT 102	**Afro – Caribbean Societies and Cultures** The course studies how historical forces have shaped the societies and cultures of Caribbean countries. We will explore the twin themes of commonality and diversity in the Caribbean, and the role the Caribbean countries play in contemporary world societies. There will be several low stakes and high stakes writing assignments	**3 credits**

Code	Course	Credits
	designed to assist you to master the course material as well as improve your writing skills.	
MAT 101	**College Algebra** This course explores rational expressions, integer and rational exponents, quadratic formula, complex numbers, exponential and logarithmic functions, conic sections, trigonometry	**4credits**

COMP 101	**Information and technology in Nursing**	**3credits**
	This course is a broad introduction to computers: how they work, how they are used, how they communicate, and how they affect society. It provides students with a basic understanding of computer terminology and concepts. The course gives hands-on experience with word processing, spreadsheets, database management, the World Wide Web (Internet), in a Windows XP/Vista environment. No prior	
	Knowledge of computers is assumed. Case studies, current news items, and several software packages will be utilized to illustrate the principles covered. You will need the use of a computer system and the electronic record.	
ANT 201	**Introductions to Evolution**	**3 credits**
	The course is an introduction to physical anthropology. It will focus on the evolutionary history of human beings and our closest relatives, the non-human primates. The class material will be presented in a combination of lectures, readings, and laboratory exercises. The course is divided into three sections: Genetics and Evolutionary Processes, The Behavior, Ecology and Conservation of the Non- Human primates, and Pale anthropologist and human evolution. Although the sections are presented independently, they are all interrelated and equally important.	
CHE 101	**Preparation for General Chemistry**	**3 credits**
	This course is focused on practice in handing mathematical problems in physical and an introduction to certain fundamental topics in chemistry for students who have had insufficient high school training the physical sciences.	
CHE 202	**Essentials of General Chemistry – Lecture**	**3 credits**
	This course is a brief presentation of the essentials of chemistry their applications to inorganic chemistry.	
CHE 203	**Essentials of General Chemistry – Laboratory**	**2credits**

Code	Course	Credits
	This course is an introduction to laboratory experimentation with the purpose to familiarize students with scientific measurements and practical chemical reactions.	

BIO 101	**Anatomy and Physiology 1** This course is intended to study human anatomy and physiology. Lecture topics include cell structure and function, tissues, and the study of the skeletal, muscular, nervous, and endocrine systems. Laboratory exercises complement the lecture material with the use of a workbook, models, and animal preparations.	**4credits**
BIO 102	**Anatomy and Physiology II** Physiology II is the continuation of Anatomy and Physiology I. Lecture topics include the cardiovascular, respiratory, digestive, urinary, and reproductive systems, and selected topics on metabolism and fluid homeostasis. Emphasis is given to the physiological functioning of these systems. Laboratory experiments illustrate the concepts discussed in the lectures.	**4 credits**
BIO 201	**Microbiology** This course is a survey of microbes and their structure, chemical composition, cultivation, ecology, and metabolism; special emphasis on applied aspects (infectious diseases and human resistance; food and industrial microbiology; biotechnology)	**5 credits**
Nursing courses		
NUR 101	**Human Growth & Development** This course explores the physical, cognitive, social and emotional aspects of human development across the life span. (Infancy, childhood, early childhood, middle adulthood, late adulthood and death and dying)	**3credits**
NUR 102	**Analysis and Action for Community Health** This course pays attention to health needs of families in the context of their community. Introduction to epidemiological method and the principles of epidemiological investigation as tools for analyzing health needs. Issues of prevention, environmental health, and special risk families, planned change the concept of health teams and the roles of health workers in the community. Including theory and practice	**3credits**
NUR 201	**Nursing as a Human Science** This course is the historical, philosophical & theoretical foundations of nursing and selected topics relating to the inter-	**3 credits**

Code	Course	Credits
	subjective nature of professional nursing and its moral, ethical and legal dimensions.	
NUR 202	**Therapeutic Intervention I – Introduction to Professional Nursing** This course gives emphasis on therapeutic communication, foundation of nursing practice, cultural diversity, nursing process, basic nursing care, physiological and psychosocial response, and attention to special needs of the older person, medication administration, perioperative nursing and health promotion across the life span. Including theory and practice	**6 credits**
NUR 301	**Ways of Knowing: Nursing Research** This course explores diverse methods of research and inquiry in nursing and their implications for clinical practice.	**3 credits**
NUR 302	**Therapeutic Intervention II – Adult Health Nursing** This course focuses on the clinical aspects of medical and surgical nursing care of adults with acute and chronic illnesses. Integrate the nutritional aspect, perioperative nursing, critical care emergency and disaster. Including theory and practice	**6 credits**
NUR 303	**Therapeutic Intervention III – Chronic Psychiatric & Mental Health Conditions** This course focuses on the clinical aspects of nursing care of adults with acute and chronic psychiatric and mental health conditions. Including Geriatric mental *changes nutrition and management*. Include relevant instructional and clinical learning experience for nurses in mental health.	**3 credits**
NUR 304	**Pharmacologic Basics of Nursing Practice** This course explores the general pharmacological principles as they relate to nursing practice and health care.	**3 credits**
NUR 305	**Statistics for Nursing** This course will introduce the nursing students to the Statistics for nursing to help the nurse to understand "patient generated data" and to utilize information from statistical report. The nursing student will be able to describe patient populations and outcomes or to draw inferences needed in planning or to better predict, prevents and minimize problems and patient complications. This course will introduce the nursing students to basis statistics.	**3 credits**

| NUR 400 | **Child Abuse and Neglect**
    This is a course that provides a comprehensive overview of child abuse and neglect and their prevention. Included the theory and | **3 credits** |

Code	**Course**	**Credits**

	practice. Among the topics to be covered in detail are the laws regarding child abuse and neglect, the power of the state to intervene when allegations of abuse or neglect are made, the child protective process, mandated reporting laws, the investigation into allegations of abuse and neglect, the legal process, pretrial and trial practice and procedure, jury selection, trial strategy, demonstrative evidence, use of the professional literature, trial exhibits, direct and cross examination techniques, and courtroom psychology. We will explore allegations of child abuse and neglect from the perspectives of the prosecution, both criminal and civil, the parent(s) accused of abuse and/or neglect as well as the child allegedly abused and/or neglected. This course will also examine each aspect of the forensic medical examination including history taking, charting, photo documentation, diagnosis, protocol utilized, and medical literature, as well as the forensic interview of the child including the protocols utilized, and the professional literature regarding assessment of allegations of child sexual abuse including issues which arise in the context of these allegations including Parental Alienation "Syndrome", the suggestibility of children, allegations of child sexual abuse in the context of divorce/custody proceedings, proper forensic interviewing, the professional ethics of medical and mental health professionals, maintaining proper records, and other issues. As part of the learning process we will replicate actual trial situations utilizing outside speakers who are experienced expert and lay (fact) witnesses from various disciplines e.g. law enforcement, medical, mental health, child protective services) in order to understand the interplay between the theoretical and the practical. We will conduct a mock trial giving you the opportunity to conduct direct and cross examination of the outside expert and lay witnesses. I will also be having colleagues from other disciplines speak to the class regarding topics related to child abuse and neglect such as a pediatrician who conducts medical examinations regarding allegations of child sexual and physical abuse and neglect, an attorney who represents children in abuse and neglect cases, a forensic psychologist who conducts evaluations regarding allegations of child sexual abuse, and others. This will be a "hands on" course, requiring participation in class discussions, evaluation of issues, presentation of legal arguments and understanding of legal, medical and psychological concepts.	
NUR 401	**Altered Health States (Pathophysiology)**	**3credits**

Code	Course	Credits
	This course focuses on the relationship of normal body functioning to the physiological changes that occur as a result of illness. It also pays attention to the epidemiological, preventive and pathological effects of disease.	
NUR 402	**Therapeutic Intervention IV: Childbearing & Childrearing Families** This course focuses on the relation of nursing care to positive health experiences and outcomes in childbearing and childrearing families. Provide relevant instructional and clinical learning experiences for nurses in providing care to the childbearing families during ante-partum, intrapartum, and post-partum periods in a variety of settings. Health issues relating to growth and development are explored. The role of the nursing in health promotion and disease including nutrition, bread feeding and prevention for childbearing and childrearing families is emphasized. Instructional and clinical learning experience for nurses in OB/GYN, neonatal, and pediatric nursing.	**6 credits**
NUR 403	**Clinical Decision Making** This course is about the processes of clinical judgment and decision-making. It focuses on the examination of the interaction between diagnostic and therapeutic reasoning within the context of ethical reasoning and critical thinking	**3 credits**
NUR 404	**Trends and Issues in Nursing and Health Care** This course identifies and explores the trends and debates issues in contemporary healthcare. It provides the opportunity to students to debate and defend a position on specific issues. The perspectives to be explored include social, political, organizational, and legal/ethical factors. The continuing debate about the essence of nursing including professional issues is examined. The politics of health is discussed within the context of the health care system. Current issues are critically analyzed in relation to their influence on the nursing profession and nursing practice.	**3 credits**

Code	Course	Credits
NUR 405	**Therapeutic Intervention V: Nursing Synthesis** This course is a synthesis of the knowledge and skills required to effectively support clients, families and groups along a trajectory from diagnosis through end of life support. It pays attention to population-based care as it relates medical and surgical, pediatric, emergency, ICCU and to disaster preparedness and targeted nursing response.	**3 credits**
Code	**Course**	**Credits**
	Including theory and practice	
NUR 406	**Professional Nursing Management** This course is focused on the professional role of the nurse in the health care system. It emphasizes on leadership and management theory as related to nursing administration, organizational design and governance. Including theory and practice	**3 credits**

Satisfactory Academic Progress Policy for the BSN

In order to meet the accreditations standards and comply with the U.S. Department of Education requirements for eligibility for federal student financial aid, the San Juan Bautista School of Medicine has established a Satisfactory Academic Progress Policy for the Bachelor Degree of Sciences in Nursing Program.

The federal student aid programs of Title IV require that every student receiving aid funds must meet the criteria established in the Satisfactory Academic Progress Policy. This policy has seven (7) important elements:

Element #1: **Completed Credits and Minimum Grade Point Average**

The first factor to consider in the evaluation is the number of completed credits, compared with the number of credits attempted by each student, and the minimum grade point average required. Annually the SJBSM will determine the satisfactory academic progress of each student, in which the student must complete the required credits established by year of study, with the minimum grade point average as shown below:

Year of Study	Minimum Percentage of Completed Credits	Minimum Grade Point Average
1	27%	2.50
2	50%	2.50
3	77%	2.75
4	-------	2.75

Year of study	Minimum percentage of complete credit	Minimum Grade point
1	33.3%	2.50
2	66.6	2.75
3	--------	2.75

The SJBSM considers as attempted credits the following: completed courses, failed courses, repeated courses, withdrawals, and incomplete courses at the moment the satisfactory academic progress of each student is evaluated.

Element #2: Maximum Time Frame in Credits

A student is expected to complete the academic program in a maximum time frame of 1.5 times the length of the program in credits, which for the Bachelor of Sciences in Nursing program means:

123 credits x 1.5 = **184.5 credits (maximum time frame) in six years.**

For transfer students admitted to the third year of the program, the maximum time frame will be determined by subtracting the number of credits of their first two years (66 credits in General Sciences) from the total program credits. Thus, satisfactory academic progress will be measured by 57 credits instead of 123 credits, as shown below:

123 credits – 66credits = 57credits
57 credits x 1.5 = **85 credits (maximum time frame) in three years.**
Track 57 credits x1.5 =**85 credits (maximum time frame in two years)**

Element #3: Maximum Chronological Time

To establish the maximum chronological time allowed within this policy, the possibility of a leave of absence of one year or a change of program has been considered:

Program	Maximum Chronological Time to Complete Program
Four-Year Regular Program 3-year program	Maximum Time of Six Years 5 year

Element #4: Probation and Suspension

If a student does not meet the satisfactory progress standards, in terms of approved credits and minimum grade point average (element #1), or does not complete the program by the maximum time frame established (element #2), or does not complete the program by the maximum chronological time established (element #3), then the BSN Student Assessment Committee will

determine if the student is to be <u>suspended</u> from the program, or if the student must repeat the year. If the BSN Student Assessment Committee determines that the student must repeat the year, a specific recommendation will be submitted through the Dean of Allied Sciences to the President for approval. The President makes the final decision. The student will be in academic probation and will still be eligible for financial aid. However, if the student fails again during probation, he/she will be evaluated by the BSN Student Assessment Committee to determine if the student should be recommended for suspension.

Element #5: Veterans

The elements that establish the maximum time frame and the maximum chronological time to complete the program do not apply to veterans' aid beneficiaries. These students must complete the program during the regular time established in the curricular scheme. They will not be able to continue receiving financial aid for those credits that exceed the usual curricular scheme and time frame of 120 credits in four years.

Element #6: Changes to the Academic Program or Requirements

Any changes made to the academic program or to the requirements for program completion will apply only to those students admitted on or after the effective date of the curricular program changes.

Element # 7: Enrollment Status Classification

The enrollment status classification of students at SJBSM is as follows:
1. Full time - a student enrolled in 12 or more credits
2. ¾ Time - a student enrolled in 9-11 credits
3. ½ Time - a student enrolled in 6-8 credits
4. Less than half Time – a student enrolled in less than 6 credits

Reexamination and Calculation of Final Grades

General Sciences

 Students who obtain a "D" grade in any course will be given a comprehensive exam, according to the schedule posted by the BSN Program Coordinator. Students must pass the exam with a "C" grade or higher; otherwise, the student is considered to have failed the course. Regardless of the

grade obtained in the comprehensive exam (A, B or C), his/her final grade for the course will be a "C."

Nursing Sciences

The evaluation of the student's performance during rotations includes clinical competencies and written examinations and reports. The student must complete all the summative evaluation requirements prior to taking the Assessment Technology Institute-Clinical Skill Competencies Examination.

The evaluation of students will include a narrative description of clinical performance in all the required competencies.

For the nursing courses, the final grade will be the result of the following formula:

Grade for summative evaluations	50%
Grade for practical evaluation	50%

The evaluation of students will include a narrative description of clinical performance in all the required competencies.

The student who obtains a "D" grade in the summative evaluation will have the opportunity to be reexamined. The student must pass this second exam with a "C" grade or higher; otherwise, he/she is considered to have failed the rotation, and the student will have to register for and repeat the rotation. Regardless of the grade obtained in the exam (A, B or C), the final grade for the written component will be a "C." The grade should be changed to a fair percentage. The following scale will be used to give the "C" of the make-up exam a percentage, which will be considered for the final grade.

% of Replacement Exam	Final % of "C"
90% - 100%	79%
80% - 89%	75%
70% - 79%	70%

A student who receives an "F" grade in the summative evaluation must register for and repeat the rotation, including all clinical experiences.

Students who obtain a "D" grade in the practical evaluation must repeat the rotation.

Students who fail two rotations will be individually evaluated by the BSN Student Assessment Committee to determine whether they must repeat the semester or withdraw from School. A student is permitted to repeat only one semester and only for justifiable reasons. The BSN Student Assessment Committee considers special cases on an individual basis, and their recommendation is forwarded through the Dean of Allied Sciences to the President for final decision.

Withdrawal, Leave of Absence, and Readmission

Withdrawal

Students who wish to withdraw from the SJBSM Nursing Program must contact the Registrar's Office, complete the withdrawal application, and follow the established procedures. The student must obtain the official signatures indicated on the application and return the completed document to the Registrar's Office. Withdrawal will be considered effective on the date the completed application is received in the Registrar's Office. Students who withdraw from the Program must return the Identification Card and the Parking Card.

Any student in the BSN program who is unjustified absent more than 10% of lectures, laboratory sessions or other mandatory didactic activities will be dismissed from the course and will receive an "F" grade.

A student convicted of a felony or moral depravity will be immediately dismissed from the Institution.

Students who do not complete the registration process by the deadline or who do not file a request for a leave of absence will receive an administrative dismissal. If the student later wishes to resume the program of study, he/she should request readmission, which may be considered if the leave of absence does not exceed more than one academic year.

Leave of Absence

Students may be granted leave of absence for justifiable reasons, including (a) service in the United States Armed Forces; (b) education or research at another institution, or (c) personal or medical reasons. All leaves of absence will be for a maximum of one year, except for students with federal financial aid, who will not be allowed to take a leave of absence for a period exceeding six months.

Any student requesting a leave of absence must submit a written request stating the reasons that justify the leave. The Associate Dean of Student Affairs, and consideration of the Program Coordinator recommendation after an interview, will evaluate the request and submit a written report to the President.

In order to consider a leave of absence, certain requirements must be met. The student (a) shall complete all courses of the previous academic semester, (b) shall fulfill all financial and administrative obligations with the Institution, including returning all borrowed library resources, (c) shall complete his/her academic records, and (d) shall not have been subjected to academic dismissal.

The student must return on the date that the leave of absence expires and must register to continue his/her academic program. If the student does not return on the expiration date to continue studies, he/she will be administratively dismissed. If subsequently, the student is interested in resuming studies, he/she may apply for admission, as a first-year candidate, complying with all the requirements that are applicable on that date.

A student that is absent without authorization and who has not complied with the aforementioned requirements will be administratively dismissed from the Institution.

Readmission

Any student interested in being readmitted to the Program must file a new application, including a money order or certified check for $25, payable to the San Juan Bautista School of Medicine. This fee is not refundable.

The BSN Admissions Committee, using the same criteria applied to new applicants, will evaluate candidates for readmission.

The Program will not consider readmission of any candidate who has been admitted on two (2) previous occasions.

Effectiveness

The dispositions container in this Executive Order will be effective immediately.

Yocasta Brugal, MD
President/Dean

Approved: July 28, 2011
Revised: May 16, 2016
          April 10, 2024

Uniforms

BSN students only – The SJBSOM uniform for BSN students will consist of scrub suit burgundy and white shoes. The student will use laboratory coat white for the Anatomy, Microbiology and Chemistry Laboratory. The student may purchase the uniforms. The Third-year

student needs an extra formal Uniform for the clinical practice. Most students purchase two uniforms since during most semesters clinical experiences are on two consecutive days. The approved BSN uniforms can be available at the University Fashion Center. Address: 1016 Calle Brambaugh, Esq. Robles, Rio Piedras, P.R. 00925. Tel 787-765-1115 Sra. Irma Justiniano).

The student also must purchase the following:
1. Bandage scissors
2. Watch with second hand
3. Stethoscope
4. Penlight
5. Uniform patch

Uniform Code

The student uniform is scrubs (available at University Fashion) for women and men. The scrub uniform must be worn whenever students are in the classroom skill and simulation laboratory. Students wear a lab coat with the Nursing Program patch on the left sleeve and a name pin when are in the Laboratory No jeans, shorts, sandals or bare feet are permitted.

The Uniform to be used at hospitals and special events is pant suit that will be available at University Fashion.

The scrub uniform color is burgundy. The hospitals and San Juan Bautista School of Medicine Nursing Program prohibit any denim, sleeveless shirts, sundresses, shorts, sandals, open toed shoes and artificial fingernails. Students not in compliance with the dress code will be sent home by agency personnel. – Effective immediately as class started.

Students are required to wear their student identification badge with picture during all clinical experiences. and classes. The badge must be worn in plain sight at chest pocket level. Names on badges must not be covered up with tape, pins, stickers, etc. Also wear the program insignia in the left sleeve.

Uniforms must be STANDARD nursing uniforms with sleeves and a student must wear a name pin and white duty shoes (leather, closed toe and closed heels – no CROCS). The Nursing Program patch, worn on the left sleeve, must be worn with the uniform. Caps are optional unless required by the affiliating agency. Patches may be obtained at University Fashion. Students are advised to purchase at least two uniforms and one lab coat.

Many agencies have dress codes that exceed the Nursing Program Uniform Code requirements. Students and faculty will comply with the dress code of the agency in which clinical learning activities are scheduled and classroom. Dress code guidelines are distributed during clinical orientation. When visiting clients in the community students are required to wear the uniform community health polo with Kaki pants.

Students may not wear a uniform with the Nursing Program patch and/or student name tag while working as an employee of any agency.

Others supplies

Students may be required to purchase other supplies, such as a laboratory kit for their practice lab experience. As required.

1. School nursing program photo ID must be worn during clinical lab experiences.
2. Lab coats are required when wearing in Laboratories such as Anatomy, Chemistry and Microbiology laboratory. Lab coats are to be white and of a durable material. Lab coats will have the nursing program patch applied to the left shoulder.
3. The uniform is kept clean and worn in such a manner as to give a fresh, professional appearance.
4. Shoes are kept clean, polished, and buffed. If shoestrings are worn they must be kept clean.
5. The hair must be clean and worn in a fashion that will keep it from falling forward over the face when the head is bent forward. The length should not exceed collar length. Bows are not to be worn in the hair.
6. Men who wear a beard or mustache must keep it clean and neatly trimmed. Students should be aware that some agencies have policies prohibiting beards and mustaches. As guests in the institution, the nursing program student will honor the institution's dress code.
7. The uniform should be worn only when on official School of Nursing business; however, it may be worn to other classes when there is not enough time to change between clinical work and class.
8. The photo ID is worn on the left side of the top of the uniform and must be an official SJBSM BSN program student photo ID.
9. The student should not wear any jewelry with his/her uniform except a watch, wedding band, engagement ring, and/or very small pierced earrings (post) (one earring in each ear). Institutions prohibit male students from wearing earrings. Students must comply with specific requests of the clinical agency.
10. Fingernails should be kept short. Clear-colored polish may be worn. Makeup should be worn discretely, not to excess.
11. In clinical settings where uniforms are not worn, the student is expected to wear attire appropriate to a professional.
12. The SJBSM BSN program patch is worn on the left shoulder 2 inches from the seam.

Policy and Risk Management Committee

Each standing committee shall have one student representative from each program who has been elected by the student body of that program. Three Standing Committees of the Faculty Organization have sub-committees that function with the BSN.

1. Admission and Progression
2. Curriculum Committee
3. Learning Resources

Each sub-committee shall have a minimum of one student representative who has been elected by the student body of that program. Faculty as well as students serve on the standing committees and sub-committees. Each student representative as well as each faculty member has voting privileges.

Student Organizations

Students are encouraged to participate in organizations, especially honor societies, on campus. The SJBSM Nursing Program knows several organizations that are for nursing students.

1. Student Nurses' Association

BSN students only - The National Student Nurses Association (NSNA) is the only national organization for all nursing students and is the largest independent.

2. Sigma Theta Tau

Sigma Theta Tau (STT) is the international honor society for nursing. The BSN program would like to have a chapter. The purposes of the organization are to recognize superior achievement, recognize the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideas and purposes of the profession.

Recreation

Students are encouraged to take advantage of recreation opportunities at SJBSM. You are admitted free to the basketball.

Appointments with Faculty

Communication with faculty members is facilitated by scheduling an appointment to discuss concerns. Consult the faculty member for an appointment during office hours. A student should never schedule an appointment during his/her regular class time. If you are unable to keep an appointment, notify the faculty member or secretary or send an email to faculty.

Computer Works

Computer Works CAI, located in the library, offers individual lessons for students, faculty, and staff. Features are various computer programs, word processing training and equipment, computer reference and guidebooks, and faculty and staff training in computer technology. Facilities are available for group and individual computer usage. Computer Works is open Monday through Thursday from 8:00am-10:00pm; Fridays 8:00 am-9:00pm

Code of Honor

The Code of Honor is an individual and collective commitment of all the students enrolled at the San Juan Bautista School of Medicine. This includes:

1. Commitment to honesty and integrity with academic responsibilities, including examinations, reports, presentations, class work, group work, patient care, and others.
2. Commitment to maintain at all times an integral, honest, and respectful behavior according to the ethical and social coexistence norms, which include contact with professors, fellow students, patients, and administrative staff.
3. Commitment to oversee that other students observes the Code of Honor.
4. The Faculty manifests their commitment to Code of Honor, and the trust in the students' honor, which facilitates the optimum conditions for its compliance.
5. The Faculty will oversee that other members of the academic community observe violations of the Code of honor among others:

☐ Any way of plagiarism; both active and passive.

☐ Breach of intellectual property.

☐ Non-authorized help in the preparation of any academic assignment.

☐ Verbal or physical violence against any member of the academic community and patients.

☐ Violation of medical records.

☐ Violation of the rules of medical ethics and respect for patients.

☐ Complicity in the violation of the Code of Honor.

Professional Behavior

Academic Integrity

Your professional formation is exclusively your responsibility. An excellent physician is ethical, honest, professional and responsible in all the life acts. Plagiarism, cheating or falsification in exams and academic works represent a serious failure. This type of problem will be forwarded to the Chair of the Department, (if deemed necessary, to the curriculum, promotions and assessment committee), for their respective disciplinary process, which may include: course failure, lowering of final grade, failure (F grade) assignment or project, suspension or expulsion from the School.

☐ Cheating includes the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work, or attempts thereof.

☐ Plagiarism includes the copying of the language, structure, programming, computer code, ideas, and/or thoughts of another and passing off the same as one's own original work, or attempts thereof. There are many ways of plagiarism. Plagiarism includes:

☐ Copying - use of a text without indicating that you are using other individual's words and phrases.

☐ Paraphrasing - use of the argument, detail or meaning of a text without proper attribution.

☐ Summarizing - use of summary of a text without appropriate attribution

☐ Cobbling - putting together arguments from several sources without appropriate attribution to each source.

☐ Collusion - working on assignments with other students (except group work) or submitting very similar assignments.

☐ Falsification includes the statement of any untruth, either verbally or in writing, with respect to any circumstances relevant to one's academic work, or attempts thereof. Such acts include, but are not limited to, the forgery of official signatures; tampering with official records; fraudulently adding, deleting, or manipulating information on academic work, or fraudulently changing an examination or other academic work after the testing period or due date of the assignment.

☐ Details of all suspected violations of academic integrity will be reported in a memorandum to the Academic Dean and to the Dean of Students, through the Associate Dean of Basic Sciences.

Recording and Duplication of Course Materials

Lecture presentation's, handouts, notes and other materials are property of the instructor. The instructor determines whether or not to provide handouts of the lectures to the students. The recording and duplication for commercial use is not permitted. All the materials will be available at the library for academic use. Commercial note-taking services are prohibited.

Students with Disabilities (ADA Statement)

The San Juan Bautista School of Medicine (SJBSM or the Institution) is committed to provide every qualified student with a qualified disability an equal opportunity to access the benefits, rights, and privileges of the medical program, services and activities, in an integrated, accessible setting appropriate to the student's needs in compliance with the Americans with Disabilities Act ("ADA") and the Section 504 of the Rehabilitation Act of 1973. No student shall, on the basis of his or her disability, be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination while participating in any institutional program or activity. See Executive Order #2007-01; "Procedure for student's request of reasonable accommodation".

Procedure to Request Reasonable Accommodation

1. Students with a qualified disability interested in requesting a reasonable accommodation must contact the Student Programs Coordination Office. It is the student's responsibility to initiate the request. The Student Programs Director will orient the student regarding the school policy, students' rights and responsibilities, and the due procedure to request accommodation.
2. The student must submit a written request by filing the Reasonable Accommodation Application Form with corresponding documentation to the Student Programs Director. Documentation should be from a licensed professional and specialist in the corresponding field that clearly specifies the existence of a disability; explains the need for reasonable accommodation; and states accommodations that apply
3. The Student Programs Director will evaluate the request and meet with the corresponding Associate Dean, Chair of Department, and any other school officials involved in the request. After meeting with corresponding school officials, the request will be submitted to for approval.
4. The Student Programs Director will send a notification to meet with the student to discuss the final determination regarding the request. A written notice certifying the approved accommodations will be delivered to the student at that meeting. The student should have this certification at hand in case they ever need to claim and/or demonstrate the need for accommodation to any school official who is not aware of it.
5. Once the accommodation is approved, the Student Programs Director will send a written notification to the corresponding Associate Dean, Chair of Department and any other school official involved in the implementation of the accommodation. All school officials will confirm that they have been duly notified and consent to their responsibility of confidentiality by signing the "Confidentiality Commitment to the Student Receiving Special Accommodations". The President will also be informed of the status of the request.

For inquiries concerning accommodations, the application of regulations prohibiting discrimination and other related procedures contact:

Disabilities Services and Accommodation:
> **Yaidy L. Cruz Cordero, M.Ed.**
> Student Programs Director
> Tel. 1-787-743-3038 ext. 233; 3212
> Email: ylcruzcordero@sanjuanbautista.edu

For further information regarding the nondiscrimination policy or the student's rights under this policy, please contact the U.S. Department of Education's Office of Civil Rights (OCR) by visiting https://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm or by phone at 1-800- 4213481.

Student Services

Counseling Services

The Counselor's main responsibility is to provide individual and group counseling for students. The goal is to help students identify and deal with situations that may affect their academic progress and personal development. With this in mind, the Counselor will coordinate and develop activities that impact the student population within and outside the school including but not limited to: educational workshops, residency fairs, and activities for new and/or foreign students. The Counselor also provides a "Welcome Package" that includes information for new students on available lodging in the area of Caguas, and what aspects to consider when selecting a place to live.

Identification card

Once enrolled, the Institution will provide an identification card to each student. It is to be used for all curricular and extracurricular activities. It must be placed in a visible spot whenever the student is in SJBSM and hospital areas. The right to student services will be honored when students are properly identified with their I.D. card. In case it is lost, students may obtain a duplicate for a charge of $10.00 at the Dean of Administration Office. The card must be surrendered when a student graduates or withdraws from the program or requests leave.

Health Services

All students are required to have health insurance that provides adequate medical coverage. Upon enrollment, the student must present evidence to that effect or register for the Group Insurance Coverage made available through the school. This Insurance Plan covers medical and surgical services, ambulatory care, hospitalization, specialty consultations, laboratory tests, X-ray studies, and maternity. The students are insured under a contract in a yearly base that covers the period composed of each academic program: first semester, second semester, and summer session. This insurance provides coverage anywhere in Puerto Rico, twenty-four (24) hours a day; and emergency coverage anywhere in the United States. The fee or premium may vary. This health insurance provides optional coverage for direct dependents of the students.

Disability Insurance

The School has planned with a local carrier for group insurance to provide a disability benefit plan that secures coverage for students in the event a disease or an accident renders a student unable to continue or complete his/her studies. The annual fee the student should pay will vary according to the student's age upon enrollment, and whether or not the student smokes. This disability coverage assures that our school complies with the requirements of the accrediting

agencies. SJBSM is not responsible for the management, claims, and/or repayment of these benefits. All inquiries shall be directed to the carrier for the insurance.

Library

The Library facilities of SJBSM are divided in the following areas: Study Room, Electronic Center, Computer Aided Instruction Laboratory (CAI), Individual Study Area, Serial Publications Collection, Information Literacy Room; Audiovisual Equipment Room; Photocopying Room, and collections of Reference, Reserve, and Circulation.

The printed and non-printed resources are diverse and specialized in the field of medicine and comprise the necessary resources recommended by the Faculty, the Library Committee, the Students, and the Librarians. This collection is enhanced with books and serial publications recommended by the Medical Library Association through the Selected List of Books and Journals for Small Medical Library and Baker & Taylor, YBP Library Services.

The Library/LRC offers to authorize users the following services:

1. Lending of audiovisual equipment and resources
2. Preparation of Faculty bibliographies
3. Instruction to compile bibliographies (PROCITE)
4. Reserve of printed and non-printed materials
5. Projection of audiovisual material
6. Interlibrary loan (DOCLINE) Free of charge
7. Photocopies with coin-operated machines (In agreement with the Intellectual Property Law, as amended)
8. Computer service
9. Data store units in rewriteable CD-RW; Pen-drive
10. Internet access (wireless)
11. Information Literacy
12. Reference services

All Library resources can be found in the following address: http://www.sanjuanbautista.edu The Library offers the following service hours:
Monday to Friday 8:00 AM - 11:00 PM
Saturdays 8:00 AM - 5:00 PM

Sundays 12:00 Md - 9:00 PM

Study Areas

SJBSM recognizes the need to provide study areas that are accessible to all students. Besides the Library and the Study Rooms, students may also use the Histology Lab, the Student Center, the interior patio, and the rear area of the school. While using these facilities, students must follow normal requirements such as ID card, dress code, and professional conduct as established in the Honor Code. SJBSM has also adopted guidelines for use in all Study Rooms. These guidelines are posted in each Study Room so that students may actively manage their study room spaces efficiently.

Tutoring Program

SJBSM developed a tutoring program to offer students assistance in courses in which they are encountering academic difficulties. The tutoring program is mandatory for those students referred by faculty and/or course coordinators. The recommendations are based on the student's academic record, including the first partial exam (score of 70% or less), quizzes, and class participation.

Student Center

The Student Center is a designated area for student activities, recreation and //or the holding of social activities. Students are responsible for maintaining the area clean. To use the facilities of the Student Center for social activities, permission is to be requested from the Student Council.

Parking

To access the school premises, students must present an ID card at the security booth at the entrance of the parking area. Once inside, they will access a parking area designated for students and school personnel with the card issued by the school. All motor vehicles parked in designated areas must be duly authorized. Before leaving your car, make sure you have the keys, and that all windows and doors are properly closed. Do not leave wallets, computers, or valuables in the car. Have keys in hand before boarding the car when leaving. SJBSM is not responsible for any objects left in the car, and/or any damage inflicted to the vehicle while in the parking lot.

Confidentiality of Patient Information

Confidentiality in the handling of information about patient care is an ethical and legal obligation of the Institution. SJBSM is explicitly committed to this obligation. To this means, the

school has implemented the Code of Honor, and the norms established by the Health Insurance Portability and Accountability Act that guarantee confidentiality in health care.

Better known by its abbreviation HIPAA, the Health Insurance Portability and Accountability Act of 1996 establishes the rules that ensure data privacy and security provisions for safeguarding all information related to health services information, which requires major institutional changes that are currently under development and that will include all information system processes.

Clinical Practice

To be able to participate in the clinical practice the student must complete the institution's requirements such as:

1. Update Health Certificate
2. Negative Background Check Certificate
3. Immunization Record Including Hepatitis B x 3
4. Season Influenza
5. Chicken Pox (Varicella) x 2, If you have the varicella condition a profile laboratory results are needed
6. CPR update
7. Picture 2x2 (1)
8. Identification/ License/ School identification
9. Patient Safety Goals Certificate Update
10. HIPPA Training Certificate
11. Infection Control Certificate
12. OSHA Training
13. Personal Defense Training
14. 300 Law
15. Mask fit training
16. COVID-19 vaccine (see executive order 2021-01)

It is very important to hand out the document to the professor during the second week of class to hand out to the hospital to be able to have the hospital orientation and start the clinical practice on time.

The San Juan Bautista School of Medicine is responsible for requesting evidence of liability insurance before handing out the student paper to the institution. Is the student's responsibility to keep up-to-date follow the policy of academic achievement and be able to have good compliance with the requirements.

Clinical Practice Courses

The San Juan Bautista School of Medicine has partnerships with different institutions to Clinical Practice in the courses such as NUR 102: Analysis and action for Community Health, NUR 202 Therapeutic Intervention I: Introduction to Professional Nursing, NUR 302 Therapeutic Intervention II Adult Health Nursing, NUR 303 Therapeutic Intervention III: Chronic Psychiatric and Mental Health Conditions, NUR 402 Therapeutic Intervention IV: Childbearing and Childbearing Families, NUR 405Therapeutic Interventions V: Nursing Synthesis and NUR 406: Professional Nursing Management.

NUR 102: Analysis and Action for Community Health

Course Objectives

At the completion of this course, the student will be able to:

1. Describe cultural determinants of health behavior.
2. Discuss health problems of individuals and families at special risk.
3. Discuss major community health problems.
4. Identify issues in planning changes in health behavior and in communities.
5. Discuss basic components used in systematically assessing the health of families and communities.
6. Discuss the agent-host-environment interaction concept.
7. Differentiate among the various methods of study used in epidemiology.
8. Interpret health data tables, graphs and statistics.
9. Discuss the role of community health professionals as advocates for population health.

The student will be able to participate in Health Fairs, participates in a Community assessment and develop and implement a teaching plan within the community, visit a community clinic 15 hrs. to have opportunity to see immunizations, pediatric clinic, triage unit, medicine and gym clinic.

Analysis and action for community

The following skills will be introduced and practiced in this nursing course. Critical skills are marked with an asterisk and students must be validated in the lab before carrying out this skill.

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
NUR 102: Analysis and Action for Community
Clinical Practice Skills

Name: _____   Date: _____

Nursing skills	Validation		Comments
1. Vitals signs	Lab	Clinical	
1.1 Measuring oral temperature			
1.2 Measuring radial pulse			
1.3 Measuring apical pulse			
1.4 Measuring respirations			

1.5 Measuring blood pressure			
2. Asepsia			
2.1 Hand washing hygiene			
2.2 Personal protective equipment			
2.3 Removing personal protective equipment			
2.7 Removing soiled glove			
2.8 Disposable of biohazard waste			
3. Pediatric			
3.1 Measuring height			
3.2 Measuring weight			
3.3 Patient teaching			
4. Community			
4.1 Community Assessment			
4.2 Home visit			
4.3 Nursing plan			
4.4 Teaching Plan			
5. Community clinic			
5.1 Immunization			
5.2 Women health			
5.3 Adult care			

Lab Initials/Signature: _____

Clinical Faculty: Initials/Signature: _____

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing

NUR 102: COURSE EVALUATION CRITERIA'S

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
NUR 102: Analysis and Action of Community Health

Nursing Theory Applied to Community Health

Course Objectives

1. Discuss the history of theory development in nursing.
2. Identify the major concepts of selected nursing theories.
3. List the components of a nursing theory.
4. Propose strategies to integrate nursing theory in to the practice.

Instruction

1. Select a nursing theory
2. Brief description of theory
3. Identify and explain metaparadigm
4. Identify and explain conceptual model
5. Apply the theory to nursing practice

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
NUR 102: Analysis and Action of Community Health

Nursing Theory Applied to Community Health
Evaluation Criteria

Name: _____   Date: _____

Grade: _____

Theorist: _____

Criteria	4	3	2	1	0	N/A	Comments
1. Presents cover							
2. Introduction							
3. Definition of the theory							
4. Mention and define the metaparadigms							
5. Explain the conceptual model							
6. Explain the clarity and understanding the theory							
7. Do you find the theory is simple?							
8. Generality of the theory							
9. Discuss the empiric precision?							
10. Theory consequences							
11. Learning experience doing the work							
12. Conclusion							
13. APA references (2 minimum) (less than 5 years)							
Total _____/52							

Total score obtained_____   Percentage obtained_____

Student Signature_____   Student ID: _____

Evaluator's signature_____   Date_____

Point Scale:
        4= Excellent=Fulfill criterion totally
        3= Satisfactory= Fulfills criterion with few limitations
        2=Fair= Fulfills criterion partially
        1= Deficiency = Lack most of the elements of the criterion

0= absent = Does not fulfill the criterion

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
NUR 102: Analysis and Action for Community

Community Assessment

Objective

Assist nursing student in coordinating their efforts to gather information required for a community assessment. Describe the diverse needs of families who need receive services. In addition, the community assessment covers the community's history, its economic and political scene, and its strengths and challenges.

Instructions

This skill assessment has five parts.
1. Community assessment by identifying:
    a. Community history
    b. Geographic boundaries
    c. Community mapping
    d. Governing structure
    e. Population
    f. Economic activities
    g. Median income level (number below poverty level)
    h. Principle source of income
2. Identify problems and needs of the community
    a. Problems
    b. Needs
    c. Compare with leading health indicators 2020 (Healthy People) 3. Develop and prioritize strategies for improvement
4. Create a community action plan.

5. Expected results
   a. Long-term
   b. Mid-term

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
NUR 102: Analysis and Action for Community

Community Assessment

Community history
1. What is community
2. History and development
3. Physical aspects
4. Infrastructure
5. Religion
6. Community culture

Geographic boundaries
1. Size
2. Border town
3. Distinguishing
4. Characteristics

Community Mapping
1. Collect data in order and create a map of community assets and resources within a defined area.
2. Associations or local commercials

Governing structure (create conceptual map)
1. Governor, mayor
2. Community leaders 3. Social structure.

Population
1. Age and gender
2. Racial and ethnic composition
3. Census
4. Level education
5. Income level

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
NUR 102: Analysis and Action for Community

Community Assessment

Identify the local institutions in the community

Name of Institution	Type of Institution	Brief Description

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
NUR 102: Analysis and Action for Community

Community Assessment

Identify the local association in the community (using community mapping)

Name of Institution	Benefits for the community	Brief Description	Contact Information
			Contact person: *Telephone:* *Direction*:

San Juan Bautista School of Medicine

Bachelor Degree of Sciences in Nursing

NUR 102: Analysis and Action of Community Health

Evaluation of Community Health Assessment Project

Criteria	4	3	2	1	0	N/A	Comments
Written							
1. Includes Community history							

a. What is community
    b. History and Development
    c. Physical aspects
    d. Infrastructure
    e. Religion
    f. Community culture							

2. Include Geographic Boundaries
    a. Size
    b. Border town
    c. Distinguishing
    d. Characteristics							

3. Create Community Mapping							
a. Collect data, create a map of community and resources. b. Include associations or local commercials							
Governing structure							

4. Create a conceptual map that includes:
    a. Governor, mayor
    b. Community leaders
    c. Social structure							

5. Include Population
    a. Age and gender
    b. Racial and ethnic composition
    c. Census
    d. Education Level
    e. Income level							

6. Includes tables of institution community assessment							
7. Include a table of local associations in the community							

BSN Program Clinical Practice Handbook | 2022-2023

Criteria	4	3	2	1	0	N/A	Comments
8. Create and attach a teaching plan (1 per student in the group) a. Attach client assessment (1 per student) b. Teaching plan form (1per student)							
9. Create a Nursing Care Plan with the Teaching Plan Theme and attach the table.							
General Aspects							
10. Present the work with punctuality (oral or written)							
11. Demonstrate mastery of the subject							
12. Expresses correct, professional (oral) expression							
13. Uses appropriate tone of voice (oral)							
14. Presents in logical and organized order							
15. Includes Introduction							
16. Includes Conclusion							
17. Distribute appropriately the assigned time (oral)							
18. Use appropriate audiovisual material (oral)							
19. Delivery work on computer							
20. Present updated references (5 years or less)							
21. Write references in APA format							
22. Presents a minimum of three (3) professional references							
23. Delivery of clean and organized work (written)							
Total							

Total score obtained_____   Percentage obtained_____

Student Signature_____   Student ID: _____

Evaluator's signature_____ Date_____

Description of Scale:
        4…….Excellent– Fulfills criterion totally
        3…….Satisfactory– Fulfills criteria with few limitations
        2…….Fair– Partially fulfills criteria
        1…….Deficient– Lacks most of the elements of the criterion
        0…….Absent– Does not fulfill the criterion

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing

Nursing Care Plan

Student Name _____ Date_____ Professor_____

Patient Initials_____ Age _____ Sex _____ Admitting DX._____

Other Medical diagnostic_____

Nursing Diagnosis (in priority order) Nanda	Patient Centered Goals Date/time	Nursing intervention NIC	Nursing activities	Nursing outcomes NOC	Rationale	Evaluation

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
Nursing Care Plan

Name: _____   Date: _____

Course: _____   Grade: _____

Topic: _____

Criteria	4	3	2	1	0	N/A	Comments
I. NURSING DIAGNOSIS							
Nursing Diagnosis 　　1. NANDA terminology only							
2. Etiology is relevant and not another nursing 　　　　diagnosis							
3. If etiology is a medical diagnosis, was that the most 　　　　effective wording							
Subjective Data 　　4. Relevant and timely and quoted from patient							
Objective Data: 　　5. Assessment: includes vital signs, physical 　　　　examinations, findings, age, gender, current 　　　　surgical problems, interventions, as appropriate, 　　　　timely, and relevant							
6. Diagnostic tests and procedures: as relevant and 　　　　appropriate							
7. Chart data: as appropriate including relevant 　　　　medications							
II. GOALS							
Long Term Goals: Goals need to be: 　　8. Relevant to diagnosis, if yes, then:							
a. Specific							
b. Measurable							
c. Achievable							
d. Realistic							
e. Has a specific time frame							
f. Start with "the patient will"							

Short Term Goals: Goals need to be: 9. Relevant to diagnosis, if yes, then:							
a. Specific							
b. Measurable							

Criteria	4	3	2	1	0	N/A	Comments
c. Achievable							
d. Realistic							
e. Has a specific time frame							
f. Start with "the patient will"							
III. INTERVENTIONS							
Reassessment criteria: the reassessment section should: 10. Relate to measuring achievement of the goal, if yes, the:							
a. Relate to objective data							
b. Specify exactly what will be assessed and by what method (unless obvious)							
c. Specify how often?							
Independent: Actions need to 11. Relate the etiology portion of diagnosis, if yes, then:							
a. Interventions start with "the nurse will…"							
b. Specify who will perform the action							
c. Specify when it should be performed							
d. Specify how or by what method							
Dependent: Actions need to 12. Relate the etiology portion of diagnosis, if yes, then:							
a. Interventions start with "the nurse will…"							
b. Specify who will perform the action							
c. Specify when it should be performed							
d. Specify how or by what method							
IV. RATIONALE							
13. Rationale is relevant to patient's condition and the selected interventions, if yes, then							
a. Give specific text and page number for each intervention							
b. Bibliography attached							
V. EVALUATION							

	4	3	2	1	0	N/A	Comments
Evaluation of interventions 14. Evaluates each intervention relating it to the rationale and is relevant to the topic, if then, then: begins each statement with a "charting" comment stating							
a. Who did what							
b. When							
c. The patient's responses to the intervention (was it effective).							
d. How student knows it was effective							
e. Actual values when appropriate							
Criteria	**4**	**3**	**2**	**1**	**0**	**N/A**	**Comments**
15. Summary evaluation of goals: summary statement of each goal, starting:							
a. Was the goal achieved?							
b. When was it achieved?							
c. Evidence of achievement							
d. Date of evaluation							
Format 16. Lines up and numbers each intervention, rationale, and evaluation							
17. Typewritten on appropriate form							
TOTAL							

Score: _____

Percentage Obtained: _____

Student Signature: _____

Student ID: _____

Evaluator's Signature: _____

Date: _____

Point Scale:
> *4= Excellent*=Fulfill criterion totally
>
> *3= Satisfactory*= Fulfills criterion with few limitations
>
> *2=Fair*= Fulfills criterion partially
>
> *1= Deficiency* = Lack most of the elements of the criterion
>
> *0= absent* = Does not fulfill the criterion

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
NUR 102: Analysis and Action for Community

HEALTH TEACHING PLAN GUIDELINES

Purpose

To provide the student with the opportunity to plan and implement an educative/supportive system of nursing assistance with an individual/family/group.

Guidelines

1. Select an individual/family/group who demonstrates a knowledge deficit (example: one which threatens their achievement of a maturational task.

2. Complete a brief nursing history to substantiate the client's need for educative/ supportive intervention. Identifying client's strengths and limitations in meeting the therapeutic self-care demand and documenting the nursing diagnosis.

3. Develop a teaching plan which includes:
   a. Specific client/focused learning objectives;
   b. Topical outline of content material;
   c. Planned teaching strategies and learning and activities
   d. Time frame for planned activities; and
   e. Evaluation criteria.

4. Implement the teaching plan.

5. Evaluate the effectiveness of the teaching plan in achieving learning objectives using established evaluation criteria, including actual or suggested adaptations (if appropriate) to original plan. Include rationale of positive or negative responses to your plan. Any reinforcement or new approaches needed.

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
NUR 102: Analysis and Action for Community

Client assessment (to accompany teaching plan)

Students' Name_____ Date _____
Agency _____ Client's
Initials_____ Age_____ Sex_____ Site of visits _____

Assessment data Collection
Pertinent Client Data Subjective:
_____
_____
_____

Objective:
_____
_____
_____

Assessment/Analysis:
Nursing Diagnosis (knowledge deficit related to) _____
_____
_____
_
_____
_
_____
_____

Assess	Limitations

Clients Assets and limitation (relative to knowledge deficit)

San Juan Bautista School of Medicine   Bachelor
Degree of Sciences in Nursing
NUR 102: Analysis and Action for Community

Teaching Plan Form

Student: _____ Date: _____ Clients initials: _____ Age:_____

Instructor: _____ Facility: _____ Nursing Diagnosis: _____

Goal: _____

_____

Objective (Cognitive) (C) (Psychomotor) (P) (Affective) (A)	Content	Teaching Learning Activities	Time Allotment	Evaluation Method

BSN Program Clinical Practice Handbook | 2023-2024

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
NUR 102: Analysis and Action for Community

Teaching Plan Evaluation Form

Criteria	4	3	2	1	0	N/A	Comments
1. Develop measurable learner objectives for each learning needs.							
a. Identify short-term and long-term objectives							
b. Prioritize the objectives							
c. Include the patient in planning.							
2. Match content with teaching strategies and learner activities							
3. Schedule teaching within the limits of time constraints							
4. Decide on group or individual teaching, formal or informal teaching.							
5. Formulate a verbal or written contact with the patient							
6. Implement the teaching plan							
7. Prepare the physical environment, gather all teaching aids (presentation, handouts, etc.)							
8. Deliver content in organized manner, using planned teaching strategies. Be flexible							
9. Evaluate the teaching- learning (Observations, comments, direct questions)							
10. Evaluate the teaching effectiveness.							
11. Document the teaching –learning process.							

Total score obtained: _____   Percentage obtained: _____
Student Signature: _____   Student ID: _____
Evaluator's signature: _____   Date: _____

Scale:
4. Excellent-fulfills criterion totally
3. Satisfactory- fulfills criteria with few limitations
2. fair-partially fulfills criteria

1. Deficient- lacks most of the elements of the criterion
0- Absent – does not fulfills the criterion

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
NUR 102: Analysis and Action for Community

Home Visit

Objective

The purpose of this assignment is to complete an analysis model of therapeutic communication with a community patient.

Instruction

1. Begin selecting client.
2. Research the lived experience and prepare for home visit.
3. Prepared informed consent form.
    a. Consent for participation in interview research.
4. You will plan, organize and develop your interview questions before the home visit. Questions will be based on course concepts.
5. Discuss informed consent with the client.
6. Complete home visit table.
7. Conclusion

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
NUR 102: Analysis and Action for Community

Home Visit

Therapeutic Communication Assignment Worksheet

Phases of therapeutic relationship.	Components of the nurseclient relationship.	Capacity for therapeutic relationships.	Boundaries	Confidentiality

Did the interviewer demonstrate the following phases? - Beginning phase/orientation - Middle or working phase - Ending or termination phase	Did the interviewer demonstrate the following principles? - Power - Trust - Respect - Intimacy	Did the interviewer demonstrate the following capacities? - Self-awareness - Self-knowledge - Empathy	Did the interviewer demonstrate any unacceptable behaviour?	Did the interviewer demonstrate awareness and knowledge of privacy and confidentiality?

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
Home Visit Rubric Criteria

Student Name: _____ **Date:** _____ **Course:** _____ **Punctuation:** _____

Criteria's	4	3	2	1	0	N/A	Comments
Home Visit Requirements							
1. Bring information about the selected client							
2. Presents evidence of the research of the lived experience and prepare for home visit.							
3. Includes the informed consent form (in blank) a. Consent for participation in interview research.							
4. Present evidence of the planification, organization and developing or the interview questions before the home visit. Questions will be based on course concepts.							
5. Discuss informed consent with the client. (include the signed one or evidence of the consent)							
6. Complete home visit table in all its parts.							
General Requirements							
7. Presents Cover							
8. Includes table of content							
9. Clean & organized presentation							
10. Sharpness							
11. Present the work on the date indicated							
12. The work is complete in all its parts							
13. Develop and present a logical job analysis							
14. Syntax, grammar and correct spelling							
15. Conclusion							
16. APA references							
Total _____/64							

Total possible score_____ Total score obtained_____Percentage obtained_____

Excellent–   fulfills criterion totally
Satisfactory–   fulfills criteria with few limitations
Fair-partially–   fulfills criteria
Deficient–   lacks most of the elements of the criterion
Absent –   does not fulfills the criterion

Student

Signature_____Student ID_____ Evaluator's

signature_____Date_____

Scale:

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
NUR 102: Analysis and Action for Community
Clinical Practice

Autorización para realizar entrevista en el Hogar

Yo_____ jefe/a encargado de la Familia _____ con residencia en _____ acepto los servicios de salud familiar que me ofrece el/la estudiante: _____ _____ bajo la supervisión de su profesor/a _____ en representación del Programa de Enfermería de la Escuela de Medicina San Juan Bautista de Caguas por el periodo de _____ a _____.

Me comprometo a recibir a él/la estudiante asignado/a y a su profesor/a o supervisor en horas y días pre-acordados y a colaborar activamente en el mejoramiento de nuestra salud.

Se establece este contrato hoy _____ Acepto participar y colaborar con el plan de cuidado y las intervenciones que se discutan con mi familia.

_____   _____

Fecha (DD/MM/YYY)   Firma del representante de la familia

_____   _____
Firma de/la estudiante   Aprobación del Profesor/a

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
NUR 102: Analysis and Action for Community

Problem Community Project

Objective

The purpose of this assignment is to identify and complete an analysis of a problem that affects the community.

Instruction

1. Begin selecting a problem.
2. Presents the definition of the problem
3. Search for PR laws involved in the problem
4. Search for statistics of the problem
5. Present evidence of the affected community regarding the problem.
6. Analyze the problem and relate a Nursing Theory that applies to the problem.
7. Prepare strategies, expected outcomes and evaluate the plan to eradicate the problem.
8. Involve the nursing role with the problem.
9. Conclusion

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
NUR 102: Analysis and Action for Community

Problem Community   Project

Name: _____   Date: _____

Professor: _____   Grade: _____

Criteria	4	3	2	1	0	N/A	Comments
1. Write the objectives for the project							
2. Presents the definition of the problem							
3. Which P.R. Law is involved in the problem and why?							
4. Which are the pertinent agencies involved in the problem? **a.** Provide an explanation							
5. Includes Statistics of the problem (less than 10 years)							
6. Includes information that presents in evidence of an affected community							
7. Includes the community objectives/goals or Town Goals							
8. Presents the detected problem **a.** Presents and explain why it is a community problem **b.** What affects?							
9. What necessities have the community?							
10. Which resources have the community?							
11. Theorist Framework **a.** How the theory is related to the community problem							
12. Prepare a plan that will help solve the problem							
13. Prepare prevention strategies to eradicate the problem							
14. Write the expected outcomes related to the strategies							
15. Evaluate the plan							
16. Explain which external factors can affect the community project							
17. Present the nursing role in the project							
18. Includes conclusion							
19. Includes references (APA Style)							
20. Includes minimum 5 references							
21. Presents cover							
22. Includes table of content							
Total _____/88							

Scale Description:

                              4. - The criterion is fully met.

                              3. - The criterion lacks one of the elements.

                              2. - The criterion lacks two elements.

                              1. - The criterion lacks three or more elements.

                              0. - The criterion lacks five elements or they are not present. N/A- Does not apply

Punctuation_____ \ _____criteria = _____ x 100 = _____

Recommendations for student: _____

 Student Signature: _____   Date: _____

Professor Signature: _____ Date: _____

NUR 202: Therapeutic Intervention I: Introduction to Professional Nursing

Course Objectives

Upon successful completion of this course, the student will be able to:
1. Utilize the nursing process to:
    a. Assess adult clients with acute and chronic medical/surgical problems
    b. Synthesize data to determine relevant elements of focused assessment.
    c. Develop a human science-based nursing care plan
    d. Implement a nursing care plan for adult clients with acute and chronic health problems.
    e. Implement health teaching based on a needs assessment.
    f. Evaluate the outcomes of nursing interventions.
2. Demonstrate competency in medication administration.
3. Incorporate relevant evidence-based guidelines into nursing practice.
4. Incorporate legal and ethical concepts in clinical situations.
5. Facilitate continuity of care through written and oral communication.
6. Communicate appropriately with members of the interdisciplinary health care team.
7. Anticipate patient discharge needs.

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
NUR 202: Therapeutic Intervention I: Introduction to Professional Nursing

Clinical Practice Skills

Name: _____   Date: _____

Nursing Skills	Validation		Comments
1. Vital Signs	**Lab**	**Clinica**	
1.1 Pulse, rate (apical, radial, dorsalis pedis, carotid, posterior tibia)		**l**	
1.2 Respiratory rate/quality			
1.3 Temperature (electronic, tympanic, oral and rectal)			
1.4 Blood pressure (auscultative, palpable, electronic)			
2. Hygiene			

2.1 Hygiene maintenance (bath, bed making)			
2.2 Eye, ear, nose care (Bathing Bed)			
2.3 Perineal care			
2.4 Bed pan and urinal use			
2.5 Oral care			
3. Infection Control			
3.1 Standard precautions			
3.2 Sharps disposal			
3.3 Contaminated material disposal			
3.4 Sterile technique/sterile field			
3.5 Isolation procedures			
3.6 Hand washing			
4. Wound Management			
4.1 Infection prevention/detection			
4.2 Pressure ulcer prevention			
4.3 Clean dressing			
4.4 Sterile dressing			
4.6 Pressure ulcer care/assessment			

Nursing Skills	Validation		Comments
5. Positioning and Mobility			
5.1 Safe personal body mechanics			
5.2 Body alignment			
5.3 Turning/positioning			
5.4 Transferring			
5.5 Ambulating/assisted devices			
5.6 Safe transport of patient			
5.7 Range of motion exercises			
5.8 Use of appliances to relieve pressure points			
5.9 Trendelenburg and reverse positioning			
5.10 Applying anti embolic stockings			
6. Safety			
6.1 Use of bed and wheelchair operations and functions			
6.2 Use of call system			

Nursing Skills	Validation		Comments
6.3 ID/allergy bands			
6.4 Restraints use/policy, procedure			
7. Specimen Collection			
7.1 Urine specimen collection			
7.2 Stool for guiac			
7.3 Culture: throat, wound, stool, nose, blood, sputum			
8. Intake and Output			
8.1 Intake and output calculation and recording			
9. Medication Administration			
9.1 SQ route			
9.2 IM route/Z-track			
10. Medication Administration			
10.1 Topical, intradermal, and transdermal			
10.2 Enteral route			
10.3 Nasal inhalation			
10.4 Suppository (rectal, vaginal)			
10.5 Oral route			
10.6 Ear drops			
10.7 Eye drops/ointment			
Nursing Skills	**Validation**		**Comments**
10.8 Nose drops			
10.9 Enema			
10.10 Basic drug calculations			
15. Tubes/Drain			
14.6 Condom catheter care			
11. Physical Assessment			
11.1 Skin, hair, nails			
11.2 Respiratory system/Thorax and lung			
11.3 Cardiovascular system Heart and neck			
11.4 Musculoskeletal system			
11.5 Gastrointestinal system/Genitourinary system			

Student Name Initials/Signature: _____

Clinical Faculty: Initials/Signature: _____

NUR 302: Therapeutic Intervention II: Adult Health Nursing

Course Objectives

Upon successful completion of this course, the student will be able to:
1. Utilize the nursing process to:
    a. Assess adult clients with acute and chronic medical/surgical problems
    b. Synthesize data to determine relevant elements of focused assessment.
    c. Develop a human science-based nursing care plan
    d. Implement a nursing care plan for adult clients with acute and chronic health problems.
    e. Implement health teaching based on a needs assessment.
    f. Evaluate the outcomes of nursing interventions.
2. Demonstrate competency in medication administration.
3. Incorporate relevant evidence-based guidelines into nursing practice.
4. Incorporate legal and ethical concepts in clinical situations.
5. Facilitate continuity of care through written and oral communication.
6. Communicate appropriately with members of the interdisciplinary health care team.
7. Anticipate patient discharge needs.

The following skills will be introduced and practice in this nursing course.
Critical skills- are marked with an asterisk and student must be validated in the lab before carrying out these skills in the clinical areas.

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
NUR 302: Therapeutic Intervention II: Adult Health Nursing

Clinical Practice Skills

Name: _____   Date: _____

Nursing skills	Validation		Comments
1. Vital signs	**Laboratory**	**Clinical**	
1.1 Pulse oximeter use			

	Validation		Comments
1.2 Differentiates normal sinus rhythm from life threatening arrhythmias			
2. Wound Management			
2.1 Deep wound dressings			
2.2 Assist with suture and staple removal			
3. Ostomy Care			
3.1 Use of appliances, peri-stomal care, patient family teaching			
4. Pain Management			
4.1 Qualitative and quantitative			
4.2 Patient controlled analgesia concept			
4.3 Relaxation techniques, position, message			
5. Safety			
5.1 CPR			
6. Specimen Collection			
6.1 Urine specific gravity			
6.2 Glucose Monitoring			
6.3 Gastric fluids removal from NG tube			
7. Medication administration			
7.1 SQ route			
7.2 IM Route (Z-track)			
7.3 IV Route (no IV push)			
7.4 Basic drip calculation			
7.5 Basic drug calculation			
7.6 Blood and blood component administration			
Nursing skills	**Validation**		**Comments**
7.7 Hot/Cold applications: Blankets, pads			
8. IV therapy			
8.1 Tube priming			
8.2 Monitor single and multi-IV lines			
8.3 Peripheral IV: site care, maintenance and removal			
8.4 Central line management (must meet agency requirements)			
8.5 Tubing / bag changes			

8.6 Use of infusion devices understands concepts of use			
8.7 Regulate flow rate			
8.8 Med –lock flush			
8.9 Assessment for infection/ infiltration			
9. Tube /Drains			
9.1 Naso /oro gastric tube, validate position, removal			
9.2 Enteral tube feeding /maintenance			
9.3 Closed (water-seal) chest drainage			
9.4 Closed (water seal) specimen collection			
9.5 Urinary catheter insertion			
9.6 Intermittent and continues Bladder irrigation			
9.7 Bladder irrigation			
10. Oxygenation			
10.1 Chest physiotherapy			
10.2 Oxygen administration/regulation with various devices			
10.3 Nebulizer/metered dose inhaler			
10.4 Manual resuscitation devices use			
10.5 Assistance with turn, cough, deep breathing, splinting incisions			
10.6 Incentive spirometry			
10.7 Nasal, Pharyngeal and oral suction			
10.8 Endotracheal /tracheal suction			
10.9 Postural Drainage			

Lab Initials /Signature _____

Clinical Faculty: Initials/Signature _____

NUR 303: Therapeutic Interventions III: Chronic Psychiatric and Mental Health Condition

Course Objectives

Upon completion of the clinical component of this course, the student will be prepared to:

1. Integrate and utilize the standards of professional nursing practice when engaged in the art and science of nursing with clients, families, and communities across the life span at the baccalaureate level.

2. Demonstrate professional, legal, and ethical behaviors at all times by collaborating with other members of the health care team in providing care to assigned clients.

3. Apply effective communication skills with assigned clients and their families, peers, agency personnel, and clinical faculty while in-patient as well as in a case management role after discharge at a level expected of a baccalaureate prepared nurse.

4. Utilize the steps of the nursing process to formulate nursing diagnoses based on assessment, prioritize, and implement realistic nursing interventions for 2-3 clients with increasingly complex needs to improve and/ or maintain their optimal level of functioning.

5. Assess the bio-psycho-social-cultural, and spiritual needs of the client, family, and community as they relate to personal goals of wellness.

6. Competently integrate nursing interventions that support patient advocacy and compassion.

7. Integrate principles of growth and development across the life span in providing client care.

8. Incorporate concepts of teaching-learning when engaged in education of clients, families, and communities, and acknowledges the need for personal life-long learning.

9. Demonstrate an understanding and relate the principles of relationship-based care across the life-span.

10. Investigate and integrate evidence-based practice findings related to holistic care for clients, families and communities.

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing

NUR 303: COURSE EVALUATION CRITERIA'S

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
NUR 303: Chronic Psychiatric and Mental Health Condition

Psychiatric Mental Health Data Collection

Student's Name: _____   Date: _____
Clinical Group: _____

I.   Client Assessment

   A. Demographic Data

   Client's initials: _____   Client's Age: _____   Gender: _____
   Admit date: _____   Marital Status: _____   Children: _____
   Career: _____   Last worked: _____   Education: _____
   Primary language: _____   Legal status: _____
   Cultural background: _____
   Spiritual belief/Religion: _____
   Privileges: _____   Precautions: _____
   Living arrangements: _____
   ADLs: _____
   Family/community supports: _____
   Erikson's developmental stage: _____

   B. DSM-V-TR Admitting Diagnoses
   Axis I- (Admitting psychiatric disorder(s)): _____
   Axis II- (Personality disorder(s) or DD: _____
   Axis III- (General medical diagnosis): _____
   Axis IV- (Psychosocial/environmental factors): _____
   Axis V- (GAF Score): _____

   C. Psychopathology Leading to Current Admission
   (Behavior, thought processes, dysfunction, crisis event, and past history or mental illness
   or   addictions)

_____

_

_____
_____
_____

_____
_____

D. Contributing History or Events (i.e., social, cultural, family, etc.)

_____
_____
_____
_____
_____
_____

E. Discharge Plan

_____
_____
_____
_____
_____
_____

II.   Mental Status Exam Flow Sheet

A. Identifying Data

Client initials: _____   Living arrangements: _____
Gender: _____   Religious preference: _____
Age: _____   Allergies: _____
Race/Culture: _____   Special diet: _____
Occupation: _____   Chief complaints: _____
Significant Other: _____   Medical diagnoses: _____

B. General Description
   1. Appearance
      Grooming/dress: _____   Hair color/texture: _____
      Hygiene: _____   Scars/tattoos: _____
       Posture: _____   Appears age: _____

Height/weight: _____ Level of eye contact: _____ 2.
Motor activity

Tremors: _____ Rigidity: _____

Tics/movements: _____ Gait: _____

Mannerisms: _____ Echopraxia: _____

Psychomotor retardation: _____ Restlessness: _____

Aggressiveness: _____ Range of motion: _____

3. Speech patterns

Slow or rapid pattern: _____Volume: _____

Pressured speech: _____ Speech impediment: _____

Intonation: _____ Aphasia: _____

4. General attitude

Cooperative/uncooperative: _____ Interest/apathy: _____

Friendly/hostile/defensive: _____ Guarded/suspicious: _____

C. Emotions

1. Mood

Sad: _____ ` Depressed: _____ Despairing: _____

Irritable: _____ Anxious: _____ Elated: _____

Euphoric: _____ Fearful: _____ Guilty: _____

Labile: _____

2. Affect

Congruence with mood:

_____

Constricted or blunted:

_____

Flat:

_____

Appropriate or inappropriate:

_____

D. Thought Processes 1.
Form of thought

Flight of ideas: _____ Associative looseness: _____

Circumstantiality: _____ Tangentially: _____

Neologisms: _____ Concrete thinking: _____

Clang associations: _____ Word salad: _____

Perseveration: _____ Able to concentrate: _____

Echolalia: _____ Mutism: _____

Poverty of Speech: _____   Attention span: _____

2. Content of thought

Delusions: _____

Persecutory: _____ Grandiose: _____   Reference: _____ Control: _____   Somatic: _____   Nihilistic: _____

Suicidal/homicidal ideas:

_____

Obsessions:

_____

Paranoia/suspiciousness:

_____

Magical thinking:

_____

Religiosity:

_____

Phobias:

_____

Poverty of content:

_____

E. Perceptual Disturbances

Hallucinations:

Auditory: _____   Visual: _____

Tactile: _____   Olfactory: _____

Gustatory: _____   Illusions: _____

Depersonalization:

_____

Derealization:

_____

F. Sensory and Cognitive Ability

Level of alertness/consciousness

Orientation:

Time: _____   Place: _____   Person: _____

Memory:

Recent: _____   Remote: _____   Confabulation: _____

Circumstances: _____   Capacity/abstract thought: _____

G. Impulse Control

Ability to control impulses related to the following:

Aggression: _____   Guilt: _____

Hostility: _____   Affection: _____

Fear: _____   Sexual feelings: _____

H. Judgment and Insight Ability to
    solve problems:

_____

Ability to make decisions:

_____

Knowledge about self: awareness of limitations, awareness of consequences of actions,
awareness of illness: _____

Adaptive/maladaptive use of coping strategies and ego defense mechanisms:

_____

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
NUR 303: Chronic Psychiatric and Mental Health Condition

Medication Assessment Sheet

Student name: _____ Clinical Group: _____

Date: _____

Patient's Initials: _____ Patient's Age: _____ Patient's

Weight: _____

Allergies: _____ Medical Diagnosis: _____

Routine/PRN Psychiatric Medications

Drug	Dose	Classification	Desired Response	Undesired Response	Nursing Implications	Labs	Mechanism of Action

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing

Instructions for Relator Process

Patient & Nursing: Verbal and No Verbal	Technique used	Analysis: Whether each of the techniques works as expected
Record verbatim (word for word) what you and the client say to each other. Non-verbal cues of you and your client should be indicated in parentheses. Note who is speaking, SN or client.	Identify the skill or communication block used by you, the student. Identify any defense mechanisms used by the client. If you are aware of any you used, identify those.	Evaluate the effectiveness of your communication. Write your feelings and thoughts as you were interacting. Write an alternative response for any blocks you used while interacting.

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing

Relator Process

Context and Situation: _____

Medical diagnostic: _____

Objective of therapeutic Communication: _____

Patient: Verbal and No Verbal	Nursing: Verbal and No Verbal	Technique used	Analysis: Whether each of the techniques works as expected

Evaluation: You have achieved the goal?

How have you felt during the interaction?

What would you do differently if you could?

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing

Relator Process

Name: _____   **Date:** _____

Course: _____   **Punctuation:**

_____

Criteria	4	3	2	1	0	Comments
I. Content						
1. Present the complete identification data						
2. Describe the interaction environment with relevant data.						
3. Point out the therapeutic intervention phase						
4. Develop clear and measurable therapeutic intervention objectives.						

5. Describe verbal and nonverbal communication
       a.   Patient
       b. Nurse						

6. Consider the descriptive terms of verbal and nonverbal communication.						
7. Apply therapeutic communication techniques						
Apply principles of therapeutic interaction. 8. Stimulates patient participation						
Apply principles of therapeutic interaction. 9. Stimulates patient introversion						
Apply principles of therapeutic interaction. 10. Maintains confidentiality.						
Analyze the interaction of scientific database: 11. Identify defense mechanisms						
Analyze the interaction of scientific database: 12. Identify communication barriers						
Analyze the interaction of scientific database:						
Criteria	**4**	**3**	**2**	**1**	**0**	**Comments**
13. Identify descriptive concepts of the mental exam by pointing out observable behavior.						
14. Identify the elements that provides the therapeutic interaction.						
II. Redaction						
15. Use format provided						
16. Utilizes direct quotation in quotes ("")						

17. Narrate verbal and nonverbal communication using parentheses. ()						
18. Exhibits sharpness						
19. It is related between the content and the column.						
20. Deliver the work in the established time.						
Total						

Comments _____

_____

_____

Punctuation_____Criteria=_____x 100=_____

_____   _____

Student Signature   Date

_____   _____

Professor Signature   Date

Point Scale:

   4= Excellent=Fulfill criterion totally
   3= satisfactory= fulfills criterion with few limitations
   2=Fair= fulfill s criterion partially
   1= Deficiency = lack most of the elements of the criterion 0=
   absent – does not fulfill the criterion

NUR 402: Therapeutic Intervention IV: Childbearing and Childbearing Families

Course Objectives

Helps students apply the nursing process in the provision of care to normal and high-risk maternal/newborn populations and women experiencing common alterations in the reproductive system in acute care settings. Emphasis is placed on meeting safe and effective care environment needs, health promotion and maintenance needs and bio/psycho/social/cultural/spiritual needs.

Upon completion of the clinical practice the student will be able to:

1. Examine current trends in the delivery of health care for high-risk childbearing and pediatric populations.
2. Utilize knowledge derived from the bio/psycho/social sciences, humanities and nursing to understand threats to physiologic and psycho/social integrity commonly found in high-risk childbearing and pediatric patients.
3. Analyze bio/psycho/social/cultural and spiritual factors that influence the high-risk childbearing and pediatric patients and their families.
4. Apply all steps of the nursing process in the classroom learning environment to organize the care of patients experiencing high risk childbearing and pediatric patients to address bio/psycho/social/cultural and spiritual needs of patients.
5. Examine in-patient and community resources that influence the outcome of patient care and are available for case management of childbearing and pediatric populations.
6. Discuss legal, ethical and cultural issues related to the high-risk childbearing/childrearing family.
7. Identify accountable, safe, and competent professional nursing behaviors in the provision of care for high-risk obstetric, gynecological, and pediatric populations.

San Juan Bautista School of Medicine

Bachelor Degree of Sciences in Nursing

NUR 402: Therapeutic Intervention IV: Childbearing and Childbearing Families

Clinical Practice Skills

Name: _____ Date: _____

Nursing skills	Validation		Comments
1. Vitals signs	Lab	Clinical	
1.1 Measuring oral temperature			
1.2 Measuring radial pulse			
1.3 Measuring apical pulse			
1.4 Measuring Respirations			
1.5 Measuring Blood Pressure			
2. Asepsis			
2.1 Hand washing hygiene			
2.2 Personal Protective equipment			
2.3 Removing personal protective equipment			

	Validation		Comments
2.4 Removing soiled glove			
2.5 Disposable of biohazard waste			
3.Newborn			
3.1Measuring newborn height			
3.2Measuring newborn weight			
3.3 Dactyl test			
3.4 Newborn hygiene			
3.5 Nasogastric tube insertion to Newborn			
3.6 Newborn suction			
3.7 Breastfeeding to newborn			
3.8 Newborn formula feeding			
3.9 PKU samples			
3.10 Vitamin K administration			
3.11 Physical exam to newborn			
3.12 Umbilical care			
3.13 Newborn discharge			
Nursing skills	**Vali ation**		**Comments**
3.14 Documentation			
3.15 Newborn nursing care plan			
3.16 Family teaching			
4. Mother Care (Pregnancy)			
4.1 Interview to pregnant woman			
4.2 Physical Exam to pregnant women			
4.3 Labor preparation			
4.4 Assess fetal sounds (FHR)			
4.5 Assess contractions			
4.6 Pre- labor admission			
4.7 Uterus fundus massage			
4.8 Episiotomy care			
4.9 Teaching Plan			
4.10 Discharge			

Lab Initials/Signature: _____

Clinical Faculty: Initials/Signature: _____

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing

NUR 402: COURSE EVALUATION CRITERIA'S

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing

Case Study Evaluation Criteria

Name: _____   Date: _____

Course: NUR 402-Therapeutic Nursing Intervention IV: Childbearing and Childrearing Families

Professor: _____   Grade: _____

Criteria	4	3	2	1	0	N/A	Comments

1.   Introduction
 A. Presents an introduction containing the following elements:
  1. Purpose of the case study
  2. Summary of the case to be presented
  3. Appreciation, if any							

B. Parts of the work (table of contents)							
2. Literature review It presents the pathophysiology of the condition or conditions of the client according to the literature.							
A. Makes a comparative analysis of the information found on pathophysiology and clinical manifestations or significant findings of the client.							
B. Interprets whether the manifestations presented match those described in the literature.							
C. Presents nursing interventions for this condition(s) according to the literature.							
D. Presents medical treatment according to the literature for the conditions that the client possesses.							
E. Presents the medical treatment that the client has during hospitalization.							
F. Compares the treatment given to the client with the described in the literature and argues about inconsistencies.							
G. Presents the references from where you obtained the information. (APA Style)							

3.	**Assessment**							

A. Health History
    1. Demographic Data

Criteria	**4**	**3**	**2**	**1**	**0**	**N/A**	**Comments**
2. Chief Complaint							
3. Present Health History							
4. Past Health History							
5. Family History							
6. Social and Personal History							
7. Review of Systems							
B. Physical Examination – Presents a summary of: 1. General Appearance							
2. Integumentary System							
3. Eyes							
4. Nose							
5. Mouth and Throat							
6. Ears							
7. Neck							
8. Thorax and Lungs							
9. Breasts							
10. Hearth							
11. Genitourinary							
12. Abdomen							
13. Musculoskeletal							
14. Neurologic							
15. Peripheral-vascular							
16. Summary of significant history and physical examination findings.							
C. Presents laboratory and diagnostic test results: 1. Includes normal values and altered values.							
2. Analyze altered results by comparing them to normal results and explaining the reasons why they may be altered.							
D. Presents literature review of medication 1. Effects							
2. Pharmacokinetics							
3. Adverse effects							

Criteria	4	3	2	1	0	N/A	Comments
4. Contraindications							
5. What the customer uses it for							
6. Present nursing implications							
7. Submits references from where you obtained the information. (APA Style)							

Criteria	4	3	2	1	0	N/A	Comments
4. Diagnostic A. Organizes patient needs using Erick Eickson's theories with growth and development theory as a frame of reference							
B. Develops nursing diagnoses according to NANDA and the PES Format							
5. Planning A. Objectives (NOC) 1. Establish customer goals at long and short range 2. Measurable and real	.						

B. Planification
   a. Classifies nursing orders in:
      i. Diagnostics
      ii. Therapeutics
      iii. Educative
      iv. From Referral							

C. Presents the scientific justification for each NIC							
6. Interventions A. Determine nursing interventions, making them specific to the customer's situation. (Use NIC), taking into account situations (causes) and expected results.							
B. Provides safety measures when intervening in patient and family care.							
7. Evaluation A. It begins in the process of evaluating interventions by describing: 1. Achievements of the proposed objectives (NOC)							
2. Evaluation of the effectiveness of interventions for customer recovery.							
TOTAL							____/ 208 pts.
8. Job Presentation A. Presents the work in the APA Style							
B. Its organized and sharp							

Criteria	4	3	2	1	0	N/A	Comments
C. Readable							
D. Free of spelling errors							
E. Presents table of contents							
F. Presents Conclusion							
G. Reference List (5 or more of reliable sources)							
H. List of References updated bibliography from 2015 onwards. Evidence of electronic references, (maximum 4).							
I. Delivers the work on the established date.							
Criteria	**4**	**3**	**2**	**1**	**0**	**N/A**	**Comments**
TOTAL							**____/ 36 pts.**

Scale Description:

4. - The criterion is fully met.

3. - The criterion lacks one of the elements.

2. - The criterion lacks two elements.

1. - The criterion lacks three or more elements.

0. - The criterion lacks five elements or they are not present. N/A- Does not apply

Punctuation_____ \ _____criteria = _____ x 100 = _____

Recommendations for student:

_____

 Student Signature: _____   Date: _____

Professor Signature: _____ Date: _____ **NUR**

405: Therapeutic Intervention V: Nursing Synthesis

Course Objectives

Students are responsible for all information included in any pre-requisite course; this information will be included in all course exams.

Upon successful completion of this course, the student will be able to:
1. Integrate principles of primary, secondary, and tertiary prevention into the management of acute and chronic illness.
2. Demonstrate competence in providing nursing care to clients along the trajectory from diagnosis to end-of-life within a human science framework.
3. Manage the care of multiple clients with complex health conditions.
4. Analyze the evidence that supports policies, protocols, and procedures in nursing practice.
5. Incorporate ethical and legal principles into the clinical decision-making process.
6. Demonstrate effectiveness collaboration with clients, families, and health care professionals to achieve positive health outcomes.
7. Apply selected principles of case management in providing and evaluating the health care of groups of clients throughout the continuum of care.
8. Demonstrate effective use of community resources to meet the health care needs of clients with acute and chronic conditions.
9. Describe core disaster preparedness and the constraints on a community organization's ability to respond.
10. Analyze the impact of policies and health care policy decisions on the   health care delivery system.
11. Describe the nursing role and responsibilities to emergency care and   forensics.
12. Integrate principles of primary, secondary, and tertiary prevention into the management of acute and chronic illness.
13. Demonstrate competence in providing nursing care to clients along the trajectory from diagnosis to end-of-life within a human science framework.
14. Manage the care of multiple clients with complex health conditions.
15. Analyze the evidence that supports policies, protocols, and procedures in nursing practice.
16. Incorporate ethical and legal principles into the clinical decision-making process.
17. Demonstrate effectiveness collaboration with clients, families, and health care professionals to achieve positive health outcomes.
18. Apply selected principles of case management in providing and evaluating the health care of groups of clients throughout the continuum of care.
19. Demonstrate effective use of community resources to meet the health care needs of clients with acute and chronic conditions.
20. Describe core disaster preparedness and the constraints on a community organization's ability to respond.
21. Analyze the impact of policies and health care policy decisions on the   health care delivery system.

22. Describe the nursing role and responsibilities to emergency care and forensics.
23. Integrate principles of primary, secondary, and tertiary prevention into the management of acute and chronic illness.
24. Demonstrate competence in providing nursing care to clients along the trajectory from diagnosis to end-of-life within a human science framework.
25. Manage the care of multiple clients with complex health conditions.
26. Analyze the evidence that supports policies, protocols, and procedures in nursing practice.
27. Incorporate ethical and legal principles into the clinical decision-making process.
28. Demonstrate effectiveness collaboration with clients, families, and health care professionals to achieve positive health outcomes.
29. Apply selected principles of case management in providing and evaluating the health care of groups of clients throughout the continuum of care.
30. Demonstrate effective use of community resources to meet the health care needs of clients with acute and chronic conditions.
31. Describe core disaster preparedness and the constraints on a community organization's ability to respond.
32. Analyze the impact of policies and health care policy decisions on the health care delivery system.
33. Describe the nursing role and responsibilities to emergency care and forensics.

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
NUR 405: Therapeutic Intervention V: Nursing Synthesis

Clinical Practice Skills

Name: _____   Date: _____

Clinical skills	0	1	2	3	4	Comments
I. Vital signs						
1. Measuring Oral Temperature						
2. Measuring Radial Pulse						
3. Measuring Apical Pulse						
4. Measuring Respiratory Rate						
5.Meassuring Blood Pressure a) automatic electronic device b) with regular device						
6. Measuring Tympanic Temperature						

7. Measuring Rectal Temperature						
8. Measuring Axillary temperature						
9. Pulse Oximeter						
II. Asepsia	**0**	**1**	**2**	**3**	**4**	**Comments**
1. Hand washing/hygiene						
2. Surgical scrub						
3. Putting sterile gloves						
4. Preparing sterile fields a) drapes packages b) individual packaged supplies						
5. Putting personal protective equipment						
6. Removing personal protective equipment						
7. Removing soiled gloves						
8. Disposal of biohazard waste						
III. Medications	**0**	**1**	**2**	**3**	**4**	**Comments**
1. Three checks and five rights of administer medications						

Clinical skills	**0**	**1**	**2**	**3**	**4**	**Comments**
2. Taking medical orders: transcribing and implementation						
3. Preparation of unit dose (packed medications) a) conversion b) calculations						
4. Administer oral medications						
5. Removing a medication tablets from bottle						
6. Splitting tablet medications						
7. Transdermal patch						
9. Administering a transdermal patch						
10. Prepare eye and ear drops						
11. Administer eye and ear drops						
12. Administer a rectal suppository						
13. Administer vaginal medications						
14. Preparing medication from a vial						
15. Mixing two insulin in one syringe						
16. Administer intradermal injection						
17. Administer subcutaneous injection						

	0	1	2	3	4	Comments
18. Administer an intramuscular injection						
19.Administering IV medications by Piggy bag infusion						
20. Administering IV medication using infusion pump						
21. Administer medication bolus through a medication or IV Lock						
22. Administer medication using a volume control administration set						
IV. Perioperative Nursing	**0**	**1**	**2**	**3**	**4**	**Comments**
1. Preoperative teaching						
2. Deep breathing exercises teaching						
3. Teaching about splinting and coughing						
4. Incentive spirometer teaching						
5. Preoperative legs exercises teaching						
6. Turning client properly in bed						
7. Post-operative nursing care on the day of procedure						
V. Hygiene	**0**	**1**	**2**	**3**	**4**	**Comments**
1. Making an unoccupied bed						

Clinical skills	**0**	**1**	**2**	**3**	**4**	**Comments**
2. Given a bed bath, tepid sponge bath, Sitz bath						
3. Changing an occupied bed						
4. Assisting patient with oral care: conscious & unconscious						
5. Cleansing a surgical wound and applying a dry sterile dressing						
6.Obtaining a wound culture						
7. Obtaining a throat culture						
8.Obtaining a blood culture						
9. Obtaining urine culture						
10. Proving perineal care						
11. Irrigating a wound using sterile technique						
12. Applying warm sterile compress						
VI. Activity	**0**	**1**	**2**	**3**	**4**	**Comments**
1. Turning a client in bed						
2. Providing Range of Motion (ROM)						

	0	1	2	3	4	Comments
3. Assisting client up in bed: One nurse						
4. assisting client up in bed: Two nurses						
5. Assisting a client transferring from bed to stretcher: Three nurses working together						
5. Assisting a client transferring from bed to stretcher: Three nurses working together						
6. Assisting a client transfer into a wheelchair						
7. Applying restriction techniques						
8. Applying back massage						
VII. Nutrition	**0**	**1**	**2**	**3**	**4**	**Comments**
1.Nasogastric tube insertion						
2. Continues tube feeding administration						
3. Administer an intermittent tube feeding						
4. Nasogastric tube irrigation						
5. Nasogastric tube verification						
6. Removing nasogastric tube						
VIII. Urinary Elimination	**0**	**1**	**2**	**3**	**4**	**Comments**
1. Assisting client with a urinal						
2. Assisting with a bedpan						
3. Applying external catheter (Condon)						
4. Caring for a urinary stoma						
5. Bladder training						

Clinical skills	**0**	**1**	**2**	**3**	**4**	**Comments**
IX. Indwelling & Intermittent catheter	**0**	**1**	**2**	**3**	**4**	**Comments**
1. Catheterizing the female urinary bladder: intermittent catheter						
2. Catheterization the female urinary bladder: indwelling catheter						
3. Catheterizing the male urinary bladder: intermittent catheter						
4. Catheterization the male urinary bladder: indwelling catheter						
5. Irrigating urinary catheter using a closed system						
X. Bowel Elimination	**0**	**1**	**2**	**3**	**4**	**Comments**

	0	1	2	3	4	Comments
1. Administering cleansing enema a) large volume cleansing enema b) small volume cleansing enema						
2. Applying an ostomy care						
3. Changing ostomy bag						
4. Bowel training						
XI. Oxygenation	**0**	**1**	**2**	**3**	**4**	**Comments**
1. Measuring oxygen saturation using the oximeter						
2. Administer oxygen via Nasal cannula						
3. Administer oxygen via an oxygen mask						
4. Nasopharyngeal suction						
XII. XI Tracheostomy Care						
1. Tracheotomy suctioning						
2. Tracheotomy non-disposable inner cannula cleansing and site care						
XIII. Intravenous therapy	**0**	**1**	**2**	**3**	**4**	**Comments**
1. Monitoring IV site						
2. Calculating & checking IV fluid rate						
3. Changing IV solution						
4. Replacing an IV solution drip and administration tubing						
5. Changing a peripheral IV dressing						
6. Connecting piggy bag to an existing IV catheter						
7. Obtaining blood samples						
Clinical skills	**0**	**1**	**2**	**3**	**4**	**Comments**
XIV. Central venous access device	**0**	**1**	**2**	**3**	**4**	**Comments**
1.. Changing a central venous access device dressing						
2. Assessing an implanted port						
3. Flushing a peripherally inserted central catheter (PICC) line site						
4. Obtaining blood sample from central venous access						
5. Assessing a peripherally inserted central catheter (PICC)						
XV. Post-Partum	**0**	**1**	**2**	**3**	**4**	**Comments**

	0	1	2	3	4	Comments
1. Post-partum assessment						
2. New born assessment						
XVI. Pediatric	**0**	**1**	**2**	**3**	**4**	**Comments**
1. Pediatric safety measure						
2.Pediatric calculations						
3. Pediatric pain assessment						

Point Scale:

4= Excellent=Fulfill criterion totally

3= satisfactory= fulfills criterion with few limitations

2=Fair= fulfill s criterion partially

1= Deficiency = lack most of the elements of the criterion

0= absent – does not fulfill the criterion

Each student will have copy of this instrument at the clinical site and skill lab. Each time a procedure is performing it should be signed by the clinical professor. At the end of the course this instrument should be given to the clinical professor to complete the evaluation.

_____   _____

Student Signature   Date

NUR 406: Nursing Management and Leadership

Course Objectives

1. Upon completion of this course, the student will be able to:
2. Compare selected organizational designs/structures in terms of their impact on nursing practice.
3. Analyze the advantages and disadvantages of selected nursing care delivery models.
4. Apply principles of conflict management to simulated situations.
5. Examine legal/ethical issues related to patient care management, leadership and organizational management.

6. Integrate principles of human resource management and the role of collective action into nursing practice.
7. Design a performance improvement plan applying the principles of quality improvement.
8. Analyze the roles and responsibilities of the staff nurse and nurse manager in relation to leadership and management.
9. Discuss the implications of regulatory requirements on health care management.

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing

NUR 406: COURSE EVALUATION CRITERIA'S

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
NUR 406: Nursing Management

Nursing Work Program Elaboration Evaluation Criteria

Name: _____   Date: _____

Grade: _____%____

Yes: Meets all requirements
No: Does not meet all requirements

Elements	Yes	No	Comments

Take into consideration the total number of:
   I.   Nursing staff -
       RN
     - LPN
     - NA
     - Ward Clerk			

Take into consideration the total number of:
   II.   Vacation Personnel
     - RN
     - LPN
     - NA
     - Ward Clerk			

Take into consideration the total number of:
   III.   Sick Staff
     - RN
     - LPN
     - NA
     - Ward Clerk			

Take into consideration the total number of: IV. Absent Staff - RN - LPN - NA			
Elements	**Yes**	**No**	**Comments**
- Ward Clerk			
V. Apply the formula: NCH / PPD divided by total census of patients in the area			
VI. Estimated value of staff per day.			
VII. Completes the work program.			
Total			

Total score obtained: _____   Percentage obtained: _____

Student Signature: _____ Student ID: _____

Evaluator's signature: _____ Date: _____

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
NUR 406: Nursing Management

Quality and Problem Solution Project in The Clinical Area
Evaluation Criteria

Name: _____ Date: _____

Grade: _____%____

Yes: Meets all requirements
No: Does not meet all requirements

Elements	Yes	No	Comments
I. Title and Introduction - Presents brief summary of the work. - Concisely indicate the purpose of the project. - Concisely indicate the methods you will use.			
II. Problem statement/Quality problem identification - Present the objective / objectives of the problem. - Match the problem with the objective of the work. - Clearly specify how you will contribute to the knowledge of the subject (use references). - Discuss how the analysis of the proposed problem is related to the profession and its importance in nursing practice.			

		Yes	No	Comments
III.	**Background of the Problem (Literature Review)** - Presents a literature review that includes at least 5 peer-reviewed journals references on previous studies, in addition to the other references. - Discuss the cited studies. - Guides the reader in relation to what is known about the problem. - Indicates how the analysis will contribute to the knowledge of the problem. - Indicates a theory or conceptual model to explain the relationship of his study to the development of science.			
Elements		**Yes**	**No**	**Comments**
	- Describe the theory and present literature to evidence the content.			
IV.	**Method** - Presents concrete and viable objectives. - Describe the troubleshooting model. - Identify the situation / indicator - Presents the operational definition of the situation / problem / indicator to be studied. - Presents the complete process of the troubleshooting method step by step.			
V.	**Work content** - It is clear. - Has sequence. - Is relevant.			
VI.	**Work presented in APA style** - 5 references minimum			
	Total			

Total score obtained: _____   Percentage obtained: _____

Student Signature: _____ Student ID: _____

Evaluator's signature: _____ Date: _____

Practice Tools

Portfolio

Note: All nursing courses required a Portfolio

What is a clinical portfolio?

An organized collection which evidences activities, tasks and other interventions related to clinical activities based on course objectives and competencies.
1. Organization is based on course competencies.
2. The following can be included as evidence:
    a. Documentation from patient's records:

        i. Do not include the patient's full name. You can erase the name or just include initials. ii. For every patient, you should include: brief history, daily plan and documentation.
    b. Can include intervention notes of direct care given, signed by the professor the day of the clinical practice and when the activity was done.
    c. You can include photos of activities that you do. If in the photo there is a patient, you should request permission from the patient to include the photo in the portfolio.
    d. Evaluations done on patients or their family members.
    e. Implementation on task assigned when practicing your role as leader - your experiences, notes and information.
    f. Educational plans that you prepared for your patients.
3. You should include your experiences and thoughts on your clinical activities, learning experiences or interventions; feelings and/or incidents.
4. Do not include forms or instruments given in class, unless they are completed.

What is the purpose of a portfolio?

Education purposes pursued are:
1. Appreciate and reflect on your learning progress. That is why you must establish your objectives and purposes.
2. Clinical performance will be evaluated based on the documentation that you present which will evidence that you have achieved the competencies of the course.
3. Evidence of your clinical performance
4. Used to evaluate the expectations, content, strategies and methods of the course.

When will you turn in your portfolio?

The clinical portfolio should be revised **every two weeks,** since we will be referring to the portfolio during the clinical practices to review how you are obtaining course competencies.

Organize the documents as soon as you have them and the professor or personnel from the clinical area can sign them. This will help you redeem your time. In other words, after every clinical practice you should gather your documents, organize them and include them in the portfolio.

How is the portfolio compiled?

A table of content is included. It is preferable that you use a binder with the sections included in the table of content. Remember this portfolio is to register what you do during your clinical practice, not the materials that you are provided in class.

What grade does the portfolio have?

Definitely the grade depends on the evidences that you present of the goals you have reached. A good grade will depend on how well you evidence what you have gathered in an organized fashion.

Table of Content for the Clinical Portfolio

Section	Content
1. Introduction	❏ My purpose for this portfolio ❏ What is and what significance has this clinical portfolio for me?
2. Daily intervention evidences	In a chronological order: ❏ Cases managed ❏ Summary of significant data of the patients assigned: 3 adults and 3 pediatric ❏ Re-assessment of patients ❏ Physical exam for at least one pediatric and one adult patient ❏ Daily patient care plans ❏ Discharge planning and follow-up for at least one patient. ❏ Nurses notes for each patient ❏ Clinical guidelines and standardized care plans applied to patient care
3. Pharmacology	❏ High alert medications
4. Leadership role/care coordinator	❏ Written reports on assignments to team members, rounds made and observations. ❏ Quality monitoring made. ❏ Results of evaluations made of the team members on the day of the clinical practice.

Section	Content

	o As a leader, make a summary of the most significant events of that day
	o Discuss findings with the professor
	o Identify the educational needs of the team members and development strategies.
	❑ Include: activity assignments, department orientation, evaluation as a Supervisor of the teamwork, and remedial strategies.
	❑ Assessment of competencies: as part of the professional development as leaders.
	❑ Scientific and technology evidence:
	  o Clinical guidelines used clinical articles and standardized plan to support different aspects of care.
	  o Material obtained from trustworthy internet sources.
	  o Scientific information that validates therapeutic interventions o references

5. Quality Improvement project	❑ Individual contribution:
	  o Articles read and contributed to the project o Reports or references given to the leader.
	  o Other pertinent activities done by the student as an individual contribution to the group project
	  o Gathered material about the topic

6. Clinical performance evaluation	❑ Clinical performance evaluation instrument ❑ Midterm auto evaluation and at the end of the course
7. Other (optional)	❑ Any other documents pertinent to the course

Clinical Evaluation Instrument for Clinical Portfolio

Clinical Evaluation Instrument	Focus of the evaluation	Pte	PORTFOLIO EVIDENCE
Established indicators	Daily case management	Assigned pts.	❑ Hx (summary of significant data), example physical ❑ Daily care plans

			□ Nurses notes in case study
			□ Discharge planning
			□ Scientific information related to patients
			□ Clinical guides
1. NIC 7920: Documentation	Case management Leadership role Group project		□ Assigned pts nurses notes □ Written report on leadership role □ Written group project
2. NIC 5420 Spiritual support	Daily case management	Adult	□ Pertinent diagnoses identified □ Nursing notes that evidence the activities □ Personal thoughts
3. NIC 7330 Cultural intermediation	Daily case management	Adult	□ Pertinent assessments done according to patient's preferences and choice. □ Pertinent diagnoses identified □ Nursing notes □ Care plans □ Personal thoughts
4. NIC 6610 Identification of risks	Daily case management	Pediatric & Adult	□ Notes on problems/diagnoses of risks and care plans □ Nursing notes □ Oral/written reports □ Personal thoughts
5. NIC 6650 Clinical vigilance	Daily case management	Pediatric & Adult	□ Physical examine focalized with patients assigned. □ Lab results interpreted – written on notes □ Continuous monitoring of patients in nurses' notes during different hours

Clinical Evaluation Instrument	Focus of the evaluation	Pte	PORTFOLIO EVIDENCE

			❑ Evaluations done on s/s that patient present.
6. NIC 7370 Discharge planning	Daily case management	Adult	❑ Discharge nursing notes ❑ Follow up plan post hosp ❑ Contact telephones protocols ❑ Institutional formats
7. NIC 8272 or 8274 Promote child or adolescent development	Daily case management	Pediatric	❑ Growth and development assessment ❑ Pertinent diagnosis ❑ Care plan and follow-up ❑ Nursing notes
8. NIC 2300 Medication Administration	Daily case management	Pediatric & Adult	❑ Nursing notes: evaluation and actions related to the medications ❑ Information on medications shared with the patient ❑ Protocols implanted in the practice area and application ❑ Monitor of High Alert Medications according to JOCAHA
9. NIC 5606 Patient teaching	Daily case management	Pediatric & Adult	❑ Nursing notes of patient education process Teaching plan ❑ ❑ Teaching patient activity observed by the professor, leader or preceptor. ❑ Related documents: educational guides applied.
10. NIC 7830 Personnel Supervision	Leadership role	Pediatric & Adult	❑ Daily assignment of tasks to assigned patients ❑ Daily reports on supervisory rounds, delegation tasks ❑ Written reports on rounds, clinical assignments and other actions.
11. NIC 7800 Quality Monitoring	Leadership role	Pediatric & Adult	❑ Reports on monitor actions done on patients in leadership role ❑ Standardized plans and clinical guides used with patients

Clinical Evaluation Instrument	Focus of the evaluation	Pte	PORTFOLIO EVIDENCE
			❑ Quality improvement Project ❑ Minutes of team work
12. NIC 7460 Protection of patient's rights	Case management	Prerequisite	❑ **Critical pre-requisite:** observation interaction by preceptors, leaders and professor ❑ Use of accepted protocols ❑ Patient education topic ❑ Personal thoughts
13. NIC 6540 Infection control	Case management	Prerequisite	❑ Use of accepted protocols ❑ **Critical pre-requisite:** observation interaction by preceptors, leaders and professor

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing

PORTFOLIO EVALUATION RUBRIC

Name_____   Date_____

Professor: _____   NUR_____

Points	Required items	Concepts	Reflection/Critique	Overall Presentation
90-100	All required items are included, with a significant number of additions.	Items clearly demonstrate that the desired learning outcomes for the term have been achieved. The student has gained a significant understanding of the concepts and applications.	Reflections illustrate the ability to effectively critique work, and to suggest constructive practical alternatives.	Items are clearly introduced, well organized, and creatively displayed, showing connection between items.
75-89	All required items are included, with a few additions.	Items clearly demonstrate most of the desired learning outcomes for the term. The student has gained a general understanding of the concepts and applications.	Reflections illustrate the ability to critique work, and to suggest constructive practical alternatives.	Items are introduced and well organized, showing connection between items.
60-75	All required items are included.	Items demonstrate some of the desired learning outcomes for the term. The student has gained some understanding of the	Reflections illustrate an attempt to critique work, and to suggest alternatives.	Items are introduced and somewhat organized, showing some connection between items.

Points	Required items	Concepts	Reflection/Critique	Overall Presentation
		concepts and attempts to apply them.		
40-59	A significant number of required items are missing.	Items do not demonstrate basic learning outcomes for the term. The student has limited understanding of the concepts.	Reflections illustrate a minimal ability to critique work.	Items are not introduced and lack organization.
0	No work submitted			

_____   _____

Student Signature   Professor Signature

San Juan Bautista School of Medicine
Bachelor's degree of Sciences in Nursing

Class Portfolio Rubric

Name: _____   Date: _____

Course: _____   Grade: _____

Criteria	4	3	2	1	0	n/a	Comments
1. Cover Page							
2. Introduction							
3. Professional Resume or Curriculum Vitae							
4. Skills Competences							
5. Reflexive Diaries							
6. IHI Modules (completed)							
7. Book Case Studies (answered)							
8. Nursing Care Plan							
9. Teaching Plan (if apply)							
10. Class Power Points Presentations							
11. Special Assignments (Oral Presentations, Written Projects)							
12. Conclusion							
13. Portfolio clean and organized							
14. Deliver in the assigned date							
Total							

Scale Description: 4.- Excellent- Fulfills criterion totally.

3.- Satisfactory- Fulfills criteria with few limitations.

2.- Fair- Partially fulfills criteria.

1.- Deficient- Lacks most of the elements of the criterion.

0.- Absent- Does not fulfills the criterion.

Instructions: Evaluate each criterion according to the previous scale. Add the value obtained from the criteria evaluated and divide by the total value considered, then multiply by 100 to obtain the percentage.

Punctuation_____ \ _____criteria= _____ x 100 = _____

Student's signature: _____   Date: _____

Evaluator's signature: _____   Date: _____

BSN Program ₂ₜₘ, July 10, 2019

Health Teaching Plan Guidelines

Purpose

To provide the student with the opportunity to plan and implement an educative / supportive system of nursing assistance with an individual/family/group.

Guidelines

1. Select an individual/family/group who demonstrates a knowledge deficit (example: one which threatens their achievement of a maturational task.

2. Complete a brief nursing history to substantiate the client's need for educative/ supportive intervention. Identifying the client's strengths and limitations in meeting the therapeutic self-care demand and documenting the nursing diagnosis.

3. Develop a teaching plan which includes:
   a. Specific client/focused learning objectives
   b. Topical outline of content material
   c. Planned teaching strategies and learning activities
   d. Time frame for planned activities
   e. Evaluation criteria.

4. Implement the teaching plan.

5. Evaluate the effectiveness of the teaching plan in achieving learning objectives using established evaluation criteria, including actual or suggested adaptations (if appropriate) to the original plan. Include the rationale of positive or negative responses to your plan. Any reinforcement or new approaches needed.

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing

Client Assessment

Client assessment (to accompany teaching plan)

Students' Name_____ Date_____

Agency_____

Client's Initials_____ Age_____ Sex_____ Site of visit _____

Assessment data Collection
Pertinent Client Data

Subjective: _____
_____
_
_____
_
_____
_____

Objective: _____
_____
_____
_____
_____

Assessment/Analysis:
Nursing Diagnosis (knowledge deficit related to) _____
_____
_____
_____

Clients Assets and limitation (relative to knowledge deficit)

Assess	**Limitations**

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing

Teaching Plan Form

Student: _____ Date: _____ Clients initials: _____ Age: _____

Instructor: _____ Facility: _____ Nursing Diagnosis: _____

Goal: _____

_____

Objective (Cognitive) (C) (Psychomotor) (P) (Affective) (A)	Content	Teaching Learning Activities	Time Allotment	Evaluation Method

Nursing Care Plan

Student   Name   _____   Date_____

Professor_____

Patient Initials_____ Age _____ Sex _____ Admitting DX. _____

Other Medical diagnosis _____

Nursing Diagnosis (in priority order) Nanda	Patient Centered Goals Date/time	Nursing intervention NIC	Nursing activities	Nursing outcomes NOC	Rationale	Evaluation

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing

Clinical Documentation Guidelines

It is important that you as a nurse document in the patient chart what transpired during your time with the client/patient. This is not possible for you as a student in some clinical facilities. However, you do need to practice documentation in the psych mental health setting. Since some psychiatric patients' records may be reviewed in court to determine whether or not a patient will be committed or other legal processes taken, it is important that you document in quotes what the patient said rather than write it in your own words. Be accurate and descriptive, but concise. Look for the patient's problem list or patient goals as created by the nursing staff in the facility you are having your psych clinical rotation. Select one of these patient problems or goals and write your documentation of your interaction with the patient in the **SOAPIE** format.

Patient problem or goal: _____

S: (with subjective patient quotes)

O: (your observations)

A: (assessment/analysis or what you think is the problem or nursing diagnosis)

P: (plan must be consistent with the facility's stated plan)

I: (implemented or what you did)

E: (evaluation or client outcome)

San Juan Bautista School of Medicine Bachelor
Degree of Sciences in Nursing

Nursing Note Rubric

Student Name: _____   **Date:** _____

Course: _____   **Punctuation:** _____

Criteria's	4	3	2	1	0	N/A	Comments
General Presentation							
1. Provides demographic data							
2. Chief complaint							
Assessment							
3. Check the assessment of the assigned client							
Symptoms							
4. Highlights findings of health assessment							
5. Present changes in the functional pattern of health							
Intervention							
6. Presents nursing actions to manage the client's health condition 　　a. Direct actions 　　b. Education 　　c. Interdisciplinary coordination							
Evaluation							
7. Indicates effectiveness of actions in customer health coordination							
8. Evaluate expected results using critical thinking and expected responses.							
Presentation							
9. Assertive and professional communication							
10. Readable and concise							
11. Organized							
12. Orthography							

13. Ends the note							
14. Signs up the note							
15. Indicates date and time of each activity							
Punctuality and commitment							
16. Delivers in stablished date							
17. Includes the criteria rubric							

Total possible score_____ Total score obtained_____Percentage obtained_____

Student Signature_____Student ID_____

Evaluator's signature_____Date_____

Scale:

4. Excellent–   fulfills criterion totally

3. Satisfactory–   fulfills criteria with few limitations

2. Fair-partially–   fulfills criteria

1. Deficient–   lacks most of the elements of the criterion

0. Absent –   does not fulfills the criterion

n/a–   does not apply

San Juan Bautista School of Medicine Bachelor
Degree of Sciences in Nursing

Rubric to Evaluate Case Study

Name: _____   Date: _____

Course: _____   Grade: _____

Scale Description:

4. - The criterion is fully met.

3. - The criterion lacks one of the elements.

2. - The criterion lacks two elements.

1. - The criterion lacks three or more elements.

0. - The criterion lacks five elements or they are not present.

N/A- Does not apply

Instructions: Evaluate each criterion according to the previous scale. Sum the obtained value of the evaluated criteria and divide by the total value considered, then multiply by 100 to obtain the percentage according to the scale established by the Institution.

Criteria	4	3	2	1	0	N/A	Observations
Assessment							
1. It uses the established estimate instrument for data collection according to the client's physiological, psychological, sociocultural, developmental and spiritual variables.							
2. Presents relevant subjective customer data							
3. Presents relevant customer objective data (Physical Assessment)							
4. Presents analysis of diagnostic tests.							
5. Provides evidence of reviewing the literature on medical diagnosis such as: definition, etiology, pathophysiology, signs and symptoms and treatment							
6. Presents pharmacological study							
Nursing Diagnosis							
7. Relates the Nursing Dx. to the estimated data.							
8. Formula Dx. Nursing Using PES Format: Problem: Yes_____ No_____ Etiology: No_____ Yes _____ Signs and symptoms (evidence): Yes ____ No____ N/A							
Criteria	**4**	**3**	**2**	**1**	**0**	**N/A**	**Observations**
9. Lists the Nursing Dx. in order of priority.							
Expected Results							
10. Sets the expected results according to the selected nursing diagnosis.							
Planning							
11. Develop a centralized customer care plan							
12. Relates nursing orders to expected results set							
13. Develop viable nursing strategies							
14. Write nursing orders							
15. Presents rational scientific orders							
Implementation							
16. Document on the care offered to the client using professional terminology							
17. Accurately documents customer behavior and response to nursing interventions in the required format							

	4	3	2	1	0	Comments
Evaluation						
18. Evidence of the customer's response to the services offered						
General Aspects						
19. Presents work on time (oral or written)						
20. Manifests correct, professional expression (oral)						
21. Uses appropriate tone of voice (oral)						
22. Presents in logical and organized order						
23. Properly distributes allotted time(oral)						
24. Uses appropriate audiovisual material (oral)						
25. Deliver work on computer						
26. Presents updated references (5 years or less)						
27. Write references in APA format						
28. Presents a minimum of three professional references						
29. Deliver clean, organized work (written)						

Punctuation_____ \ _____criteria = _____ x 100 = _____

Recommendations for student: _____

Student comments: _____

Student Signature: _____ Date: _____

Professor Signature: _____ Date: _____

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing

Student Presentation of Case Study

Evaluation Criteria Student Name: _____ **Date:**
_____ **Course:** _____
Punctuation: _____

Criteria's	4	3	2	1	0	Comments
I. Content						
1. Presents the clinical situation to be analyzed						

2. Applies knowledge about relevant theories in analyzing the case.						
3. Identifies the defining characteristics while assessing the case						
4. Determine at least, 2 appropriate nursing diagnoses						
5. Identifies, at least, 2 nursing intervention						
6. Identifies, at least 3 corresponding nursing activities						
7. Mention evaluation indicators						
8. Discusses own believes and/or values related to the case						
II. Organization and presentation						
9. Organizes the presentation clear and logically						
10. Communicates ideas clearly						
11. Stimulates group participation						
12. Exhibits creativity in the presentation of the case						
III. Individual work						
13. Assumes responsibility for the work assigned						
14. Exchanges ideas with the member of the team						
15. Exhibits dominion of the content						
Total						

Total possible score_____ Total score obtained_____Percentage obtained_____

Student Signature_____Student ID_____

Evaluator's signature_____Date_____

Scale:

4. Excellent–   fulfills criterion totally   0. Absent –   does not fulfills the criterion
3. Satisfactory–   fulfills criteria with few limitations
2. Fair-partially–   fulfills criteria
1. Deficient–   lacks most of the elements of the criterion

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
NURSING CARE PLAN FORM

STUDENT_____ DATE_____

PATIENT'S INITIALS_____ AGE_____ SEX_____ OTHER MEDICAL DIAGNOSIS_____

ADMITTING DIAGNOSIS/DATE_____ SURGICAL PROCEDURE/DATE_____

Nursing Diagnosis (in priority order) (NANDA)	Patient centered Goals (NOC)	Nursing Intervention (NIC)	Rationale	Evaluation

NURSING CARE PLAN GUIDELINES AND INSTRUCTIONS

- In order to maintain consistency within the BSN program, the following guidelines *must be* adhered to when writing nursing care plans.
- **Assessment**, nursing **d**iagnosis, **e**xpected outcomes, **p**lan, **i**nterventions, **e**valuation and outcomes is used to teach the nursing process.
- Students will be taught the relationship between NANDA (North American Nursing Diagnosis Association), NIC (Nursing Interventions Classification), and NOC (Nursing Outcomes Classification).
- Beginning in Foundations of Nursing, students will be taught, in detail, to use this format presented here. In addition, they will be instructed on how to use their nursing care plan reference.
- This format will be used for clinical rotations and other educational activities/assignments in *foundations of nursing, medical-surgical nursing, mental health nursing and pediatrics.*
- **At least one care plan** (which include nursing diagnosis statement, plan, interventions, and evaluation), based on the student's history and physical which is recorded on the "Patient Profile Database" form, are required for each patient you cared for during the clinical rotation. **At least three nursing diagnoses should be included in each nursing care plan**. The data form can be found later in this packet.
- Each care plan needs to be on a separate "Nursing Care Plan Form." These forms can be found on later in this packet.
- Please make copies of the data and nursing care plan forms and/or keep the electronic file that has been sent to you.

Assessment

- Assessment should be recorded on the "Patient Profile Database" form
- The assessment is the basis for the nursing diagnosis statement

Nursing Diagnosis Statement

General format for an actual diagnosis:

Nursing diagnosis related to X as evidenced by Y and Z.

General format for a potential or "at risk" diagnosis:

Nursing diagnosis related to X.

The nursing diagnosis statement is written using the PES (problem, etiology, signs/symptoms) format:

- **P**roblem
- Nursing diagnosis
  - ☐ **E**tiology or cause of problem
    - The "related to" portion of the statement

- • There should only be *one* cause stated per nursing diagnosis, because each etiology may have a different set of goals, outcomes and interventions, although the problem or nursing diagnosis may be the same.
  - • The etiology *cannot* be a medical diagnosis
- ☐ **S**igns & symptoms (also called defining characteristics)

BSN Program Clinical Practice Handbook | 2023-2024
- • The "as evidenced by" portion of the statement
- • These are determined through your *assessment* of the patient
- • *Two* objective or subjective s/s must be listed per statement
- • For potential or "at risk" diagnoses, signs and symptoms should not be included in the nursing diagnosis statement

---

EXAMPLE OF A NURSING DIAGNOSIS STATEMENT

Psychiatric diagnosis: Antisocial Personality Disorder

Nursing diagnosis statement: "Ineffective coping related to inadequate psychological resources"

Notice the related to portion did not say antisocial personality disorder, rather it stated the pathophysiology behind the psychiatric diagnosis that is causing the problem.

Plan or Goals & Outcomes Statement

General guidelines:
- • The goals and outcomes statement make up the plan portion of the nursing process
- • The goal and outcomes statement should be written as one statement
- • Each nursing diagnosis should have *two goals*
- • The goal and outcome should be prioritized within the care plan
- • The goal is patient and/or family focused and should be *mutually* determined by the nurse and the patient and/or family
- • The goal should not be the goal of the nurse
- • The goal may be short-term (hours to a week) or long-term (> 1 week)

The goal and outcome statements are written using the SMART (specific, measurable. attainable, realistic, and time-specific) format
- • **S**pecific: What needs to be accomplished?
- • **M**easurable: How will the nurse, patient, and/or family know that the goal has been met?
- • **A**ttainable: Can the goal be met with the resources available?
- • **R**ealistic: Does the patient and/or family have the physical, emotional, and mental capacity to meet the goal?
- • **T**ime-specific: When will the goal be achieved by?

EXAMPLES OF GOAL AND OUTCOME STATEMENTS

BSN Program Handbook | 2024-2026

For the antisocial personality disorder patient . . .

Goal and Outcome #1: Client will ask directly for basic needs.

.

Goal and Outcome #2: Client will demonstrate appropriate behaviors.

Interventions with Rationale

General guidelines:
- There should be at *least two* interventions with rationale for each goal statement.
- The interventions can be strictly nursing based or collaborative (e.g., medication for anxiety as ordered by MD) in nature
- Interventions need to be specific: what, when, how much, and how often
- Each intervention should be referenced

EXAMPLES OF INTERVENTIONS WITH RATIONALE

For the antisocial personality disorder patient . . .

Goal/outcome #1 interventions w/ rationale:
1)   Provided positive reinforcement when client uses non-manipulative behavior to ask for needs. Rationale: When client receives positive reactions to his appropriate behavior, he will become motivated to continue the behavior.

2)   All requests, favors, etc. will be channeled to two specific staff members. Rationale: This limits the client's ability to utilize manipulation to secure his needs.

Goal/Outcome #2 interventions w/ rationale:
1)   Set boundaries on client's behavior. Rationale: If the client becomes self-aware of his behavior and is able to respond to limits, his behavior will become more appropriate.
2)   Provide clear and concise consequences to client for inappropriate behavior. Rationale: Client will learn to control behavior in an effort to avoid unwanted consequences.

Evaluation

General guidelines:
- Evaluation occurs to determine whether or not the goals were met ⬜ Evaluation should occur at the end of the shift.
- If the goal was not met or partially met, the student should discuss why it was not met and state what should be done differently, if anything.

EXAMPLE OF EVALUATION OF GOALS

For the antisocial personality disorder patient . . .

Evaluation of Goal #1: Client states awareness of manipulative behavior and is able to ask directly for basic needs.

Evaluation of Goal #2: Client is able to develop alternative behaviors to deal with negative feelings and demonstrates appropriate behaviors to frustration and anger.

References

Elsevier, 2009. Retrieved October 8, 2013.

Top Achievement. Creating S.M.A.R.T. goals. Retrieved March 25, 2013

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing

Nursing Care Plan Evaluation Rubric

Name: _____ Date: _____

Course: _____ Grade: _____

Topic: _____

Criteria	4	3	2	1	0	N/A	Comments
I. NURSING DIAGNOSIS							
Nursing Diagnosis 1. NANDA terminology only							
2. Etiology is relevant and not another nursing diagnosis							
3. If etiology is a medical diagnosis, was that the most effective wording							
Subjective Data 4. Relevant and timely and quoted from patient							
Objective Data: 5. Assessment: includes vital signs, physical examinations, findings, age, gender, current surgical problems, interventions, as appropriate, timely, and relevant							
6. Diagnostic tests and procedures: as relevant and appropriate							
7. Chart data: as appropriate including relevant medications							
II. GOALS							
Long Term Goals: Goals need to be: 8. Relevant to diagnosis, if yes, then:							
a. Specific							
b. Measurable							

Criteria							
c. Achievable							
d. Realistic							
e. Has a specific time frame							
f. Start with "the patient will"							
Short Term Goals: Goals need to be: 9. Relevant to diagnosis, if yes, then:							
a. Specific							
b. Measurable							

Criteria	4	3	2	1	0	N/A	Comments
c. Achievable							
d. Realistic							
e. Has a specific time frame							
f. Start with "the patient will"							
III. INTERVENTIONS							
Reassessment criteria: the reassessment section should: 10. Relate to measuring achievement of the goal, if yes, the:							
a. Relate to objective data							
b. Specify exactly what will be assessed and by what method (unless obvious)							
c. Specify how often?							
Independent: Actions need to 11. Relate the etiology portion of diagnosis, if yes, then:							
a. Interventions start with "the nurse will…"							
b. Specify who will perform the action							
c. Specify when it should be performed							
d. Specify how or by what method							
Dependent: Actions need to 12. Relate the etiology portion of diagnosis, if yes, then:							
a. Interventions start with "the nurse will…"							
b. Specify who will perform the action							
c. Specify when it should be performed							
d. Specify how or by what method							
IV. RATIONALE							
13. Rationale are relevant to patient's condition and the selected interventions, if yes, then							
a. Give specific text and page number for each intervention							
b. Bibliography attached							
V. EVALUATION							

Criteria	4	3	2	1	0	N/A	Comments
Evaluation of interventions							
14. Evaluates each intervention relating it to the rationale and is relevant to the topic, if then, then: begins each statement with a "charting" comment stating							
a. Who did what							
b. When							
c. The patient's responses to the intervention (was it effective).							
d. How student knows it was effective							
e. Actual values when appropriate							
Criteria	**4**	**3**	**2**	**1**	**0**	**N/A**	**Comments**
15. Summary evaluation of goals: summary statement of each goal, starting:							
a. Was the goal achieved?							
b. When was it achieved?							
c. Evidence of achievement							
d. Date of evaluation							
Format							
16. Lines up and numbers each intervention, rationale, and evaluation							
17. Typewritten on appropriate form							
TOTAL							

Score: _____

Percentage Obtained: _____

Student Signature: _____

Student ID: _____

Evaluator's Signature: _____

Date: _____

Point Scale:

      4= Excellent=Fulfill criterion totally

      3= Satisfactory= Fulfills criterion with few limitations

      2=Fair= Fulfills criterion partially

      1= Deficiency = Lack most of the elements of the criterion *0=*

      absent = Does not fulfill the criterion

San Juan Bautista School of Medicine
School of Medicine
1978

Written Report of Community Activity

Student name:	
Community project:	
Community contact person / Liaison	Prof. Grisel Burgos Barreto
Date:	
Number of participant community members	

This form must be completed by students after completing each community activity. The report must be signed by the contact person in the community and the Community Medicine Coordinator as evidence of satisfactory task completion.
The students will collect this form for inclusion in their portfolios.

Description of the activity

Activity Goals:

Description of student role in the activity:

Summary of learned issues:

General positive comments of the activity:

Aspects requiring improvement:

Supervisor feedback about student performance in the activity:

Community medicine coordinator feedback about student performance in the activity:

Contact Person Signature: **Student's Signature**:

San Juan Bautista School of Medicine

Bachelor Degree of Sciences in Nursing
Evaluation of Student Professionalism
By Faculty

Student name: **Evaluator:**

Evaluation scenario:

Date:

This form must be completed by faculty after complete student's course. Please comment on the student's strengths and areas for improvement.

The students will collect this form for inclusion in their portfolio.

General Guidelines for Evaluating Professionalism on Academic Activities Scale:
5. Above expectations. Above expected level of professional behavior.
> **3. Meets expectations.** At expected level of professional behavior.
> **1. Below expectations.** Below expected level of professional behavior.
> **N/O.** Evaluator is not in a position to observe professional/unprofessional behavior.

CRITERIA	5 Above	3 Meets	1 Below	N/O
Altruism				
• Demonstrates sensitivity to patients' needs	☐	☐	☐	☐
• Takes time and effort to explain information to patients	☐	☐	☐	☐
• Takes time and effort to comfort the sick patient	☐	☐	☐	☐
• Listens sympathetically to patients' concerns	☐	☐	☐	☐
• Puts patients' interests before his/her own	☐	☐	☐	☐
• Shows respect for patients' confidentiality	☐	☐	☐	☐
Duty: Reliability and Responsibility				
• Completes assigned tasks timely and fully	☐	☐	☐	☐
• Fulfills obligations undertaken	☐	☐	☐	☐
• Takes on appropriate share of team work	☐	☐	☐	☐
• Fulfills call duties	☐	☐	☐	☐
• Reports accurately and fully on patient care activities	☐	☐	☐	☐
• Always ensures transfer of responsibility for patient care	☐	☐	☐	☐
• Informs supervisor/team when mistakes occur	☐	☐	☐	☐

• Informs supervisor/team when faced with a conflict of interest

CRITERIA   5   3   1   N/O

Above Meets Below

Excellence: Self Improvement and Adaptability
- Accepts constructive feedback
- Recognizes own limitations and seeks appropriate help
- Incorporates feedback to make changes in behavior

• Adapts well to changing circumstances	☐	☐	☐
• Reads up on patient cases	☐	☐	☐
☐ Attends rounds, seminars, and other learning events	☐	☐ **Respect for**	☐
Others: Relationships with Students, Faculty **and Staff**			
• Establishes rapport with team members	☐	☐	☐
• Maintains appropriate boundaries in work and learning situations	☐	☐	☐
• Relates well to fellow students in a learning environment	☐	☐	☐
• Relates well to faculty in a learning environment	☐	☐	☐
• Relates well to other health care professionals in a learning environment	☐	☐	☐
Honor and Integrity: Upholding Student and Professional **Codes** **of Conduct**			
• Refers to self accurately with respect to qualifications	☐	☐	☐
• Uses professional language in discussion with patients, colleagues and standardized patients	☐	☐	☐
• Resolves conflicts in a manner that respects the dignity of those involved	☐	☐	☐
• Behaves honestly	☐	☐	☐
• Respects the diversity of race, gender, religion, sexual orientation, age, disability, intelligence, and socio-economic status	☐	☐	☐
• Maintains appropriate boundaries with patients	☐	☐	☐
• Dresses in an appropriate professional manner	☐	☐	☐

COMMENTS:
What did the student do well?

What are the areas for improvement?

Evaluator signature:　　　　　　　　　　**Student's Signature**

CE-011– Evaluation of student professionalism by faculty

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing

General Rubric for Written Works

Name: _____   **Date:** _____

Course: _____   **Grade:** _____

Title of the Job:							
Criteria	**4**	**3**	**2**	**1**	**0**	**N/A**	**Comments**
I. Presentation							
1. Presents Cover							
2. Includes table of content							
3. Clean & organized presentation							
4. Sharpness							
II. Fulfillment							
5. Present the work on the date indicated							
6. The work is complete in all its parts							
7. The work is organized							
8. The work is done in the English language							
III. Work Development							
9. The care plan is complete in all its parts							
10. Present a logical job analysis							
11. Develop work logically							
12. Syntax, grammar and correct spelling							
13. APA references							
TOTAL							

Score: _____   **Percentage Obtained:** _____

Student Signature: _____   **Student ID:** _____

 Evaluator's Signature: _____   **Date:** _____

Point Scale:

 4= Excellent=Fulfill criterion totally

 3= Satisfactory= Fulfills criterion with few limitations

 2=Fair= Fulfills criterion partially

 1= Deficiency = Lack of most of the elements of the criterion

0= absent = Does not fulfill the criterion

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing

Oral Presentation

Name: _____   **Date:** _____

Course: _____   **Grade:** _____

Title of Presentation:							
Criteria	**4**	**3**	**2**	**1**	**0**	**N/A**	**Comments**
1. Presents an overview							
2. Content presented in organized and logical manner							
3. Interprets and explains abstract ideas, theories, concepts							
4. Incorporates feelings, beliefs, values appropriately							
5. Refers to resources when presenting content							
6. Presentation is summarized to emphasize important content							
7. Articulates clearly							
8. Maintains eye contact with audience							
9. Invites audience to participate through activities or questions							
10. Effectively answers questions							
11. Uses audio/visual aids or handouts to enhance the presentation							
12. Individual participation reflects group involvement in preparation for presentation							
13. Participates without monopolizing the presentation							
14. Demonstrates respect for others opinions and input							

Score: _____   **Percentage Obtained:** _____

Student Signature: _____ **Student ID:** _____

Evaluator's Signature: _____ **Date:** _____

San Juan Bautista School of Medicine
Bachelor Degree of Sciences in Nursing
Clinical Teaching and Rotation Site Effectiveness Evaluation

Date: _____

Thank you for taking the time to complete this evaluation about one of your experiential rotations. Feedback from students to sites can help sites make improvements to their rotation. The information provided will also be used by the Institutional Research Office to continually evaluate our program. The information will be shared in an anonymous, aggregate form. It will in no way affect your evaluation or grade.

4ᵗʰ Year Clinical Practice:

3ʳᵈ Year Clinical Practice:

- ☐ 102 Analysis and action of community
- ☐ 202 Introduction to professional Nursing (medical and surgical nursing)
- ☐ 302 Adult health (medical/surgical)
- ☐ 303 Mental Health (Chronic Psych)
- ☐ 303 Geriatric

- ☐ 402 Childbearing (Maternity)
- ☐ 402 Pediatric /childbearing family
- ☐ 405 Medicine /Emergency
- ☐ 405 OR / ICU / Skin Care
- ☐ 406 Leadership and Management

Clinical instructor evaluated: _____

Part l. Clinical Teaching Effectiveness Evaluation

Instructions: Based on your experience with your <u>**rotation site instructor**</u> indicate your agreement with the following statements. Please, check the appropriate box using the following scale and use the blank space for your positive or negative comments. **IMPORTANT:** Some items may measure more than one aspect; if you assign a low score, please explain in the space provided that aspect that should be improve.

1. **Establish a positive learning climate** - listen and respect students and encourage them to bring up problems related to their rotation/course.				
☐ Strongly Disagree	☐ Disagree	☐ Neutral	☐ Agree	☐ Strongly Agree

Comments:

2. **Communicate goals** - state the rotation/course goals clearly and concisely and prioritize and repeat them periodically.				
☐ Strongly Disagree	☐ Disagree	☐ Neutral	☐ Agree	☐ Strongly Agree
Comments:				

3. **Control teaching session -** make sure time for teaching session is use effectively without deviations and external interruptions.				
☐ Strongly Disagree	☐ Disagree	☐ Neutral	☐ Agree	☐ Strongly Agree
Comments:				

4. **Clinical teacher role -** use effective teaching strategies such as discussing learning goals, giving explanations, asking questions, discussing work, and giving instructions for further learning.				
☐ Strongly Disagree	☐ Disagree	☐ Neutral	☐ Agree	☐ Strongly Agree
Comments:				

5. **Enhance understanding and retention** - present up-to-date informative material in a organize way using appropriate and multiple platforms.				
☐ Strongly Disagree	☐ Disagree	☐ Neutral	☐ Agree	☐ Strongly Agree
Comments:				

6. **Encourage self-directed learning -** make sure students performed tasks they can learn from, participate in daily practice with growing responsibility and sufficient autonomy.				
☐ Strongly Disagree	☐ Disagree	☐ Neutral	☐ Agree	☐ Strongly Agree
Comments:				

7. **Supports students -** contributes to a positive, stimulating learning environment by being supportive, enthusiastic, friendly, and accessible.				
☐ Strongly Disagree	☐ Disagree	☐ Neutral	☐ Agree	☐ Strongly Agree
Comments:				

8. **Evaluation/Faculty role -** use appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes.				
☐ Strongly Disagree	☐ Disagree	☐ Neutral	☐ Agree	☐ Strongly Agree
Comments:				

9. **Provides feedback -** provides frequently feedback and suggestions about areas of strength and weakness in a helpful way.				
☐ Strongly Disagree	☐ Disagree	☐ Neutral	☐ Agree	☐ Strongly Agree
Comments:				

10. **Punctuality** - attend on time to all the meetings lectures, teaching conferences, and department conference.				
☐ Strongly Disagree	☐ Disagree	☐ Neutral	☐ Agree	☐ Strongly Agree
Comments:				

11. **Role modeling -** delivers the highest quality care with integrity, honesty and compassion and exhibited appropriate personal and interpersonal professional behaviors.				
☐ Strongly Disagree	☐ Disagree	☐ Neutral	☐ Agree	☐ Strongly Agree
Comments:				

Global teaching effectiveness - taking into consideration all the characteristics measured in this survey, how effective is the clinical teaching you have received during the rotation/course.				
☐ Poor	☐ Fair	☐ Good	☐ Very Good	☐ Excellent
Comments:				

Part ll. Rotation Site Effectiveness Evaluation

Instructions: Based on your experience with your **rotation site** indicate your agreement with the following statements. Please, check the appropriate box using the following scale and use the blank space for your positive or negative comments. **IMPORTANT:** Some items may measure more than

one aspect; if you assign a low score, please explain in the space provided that aspect that should be improve.

13. Dissemination of information related to student's **responsibilities and rotation expectations**.				
☐ Poor	☐ Fair	☐ Good	☐ Very Good	☐ Excellent
Comments:				

14. **Learning experiences/activities** to meet rotation/course objectives.				
☐ Poor	☐ Fair	☐ Good	☐ Very Good	☐ Excellent
Comments:				

15. Integration of **biomedical and clinical science**				
☐ Poor	☐ Fair	☐ Good	☐ Very Good	☐ Excellent
Comments:				

16. **Structure and organization** of the rotation activity s.				
☐ Poor	☐ Fair	☐ Good	☐ Very Good	☐ Excellent
Comments:				

17. Opportunity to follow a **variety of patients and or cases** for learning.				
☐ Poor	☐ Fair	☐ Good	☐ Very Good	☐ Excellent
Comments:				

18. Adequacy of **number of patients and/or cases** for learning experience.				
☐ Poor	☐ Fair	☐ Good	☐ Very Good	☐ Excellent
Comments:				

19. Students' **clinical supervision**

☐ Poor	☐ Fair	☐ Good	☐ Very Good	☐ Excellent
Comments:				

20. Availability of other **health care professionals**				
☐ Poor	☐ Fair	☐ Good	☐ Very Good	☐ Excellent
Comments:				

21. Access to necessary **patient information** (medical records, X-rays films and results of diagnostics studies)				
☐ Poor	☐ Fair	☐ Good	☐ Very Good	☐ Excellent
Comments:				

22. **Safety and security**				
☐ Poor	☐ Fair	☐ Good	☐ Very Good	☐ Excellent
Comments:				

23. Physical space **organization and cleanliness**				
☐ Poor	☐ Fair	☐ Good	☐ Very Good	☐ Excellent
Comments:				

24. **Receptiveness and wiliness** of site staff/personal to interact with students				
☐ Poor	☐ Fair	☐ Good	☐ Very Good	☐ Excellent
Comments:				

25. **Overall satisfaction** with the rotation site				
☐ Poor	☐ Fair	☐ Good	☐ Very Good	☐ Excellent
Comments:				

BSN Program| September 2016

Clinical Site Requirements

DESARROLLO DE PERSONAL

**HOSPITAL MENONITA DE CAGUAS
CAGUAS, PUERTO RICO**

DOCUMENTOS PARA PRACTICA DE ESTUDIANTES DE ENFERMERIA

FECHA: _____

ESTUDIANTE: _____   UNIVERSIDAD: _____

El Programa de Desarrollo de Personal requiere estos documentos para procesar su práctica en la Institución.

( ) Copia de Licencia de conducir y/o tarjeta electoral

( ) Copia CPR

( ) Copia certificado negativo de antecedentes penales

( ) Copia evidencia vacuna de Varicela o Títulos

( ) Copia Certificado de Salud

( ) Copia evidencia Vacunas Hepatitis B o Títulos

( ) Copia evidencia de Vacuna Influenza

( ) Evidencia Ley 300

( ) Prueba de dopaje

( ) Charlas compulsorias

( ) Copia de Ajuste de respirador de partícula N-95

( ) Copia evidencia Vacunación completada COVID-19

Agradecemos que haga las gestiones necesarias para hacer llegar estos documentos al Coordinador de Desarrollo de Personal del Hospital **ANTES DE LA FECHA DE COMIENZO**

**Héctor J Colón, RN MSN
Coordinador
Desarrollo de Personal**

Requisitos para estudiantes en su práctica Hospital Panamericano, Cidra P.R.

Grupo de Estudiantes: _____

Nombre estudiante: _____

Universidad: _____

Líder FHP a cargo: _____

Parte Responsable	Requisitos	Acción
Universidad	1. Contrato de la Universidad o Centro de estudio (Asegurar copia actualizada en Programa de Desarrollo de Personal)	**Fecha de vencimiento:**
	2. Póliza de seguro 3.(Asegurar copia actualizada en Programa de Desarrollo de Personal)	**Núm. Póliza:**
Estudiante Copia de todo a: Desarrollo de Personal	4. Certificado de salud (Vigencia)	**Fecha de vencimiento:**
	5. Antecedentes Penales (<6 meses de vigencia)	**Fecha de vencimiento:**
	6. Ley 300 (Ofensores Sexuales) (Vigencia). **Sólo Estudiantes Cuidado Directo**.	**Evidencia**
	7. Vacunación Hepatitis B. 8. Vacunación Varicela. 9. Vacunación Influenza.	**Evidencia**
	10. CPR.	**Fecha Vencimiento**:
	11. CPI.	**Fecha Vencimiento**:
Líder Hospital a cargo de la práctica Entregar a Desarrollo de Personal	12. Certificación De Maltrato Institucional	**Evidencia**
	13. Completar Acuerdo de Confidencialidad.	**Evidencia**
	14. **Proceso de Orientación Inicial:** • Normas Organizacionales • Seguridad • Control de Infecciones • Manejo de Riesgos y Estándares Calidad • Normas Departamentales	**Evidencia**

El Líder de FHP a cargo de estudiantes en práctica será responsable de verificar el cumplimiento con los requisitos 1 al 13 antes de que el estudiante comience su práctica. Debe completar este formulario y entregar a Desarrollo de Personal para que certifique como recibido.

Los requisitos aplican según se define en la tabla anterior a todo estudiante en práctica en las Facilidades de Cidra, CAT's y UMCP.

Acuso Recibo: _____ Coordinador Desarrollo de Personal

Fecha: _____

LISTA DE CREDENCIALES PRACTICANTES- NeoMed Center Gurabo

NOMBRE: _____

( )   CONTRATO DE ROTACION

( )   SEGURO DE RESPONSABILIDAD

( )   CARTA DE REFERIDO A PRACTICA

( )   CERTIFICADO DE SALUD

( )   CERTIFICADO DE ANTEDECENTES PENALES

( )   CERTIFICADO NEGATIVO REGISTRO OFENSORES SEXUALES (LEY 300)

( )   CPR (SI APLICA)

( )   EVIDENCIA VACUNA CONTRA HEPATITIS B (SI APLICA)

( )   EVIDENCIA VACUNA CONTRA VARICELA (SI APLICA)

( )   EVIDENCIA VACUNA CONTRA INFLUENZA O RELEVO

( )   SE VALIDO IDENTIDAD (CON IDENTIFICACION ACTUALIZADA)

( )   CERTIFICADO REGISTRO EXPEDIDO POR JUNTA DE PROFESION (SI APLICA)

( )   PRUEBA DE AJUSTE DE MASCARILLA (ANUAL)

( )   CERTIFICACION ADMINISTRACION DE TUBERCULINA (SI APLICA)

_____   _____

REPRESENTANTE RECURSOS HUMANOS   FECHA

DOCUMENTOS PARA PRACTICA DE ESTUDIANTES DE ENFERMERIA- Centros COSSMA
Escuela de Medicina San Juan Bautista

Programa de Enfermería

FECHA:

Estudiante:

El Programa de Desarrollo de Personal requiere estos documentos para procesar su práctica en la Institución.

(☐) Copia de Licencia de conducir y/o tarjeta electoral

(☐) Copia CPR

(☐) Copia certificado negativo de antecedentes penales

(☐) Copia evidencia vacuna de Varicela o Títulos

(☐) Copia Certificado de Salud

(☐) Copia evidencia Vacunas Hepatitis B o Títulos

(☐) Copia evidencia de Vacuna Influenza

(☐) Evidencia Ley 300

(☐) Charlas compulsorias

(☐) Copia de Ajuste de respirador de partícula N-95

Fecha de Orientación:

HOSPITAL MENONITA DE CAYEY
DEPARTAMENTO RECURSOS HUMANOS
REGISTRO DE ESTUDIANTES PRACTICANTES DE MEDICINA

NOMBRE INSTITUCIÓN EDUCATIVA:
PROFESOR(A):
COORDINADOR DE LA PRÁCTICA:
AREA DE PRÁCTICA:
FECHA DE PRÁCTICA:
CONTRATO: ( ) SÍ   ( ) NO   VIGENCIA: DESDE: HASTA:
SEGURO DE IMPERICIA MEDICA: ( ) SÍ   ( ) NO   VIGENCIA: DESDE: HASTA:

Nombre Estudiante	Certificado de Salud	Certificado Buena Conducta	Dopaje	Prueba Mascarilla	Evidencia Vacuna Hepatitis	Evidencia Vacuna Varicela	Evidencia Vacuna Influenza	CPR	Compromiso HIPAA

Nota: Todos los estudiantes y profesores que estarán participando de la práctica, al momento de realizar la prueba de dopaje deben: primero pasar por la Oficina de Recursos Humanos con Licencia de Conducir o Tarjeta Electoral y la tarjeta del Seguro Social.

**CENTRO CARDIOVASCULAR DE P.R. Y DEL CARIBE
DR. RAMÓN M. SUAREZ CALDERÓN
RECURSOS HUMANOS Y RELACIONES LABORALES PROGRAMA
DE DESARROLLO DEL PERSONAL**

ESTUDIANTES PRACTICANTES PROFESIONALES DE LA SALUD

Institución Académica: _____ **Preparación Académica:** _____ **Áreas:** _____

Núm. De contrato: _____ **Fecha de Vencimiento:** _____ **Profesor:** _____ **Tel.:** _____

E-mail Profesor: _____ **Coordinador:** _____ **Tel.:** _____

Rotación: _____ incluida _____ pendiente **Objetivo:** _____ Si _____ Pendientes **Fecha Orientación:** _____ **Evaluación:** _____

Periodo de Práctica del _____ **al** _____ **Día(as) de práctica y horario:** _____ **Unidad:** _____

NOMBRE	ID con foto	Licencia	Colegiación	Ley HIPAA	Certificado de Salud	Buena Conducta	Cultivo nariz para MRSA	Respirador partícula N-95	Vacuna Varicela	Vacuna Hepatitis B	Vacuna COVID	CPR	*INF. PERS. (Doc Interno)

CERTIFICO QUE LOS DOCUMENTOS ENVIADOS SON COPIA FIEL Y EXACTA DEL ORIGINAL:

_____ **NOMBRE**
      Y FIRMA DEL DIRECTOR, COORDINADOR O
REPRESENTANTE AUTORIZADO DE LA INSTITUCION EDUCATIVA

BSN Program Clinical Practice Handbook | 2023-2024

Documentos Requeridos Estudiantes de Práctica

_____ Cartas Universidad y/o Institución Educativa
_____ Seguro/ Acuerdo Colaborativo
_____ Certificado de Salud
_____ Certificado de Antecedentes Penales
_____ Cumplimentar documentos del Centro
_____ Vacunas Hep B, Covid 19
_____ Resumé

Ashley J. Espada Román
Directora Recursos Humanos

I hereby certify that this is the BSN Program Clinical Student Handbook of the San Juan Bautista School of Medicine Nursing Program.

Yocasta Brugal, MD
President/Dean SJBSM

THIS PAGE WAS LEFT IN BLANK INTENTIONALLY