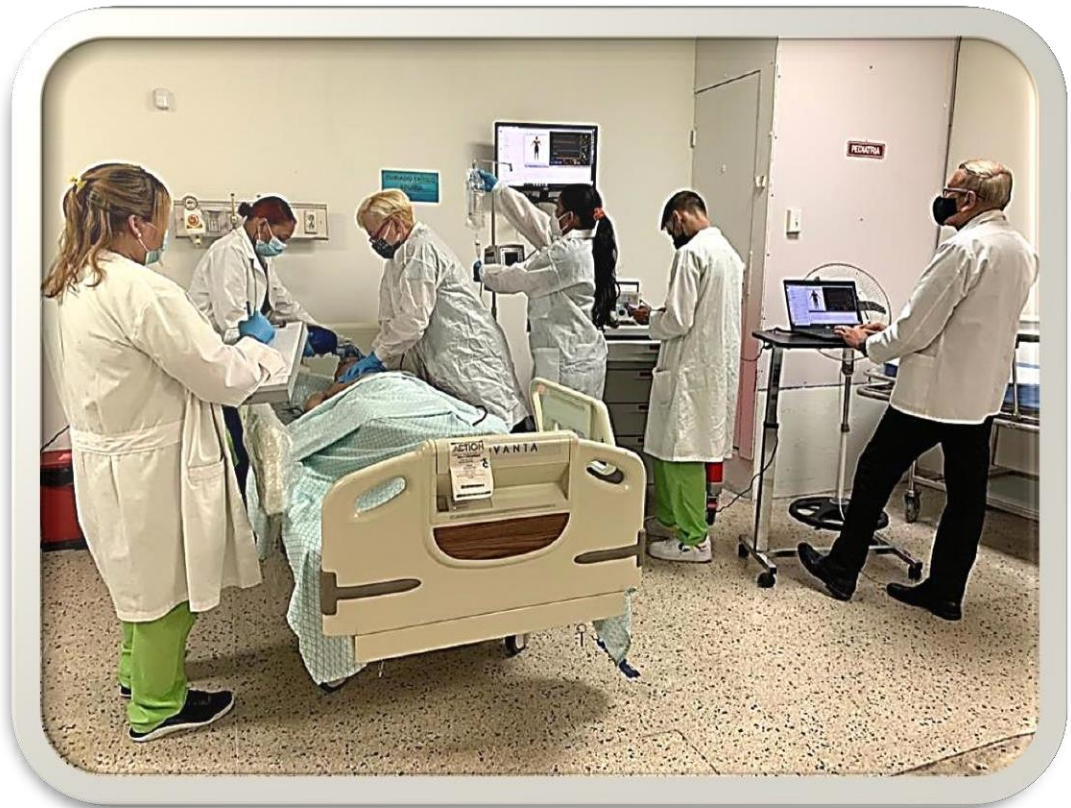




NURSING DEPARTMENT
NURSING STUDENT INFORMATION MANUAL



September 2023

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Introduction

The CEM College Student Handbook is prepared in harmony with the mission, vision, goals and policies. This is in consonus with the Institutional Catalog and the General Student Regulations.

The Faculty and the Nursing Administrative Staff promote that students receive the best possible service so that they achieve their academic goals. We are committed to facilitating the student's process of integrating them into the nursing profession.

This Manual will serve as a guide to learn about the mission, philosophy, standards, requirements, procedures and other aspects of the curriculum that will facilitate your learning experiences. It can be accessed online at www.cemcollege.edu. However, it is important to note that this document is not the official catalog of CEM College, nor does it replace it. Therefore, we encourage you to read it, keep it, and become familiar with the Program during your years of study with us.

It is delivered with evidence of receipt, when admitted or readmitted to the Nursing Program.

WELCOME TO CEM COLLEGE'S NURSING PROGRAM!



DEPARTMENT OF NURSING
Bachelor of Science in Nursing Program

**Certification of Delivery of a copy of the Nursing Student
Informative Manual**

I, _____ a student of the Nursing Program,
certify that I have discussed the Manual and have received a printed copy of it.

_____ Student name	_____ Student's signature	_____ Date
_____ Professor's name	_____ Professor's signature	_____ Date

Mission

The Department of Nursing operates under the organizational structure of CEM College. This development occurs through post-secondary and higher education, aimed at the integration of the individual into the productive sectors of society. The institution will organize and offer occupational education programs to help them integrate and compete successfully in the world of work.

The nursing program's mission is to develop professionals who contribute to developing a humanistic attitude through education of excellence that provides care in a safe, efficient, quality patient-centered environment, considering the individual as a spiritual biopsychosocial being. The aim is to develop professionals competent in scientific and technological knowledge; the compassionate and humanistic care necessary to be leaders in nursing care.

Professionals who are committed to the prevention, promotion and maintenance of health, who integrate and transmit through their care, ethical, moral, legal and spiritual values of the profession. Use the Nursing Process as a scientific tool for critical thinking, therapeutic communication and evidence-based practice.

Nursing professionals who use effective verbal, nonverbal, written communication techniques and technology with their peers, interprofessional team, patient, family, groups and community.

Assume commitment to the profession according to the standards of Nursing Practice in Puerto Rico.

Vision

Contribute to the training of nursing leaders of excellence with the humanistic, compassionate and culturally sensitive knowledge and skills to meet the health needs of the individual, family and community. That promotes the improvement of the quality of life in the society in which it provides its services

Philosophy of the Nursing Program

The Department of Nursing operates under the organizational structure of the CEM college government. In harmony with the goals and mission of the institution, it seeks to provide excellent teaching to its students. It is aimed at training highly competent professionals who demonstrate a sense of responsibility, ethical, moral, legal principles and the values of the profession, by offering services, compassionate care to the individual, family and community throughout the life cycle.

Associate Degree and Baccalaureate nursing science professionals reach complementary levels of nursing practice, each with its own values and purposes of the Health System. The nursing program has the responsibility to prepare the student at each of the practice levels he or she has selected. It focuses on differentiated practice for each level in the profession with previously identified competencies.

Therefore, CEM College's faculty of nursing believes in the following concepts that underpin the program:

- 1. Nursing Practice** – The Faculty believes that nursing is an essential humanistic service, with a body of knowledge and defined goals in which the art and science of caring for the health of the individual, family and community from a holistic perspective in the different stages of growth and development are interrelated. Integrates knowledge of the natural sciences, social, psychological, nursing sciences and bodybuilding. Its field of action is the prevention, promotion and

maintenance of health and the integration of the individual in their care. It uses the nursing process in therapeutic communication and in the provision of individualized services. He has sufficient knowledge to diagnose current and potential problems and provide care for the individual, family and community as well as to evaluate the results of his actions. It identifies functional patterns of health according to Marjorie Gordon's theory. It carries out actions, roles of nursing, in an organized and systematic way, aimed at the improvement of the patient, family, group and communities. This practice requires independent and collaborative actions with other members of the health care team.

2. **Human being** – The Faculty of Nursing believes that the human being is a unique being, complex by nature, holistic that sees its needs from the alteration of functional health patterns. It grows and develops within a family, which maintains constant communication with the community and society in which it lives. It has the right to respect for its autonomy, cultural diversity, dignity and religious beliefs.
3. **Continuous health – disease** – It is a dynamic state during the life cycle in which the individual is constantly maintained. During his life cycle man can be located at any point of this continued, being his goal to achieve a state of optimal well-being and if it is not possible, to reach death with dignity. The way people perceive themselves, and the way others see it, is what constitutes that continue. Spiritual biopsychosocial factors affect satisfaction in functional patterns of health.
4. **Teaching-learning process** – The Faculty of Nursing believes that education is a continuous dynamic process, both intellectual and emotional, in which it integrates and applies knowledge, skills and values. In nursing, it contributes to improving performance and clinical competence.

The faculty functions as a facilitator, coach, and role model. This process allows for a variety of teaching strategies geared toward meeting students' individualized learning needs. The Teacher helps the student to discover, learn to learn, learn to do, learn to be, clarifies their doubts and gives meaning to learning.

Learning based on alterations of health patterns is aimed at the student to take over their learning, build their knowledge as critical thinking and apply the necessary skills for problem solving.

- 5. Community-Society** – Human beings together produce a social environment with the totality of their sociocultural and psychological activities. It is through coexistence that the individual forms a social order as a product of his human activity. The nursing profession is committed to the community in seeking alternatives that improve the individual's perception of health and manage healthy lifestyles through the promotion, prevention and maintenance of health.

Framework of the Nursing Curriculum

The purpose of the Conceptual Framework is to organize the interactions that must occur between students and faculty for the teaching-learning process to occur. Learning arises from the philosophical concepts selected by the faculty, which guide the educational process.

The concepts selected and embodied in the philosophy are: nursing, human being, health, teaching, learning and community. From these, the subconcept arises to organize the knowledge and skills of the curriculum.

The curriculum is eclectic in nature with a nursing theorist: Marjorie Gordon. The concepts that give breadth through the curriculum are: The Nursing Process and Humanistic Care.

The concepts selected by the faculty to give depth to knowledge, skills and attitudes are: health and disease, communication, research, leadership and health care management.

Horizontal concepts that give breadth to the program through the curriculum

The Nursing Process is a systematic, scientific, dynamic and humanistic method that the nursing professional uses as a tool to provide services to the patient. It provides humanistic, efficient care, focused on the achievement of expected results, based on a scientific model. As a model of practice, it is recognized as a process of estimating and diagnosis which integrates critical judgment. This allows to evaluate the data of the patient estimate and to identify the alterations in the functional patterns of health.

The Therapeutic Relationship allows to identify the expected health outcomes, plan, implement and evaluate using critical judgment and decision making.

The faculty recognizes that humanistic care is the intervention that guides the processes and relationships between individuals to protect human dignity.

Vertical concepts provide depth in knowledge, attitudes and skills

The health-disease continuum is a complex dynamic process that includes all manifestations of the bio-physiological, psychosocial and spiritual dimensions. All people fluctuate within the search for a quasi-equilibrium by an optimal level of functioning that allows them, their family and communities to develop their full potential. This integrated functioning is evident through human responses that construct the variety of determinants of health of the individual, family, and community.

Functional health patterns represent the integration of human functioning into the different dimensions of the patient. Health problems, their pathophysiology or psychopathology, can manifest themselves mainly within a functional pattern of the person affecting their total functioning and the way they respond. Since their responses predispose to other health problems. The ultimate goal of the profession is to meet the client's health needs by intervening in the level of well-being they are at.

- 1. Communication** is the continuous, dynamic and complex process that facilitates the exchange of information, feelings and ideas that occur in any human experience. It is the fundamental tool that unites all the functions and activities that the professional nurse performs in her role as a provider, care coordinator and member of a profession.
- 2. Research** is the scientific process that involves deliberate collection, for the purpose of analysis and interpretation to obtain new knowledge or to add to existing knowledge. The purpose in nursing is to recommend knowledge-based changes within the system.
- 3. Management and Leadership** are skills and abilities to obtain positive changes when offering nursing care.

Nursing Program Goals

Prepare nursing professionals in the categories of Associate and Generalist, with the knowledge, skills in decision making, critical thinking, technical, technological skills and with attitudes necessary to practice as nursing professionals.

Offer direct and competent evidence-based care. Such care is collaborative, interprofessional and culturally congruent with the individual, family and community. It is performed in a variety of care settings including primary, secondary and tertiary levels of health.

Provide the student with an education of excellence through the development of cognitive, affective and psychomotor skills.

Achieve a faculty that maintains high standards of excellence that respond to the needs of the curriculum, in order to promote that commitment to education, research, the use of technology and community service.

Prepare generalist nurses in the leadership role by offering competent nursing care.

Provide care with autonomy and in interprofessional collaboration.

Prepare professionals who transmit in their care, sensitivity to ethical, legal, moral, cultural and spiritual values, aimed at achieving the best results of professional practice towards the patient.

Graduate Profile

The graduate of Associate Degree and Baccalaureate of CEM College does not distinguish between the competences since in the practice of their profession both perform the same functions with respect to the clinical management of the patient; both levels take the same revalidation test.

Generalist and associate nurses possess the competencies and skills that enable them to offer holistic care to the individual, family, and community. He is a patient advocate caregiver, communicator, change agent and case manager.

The Bachelor of Science in Nursing Program develops the competencies that allow the student to acquire:

Knowledge

1. Demonstrates integrated knowledge of safe and effective nursing care to the individual, family, and community.
2. Applies knowledge in nursing intervention for prevention and health promotion.
3. Demonstrates critical thinking and problem-solving skills to make clinical judgments, use research findings for continuous improvement of nursing practice.
4. Monitors patient outcomes to evaluate the effectiveness of spiritual biopsychosocial interventions.

Skills

1. Use the Nursing Process to perform estimating skills and therapeutic interventions when providing care in various health scenarios.
2. Implements evidence-based nursing interventions, as appropriate, for the management of acute and chronic patient diseases and promotes health throughout the life cycle.

3. Applies skills of interprofessional communication, critical thinking, problem solving and the use of technology; as a provider, care coordinator, and future nurse.
4. Act as leaders and caregivers, by supervising nurses in the category of associate and practical nurse.

Attitudes

1. Applies humanistic care in nursing practice to promote sensitivity and the preservation of human dignity.
2. Offers compassionate patient-centered care that respects the preferences of the individual and family.

The Associate Degree Program in Science in Nursing develops the following competencies:

Knowledge

1. Demonstrates scientific and humanistic knowledge of the profession by analyzing the holistic component at different stages of the life cycle.
2. Use the Nursing Process as a scientific tool for decision-making by offering safe and quality care.

Skills

1. Applies skills in therapeutic interventions, when offering patient care, through the health-disease continuum.
2. Demonstrates coordination and collaboration skills as a member of the interprofessional team.
3. Use communication skills, critical thinking and the use of technology to maintain the quality of patient care.

Attitudes

1. Demonstrates responsibility and legal ethical commitment to humanistic care; considering the changing culture and needs of society.
2. Assumes responsibility and commitment to their own professional development

Associate degree nurses do not assume leadership roles and work under the supervision of a generalist nurse or specialist. (Law 254 of December 31, 2015)

Generalist nurses direct the nursing care offered by nurses in the categories of Associate degree and Practice, defined by Law 254 of December 15, 2015. She is the leader of the nursing team.

Description of the components of Student Learning

1. Patient-centered care

It provides integrated care to the individual as a spiritual biopsychosocial being, considering individuality, human values, culture, needs and dignity. Coordinates so that care is appropriate to the stage of growth and development, uses patient-centered care.

2. Oral and written communication

He makes use of effective verbal, non-verbal, written and technological communication techniques with his peers, with the interprofessional team, patient, family and community.

3. Evidence-based practice

Evaluates paradigm shifts in the healthcare environment. It makes use of research findings and other evidence to provide the highest quality care to patients.

4. Critical thinking and decision making

It uses critical thinking in the nursing process to make decisions regarding the care of the individual, family and community.

5. Quality of nursing practice

It carries out nursing actions and roles in an organized and systematic way aimed at improving the quality of care for the patient, family and community. This practice is regulated by Law Number 254 of December 31, 2015. Performs holistic nursing care in a compassionate, safe way, considering individuality, human values, their culture, needs, dignity in an efficient, equitable, patient- and family-centered way with a holistic, interprofessional and patient-centered approach.

6. Interprofessional Communication Skills and the Nursing Process

Demonstrates knowledge and skills to interact and actively engage with peers and the interprofessional team to achieve patient, family, group, and community care goals.

7. Evaluation of Professional Practice

Safe Care and Continuous Quality Improvement

It considers the determinants of the health of the environment in its safe and healthy performance whose results evidence a safe practice of continuous improvement of the quality of care and safety when considering the national goals of safety and healthy populations.

Promotes a safe environment for the patient, family, community and peers in collaboration with the interprofessional team.

Demonstrates knowledge and skills by using guidelines and protocols related to the prevention and care of patients, families and the community with emerging and re-emerging diseases.

8. Leadership

The Nursing Professional demonstrates knowledge and skills of leader in practice and professional performance. Guides nursing professionals in the performance of their roles and functions, by offering care, projects autonomy and initiative in decision-making for the situation of problems of the client / patient, groups, family and community.

9. Ethics, Professionalism

Demonstrates responsibility in its performance by providing services to patients based on the standards of nursing practice in Puerto Rico. It applies ethical, moral, legal and cultural principles in its execution. It offers humanistic care to the individual, family and community in various health settings.

Student Support Services

1. Professional Counseling and Social Worker

The Department of Nursing has the services of a Professional Counselor and / or Social Worker who attend to referrals from teachers related to various situations such as: absences, low academic achievement, personal situations that affect the student's permanence in the institution or affect their studies.

In addition, they handle conflict situations which are detailed in the Student Regulations. Offers group orientations that include study habits, domestic violence, bullying, suicide prevention, poor interpersonal relationships, among others; inherent to Professional Counseling and Social Work. It offers guidance to the Faculty of Nursing on the services offered by the Professional Counselor and/or Social Worker. It helps the student who presents personal and emotional situations. It makes referrals, where necessary, to other relevant agencies.

2. Academic Counseling

The Academic Counseling is offered by the Coordinator and the professors of each academic unit. It provides guidance that helps in the achievement of the educational goals of the student, officially enrolled, or for those interested in applying to enter the nursing program. The Academic Advisor guides the student to know their curriculum, the courses that are required to obtain the academic degree and the prerequisites of these. All semesters, evaluates and assists in the pre-selection of courses prior to the official enrollment process.

It also offers recommendations to improve the academic average, and if necessary, when identifying situations that require professional counseling services, refers the student to said service.

3. Facilitator of the Skills and Simulation Laboratory

The Nursing Program has a Skills and Simulation Laboratory Facilitator whose functions include maintaining a current inventory of consumables and equipment. Collaborate with faculty to provide the equipment and material they need for their skills. It also offers the faculty workshops on the use of high and moderate fidelity simulators, so that they, in turn, practice the simulation they want to perform on their students.

The Laboratory has high, moderate and low fidelity simulators, whose purpose is to facilitate learning. So assistance is essential to develop the skills that are required in each course and achieving to be a successful professional.

4. Clinical Practice Coordinator

The coordination services have the purpose of facilitating the clinical practice of the nursing student, in the agencies that collaborate with CEM College. This function serves as a link between students and the requirements of these health scenarios. To fulfill this function, the coordinator is the person responsible for collecting, archiving and submitting to the agencies the corresponding evidence; such as: health certificate, evidence against Hepatitis B, among others. In addition to this, it manages the general evaluation of the collaborating agencies by the student and the faculty.

5. Office hours of faculty members to attend individually to the student

In addition to the work in the classroom, the faculty dedicates 10 hours a week to the individual attention of its students. This happens with those teachers who are full-time. Part-time faculty is assigned 1 hour per week. These hours are included in the Class Program for the Faculty. Faculty members will announce the hours dedicated to the student at the beginning of the semester and on the institutional platform Moodle.

Internal Standards of the Department of Nursing

These standards are intended to facilitate learning within an environment of healthy coexistence and respect between all parties.

- **Clothing to be used in the clinical laboratory**

1. All nursing students must wear full uniform to attend their clinical practices.
2. The use of scrub will be allowed to enter the areas of delivery room, operating room and institutions whose focus is custodian care.
3. Identification of CEM College.
4. White closed nursing shoes.
5. "Tennis" is not allowed.
6. The uniform will be provided by the student.
7. You can wear t-shirt under the uniform in white color without design to cover yourself from the cold.
8. The use of chains, bracelets or necklaces is not allowed.
9. Only the use of one small screen per ear is allowed, not allowed on the tongue, mouth or any other visible area of the body.

10. It is forbidden to use a screen or earrings in men, or in any visible area.
11. Visible tattoo is not allowed. Those who are must be covered at all times, while in the clinical area or any activity related to the Department of Nursing.
12. Underwear should not be visible through the uniform.
13. Makeup should be moderate, using light colors.
14. No artificial nails or nail material are permitted in compliance with Department of Health policy (Administrative Order No. 284 of May 31, 2011, repealing Administrative Order No. 163 of July 12, 2001).
15. The hair should be short and not exceed the lower edge of the ear. Usually cooperating agencies prohibit the use of braids, tails and long hair in men and women.

- **Clothing to be used in the Skills and Simulation Laboratory**

1. The hair must be collected during your experience in the skills and simulation laboratory.
2. It is not acceptable to chew gum.
3. The use of artificial garments and nails follows the same standard as that established in the clinical laboratory.
4. Shoes should be closed and clean; you should not wear high shoes.
5. The use of the white coat is a requirement.

Compliance with Clinical Practice Assistance and Guidance

Clinical practice orientations or practice centers are coordinated and assigned according to the competencies that the student needs to develop in each clinical course. These are allocated according to the availability of the practice centers. The orientation date is set by the Practice Center and the teacher with the assigned students. They must attend it compulsory, in compliance with the requirements that said institution requests. Students who do not attend orientation are not guaranteed that the center will be able to set another date for orientation. Therefore, this student will assume his responsibility in this regard.

Compliance with Clinical Practice Hours

Courses that have clinical experiences of 90 hours require students to comply with a minimum of 72 contact hours (ENFE 1149, ENFE 2129, ENFE 2149, ENFE 2169, ENFE 2189).

The 135-hour course (ENFE 2249), students are required to complete a minimum of 121 hours of clinical practice.

Courses of 180 hours (ENFE 4229) students are required to meet a minimum of 156 hours.

The clinical experiences established and coordinated by the program are mandatory for all students. Students who do not meet the required hours must repeat the course.

Clinical Practice Requirements

To be admitted to clinical practice the following are required:

1. Submit a negative criminal record certificate issued by the Puerto Rico Police.
2. Health Certificate valid for one year issued by the Department of Health.
3. Evidence of having completed the series of three vaccines for Hepatitis B.
4. Evidence of current CPR Certificate.
5. Evidence of Chickenpox Vaccine Administration.
6. Evidence of the administration of the two doses of Covid-19 Vaccine.
7. Evidence of Law 300.
8. Have evidence of the seasonal influenza vaccine.
9. If 10 years or more has elapsed since the last dose of Hepatitis vaccine was administered; you need to take Hepatitis B titers.
10. Have the Chickenpox Titles.
11. Others as required by the place or center of practice.

Important note: The start date of the clinical areas are coordinated with the practice center, the latter establish these dates and the Nursing Program must comply with them. Prior to that date, students must complete the list of documents requested by the agency or practice center. Those students who do not meet these requirements to be able to attend their practice will not be able to attend it.

Security Protocol related to Covid-19

It is important that students and faculty are aware of and comply with the protocols established at the institution related to COVID-19. These include:

1. Being in the physical facilities in person, you must present the evidence of the Covid-19 Vaccine.
2. It is highly likely that practice centers will require evidence of vaccination from all students and faculty in order to allow entry to such agencies. Those students and doctors who do not have vaccination will not be able to attend clinical practice.

Requirement to pass a Nursing course

Nursing courses are considered concentration courses and students are required to pass them to obtain a minimum of C in their grade. The clinical courses are tied to the theoretical courses, that is, the student has to enroll in the theoretical-practical course and it is compulsory to attend both courses and comply with the tasks and requirements according to the established record.

Students who do not comply with the clinical course or the theoretical course will repeat the course.

Rules of the Swearing-in Ceremony

The Swearing-in ceremony is a symbolic act of dedication of the nurses to their education and profession. Florence Nightingale elevated the status of nursing to a dignified occupation, improved the quality of nursing care, and founded modern nursing education.

The Nursing Oath represents a commitment the student makes to particular values, ethical standards, and principles upon entering the nursing profession. When you take this oath and the promise of nursing you are considered Welcome to the Nursing Profession.

Dress at the Swearing-in Ceremony

1. Women shall wear a white nurses' uniform (trousers or missing). The length of the skirt will be on the knee. The sleeves will be 3/4 long.
2. Scrub style uniform is not allowed for this ceremony.
3. You must keep your cap; but you should not place it prior to the activity.
4. The shoes are nursing targets, both for men and women. Casual high-heeled shoes, sandals, open-to-front shoes or pointed shoes are not allowed.
5. The hair should be groomed and clean. If you have long hair it should be collected in the nape of the neck.
6. Tattoos should be covered while wearing the uniform and being at the ceremony.
7. Wear non-revealing underwear.
8. Avoid excessive use of makeup.
9. The uniform, shoes, cap, ribbons and lamp will be the responsibility of the student.

Oath
Florence Nightingale
Nursing Students

Cited in the Editorial of the American Journal Of Nursing, 11 (10), 777, July 11 USA

"I solemnly promise before God and in the presence of this assembly to lead a life of purity and faithfully practice my profession. I promise to refrain from anything that is harmful or harmful and not to consciously take or administer harmful drugs to anyone. I will do everything in my power to elevate and maintain the good name of my profession.

I also promise to keep the secret of everything entrusted to me and the family matters that come to my knowledge in the practice of my profession. With loyalty I will help the doctor in his work and I will dedicate myself to the welfare of those entrusted to my care."

So help me God.