PROFESSIONAL UNIVERSITY
DR. CARLOS J. BORRERO RÍOS

PUDCJBR

656 Ave. Ponce de León Piso 1 Hato Rey, PR 00918

UP

CATALOG

2023-2024

Rev. Jun 2023

Table of Contents

Page

OUR PROFILE

The Professional University Dr. Carlos J. Borrero Ríos (PUDCJBR) is a private institution of higher education,operated by Anesthesia al Día Inc., a for-profit corporation established under the laws of the Commonwealth of Puerto Rico and properly registered in the Department of State under the number 5259. Dr. Carlos J. Borrero Ríos is the president of the corporation.

Our physical address is: 656 Ave. Ponce de Leon Piso 1 Hato Rey, PR 00918

Telephone number: (787) 998.8997

HISTORY OF THE PROFESSIONAL UNIVERSITY DR. CARLOS J. BORRERO RÍOS

The Professional University Dr. Carlos J. Borrero Ríos (PUDCJBR) is an Institution of Higher Learning authorized by the Puerto Rico Board of Post-secondary Institutions (PRBPI) since May 17, 2012;hence, our university follows all legal requirements for an Institution of its category. PUDCJBR was created to fulfill the shortage of Nurse Anesthetists in Puerto Rico. For this reason, the PUDCJBR is backed by distinguished professionals in the field of anesthesia, as well as by institutions renownedin Puerto Rico and the Caribbean. Furthermore, its headquarters are located within the premises ofthe Auxilio Mutuo Hospital in San Juan, an entity with which agreements are in place for the PUDCJBR to use its advanced practice settings for students' educational processes. There are additional agreements of collaboration with other hospitals.

As part of its inception, PUDCJBR's Nurse Anesthesia program began in August 2012. The Program's Philosophy, Mission, Vision, Goals and Objectives affirm the commitment to offer aneducation of excellence for the development of professionals of high quality at the level of master'sin nurse anesthesia. To accomplish this, the institution recruit's faculty members with the commitment, knowledge, and necessary expertise to lecture in each of the subjects they teach witha high level of excellence. Furthermore, faculty and students are served by an administrative staffwith the motivation and genuine commitment to offer the necessary support they need. There is, then, no doubt that the Institution is apt to shape future health professionals able to offer high quality services in the professional field.

In its interest to help maintain Puerto Rico nurse professionals educationally updated and in compliance with nursing continuing education legal requirements, the institution submitted a proposal to become a Nursing Continuing Education Provider, which was approved by the Puerto Rico Board of Nurse Examiners in August 2012. Besides, it submitted three proposals to the Board to offer specialty courses.

The first one is on Intervention with Patients in Critical Condition, second one is on Nursing Management of Clients in the Emergency Room, and the last one is in Nursing Management of the Adult Client with Conscious Sedation, Analgesia & Moderate. All of them were approved; thefirst one on September 2012, the second one on January 2013 and the last one on April 2013. Critical Care Certificate began its offering in January 2013, Emergency Room began in March ofthe same year and Nursing Management of the Adult Client with Conscious Sedation, Analgesia & Moderate began its offering in January 2014. The certifications were designed in congruence with the PUDCJBR's mission who states to serve as a learning center for nurse anesthetists, other nursing and health professionals, to help them keep their knowledge up to date along their professional careers.

Ten years later the institution continues to provide high quality education. Today, we offer additional academic programs: Bachelor's degree in sciences of Nursing, Master degree in sciences in nursing with specialty in critical care and our recently accredited doctoral program in Nurse Anesthesia Practice. We are an accredited institution by the Middle States Commission on Higher Education, our master's degree programs are candidates for the ACEN accreditation and our DNAP is accredited by the COA of nurse anesthesia programs. New programs are going to be developed and new accreditation will be considered. There is no doubt that our institution will continue to go UP, and because of this we are revising our mission and institutional objectives.

CURRENTLY UNDER REVISION.
THE PROPOSED MISSION, VISION AND OBJECTIVES ARE:

MISSION

To educate and train professionals by providing an evidence-based education of excellence that guides them to perform their responsibilities in a safe, ethical manner and with humane sensitivity. The Professional University Dr. Carlos J. Borrero Ríos (PUDCJBR) wants to aid in the strengthening of a workforce capable of responding and adapting to the rapid social changes and the specific needs of diverse populations with up-to-date knowledge and skills.

We want to offer high quality academic programs that will help shape professionals with the skills required by the present and future job markets.

We want to serve as a teaching center of excellence for professionals to help keep them updated throughout their developing careers.

VISION

To become an excellent institution of higher education recognized for the preparation of professionals renowned for the quality of their practice.

To develop diverse and ample academic offerings to facilitate the development of professionals qualified to perform up to date and ethical services.

OBJECTIVES

1. Prepare professionals with the knowledge, skills and attitudes required to provide diverse services in accordance with their professional standards.

2. Provide extended learning opportunities that promote the development of skills required for professional practice.

3. To develop professionals capable of meeting the needs of diverse populations, adapt to rapid social and technological changes and to constantly improve the services they provide.

4. To develop professionals with the right ethics and set of values, that are so needed in this line of work, to provide a humanistic service and to assume responsibility for self-development and self-discipline.

5. We will make sure that our faculty and students are putting into practice the critical thinking tools in our learning experiences and classrooms.

6. Continue working with national, regional, and professional accreditations for our institution.

LICENSURE

Puerto Rico Board of Post-secondary Institutions

P.O. Box 19900 San Juan, Puerto Rico 00910-1900

ACCREDITATIONS

Regional: The Middle States Commission on Higher Education has granted the institution accreditation since 2020. Next Self-Study evaluation: 2023-2024. Additional information regarding the institution may be obtained by contacting MSCHE at:

The Middle States Commission on Higher Education

(MSCHE)3624 Market Street, 2ⁿᵈ Floor West

Philadelphia, PA 19104

267-284-5000

E-mail: info@msche.org

Spanish:

españolinfo@msche.org

https://www.msche.org/

Professional accreditation for MSA and MSN: Effective January 31, 2022, this nursing program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires on January 31, 2024. Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000. http://www.acenursing.com/candidates/candidacy.asp Note: Upon granting of initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by the ACEN as a candidate program that concluded in the Board of Commissioners granting initial accreditation.

Professional accreditation for AD: Effective June 1, 2023, this program was accreditation by The Middle States Commission on Higher Education. The Middle States Commission on Higher Education has granted the institution accreditation since 2020. Next Self-Study evaluation: 2023-

2024.

Professional accreditation for BSN: Effective October 21, 2022, this nursing program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy expires on October 21, 2024. Accreditation Commission for Education in Nursing (ACEN)3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000

http://www.acenursing.com/candidates/candidacy. asp

Note: Upon granting of initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by the ACEN as a candidate program that concluded in the Board of Commissioners granting initial accreditation.

Professional accreditation for DNAP: The Professional University Dr. Carlos J. Borrero Rios was granted initial accreditation effective October 12, 2022. The program was found in compliance with the Standards for Accreditation of Nurse Anesthesia Programs – Practice Doctorate. Given this action, the program will be scheduled for its next consideration of continued accreditation for 5 years following the start of the program's first class of students. The COA may change this to an earlier time as a result of new or additional information, changes in the activities of the program, or changes needed in the accreditation review schedule.

ASSOCIATIONS

All students must possess an active membership of the Puerto Rico College of Professional Nurses. PUDCJBR fosters and supports membership and active participation in assemblies and activities of the Puerto Rico Nurse Anesthetists Association (PRANA). Students who perform at an excellent academic level may request the Program to cover the costs of registration of such activities, including lodging. Requests must be approved by the Program Director.

POLICY STATEMENT

This catalog contains the major points of the current agreement between the students and the Institution. Due to the changing nature of professions, the institution is continuously reviewing and restructuring many of its academic programs to enhance their quality, improve efficiency, or to comply with requirements of professional boards, accrediting agencies, and governmental lawsand regulations, among others. If you have questions about a program or course, you should contactthe appropriate office or department.

INSTITUTIONAL PHILOSOPHY

- We believe it is necessary to develop dynamic and high-quality programs that contribute to the satisfaction of professional manpower needs within the context of social and economic situations, practices and tendencies in rapid change, and provide a balance between technology and humanism.
- We believe that, to accomplish this, the teaching-learning process must be aimed at the attainment and application of appropriate knowledge, the development of communication skills, clinical judgment and leadership, and to the development of values and humanistic behaviors which will constitute a professional committed with self-development and with the advancement of the discipline.
- The emphasis of this learning paradigm is that learners build and create knowledge while faculty designs, facilitates, guides and serve as mentors.
- According to this, the faculty is responsible for creating the environments and experiencesthat will lead students to discover and build knowledge by their own experience rather than just reading it from a book. In this paradigm, the learning environment and experience arecentered on the learner. The theories and educational frameworks more consistent with thisparadigm, and from which principles are used to guide the process, are: Cognitive Theory, Humanistic Theory, Adult Learning Theory and Caring.
- We agree that learning is influenced by the person's multiple intelligences, backgrounds, and experiences, by the type of learning activities and by the degree of participation in the teaching-learning process (Barn & Tagg, 1995; Freire, 1971, cited in Billings & Halstead, 2005, p. 233; Gardner, 1983).

- From the cognitive perspective, learning occurs when a new experience alters some mentalprocesses that cannot be observed and that may or may not be manifested by a change in behavior or performance. The development of clinical judgment and critical thinking skillsrequire strategies of cognitive nature.

- The development of values and attitudes is an essential aspect in the preparation of health professionals. Humanistic theory emphasizes the affective aspects of development, promotes a sense of responsibility, cooperation and mutual respect in students and professionals.

- Honesty and compassion (caring) are considered goals of learning as well as the cognitiveand psychomotor domains.

- We believe in the application of adult learning principles. According to Knowles, adults are self-directed and are responsible for their own learning. Adult learners must be conceptualized from the perspective of development (physical, psychosocial). They will give their best when asked to use their experience and apply new knowledge to solve real problems. Their motivation to learn is more practical and problem centered; internal motivation that sprouts from their curiosity.

- Adopting and applying these beliefs, and providing human and material resources, the university commits itself to preparing nursing professionals with the knowledge, skills and values necessary to offer high quality services with human sensibility.

NON-DISCRIMINATION STATEMENT

Professional University Dr. Carlos J. Borrero Ríos does not discriminate based on race, handicap, nationalor ethnic origin, creed, color, sex, social condition or political, religious, and social or trade union beliefs.

PROFESSIONAL UNIVERSITY DR. CARLOS J. BORRERO RIOS STAFF

Board of Directors

Mrs. Myrna Sánchez, President

Dr. Gloria Ortiz

Mr. Hiram Nieves

Dr. Erik Torres

Mrs. Idalia Domínguez

Dr. Carlos J. Borrero, President and DNAP program director

Dra. Noraida Domínguez, CEO/Dean of Academic Affairs and Accreditation

Mrs. Florence Trabal, Administrative Assistant

Ms. Katelin López, Registrar

Prof. Carlos Crespo, Librarian

Prof. María Ledesma, Librarian

Ms. María Santiago, Counselor

Dra. Joseline López, Dean/Nurse Administrator

Dr. Rafael Moreno, MSA program director

Mrs. Denisse Rivera, Administrator

Mr. Léster Sánchez, Accountant

Mrs. Marilia Méndez, Accountant official

Mrs. Jelitza Cintrón Andino, Financial Aid

Mr. Hector Decos, IT Services

OFFICE OF OPERATIONS AND PHYSICAL FACILITIES

The administrative offices are in the main building at 656 floor 1, Ponce de LeonAvenue, Hato Rey, Puerto Rico 00918, across the street from Auxilio Mutuo Hospital. A second building is located at 702 Ponce de LeonAvenue, Hato Rey, Puerto Rico 00918. Telephone.787-998-8997. www.upcjbr.university / www.estamosup.com

ADMISSIONS

The admission procedures are essential steps for establishing a relationship between the studentand the institution.

CODE OF CONDUCT – RECRUITMENT AND ADMISSION

The admission and/or recruitment representative must:

1. Be ethical and act with integrity.
2. Admit applicants that: meet the admissions requirements as published in the institution'scatalog.
3. Provide the information to access the institution's catalog through the institution's webpageand a copy of the enrollment agreement signed by the student.
4. Keep all information provided by the student in a confidential way, according to the FERPA (Family Educational Rights and Privacy Act) law requirements as published in theinstitution's catalog.
5. Provide the applicant with accurate information regarding the enrollment process without anypressure and refer to the Registrar officer.
6. Participate in training as approved by the institution.
7. Verify the accuracy of the submitted documentation by the applicant to demonstratecompliance with the institution admission's requirements.

The admissions representative must understand that, while performing duties / responsibilities,he/she cannot:

1. Receive a commission/ bonus or other incentive based on the numbers of applicants enrolls in the institution.
2. Fill or sign any document of enrolled students.
3. Provide information contradicting the published in the institution's catalog and enrollment agreement, published by the institution.
4. Provide inaccurate information about the following:

- Academic offerings, physical facilities, and employment opportunities available to students.

- The retention and placement rate of the institution.

- The recognition of credit policy existing in the institution.

- License type/ class granted to students upon graduation.

- Available salaries upon graduation.

5. Provide curriculum non approved by state and federal regulatory agencies (such as the USDE).

6. Provide any financial support with the intention of enrolling.

7. Discuss the retention and placement rate without using information approved by the institution.

8. Discredit another institution for the student enrolls in the institution.

9. Provide referrals incentives or develop a referral system or courses that are not approved by the institution.

In addition, the admission representative **CANNOT:**

1. Share information with the students about the following subjects related with the applicant's eligibility for federal grant programs:

· Dependency status

· Financial income levels

· Amount of Financial Aid assigned.

· Information about tax forms and any documentation related.

· Use of Financial Aid funds to pay for living expenses.

· How to earn Financial Aid funds.

· Financial aid process

· Ask for student or applicant's FSA ID to fill out their FAFSA application or any official documentation.

2. Suggest the applicant any FAFSA options for the student to receive more funds to cover educational expenses.

To perform the duties as admissions representative, he/she will:

1. Get familiar with the catalog and Code of Behavior.
2. Contact the immediate supervisor in case of any question concerning the catalog or the code of behavior.
3. Notify the supervisor if any inappropriate behavior from another employee concerning the code of behavior requirements is observed.

DISTANCE EDUCATION (ONLINE)

All academic programs that are offered at the Professional University Dr. Carlos J. Borrero Ríos are approved by the Puerto Rico Board of Postsecondary Institutions and accredited by the Middle States Commission on Higher Education to be offered by distance education (online). An online program is defined as one in which the student and the professor are in different spaces. The learning process is planned and requires an online course design using different information technologies. The teaching-learning process can be synchronous or asynchronous, in which information and communication technologies are used. To be considered an online academic program, 50% or more of the courses are offered through this modality. Currently, all our programs are offered through distance education. Clinical practice courses are face-to-face, while some theoretical courses may require face-to-face interactions. At the beginning of each semester all students will be oriented about the course modality.

GENERAL REQUIREMENTS FOR ADMISSION

Admission Requirements for the associate degree: Asociate Degree in Surgical Technology, Associate Degree in Filmaking and Video Production, Associate Degree in Coding and Medical Billing Specialist, Associate Degree in Audio Engineering and Associate Degree of Sciences in Respiratory Care

1. Complete the official application for admission.
2. High School Diploma or equivalent.
3. Official transcript if student is transfer.
4. Health Certificate (Less than six months issued). For Coding and Medical Billing Specialist, Surgical Technology or Sciences in Respiratory Care programs only.
5. Evidence of Medical Plan (copy of card)

6. Immunization Certificate (COVID-19, Varicella, Influenza, Hepatitis)

7. Evidence of Hepatitis B Vaccine or Titles

8. Evidence of Varicella Vaccine or Titles

9. Negative certificate of criminal record (for Coding and Medical Billing Specialist, Surgical Technology or Sciences in Respiratory Care programs only)

Admission Requirements for the Bachelor's degree in Nursing (BSN)

1. Complete the official application for admission.

2. High School Diploma

3. High School Official Academic Transcript

4. Have a minimum 2.50 GPA.

5. Study in an institution recognized and approved by the Puerto Rico Board of Post-Secondary Institutions

6. Health Certificate (Less than six months issued). *Original*

7. Evidence of Medical Plan (copy of card)

8. Immunization Certificate (COVID-19, Varicella, Influenza, Hepatitis)

9. Evidence of Hepatitis B Vaccine or Titles

10. Evidence of Varicella Vaccine or Titles

11. Negative certificate of criminal record.

Admission Requirements for the Master's degree in Science of Anesthesia (MSA)

1. Complete the official application for admission.

2. Pay a fee of $75.00, non-refundable, with the application for admission.

3. Possess a Bachelor degree of Science in Nursing from an accredited institution, collegeor university.

4. Official transcript of credits from the University or accredited schools where the undergraduate nursing studies were completed and the official transcript of all the post-secondary institutions that the student attended.

5. Possess a minimum specific average of 2.50 (B) courses of concentration in nursing atundergraduate level.

6. Evidence of general nurse license issued by the Puerto Rico Board of Nursing.

7. Copy of "Good Standing" of the license or licenses of nursing.

8. Evidence of active nurse license registration

9. Evidence of active membership in the College of Nurse Professionals.

10. Evidence of approved undergraduate statistics courses of three (3) credits.

11. Evidence of approved undergraduate chemistry course of three (3) credits.

12. Two letters of recommendation (one of Professor (a) nurses and one of the employers)sent by them to the school, via email regularly.

13. Recent health certificate (less than six months of issued).

14. Evidence and title of vaccine for Hepatitis B

15. Evidence and title of vaccine for Chicken Pox.

16. Negative certificate of criminal record.

17. Certification of Law 300 stamped with the seal of the Police of Puerto Rico

18. Updated resume *(Curriculum Vitae)*

19. Evidence of active health plan.

20. Evidence of active ACLS (Advanced Cardiovascular Life Support) issued by AmericanHeart Association.

21. Copy of a valid ID with photo

22. Favorable recommendation of the subsequent admissions Committee to be interviewed and evaluated by the institution.

23. Written analysis of a professional article (during the admission interview).

In addition to the admission requirements indicated above, applicants must meet the followingspecific requirements for the master's in science of Anesthesia program:

1. Evidence of work experience, minimum of one (1) year or more with hospitalizedpatients. Preferably critical care in special units such as emergency room, intensive care, surgical or cardiology, rooms of organ transplants and others.

Note:

The year of experience in a critical care unit / intensive, can be replaced by a certificate

coursein specialized area with clinical practice. The student must submit evidence of having taken thiscertification to be evaluated by the PUDCJBR.

The PUDCJBR reserves the right to evaluate the design and other documents of the critical care course to determine their acceptance as a substitute for the experience in these clinical settings.

Admission Requirements for the Master's Degree in Nursing with Specialty in Critical Care

1. Complete the official application for admission.
2. Pay a fee of $75.00, non-refundable, with the application for admission.
3. Possess a bachelor's degree of science in nursing from an accredited institution, collegeor university.
4. Official transcript of credits from the University or accredited schools where the undergraduate nursing studies were completed and the official transcript of all the post-secondary institutions that the student attended.
5. Possess a minimum specific average of 2.50 (B) courses of concentration in nursing atundergraduate level.
6. Evidence of general nurse license issued by the Board of Nurse Examiners of Puerto Rico.
7. Copy of "Good Standing" of the license or licenses of nursing.
8. Evidence of active nurse license registration
9. Evidence of active membership in the College of Nurse Professionals.
10. Two letters of recommendation (one of Professor (a) nurses and one of the employers) sent by them to the school, via email regularly.
11. Recent health certificate (less than six months of issued).
12. Evidence and title of vaccine for Hepatitis B.
13. Evidence and title of vaccine for Chicken Pox.
14. Negative certificate of criminal record.
15. Cardiopulmonary Resuscitation Training (CPR)

16. Certification of Law 300 stamped with the seal of the Police of Puerto Rico.

17. Updated resume *(Curriculum Vitae)*

18. Evidence of active health plan.

19. Copy of a valid ID with photo

20. Favorable recommendation of the subsequent admissions Committee to be interviewed andevaluated by the institution.

21. Written analysis of a professional article (during the admission interview).

Process of Admission and Interview with the Graduate Program Admissions Committee Doctor of Nurse Anesthesia Practice Program (Online)

1. Prior to a determination regarding acceptance, there will be a brief (10-15 minute) personal interview with the DNAP Admission Committee (3-5 members present). The personal interview helps to provide a realistic evaluation of eligibility for admission into the program, as it may assess oral communication skills, professional behaviors and attitudes, ability to interact in a group, knowledge of the profession, ability to solve problems, and motivation to pursue a career in nurse anesthesia. The Admission Committee membership may consist of CRNA faculty, clinical anesthesia providers (Anesthesiologist and CRNA), PUDCJBR didactic faculty, an SRNA representative, and a public member. The primary requirement for admission into the DNAP program is the applicant's ability to benefit, as appraised by the DNAP Admission Committee, to successfully complete the 36-month curriculum. Applicants should have strong academic records as evidenced by their cumulative grade point average, their demonstrated consistency of academic performance, and strong clinical experience. The committee is interested in determining the candidates' base knowledge of physiology, invasive monitors, care of ventilated patients, and their knowledge of the drugs they commonly administer in ICU. A firm and clear commitment to the nurse anesthesia profession and to fulfilling the missions of PUDCJBR and the DNAP are additional criteria, which are assessed through the interview process and the personal essay. Qualities such as maturity and effective interpersonal relationships, as determined from the letters of recommendation and the interview, are also important admission criteria. Each member of the DNAP Admission Committee is given the

responsibility to score conscientiously after each applicant's interview. Scores are collected immediately following the interview. Justification by the DNAP Admission Committee for acceptance or rejection of a candidate is not required nor noted in the applicant's file. All applicants should dress in professional attire for the interview with the DNAP Admission Committee. All applicants who are offered letters of acceptance must successfully complete the interview process. (Interviews are by invitation only.)

2. After an admission interview and upon notification of acceptance to the DNAP, each applicant accepted to the DNAP Program must pay a non-refundable deposit of $200.00 to reserve his or her place in the program. The applicant's written acceptance notification will contain a deposit amount and deadline indicating when the deposit must be received by the PUDCJBR. Once the applicant enrolls in the program, this deposit will be applied toward the student's account. Applicants who have paid the deposit, but decide not to enroll in the DNAP, will forfeit the deposit. If that applicant is admitted to the DNAP later, he or she will be required to pay the full deposit amount again.

3. After applicants have interviewed, been accepted, and reserved their positions in the DNAP Program, and prior to enrollment, all accepted applicants must:

1. Continue to meet the mental and physical requirements as listed in the Initial DNAP Application – Admission Requirements.

2. Submit evidence of at least one of the following degrees from a regionally accredited institution.

- Bachelor of Science degree (or higher) in Nursing (BSN, MSN, DNP, etc.)

3. Submit current official transcripts from all undergraduate and/or graduate institutions attended, in accordance with the guidelines in the current PUDCJBR Academic Catalog, if final official transcript had not been previously available, due to the rationale noted here in italics

4. Submit a current, unencumbered Puerto Rico license to practice as a professional registered nurse (RN) and/or an advanced practice registered nurse (APRN). (This requirement specifically for an RN and/or APRN license through the state of Puerto Rico may be deferred until notification of acceptance to the DNAP, but it must be fulfilled before enrollment to the DNAP Program.)

5. Pass satisfactory criminal background checks, as required by PUDCJBR and the DNAP Program.

A student may encounter potential problems with clinical education placement and/or licensure as an Advanced Practice Registered Nurse (APRN) if he or she has a criminal record. For specific information, contact the Puerto Rico Board of Nursing, and the Board of Nursing in the state in which the student intends to practice. If a student has a criminal record, it is the responsibility of the student to inquire with the Puerto Rico Board of Nursing, or the Board of Nursing in the state in which the student intends to practice, as to whether a criminal record may limit a graduate's ability to obtain licensure as an APRN in that state.

6. Provide evidence of satisfactory health and immunization requirements. PUDCJBR and many clinical sites require students to be currently immunized prior to entry into the clinical area. In accordance with the PUDCJBR policy on "Health and Immunizations", students are required to present verification of vaccinations or immunity titers as follows:

•Hepatitis B (3 vaccines)
Proof of immunity to Hepatitis B or documentation that the Hepatitis B vaccine immunization series has begun is also required prior to registration.
•Influenza (annually)
•Measles-Mumps-Rubella (MMR)
•Varicella (adequate titer, 2 vaccines, laboratory proof, letter from diagnosing physician, or medical record history of having chicken pox)
•Tetanus/Diphtheria/Pertussis (Tdap) immunization (within 10 years)
•Tuberculosis (TB) screening test (within 60 days of enrollment & at least annually)
If the test is positive, refer to the guidelines provided in the "Communicable Disease Policy" in the PUDCJBR Student Handbook.
These are not performed by PUDCJBR and must be performed by a private provider. Furthermore, if PUDCJBR or clinical affiliate sites mandate additional or more frequent health tests or immunizations, students are also required to comply with these.

7. Each applicant who is accepted into the program must demonstrate proof of health insurance, via the PUDCJBR Verification of Insurance Form, prior to entry into the

program and must maintain health insurance throughout enrollment. Health insurance is required of all students in the DNAP program.

The DNAP reserves the right to rescind an acceptance offer if the above are not completed prior to the start of program classes.

NOTE: Due to the competitive nature of the admission process, applicants should understand that submitting a complete file or meeting the minimum admission requirements does not guarantee an invitation to interview for admission into the program. Applicants will be screened by the CRNA faculty, and the most qualified individuals will be invited for an interview. Also, meeting the minimum admission criteria and receiving an invitation to interview does not guarantee admission into the program.

Process of Admission and Interview with the Graduate Program Admissions Committee

1. The Admissions Committee is formed by three official members and two ex-officials:The Admissions Director, two faculty members from the PUDCJBR. The Program Director, Academic Dean and President will be ex-official members.

2. Once every applicant's documents are received, committee members will initiate the evaluation of each requirement. In this way, there is an individual result for each separate one, and it will be registered in the applicants' report in the particular criterion'scell, in the line corresponding to the name of the applicant/candidate.

3. The candidate is scheduled for an interview as soon as they submit the application formand pays the non-reimbursable application fee ($75.00).

4. During the admission interview, the candidate will also analyze a brief article from a professional journal. Candidates should also hand in a copy of their CV to be evaluatedduring the interview process if they have not submitted it previously.

5. Candidates with the highest competitive results will be selected for admission. This guarantees that our School is conducting the proper admissions process in accordancewith the goal of competitiveness and quality in admissions that we

set for our School. Once the quota is completed, each admission process will have a list of a maximum of 10 alternate candidates.

READMISSION

A student who has interrupted the established academic program, for one semester or more, and wishes to continue at PUDCJBR, must initiate readmission at the Admission's Office. The student mustcomplete the corresponding form at the specified dates in the Academic calendar and must pay the Readmission Fee. Must present evidence that shows no outstanding debt to the Institution.

- ✓ The student must have satisfactory academic progress at the moment of attrition. If thestudent left the institution under Non-Satisfactory Academic Progress (NSAP) then the student will be readmitted under the same academic status he had in the last term attended.
- ✓ If the readmission is after having been in academic suspension for a year and the student took courses or approved a degree in another institution at the time, he was absent, we cannot be validated, nor the degree obtained in the other institution will berecognized while is out for suspension.
- ✓ Students must pass an evaluation and have an academic orientation process.
- ✓ They must abide and graduate according to the program's standing Graduate Catalogrules at the moment of application for readmission.
- ✓ Class attendance will be taken into consideration at the moment of readmission.
- ✓ The institution reserves the right to consider for readmission previously admittedstudents who have dropped out.
- ✓ The institution reserves the right to consider for readmission previouslyadmitted students who have dropped out.

TRANSFERS

If a student is transferring to PUDCJBR must:

✓ Complete Application for Admission and requirements.

✓   Request official transcript from the institution of origin
sent to PUDCJBR.A minimum 3.00 GPA.

✓   The institution will evaluate individually the official transcripts. The evaluation will consider the number of credits taken at the original institution versus the amount to be taken atPUDCJBR, as well as the equivalence in courses' descriptions, into consideration. Only courseswith A or B grades that were taken no earlier than 5 years prior to the transfer years will be validated. A maximum of a third of the total of credits required may be validated.

✓ The applicant must present a letter of recommendation from the director of the institutionof origin.

✓ The transferred courses will be reflected in the transcript of our institution with the grade obtained in the institution of origin. These will affect the credits attempted and the cumulative grade point of average of the credit's transcript.

POLICY OF TRANSFERABILITY

According to the norms that govern the Professional University Dr. Carlos J. Borrero Ríos, internally, "transferability" will not be more than fifty percent (50%) of the courses for a student who has completed one of the academic programs and wants to complete another academic program. "Transferability" is the term we use for courses that are taken into consideration when replacing one program with another within the institution. For a student to request "transferability"of courses from one program to another, he/she must have completed the degree for which he/sheis requesting "transferability" for another program. Only up to 50% of the courses of the degree conferred for the other program may be considered. The courses to "transferability" must meet andkeep tangency with the proposed curriculum; must have a grade of A or B and not be more than 5 years old from the date they completed the degree for which they request the "transferability". The"transferability" courses will affect credits attempted, approved and

"grade point of average". In the "transferability" the student may request in writing at the time of admission to the other program and must request a transcript of the grade for which he is requesting the "transferability"to be delivered to the Program Director and the evaluation can proceed from the courses to the program for which you want to be admitted. Applications for "transferability" will not be acceptedafter the admission process. This process is subject to evaluation and approval by the Program Director.

SPECIAL STUDENT

An authorization granted to a student to take PUDCJBR courses and comply with the requirements of their university. The students must comply with prerequisites for the interested course (s), present authorization, and an official transcript from their institution. These students are not eligiblefor financial assistance at PUDCJBR.

FOREIGN RESIDENT STUDENT

Foreign students who are residents in Puerto Rico must comply with admission requirements. They must present evidence of their academic credentials and of their permanent resident status.

Non-Resident Foreign Student

At this time our programs are not registered and authorized by the Department of Homeland Security (DHS) and its Student Exchange Visitor Program (SEVP) to receive foreign students under the F-1 Visa. The Student and Exchange Visitor Program (SEVP) is the Department of Homeland Security (DHS) program that administers the Student and Exchange Visitor Information System (SEVIS). It ensures that government agencies have essential data related tononimmigrant students and exchange visitors to preserve national security. SEVP provides approval and oversight to schools authorized to enroll F and M nonimmigrant students and gives guidance to both schools and students about the requirements for maintaining their status.

Veterans Students

At this time our programs are not registered or authorized by the Department of Education ofPuerto Rico and the U.S. Department of Veterans Affairs to certify students through VA- ONCE with benefits of the different chapters through GI-Bill. Nor are we registered to certify students who are beneficiaries of the Tuition Assistance Program (Army, Air Force, Marines, Navy and Coast Guard) by the Department of Defense (DoD).

UNREGISTERED STUDENT / AUDIT STUDENT

An unregistered student is one who takes a course without credit for professional development.The student must pass the registration process and pay the corresponding dues during the designated period. The student must complete the admission process and register as audit student.The official transcript classification will be AU = audit course.

REGISTRATION – REGISTRAR'S OFFICE

The Office of the Registrar keeps all student academic documents. The Registrar is responsible ofthe registration process and issues grades, certification, academic progress reports and diplomas to students.

a) **Registration Regulations**

Registration is not complete until the student has paid all fees required by the Bursar's Office; registration is the process by which a student's class program for the correspondingstudies term is formalized. In this process, the students will be assigned to the corresponding courses and will pay the tuition and other services' costs. PUDCJBR has established an Academic Calendar for registration periods for every term. PUDCJBR reservesthe right to eliminate courses, consolidate sections, to change schedules and professors, and it may make changes to the academic calendar if extenuating circumstances requireit.

b) General Rules

The Office of the Registrar is responsible for the custody of all students' academic records and is in charge of establishing the registration process. Students must register on the datesand hours established in the academic calendar. To initiate the registration process, the newenrollee needs to complete the admission process. Registration will be official when the student has paid all tuition fees and other charges and deposits required and has the Bursar's official stamp.

c) Pre-Registration

This is the process in which our students' select courses, with the academic advice of the program's Director.

d) Official Registration

An officially registered student is the one that; (1) was approved by the Director in the pre-registration process; (2) completed the standing admission requirements; and (3) paid fiftypercent (50%) of the corresponding term's costs. The Registration must have the official Bursar's stamp. Students who do not complete the registration process during the established period must apply for readmission for the next academic period.

e) Full-Time Student (Regular)

A full-time student is one who is registered with an academic load as established in thecurricular sequence.

f)   Part-Time Student

A part-time student is one who is registered with an academic load lesser than the oneestablished in the curricular sequence

CLASS ATTENDANCE

PUDCJBR recognizes class attendance as fundamental for the development of the educational and formative process; hence, class and clinical practice attendance are compulsory. All professors will be responsible for keeping students' attendance up to date in the POPULI system. Professors will submit a report to the Registrar of the students' attendance once 50% of the academic semesterhas been completed. The report will be evaluated to determine if the students' show a pattern of absenteeism. The Registrar will not accept attendance lists with blots or without the professors' signature.

In **theoretical courses**, the students that show an absenteeism pattern of fifteen percent (15%) or more without a justified reason or twenty percent (20%) with justified reason will be given an administrative withdrawal from that course. In that sense, Professors are responsible for the referralof students to the institutions' counselor once the students reach ten percent (10%) of absenteeismwithout justified reason, or fifteen percent of absenteeism with a justified reason.

The policy will help the institution and the students to examine the factors that are affecting the students' attendance, and to identify ways to solve those situations. This will be the only notification that the students will receive.

If the absenteeism pattern continues, the students will be given an administrative withdrawal without further notifications.

If a student misses two consecutive classes without justification, the case will be referred to the Office of the Registrar for an administrative withdrawal. The Counselor or the professor have theauthority to justify absences for a student who presents a written excuse, be it reason of illness, death of a relative, military service, court appointment or other reason considered legitimate. Student academic progress requires class attendance.

The professor will notify the Office of the Registrar those students who never attended class. Anewly enrolled student who misses classes for the first two weeks will be classified as "no show".Active students who miss two consecutive classes will be administratively withdrawn (WA). If students present evidence of justification, they will be reinstalled, and the professor will establisha plan for replacement.

In the extreme case that an absence to a theoretical could not have been avoided by a student

or previously justified, the professor may assign course work equivalent to the activities held in theclass session. Therefore, if a student is unable to attend one or two class meetings, he/she will be responsible for handing in written work related to the instruction missed. This task is designed to provide the learning and contents not taken. A time limit must be established for completion of this special assignment. Absences replaced by special assignments will be considered accrued hours and will not affect the course grade negatively. In case the special work is not handed in, theabsence will be marked as unjustified and the attendance grade to the theoretical class will be affected in proportion to the number of unjustified absences.

In the case of the Clinical Practice courses, students should follow the rules for attendance as established in the Clinical Practice Manual.

ATTENDANCE / PARTICIPATION POLICY FOR NON-FACE-TO-FACE COURSES (ONLINE)

A. Introduction

The attendance / participation policy for students enrolled in courses offered in distance deliverymode is described below. It follows the standards established by the Federal Department of Education in Volume 5 of the Federal Student Aid Manual.

B. Purpose

The purpose of this policy is to establish the parameters to demonstrate the attendance of studentsin courses that are offered in distance mode.

Institutional policy establishes that all students officially enrolled in courses are required to attend all their classes regularly. This rule also applies to courses offered in a distance mode. To confirm student attendance, the course professor is required to keep the attendance record availablethrough Populi updated.

According to the Federal Department of Education, in the context of distance education, the fact that a student accesses the institutional platform used to design the course is not enough to demonstrate their attendance. The evidence to confirm attendance must be with their participationin the weekly activities of the course, so it is necessary to comply with the planning of some interaction activity in the weekly lessons of the course.

Some examples of acceptable evidence of attendance to a course offered in a non-classroom mode are:

- an assignment performed and submitted by the student, a test,
- complete a tutorial or instructional module,
- that the students' participation is registered in a virtual group, participation in a discussion forum, Email or other documentation that evidences the interaction between the professor and the student to answer questions and / or queries related to the course.
- participate in a synchronous class meeting offered by the professor.

C. Attendance in courses offered in a non-face-to-face mode

The federal regulation establishes that the attendance of students in courses offered in a non-face- to-face mode will be confirmed by means of a weekly academic activity, such as the examples presented in the previous section. That is, the student must have turned in some assigned work eachweek or participate in a synchronous meeting.

PUDCJBR policy establishes that the student is responsible for having the appropriate equipment anda high-speed internet connection to participate in the course. By being enrolled in a course, the student will not be able to be in extracurricular activities during hours when the class is live. It is not allowed to leave a family member, relative or friend to take notes on behalf of the student.

From the teacher certifying that the student is not present or is busy with other extracurricular activities, her absence will be recorded. Unless the student has an authorization under ReasonableAccommodation.

It is required that when connecting to the platform to participate in a course, all students identify themselves with their name and surname. It is not allowed to use nicknames, make or model of the cell phone or any other name than the students. This is extremely important so that the teacher can identify you and can certify your attendance and participation. The student who connects to the liveclass must remain in a safe place. It is not allowed to connect while you are driving. PUDCJBR is not responsible for any accident that occurs while connected to the classroom while driving. It is also not allowed to be connected to class while it is in its working hours. We remind you that, although the classes are in a non-face-to-face

mode, it requires that you decide to be present anddedicated to the class within the time the course is being offered.

It is the responsibility of every professor to certify the attendance of their students throughout the semester. The professor will use the attendance tool of Populi platform to take weekly attendance in the courses, both those offered in face-to-face mode and those offered in non-face-to-face mode.

This policy is effective as of August 2020.

COURSE GRADING SYSTEM SAT

The grade indicates the degree of students' academic performance in each course. The students' academic progress will be a valuable tool to determine the general graduation rate. The Professional University Dr. Carlos J. Borrero Ríos' Grading System is as follows:

Grade and Description	Average	Honor Points
A = Excellent	4.00 – 3.50	4
B = Good	3.49 – 2.50	3
C = Failed or Suspended	0.00	0
D = Failed or Suspended	0.00	0
F = Failed or Suspended	0.00	0

Also, the Institution will use the following

notations:I = Incomplete

IP = Course in Progress

E = Extended **NR** = Grade Not Reported

R = Repeat Course

T = Transferred Credit

AU = Audit Course **W** = Withdrawal

O = Audit Student

WA = Administrative Withdrawal

Grade System

100%-90%- A

89%-80%- B

79%-70%- C

69%-60%- D

59% or less- F

Any student must pass with A or B each class, including clinical practice. If the minimum grade (B) if it is not achieved, the student will fail the course and will have to repeat it. "E" corresponds to a clinical practice in which a student has extended beyond the established academic calendar for the semester, to complete a course, but has not failed the course.

a) Academic Index

The academic index represents the academic success of the student at the institution, and it is calculated dividing the total grade points obtained by the number of credits completed.

b) General Index

In the general index all graduate courses evidenced in academic history are taken into consideration. In repeated courses, only the highest grades will be taken into consideration.

WITHDRAWAL

1. **Total withdrawal:** A total withdrawal procedure is initiated when the student stops attending classes, regardless of notification. In case a student is failing a course and does not complete the withdrawal within the time frame stipulated in the Registrar's Manual, therefore an "F" will be granted. The student will not receive a grade nor credit for the work done for the courseor courses from which has withdrawn.

Students have the right to withdraw from any course during the established time in the academic calendar. It is the responsibility of the student to complete the corresponding form and obtain theauthorization from the professor and from the Program Director.

Students have the right of total withdrawal at any moment and up to the last day of class of

the corresponding academic session. The student will personally submit the corresponding form at the Office of the Registrar, after getting the professor and Program Director signatures.

2. **Partial withdrawal:** All (a) students who file a partial **withdrawal** during one more before the end of academic semester and during the first two (2) days of summer session.

3. **Non-attendance** (partial or total): According to the institutional refund policy, any student who does not attend an enrolled course will be automatically withdrawn and will be reimbursed seventy five percent (75%). The cost of the course and fees and the student will be responsible for twenty-five percent (25%). The cost of the course and fees. This type of withdrawal is not covered by Title IV financial aid.

4. **Mid-point:** According to the institutional refund policy, any student who obtains a "WF" in all their courses at the end of the semester will be responsible for fifty (50%) percent of the total cost of their total tuition cost.

5. **Administrative withdrawal:** The institution reserves the right to execute an administrative withdrawal partial or total; temporarily, via exemption or by a decision of a Discipline Councilor another Institutional Committee. The academic record of the student will reflect a "W" as qualification.

6. **Leave of Absence-:** The PUDCJBR establishes students' attendance to class and clinical practice as mandatory. But there are extraordinary situations that affect students to comply with this norm. To deal with situations of prolonged absences, the institution is guided by a leave of absence, it is understood that this policy and these procedures apply tosituations in which the student will be absent from the institution for more than five consecutive days, the remainder of a term or longer. Definition: Leave of absence (LOA) is permission granted to a student to interrupt theprogram of study for a specified time.
Since the purpose of a leave is to relieve a student of educational obligations, students willnot normally be allowed to enroll in courses, audit courses, or continue in scholarly work during the period of leave.

If the student requests an extended leave of absence from PUDCJBR, these steps should be followed:

1. The student must be officially enrolled at the moment of requesting the leave of absence.

2. The student must submit a formal written request to the Program Director. This formal written request must include the start and end date of the leave.

3. The Program Director will issue a written recommendation to the Dean of Academic Affairs no later than five school days of receiving the request.

4. The Dean of Academic Affairs will determine if the request will be granted or denied according to the evidence offered.

5. The Dean of Academic Affairs will issue a letter to the Register's Office (RO) for the necessary procedures. The Register will notify the student no later than five school days after receiving the DAA's certification.

6. If the student does not agree with the decision, they have the right to appeal in writing to the President no later than five school days after receiving the notification from the RO.

7. If the leave of absence is approved, the student will be responsible for informing his/herFinancial Aid Officer about it. In addition, the student is responsible for getting information about how this leave of absence will affect his/her financial aid.

8. If the student does not come back at the established date, he/she must inform the RO. The RO will provide advice to the student about possible alternatives including a total withdrawal.

Criteria for Requesting a Leave of Absence:

Medical reasons, childbirth, military service, legal reasons under court subpoena, athletic participation out of state, and other extraordinary circumstances to be evaluated.

ACADEMIC LOAD POLICY, CLASSROOM CENSUS, AND ACADEMIC ADVISING

ACADEMIC LOAD POLICY

For enrollment verification purposes, PUDCJBR defines a student's enrollment status based on the number of credit hours for which he or she is currently enrolled. Courses that are withdrawn from during the semester do not count as enrolled hours. Credit hours needed to be considered for full-time for enrollment verification purposes may differ from those of financial aid. It is the student's responsibility to determine the number of credit hours needed to maintain his or her financial aid eligibility. For more information regarding financial aid eligibility, please contact the Financial Aid Office.

Enrollment Status by Credit Hours / by Semester for the Bachelor's in Nursing

Program	Bachelor of Science in Nursing									
	Semester I (1st year) Aug – Dec	Semester II (1st year) Jan – May	Semester Summer III (1st year)	Semester I (2nd year) Aug – Dec	Semester II (2nd year) Jan – May	Semester Summer III (2nd year)	Semester I (3rd year) Aug – Dec	Semester II (3rd year) Jan – May	Semester Summer III (3rd year)	Semester I (4th year) Aug – Dec
BSN/ Fall Begin in August 121 credits / hours	15/270 theory	15/270 theory	9/162 theory	12/216 theory	9/162 theory	6/108 theory	9/162 theory	9/162 theory	6/108 theory	9/162 theory
	0/36 lab.	0/36 lab.	0/36 lab.	0/36 lab.	0/0 lab.	0/0 lab.	0/0 lab.	0/0 lab.	0/0 lab.	0/0 lab.
	0/0 Practice	0/0 Practice	0/0 Practice	3/297 Practice	3/297 Practice	3/297 Practice	3/297 Practice	4/396 Practice	0/0 Practice	6/594 Practice
	15 credits/ 306 hrs	15 credits/ 306 hrs	9 credits/ 198 hrs	15 credits/ 549 hrs	12 credits/ 459 hrs	9 credits/ 405 hrs	12 credits/ 459 hrs	13 credits/ 558 hrs	6 credits/108 hrs	15 credits/75 6hrs

1 credit = 18hrs

1 credit lab = 36hrs

1 credit practice = 99hrs

Enrollment Status by Credit Hours/by Semester for the Associates Degree

Program	Associates Degree				
	Semester I	**Semester II**	**Semester III**	**Semester IV**	
Associate Degree in Audio Engineering	14 credits/ 210 hours	29 credits/ 225 hours	43 credits/ 210 hours	57 credits/ 210 hours	
	Semester I	Semester II	Semester III	Semester IV	
Associate Degree of Sciences in Respiratory Care	15 credits/ 225 hours	18 credits/ 270 hours	18 credits/ 270 hours	18 credits/ 270 hours	4 credits/ 480
	Semester I	Semester II	Semester III	Semester IV	Semester V
Associate Degree in Coding and Medical Billing Specialist	15 credits/ 225 hours	15 credits/ 225 hours	15 credits/ 225 hours	12 credits/ 135 hours	4 credits/ 480 hours
	Semester I	Semester II	Semester III	Semester IV	
Associate Degree in Filmmaking and Video Production	15 credits/ 225 hours	15 credits/ 225 hours	15 credits/ 225 hours	9 credits/ 135 hours	
	Semester I	Semester II	Semester III	Semester IV	Semester V
Associate Degree in Surgical Tecnology	12 credits/ 180 hours	12 credits/ 180 hours	14 credits/ 180 hours	15 credits/ 180 hours	6 credits/ 720 hours

Enrollment Status by Credit Hours / by Semester for the Science of Anesthesia Program

Program	Master of Science in Anesthesia							
	Semester I	Semester II	Summer I	Semester III	Semester IV	Summer II		
MSA/Full Time Begin in August (77 credits/ 2,934 hours)	16 credits/ 288 hours	14 credits/ 252 hours	9 credits/ 198 hours	14 credits/ 684 hours	14 credits/ 792 hours	10 credits/ 720 hours		
	Semester I	Summer I	Semester II	Semester III	Summer II	Semester IV		
MSA/Full Time Begin in January (77 credits/ 2,934 hours)	14 credits/ 252 hours	9 credits/ 198 hours	19 credits/ 342 hours	12 credits/ 648 hours	10 credits/ 720 hours	13 credits/ 774 hours		
	Semester I	Semester II	Semester III	Semester IV	Summer I	Semester V	Semester VI	Summer II
MSA/Part time Begin in August (77 credits/ 2,934 hours)	10 credits/ 180 hours	10 credits/ 180 hours	6 credits/ 108 hours	4 credits/ 72 hours	9 credits/ 198 hours	14 credits/ 684 hours	14 credits/ 792 hours	10 credits/ 720 hours
	Semester I	Semester II	Semester III	Summer I	Semester IV	Semester V	Summer II	Semester VI
MSA/Part time Begin in January (77 credits/ 2,934 hours)	10 credits/ 180 hours	10 credits/ 180 hours	4 credits/ 72 hours	9 credits/ 198 hours	6 credits/ 108 hours	14 credits/ 684 hours	10 credits/ 720 hours	14 credits/ 792 hours

Enrollment Status by Credit Hours / by Semester for the Science in Nursing with a Specialty inCritical Care Program

Program	Master of Science in Nursing with Specialty in Critical Care						
	Semester I	Semester II	Summer I	Semester III	Semester IV	Semester V	Semester VI
MSN/Full time Begin in August (41 credits/ 1,026 hours)	5 credits/ 90 hours	7 credits/ 126 hours	3 credits/ 54 hours	8 credits/ 216 hours	8 credits/ 216 hours	6 credits/ 108 hours	4 credits/ 216 hours
	Semester I	Summer I	Semester II	Semester III	Semester IV	Semester V	
MSN/Full time Begin in January (41 credits/ 1,026 hours)	10 credits/ 180 hours	3 credits/ 54 hours	10 credits/ 252 hours	8 credits/ 216 hours	6 credits/ 108 hours	4 credits/ 216 hours	

CREDIT HOUR ASSIGNMENT POLICY

PURPOSE

This Credit Hour Assignment Policy is intended to ensure that the number of credits awarded for the completion of each PUDCJBR course reflects the Middle States Commission on Higher Education (MSCHE) requirements for classroom hours and recommended out of class course work, and is appropriate for the pursuit of identifiedlearning outcomes.

SCOPE

This policy applies to the assignment of credit hours to all current and new master's PUDCJBR programs, as well as related review and assessment processes.

DEFINITION OF A "SEMESTER CREDIT HOUR"

For purpose of calculating units of credit, one semester credit is equivalent to one hour of lecture plus two hours (120 minutes) of out-of-class course work. This calculation is in theoretical courses and seminars. Except for the course of ANES 5023 Introduction to Clinical Practice of two credits (2 credits), for which each credit is a proportion of 1:2, which is equivalent of four hours of lecture.For purpose of calculating units of credit in CLINICAL courses one unit of credit is equivalent tofour hours of lecture in the Clinical Practice Courses. The number of assigned practice hours has the purpose of providing the students with learning experiences in the diverse areas of the specialty. This will depend on the diversity of types of surgeries and anesthesia's, conditions, patient stagesof growth and development. Besides, it is also so that students complete the number of cases required by the professional organization.

The proportion of credit/contact hours in practice courses increases once the student has acquiredbasic knowledge and skills. The hours in the courses offered in accelerated modality such as summer, trimester or intensive sessions are calculated and offered based on the corresponding number of hours each course has on the semester session, adjusting the

schedule as needed. The following is the formula for calculating unit of credit:

    1 credit of theory is equivalent to 18 contact hours

    1 credit of laboratory is equivalent to 36 contact hours

    1 clinical practice credit for MSA equals 72 contact hours1 clinical practice credit for MSN

    equals 54 contact hours

OUT OF CLASS EFFORT REQUIRED

Consistent with the definition of a semester credit hour set forth in this policy, students in onsite lecture/theoretical courses shall be expected to devote hours outside the classroom on related coursework, such as study, preparation of written assignments, case studies report and course-related projects. Instructors shall acquaint students with such expectations clearly at the beginning of eachcourse and thereafter, as appropriate, to foster positive learning outcomes. In addition, standard syllabi shall include a clear notice apprising students of expectations for course-related out of classwork.

CREDITS ASSIGNED TO PARTICULAR TYPES OF COURSES

In assigning credits to courses, PUDCJBR shall maintain consistent standards for courses of differentlengths and delivery methods as follows.

Course Type	Credit Requirements
Theoretical Courses and Seminars	One semester credit shall be equal to not lessthan one hour (60 minutes) of classroom instruction plus two hours (120 minutes) of out-of-class course work over a span of not less than 18 weeks, or the equivalent amountof classroom instruction and out-of-class work over a different span of time. Example: A three-credit course will meet once a week for a session of three hours, and the students will be required to complete two hours of out-of-class work per week

Clinical Practice Courses

One semester credit shall be equal to not lessthan five and a half hours (330 minutes) overa span of not less than 18 weeks. These hourscan be distributed between the clinical practice hours and out-of-class work over a different span of time.

Example:
In an eight credits clinical practice course from MSA, the students will complete a minimum of 504 hours of clinical practice, and 72 hours of out-of-class course work or atotal of 576 clinical practice hours

The following table presents how the Nurse Anesthesia program complies with the credit hour policy and with the Council of Accreditation of the American Association of Nurse Anesthetists.

COA Requirements	PUDCJBR Credit Hours	
Pharmacology of anesthetic agents and adjuvant drugs including concepts in chemistry and biochemistry (105 contacthours)	ANES 5213 Pharmacology (6 crs)	108hrs
	ANES 5203 Chemistry and Physics (4 crs)	72hrs
	Total	180hrs
Anatomy, physiology, and pathophysiology (135 contact hours)	ANES 5101 Anatomy (5crs)	90hrs
	ANES 5102 Physiology (5crs)	90hrs
	ANES 5111 Physiopathology (3crs)	54hrs
	Total	234hrs
Professional aspects of nurse anesthesiapractice (45 contact hours)	ANES 5324 Professional Aspects of Nurse Anesthesia (2crs)	36hrs
	ANES 5023 Introduction to Clinical Anesthesia (2crs)	72hrs
	Total	108hrs
Basic and advanced principles of anesthesiapractice including physics, equipment, technology and pain management (105 contact hours)	ANES 5221 Basic Principles of Nurse Anesthesia (3crs)	54hrs
	ANES 5022 Advanced Principles of Nurse Anesthesia (6crs)	108hrs
	Total	162hrs
Research (30 contact hours)	IANES 5351 Evidenced-based Research 1 (3crs)	54hrs
	IANES 5452 Evidenced-based Research II (3crs)	54hrs

UP

	Total		108hrs
	ANES 5231 Seminar I (1cr)		18hrs
Clinical correlation conferences (45 contacthours)	ANES 5032 Seminar II (1cr)		18hrs
	ANES 5333 Seminar III (1cr)		18hrs
	ANES 5434 Seminar IV (1cr)		18hrs
	Total		72hrs
	ANES 5112 Advanced Physical Exam 54hrs(3crs)		
	ANES 5341 Clinical Practice I (8crs) 576hrs		
	ANES 5442 Clinical Practice II (10crs)		720hrs
	ANES 5043 Clinical Practice III (10crs)		720hrs
Total hours recommended by COA	465hrs	Total hours by PUDCJBR	2,934hrs

ACADEMIC CALENDAR

Consistent with the definition of a semester credit hour set forth in this policy, PUDCJBR academiccalendar shall consist of two semesters (Fall and Spring) and summer. For the MSA program each semester shall be 18weeks in duration and one summer of nine weeks and another of 13.5 weeks in duration. For the MSN program, the academic calendar will be of quarters and for the DNAP program, two semesters of 15 weeks. The Academic Calendar shall be posted on the College public website, and on POPULI. Students in the Clinical Practice courses should follow the instructions provided bytheir instructors since they need to continue reporting if it is required.

Note: Academic Calendar is subject to change. The PUDCJBR may make changes to non- regulatory holidays, depending on the institutions need to cover any required emergent serviceand/or recover school days that have been affected for any reason.

ONGOING ASSESSMENT OF SEMESTER CREDITS

The number of credits assigned to each course shall be considered in course design and syllabi. Expected student learning outcomes for each course shall meet the semester credit hour standard.Consideration of assigned credits shall be incorporated in the periodic review of syllabi by program director, curriculum committee reviews, and formal program reviews conducted after the first two years for new programs and every five years thereafter. The PUDCJBR Dean shall review credits assigned to courses and submit their recommendations to the Chief Executive Officer for final approval in accordance with the standards prescribed in this policy.

REVIEW AND DOCUMENTATION REQUIREMENTS

The Curriculum Committee, as part of their tasks, review the credit hour equivalency throughoutthe curriculum. The registrar records these for reporting to Federal, State, accreditation, and other entities as required. The registrar determines whether these credit hours should be includedon the official transcript. Some common areas that are considered for review are length of academic terms, the number and duration of class meetings per week, and the credit hours assigned to new courses, all these should be reviewed to ensure they comply with the credit hourpolicy. A periodic review of the Credit Hour Policy should be also incorporated when considerednecessary as part of the review and self-study processes. The Curriculum Committee, as part of their tasks, should review this policy when considered necessary.

CENSUS -ADMISSION TO THE CLASSROOM

The professors must verify that each student is officially registered, confirming Schedule (Student's Program). Students that are not officially registered in the corresponding section will not be admitted to the classroom.

a) **Classroom Census**

A census is conducted during the two first weeks of each semester at least once during the period of enrollment. This census is made for reporting requirements only. Professors may takeinto consideration the student's attendance when grading and should explain the possible impact of absences on the student's final grade, if any. The student is also responsible for all material covered during the course.

Academic Advising - Counseling Office

This office coordinates general orientation to students in relation with all institutional services.It provides professional assistance in relation to students' academic or personal problems andneeds. They work with the student with low academic progress. The services of the Counseling Office may be delivered on an individual or group basis; it coordinates lectures and talks on important issues for the study environment and for students' personal, professional, and social

EVALUATION OF STUDENTS' ACADEMIC ACHIEVEMENT

a) **Grade Correction**

The student has the right to request a grade change in case a student believes that a professormade a mistake when granting a grade. In that case, the student must make an initial claimto the professor. If the student is not satisfied with the results, a second claim can be presented to the Program Director. The Director will request to the professor a grade reportand copy of the student's exams to decide whether the grade should remain o needs to be change. If the student is not satisfied with the results, a third claim can be presented to the Dean of Academic Affairs. The Dean will hold a

meeting with the Program Director and the professor to take a final decision in the matter. Once a decision is taken, the Dean willhave a meeting with the student to explain the final decision. After one semester passes afterthe grading (the last date to submit grades in May, December or summer), the student is NOT entitled to a claim in a registered grade.

b) Course Validation

A student who wants credit validation of courses taken at another institution must:

1. Complete the request for validation at the Registrar's.

2. Request an official transcript from the institution of origin to be sent to PUDCJBR. The university will evaluate on an individual basis each candidate's official transcript. In this evaluation, the total amount of credits obtained in the institution of origin versus the creditsto be taken at PUDCJBR, as well as the equivalences of courses' descriptions, will be taken into consideration. Only courses with A or B grades that were taken no longer than five years earlier will be validated. A maximum of a third of the total amount of credits may be validated.

✓ Academic evaluations and official transcripts

✓ Clinical evaluations

✓ Supporting documents of the expulsion (if indicated)

✓ Disciplinary or counseling reports (if indicated)

✓ The PUDCJBR students' records will be filed permanently.

c) Incompletes

An incomplete is when a student does not complete coursework in the stipulated time period with justified cause. The incomplete will be accompanied by the grading obtained by the student and taking as (0) or an "F" grade for all class works/tasks not completed. In regular courses that do not include internal nor external clinical hours, the removal of the incomplete must be completed within ten (10) working days since the beginning of the next academic term.If it is not done within this period, the Office of the Registrar will proceed to grant the grade accompanying the incomplete, which must be initiated by the

course professor or the Program Director. The grade accompanying the incomplete will not be counted for the determination ofthe student's academic index until it is removed.

d) Course Repetition

A student may repeat a failed course. This will depend on course availability. A course may be repeated only once; hence, a student failing a course twice will be administratively withdrawnfrom the program.

1. A student that wishes to repeat a course will have the right to do so. The course must be passed with the minimum grade that has been determined according to the rules of each School.

e) Course Expiration

Academic credits will expire five (5) years after having interrupted studies.

f) Policy for Program Revision

At the end of the first year, courses' implementation shall be evaluated, and at the end of thesecond year of the program, it will be evaluated totally. If needed, adjustments will be made to the program and the pertinent entities will be notified. From that point on, the program willbe reviewed every five (5) years or at any moment, if necessary, and if there are new requirements or dispositions from the accrediting or professional regulatory bodies. Updating of references or learning resources will take place every year.

g) Maximum Time to Complete the Degree

Full time students of the BSN will have a maximum of seven (7) years to complete the requirements of the bachelor's degree counted from the date on which they took their first course.

Full-time students of MSA will have a maximum of five (5) years to complete the requirements ofthe master's degree counted from the date on which they took their first course. Part-time studentsof MSA will have a maximum of six (6) years to complete the requirements of the master's degreecounted from the date on which they took their first course.

Full-time students of MSN will have a maximum of six (6) years to complete the requirements of the master's degree counted from the date on which they took their first course.

Full-time students of DNAP will have a maximum of six (6) years to complete the requirements of the doctoral degree counted from the date on which they took their first course.

SATISFACTORY ACADEMIC PROGRESS POLICY (SAP)

Federal regulations require all schools to establish and apply reasonable standards of satisfactory progress for all students receiving student financial aid funds provided by programs authorized by Title IV of the Higher Education Act. The standards of satisfactory progress policy must include both qualitative and quantitative measures of a student's progress and must include all periods of the student's enrollment at Professional University Dr. Carlos J. Borrero Ríos students, including those who wish to be considered for financial aid, must maintain satisfactory progress in their selected courses of study as set forth in this policy.

Standards for Satisfactory Progress

I. Determination of Satisfactory Progress
The major components in the evaluation of satisfactory progress are the student's academic performance and the time limit of the degree.

A. Qualitative Component
The academic performance of the student is the qualitative measure of satisfactory progress, including:

•   Minimum Cumulative Grade Point Average (CGPA). To be eligible for financial aid, students must maintain a minimum CGPA of 2.00 during first year of studies and 2.50 thereafter until graduation at undergraduate level. For graduate level, student must have 2.50 during the first year of studies and 3.00 thereafter until graduation.

•   Grades of F and NP will be factored into the CGPA and will be considered for qualitative calculation.

B. Quantitative Component
The quantitative component sets the minimum percentage of progression for all enrolled courses. The student must complete a minimum percentage (50%) of all attempted credit during the first year of studies and 75% thereafter until graduation.

"Complete" and "attempted" credits hours are used are defined below.

■   Grades of A, B, C, D, and P will be considered hours completed.

■   Grades of No Grade (NG), Incomplete F (IF), F, Administrative Withdrawal (AW), No Pass (NP), and Withdrawal (W) will be considered hours attempted but not completed.

■   Repeated courses will count toward all hours attempted.

Evaluation Periods:

Satisfactory Academic Progress reports are generated and evaluated at the end of each payment period for each student. The Cumulative Grade Point of Average (CGPA / qualitative measure) and Rate of Progression (ROP / quantitative measure) must comply or exceed the benchmark associated with the evaluation interval. If a student fails to meet the Cumulative Grade Point of Average and /or Rate of Progression benchmarks at the end of the term, the student will be placed on a Non-Satisfactory Academic Progress (NSAP) status and suspended from Title IV funds participation until the student achieves the appropriate SAP good standing status.

To provide a reference of the evaluation process PUDCJBR present to the student the following tables. This document presents an overview of the expectancies that the student should have to comply with the institution SAP policy.

Model of Minimum Incremental Progress Requirements

Associates degree

Term	1	2	3	4	5	6	7
Credits Attempted	1-15	16-30	31-39	40-55	56-67	68-76	77-88
Credits to be Completed	10	20	26	37	45	51	59
GPA	2.00	2.00	2.50	2.50	2.50	2.50	2.50

Bachelors in Nursing Science

Term	1	2	3	4	5	6	7	8	9	10	11	12	13
Credits Attempted	1-15	16-30	31-39	40-55	56-67	68-76	77-88	89-101	102-107	108-122	123-143	144-164	165-182
Credits to be Completed	10	20	26	37	45	51	59	67	71	81	95	109	121
GPA	2.00	2.00	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50

Master's in science in Anesthesia FT

Beginning on FALL

Term	1	2	3	4	5	6	7	8	9	10	11	12	13
Credits Attempted	1-15	16-30	31-39	40-55	56-67	68-76	77-88	89-101	102-107	108-122	123-143	144-164	165-182
Credits to be Completed	10	20	26	37	45	51	59	67	71	81	95	109	121
GPA	2.00	2.00	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50

Master's in science in Anesthesia FT

Beginning on SPRING

Term	1	2	3	4	5	6	7	8	9
Credits Attempted	14	23	42	54	64	77	88	95	103
Credits to be Completed	7	12	21	41	48	58	66	71	77
% of Completion Required	50%	50%	50%	75%	75%	75%	75%	75%	75%
Cumulative GPA Required	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5

Master's in science in Anesthesia PT

Beginning on FALL

Term	1	2	3	4	5	6	7	8	9	10	11
Credits Attempted	10	20	26	30	39	53	67	77	85	93	102
Credits to be Completed	5	10	13	23	29	40	50	58	64	70	77
% of Completion Required	50%	50%	50%	75%	75%	75%	75%	75%	75%	75%	75%
Cumulative GPA Required	2.50	3.50	3.50	3.50	3.50	3.50	3.50	3.50	3.50	4.50	5.50

Master's in science in Anesthesia PT

Beginning on SPRING

Term	1	2	3	4	5	6	7	8	9	10	11
Credits Attempted	10	20	26	30	39	53	67	77	85	93	102
Credits to be Completed	5	10	13	23	29	40	50	58	64	70	77
% of Completion Required	50%	50%	50%	75%	75%	75%	75%	75%	75%	75%	75%
Cumulative GPA Required	2.50	3.50	3.50	3.50	3.50	3.50	3.50	3.50	3.50	4.50	5.50

Master's in science in Nursing Critical Care FT

Beginning on FALL

Term	1	2	3	4	5	6	7	8	9	10
Credits Attempted	5	12	15	23	31	37	41	46	51	54
Credits to be Completed	3	9	11	17	23	28	31	35	38	41
% of Completion Required	50%	75%	75%	75%	75%	75%	75%	75%	75%	75%
Cumulative GPA Required	2.50	3.50	3.50	3.50	3.50	3.50	3.50	3.50	3.50	4.50

DNAP

Term	1	2	3	4	5	6	7	8	9	10	11	12
Credits Attempted	1-15	16-29	30-45	46-59	60-74	75-88	89-102	103-117	118-131	132-145	146-159	160-173
Credits to be Completed	10	21	37	52	67	82	95	110	124	138	152	166
GPA	2.50	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00

The maximum time to complete degree.

Students must earn a degree within a maximum time frame that does not exceed 150% of the normal time to complete the degree, as measured by all attempted credit hours at the school.

New admission students from other accredited institutions, who are interested in applying to validate courses, must present an official transcript of the institution from their origin. The candidate must apply for courses validation before completing the admissions process. The student also accumulates time for studies for the credits transferred.

Important notice: Credit hours that are accepted from another institution toward the student, educational record will be counted as both attempted and completed hours.

If the student is suspended academically for one year, upon returning to the institution, the student would have the same academic status that when he/she was suspended. The student will be considered for Title IV participation once he resumes his/her studies and attain SAP status according to the progression tables described above.

If in this time outside the institution suspended academically the student passes courses at another institution or acquires another academic degree, neither the courses nor the academic degree will be recognized or validated to our institution under any circumstances.

A student who is in Title IV dismissal status is one who has not complied with the Satisfactory Academic Progress Standard (PAS) in any term of studies.

INSTITUTIONAL ACADEMIC AND SATISFACTORY ACADEMIC POLICY DEFINITION

Note the PUDCJBR has two concurrent academic policies for the student standing. The Institutional Academic Policy measure the progression of the student in his/her studies and could allow the student to continue his/her studies without Title IV funds. The Student Satisfactory Academic Policy (SAP) measure the academic progression of the student for Title IV eligibility.

RULES FOR SUSPENSION

PUDCJBR holds the right to suspend students for academic, disciplinary or payment reasons. After duly exhausting the corresponding measures stipulated in the Student Handbook or Clinical Practice Manual, PUDCJBR may initiate the suspension process.

RULES FOR ACADEMIC SUSPENSION

Any student who does not qualify for probation will be suspended for academic deficiency andwill be subject to the following discipline:

- Suspension from the institution for one semester or one year.
- If students are suspended academically on two consecutive occasions, they will bepermanently suspended from the program.

RULES FOR RETENTION

The retention rate is established at 3.00 depending on the number of credits the student has taken. At the end of every semester, students will be informed of their grades and the accruedacademic GPA. If the GPA is lower than the corresponding retention index, the student will benotified in writing and the Academic Counselor and Director will be informed. At the end of every academic year the academic GPA of each student will be compared to his correspondingretention index. The amount of tried credits will also be compared to the amount of approved credits.

When the cumulative index is lower than the retention index, or when the amount of total

approved credits is lesser than half of the tried credits, and it happens for the first time, the Office of the Registrar will notify the student that will be put on academic probation at the endof the academic year (May). If a student fails to comply with the retention rate or to approve at least half of tried credits for a second occasion, he/she will be suspended for an academic year.

SATISFACTORY ACADEMIC PROGRESS APPEAL

Every student has the right to appeal the decision for the classification of probation period. This by writing to the Academic Dean which will be given to the Counseling Office within ten (10) work days from the date the decision was notified. In the appeal request, the student will present the circumstances that affected the academic achievement. Must submit the letter with relevant documents to validate the circumstances set up in its appeal that can be:

a. Prolong illness of the student or their dependents

b. Death or prolong illness in the family

c. Family difficulties

d. Other (to be evaluated according to the merits)

The Academic Dean will convene the members of the Academic Progress Committee to evaluatethe students' appeal within a period of fifteen (15) workdays. Final determination will be notifiedby mail and/or email to the student.

RE-ENTRY AFTER SAP DISMISSAL

If an appeal is granted, the SAP Appeals Committee determines the provisions for re-entry on a case-by-case basis. Any student who returns based on an appeal of dismissal has SAP evaluated on a term by-term basis until the student is meeting SAP standards. While in an extended enrollment status, students must seek to correct academic deficiencies by taking remedial courses,retaking failed courses, or practicing previously learned skills.

SATISFACTORY ACADEMIC PROGRESS AND THE CHANGE OF PROGRAM

If a student wants to enroll to change in a different academic program, the student must request theapproval of the Director of the Program. Only the attempted and approved credits of the programin which the student is enrolled are included in the quantitative measurement and only the grades of the courses of the student's program in which he/she is enrolled are included in the qualitative measure. However, it is recommended that students carefully consider making program changes, because federal regulations limit the total lifetime of eligibility to financial aid. Students are also expected to complete their program within 150 percent (%) of the length of the program as measured in credits. For example, if a student is enrolled in a master's degree program of 77 credit hours, the student may attempt up to 115 credit hours (77 credits x 1.5 = 115 credits).

SATISFACTORY ACADEMIC PROGRESS AND READMISSION

Students who discontinue their studies and subsequently apply for readmission will be readmittedunder the current SAP policy and will have the same SAP status that is final according to the last term attended. Students requesting readmission will be referred by the Office of Admissions to theDirector of the Program for evaluation. If the student does not comply with the SAP, the Universitywill determine if they can be readmitted, subject to having approved an appeal.

SATISFACTORY ACADEMIC PROGRESS AND THE NEW ADMISSIONS AFTER COMPLETING THEIR PREVIOUS STUDY PROGRAM IN THE SAME INSTITUTION OR OTHER.

The students who seek to earn additional credentials he/she needs to apply for admissions to a new academic program after completing their previous study program will begin the new program with anew SAP history. However, if the student is transferred credits from an accredited origin institution to the new academic program, the transfer credits of the previous university will be considered in theSAP measurement. If the student transferability credits from the same university of the previous program the credits will be considered in the SAP

measurement. The transferred courses will be reflected in the transcript of our institution with the grade obtained in the institution of origin. These will affect the credits attempted and the cumulative grade point of average of the credit's

transcript. (See page 19 for the transferability policy

SATISFACTORY ACADEMIC PROGRESS (SAP) DEFINITIONS

Good Standing: Students are in good standing when the minimum CPGA and ROP are met or exceeded. Students in good standing are eligible to register for courses and receive financial assistance under Title IV.

Warning: Students are placed on warning status the first term the CGPA and/or ROP falls below the minimum. This status requires students to have their course schedule approved by the program director and meet with him/her monthly. Students under this status will not be eligible for financial assistance under Title IV.

Probation: Students are placed on probation status the second term the CGPA and/or ROP falls below the minimum. This status requires students to have their course Schedule approved by program director and meet with him/her bi-weekly. Students under this status will not be eligible for financial assistance under Title IV.

Dismissal: Students are placed on dismissal status the third term the CGPA and/or ROP falls below the minimum. Students who are academically dismissed are no longer active students.

Probation - Students who fail to meet financial assistance SAP requirements who have successfully appealed are placed on probation for one term. After probation, the student must meet SAP requirements. Under no circumstances can a student be granted two consecutive probationary periods. However, a student may be placed in a probationary status two or more times during their program if the probationary periods are not consecutive. If a student is withdrawn for any reason during the probationary term, the student is not granted a second probationary term. *For probation due to a disciplinary action, the definition and process of that probation is defined in the Student Handbook.

OTHER DEFINITIONS

1. **Attempted Credits** – all credits in which the students enroll and obtain a grade.

2. **Transfer Credits –** all credits taken at other institutions of higher education recognized byaccrediting agencies that were approved with A or B grade. These grades have to accept by the Dean of Academic and Accreditation Affairs or Director of the Program. Will be considered in the SAP measurement**.** This will affect the credits attempted and thecumulative grade point of average of the credit's transcript.

3. **Approved Credits –** credits for courses attempted in which the grade was B or higher.

4. **Grade Point Average** (GPA) – the measure of academic merit carried out by the student.It is computed by dividing the total points earned by the number of credits the student hasreceived final grades, including F's that have not being removed.

5. **Repeating Courses** – it is a practice under which the student is allowed to repeat any courses where they obtain a grade lower than B. In harmony with this permission, only thehighest rating will be considered for the overall average. Repeated and approved courses will be considered in measuring the overall average and the percentage of success.Repeated courses will be considered attempted credits.

6. **Academic Progress** – the measure shows whether the student passes the percent of total attempted credits with an academic index at or above the established retention rate.

7. **Academic Year –** consists in two semesters and one summer. Beginning in June and ending in May of each year.

8. **Incomplete –** if a professor gives an incomplete in a course, the student must complete theprogram requirements within the date specify in the next semester. The professor will remove the incomplete within the deadline. The incompletes are considered in the computation of the average and percentage measure of success.

9. **Courses with a W rating –** these courses will be considered in calculating the percentageof success. It is considered as attempted credits and it does not affect the cumulative average.

10. **Probation** – a period of one academic semester (or stipulated time) in which the student will be placed on probation because they did not comply with the academic progress policyor due to a disciplinary action.

11. **Academic Suspension –** classification to be presented to the student who at the end of his/her probation period has not overcome academic deficiencies. The classification will beextended for one semester. *Suspension due to disciplinary action is defined in the StudentHandbook.

12. No Satisfactory Academic Progress (NSAP) – the classification is granted to the student on the one of the following conditions:

a. after an academic suspension

b. does no qualify for probation

c. did not overcome probation period and continue studying

GRADUATION

Commencement Act

The Professional University Dr. Carlos J. Borrero Ríos celebrates its commencement act once a year, at theend the second academic semester. All degrees and diplomas are granted only on this occasion. Those students who have complied with degree requirements by the end of the first semester or during the Summer Session may request a certification of studies completion, but the degree will be granted in the next commencement ceremony.

ASSOCIATE DEGREE GRADUATION REQUIREMENTS:

- Comply with all the requirements of the curricular course. Program courses with A or B, Basic courses minimum C or more.
- Have a satisfactory academic average (GPA) of 2.50 or higher.
- Have completed the number of credit hours in courses and clinical areas.
- Complete the graduation application and pay the graduation fee.
- Must comply with the study program within the time established by the institution.
- Approve clinical practice with competencies and skills in a satisfactory manner.
- Complete the Exit Interview with the Director of Financial Aid if the student used a student's loan through the Federal Department, Title IV.

BSN GRADUATION REQUIREMENTS:

- Comply with all the requirements of the curricular course. Nursing theory courses with A or B Basic courses (Spanish, mathematics, English, biology) minimum C or more.
- Have a satisfactory academic average (GPA) of 2.50 or higher.
- Have completed the number of credit hours and courses and clinical areas.
- Complete the graduation application and pay the graduation fee.
- Must comply with the study program within the time established by the institution.
- Approve clinical practice with competencies and skills in a satisfactory manner.
- Complete the Exit Interview with the Director of Financial Aid if the student used a student's loan through the Federal Department, Title IV.

MSA GRADUATION REQUIREMENTS

- Fulfill all curricular course requirements with A or B.

- Have a satisfactory academic average (GPA) of 3.00 or higher.

- Have completed the number of hours-credits and courses required by the grade to be obtained.

- Complete the graduation application and make the payment of the graduation fee.

- Must comply with the study program within the time established by the institution.

- Pass the self-evaluation test administered by the institution with at least 80%.

- Officially evidence his/her clinical experience and of having administered anesthesia in 650surgeries in diverse specialties, as specified in the monthly clinical case detailed report.

- Fullfill all financial obligations with the PUDCJBR and satisfactorily complete the FinalGraduation Checklist.

- Complete the Exit Interview, Satisfactory Survey and the complete hours of clinical practice inMedatrax with the Director of Nurse Anesthesia Program.

- Complete the Exit Interview with the Director of Financial Aid if the student used a student'sloan through the Federal Department, Title IV.

MSN GRADUATION REQUIREMENTS:

- Fulfill all curricular course requirements with A or B.

- Have a satisfactory academic average (GPA) of 3.00 or higher.

- Have completed the number of credit hours and courses and clinical areas of both specialty and role (education or administration).

- Complete the graduation application and make the payment of the graduation fee.

- Must comply with the study program within the time established by the institution.

- Approve clinical and role practice, fulfilling the competencies and skills satisfactorily.

- Complete the Exit Interview with the Director of Financial Aid if the student used a student's loan through the Federal Department, Title IV.

For the Doctor in Nurse Anesthesia Practice Program:

Students will be recommended for graduation and eligibility for the National Certification Examination (through the National Board on Certification and Recertification of CRNAs (NBCRNA or Puerto Rico Board) when they:

1. Meet all the requirements of PUDCJBR and the DNAP for the Doctor of Nurse Anesthesia Practice (DNAP) degree, including completion of any extended time due to schedule changes in conjunction with a Performance Improvement Contract or penalties incurred in the program, as assigned by the DNAP.

2. Meet all the requirements of the accrediting/approval bodies to be eligible for licensure and certification.

3. Complete all DNAP-labeled program courses with a grade of 3.0 ("B") or better.

4. Complete the overall sequence of courses with a grade point average of 3.00 or better.

5. Complete non-DNAP-labeled courses with a grade of 3.00 ("B") or better.

6. Complete all clinical practicum courses with a grade of "Pass".

7. Administer all required numbers for each category of cases and clinical experiences.

8. Complete the requirements of the DNAP Scholarly Project and professional Portfolio.

9. Possess current BLS, ACLS, and PALS certification.

10. Possess current, unencumbered Puerto Rico RN licensure.

11. Complete all required coursework within 72 months from first date of entrance into the DNAP program.

Graduation Honors

The Professional University Dr. Carlos J. Borrero Ríos follows the

following honor scale:Summa Cum Laude: 4.00 – 3.90

Magna Cum Laude: 3.89 – 3.50

Cum Laude: 3.49 – 3.00

It is important not to have repeated courses, nor have withdrawn from any class to be grantedhonors in the graduation.

Diplomas and Graduation Certifications

The graduate will claim his/her diploma at the Registrar's 90 days after commencement if he/she does not have any remaining financial obligations with the Institution. The certification ofgraduation may be requested by the student at the Office of the Registrar 30 days after having completed the requirements for graduation provided, he/she does not have any financial obligations with the institution

Rules for Granting Post Mortem Degrees

If a student has complied with all graduation requisites and is deceased before graduation, he/shemay be considered by the PUDCJBR Program Director for granting a post mortem degree.

ACADEMIC GOVERNANCE

The structure for academic governance is vital to the life of our university. It is the mechanism by which academic policies are discussed and decisions reached that enable the achievement of the institution goals. This statement on academic governance is designed to support both these aims. Advice and guidance on academic governance matter may be obtained from the Dean of Academicand Accreditation Affair Office.

STATEMENT ON ACADEMIC GOVERNANCE

The PUDCJBR was established as a higher education institution in May 2012. The reason for its establishment was the need for nurse anesthetists in the operating rooms of all hospitals in PuertoRico. The situation is really worrying. Due to the reality described before, Dr. Carlos J. Borrero Rios CRNA, MSA, EdD, in close collaboration with the largest and most prestigious hospital of PuertoRico, Auxilio Mutuo Hospital, created The Professional University Dr. Carlos J. Borrero Ríos (PUDCJBR). On the other hand, our primary focus has always been the service we provide to our students. In accordance with that, we are privileged to have a Faculty that, not only has he best possible credentials, but who also have a commitment in helping our institution achieve its objectives and,therefore, help our students to reach their individual goals. It is a real honor to count with their support and passion to teach. Furthermore, all members of our institution understand the primaryrole of nurses and believe that we can help them reach their full potential.

The PUDCJBR uses an Academic Committee structure for formal decision making. This Committee structure is where the PUDCJBR core academic business is discussed and academic policy and strategy determined. It is concerned with ensuring the academic rigor, health and vibrancy of the university. The Academic Committee structure is concerned with the effective management, and operational requirements, including the deployment of resources. The members of this Committeeare the Dean of Academic and Accreditation Affairs, Program Director, Registrar and Admissionofficers and the Faculty.

The Academic Committee has within its responsibilities:

- General issues related to the research, scholarship, teaching and courses at the PUDCJBR including criteria for the admission of Students;

- Policies and Procedures for assessment and examination of the academic performance of Students;

- The content of the curriculum and its delivery;

- Academic standards and the validation and review of courses;

- The procedures for the award of qualifications and honorary academic titles;

- The procedures for the expulsion of Students for academic reasons;

- Consider the development of the academic activities of the School and the resourcesneeded to support them and Executive Committee.

On the other hand, the faculty plays an important role in developing the educational program of the institution. The Faculty members meet with the Program Director twice a year to discuss howto better the academic program. The insight presented by the Faculty then is analyzed by the institution's President and Academic Dean to make sure that the recommendations are plausible and within the reach of the school. Once that analysis has been made, the Faculty is informed of the final decision. Then in the second meeting of the year the Faculty assess if the changes implemented were of some benefit to the academic program. The meetings also contribute to discuss if new materials, educational resources or other instructional equipment are necessary to improve the academic offer.

The revision of the curriculum is made every two years. For that, we have a Curriculum Committeewhich is composed by the Program Director, Faculty members, graduates and students. This committee meets every two years to see how we can improve our program. The Faculty is a key component in this process because they also are nursing professionals who, in that sense, can provide input in what is happening in the actual field and compare it with the subjects that are thought in the Program.

The assessment of the students' learning outcomes is another component of the academic processes. Each year, an assessment plan is developed by the Dean of Academic Affairs, considering the courses that are going to be offered. The assessment plan includes the activities that are going to be measured and the specific goals, this plan is presented to faculty

members during the first faculty meeting of each year. During the semester, each faculty member uses a rubric to assess the students' learning outcomes. The results of the rubrics are tabulated to identifythe areas that need to be strength, and the areas where the students were able to evidence an effective learning. These results are also discussed with faculty member as part of the faculty meeting.

One last and important aspect is the evaluation of the institution effectiveness. For this matter, the Institution has the Assessment Committee, which has the responsibilities to develop, review, revise, implement, and monitor the Institutional and Academic Assessment Plan (IAAP). The Academic Dean, Dean of Academic Affairs and Accreditation, Director of the Program, Director of the Continuing Education Department, Admissions Officer, Administrative Assistant, one Faculty member, and one student are members of this committee.

The Assessment Committee is responsible for the revision of the Annual Report to identify outcomes and complete an evaluation of the IAAP twice a year. The IAAP is shared in Faculty and Staff meetings. Afterthe preparation of the document, the committee meets, at least, twice a year (once every semester),to review the progress, identify the achieved goals, and determine if there are any other steps thatneed to be followed in terms of any adjustment that could be needed.

FINANCIAL STUDENT AID OFFICE

The Financial Student Aid Office is responsible for processing applications and aid for students who meet eligibility requirements.

Email Office: asistenciaeconomica@eeapr.org

Financial Aid offering:

FEDERAL PELL GRANT:

Aid grant awarded to undergraduate students with financial need and enrolled in a technical, associate or bachelor's degree under an eligible program for financial aid. This aid doesn't have to be repaid and the amounts can change every year. For 2023-2024 academic year, the maximum amount is $7,395. This will depend on the student Expected Family Contribution (EFC), cost of attendance and status (full time or part time). The student will have a 600.000% of eligibility or six years to qualify for it and may not receive Pell Grant funds from more than one school at a time. https://studentaid.gov

DIRECT SUBSIDIZED LOAN:

A William D. Ford Federal Direct Loan Program in which eligible undergraduate students can borrow money from the U.S. Department of Education at participants schools. Under this type of loan, the student must demonstrate financial need to help cover college expenses. For 2023-2024 academic year, the interest rate is 5.50 % and the maximum amount the student can borrow will depend on the year in school and the dependency status, but the ranges are in $3,500 to $5,500 per year. Making a student loan is a serious responsibility, with which debts that must be paid is incurred, so it is recommended that before requesting it, the student exhaust other means of help and request it as a last alternative. https://studentaid.gov

DIRECT UNSUBSIDIZED LOAN:

Available to undergraduate and graduate students; there is no requirement to demonstrate

financial need. PRSNA determines the amount you can borrow based on your cost of attendance and other financial aid you receive. The student is responsible for paying the interest on a Direct Unsubsidized Loan during all periods. If choose not to pay the interest while you are in school and during grace periods and deferment or forbearance periods, the interest will accumulate and be capitalized, that increases the principal amount of your loan.

In the case of undergraduates' students, the interest rate is 5.50% and the maximum amount which the student is eligible will depend on grade level and dependency status between $2,000 to $7,000. For the graduates' students, the interest rate is 7.05% and the maximum amount eligible for up to $20,500. https://studentaid.gov

REQUIREMENTS:

1. Create a Federal Student Aid Identification (FSA ID) that gives you access to Federal Student Aid's online systems and use it as your legal signature. If a student is enrolled in an undergraduate program and is under 24 years old, their parent will also need an FSA ID account. To create it or update the information go to https://fsaid.ed.gov/npas/index.htm or

https://fsaid.ed.gov/npas/pas/pub/ForgotPassword

2. Complete the Free Application for Federal Financial Aid (FAFSA): School Code **042789**. https://fafsa.ed.gov

Required documents for the student needed at the time to complete the application:

- ✓ Copy of 2021 Income Tax Return (if applicable) of student, parent, or spouse if you the student is married. Please consider that the capitulations do NOT apply in this case.
- ✓ Copy of Withholding (W-2)
- ✓ Any other evidence of income such as: Veteran's benefits, Social Security, child support received or paid, money received as family assistant or SNAP benefits.

In case of verification by the ED, the Financial Aid Office will have to require other documents not included in the list. An undergraduate student selected for the verification process will need to complete it before any disburse can be made.

In case of Direct Loans participants:

Complete the institutional process for loan application.

3. Processes required by the ED in https://studentaid.gov
   a. Entrance Counseling

b. Master Promissory Note (MPN)

c. Annual Student Loan Acknowledgement

d. Exit Counseling: if student leave school, reduce enrollment less than half time or when applies for graduation.

Note: Due to student relief blocked by Court, the student loan payment pause is extended until the U.S. Department of Education is permitted to implement the debt relief program, or the litigation is resolved. Payments will restart 60 days later. If the debt relief program has not been implemented and the litigation has not been resolved by June 30, 2023 — payments will resume 60 days after that.

For more information, please visit https://upcjbr.university/.

BURSAR OFFICE

FISCAL ENROLLMENT POLICY

Introduction

All students enrolled in Professional University Dr. Carlos J. Borrero Ríos must pay the full cost of their studies or guarantee the total payment through their financial aid: private, authorizations of Agencies Federal Aid or other Agencies. Our institutions facilitate the alternatives for the financingof study costs, as applicable.

REQUIREMENTS

1. All students must ensure they pay all outstanding balances in order to enroll in a new semester.
2. All students may avail payment plan benefit to pay off the total debt, according to the limits set forth above.
3. All students which avail the payment plan benefit must pay their debt balance on or beforethe following dates, as the corresponding academic term:
4. A **$25.00** late fee will be charge to his/her account if the students do not comply

with thepayment scheduled deadlines. The student will have until the day fifteen (15) of each month to make his payment

5. The official enrollment is not authorized to students who keep debts from previous academic years.

6. All students must pay any outstanding balance for request official documents.

7. The student is responsible to keep informed about the institution costs and payment rules,reading the Tuition and Fees Bulletin or visit the institution office.

8. Tuition fees will be calculated based on your enrolled program.

9. All students are required to sign an enrollment contract as of his/her tuition and fees.

10. The Bursar Office and Finance Administrator of Professional University Dr. Carlos J. Borrero Ríosis responsible for the implementation of this Policy.

11. Professional University Dr. Carlos J. Borrero Ríos reserves the right to review and amend, partiallyor totally, this Policy, as deemed necessary.

12. Professional University Dr. Carlos J. Borrero Ríos reserves the right to review and modify thetuition fees of their institutions, as deemed necessary.

INACTIVE STUDENTS WITH DEBT

a) All inactive students that keep a debt with Professional University Dr. Carlos J. Borrero Ríos mustpay 100% of the debt. It cannot be made in a payment plans or extensions. The readmission of inactive students after paying the debt, will be subject to evaluation. Paying the debt will not represent an automatic pass to enrollment or readmission. Subject to meeting the time frame of the program to be admitted and their courses have not expired. The student's academic progress will be evaluated. A part of the evaluation could be at carry out an interview of the student, validate the documentation of the file and send current documents.

The Finance Office Offers the Following Services:
- ✓ Guidance and collection of tuition fees, fees and other fees approved for the academic year.
- ✓ Payment plans or extension of tuition.
- ✓ Delivery of checks if there were any.
- ✓ Delivery of account statements.

✓ Flexibility in the form of payment (Cash, VISA, Master Card, ATH, Check and MoneyOrder)

✓ Delivery of payment receipt.

The information contained in this document regarding fees, tuition costs, deposits, reimbursements, etc., applies to all graduate students. Tuition costs are approved by the Board of Directors.

TUITION COSTS, FEES AND OTHER CHARGES

Admission	Cost
Admission Fee – Master Program	$75.00 (Nonrefundable)
Admission Fee – Doctoral Program	$100 (Nonrefundable)
Readmission Fee – Master Program	$37.00
Readmission Fee – Doctoral Program	$37.00
Tuition	**Cost**
Cost per Credit - Associate	$170.00
Cost per Credit – Bachelor	$190.00
Cost per Credit – Master	$280.00
Cost per Credit – Doctoral	$500.00
Cost per Credit – Doctoral (Outside PR)	$800.00
Late Registration Fee	$25.00
Laboratory and Technology Fee	$200.00
Infrastructure Improvements Fee	$200.00
Activities for Students	$200.00
Hearing student	60% of the total course cost
Services	**Cost**
Certification of Studies	$3.00
Certification of Periods of Studies	$3.00

Transcripts of Credits	$5.00
Graduation Certification	$50.00
Incomplete Remotion	$10.00
ID duplicate	$5.00
Graduation	**Cost**
Graduation Fee	$100.00
Duplicate of Diploma – Bachelor	$100.00
Duplicate of Diploma – Master	$100.00
Duplicate of Diploma – Doctoral	$100.00

Cost, Fees any other Charges are subject to change

Fines: Subject to changes

- Books or other resources from the library general collection: A fine will be charged every day past the due date for each resource loaned, as stipulated by the institution. Totalfines will not exceed $50.00 per resource.

- Resources from the library reserve collection: A fine of $1.00 will be charged per resourceper hour to any user that returns a resource after the hour and date past due date/time of the loan. Total fines will not exceed $50.00 per resource.

- Audiovisual and technological resources: The fine to be charged for late return of these resources will be $0.25 (cents) per day/hour past due date/time of the loan. Total fines willbe according to the resource type format.

- Lost resources: A fine will be charged in addition to a $20.00 charge for expenses relatedto technical processing.

REFUNDS POLICY
WITHDRAWALS

All students of the PUDCJBR that files a total withdrawal on orbefore sixty percent (60%) of the academic term, the formula that governs this policy will be applied. It establishes the balance owed to the institution and the refund as applicable. If the period has ended, the student will be responsible for the one hundred percent (100%) of the cost, and the aids will be applied in full.

All students who file total withdrawal by completing the withdrawal from within this term,the reimbursement will be calculated based on:

*Formula

Total days elapsed = % (x) Total cost of study = Balance owed
Totaldays in the term

This formula does not apply to general fees. Fifty percent (50%) of the general fees will bereimbursed to any student who processes total withdrawal within this period (60% of the term academic). After this period, the student will not be reimbursed for general fees.

All institutional breaks free of five (5) business days or more will be deducted from thecomputation of the Total days in the academic term.

If the student received financial assistance from federal, state and/ or institutional programs credited to the student's account that is not used will be reimbursed to the program of origin or the student if he has paid his tuition cost. The amount will depend on the date of the withdrawal.

PARTIAL WITHDRAWALS (W): Any student who files a partial withdrawal during thefirst week from the first day of each semester and during the first two (2) days of Summer termclasses, 75% of the cost of the course will be reimbursed. This does not apply to general fees. After this period, the student will be charged 100% of the cost of the course.

WITHDRAWAL FOR NO ASSISTANCE (WN): any student who does not attend the enrolled courses, the professor will identify him/ her with N//A in the record of Census Taking and will inform the Registration Office to make the corresponding process of administrative withdrawal for no assistance. The student will be required to reimburse

seventy-five percent (75%) of the cost of the course and fees and the student will be responsible for twenty-five percent (25%) of the cost of the course and dues. This type of withdrawal is not covered by TitleIV financial aid.

MIDPOINT: all (a) students who at the end of the semester obtains an administrative withdrawal (WA) in their grades due to consecutive absences without justification, abandonment of course, for academic deficiency, discipline problems, among other reasons, a 50% of the cost will be adjusted to the scholarship or financial aid. The student will be responsible for any balance after applying 50% of the scholarship or financial aid. If during the semester the (the) student has received a scholarship or financial aid reimbursement, an accountwill be registered to charge for the refund.

Admission and readmission fees, cost of materials equipment and books are not part of theenrollment agreement and, therefore, are exempt from adjustments to this policy.

The Puerto Rico School of Nurse Anesthetist will use the last day of attendance to determinethe days completed in the term. In case of voluntary and administrative, the institution will consider the date on which it is notified as the last day of assistance.

For administrative dismissals (WA), the last day of attendance will be the last one registeredacademic activity for the purpose of reimbursement. If the last academic activity day cannot be determined, the institution will use the midpoint of the academic term as last day of attendance.

Note: This policy is designed in accordance with the provisions that govern the programs ofTitle IV assistance, and it may be modified by the institution according to the changes in the aidprograms and/ or low policies.

REGISTRATION CANCELLATION POLICY

All students of The Puerto Rico School of Nurse Anesthetist have the right to a full refund of tuition and all expenses paid (except the fee of admission) if they cancel their registration beforethe start date of classes as established in the current academic calendar.

PARTIAL CANCELLATION: The student can process a partial cancellation of the official registration where he/she will be entitled to reimbursement of the total cost of the course but willnot apply reimbursement of general fees. The application of this policy will be partial cancellations processed before the start of classes.

TOTAL CANCELLATION: The student can process a total cancellation of the official registration where she/he will be entitled to reimbursement of the total cost paid including general fees, except one hundred and fifty dollars ($150.00) for administrative charges. Theapplication of this policy will be for total cancellations processed before the start of classes.

COURSE NUMBERING SYSTEM

Each course is identified with a code that includes letters and four digits. In master level courses, the first letters identify in English the discipline the course represents. If the disciplineconsists of two words, then it includes the first two letters of each word.

DNAP – Nurse Anesthesia Practice

ANES – Science in Anesthesia

NURS – Science in Nursing

IANES – Investigation in Anesthesia

First number of course code:

Technical or associate degree course = 2

Undergraduate course = 3

Master level course = 5 or 6

Doctoral degree course = 7

Second number of course code: This number identifies the number of terms assigned for thecourse:

1 for first semester course

2 for second semester course

3 for third semester course

4 for fourth semester course

5 for fifth semester course

6 for sixth semester course

7 for seventh semester course

8 for eighth

semester course0 for summer course

Third number of course code: Identifies the course category assigned by the institution:

0 for natural sciences

1 for advanced practice course

2 for theoretical courses

3 for seminars

4 for clinical practice

5 for research course

Fourth number of course code: Identifies if there is a sequence of courses, it uses 1, 2, 3, 4,depending on the number of courses on each category.

Courses by Category

(0) Natural Sciences:

ANES 5101 – Human Anatomy for Nurse Anesthetists

ANES 5102 – Integrated Human Physiology

ANES 5203 – Chemistry and Physics of Anesthesia

(1) Three P of the advanced practice in nursing: Pathophysiology, Physical Assessment, Pharmacology

ANES 5111 – Advanced Pathophysiology for Anesthetists

ANES 5112 – Advanced Physical Exam

ANES 5213 – Advanced Pharmacology of Anesthetics Drugs

(1) Theoretical Courses of Concentration

ANES 5221- Basic Principles of Anesthesia Practice

ANES 5022 – Advanced Principles of Anesthesia Practice

ANES 5023 – Introduction to Clinical Anesthesia

ANES 5324 – Professional Aspects of the Nurse Anesthetist

(2) Seminars

ANES 5231 - Seminar I

ANES 5032 – Anesthesia Seminar II

ANES 5333 –Anesthesia Seminar III

ANES 5434 – Anesthesia Seminar IV

(3) Clinical Practice

ANES 5341 – Anesthesia Clinical Practice I

ANES 5442 – Anesthesia Clinical Practice II

ANES 5043 – Anesthesia Clinical Practice III

(4) Research Courses (I, for Investigation/Research)

IANES 5351 – Evidenced-Based Research for Nurse Anesthetists I

IANES 5452 – Evidenced-Based Research for Nurse Anesthetists II

END-OF-PROGRAM STUDENT LEARNING OUTCOMES (SLOs)
FOR NURSING PROGRAMS

The End-of-Program Student Learning Outcomes (SLOs) are based on the Quality and Safety Education for Nurses (QSEN, 2012), American Association of Nurse Anesthetists Standards for Nurse Anesthesia Practice (AANA, 2019), Standards of Professional Performance for Progressive and Critical Care Nursing Practice (AACN, 2019) and the Standards of Practice of the Puerto Rico College of Nursing Professionals (CPEPR, 2018):

1. **Patient safety** - The student will demonstrate:

a. Safe, effective and quality patient care through adequate protective measures, using universal standard precautions before, during and after a procedure.

2. **Clinical management** - The student will demonstrate:

a. Competencies and skills when performing the comprehensive history, physical assessment of the patient and in the provision of care.

3. **Critical thinking, problem solving and research evidence** - The student will demonstrate:

a. Knowledge to make decisions and solve problems during the evaluation of the patient, the administration of medications and the use of the equipment, considering the best evidence provided by nursing research.

b. Critical, analytical and constructive thinking to the various situations that occur in the civic life of their country and humanity.

4. **Communication skills** - The student will:

a. Communicate effectively with the people involved in the care, including the patient and family.

b. Demonstrate appropriate verbal, non-verbal and written communication in the provision of care.

5. **Cultural competence** - The student will:

a. Continually demonstrate cultural competence in caring for patients of all ages and physical conditions, family and peers.

6. **Evidence-Based Practice and Scientific Investigation** - The student will:

a. Critically analyze current and best practice evidence in nursing research.

UP

b. Develop an investigative mentality that must be systematic and organized.

c. Carry out a methodical study approval of a hypothesis, which sets a variable in advanced experimental processes.

d. Demonstrate professional practice based on up-to-date knowledge, theories, and skills through continuing education.

7. **Ethical and legal aspects** - The student will:

a. Apply ethical and legal concepts such as commitment, legal liability, professionalism and citizenship, in the practice nursing for a variety of populations.

8. **Relationships** - The student will:

a. Apply knowledge of science, humanities and nursing to promote health, prevent disease and collaborate with the interprofessional team to provide health care to individuals, groups, families and populations.

ASSOCIATE DEGREE IN AUDIO ENGINEERING DESCRIPTION

Program Description

A. Mission, Vision and Goal

1. Mission of the Program

The Audio Engineering program mission is to form highly-skilled professionals in the design, production, recording, and mixing of audio, using state-of-the-art technology and creative tools. The program focuses on providing comprehensive education that includes both technical and scientific knowledge, as well as the necessary interpersonal, ethical, and business skills for our graduates to be leaders in the music and entertainment industry, successfully facing the challenges and demands of the profession.

2. Vision of the Program

To be a leading program in the education of highly-skilled audio engineers who are committed to technological innovation and creativity in the audio production industry. We aim to stay at the forefront of technological advancements and market trends, preparing our students to successfully navigate an industry that is constantly evolving. Our commitment is to provide an education that allows our graduates to apply their skills and knowledge in different areas of audio production, such as music, television, film, video games, and advertising.

3. Goal

This course is designed to train students in the art of audio recording. It will provide students with a comprehensive understanding of all areas encompassed in this discipline. Students will be exposed to sound theory, operation of Digital Audio Workstations (DAW), music theory, recording techniques, live sound, mixing and post-production, as well as entrepreneurship and ethics. All of this will be taught through lectures and labs

with an emphasis on giving students a real-world experience of the working environment in this profession.

4. Program Objectives

1. Prepare recording engineers with the knowledge, skills, and attitudes required to provide services according to the profession.
2. Provide learning opportunities that promote the development of the skills and abilities required by the profession.
3. Develop professionals capable of responding to the needs of diverse populations and adapting to rapid social and technological changes.
4. Develop recording engineers trained to integrate and stand out in the local and international sound industry.

COMPETENCES OF THE ASSOCIATE DEGREE IN AUDIO ENGINEERING

After completing the Associate degree, the graduate will evidence the following profile:

Knowledge:
1. You will learn the theoretical and practical concepts of the behavior of the sound wave and its components.
2. You will recognize the various types of microphones and speakers and how they convert electrical energy to acoustic energy.
3. Understand and master concepts related to the sound industry.
4. Get to know the components that make up a recording studio for the conceptualization of sound production.

Skills:

1- Use basic DAW editing, mixing, and recording on a variety of musical and non-musical projects.

2- Recognize the inherent merits of various musical genres.

3- Use influences from various musical genres in the creation of their compositions.

4- Record, play, edit, and manipulate audio files in a non-destructive format.

Attitudes:

1. Perform in the industry in a responsible, ethical, and safe manner.

2- Maintain ethical integrity in any professional setting.

3- Develop skills and appropriate behavior to undertake in any scenario.

CURRICULAR SEQUENCE OF THE ASSOCIATE DEGREE IN AUDIO ENGINEERING

CREDITS	
	First Semester
3	AUDIO 2120 Music Industry – Music Business
3	AUDIO 2121 Sound Theory
2	MUS 2120 Musical Appreciation
3	ESPA 3161 Basic Spanish I
3	INGL 3161 Basic English I
14	

CREDITS	
	Second Semester
3	AUDIO 2211 An Introduction to Pro Tools
3	AUDIO 2220 Acoustic Design for Recording Studios
3	AUDIO 2221 Music Theory and MIDI
3	ESPA 3162 Basic Spanish II
3	INGL 3162 Basic English II
15	

CREDITS	
	Third Semester
3	AUDIO 2310 Basic Electronics for Recording Engineers
4	AUDIO 2321 Mixing
3	AUDIO 2340 Live Sound
4	AUDIO 2341 Recording Techniques I
14	

CREDITS	
	Fourth Semester
3	AUDIO 2420 Entrepreneurship and Ethics
3	AUDIO 2421 Audio Post
4	AUDIO 2422 Advanced Mixing
4	AUDIO 2442 Recording Techniques II
14	

ASSOCIATE DEGREE IN FILMAKING AND VIDEO PRODUCTION

Program Description

A. Mission, Vision and Goal

1. Mission of the Program

This video production educational program's mission is to train students to acquire the technical and creative skills necessary for high-quality video production. The program will provide students with an in-depth, hands-on understanding of the basics of video production, from planning and scripting topost-production and distribution.
In addition, the program will encourage the development of interpersonal skills, such as effective communication and team collaboration, as these are essential elements for success in video production. Ultimately, the mission is to prepare students for a successful career in the video industry and provide them with the skills and knowledge to create high-quality, innovative video content.

2. Vision of the Program

To be a leading program in the education of highly-skilled audio engineers who are committed to technological innovation and creativity in the audio production industry. We aim to stay at the forefront of technological advancements and market trends, preparing our students to successfully navigate an industry that is constantly evolving. Our commitment is to provide an education that allows our graduates to apply their skills and knowledge in different areas of audio production, such as music, television, film, video games, and advertising.

3. Goal

The program's goal is to prepare future professionals in the world of visual production to elaborate, create and develop visual and general proposals for multimedia and all existing digital platforms.

4. Program Objectives

The video professional in this program will have the preparation required to produce, record, direct, design, narrate, script, score, edit, animate, create content, and create marketing and promotional video experiences, among other additional skills required in this world, digital and connected by technology and social networks.

COMPETENCES OF THE ASSOCIATE DEGREE IN FILMMAKING AND VIDEO PRODUCTION

After completing the Associate degree, the graduate will evidence the following profile:

Knowledge:

1. Understand the fundamentals of video production: planning, pre-production, post-production, and distribution.

2- Learn techniques for handling equipment
and video production software.

3- Design and produce visually attractive and create value content for your audience.

Skills:
1- Develop visual proposals for multimedia and digital platforms.
2- Ability to produce, record, and direct videos for the digital world.
3- Develop the skills and knowledge to design, script, and set music for a musical project.

Attitudes:

1. Work in the industry ethically and responsibly.

2- Learn to work as a team and collaborate with other industry professionals.

3- Develop skills and appropriate behavior to undertake in any scenario.

CURRICULAR SEQUENCE OF THE ASSOCIATE DEGREE IN FILMMAKING AND VIDEO PRODUCTION

15 CREDITS	GENERAL EDUCATION			
	FIRST SEMESTER			
3	INGL 3161 English I			
3	Film 2120 Visual Style Appreciation: Introduction to Video Production			
3	PHIL2120 Ethics			
3	ESPA 3161 Spanish I			
3	Film 2121 Introduction to Post Production / Editing I			

42 CREDITS	GENERAL EDUCATION			
	SECOND SEMESTER			
3	FILM 2242 Editing II			
3	FILM 2220 Communication in production: Everything communicates			
3	Film 2221 Video Filming I: Introduction to Techniques and Cameras			
3	Film 2222 Digital Cinematography: Digital Photography			
3	Film 2223 Creativity in Video Production			
	THIRD SEMESTER			
3	Film 2206 Video Filming II: Lighting and Grip Techniques			
3	Film 2207 Scriptwriting and Copywriting: How to Write for Videos			
3	Film 2208 Video Filming III: Advanced Techniques			
3	Film 2209 Projection, Narration and Locution: Techniques for Videos			
3	Film 2210 Content Creation for Videos: Targeting			
	FOURTH SEMESTER			
3	Film 2420 Video Direction			
3	Film 2421 Video Production: Production, Budget, Marketing, Promotion and Entrepreneurship			
3	Film 2304 Video Filmng III: General Final Video Production			

ASSOCIATE DEGREE IN SCIENCES OF RESPIRATORY CARE

Program Description

A. Mission, Vision and Goal

1. Mission of the Program

The Associate Degree in Sciences of Respiratory Care program is created to train the student with theoretical and practical foundations that are required to perform as a respiratory therapy

professional. The student must demonstrate mastery of therapeutic techniques, diagnostic methods, and patient evaluation through supervised practice. Once the program requirements and the required hours of clinical practice have been completed, the student will be prepared to take the Board for Respiratory Care Technicians and obtain the license in accordance with the laws established in Puerto Rico.

2. Vision of the Program

Contribute to the development of the Respiratory Care profession, participating in the promotion of community health, disease prevention and professional organizations as a specialist and professional in the field of Respiratory Therapy.

3. Goal

Students develop the technical skills necessary to fulfill their role as a respiratory therapist and contribute to the field of health in Puerto Rico.

4. Program Objectives

1. Demonstrate the ability to make decisions based on critical thinking and analysis of clinical information.
2. Master the necessary skills to properly execute the techniques or procedures to help diagnose and treat patients.
3. Correctly manage the equipment related to their profession, including technological equipment to guarantee quality cardiopulmonary care.
4. Perform in the profession in a legal, ethical, and safe manner demonstrating respect for universal values.

COMPETENCES OF THE ASSOCIATE DEGREE IN FILMMAKING AND VIDEO PRODUCTION

After completing the Associate degree, the graduate will evidence the following profile:

Knowledge:

1. Demonstrate the ability to make decisions based on critical thinking and the analysis of clinical information.

2. Demonstrate the ability to gather, understand, evaluate, apply, and problem-solve using empirical information relevant to your role as a competent respiratory therapist.

3. Learn the basic procedures and techniques used by respiratory care professionals.

Skills:

1. Master the necessary skills to properly execute the techniques or procedures to help diagnose and treat patients.
2. Correctly manage the equipment related to their profession, including technological equipment that guarantees quality cardiopulmonary care.
3. Select and review the appropriate Respiratory Therapy procedures to produce the desired result in the patient.

Attitudes:
1. Ethically perform in the profession demonstrating respect for universal values.
2. Exhibit behaviors consistent with professional standards.
3. Practice ethical standards and display human sensitivity.

CURRICULAR SEQUENCE OF THE ASSOCIATE DEGREE IN SCIENCES OF RESPIRATORY CARE

General Courses		
Code	**Title**	**Credits**
ESPA 3161	Spanish I	3
ESPA 3262	Spanish II	3
INGL 3161	English I	3
INGL 3262	English II	3
HUMA 3161	Humanities	3
CISO 3161	Social Sciences	3
PSIC 3301	Principles of Psychology	3
BIOL 3101	Human Anatomy and Physiology	3
BIOL 3102	Lab. Human Anatomy and Physiology	0
BIOL 3301	Microbiology	3
BIOL 3302	Lab. Microbiology	0

QUIM 3001	General Chemistry	3
QUIM 3002	Lab. General Chemistry	0
FISI 3001	General Physics	3
FISI 3002	Lab. Physics	0
MATE 3161	Basic Math	3
LEMD 2011	Legal and Ethical Aspects in Health	3
Specialty Courses		
Code	**Title**	**Credits**
RESP 2121	Introduction to Respiratory Care	3
RESP 2221	Foundations of Respiratory Care	3
RESP 2321	Cardiopulmonar Pharmacology	3
RESP 2322	Airway Management	3
RESP 2421	Pulmonary function tests and acid-base balance	3
RESP 2323	Pulmonary rehabilitation and home care	3
RESP 2324	Cardiopulmonar Physiology and Anatomy	3
RESP 2422	Cardiopulmonar Physiopathology	3
RESP 2324	Respiratory Care and Mechanical Ventilation	3
RESP 2424	Patient assessment and special procedures in respiratory care	3
PCTR 2541	Practicum in Respiratory Care	4
Total of credits: **73** credits		

ASSOCIATE DEGREE IN SURGICAL TECHNOLOGY

Program Description

A. Mission, Vision and Goal

1. Mission of the Program

The Associate Degree in Surgical Technology program prepares the student with the training principles to assist surgeons, supplying them with the necessary instruments during surgery. Upon completion of their studies, the student will be able to work in any public or private hospital, in care centers and in medical offices where outpatient surgeries are performed, among other interventions. In addition, training in surgical technology allows them to work in areas of supplies and sterile materials.

2. Vision of the Program

Contribute to the development of the Surgical Technology profession, participating in the promotion of community health, disease prevention and professional organizations as a specialist and professional in the field of Surgical Technology.

3. Goal

Prepare the student to perform successfully by applying theories, concepts, and skills in surgical procedures.

4. Program Objectives

1. Demonstrate understanding of the services provided by the surgical team in relation to restoring the patient's health.
2. Perform preoperative, intraoperative, and postoperative planning including individualized preparation for each assigned surgical intervention.
3. Communicate effectively using appropriate medical terminology in the preoperative setting.

COMPETENCES OF THE ASSOCIATE DEGREE IN SURGICAL TECHNOLOGY

After completing the Associate degree, the graduate will evidence the following profile:

Knowledge:

1. Demonstrate understanding of the services provided by the surgical team about restoring the patient's health.
2. Communicate effectively using appropriate medical terminology in the preoperative setting.
3. Anticipate the surgeon efficiently and according to the needs of the surgical procedure.

Skills:

1. Perform preoperative, intraoperative, and postoperative planning.

2. Carry out individualized preparation for each assigned surgical intervention.

3. Arrange surgical instrumentation and all supplies necessary for the surgical procedure.

Attitudes:

1. Maintain accountability for their actions to ensure compliance with ethical and legal standards.
2. Respect the patient's inherent right to privacy, dignity, and confidentiality.
3. Demonstrate initiative in expanding knowledge of new surgical procedures and patient-related issues.

CURRICULAR SEQUENCE OF THE ASSOCIATE DEGREE IN SURGICAL

UP

TECHNOLOGY

Curriculum:		
General Education courses:		
Code	**Title**	**Credits**
ESPA 3161	Spanish I	3
ESPA 3262	Spanish II	3
INGL 3161	English I	3
TECN 2121	Technological advances and informatics for health professionals	3
PSIC 3301	Principles of Psychology	3
BIOL 3101	Human Anatomy and Physiology	3
BIOL 3102	Lab. Homan Anatomy and Physiology	0
BIOL 3301	Microbiology	3
BIOL 3302	Lab. Microbiology	0
MATE 3161	Basic Matyh	3
TEMD 2020	Medical Terminology	3

LEMD 2011	Legal and Ethical Aspects in Health	3
Specialty Courses		
Code	**Title**	**Credits**
SUTN 2221	Introduction to the Surgical Field	3
SUTN 2321	Disinfection and Sterilization	4
SUTN 2301	Pharmacology for the Surgical Technician	4
SUTN 2421	Foundations of Anesthesia	4
SUTN 2422	Foundations of the Operating Room	4
SUTN 2423	Surgical instrumentation and sterile supplies	4
SUTN 2541	Practicum (720 hours)	6
Total of credits: **59 credits**		

ASSOCIATE DEGREE IN CODING AND MEDICAL BILLING SPECIALIST

Program Description

A. Mission, Vision and Goal

1. Mission of the Program

  The Associate Degree in Coding and Medical Billing Specialist program provides students with the knowledge, skills, and competencies to assign accurate medical codes for diagnostic procedures and other services offered by health care professionals. Students will learn various administrative functions that are related to insurance claims, process compliance, and reimbursement.

2. Vision of the Program

  The associate of science degree in medical billing and coding specialist is a combination of is designed to prepare graduates to obtain an entry-level position in the medical billing and coding field.

3. Goal

The degree program provides students with fundamental knowledge and skills in medical terminology, patient privacy, classification of diseases, current procedural terminology coding, insurance adjudication, and much more.

4. Program Objectives

1. Develop the ability to use medical language systems and the classification of code and diagnostic procedures.
2. Perform various office and administrative tasks related to health insurers.
3. Provide the necessary foundations for the student to develop as a leader with a high ethical sense and social responsibility.

COMPETENCES OF THE ASSOCIATE DEGREE IN CODING AND MEDICAL BILLING SPECIALIST

After completing the Associate degree, the graduate will evidence the following profile:

Knowledge:

1. Recognize various medical diagnoses.

2. Differentiate the specific functions of the reception and admission sectors of clinics, medical offices, and hospitals.

3. Know the policies of the HIPAA Law.

Skills:

1- Know the processes related to electronic records of medical attention.

2- Effectively use the information systems for billing and claiming the services provided.

3- Define medical terms AND Manage ICD-10 codes to bill appropriately based on regulations in Puerto Rico.

Attitudes:

1. Practice the attitudes and qualities desirable in a medical coder and biller.

2. Demonstrate responsibility and punctuality during their work hours.

3. Recognize the importance of a Code of Ethics in the work and student scenario.

CURRICULAR SEQUENCE OF THE ASSOCIATE DEGREE IN CODING AND MEDICAL BILLING SPECIALIST

Curriculum:		
General Education Courses		
Course code	**Title**	**Credits (21 credits)**
ESPA 3161	Spanish I	3
ESPA 3262	Spanish II	3
INGL 3161	English I	3
INGL 3262	English II	3
HUMA 3161	Humanities	3
CISO 3161	Social Sciences	3
MATE 3161	Basic Math	3
Specialty Courses:		
Course code	**Title**	**Credits (41 credits)**
TECN 2121	Technological advances and informatics for health professionals	3
TEMD 2020	Medical Terminology	3
BIOL 3101	Human Anatomy and Physiology	3
BIOL 3102	Lab. Human Anatomy and Physiology	0
SIFM 2021	Medical Billing Systems I	3
SIFM 2032	Medical Billing Systems II	3
CODM 2031	Medical Coding I	3
CODM 2040	Medical Coding II	3
CODM 2042	Medical Coding III	3
COOM 2021	Office Procedures and Medical Insurance	3

CORM 2050	Electronic Medical Record Management	3
LEMD 2011	Legal and Ethical Aspects in Health	3
AUMD 2060	Audit of Medical Accounts	3
PFCM 2042 2	Practice in Coding and Medical Billing	4
Total credits: 62 credits		

ONLINE BACHELOR'S DEGREE PROGRAM DESCRIPTION
BACHELOR'S DEGREE OF SCIENCES IN NURSING

Program Description

A. Philosophy, Mission, Goals and Objectives

1. Philosophy

The Undergraduate Program in Sciences in Nursing is organized in harmony with the philosophy of PUDCJBR. In addition to meeting the objectives of the institution, the Bachelor Program of Sciences in Nursing promotes the effective development of knowledge and skills in nursing, which allow the care of patients.

2. Mission of the Program

The mission of the Baccalaureate of Sciences in Nursing is to prepare a nurse with a solid training with the knowledge and skills that are necessary for the proper management of patients and for the performance of various roles with a high sense of responsibility, commitment, humanism, and dynamism within health care institutions. The program will train graduates to offer excellent health care, with full mastery of the different types of patients and the various scenarios where they can perform.

3. Program Goals

1. Develop competencies that enable the nursing professional to make significant contributions independently and collaboratively in the provision of health services and in nursing practice.

2. Value the body of knowledge of the theories and models as a basis for contributing to the practice of the nursing discipline.

3. Develop research competence and use of findings in clinical practice.

2. Demonstrate leadership skills to initiate and carry out changes in the nursing field within health care systems.

3. Possess professional-ethical attitudes, communication skills, leadership, critical thinking and use of technology that facilitate intervention with the person, the family and the community.

4. **Program Objectives**

1. Offer courses leading to obtaining a Bachelor of Science in Nursing to be validated by the Puerto Rico Nurses and Nurses Examining Board as a nurse.

2. Provide ample learning opportunities that promote the development of competencies for nursing practice.

3. Offer clinical practice in critical care and university settings to integrate the teaching-learning process.

4. Develop competencies to conduct nursing research and interpret and use research findings.

5. Train in the use of technology used in managing the health care of patients.

4.   Develop a specialist with ethical, legal and moral values to provide a humanistic service and to assume responsibility for his/her development and that of the nursing profession.

COMPETENCES OF THE BACHELOR'S DEGREE OF SCIENCES IN NURSING

After completing the Bachelor's degree, the graduate will evidence the following profile:

Knowledge:

1. Demonstrate competence and critical judgment in providing nursing care to sick patients.

2. Will know the theoretical concepts and the principles of caring for patients belonging to different populations.

3. Demonstrate knowledge of clinical practice supported by the best evidence and experience.

Skills:

1. Demonstrate leadership, consultancy, collaboration, and advocacy skills to promote health and healthcare at the individual, family, group, community, and organizational levels.

2. Demonstrate skills in care management and effective communication with the interdisciplinary team.

3. Will use information and communication technologies in the provision of service, care and documentation offered to customers.

4. Use the findings of research and evidence-based practice in providing health care.

5. Will develop critical thinking skills when solving problems that arise in carrying out the nursing responsibilities.

6. Will use the nursing process as an instrument in advanced care practice.

7. Perform nursing roles through the integration of theory, research, and practice.

Attitudes:

1. Demonstrate responsibility and ethical-legal commitment in humanistic care responding to the changing needs of society and health care patterns and cultural sensitivity.

2. Will contribute to the solution of local and national health problems that have implications for nursing practice.

3. Will argue about the importance of staying current in your profession.

4. Recognize the importance of actively participating as a member of professional organizations.

CURRICULAR SEQUENCE OF THE ONLINE BACHELOR'S DEGREE OF SCIENCE IN NURSING

Primer Año Semestre I: agosto a diciembre			
Código	**Curso**	**Créditos**	**Pre-requisitos**
ESPA 3161	Español I	3	
INGL 3161	Inglés I	3	
BIOL 3101	Anatomía y Fisiología Humana	3	
BIOL 3102	Lab. Anatomía y Fisiología Humana	0	
CISO 3161	Ciencias Sociales	3	
NURS 3120	Introducción a la Práctica de Enfermería	3	
	Total	**15**	

Primer Año Semestre II: enero a mayo			
Código	**Curso**	**Créditos**	**Pre-requisitos**
MATE 3161	Matemática básica	3	
ESPA 3262	Español II	3	ESPA 3161
INGL 3262	Inglés II	3	INGL 3161
BIOL 3103	Anatomía y Fisiología II	3	BIOL 3101, BIOL 3102
BIOL 3104	Lab. Anatomía y Fisiología II	0	BIOL 3101, BIOL 3102
NURS 3121	Fundamentos de Informática y Tecnología en Enfermería	3	
	Total	**15**	

Primer Año Verano			
Código	**Curso**	**Créditos**	**Pre-requisitos**
QUIM 3001	Química General	3	Mate 3161
QUIM 3002	Lab. Química	0	Mate 3161
HUMA 3161	Humanidades	3	HUMA 3161
BIOL 3303	Bioestadística	3	
	Total	**9**	

Segundo Año Semestre I: agosto a diciembre			
Código	**Curso**	**Créditos**	**Pre-requisitos**
BIOL 3301	Microbiología	3	
BIOL 3302	Lab. Microbiología	0	
PSIC 3301	Principios de Psicología	3	CISO 3161
NURS 3321	Fundamentos de Enfermería	3	NURS 3320
NURS 3341	Práctica Clínica Fundamentos de Enfermería	3	NURS 3120, NURS 3321
NURS 3023	Conceptos de Nutrición aplicados al cuidado de enfermería	3	NURS 3320
	Total	**15**	

	Tercer Año Verano		
NURS 3423	Historial y Estimado de Salud	3	BIOL 3101, BIOL 3102, BIOL 3103, BIOL 3104
NURS 3551	Introducción al Proceso de Investigación en Enfermería para la Práctica Basada en Evidencia	3	NURS 3120, MATE 3161, NURS 3321, NURS 3341
	Total	6	

	Cuarto Año Semestre II: agosto a diciembre		
Código	Curso	Créditos	Pre-requisitos
NURS 3601	Proceso de Enfermería en el Cuidado centrado en la Familia y la Comunidad	3	NURS, 3121, NURS 3021, NURS 3321, NURS 3321, NUS 3421, NURS 3422, NURS 3021, NURS 3521, NURS 3522
NURS 3641	Práctica Clínica del Proceso de Enfermería en el Cuidado centrado en la Familia y la Comunidad	2	NURS 3321, NURS 3021, NURS 3341, NURS 3441, NURS 3442, NURS 3441, NURS 3541, NURS 3042
NURS 3621	Liderazgo y administración de los servicios de enfermería	3	NURS, 3121, NURS 3021, NURS 3321, NURS 3321, NUS 3421, NURS 3422, NURS 3021, NURS 3521, NURS 3522
NURS 3642	Práctica Clínica - Liderazgo y administración de los servicios de enfermería	4	NURS 3321, NURS 3021, NURS 3341, NURS 3441, NURS 3442, NURS 3441, NURS 3541, NURS 3042
NURS 3631	Seminario a la Transición a la Profesión de Enfermería	3	NURS, 3121, NURS 3021, NURS 3321, NURS 3321, NUS 3421, NURS 3422, NURS 3021, NURS 3521, NURS 3522
	Total	15	

	Electivas	
Código	Curso	Créditos
NURS 3523	Introducción al Cuidado Crítico	3
NURS 3524	Introducción a la Salud Pública y Enfermería Comunitaria	3
NURS 3525	Manejo de enfermería en el Control de Infecciones para la Prevención de Enfermedades Contagiosas	3

Distribución de Créditos	
Educación General	24
Cursos Relacionados	15
Cursos de Enfermería	73
Electivas	9
Total	121

COURSE DESCRIPTIONS OF THE ONLINE
BACHELOR'S DEGREE OF SCIENCES IN NURSING

ESPA 3161 Basic Spanish I

The course is aimed at developing skills and knowledge related to the Spanish language. The course consists of writing exercises, as well as reading and analysis of narrative literary genres (the short story and the novel) in Spanish, Latin American and Puerto Rican literature. It focuses on developing a critical stance towards reading and creativity, always considering grammar and style rules.

INGL 3161 Basic English I

The course is designed for students that need to further develop their command of the language by strengthening the basic grammatical concepts in the context of practical, oral, and written situations. Integrated reading selections are used to strengthen grammar and vocabulary.

BIOL 3101 Human Anatomy and Physiology

This course provides the student with the study of the structure and function of the cell, the four basic tissues, and the human skeletal, muscular, and nervous systems.

CISO 3161 Social Sciences

This course is geared toward an understanding of the social sciences that have shaped the world we live in. It introduces the student to the analysis of the basic problems of contemporary society such as the incorporation of the individual into society and the social, political and economic problems. Puerto Rico is placed within this process.

NURS 3120 Introduction to Nurse Practice

This course introduces the student to the practice of the nursing profession. It offers a trajectory from the historical and contemporary perspective of the practice, roles and functions of the nursing professional and an introduction to concepts and theories of the discipline to direct care. On the other hand, general concepts of the laws that regulate

and affect practice are introduced, as well as ethical-moral aspects and their implications when offering patient care. In addition, the factors that affect health reform, community health, and health care delivery systems are discussed.

MATE 3161 Basic Math

The course is focused on working with elementary algebra, factoring, algebraic fractions, exponents and radicals, complex numbers, equations, and inequalities.

ESPA 3262 Basic Spanish II

This course is the second part of ESPA 3161. The course is aimed at developing skills and knowledge related to the Spanish language in an academic context. The course consists of analysis of the literary genres of essay, theater and poetry in Spanish, Latin American and Puerto Rican literature. It focuses on the study of literary creation, grammatical aspects, and research.

INGL3262 Basic English II

This course is the second part of INGL 3101. It is an intensive course in the fundamentals of the grammatical structures of English. Emphasis in on oral and written skills, reading for comprehension, and vocabulary building.

BIOL 3103 Human Anatomy and Physiology II

The course continues the study of the fundamental principles of the anatomy and physiology of the human body. The interrelation of all systems in the coordination of the functioning of the human body is emphasized. The cardiovascular, lymphatic, respiratory, digestive, urinary, endocrine, and reproductive systems are studied. Some common pathologies associated with the systems of the human body are also studied.

BIOL 3104 Human Anatomy and Physiology Laboratory II

This laboratory course that is offered concurrently with the Anatomy and Physiology II course where complementary and supplementary laboratory practices are offered in which the student is provided with anatomical models and simple experiments. Basic

concepts and laboratory techniques related to the cardiovascular, respiratory, digestive, urinary, endocrine, reproductive, and lymphatic systems are studied.

NURS 3121 Fundamentals of Informatics and Technology in Nursing

This course offers basic concepts and skills on the use of computers and information systems management for effective and safer management. It exposes the student to explore competencies in the use of the computer, management of technology and the management of electronic information. It will make it easier for you to obtain and manipulate data and information to support decision-making related to the care and improvement of patient outcomes by developing a safe and quality practice in the various health services. Ethical, regulatory, and legal aspects related to the handling of confidential information are discussed.

QUIM 3001 General Chemistry I

Study of the fundamentals of Chemistry, with an emphasis on matter and its physical and chemical properties, measurements, atoms, molecules and ions, stoichiometry, reactions, gases, thermochemistry, periodic table, quantum theory, atomic structure, bonds, molecular geometry and hybridization.

QUIM 3002 General Chemistry Laboratory I

This laboratory will complement the QUIM 3001 course. It includes safety techniques in the laboratory, experiments on physical and chemical properties of matter, mass and solution stoichiometry, thermochemistry, periodic table, chemical bonds, molecular geometry and gases.

HUMA 3161 Humanities

The course is aimed at the study of Western culture, especially the cultural contributions of Greece. Epic, tragedy, art and philosophy will be analyzed, identifying important works.

BIOL 3303 Biostatistics

The course focuses on the study of techniques used as applied in biological research. Descriptive and inferential statistics for variant samples and pooled data.

BIOL 3301 Microbiology

The course offers the study of microorganisms and their activities, with an emphasis on bacteria. It includes evolution, classification and identification, reproduction, morphology, physiology, ecology, biochemistry, genetics, and control. Applied aspects such as food, soil, water microbiology and the basic principles of immunology are included.

BIOL 3302 Microbiology Laboratory

The laboratory focuses on the study of morphology, physiology, taxonomy, ecology, and control of the most common microorganisms with an emphasis on cultivation techniques.

PSIC 3301 Principles of Psychology

In this course the basic principles of psychology are discussed taking into consideration the development and evolution of the field of study, research, and the biological bases of behavior. The basic psychological processes are presented, and the different theories of learning development, personality and human behavior are discussed. In addition, the different types of psychological disorders that human beings can present, and their treatment are described.

PSIC 3321 Fundamentals of Nursing

This course is designed to prepare the student with the terminology, knowledge, attitudes, values and competencies required to offer professional nursing care, ensuring the quality, safety and effectiveness of the care of the culturally diverse patient or client. Emphasizes the use of effective communication techniques and technology as an integral part between the nurse-patient relationship and the interprofessional team. In addition, it provides strategies for the development of critical thinking and health

promotion through evidence-based practice.

NURS 3341 Fundamentals of Nursing Clinical Practice

This course is designed to prepare the student with the knowledge, skills, and attitudes necessary to ensure quality and safety care centered on the patient and their family, in the various structured and unstructured settings. It begins the phases that describe nursing practice as a guide to direct the holistic care of culturally diverse individuals. Emphasizes the use of effective communication techniques as an integral part between the nursing, patient and interprofessional team relationship. In addition, it provides strategies for the development of critical thinking and health promotion through evidence-based clinical practice. It allows the student to join as a member of the interdisciplinary team applying general knowledge about science, culture, and society to discern and solve problems related to the health care of the individual, family, communities, groups or populations in structured and unstructured environments.

NURS 3023 Nutritional Concepts Applied to the Nursing Care

In this course basic concepts of nutrition are discussed as an integral part of nursing care. The student is introduced to the role of nutritional counselor as part of her collaboration within the interdisciplinary patient care team. The necessary tools are offered to assess nutritional needs, identify risks, and modify behavior patterns of the patient and their family for health promotion and disease prevention. Adequate nutrition is particularly vital in all aspects of health care including individual growth and development, health promotion and disease prevention, as well as the management of acute and chronic diseases. The nutritional status of a patient often affects the patient's outcomes during illness and recovery.

NURS 3021 Pharmacology and dosage

This course discusses the basic concepts of pharmacology that facilitate the student to apply principles of pharmacokinetics, pharmacodynamics and pharmacotherapy in the administration of drugs in clinical practice. It incorporates the nursing process in the administration of medications. Emphasizes drugs that affect the functioning of body

systems. Integrates the concepts and skills in the calculation and dosage of drugs.

NURS 3322 Implications of spiritual, transcultural, and ethical-legal aspects of the nursing profession

This course emphasizes the professional competencies of the caregiver role in providing holistic patient care. Integrates the spiritual aspect, respecting the values, beliefs, religious practices, traditions and culture of individuals, families, and the community. Cross-cultural concepts, phenomena and cultural behaviors that affect health care are discussed through cultural estimation. It examines the different racial and ethnic groups commonly present in the United States and the important aspects to consider for culturally congruent, competent, and sensitive nursing care. Provides basic information on various ethical and legal aspects that affect nursing practice. Dilemmas or ethical decisions are discussed in the interaction with the client. Emphasis is placed on effective communication techniques in dealing with clients from different cultures.

NURS 3421 Nursing process in the nursing care in mental health and psychiatry

This course provides to explore various trends, theories, and the most common mental health conditions and problems associated with them. Applies the nursing process in comprehensive care to individuals with real or potential mental health problems or with psychiatric disorders, to promote and promote health, safety and evaluate the results in various settings. Emphasizes the use of evidence-based practice and current therapeutic modalities used in psychiatry. It considers the cultural diversity and the use of the nomenclature according to the contents of the DSM-5, to direct the estimation, diagnosis, and planning of nursing care. Promotes the use of effective and therapeutic communication techniques for efficient care.

NURS 3441 Clinical Practice of the nursing process in the nursing care in mental health and psychiatry

This course provides the various opportunities for clinical learning in various structured and unstructured settings such as those of the community such as rehabilitation centers, homes, hospitals, or others that allow the student to apply theoretical concepts learned in

mental health care and psychiatry. Emphasizes cultural values and beliefs; the stage of growth and development; and patient and family education for safe and effective nursing care. The principles are discussed and the skills necessary to carry out therapeutic interventions in various settings are developed. Therapeutic communication techniques, use of technology, practice in evidence and research findings for the promotion of mental health, primary, secondary, and tertiary prevention are highlighted.

NURS 3422 Nursing care of the adult and elderly with medical-surgical conditions I

This course prepares the student for the performance of their future role and responsibilities in providing nursing care in a complex health system. Physiological, pathophysiological, psychosocial, and spiritual concepts are emphasized, and their implications in the care of patients with common health problems and medical-surgical conditions. Concepts from other disciplines, such as nutrition, pharmacology, and gerontology are integrated to optimize patient outcomes. Critical thinking and clinical decision-making skills are developed. The focus is to apply the nursing process in the management of patients with acute and chronic health conditions, taking into account cultural diversity, age, gender and lifestyles. The course includes clinical experience that allows the student to apply theoretical concepts to practice in diverse populations of adults and the elderly with medical-surgical conditions.

NURS 3442 Clinical Practice in nursing care of the adult and elderly with medical-surgical conditions I

This course provides clinical learning opportunities that prepare the student for the practice of the profession in diverse structured, unstructured health care settings of diverse complexity and dynamics. Develops the skills and competencies required to handle current or potential health problems that affect the individual, the family, and the community. It allows the student to relate and apply basic concepts previously learned in the nursing fundamentals course and patient care with medical-surgical conditions. Emphasizes the role of caregiver to meet the needs of adults and the elderly with problems of pain, fluid balance, electrolytes and acid base, protection and oxygenation,

taking into account cultural diversity, age, gender and styles of life. Communication strategies and information technologies are highlighted in interactions with the patient and the interprofessional team.

NURS 3424 Pathophysiology

This course discusses the basic concepts of the most common health problems, how they alter the structure and functioning of the human system and the mechanisms that the body uses in response to health disorders. Biology, genetics, and anatomy aspects that contribute to the development of a disease are integrated. Evidence-based practice and advances in technology are highlighted as tools for decision-making in patient care and disease prevention.

NURS 3024 Nursing care of the adult and elderly with medical-surgical conditions II

This course is the continuation of the Nursing Care in Adults and Elderly I course with medical-surgical conditions. It discusses the management of patients with common problems of the cardiovascular, hematological, nervous system, sensory, musculoskeletal, gastrointestinal, endocrine, renal / urinary and reproductive systems. The importance of critical thinking to make timely, appropriate clinical decisions and prioritize care is highlighted. The nursing process is integrated as a tool to direct patient-centered collaborative care according to the best evidence in current practice. The course includes clinical experience that allows the student to apply theoretical concepts to clinical practice in diverse adult and elderly populations.

NURS 3041 Clinical Practice in nursing care of the adult and elderly with medical-surgical conditions II

This course provides clinical learning opportunities that prepare the student for the practice of the profession in complex, dynamic, structured, and unstructured healthcare settings. Develops the skills necessary to manage current or potential health problems that affect the individual, the family, and the community. It allows the student to execute professional skills, apply previously learned basic concepts when providing care to

patients with problems of the system: cardiovascular, nervous, sensory, musculoskeletal, gastrointestinal, endocrine, renal / urinary and reproductive; considering cultural diversity, age, gender and lifestyles, offering them a quality intervention and safe practice. Communication strategies, information technologies and research are highlighted in the interaction with the patient and the interprofessional team. It requires clinical practice.

NURS 3521 Nursing process in maternity and infant health

This course provides concepts and principles of holistic, empathic, and humanistic care for women, the newborn, and the family. Discusses the pathophysiological process of acute or chronic health conditions in various structured and unstructured settings. Emphasizes nursing care based on evidenced practice and the use of critical thinking when incorporating the nursing process into maternal and childcare, women's health, and the newborn. It promotes the use of effective communication techniques for efficient care, collaboration with the interdisciplinary team and encourages a safe practice considering cultural diversity.

NURS 3541 Clinical practice in the nursing process in maternity and infant health

This course offers the student clinical experience to apply the knowledge and theoretical concepts learned in maternal and childcare. It focuses on the application of the nursing process by prioritizing appropriate and holistic care for the mother who experiences complications during pregnancy, intrapartum and postpartum, including the high-risk newborn. Emphasizes cultural values and beliefs, age, and lifestyles for effective nursing care. The skills and competencies will be offered for the student to carry out common procedures in maternal and childcare in a variety of clinical settings and situations. Communication strategies, use of technology and research in interactions with the patient and the interprofessional team are highlighted.

NURS 3522 Nursing process in the childcare and adolescents

Examines concepts of childhood growth and development. Applies the nursing process related to the care of pediatric patients from infancy to adolescence with common health

conditions. Fluid and electrolyte, immune, infectious, gastrointestinal, musculoskeletal, genitourinary, respiratory, cardiovascular, hematological, cancer, tissue integrity, endocrine or metabolic, neurological, psychosocial, intellectual, or developmental and sensory alterations are highlighted. It includes the care of the child with emergency situations, chronic conditions, critically ill or dying. Emphasizes the role of nursing in the promotion and maintenance of health with a family-centered approach. Encourage the use of communication techniques for effective care. It includes clinical experience as part of the learning opportunities that allows the student to apply theoretical concepts to practice.

NURS 3542 Clinical practice in the nursing process of the childcare and adolescents

It facilitates clinical learning opportunities that allow the student to apply theoretical concepts learned in the care of infants, children, and adolescents. Emphasizes cultural values and beliefs; the stage of growth and development; and patient and family education for effective nursing care. The principles are discussed and the skills necessary to perform common procedures in the care of children in various settings are developed. Communication strategies, use of technology and research are highlighted when applying the nursing process in family-centered patient care.

NURS 3423 History and health estimate

This course offers methods, guidelines for the application, knowledge, skills, and competencies to be able to carry out the health history and physical examination of the systems, considering the growth and development stage of the culturally diverse client. Integrate basic concepts of human anatomy and physiology in the development of estimating skills. Encourage critical thinking when evaluating data for clinical decision making for effective health care. Requires demonstration and practice in the skills lab to strengthen student learning and provide safe practice on the client.

NURS 3551 Introduction to the research process in nursing for the evidenced-based practice

Introduces the basic concepts of nursing research, practice in evidence, and legal ethical considerations. Aspects of the research process, quantitative and qualitative research designs and methods are discussed. Develops methodological skills to read, interpret and analyze and evaluate articles based on evidence, to improve practices in the nursing profession.

NURS 3601 Nursing process in the care centered in the family and community

Discussion of concepts related to community nursing and public health. It explores the social and ecological determinants that affect the health of individuals, communities, and populations. It focuses on the use of evidence-based practice for the development of critical thinking skills and reasoning skills. It integrates the nursing and epidemiological process, as tools for the analysis and solution of problems. Emphasizes the promotion and maintenance of health to individuals, families, and groups in the community. It includes experience in various community settings as part of the learning opportunities that allow the student to apply theoretical concepts to practice.

NURS 3641 Clinical practice in the nursing process in the care centered in the family and community

It offers the application of the nursing process to provide nursing care and apply knowledge with individuals, families, groups in various settings in the community. Integrates theoretical concepts of public health and epidemiology to the practice and improvement of health. Emphasizes cultural sensitivity and environment when planning nursing care. Demonstrates ability to identify, plan, direct, lead, educate and coordinate interventions and strategies to promote the health and well-being of the population.

NURS 3621 Leadership and administration in nursing services

The course provides the necessary tools to develop the role of administrator and coordinator of nursing care in a constantly changing health system. Discusses the concepts of organizational and leadership theories and structures including their

implications in professional practice. Emphasis is placed on developing critical thinking skills, decision making, problem solving, and effective communication within the interprofessional team, as well as delegation and conflict resolution strategies. Resource management and quality improvement activities are highlighted.

NURS 3642 Clinical practice in leadership and administration in nursing services
This course offers the student the opportunity to make the transition process of the student to the future work environment. The purpose of this course is to develop the role of leader and administrator by applying the knowledge, skills and attitudes acquired throughout their training career, to assume the function of the professional role and responsibilities in decision-making to various real situations in clinical practice. Communication, teamwork, critical thinking, and professionalism are promoted to improve the quality of health care. It incorporates clinical skills, current trends in health care, evidence-based practice, and management and leadership methods to ensure that nursing practice is competent, safe, effective, efficient, equitable, timely, and patient-centered.

NURS 3631 Transition to the nursing profession seminar
This course prepares the future nursing professional by promoting analysis, responsibility, and presents the real work scenario that they will face. Various contents of the courses related to nursing occupation are discussed for maintaining health, social and physiological integrity in an effective and safe way. Nursing professionals use skills and knowledge in nursing and related sciences when offering their care to clients in different settings for the provision of health services. In PR and the US, to practice as a nursing professional, it is required to take a board exam that measures that candidate have the minimum competencies necessary to practice effectively and safely while practicing the profession.

ONLINE MASTER'S DEGREE PROGRAM SCIENCE OF
ANESTHESIA DESCRIPTION

Philosophy of the Nurse Anesthesia Program

• We believe that it is a responsibility and an ethical mandate of the anesthetist to offer safe care to all patients. The Anesthesia Program will provide the education of excellence to prepare competent nurse anesthetists that provide safe services with human sensibility.

• We believe a dynamic, high quality program is needed to contribute to the satisfaction of the needs of the nurse anesthetist workforce within our social and economic context in rapid change and to foster a balance between technology and humanism.

• We believe that the teaching-learning process must be aimed at the attainment and application ofthe appropriate knowledge, the development of communication skills, clinical judgment and leadership, and the development of humanistic values and behaviors. The result will be the formation of a competent professional, able to offer quality and safe care to patients and committedwith self-development in the advancement of the nursing discipline. In order to achieve the educational objectives, the program adopts the institutional philosophical beliefs about the teaching-learning process.

• We believe that the education of nurse anesthetists must develop competencies for patient care,patient safety, clinical judgment, communication skills and professionalism. The graduate profileand competencies to be developed are defined in such a way that the

environment for accomplishing teaching-learning is provided.

MISSION

To offer a dynamic and high-quality master's degree in nursing in anesthesia that contributes to the fulfillment of the needs for nurse anesthetists in Puerto Rico through the preparation of competent practitioners. The program will respond swiftly and effectively to tendencies in the discipline, medicine and education, to social forces especially in technology and humanism, and also, to changes in the field.

VISION

PUDCJBR master program will be the leading program in the preparation of anesthetists in Puerto Rico and the Caribbean, recognized by the institutions which we provide services, health care professionals and accreditation agencies. Our institution wishes to contribute to the fulfillment ofthe needs of service, education, development and improvement of the nursing discipline.

OBJECTIVES

1. To prepare nurse anesthetists with the knowledge, skills and attitudes required to offer safe anesthesia services in compliance with professional standards and state regulations.
2. To provide broad opportunities for learning that promote the development of thecompetencies for anesthesia nursing practice.
3. To develop nurse anesthetists able to respond to the needs of patients who requiresanesthesia and to improve the delivery of the anesthesia services.
4. To develop nurse anesthetists with the values to deliver humanistic services and to assumeresponsibility for self-development in the science of anesthesia discipline.

GOALS

1. To contribute to the fulfillment of needs in the workforce of nurse anesthetists in PuertoRico.
2. To contribute to the improvement and development of advanced practice in anesthesianursing in Puerto Rico.

COMPETENCES OF THE SCIENCE OF ANESTHESIA PROGRAM GRADUATE

After completing the requirements of the Master's Degree Program, the graduate will:

1. Demonstrate competence and clinical judgment while administering anesthesia and general anesthesia nursing care, including pediatric, obstetric, cardiovascular, plastic surgery, dental o neurosurgery, in:

   a. Pre-anesthesia evaluation and preparation,

   b. anesthesia induction, maintenance and emergence,

   c. post anesthesia care,

   d. pre-anesthetic functions and clinical support,

   e. Monitoring and maintaining patient safety, including transferring the patient to other clinical professional.

2. Effectively perform and document a pre-anesthesia assessment of a patient including:

   a. Request consultations and diagnostic tests,

   b. Select, obtain, order and administer pre-anesthesia medications and fluids, and

   c. Obtain informed consent from the patient previous to administer anesthesia;

3. Incorporate comprehension of natural, life and medical sciences, when making clinical judgment while administering anesthesia;

4. Develop and implement a plan of anesthesia;

5. Select and initiate a planned anesthesia technique that may include general, regional or local anesthesia, or intravenous sedation;

6. Select, obtain or administer analgesics, complementary and supplementary drugs, and the necessary fluids for the management of the anesthetic, maintenance of the patient's physiologic homeostasis, and to correct abnormal responses to the anesthesia or the surgery;

7. Select, apply or insert invasive and non-invasive monitoring modalities appropriate to the gathering and interpretation of patients' physiologic data;

8. Manage the air passage and pulmonary status of the patient using endotracheal intubation, mechanic ventilation, pharmacologic support, respiratory therapy or removing tubing;

9. Manage the emergence and recovery from anesthesia with the selection, order or administrationof medication, fluids or ventilator support with the purpose of maintaining homeostasis, providing pain or unwanted anesthesia effects' relief, or preventing or managing complications;

10. Discharge a patient from a post-anesthesia care area and provide evaluation and follow up careof unwanted effects or complications of anesthesia;

11. Order, initiate or modify therapy for pain relief by administering medication, regional anesthesia techniques or other accepted modalities for pain relief such as epidural analgesia in birthing;

12. Respond to emergency situations by managing the air passage, using emergency fluids or medications or using basic or advanced cardiac resuscitation techniques;

13. To perform evidence-based anesthesia nursing practice in a consistently manner. Demonstratein all settings appreciation for research findings;

14. Incorporate legal and moral principles in performing anesthesia nursing by means of current knowledge and adherence to standing statutes and observation of expected behaviors in a humanistic care:

> a. The preservation of human dignity, respect for moral and legal principles, and supportfor the safety and wellbeing of patients in the nurse's care;
>
> b. Assuming responsibility and accountability for services offered and actions taken;
>
> c. Endorsing only products or services whose effectiveness and safety are satisfactory; and

15. Maintain ethical professional relations;

16. Be competent in the use and application of current technologies in the practice of anesthesia nursing in the clinical aspects as well as the theoretical spheres;

17. Perform anesthesia nursing practice in traditional operating rooms and in diverse clinical, ambulatory settings, in private medical offices, independent practice and others, including support and consulting in specialized clinical units and services such as intensive care, cardiac catheterization and others;

18. Be a lifelong learner and demonstrate responsibility for the updating and improvement

of personal knowledge and professional skills;

19. Advocate for patients' rights, better anesthesia nursing practice and the satisfaction of health needs of the population by exercising leadership in caring, teamwork and to be an active participantin professional and interdisciplinary organizational activities, and

20. Qualify for the specialty board test and obtain a license to practice anesthesia nursing according tothe regulations of the Puerto Rico Board of Nurse Examiners.

Science of Anesthesia Program Design, Curricular Sequence and Contact Hours:Criteria to assign lecture and practice hours:

1. The semester consists of 18 weeks.

2. For the purpose of calculating units of credit, one semester credit is equivalent to one hour of lecture. This calculation is in theoretical courses and seminars.

3. For the purpose of calculating units of credit in clinical practice, for the Master in Sciencesof Anesthesia one semester credit is equivalent to seventy-two (72) hours of clinical practice that is a proportion of 1:4. The number of assigned practice hours has the purposeof providing the students with learning experiences in the diverse areas of the specialty. This will depend on the diversity of types of surgeries and anesthesia's, conditions, patientstages of growth and development. Besides, it is also so that students complete the numberof cases required bythe professional organization. The proportion of credit/contact hours inpractice courses increases once the student has acquired basic knowledge and skills. The hours in the courses offered in accelerated modality such as summer, trimester or intensivesessions are calculated and offered based on the corresponding number of hours each course has on the semester session, adjusting the schedule as needed.

4. The program has no laboratory hours. Courses will provide learning experiences in simulated labs.

PROGRAM OF STUDY SCIENCE OF ANESTHESIA

Semester I

Course Code	Course Title	Credit Hours	Contact Hours Academic Term
ANES 5101	Human Anatomy for Nurse Anesthetists	5	90 hrs.
ANES 5102	Integrated Human Physiology	5	90 hrs.
ANES 5111	Advanced Physiopathology for Nurse Anesthetists	3	54 hrs.
ANES 5112	Advanced Physical Assessment	3	54 hrs.
Total Credits and Hours		**16**	**288 hrs.**

Semester II

Course Code	Course Title	Credit Hours	Contact Hours
ANES 5213	Advanced Pharmacology of Anesthetic Drugs	6	108 hrs.
ANES 5203	Anesthesia Chemistry and Physics	4	72 hrs.
ANES 5221	Basic Principles of Anesthesia Practice	3	54 hrs.
ANES 5231	Seminar I	1	18 hrs.
Total Credits and Hours		**14**	**252 hrs.**

Smmer I (8 weeks)

Course Code	Course Title	Credit Hours	Contact Hours
ANES 5022	Advanced Principles of Anesthesia Practice	6	108 hrs.
ANES 5032	Anesthesia Seminar II	1	18 hrs.
ANES 5023	Introduction to Clinical Anesthesia	2 (1:2)	72 hrs.
Total Credits and Hours		9	198 hrs.

Semester III 2nd year

Course Code	Course Title	Credit Hours	Contact Hours Academic Term
ANES 5341	Anesthesia Clinical Practice I	8	576 hrs.
ANES 5333	Anesthesia Seminar III	1	18hrs.
ANES 5324	Professional Aspects of the Nurse Anesthetist	2	36 hrs.
ANES 5351	Evidence Based Research for Nurse Anesthetists	3	54 hrs.
Total Credits and Hours		14	684 hrs.

Semester IV 2nd year

Course Code	Course Title	Credit Hours	Contact Hours Academic Term
ANES 5442	Anesthesia Clinical Practice II	10	720 hrs.
ANES 5434	Anesthesia Seminar IV	1	18 hrs.
ANES 5452	Evidence Based Research for Nurse Anesthetists II	3	54 hrs.
Total Credits and Hours		14	792 hrs.

Summer II (Trimester-13.5 weeks)

Course Code	Course Title	Credit Hours	Contact Hours Academic Term
ANES 5043	Anesthesia Clinical Practice III	10	720 hrs.
Total Credits and Hours		10	720 hrs.
Total Credits and Hours in the program		77 crs	2, 934 theoretical and practice hours

COURSE DESCRIPTIONS OF THE SCIENCE OF ANESTHESIA PROGRAM

ANES 5101 Human Anatomy for Nurse Anesthetists

This course provides the student with knowledge of the macroscopic structure of the human body. A detailed explanation of how the respiratory, cardiovascular and neurological systems operate. Anatomic characteristics of the nervous block discussed in depth. Five (5) credits. Five (5) hours per week (90 hours for a semester)

ANES 5102 Integrated Human Physiology

The purpose of this course is that the students acquire knowledge about advanced principles of human physiology with special attention to the cardiovascular, respiratory and neurologic systems. Basic concepts of the normal function of the studied systems will be reinforced using clinical and pathophysiological applications. Five (5) credits. Five (5) hours per week (90 hours for a semester)

ANES 5203 Chemistry and Physics of Anesthesia

This course broadens the basic physics and chemistry concepts in relation to the professionof nurse anesthetists with emphasis on the principles guiding the operation of anesthesia machines. Special attention will be given to the clinical concepts of cardiac, respiratory andmetabolic monitoring. Four (4) credits. Four (4) hours per week (72 hours for a semester).

ANES 5111 Advanced Physiopathology for Nurse Anesthetists

This course integrates physiopathology and clinical presentations of the medical conditionsimportant for the nurse anesthetist with emphasis on cardiovascular and respiratory conditions. Include basic concepts of physiopathology; fluid and electrolyte balance; and the treatment of common conditions discussed. Three (3) credits. Three (3) hours per week(54 hours for a semester)

ANES 5112 Advanced Physical Assessment

In this course the student will perform head to toe physical assessment and will develop theskills of advanced physical examination needed to be competent as a nurse anesthetist. Emphasis will be given to the cardiovascular, respiratory and neurological systems. Also, the students will learn first aid techniques. Three (3) credits. Three (3) hours per week (54hours for a semester).

ANES 5213 Advanced Pharmacology of Anesthetic Drugs

The students will learn about the fundamental principles of drug therapy and specific drugsin the administration of anesthesia and the effects of these drugs in body systems. Each anesthetic is described according to its chemical structure, its pharmacodynamics and its pharmacokinetics. Also, important auxiliary drugs are discussed to allow a full panoramicunderstanding of pre operatory anesthetic therapy. Six (6) credits. Six (6) hours per week (108 hours for a semester).

ANES 5221 Basic Principles of Anesthesia Practice

This course presents the foundations of the knowledge and practice of anesthesia. How and when should a Nurse administer anesthesia to diverse populations. An introduction to the operating room is performed by making a structured observation. Also, it will show how the processes of anesthesia are performed in nontraditional settings. Three (3) credits. Three

(3) hours per week (54 hours for a semester).

ANES 5231 Seminar I

This course is the first of a series of four seminars in which students will be exposed to evidence based clinical practice and problem-based learning. Simulated clinical experiences for discussion; lectures on mortality/morbidity. Familiarization withscientificpublications and peer reviewed specialty journals, particularly research findings. The students will have discussion of pertinent and current articles. One (1) credit. One (1) hourper week (18 hours for a semester). Requisite: Concurrent with ANES 5221, BasicPrinciples of Anesthesia Practice.

ANES 5022 Advanced Principles of Anesthesia Practice

This course covers in depth anesthesia for different populations: obstetric, pediatric and geriatric; for special surgeries: cardiovascular, periferovascular, trauma and congenital cardiac conditions. Analysis of implications of co-existing conditions: muscle-skeletal, central nervous system, skin conditions, anemia and other pathophysiologies. Six (6) credits. Six (6) hours per week (108 hours for a semester). Pre-requisite: ANES 5221 – Basic Principles of Anesthesia Practice

ANES 5032 Anesthesia Seminar II

Second in a series of four seminars in which students will be exposed to evidence-based clinical practice and problem based learning. The faculty and students will discuss clinical experiences in the hospitals and lectures on mortality/morbidity. Selections fromscientific publications and peer reviewed journals, particularly research findings. Also, there will bediscussion of pertinent current articles. One (1) credit. One (1) hour per week (18 hours fora semester). Pre-requisite: ANES 5231 – Seminar I

ANES 5023 Introduction to Clinical Anesthesia

The course introduces the student to the settings where anesthesia is administered. This course includes patient's preparation for anesthesia, selection of anesthetic agents, clinicalapplications of anesthetic techniques and the observation of anesthesia administration, andintra and post-operative management. Introduction to pre and post rounds. Two (2) credits.Two (2) hours per week (72 hours for a semester)

ANES 5341 Anesthesia Clinical Practice I

First in a series of three practice courses in which the learners will be exposed,in a guidedform, to the application of knowledge, development of skills and abilities, and assuming responsibility, in the administration of anesthetic drugs, prediction of medication interactions and the clinical application of general and spinal anesthesia in general surgery.The student will manage a minimum of six hundred and fifty cases (650) before graduation.Eight (8) credits (576 hours for a semester). Pre-requisites:

ANES 5221, Basic Principles of Anesthesia Practice, ANES 5023, Introduction to Clinical Anesthesia.

ANES 5333 Anesthesia Seminar III

It is the third in a series of four seminars in which students are exposed to evidence based clinical practice and problem-based learning. The students and the professor will discuss clinical experiences in hospitals and lectures on mortality/morbidity. Selection, presentation and discussion of pertinent scientific articles particularly research findings, from scientific publications and peer reviewed specialty journals. One (1) credit. One (1) hour per week (18 hours semester).

Pre-requisite: ANES 5032 – Seminar II.

ANES 5324 Professional Aspects of the Nurse Anesthetist

Familiarize the learner with ethical-legal aspects of the practice and regulations of the profession, including licensure, certifications and accreditations. The students will discuss concepts of professional liability, risk management and quality maintenance and improvement. Includes the concepts related to organizations, management, leadership, tendencies and professional issues.

Two (2) credits. Two (2) hours per week (36 hours for a semester).

Pre-requisites: ANES 5221, Basic Principles of Anesthesia Practice; ANES 5231, SeminarI; ANES 5023, Introduction to Clinical Anesthesia.

IANES 5351 Evidence Based Research for Nurse Anesthetists I

First of two courses aimed at preparing nurse anesthetists as leaders in evidence-based anesthesia care. Theoretical and scientific foundations of evidence-based practice (EBP) Ethical, legal, economic and cultural issues examined in the development and utilization ofresearch. The students will perform critical analysis on published research articles and theirapplication to anesthesia clinical practice. Design of a guide for evidence-based practice project. Three (3) credits. Three (3) hours per week (54 hours for a semester).

ANES 5442 Anesthesia Clinical Practice II

Continuation of ANES 5341 with special emphasis on prediction, prevention of complications, identification of and problem solution in anesthesia as well as an increase in the skills, abilities and clinical responsibilities in general and obstetric surgery. Management of cases towards a minimum of six hundred and fifty (650) cases required forgraduation. Ten (10) credits (720 hours for a semester).

Pre-Requisites: ANES 5022, Advanced Principles of Anesthesia Practice; ANES 5341, Clinical Practice I.

ANES 5434 Anesthesia Seminar IV

Last of four seminars in which learners will be exposed to evidencebased clinical practiceand problem-based learning. The students and the professor will discuss experiences in diverse clinical settings and lectures on mortality/morbidity. Evaluation of applicability ofpertinent current articles, particularly research findings, from scientific publications and peer reviewed specialty journals. One (1) credit. One (1) hour per week (18 hours for a semester). Pre-Requisite: ANES 5333, Seminar III.

IANES 5452 Evidence Based Research for Nurse Anesthetists II

Implementation of the research-based proposal developed in the previous courses Focus onthe process of establishing priorities for problem solution and synthesizing best evidence into guides for practice. Sharing of the completed project, three (3) credits. Three hours perweek (54 hours semester).

Pre-Requisite: IANES 5351, Evidence Based Research for Nurse Anesthetists I

ANES 5043 Anesthesia Clinical Practice III

Continuation to ANES 5442 with special focus on the development of the preparation andmanagement of complex anesthesia cases and problems, assumption of greater responsibility in the management of anesthesia and self-learning in general surgery and specialized surgery such as trauma, cardiovascular, ophthalmic and others. Management ofcases toward a minimum of 650 cases for graduation. 10 credits (720 hours for a semester).**Pre-Requisite: ANES 5442, Clinical Practice II.**

MASTER'S DEGREE IN NURSING WITH A SPECIALTY IN CRITICAL CARE

Philosophy of the Master's Degree in Nursing with a Specialty in CriticalCare

The graduate program in nursing with a specialty in critical care is organized in harmony with the philosophy of the Professional University Dr. Carlos J. Borrero Ríos. In addition to meeting the school's goals, this program promotes competency in critical care, knowledge, and skills to carry out research and development roles in nursing education and management. We believe that each human being is a unique individual with natural trends of self-updating. In addition, it has biopsychosocial and spiritual components that allow humans to interact with its environment. During the trajectory of life, the human being is in search of effective means to maintain or improve its state of health, reaching optimal levels of well-being.

1. We believe in emphasizing knowledge and skills specialized in critical care nursing to helppromote and maintain health, gain levels of well-being, and help to fill the basic needs andrehabilitation of the critically ill person.

2. We believe that the skilled nursing professional has the responsibility to contribute to fulfilling the health needs of the person in intensive care units.

3. We believe that the research process contributes to the advancement of knowledge in the nursing profession by conducting research and integrating the findings into nursing practicein critical care.

4. We believe that the teaching-learning process is one of continuous interaction between thefaculty and the student and student-student. Through the role of facilitator of the faculty, the students are provided with the curriculum that has the various learning experiences needed to take responsibility for their own learning using their previous knowledge, experience of life and professional ones

MISSION

The mission of the Master's degree in Nursing with a Specialty in Critical Care is to prepare a specialized nurse for the management of critically ill patients and for the performance of various roles with a high sense of responsibility, commitment, humanism and dynamism within health care institutions. The program will train graduates to fill positions of administration, leadership, and educator in various scenarios. Emphasizing evidence-based practice, research, problem solving, critical thinking, and the use of technology to address the problems of critically ill patient, family,and community

GOALS

1. Develop competencies in the area of critical care specialty that trains the nursing professional to make meaningful contributions independently and collaboratively in thedelivery of health services and nursing practice.

2. To evaluate the body of knowledge of the theories and models as a basis to contribute to thepractice of the discipline of nursing.

3. Develop research competence and the use of the findings in critical practice.

4. To assess the applicability of theories and management models to coordinate the efficientuse of human, material, and fiscal resources in the provision of health services.

5. Acquire knowledge and skills related to functional roles in nursing education andmanagement.

6. Demonstrate leadership skills to initiate and carry out changes in the specialty area withinhealth care systems.

7. Possess ethical-professional attitudes, communication skills, leadership, critical thinking and use of technology to facilitate the intervention with the person, the family and the community.

OBJECTIVES

- Offer courses conducive to obtaining a master's degree in nursing with specialty in critical care to be validated by the Puerto Rico nurses examining board as a specialistnurse.
- Provide ample learning opportunities that promote the development of competencies forcritical care nursing practice.
- Offer clinical and educational practice in critical and university care scenarios tointegrate the teaching-learning process.
- Train the student to effectively perform the role of nursing educator or manager.
- Develop skills to conduct research in nursing and interpret and use research findings.
- Training in the use of technology used in customer management in critical care scenarios.
- Develop a specialist with ethical, legal and moral values to provide a humanistic serviceand to assume responsibility for its development and that of the nursing profession.

COMPETENCES OF THE MASTER'S DEGREE IN NURSING WITH SPECIALTY INCRITICAL CARE

Knowledge

1. Demonstrate competency and critical judgment by providing nursing care to critically ill patients.

2. Know the theoretical concepts and principles of care for critically ill patients or with multipleproblems in the system.

3. Demonstrate knowledge of clinical practice supported by the best evidence and experience inthe area of critical care.

Skills

1. Demonstrate leadership, consultant, collaboration, and advocacy skills to promote health andhealth care at the individual, family, group, community, and organizational levels.

2. Demonstrate care management skills and effective communication with the interdisciplinary team.

3.   Use information and communication technologies in the provision of service, care anddocumentation offered to customers.

4.   Use evidence-based research and practice findings by providing health care, servicemanagement, and performing educator role.

5.   Develop critical thinking skills by solving problems that arise when you run the caregiver,manager, or educator role.

6. The nursing process will be used as an instrument in the advanced practice of care.

7. The nursing roles will be developed through the integration of theory, research and practice.

Attitudes

1.   Demonstrate responsibility and ethical-legal commitment in humanistic care responding to thechanging needs of society and health care patterns and cultural sensitivity.

2.   Contribute to the solution of local and national health problems that have implications fornursing practice.

3. Argue about the importance of staying up to date in the profession.

4. Recognize the importance of actively participating as a member of professional organizations

PROGRAM OF STUDY MASTER'S DEGREE IN NURSING WITH SPECIALTY IN CRITICAL CARE

COURSE	TITLE	CREDITS
FIRST YEAR – FIRST SEMESTER		
NURS 5000	Nursing Theories	3
NURS 5011	Epidemiology	2
FIRST YEAR – SECOND SEMESTER		
NURS 5025	Biostatistics	3
NURS 5050	Advanced Physical Exam	4
SUMMER		
	Three (3) elective credits	3
SECOND YESR – FIRST SEMESTER		
NURS 6011	Critical Care I	3
NURS 6091	Practice in Critical Care I	2
NURS 6080	Research Process in Nursing	3
SECOND YEAR – SECOND SEMESTER		
NURS 6012	Critical Care II	3
NURS 6092	Practice in Critical Care II	2
NURS 6991	Research Project	3
THIRD YEAR – FIRST SEMESTER		
	Three credits (3) prescribed distributives	3
	Three credits (3) prescribed distributives	3
THIRS YEAR – SECOND SEMESTER		
	Four credits (4) prescribed distributives	4
	Core courses	18crs
	Specialty courses	10crs
	Prescribed distributives	10crs
	Electives	3crs
	Total	**41**

COURSE DESCRIPTIONS

NURS 5000 Nursing Theories

Analysis of philosophies, theories, conceptual frameworks, models, and history of the nursing profession. The focus of the course is on the critical components of contemporary nursing knowledge; exploration of the nature of the development of theories in nursing; analysis of the relevance of the concepts of basic and applied sciences; Nursing analysis and evaluation and related theories and the relevance of the theory in terms of impact on the professional practice ofnursing and individuals, families, groups as clients in the health system. Value the relationship between research, evidence-based practice, and the philosophical, sociological and humanistic foundations. Three (3) hours weekly conference.

NURS 5011 Epidemiology

Analysis of the basic concepts of epidemiology and biostatistics applied to public health problems. Emphasis on the principles and methods of epidemiological research, the collection ofappropriate data and the use of classical statistical methods to describe the health of populations.Evaluate the application of the results of the studies in the areas of health services, detection, genetics and environmental policy. Discuss the influence of epidemiology and biostatistics on legal and ethical issues. Two (2) hours of weekly conference.

NURS 5025 Biostatistics

Develop knowledge about the different statistical methods to be used as a guide in the interpretation of data from the different research studies. Application of descriptive and inferential statistics in the interpretation of data. Use of the computer in the analysis of them.Three (3) hours of weekly conference.

NURS 5050 Advanced Physical Exam

Advanced course in health estimation with emphasis on the comprehensive estimate of the client throughout the life cycle. It includes multidimensional and interactive factors that affect the client's responses in the physical, social, cultural and biopsychosocial context. The student develops knowledge and skills of the physicist's estimate and pathophysiology that serve as the basis for the practice of advanced nursing. Critical information is analyzed on the findings of the cephalocaudal physical estimate throughout the life cycle. The practice of health estimation skillsis carried out in structured and unstructured scenarios. It requires fifteen (15) hours of conferenceand forty-five (45) hours of clinical practice. This is a Four (4) credits course.

NURS 6011 Critical Care I

Assessment of the theoretical concepts and principles related to the care of the critically ill patient. Analysis of the roles, functions of the nursing staff, structure, protocols, standards, rapidresponse team, processes, and procedures of the Intensive Care Unit. Reflect on the ethical-legalaspects involved in providing care to critically ill patients. Analysis of the integral care and stabilization of the cardiac, respiratory, and renal functions of the critically ill patient. Examine different educational strategies to be used in the teaching - learning process of the client, family,and others. Three (3) hours of weekly conference. Requirements: NURS 5000, 5011, 5025, 5050 and 6080. Concurrent: NURS 6091.

NURS 6091 Practice in Critical Care I

Advanced nursing care practice for critically ill clients with heart, respiratory and kidney problems. Nursing intervention in response to the patient's response to the monitoring, hemodynamic and support systems. Emphasis on the attention of the spiritual and emotional dimension, the physical estimate, pharmacological, therapeutic strategies and critical care skills.Application of theoretical concepts, ethical-legal principles, roles and functions and nursing interventions in the context of clinical practice. Analysis and interpretation of laboratory resultsand Diagnostic tests. It requires six (6) hours of practice per week in clinical critical care scenarios. This is a two (2) credits course.

Requirements: NURS 5000, NURS 5011, NURS 5025, NURS 5050. Concurrent: NURS 6011.

NURS 6080 Research Process in Nursing

Discussion of the research process and the ethical-legal aspects. Analysis of health problems to develop proposed research in nursing independently using the scientific method and statistical processes. Study of quantitative and qualitative research. Interpretation of the results of research related to health and use the results of research to improve nursing practice. Presentation of writtenand oral problems, Literature review, theoretical framework and methodology to be used during theinvestigation. Requirement: NURS 5025. Three (3) weekly conference hours.

NURS 6012 Critical Care II

To examine the pathophysiology of complex multisystem problems: neurological, hematological,gastrointestinal, trauma, burns and organ transplantation integrating the nursing process and holistic care in the critically ill patient. Use of interventions that help minimize alterations: nutritional, sleep, psychosocial and pain management. Analysis of research findings and their implications in the area of critical care. Three (3) hours of weekly conference. Requirements: NURS 6011, NURS 6091. Concurrent: NURS 6092.

NURS 6092 Practice in Critical Care II

Advanced nursing care practice for critically ill clients with neurological, hematological, gastrointestinal, trauma, burn and organ transplant problems. Emphasis on the application of thenursing process and holistic care when intervening with critically ill patients. Application of advanced clinical skills that include Physical exam, clinical judgment, decision making process,communication, teamwork and coordination of care when intervening with patients with critical health disruptions. Analysis and interpretation of Physical exam findings, laboratory results, Diagnostic tests and investigations. It requires six (6) hours of practice per week in clinical critical care scenarios. This is a two (2) credits course. Requirements: NURS 6011, NURS 6091 Concurrent: NURS 6012

NURS 6991 Research Project

Elaboration of an investigation project applying the research process to a problem in the area ofthe specialty. Use of biostatistics and theories for interpretation and data analysis. Oral presentation and written of the project. Requirement: NURS 5025 and 6080. This is a three (3) credits course.

NURS 6065 Evaluation in Education

Design and implementation of evaluation and measurement tools based on the principles,evaluation models and learning theories. Emphasis on OBJECTIVES, contents, Learningactivities and Evaluation. Three (3) hours of weekly conference.

NURS 6085 Management Evaluation in Nursing

Application of theories, principles and evaluation models in administration when developing theEvaluation instrument. Design evaluation and measurement instrument for the evaluation of a program in a clinical scenario. Three (3) hours of weekly conference.

NURS 6075 Management in Nursing

Analysis of theories, organizations, leadership, human behavior and the administration process that apply to nursing services. Emphasis on the communication process, decision making, conflict management, personnel selection and operational planning. Use of information systems to administer health service organizations, including financial management, budget and productivitymeasures. Three (3) hours of weekly conference.

NURS 6914 Practice in Nursing

Practice in nursing management in different scenarios of health care services for the application ofskills and concepts related to the administration of care under the supervision of the Professor andthe preceptor. Application of theories of leadership and administration in the solution of problemsthat arise in health care institutions. Active student participation in the planning of conferences, meetings, staff supervision, budget development, decision making projects and problem solving. It requires ten (10) hours of practice per week. This is a four (4) credits course. Requirements: NURS 6075 and NURS 6085.

NURS 6913 Educational Practice in Nursing

Educational practice in a Nursing Program in an institution recognized by the Board of Education of Puerto Rico, under the supervision of the Professor and the preceptor. Application of theoreticalconcepts, models and principles of education to a real context to develop the role of educator. Experience is provided for the development of skills for the design, selection and modification of teaching units, courses and nursing programs at the level of higher education. It requires ten

(10) hours of weekly practice. This is a four (4) credits course. Requirements: NURS 6055 and NURS6065

NURS 6055 Curriculum in Nursing

Analysis of traditional and contemporary theoretical currents for curriculum planning and design applied to nursing education. Emphasis on the development and application of curricular designs and theories based on the research of adult learning and nursing education to develop in the studentknowledge and skills that enable him to carry out the role of educator in nursing. Three (3) hours of weekly conference.

DOCTOR IN NURSE ANESTHESIA PRACTICE PROGRAM DESCRIPTION

Philosophy

We believe that it is a responsibility and an ethical mandate of the anesthetist to offer safe care to all patients. The Anesthesia Program will provide the education of excellence to prepare competent nurse anesthetists that provide safe services with human sensibility.

We believe a dynamic, high degree quality program is needed to contribute to the satisfaction of the needs of the nurse anesthetist workforce within our social and economic context in rapid change and to foster a balance between technology and humanism.

We believe that the teaching-learning process must be aimed at the attainment and application of the appropriate knowledge, the development of communication skills, clinical judgment and leadership, and the development of humanistic values and behaviors. The result will be the formation of a competent professional, able to offer quality and safe care to patients and committed to self-development in the advancement of the nursing discipline. In order to achieve educational objectives, the program adopts institutional philosophical beliefs about the teaching-learning process.

We believe that the education of nurse anesthetists must develop competencies for patient care, patient safety, clinical judgment, perianesthetic management, critical thinking, communication skills and professionalism. The graduate profile and competencies to be developed are defined in such a way that the environment for accomplishing teaching-learning is provided.

MISSION

To offer a dynamic and high-quality doctoral degree in nursing in anesthesia practice that contributes to the fulfillment of the needs for nurse anesthetists through the preparation of competent practitioners. The program will respond swiftly and effectively to tendencies in discipline, medicine and education, to social forces especially in technology and humanism, and also, to changes in the field.

VISION

PUDCJBR master program will be the leading program in the preparation of anesthetists in Puerto Rico and the Caribbean, recognized by the institutions which we provide services, health care professionals and accreditation agencies. Our institution wishes to contribute to the fulfillment of the needs of service, education, development and improvement of the nursing discipline.

Purpose Statement:

The DNAP degree is a professional practice degree in nurse anesthesia. It provides the foundational sciences, anesthesia specific courses, and clinical practicums geared to prepare the graduate to pass the National Certification Examination (NCE). Additionally, the related scholarship focuses on utilization of research findings for evidence-based clinical practice, education, and/or administration/business management related to nurse anesthesia, and the DNAP curriculum is designed accordingly. In addition to the requisite foundational courses, completion of a Scholarly Project is required. The Scholarly Project is the culminating scholarly work that demonstrates the ability to translate research findings into practice.

PUDCJBR faculty mentor each DNAP student to complete a Scholarly Project that focuses on utilization of research findings to augment evidence-based nurse anesthesia clinical practice, nurse anesthesia education, and/or administration/business management related to nurse anesthesia.

DNAP Goals/Learning Outcomes:

Graduates of the DNAP program are to have acquired knowledge, skills and competencies in patient safety, perianesthetic management, critical thinking, communication, and the competencies needed to fulfill their professional responsibilities.

Patient Safety – The graduate must demonstrate the ability to:

 1) Be vigilant in the delivery of patient care.

 2) Refrain from engaging in extraneous activities that abandon or minimize vigilance while
  providing direct patient care (e.g., texting, reading, e-mailing, etc.).

 3) Conduct a comprehensive and appropriate equipment check

4) Protect patients from iatrogenic complications.

Perianesthesia Management – The graduate must demonstrate the ability to:

5) Provide individualized care throughout the perianesthesia continuum.

6) Deliver culturally competent perianesthetic care. (See definition: Culturally Competent)

7) Provide anesthesia services to all patients across the lifespan. (See definitions: "Anesthesia services" and "Across the lifespan")

8) Perform a comprehensive history and physical assessment. (See definition: Comprehensive History and Physical Assessment)

9) Administer general anesthesia to patients with a variety of physical conditions.

10) Administer general anesthesia for a variety of surgical and medically related procedures.

11) Administer and manage a variety of regional anesthetics.

12) Maintain current certification in ACLS and PALS.

Critical Thinking – The graduate must demonstrate the ability to:

13) Apply knowledge to practice in decision making and problem solving.

14) Provide nurse anesthesia services based on evidence-based principles.

15) Perform a pre-anesthetic assessment before providing anesthesia services.

16) Assume responsibility and accountability for diagnosis.

17) Formulate an anesthesia plan of care before providing anesthesia services.

18) Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.

19) Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.

20) Calculate, initiate, and manage fluid and blood component therapy.

21) Recognize, evaluate, and manage the physiological responses coincident to the provision of anesthesia services.

22) Recognize and appropriately manage complications that occur during the provision of anesthesia services.

23) Use science-based theories and concepts to analyze new practice approaches.

24) Pass the national certification examination (NCE) administered by NBCRNA.

Communication – The graduate must demonstrate the ability to:

25) Utilize interpersonal and communication skills that result in the effective exchange of information and collaboration with patients and their families.

26) Utilize interpersonal and communication skills that result in the effective interprofessional exchange of information and collaboration with other healthcare professionals.

27) Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of interprofessional care.

28) Maintain comprehensive, timely, accurate, and legible healthcare records.

29) Transfer the responsibility for care of the patient to other qualified providers in a manner that assures continuity of care and patient safety.

30) Teach others.

Leadership – The graduate must demonstrate the ability to:

31) Integrate critical and reflective thinking in his or her leadership approach.

32) Provide leadership that facilitates intraprofessional and interprofessional collaboration.

Professional Role – The graduate must demonstrate the ability to:

33) Adhere to the Code of Ethics for the Certified Registered Nurse Anesthetist.

34) Interact on a professional level with integrity.

35) Apply ethically sound decision-making processes.

36) Function within legal and regulatory requirements.

37) Accept responsibility and accountability for his or her practice.

38) Provide anesthesia services to patients in a cost-effective manner.

39) Demonstrate knowledge of wellness and substance use disorder in the anesthesia profession through completion of content in wellness and substance use disorder. (See definition: Wellness and substance use disorder)

40) Inform the public of the role and practice of the CRNA.

41) Evaluate how public policy making strategies impact the financing and delivery of healthcare.

42) Advocate for health policy change to improve patient care.

43) Advocate for health policy change to advance the specialty of nurse anesthesia.

44) Analyze strategies to improve patient outcomes and quality of care.

45) Analyze health outcomes in a variety of populations.

46) Analyze health outcomes in a variety of clinical settings.

47) Analyze health outcomes in a variety of systems.

48) Disseminate research evidence.

49) Use information systems/technology to support and improve patient care.

50) Use information systems/technology to support and improve healthcare systems.

51) Analyze business practices encountered in nurse anesthesia delivery settings.

52) Demonstrate characteristics of a Christian professional (See definition: Christian Characteristics).

Definitions:

Across the Lifespan:

Across the lifespan refers to a patient population focus of families and individuals. The continuum of care ranges from the prenatal period to end of life with health statuses ranging from healthy through all levels of acuity including immediate, severe, or life-threatening illnesses or injury.

Advanced Practice Registered Nurse (APRN):

APRN refers to advanced practice nurses in the roles of Certified Registered Nurse Anesthetists, certified nurse- midwives, certified nurse practitioners, and clinical nurse specialists. It is recognized that states vary in the titles they use for the different advanced practice nursing roles. Programs may enroll advanced practice nurses regardless of title authorized by state.

Anesthesia Services:

Anesthesia and anesthesia-related care represent those services that anesthesia professionals provide upon request, assignment, and referral by the patient's healthcare provider authorized by law, most often to facilitate diagnostic, therapeutic, and surgical procedures. In other instances, the referral or request for consultation or assistance may be for management of pain associated with obstetrical labor and delivery, management of acute and chronic mechanical ventilation, or management of acute and chronic pain through the performance of selected diagnostic and therapeutic blocks or other forms of pain management.

Comprehensive History and Physical Assessment:

Comprehensive history and physical assessment include the history, physical, and psychological assessment of signs and symptoms, pathophysiologic changes, and psychosocial variations of a patient. The assessment includes an evaluation of the body and its functions using inspection,

palpation, percussion, auscultation, and advanced assessment techniques, including diagnostic testing, as appropriate. A complete physical assessment should incorporate cultural and developmental variations and needs of a patient. The results of a comprehensive history and physical assessment are used to establish a differential diagnosis based on assessment data and develop an effective and appropriate plan of care for a patient. Specific assessment related to anesthesia should be stressed in the practical experience of nurse anesthesia students.

Culturally Competent:

Cultural competency is demonstrated by effectively utilizing various approaches in assessing, planning, implementing, and administering anesthesia care for patients based on culturally relevant information.

Wellness and substance use disorder:

Wellness is defined as a positive state of the mind, body, and spirit reflecting a balance of effective adaptation, resilience, and coping mechanisms in personal and professional environments that enhance quality of life. Substance use disorder (SUD), also known as chemical dependency and addiction, is a chronic and progressive disease which threatens physical and mental well-being and is individually characterized by a multiplicity of behaviors from misuse through dependency/addiction to alcohol and/or drugs (legal and illegal). The wellness/SUD curriculum must be an evidence-based program of study that could include but is not limited to the following five key conceptual components:

1. Importance of wellness to healthcare professionals: Describe the integration of healthy lifestyles, adaptive coping mechanisms for career stressors, and an awareness of chemical dependency risk factors and pathophysiology.

2. Healthy lifestyles: Describe attitudes, behaviors, and strategies (i.e., healthy nutrition, exercise, sleep patterns, and critical incident stress management) that create a positive work-life balance for personal wellness.

3. Coping mechanisms: Describe adaptive or maladaptive behaviors employed by individuals to reduce the intensity of experienced stress. Discuss positive stress reduction techniques, such as meditation, deep breathing, and exercise.

4. Identification and intervention of SUD: Describe needed awareness of the symptoms of SUD, appropriate strategies for successful intervention, evaluation, treatment, and aftercare.

5. Reentry into the workplace after treatment for SUD: Broadly describes components of

successfully returning to anesthesia practice. These components include the frameworks for returning to administrative, academic, or clinical anesthesia practice; strategies to reduce the likelihood of relapse; and elements of lifestyle adaptation that lead to a healthy balance of professional work and physical, emotional, and spiritual health.

NOTE:

The DNAP Goals/Learning Outcomes and some definitions are adapted from the Standards for Accreditation of Nurse Anesthesia Educational Programs – Practice Doctorate (2015, Revised 10/2018), D-Graduate Standards 1-51 (pp.17-20) & Glossary (pp. 33-40), by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), which is available at: https://home.coa.us.com/accreditation/Documents/Standards%20for%20Accreditation%20of%20Nurse%20 Anesthesia%20Programs%20-%20Practice%20Doctorate,%20rev%20Oct%202018.pdf.

PROFILE OF THE DOCTOR IN NURSE ANESTHESIA PRACTICE GRADUATE

After completing the requirements of the Doctoral Degree Program, the graduate will demonstrate the ability to:

1. Be vigilant in the delivery of patient care.
2. Refrain from engaging in extraneous activities that abandon or minimize vigilance while providing direct patient care (e.g., texting, reading, emailing, etc.).
3. Conduct a comprehensive equipment check.
4. Protect patients from iatrogenic complications.
5. Provide individualized care throughout the perianesthesia continuum.
6. Deliver culturally competent perianesthesia care (see Glossary, "Culturally competent").
7. Provide anesthesia services to all patients across the lifespan (see Glossary, "Anesthesia services" and "Across the lifespan").
8. Perform a comprehensive history and physical assessment *(see Glossary, "Comprehensive history and physical assessment").*
9. Administer general anesthesia to patients with a variety of physical conditions.
10. Administer general anesthesia for a variety of surgical and medically related procedures.
11. Administer and manage a variety of regional anesthetics.
12. Maintain current certification in ACLS and PALS.
13. Apply knowledge to practice in decision- making and problem solving.
14. Provide nurse anesthesia services based on evidence-based principles.
15. Perform a preanesthetic assessment before providing anesthesia services.
16. Assume responsibility and accountability for diagnosis.
17. Formulate an anesthesia plan of care before providing anesthesia services.
18. Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.
19. Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.
20. Calculate, initiate, and manage fluid and blood component therapy.
21. Recognize, evaluate, and manage the physiological responses coincident to the provision of anesthesia services.
22. Recognize and appropriately manage complications that occur during the provision of anesthesia services.
23. Use science-based theories and concepts to analyze new practice approaches.
24. Pass the national certification examination (NCE) administered by NBCRNA.

25. Utilize interpersonal and communication skills that result in the effective exchange of information and collaboration with patients and their families.

26. Utilize interpersonal and communication skills that result in the effective interprofessional exchange of information and collaboration with other healthcare professionals.

27. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of interprofessional care.

28. Maintain comprehensive, timely, accurate, and legible healthcare records.

29. Transfer the responsibility for care of the patient to other qualified providers in a manner that assures continuity of care and patient safety.

30. Teach others.

31. Integrate critical and reflective thinking in his or her leadership approach.

32. Provide leadership that facilitates intraprofessional and interprofessional collaboration.

33. Adhere to the *Code of Ethics for the Certified Registered Nurse Anesthetist.*

34. Interact on a professional level with integrity.

35. Apply ethically sound decision-making processes.

36. Function within legal and regulatory requirements.

37. Accept responsibility and accountability for his or her practice.

38. Provide anesthesia services to patients in a cost-effective manner.

39. Demonstrate knowledge of wellness and chemical dependency in the anesthesia profession through completion of content in wellness and chemical dependency *(see Glossary, "Chemical dependency and wellness").*

40. Inform the public of the role and practice of the CRNA.

41. Evaluate how public policy making strategies impact the financing and delivery of healthcare.

42. Advocate for health policy changes to improve patient care.

43. Advocate for health policy change to advance the specialty of nurse anesthesia.

44. Analyze strategies to improve patient outcomes and quality of care.

45. Analyze health outcomes in a variety of populations.

46. Analyze health outcomes in a variety of clinical settings.

47. Analyze health outcomes in a variety of systems.

48. Disseminate research evidence.

49. Use information systems/technology to support and improve patient care.

50. Use information systems/technology to support and improve healthcare systems.

51. Analyze business practices encountered in nurse anesthesia delivery settings

DOCTOR IN NURSE ANESTHESIA PRACTICE PROGRAM
CURRICULAR DESIGN

The curriculum is designed to award a Doctor of Nursing Practice or Doctor of Nurse Anesthesia Practice to graduate students who successfully complete graduation requirements. The curriculum is designed to focus on the full scope of nurse anesthesia practice including:

- Course(s): Advanced Physiology/Pathophysiology, Advanced Pharmacology, Basic and Advanced Principles in Nurse Anesthesia, and Advanced Health Assessment (See Glossary "Advanced Health Assessment")

The Curriculum attempted to go from basic to advanced studies in each of these areas. For instance, those courses were revised, the BIOL 700 and BIOL 702 to assure that while anatomy is included, physiology is the main focus, and have had BIOL 700 cover Respiratory, Circulatory and Autonomic Nervous system, (with some Central Nervous content as necessary.)

Basic and Advanced Principles follows a similar trajectory: DNAP 730 covering OB, Neonates, Pediatrics and Geriatrics; DNAP 740 covering Cardiac, thoracic, peripheral vascular, neurologic, trauma, and patients with other co-existing diseases; DNAP 750 covering Renal, Hepatobiliary, Gastrointestinal, Musculoskeletal and Endocrine Systems; and DNAP 760 covering Acute Postoperative Pain & Chronic Pain Management, and Use of Diagnostic Tools [Ultra Sound and Radiography])

Standard E 2.2 is about CONTENT in the courses and several of the courses state specific hours necessary:

- Advanced Physiology/Pathophysiology (COA requires 120 contact hours) (**This curriculum has 180 hours**)
- Advanced Pharmacology (COA requires 90 contact hours) (**This curriculum has 105 contact hours**)
- Basic and Advanced Principles in Nurse Anesthesia (COA requires 120 hours) (**This curriculum has 420 contact hours**
- Research (COA requires 75 contact hours) (**This curriculum has 116 contact hours**)
- Advanced Health Assessment (COA requires 45 contact hours**) (This**

curriculum has 45 contact hours) note that as we have simulation and have a one academic credit hour lab that adds another 45 contact hours bringing that to 90 contact hours this curriculum would have. (The reason for this is that for each one academic hour credit given for a lab, it is equal to three actual hours in the lab and 3 x 15-week semester gives you another 45 hours).

- Human anatomy (in the curriculum mapping chart I included both BIOL 700 and BIOL 702, as the names of the courses include "functional anatomy" and some of the learning objectives mention anatomy

- Chemistry, Biochemistry, physics, genetics (have included genetics in several of the Advanced Principles courses, and recent textbooks indicate that studies of genomics may be implicated in selected diseases.)

- Acute and chronic pain management (This is covered in the DNAP Principles 760 course)

- Radiology, ultrasound, anesthesia equipment, (these are covered in courses like DNAP 760, and others as indicated in the curriculum map.)

- Professional Role Courses: (Have placed Professional Role courses I – VII throughout the curriculum, and these, among other things, include all of those non-anesthesia specific topics such as: Healthcare Finance, Healthcare Policy and Law; Education; Ethics, Leadership, and Multicultural Healthcare)

- Wellness and substance use disorder, informatics, ethical and multicultural healthcare, leadership and management, health policy, health care finance

- Integration/Clinical Correlation

Clinical experiences:

The Curriculum has scheduled 7 clinical practicum courses, and these have included 3,015 hours of assigned clinical time.

The curriculum has designed is 9 semesters (3 years). **At present, it contains a total of 131 semester hours. It also has 3,015 hours of assigned clinical time**. The curriculum is composed of sequential and integrated courses designed to facilitate achievement of the program's terminal objectives. **This Curriculum using the 51 COA Graduate Standards**

listed on pages 17-20 as program terminal objectives. All courses have clearly stated objectives/outcomes.

The curriculum requires the student to complete scholarly work that demonstrates knowledge and scholarship skills within an area of academic focus.

The curriculum provides students with experiences in the perioperative process that are UNRESTRICTED and promote their development as competent nurse anesthetists. In the last couple of clinical courses, students will be able to have a 2:1 clinical faculty to student ratio.

The program provides opportunities for students to obtain clinical experiences outside the regular clinical schedule by a call experience, or other mechanism.

Simulated clinical experiences are incorporated in the curriculum. Note that this does not have to be high fidelity simulation, but can include models etc**. listed a couple courses, such as Advanced DNAP 730: Advanced Physical Examination.**

Program Progression

The DNAP Program is a continuous course of study, 36-month "block" program.
Students may progress toward the DNAP degree when they have:

- Completed all scheduled DNAP-labeled program courses, thus far, with a grade of 3.00 ("B") or better on a 4.00 grade point scale.
- Completed all scheduled non-DNAP-labeled program courses, thus far, with an average grade of 3.00 ("B") or better.
- Completed all scheduled clinical practicum courses, thus far, with a grade of "Pass".

PROGRAM OF STUDY

DOCTOR IN NURSE ANESTHESIA PRACTICE

Semester 1	Contact Hours/wk.	Credit hours/semester	Clinical assigned Hours/semester
BIOL 700: Advanced Physiology with Functional Anatomy for Nurse Anesthetists I	4-0-0-4	4-0-0-4	
BIOL 702: Advanced Physiology with Functional Anatomy for Nurse Anesthetists II	4-0-0-4	4-0-0-4	
DNAP 700: Advanced Pharmacology for Nurse Anesthetists I	4-0-0-4	4-0-0-4	
RSCH 700: Introduction to Informatics and Evidence-based Investigation I	1-0-0-1	1-0-0-1	
DNAP 732: Professional Role I (Wellness & Substance Use Disorder & Introduction to Professional Standards)	1-0-0-1	1-0-0-1	
ACLS/PALS I	1-0-0-1	1-0-0-1	
Semester hours credit	**15**	**15**	**0**

Semester 2			
BIOL 704: Advanced Pathophysiology for Nurse Anesthetists	4-0-0-4	4-0-0-4	
DNAP 702: Advanced Pharmacology for Nurse Anesthetists II	3-0-0-3	3-0-0-3	
DNAP 720: Basic Principles of Nurse Anesthesia Practice	5-0-0-5	5-0-0-5	
DNAP 734: Professional Role II (History of Nurse Anesthesia, AANA and Affiliates & Practice Standards – continued)	1-0-0-1	1-0-0-1	
DNAP 800: Introduction to Clinical Anesthesia (One 5-hour day/wk. /5 = 1 semester hr.)	0-0-5-5	0-0-1-1	90
Semester hours credit	**18**	**14**	

Semester 3			
DNAP 730: Advanced Principles of Nurse Anesthesia Practice I (Across the lifespan - OB, Neo, Peds, Ger.)	6-0-0-6	6-0-0-6	
DNAP 710 Advanced Physical Examination	3-0-0-3	3-0-0-3	
DNAP 706: Chemistry, Physics & Anesthesia Equipment	4-0-0-4	4-0-0-4	
DNAP 805: Anesthesia Clinical Practice I (3 five (5) hour days/wk.=15/5 =3	0-0-15-15	0-0-3-3	225
Semester hours credit	**27**	**16**	

Semester 4			
DNAP 740: Advanced Principles of Nurse Anesthesia Practice II (CT, PV, Neuro, Trauma, Coexisting)	6-0-0-6	6-0-0-6	
RSCH 710: Research Sequence II: Evidence-based Investigations for Nurse Anesthesia I (Research Methods I)	3-0-0-3	3-0-0-3	
DNAP 736 Professional Role III (Patient safety, quality improvement & introduction to epidemiology)	1-0-0-1	1-0-0-1	
DNAP 802: Integration/Anesthesia Correlation Seminar I	1-0-0-1	1-0-0-1	
DNAP 810: Anesthesia Clinical Practice II (3 five hour days=15/5 =3)	0-0-15-15	0-0-3-3	225
Semester hours credit	**26**	**14**	

Semester 5			

DNAP 750: Advanced Principles of Nurse Anesthesia Practice III (Renal, Hep/Bil, GI, MS, Endo)	6-0-0-6	6-0-0-6	
RSCH 720: Research Sequence III: Evidence-based Investigations for Nurse Anesthesia II (Critical Inquiry)	2-0-0-2	2-0-0-2	
DNAP 738: Professional Role IV: (Healthcare Policies and the Law)	3-0-0-3	3-0-0-3	
DNAP 804: Integration/Anesthesia Correlation Seminar II	1-0-0-1	1-0-0-1	
DNAP 820: Anesthesia Clinical Practice III	0-0-15-15	0-0-3-3	225
Semester hours credit	**27**	**15**	

Semester 6			
DNAP 760: Advanced Principles of Nurse Anesthesia Practice IV (Acute/Chronic Pain, Ultra Sound, Radiography)	5-0-0-5	5-0-0-5	
RSCH 730: Research Sequence IV: Evidence-based Investigations for Nurse Anesthesia III (Research Implementation)	2-0-0-2	2-0-0-2	
DNAP 806: Integration/Anesthesia Correlation Seminar III	1-0-0-1	1-0-0-1	
DNAP 830: Anesthesia Clinical Practice IV (3 ten-hour days=30/5 =6)	0-0-30-30	0-0-6-6	450
Semester hours credit	**36**	**14**	

Semester 7			
RSCH 740: Research Sequence V: Evidence-based Investigations for Nurse Anesthesia IV (Implementation/dissemination I)	2-0-0-2	2-0-0-2	
DNAP 742: Professional Role V: Education in Nurse Anesthesia	2-0-0-2	2-0-0-2	
DNAP 812 Nurse Anesthesia Certification Exam Review/ Prep	2-0-0-2	2-0-0-2	

DNAP 840: Anesthesia Clinical Practice V (4 ten hour days=40/5 =8)	0-0-40-40	0-0-8-8	600
Semester hours credit	**48**	**14**	

Semester 8			
DNAP 744: Professional Role VI: (Healthcare Finance, Anesthesia Business and Practice Management, Reimbursement and Billing Practice)	3-0-0-3	2-0-0-2	
DNAP 808: Integration/Anesthesia/Professional Role Correlation Seminar IV	1-0-0-1	1-0-0-1	
RSCH 750: Research Sequence VI Evidence-based Investigations for Nurse Anesthesia IV (Implementation/dissemination II)	2-0-0-2	2-0-0-2	
DNAP 814 Nurse Anesthesia Certification Exam Review/Prep	1-0-0-1	1-0-0-1	
ACLS/ PALS II	1-0-0-1	1-0-0-1	
DNAP 850 Anesthesia Clinical Practice VI	0-0-40-40	0-0-8-8	600
Semester hours credit	**48**	**15**	
Semester 9			
DNAP 746: Professional Role VII: (Ethics, Leadership, and Multicultural Healthcare)	3-0-0-3	3-0-0-3	
DNAP 816 Nurse Anesthesia Certification Exam Review/Prep	2-0-0-2	3-0-0-3	
DNAP 860: Anesthesia Clinical Practice VII (4 ten hour days=40/5 =8)	0-0-40-40	0-0-8-8	600
Semester Hours Credit		**14**	
TOTAL HOURS		**131 Semester hours**	**3,015 Assigned Clinical hours**

PROGRAM GRAND TOTAL   131 graduate semester credit hours

(Program length: 9 Semester; 36 months; full time, year-round, continuous course of study; 10 wks pre-assigned breaks; 2 wks Project)

DNAP CURRICULUM SEQUENCE

Year 1- Semester 1		Year 1- Semester 2		Year 1 -Semester 3	
BIOL 700: Advanced Physiology with Functional Anatomy for Nurse Anesthetist I	BLS/ACLS,PALS/ (1 WK) & BREAK (2 WKS)	BIOL 704: Advanced Pathophysiology for Nurse Anesthetist	BREAK 2 WEEKS	DNAP 730: Advanced Principles of Nurse Anesthesia Practice I (Across the lifespan- OB-Neo, Peds, Ger)	BREAK 1 WEEKS
BIOL 702: Advanced Physiology with Functional Anatomy for Nurse Anesthetist II		DNAP 702: Advanced Pharmacology for Nurse Anesthetist II		DNAP 710: Advanced Physical Examination	
DNAP 700: Advanced Pharmacology for Nurse Anesthetist I		DNAP 720: Basic Principles of Nurse Anesthesia Practice		DNAP 706: Chemistry, Physics &Anesthesia Equipment	
RSCH 700: Introduction to Informatics and Evidence based Investigation I		DNAP 734: Professional Role II (History of Nurse Anesthesia, AANA and Affiliates &Practices Standars-continued)		DNAP 805: Anesthesia Clinical Practice I (3 five (5) hour days/wk.=15/5=3	
DNAP 732: Professional Role I (Wellness &Substance Use Disorder & Introduction to Professional Standards)		DNAP 800: Introduction to Clinical Anesthesia (one 5 hour day/wk./5= 1 semester hr)		**Total 16 credits**	
ACLS/PALS I		**Total 18 credits**			
Total 15 credits		(18 contact hours, avg per week) Study time is additional; est 32 hrs/wk)			

Year 2- Semester 4		Year 2- Semester 5		Year 2 -Semester 6	
DNAP 740: Advanced Principles of Nurse Anesthesia Practice II (CT, PV, Neuro, Trauma, Coexisting)		DNAP 750: Advanced Principles of Nurse Anesthesia Practice III (Renal, Hep/Bil, GI, MS, Endo)		DNAP 760: Advanced Principles of Nurse Anesthesia Practice IV (Acute, Chronic Pain, Ultra Sound, Radiography)	
RSCH 710: Research Sequence II: Evidenced-based Investigations for Nurse Anesthesia 1 (Research Methods I)		RSCH 720: Research Sequence III: Evidence-based Investigations for Nurse Anesthesia II (Critical Inquiry)		RSCH 730: Research Sequence IV: Evidence-based Investigations for Nurse Anesthesia III (Research Implementation)	
DNAP 736 Professional Role III (Patient safety, quality improvement & introduction to epidemiology)	BREAK 1 WKS)	DNAP 738: Professional Role IV: (Healthcare Policies and the Law)	BREAK 2 WEEKS	DNAP 806: Integration/Anesthesia Correlation Seminar III	DNAP PROJECT WEEKS
DNAP 802: Integration/ Anesthesia Correlation Seminar I		DNAP 804: Integration/Anesthesia Correlation Seminar II)		DNAP 830: Anesthesia Clinical Practice IV (3 ten hour days=30/5=6)	
DNAP 810: Anesthesia Clinical Practice II (3 five hour days= 15/5=3)		DNAP 820: Anesthesia Clinical Practice III		**Total 14 credits** (43 contact hours, avg per week) Study time is additional; est 14 hrs/wk)	
Total 14 credits (36 contact hours, avg per week) Study time is additional; est. 18 hrs/wk)		**Total 15 credits**			

Year 3- Semester 7		Year 3- Semester 8		Year 3 -Semester 9	
RSCH: Research Sequence V: Evidence-based Investigations for Nurse Anesthesia IV (Implementation/dissemination I)		DNAP 744: Professional Role IV: (Healthcare Finance, Anesthesia Business and Practice Management, Reimbursement and Billing Practice)		DNAP 746: Professional Role VII: (Ethics, Leadership, and Multicultural Healthcare)	
DNAP 742: Professional Role V: education in Nurse Anesthesia	BLS/ACLS/PALS/ & PROJECT (1 WKS)	DNAP 808: Integration/Anesthesia/Professional Role Correlation Seminar IV	BREAK 2 WEEKS	DNAP 816 Nurse Anesthesia Certification Exam Review/Prep	GRADUATION
DNAP: 812 Nurse Anesthesia Certification Exam Review/Prep		RSCH 750: Research Sequence VI Evidence-based Investigations for Nurse Anesthesia IV (Implementation/dissemination II)		DNAP 860: Anesthesia Clinical Practice VII (4 ten hour days=40/5=8)	
DNAP 840: Anesthesia Clinical Practice V (4 ten-hour days=40/5=8)		DNAP 814 Nurse Anesthesia Certification Exam Review/Prep			
Total credits 14		ACLS/PALS II		**Total 14 credits**	
		Total 15 credits		(18 contact hours, avg per week) Study time is additional; est 32 hrs/wk)	

DNAP COURSE DESCRIPTIONS

Year 1

BIOL 700

Description:

This course builds on anatomy courses the student have had in their nursing courses prior to admission to the school of anesthesia and provides the student with in-depth information regarding the macroscopic structure of the human body. Respiratory, cardiovascular, renal, gastrointestinal, hepatic, skeletal muscle, and nervous systems will be studied. Nerve and muscle receptors will be described, as they relate to the administration of muscle relaxant in anesthesia. The anatomic characteristics of the nerve origins and pathways will be discussed in depth, as related to the potential for being blocked during regional anesthesia.

DNAP 702

Description:

The course is a continuation of Advanced Pharmacology of Anesthetic Drugs I. It incorporates knowledge of non-specific anesthetic drugs the patient presenting for anesthesia may be receiving for disease processes not necessarily related to the purpose of the surgery. It addresses how these conditions and associated drugs may influence, or interact with, anesthesia drugs and techniques administered for the intended surgical procedure. Drug categories include antiepileptics, sympathomimetics, sympatholytics, vasodilators, antiarrhythmics, diuretics, lipid-lowering drugs, procoagulants, anticoagulants, gastric motility altering drugs, glucose regulators, other endocrine related drugs, chemotherapeutics, and psychopharmacologics,

DNAP 700

Description:

The course presents a study of the fundamental principles of drug therapy, specific drugs in the administration of anesthesia, and the effects of these drugs in the systems of the body. All currently administered anesthetics are described according to their chemical structure, pharmacodynamics, and pharmacokinetics. In addition, important auxiliary drugs are discussed to permit a global understanding of perioperative anesthetic therapy.

RSCH 700

Description:

This course is the first in a six section research series. It introduces the field of informatics and describes its use in generating information whereby anesthesia practitioners conduct evidence-based nurse anesthesia investigation to inform practice. The course includes epidemiologic concepts largely due to their focus on designing studies and collecting data in the health arena. Topics include computers as electronic information-processing machines, information technology systems, and Internet and computer security management. This course also stresses the ethical, social and legal implications associated with all aspects of informatics. Students will be using information technology in completing their nurse anesthesia practice coursework and the completion of a scholarly project; therefore, this is a foundational course for completing both.

DNAP 732

Course Description

This course addresses one of the most disconcerting concepts related to becoming an anesthesia provider, the fact that addicting substances are part of the common drugs administered to patients, and these providers are not immune to substance use disorder. It introduces the epidemiology of substance abuse and chemical dependency. For this reason, this course and this topic is the first in the Professional Role series in the Anestesia Al Dia, Inc. Doctor of Nurse Anesthesia Practice curriculum, to alert students engaging in anesthesia education of the prevalence and possibility of substance abuse, and with the hope that becoming educated early will act as a deterrent. Further, this course introduces the student to the American Association of Nurse Anesthetist Practice Documents, used throughout both the academic and clinical curriculum. The first two Policy and Practice considerations introduced are Informed Consent in Anesthesia Care, and Documenting Anesthesia Care. While these were familiar to students engaged as practicing Registered nurses, this course adds expanded meaning as the student prepares to engage in the practice of anesthesia.

BLS/ACLS Recertification & PALS Initial Certification Courses (*week of 8/13-21*)

Students are required to take the BLS/ACLS recertification, and the PALS initial certification courses as scheduled and assigned by the DNAP. These courses are arranged by the DNAP in collaboration with the Puerto Rico School of Nurse Anesthetists (PUDCJBR) PUDCJBRA Training Center, which conducts these courses. The registrations for these courses are charged by PUDCJBR as part of the Professional Program fees, and PUDCJBR pays PUDCJBR for these courses. If a student is

not successful in completing any one of these courses, s/he must register for that course through PUDCJBR again, as soon as possible. The cost for repeated courses due to student failure will be the student's responsibility.

Year 1

BIOL 704

Description:

This course integrates the pathophysiology and clinical presentations of medical conditions of importance for the nurse anesthetist, with emphasis on cardiovascular and respiratory diseases, as well as the neuromuscular system. It includes basic concepts of pathophysiology, the management of fluids and electrolytes, and treatments of common diseases are also discussed. Also included is an overview of concepts related to the genomic basis of disease.

DNAP 702

Description:

The course is a continuation of Advanced Pharmacology of Anesthetic Drugs I. It incorporates knowledge of non-specific anesthetic drugs the patient presenting for anesthesia may be receiving for disease processes not necessarily related to the purpose of the surgery. It addresses how these conditions and associated drugs may influence, or interact with, anesthesia drugs and techniques administered for the intended surgical procedure. Drug categories include antiepileptics, sympathomimetics, sympatholytics, vasodilators, antiarrhythmics, diuretics, lipid-lowering drugs, procoagulants, anticoagulants, gastric motility altering drugs, glucose regulators, other endocrine related drugs, chemotherapeutics, and psychopharmacologics,

DNAP 720

Description:

This course provides a foundation for students to plan and implement nurse anesthesia care in patients across the lifespan with various disease processes and diagnoses, and diverse populations. Topics in this course include, but are not limited to:

developing individualized, evidence-based, quality plans of care;

vigilance and anesthesia safety;

patient positioning;

 basic airway management,

 principles of mechanical ventilation,

 principles and techniques of anesthesia induction,

maintenance of, and emergence from anesthesia,

complete a comprehensive check of equipment used in providing anesthesia,

interpreting and utilizing data from a variety of monitors,

administration and management of fluid and blood products,

management of anesthesia-related complications in healthy patients.

The course provides a foundation for safe provision of general and regional anesthesia, and to analyze (examine critically) the implications in diverse populations. The course also addresses and initiates discussion related to anesthesia care for a variety of surgical procedures.

DNAP 734

Course Description

This course gives an overview of the proud history of nurse anesthesia, including a synopsis of legal battles to achieve recognition as advanced practices nurses specializing in the administration of anesthesia. It introduces the Code of Ethics for the Certified Registered Nurse Anesthetists (CRNA) relative to the CRNAs responsibility to patients, competence, as a

professional, and to society, as well as other aspects. The course introduces the broad scope of CRNA practice, as well as an overview of Practice Standards I – XI.

DNAP 800

Course Description:

DNAP 800 is the introductory course into clinical anesthesia. Students in this course are not new to nursing, and they will find that clinical anesthesia practice builds on the foundation of nursing practice they had before enrollment into the school of anesthesia. Its purpose is to familiarize students with the environments where anesthesia is administered, and prepare students to incorporate, into the clinical area, not only previously learned nursing principles, but also principles of science and pharmacology which were introduced in the anesthesia academics of the first semester, thus building on their own clinical nursing backgrounds. The focus is the preparation of the patient for anesthesia, including selection and application of appropriate monitors, securing intravenous access, the selection of anesthetic agents, appropriate anesthetic induction and maintenance techniques, and emergence from anesthesia. There are elements of this care that, due to their backgrounds in nursing, they are expected to be able to perform in the operating room environment, such as securing intravenous access and application of selected monitors. The course introduces the value of a physical assessment prior to providing anesthesia and creating an acceptable plan of care. Additionally, it introduces the student to the essential need for vigilance in care and avoiding extraneous activities that distract from patient care, as their focus must be patient centered, often from heartbeat to heartbeat. It will introduce students to pre and post anesthesia rounds. The course includes an introduction to the electronic health record and clinical informatics.

DNAP 730

Course Description:

This course builds upon previous knowledge of adult anatomy and physiology as well as elements of basic principles of nurse anesthesia, including monitoring and patient safety. It addresses providing nurse anesthesia across the life span for the specific populations of obstetric, neonate, pediatric, and geriatric patients with topics to include the special needs of these populations. The course also highlights the role of the nurse anesthetist in accepting responsibility and accountability for accurate diagnosis of patient issues across the life span.

Related to the obstetric population, it is designed to inform the student about major alterations pregnancy causes in the maternal organ systems, and to address issues of any resulting pathophysiology. It guides the application of this knowledge to practice in decision making and problem solving, including interpreting and utilizing monitoring data, with particular emphasis on cardiovascular and hematologic systems, as well as respiratory, nervous, gastrointestinal, hepatic, renal systems and uterine blood flow.

Related to the neonatal and pediatric populations, it is designed to inform the student about the developing physiology in neonates related to fetal and transitional circulation, and the effects of pediatric growth on the cardiovascular, neurological, pulmonary, renal and hepatic systems. It includes interpreting and utilizing monitoring data associated with these systems. It guides the application of this knowledge to practice in decision making and problem solving, with an emphasis regarding differences in the neonatal and pediatric anatomy and physiology compared to adult physiology, and the effects these differences cause in the mechanics and pharmacologic approach to the induction and management of general or regional anesthesia. Considerations of specific pathophysiologic conditions in neonatal and pediatric patients that result in the need for surgical intervention, specific monitoring, and the anesthetic management of these, are included in the course.

In relation to the geriatric patient, it is designed to inform the student about the anatomic, physiologic, and often pathophysiologic changes that occur with aging. It guides the application

of this knowledge to practice in decision making and problem solving related to age related changes, including interpreting and utilizing monitoring data, in the development of the anesthetic evidence-based plan of care for geriatric patients presenting for surgery.

Year 1

DNAP 710
Description:

In this course, the student will be prepared to perform a comprenhesive history, physical health assessment of patients across the lifespan. The focus is geared to critical care and perianesthesia settings. The course includes academic lectures which integrate specific pathologic conditions with assessments using a body systems approach, including developing basic skills in evaluating normal and abnormal radiographs. Students practice and learn to perform a comprehensive physical examination and will develop the advanced physical examination skills needed to function as a competent nurse anesthetist, and to assume responsibility for their findings. Students are expected to select diagnostic and laboratory studies to aid the student in demonstrating reasoning and critical thinking skills. While hands-on practice allows for assessment of all human organ systems, special emphasis will be given to the cardiovascular, respiratory, and neurological systems. The student will also practice cardiopulmonary resuscitation skills.

DNAP 706
Description:
This course will broaden the basic concepts of chemistry and physics concerning to Nurse Anesthesia, emphasizing the principles that guide the operation of anesthesia machines, as well as provides fundamental information related to fluoroscopy and radiography, and related patient safety. Special attention will be paid to the clinical concepts of cardiovascular, respiratory and metabolic monitoring.

DNAP 805

Description:

This course follows the introductory course and is the first of a series of seven courses of actual patient/case assigned clinical practice. Through these assignments, the students will demonstrate, under appropriate supervision, the application of knowledge covered in DNAP 720 and DNAP 800, with a particular emphasis on introduction to meeting graduate standards related to patient safety, care in the perianesthetic period, critical thinking, and communication. They will focus on clinical skill and abilities development, and assuming responsibilities, in the administration of anesthetic drugs, predicting the interaction of drugs, and the clinical application of general and regional anesthesia techniques in surgical and obstetrical cases. Cases performed in this course contribute to the goal of a minimum of 650 cases required for graduation, with a preferred goal of 700 or greater number of cases.

DNAP 740

Course Description:

This course builds upon previous knowledge of adult anatomy and physiology as well as monitoring specific systems. It addresses anesthesia for complex pathophysiologic conditions in these populations, including, in some instances, genomic predictive biomarkers. It addresses anesthesia issues related to coincident pathophysiology of other organs and systems, as well as anesthesia for patients involved in trauma. It addresses monitoring and techniques of anesthesia for surgical procedures involving cardiac, thoracic, neurologic, and major vascular surgery, as well as with surgery involved in patients with other co-existing diseases.

The course is designed to inform the student about pathophysiologic alterations in organ systems due to specific diseases, and conditions or trauma in these populations. The course guides the critical thinking and application of this knowledge to practice in decision-making and problem solving, including

Year 2

RSCH 710

Description:

This is the <u>second</u> of a sequence of six courses, geared to preparing nurse anesthetists as leaders in the anesthesia care based on evidence. This course introduces selection of a research approach, by defining quantitative, qualitative, and mixed methods approaches. It helps the student to consider a phenomenon of interest for research and determine which research approach best fits their type of study. It also focuses on advanced practice nursing's quadruple aim of evidence-based practice (EBP) in healthcare. Levels of evidence and rating of evidence is discussed relative to examining research in order to make decisions on applicability to practice. This course discusses EBP competencies 1, 2, 3, 4 and 14, familiarity of which is expected of advanced practice nurse anesthetists in evidence-based research. The student will select a phenomenon of interest and develop an appropriate research question using the PECOT method, in preparation to begin a literature search for their scholarly project.

Theory and scientific bases of evidence-based practice (EBP). Ethic, legal, economic, and cultural issues are examined in the way and use of investigation. Critical analysis of published investigation articles and their application in the clinical practice of anesthesia. Design of a guide project of evidence-based practice.

DNAP 736

Course Description

This course addresses the professional role expectations for the nurse anesthetist, as well as presenting a framework to support lifelong non-clinical, professional attributes desirable to make each transition within the profession, whether from student to CRNA, or CRNA to various professional roles such as clinician, educator, or administrator. The course addresses the goal of making communication with patients in the entire perioperative period patient centered. It also addresses CRNA fatigue, sleep deprivation and work schedule effects on patient safety, as well as promoting a culture of safety and a healthy work environment. Selected AANA Practice and Practice Considerations complement the course.

DNAP 802

Description:

This course is concurrent with DNAP 740 and is the first of a series of four seminars in which the students will integrate and correlate information presented in academic courses to date, with actual clinical practice. It will include presentations and discussion of simulated or actual clinical experiences and mortality and morbidity conferences, and foster learning-based problem solving. During the semester, each student is required to select a case in which they have participated, and present the case as it actually happened, and compare selected aspects/choices of it, supporting those aspects with evidence from their research in anesthesia related journals. Through these activities, students demonstrate their familiarization with scientific publications and refereed journals in the field and present their investigative findings. As students will have completed RSCH 700, DNAP 802 is concurrent with RSCH 710, where students begin the process of critical inquiry, and selecting a phenomenon of interest to develop a research question for their final scholarly project. DNAP 802 provides an initial forum in which students use informatics to explore questions they may have about practice, and presenting their findings, ultimately preparing them to develop a particular phenomenon of interest and presenting a final scholarly project as part of the graduation requirements.

DNAP765 – PRINCIPLES OF NURSE ANESTHESIA FOR COMPLEX PATIENTS & PROCEDURES (Cardiac, Thoracic, Neuro, Transplant) Credit:

3-0-0-3 (Contact: 3-0-0-3)

Course Description:

This course builds upon previous knowledge for students to plan and implement nurse anesthesia care for complex patients and procedures. Emphasis is placed on the effects of moderate to severe pathophysiology and their implications for anesthesia administration.

DNAP 810

Description:

This course, the second of a sequence of seven, of actual patient/case assigned clinical practice is a continuation of DNAP 805 with special emphasis in the application of academic knowledge acquired in DNAP 700, DNAP 720, DNAP 730, and currently presented in DNAP 740. It offers

UP

a particular emphasis on continuing to meet graduate standards related to patient safety, care in the perianesthetic period, critical thinking, and communication. It builds on clinical skills gained in DNAP 800 and DNAP 805, applying them to patients across the lifespan, with a particular focus in obstetric, neonatal, pediatric and geriatric populations, including recognizing and managing complications in these populations. Cases performed in this course contribute to the goal of a minimum of 650 cases required for graduation, with a preferred goal of 700 or greater number of cases.

DNAP 750

Course Description:

This course builds upon previous knowledge of adult anatomy and physiology as well as monitoring specific systems. It addresses anesthesia for complex pathophysiologic conditions related to renal, hepatobiliary, gastrointestinal, musculoskeletal, and endocrine pathophysiology and anesthesia management.

The course is designed to inform the student about pathophysiologic alterations in organ systems due to specific and coincident diseases in these systems, in these populations. It guides the critical thinking and application of this knowledge to practice in decision-making and problem solving, including interpreting and utilizing monitoring data. Further, it is designed to have students, in small groups, assigned to explore and critically examine case studies in databases, related to anesthesia for a particular physiologic system. They will use information systems to gather information, and analyze it regarding outcomes of various techniques, and outcomes in various anesthesia clinical settings and systems. They will disseminate the findings to the larger group.

Year 2
RSCH 720 **Description:** This is the <u>third</u> in a sequence six research courses. It focuses on the literature review and aspects of evaluation related to it. It discusses evidence-base practice (EBP) competencies 5, 6, 7 and 15, which are expected of advanced practice nurse anesthetists in evidence-based research. Students perform a literature review related to their PECOT question, and critical appraisal articles related to it, according to the levels of evidence, as well as the validity, reliability, and applicability or the articles. It introduces the general appraisal overview (GAO) form to complete for each research article, relative to the PICOT question. This enables students to document their thinking about a particular study or article they are reviewing and recording information, in preparation to evaluate the article for inclusion in their scholarly paper. Students will evaluate the research articles, and determine if higher and lower levels of evidence agree, in a quest to find similar information across studies, as well as to identify common differences and gaps in information. Students will begin synthesizing data from across studies using a synthesis table, in an attempt to determine whether the body of evidence supports current practice or does it guide to recommendations for change in practice.
DNAP 738 **<u>Course Description</u>** This course draws attention to the fact that the practice nurse anesthesia exists in a climate where health policy and law affects their practices. As such, it begins with an overview of health policy and law, introducing three conceptual frameworks for studying it. It defines policy and the public policymaking structure and process, and defines law and outlines key features of the legal system as well. The course explores essential issues in health policy and law, including individual rights, social determinants, health insurance, and health reform in the United States. Additionally, the course introduces health services research through triple lenses of effectiveness, efficiency and equity, with a goal of determining how to assess or analyze various healthcare systems.

UP

DNAP 804

Description:

This course is concurrent with DNAP 750, and is the second of a series of four seminars in which the students will integrate and correlate information presented in academic courses to date, with actual clinical practice. It will include presentations and discussion of actual clinical experiences and mortality and morbidity conferences, and foster learning-based problem solving. During the semester, each student is required to select a case in which they have participated, and present the case as it actually happened, and compare selected aspects/choices of it, supporting those aspects with evidence from their research in anesthesia related journals. Through these activities, students demonstrate their familiarization with scientific publications and refereed journals in the field, and presenting their investigative findings. As students will have completed RSCH 700, DNAP 804 provides a forum in which students use informatics to explore questions they may have about practice, and presenting their findings, ultimately preparing them to develop a particular phenomenon of interest, and presenting a final scholarly project as part of the graduation requirements.

Year 2
DNAP 760 Course Description: This course builds upon previous knowledge of adult anatomy and physiology as well as monitoring specific systems. It addresses in management of both acute postoperative pain and chronic pain syndromes. It discusses the anesthesia practitioners' involvement in therapeutic and diagnostic procedures conducted outside of the conventional operating room, in remote locations. Students will occasionally gather in small groups to research a topic and present the findings to the larger group.
RSCH 730 **Description:** This is the <u>fourth</u> in a sequence six research courses. It discusses the concepts of meta-analysis and metasynthesis. It focuses on writing the final paper, and/or presenting a scholarly, evidence-based poster, which outlines the findings of the literature, the critical appraisal, evaluation, and synthesis of the findings, as well as making recommendations.
DNAP 806 **Description:** This course is concurrent with DNAP 760, and is the third of a series of four seminars in which the students will integrate and correlate information presented in academic courses to date, with actual clinical practice. It will include presentation and discussion of actual clinical experiences and mortality and morbidity conferences, and foster learning-based problem solving. During the semester, each student is required to select a case in which they have participated, and present the case as it actually happened, and compare selected aspects/choices of it, supporting those aspects with evidence from their research in anesthesia related journals. Through these activities, students demonstrate their familiarization with scientific publications and refereed journals in the field, and presenting their investigative findings. As students will have completed RSCH 700, DNAP 806 provides a forum in which students use informatics to explore questions they may have about practice, and presenting their findings, ultimately

preparing them to develop a particular phenomenon of interest, and presenting a final scholarly project as part of the graduation requirements.

DNAP 830

Description:

This course, the fourth of a sequence of seven, of actual patient/case assigned clinical practice, is a continuation of DNAP 820 and previous clinical courses, with special emphasis in the application of academic knowledge gained in DNAP 750 and previous academic courses. It offers a particular emphasis on continuing to meet graduate standards related to patient safety, care in the perianesthetic period, critical thinking, communication, and leadership, as well as the professional role of an anesthetist. These include the preparation of patients and management of anesthesia in cases presenting with complex problems. The supervised student assumes the major responsibility planning and implementing the anesthesia, and in recognizing and managing complications in these populations, which includes anesthesia for specialized surgery such as trauma, cardiovascular, pulmonary, and neurological procedures, as well as for patients with hepatobiliary, gastrointestinal, musculoskeletal and endocrine issues. Cases performed in this course contribute to the goal of a minimum 650 or greater cases for graduation, with a preferred goal of 700 or greater number of cases. .

Year 3

RSCH 740

Course Description:

This is the fifth in a sequence six research courses, in which the student will begin the writing of the final paper, and/or a scholarly, evidence-based poster, which outlines the findings of the literature, the critical appraisal, evaluation, and synthesis of the findings, as well as making recommendations.

DNAP 742

Course Description:

This course, by recognizing that graduates from CRNA programs often become clinical instructors/preceptors, and occasionally classroom instructors, for student nurse anesthetists, offers basic, formal information related to curriculum, evaluation and instruction. Its purpose is so these future anesthesia instructors will be more familiar with current educational concepts, and a constructivist conceptual model, to guide their own current learning and future teaching experiences. This course directs the student to complete the three educational modules provided by AANA Learn in these areas. Further, it utilizes selected chapters from a textbook specific to nurse anesthesia educators, which relate to utilizing the Socratic teaching methods tailored to these adult learners, stages of learning, as well as concepts integrating simulation-based education, and testing students' knowledge.

DNAP 812

This course is structured to begin a systematic review of the anesthesia related coursework completed to this point, as a preparation for taking and passing the National Certification Examination. This course offers a guide to a review of Basic Sciences, which will comprise 25% of the National Certification Examination. Anatomy, Physiology, and Pathophysiology, Pharmacology, Chemistry and Physics topics are the focus of this section. The time spent in this course is not intended to be the only time students review this material. It is modeled using the using the National Board of Certification and Recertification of Nurse Anesthetists, NCE/SEE Exam Content Outline.

DNAP 840

Description:

This course, the sixth of a sequence of seven, of actual patient/case assigned clinical practice, is a continuation of DNAP 830 and previous clinical courses, with special emphasis in the application of academic knowledge gained in DNAP 760 and previous academic courses. It offers a particular emphasis on continuing to meet graduate standards related to patient safety, care in the perianesthetic period, critical thinking, communication, and leadership, as well as the professional role of an anesthetist. These include the preparation of patients and management of anesthesia in cases presenting with complex problems. The supervised student assumes the major responsibility planning and implementing the anesthesia, and in recognizing and

managing complications in these populations, which includes anesthesia for specialized surgery such as trauma, cardiovascular, pulmonary, and neurological procedures, as well as for patients with hepatobiliary, gastrointestinal, musculoskeletal and endocrine issues.

Students may have supervision at a one to two, (1:2) instructor supervision. Cases performed in this course contribute to the goal of a minimum 650 or greater cases for graduation, with a preferred goal of 700 or greater number of cases. .

DNAP 744

Course Description

This course provides information as to where funding for healthcare comes from as well as how it is used, and introduces the historical development of other countries' provisions for health care. The course discusses third party and out-of-pocket funding arrangements for payment for healthcare services, as well is the distinction between public and private agents in finance and provision of health services. The course discusses the various business practices for payment of nurse anesthesia services.

PALS – Recertifications (*week of 8/10-14/2020*)

Students are required to take the BLS/ACLS-EP/PALS initial certification through the courses scheduled and assigned by the DNAP. These courses are arranged by the DNAP in collaboration with the Puerto Rico School of Nurse Anesthetists (PUDCJBR) PUDCJBRA Training Center, which conducts these courses. The registrations for these courses are charged by PUDCJBR as part of the Professional Program fees, and PUDCJBR pays PUDCJBR for these courses. If a student is not successful in completing any one of these courses, s/he must register for that course through PUDCJBR again, as soon as possible.

The cost for repeated courses due to student failure will be the student's responsibility.

Year 3

DNAP 744

Course Description

This course provides information as to where funding for healthcare comes from as well as how it is used, and introduces the historical development of other countries' provisions for health care. The course discusses third party and out-of-pocket funding arrangements for payment for healthcare services, as well is the distinction between public and private agents in finance and provision of health services. The course discusses the various business practices for payment of nurse anesthesia services.

DNAP 808

Description:

This course is the fourth of a series of four seminars offered after DNAP 760, the final Advanced Principles of Nurse Anesthesia Practice academic course, has concluded. It is conducted in the curriculum when Professional Role courses are nearing their completion, and where students have the opportunity to integrate information in role breadth courses, (i.e. Healthcare Polices and Law, and Healthcare Finance, Business and Reimbursement/Billing Practices), with continued anesthesia clinical practice. The course will continue to include presentations and discussions of actual clinical experiences and mortality and morbidity conferences, and foster learning-based problem solving. It will also provide a forum to integrate information from topics related specifically to the professional role breadth courses with clinical practice courses.

RSCH 750

Description:

This is the sixth in a sequence six research courses. In this final course the student will complete the writing and presenting the final paper, and/or complete and present a scholarly, evidence-based poster, which outlines the findings of the literature, the critical appraisal, evaluation, and synthesis of the findings, as well as making recommendations.

DNAP 850

Description:

This course, the sixth of a sequence of seven, of actual patient/case assigned clinical practice, is a continuation of DNAP 840 and previous clinical courses, with special emphasis in the application of academic knowledge gained in DNAP 760 and previous academic courses. It offers a particular emphasis on continuing to meet graduate standards related to patient safety, care in the perianesthetic period, critical thinking, communication, and leadership, as well as the professional role of an anesthetist. These include the preparation of patients and management of anesthesia in cases presenting with complex problems. The supervised student assumes the major responsibility planning and implementing the anesthesia, and in recognizing and managing complications in these populations, which includes anesthesia for specialized surgery such as trauma, cardiovascular, pulmonary, and neurological procedures, as well as for patients with hepatobiliary, gastrointestinal, musculoskeletal and endocrine issues. Participation in special techniques such as participation in acute and chronic pain management, ultra sound and radiographic technology are encouraged when available.

Students may have supervision at a one to two, (1: 2) instructor supervision. Under supervision, these students assist in teaching incoming anesthesia learners in simulated scenarios. Cases performed in this course contribute to the goal of a minimum 650 or greater cases for graduation, with a preferred goal of 700 or greater number of cases.

Year 3

DNAP 746

Course Description

This course presents an overview of philosophical foundations of applied and professional ethics, and includes ethical decision-making. Nursing as a profession, and nurse anesthesia as a subspecialty of nursing have within their disciplines statements of ethical promises, which they make to society, and have made over time. Certified Registered Nurse Anesthetist (CRNA) professionals are expected to act according to these promises made to society, which are codified in *the American Association of Nurse Anesthetists Code of Ethics*. As advanced practice nurses, and leaders, CRNAs care for patients across the lifespan, and this course

addresses leadership and ethical issues across the lifespan. While the primary focus in the course is related to issues with nurse anesthesia practice, ethical practice across advanced nursing specialties will be included as well. The course provides a framework, which encourages students to apply multicultural healthcare principles in their practice, as well as guiding students in discovering and applying their leadership skills.

DNAP 816

Course Description:

This course is structured to continue a systematic review of the anesthesia related coursework completed to this point, as a preparation for taking and passing the National Certification Examination. This course offers a guide to a review of General Principles of Anesthesia, which will comprise 30%, and Anesthesia for Surgical Procedures and Special Populations, which will comprise 30% of the National Certification Examination. The time spent in this course is not intended to be the only time students review this material. It is modeled using the using the National Board of Certification and Recertification of Nurse Anesthetists, NCE/SEE Exam Content Outline.

DNAP 850

Description:

This course, the seventh and last of a sequence of seven, is a continuation of DNAP 850 and previous clinical courses, with special emphasis in the application of academic knowledge gained in DNAP 760 and previous academic courses. . It offers a particular emphasis on continuing to meet graduate standards related to patient safety, care in the perianesthetic period, critical thinking, communication, and leadership, as well as the professional role of an anesthetist. These include the preparation of patients and management of anesthesia in cases presenting with complex problems. The supervised student assumes the major responsibility planning and implementing the anesthesia, and in recognizing and managing complications in these populations, which includes anesthesia for specialized surgery such as trauma, cardiovascular, pulmonary, and neurological procedures, as well as for patients with hepatobiliary, gastrointestinal, musculoskeletal and endocrine issues. Participation in special techniques such as participation in acute and chronic pain management, ultra sound and

radiographic technology are encouraged when available.

Students may have supervision at a one to two, (1:2) instructor supervision. Under supervision, these students may assist in teaching incoming anesthesia learners in simulated scenarios. Cases performed in this course contribute to the goal of a minimum 650 or greater cases for graduation, with a preferred goal of 700 or greater number of cases.

GENERAL INFORMATIONAMENDMENTS

The Board of Directors and the Administration have the authority to amend this catalog.

FALSE INFORMATION

Any candidate who submits false information to attain admission to the Graduate Programs will be immediately disqualified for admission. If, after admission, it is discovered that a student furnished false information, he or she will be subject to the appropriate disciplinary measures, including canceling his or her enrollment and losing the credits completed satisfactorily.

DISCIPLINE

The university with graduate students will observe and comply with all the institutional policies, rules, and procedures, and will follow a code of exemplary conduct. Each student should be familiar with the institutional polices regarding plagiarism, attendance, and discipline. Also, course work cannotbe used to complete the requirement of more than one course unless both professors have approvedit.

Due to the importance of the Disciplinary Regulations, each student is required to obtain a copy of the Student's Handbook and commit himself to read and become familiar with the Student's Handbook contents, Student's Regulations and Academic Norms and Administrative Procedures Handbook. These requirements cannot be waived or omitted under any circumstances. These documents are available at the institution web site: http://www.upcjbr.university

STUDENTS' RESPONSIBILITY

It will be the responsibility of the students to know and comply with all the academic and institutional norms. The Institution will not accept a declaration of ignorance of a norm to avoid complying with it.

Student should familiarize themselves with all rules, norms, and regulations of the institution through the Student Handbook. These publications are available through the web site: http://www.upcjbr.university, these documents provide the information and updates as to program

requirements, academic policy changes, as well as other academic and administrative changes thatmay take place during student's years of study at the institution.

INSTITUTION'S RESPONSIBILITY

This Institution does not exclude participation, does not deny benefits, nor does it discriminate against any person by race, sex, color, birth, social origin or condition, physical handicap, or for political, religious, social or syndicate ideology. The Institution is also responsible for providing the students a reasonable amount of time to complete his/her degree program. If a specialization or program is placed in moratorium, the School will prepare with the student a phase-out plan to complete the degree within a specific timeframe in accordance with the licensing and accreditationagencies requirements.

VIOLENCE AGAINST WOMEN REAUTHORIZATION ACT

This act (VAWA, Pub. Law 11-4, 2013) requires that higher education institution report their annual statistics about crime, domestic violence incidents, sexual violence and sexual harassment. Also this act requires that the institutions advertise their procedures and preventions programs to deal with all these violence problems.

RESERVED RIGHTS

The Institution, to safeguard its goals and objectives, reserves the right to admit, readmit or enrollany student in any semester, session or class. For the same reason, it reserves the right to: temporarily, partially, totally or permanently suspend any student before a hearing, in accordancewith the Rules of Discipline.

STUDENT GRIEVANCE POLICY AND PROCEDURE

INTRODUCTION

PUDCJBR expects that our students demonstrate the highest standards of integrity and to conduct as professionals. At the same time, students expect faculty and staff members to demonstrate integritywhile applying principles of fairness and respect.

When a student presents any grievance concerning faculty or staff members, they are taken very seriously and are treated with sensitivity and urgency. Students, future students or alumni may complain about any situation in which they feel their rights have been violated, have NOT received adequate services from the institution on the part of any PUDCJBR staff, and or have NOT been treatedwith respect, dignity or justice at PUDCJBR.

The affected person may initiate a complaint process as established in the Student Complaint/Grievance Policy. The aim of this policy is to provide processes that enable concerns to beaddressed quickly, without fear of reprisal pertaining to the source of the concern as practicable.

SCOPE OF THE POLICY

The policy will apply to management of grievances arising between the following parties:

Student: student

Student: faculty or staff member

Student: external agency (e.g. Hospitals of clinical practice)

In relation to non-academic grievances, the term "complainant" applies to both current students of PUDCJBR and persons seeking to enroll with PUDCJBR. At any time, complaints can be discussed withthe person/s involved.

BEFORE A COMPLAINT

Complainants are encouraged, wherever possible, to resolve concerns or difficulties informally withthe person(s) concerned. The concern can first be discussed with Counselor who can direct and givethe complainant an advice. If the concern still has not been resolved, a complaint can

be presented.

PRESENTING A COMPLAINT

If a person cannot resolve the issue informally and they wish to present a formal

complaint, theyshould:

Fill out the Complaint form. It should detail the complaint and the steps that have been taken so

far.

**Note: Complaints on behalf of someone else will not be accepted, and it is important to

understand that it is a serious procedure and it will be investigated.

Be aware that the staff member, faculty, or person involved in the complaint will be

informed that acomplaint has been made against them or in relation to a decision they have

made.

The Counselor will acknowledge receipt in writing within 5 days.

PROCEDURE

Before describing the procedure of complaints, it is necessary to understand there are two

types ofcomplaints:

Academic complaint – these are the complaints that include issues related to the students'

progress,assessment of student learning and curriculum.

Non-academic' complaint – these are complaints that cover all other issues, including

situations that are related to violation of rights or management of any personal information.

During all stages of this procedure PUDCJBR will:

- Ensure that the complainant and any respondent will not be victimized or
  discriminated against.

- Ensure that the complainant has an opportunity to formally present their case and each
  party to a grievance.

- Ensure that the complainant may be accompanied and assisted by a support person
  at any relevant meetings

- Ensure that a full explanation in writing for decisions and actions are taken and
  presented aspart of the process

- Immediately implement any decision and/or corrective action because of the

complaint process.

- Guarantee that there is no cost to the complainant during the internal process of the complaint.

STEPS FOR A GRIEVANCE/COMPLAINT

Stage one – informal grievance:

The student can talk to any of the academic or PUDCJBR staff, including the Counselor, about theirgrievance. If the matter is not resolve, then the student can present a formal grievance.

Stage two – formal grievance

The student should complete the grievance/complaints form and include all supporting documents.The form can be downloaded from the PUDCJBR web site. Formal grievances must be submitted in writing marked to the attention of the Counselor as follows:
656 Ave. Ponce de León P-1, San Juan, P.R, 00918

Receipt of the grievance will be acknowledged in writing. The grievance handling process will commence within 10 working days of the receipt of the formal grievance. PUDCJBR will consider allreasonable measures to finalize the process in a timely manner.

GRIEVANCE/COMPLAINT OF ACADEMIC NATURE

If the grievance is of an academic nature the following will be the complaint process:
Once the grievance is received, the Counselor will inform the Program Director to handle thegrievance.
The Program Director will seek to clarify the outcome that the complainant hopes to achieve. Such clarification may be sought by written or verbal request or by a face-to-face interview with the complainant. When such clarification occurs in a face-to-face interview the complainant or respondent may ask another person to accompany them.
The Program Director will then seek to resolve the grievance and will provide a written report to thecomplainant on the steps taken to address the grievance. The report will further advise the complainant of their right to access the internal appeals process if they are not satisfied

with the outcome of their formal grievance.

INTERNAL APPEAL

If a complainant is dissatisfied with the outcome of their formal grievance, they may present an appeal to the Dean of Nursing within 15 working days of receiving notification of the outcome of their formal grievance. The student must complete the appeal form (can be downloaded from PUDCJBRweb site).

The Dean of Nursing will consult with the complainant and other relevant parties within ten workingdays. Where possible such consultations should take the form of face-to-face meetings. The complainant or the respondent may ask another person to accompany them to these interviews.

The Dean of Nursing will provide a written report to the complainant advising the further steps taken to address the grievance, including the reasons for the decision, within ten working days. The report will further advise the complainant of their right to present an appeal to the Dean of Academic Affairsif they are not satisfied with the outcome.

If a complainant is dissatisfied with the outcome, they may present an appeal to the Dean of Academic Affairs within 15 working days of receiving notification of the outcome of their formal grievance. The student must complete the appeal form (can be downloaded from PUDCJBR web site).

The Dean of Academic Affairs will consult with the complainant and other relevant parties within tenworking days. Where possible such consultations should take the form of face-to-face meetings. The complainant or the respondent may ask another person to accompany them to these interviews.

The Dean of Academic Affairs will provide a written report to the complainant advising the further steps taken to address the grievance, including the reasons for the decision, within ten working days.The report will further advise the complainant of their right to present an appeal to the Chief Executive Officer.

If a complainant is dissatisfied with the outcome, they may present an appeal to the Chief ExecutiveOfficer within 15 working days of receiving notification of the outcome of their formal grievance. The student must complete the appeal form (can be downloaded from

PUDCJBR web site).

The Chief Executive Officer will consult with the complainant and other relevant parties within ten working days. Where possible such consultations should take the form of face-to-face meetings. Thecomplainant or the respondent may ask another person to accompany them to these interviews.

The Chief Executive Officer will provide a written report to the complainant advising the further stepstaken to address the grievance, including the reasons for the decision, within ten working days. The report will further advise the complainant of their right to present an appeal to the Board of Directors.

If a complainant is dissatisfied with the outcome, they may present an appeal to the Board of Directors within 15 working days of receiving notification of the outcome of their formal grievance.The student must complete the appeal form (can be downloaded from PUDCJBR web site).

The Board of Directors will consult with the complainant and other relevant parties within ten working days. Where possible such consultations should take the form of face-to-face meetings. Thecomplainant or the respondent may ask another person to accompany them to these interviews.

The Board of Directors will provide a written report to the complainant advising the further stepstaken to address the grievance, including the reasons for the decision, within ten working days.

GRIEVANCE/COMPLAINT OF NON-ACADEMIC NATURE

If the grievance is of a non-academic nature the following will be the complaint process:

Once the grievance is received, the Counselor will inform the Chief Executive Officer to handle thegrievance.

The Chief Executive Officer will seek to clarify the outcome that the complainant hopes to achieve.Such clarification may be sought by written or verbal request or by a face-to face interview with thecomplainant. When such clarification occurs in a face-to-face interview the complainant or respondent may ask another person to accompany them.

The Chief Executive Officer will then seek to resolve the grievance and will provide a written reportto the complainant on the steps taken to address the grievance.

The report will further advise the complainant of their right to access the internal appeals process ifthey are not satisfied with the outcome of their formal grievance.

INTERNAL APPEAL

If a complainant is dissatisfied with the outcome, they may present an appeal to the Board of Directors within 15 working days of receiving notification of the outcome of their formal grievance.The student must complete the appeal form (can be downloaded from PUDCJBR web site).

The Board of Directors will consult with the complainant and other relevant parties. Where possible such consultations should take the form of face-to-face meetings. The complainant or the respondentmay ask another person to accompany them to these interviews.

The Board of Directors will provide a written report to the complainant advising the further stepsto be taken to address the grievance, including the reasons for the decision.

The Professional University Dr. Carlos J. Borrero Ríos will work to address the complaint within threemonths.

If a complainant is dissatisfied with the outcome, they may present an appeal to: Puerto Rico Board ofPost-Secondary Institutions

PO BOX 19900 San Juan PR 00910-1900

The complainant should follow the steps presented by the Puerto Rico Board of Post-SecondaryInstitutions.

If a complainant is dissatisfied with the outcome, they may also present an appeal to the Middle StatesCommission on Higher Education:

Middle States Commission on Higher Education (MSCHE) 3624 Market Street

Philadelphia, PA19104-2680

GRIEVANCE HANDLING PROCESS TIMELINE

PUDCJBR will work responsibly to handle all grievances in 10 working days. If the student is dissatisfied with the outcome and decides to appeal, each appealing will be processed between 10 and15 working days. The goal of PUDCJBR is to resolve every grievance before 30 days from the day the formal grievance was received.

GRIEVANCE DATA AND RESULT OF INFORMATION

PUDCJBR will maintain a grievance record that is used to monitor cases and improve all of our internalprocedures. This record is available through our webpage as part of the information for students and of the consumer information. The grievance record helps us to analyze information about grievance, conflict trends, personal and academic issues.
The result of any grievance gives the institution the opportunity to make changes and improvements when needed. The information about any grievance that is received, no matter if it was resolved immediately, will be provided to the Board of Directors and the President. The Dean of Academic Affairs and the Chief Executive Officer will be responsible of providing this information to the Boardof Directors. The information will be discussed and analyzed in meetings. With the result of this analysis we can implement changes and continue managing grievance procedure in an efficient manner.

RECORD KEEPING & CONFIDENTIALITY

An annual report of all grievances handled under this procedure will be presented and published through our web site beginning December 2017. The outcomes of all grievances will be maintainedfor a period of at least five years to allow all parties to the grievance appropriate access to these records. All records relating to grievances will be treated as confidential.
This policy will be effective since November 2017. Updated: October 2022

POLICY FOR THE PRIVACY OF STUDENTS RECORDS (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law regarding the privacy of student record and the obligations of PRSNA as an institution, primarily in the areas of release of the records and the access provided to these records. Any educational institution that receives funds under any program administered by the U.S. Secretary of Education is bound by FERPA requirements. Institutions that fail to comply with FERPA may have funds administered by the Secretary of Education withheld.

PUDCJBR is committed to the protection and confidentiality of student educational records, adhering closely to the guidelines established by the Family Educational Rights and Privacy Act. Currently, there are two important policies related to the students' information: the Release of Student Information Policy, which governs how we secure and disseminate student records, and Student Rights under FERPA, which informs students of their rights with respect to their records.

Release of Students Information Policy

Scope

This policy applies to employees, students, contractual agents of the institution, and individuals requesting access to student information.

Policy Statement

The following constitutes the institution's policy which instructs the student in the procedures available to provide appropriate access to personal records, while protecting their confidentiality.

Public information shall be released freely unless the student files the appropriate form requesting that certain public information not be released.

The privacy of all records may be broken at a time of emergency defined in terms of the following considerations:

- The seriousness of the threat to health or safety
- The need for access to the record in meeting the emergency

- Whether the person requesting the records is in a position to deal with the emergency
- The extent to which time is of the essence in dealing with the emergency

A student's record is open to the student, with the following exceptions:
- Records of parents' financial status
- Employment records
- Medical and psychological records
- Some items of academic record under certain conditions

The employment records excluded from accessibility are those kept in the normal course of business, which relate exclusively to persons as employees and are not used for any other purposes. However, records relating to an individual in attendance at PUDCJBR who is employed because of his or her status as a student (e.g., work study students and graduate assistants) are considered education records and therefore are not included in this exception.

To ensure the validity and confidentiality of references prepared off-campus and on-campus, certain documents may carry waivers, signed by the student relinquishing the right of access to the document. Waivers are subject to the following conditions:
- Waivers can be signed only for the specific purposes of application for admission, candidacy for honor or honorary recognition (including financial aid based at least in part on merit), and candidacy for employment.
- Waivers cannot be required.

The student shall be told, upon request, the names of those supplying references. All items in the academic record not covered by waivers are open to the student. Material not covered by waivers may not be protected by keeping it out of the student's file.

Student records are open to school officials who have a legitimate educational interest in their contents, except where access is prohibited by special policies such as those governing medical and psychological records.

PUDCJBR has established the following procedures enabling the student to have access to his or her record and has provided for interpretation and challenge:

- The student may see his or her record by filling out a request form at the office where the record of interest is maintained.
- Access is to be granted promptly and no later than 30 days from the date of request.
- The student may make the request in person or by mail.

Please note that FERPA states that, "…students have rights to inspect and review their education records." That includes the "right to access." PUDCJBR does NOT have to provide a copy of said record unless failure to do so would effectively prevent the student from inspecting and reviewing the record.

The student may request and receive interpretation of his or her record from the person (or designee) responsible for the maintenance of the record. If the student considers the record faulty, he or she can request and receive an informal and/or formal hearing of the case to the end that the record will be corrected if judged faulty or in violation or privacy:

- The informal hearing will be in conference with the person (or his or her designee) responsible for the maintenance of the record and-- where appropriate--the party or parties authoring the record segment in question.
- The student may request, in writing, a formal hearing from the Chief Executive Officer or records custodian. The student should indicate the record in question and provide a brief explanation of the reason for faulting the record.
- The hearing shall be held within a reasonable period; notice of the date, place, and time must be given reasonably in advance. The student shall be afforded a full and fair opportunity to present relevant evidence and may be assisted or represented by any person of his or her choosing (including an attorney at his or her own expense). A written decision based solely upon the evidence presented shall be prepared within a reasonable amount of time and shall include a summary of the evidence and the

194

reasons for the decision. The judgment of the Chief Executive Officer shall be final, and the record shall be changed or retained as recommended.

If PUDCJBR decides the information is accurate, it shall inform the student of his or her right to place in his or her educational record a statement commenting upon the information, and/or noting any reasons for disagreeing with the decision. Any statement of this sort shall be maintained as long as the student's educational record or contested portion is maintained; if the student's educational record or contested portion is disclosed to any party, the student's statement shall also be disclosed.

FERPA allows the institution the right to disclose education records or identifiable information to third parties without the student's consent under the following circumstances:

• Appropriate officials in connection with a health or safety emergency

• Federal officers as prescribed by law

• As required by state law

• Officials of other institutions at which a student seeks to enroll

• Persons or organizations providing financial aid to students

• Accrediting agencies carrying out their functions

• Parents of a student who have established that student's status as a dependent according to Internal

Revenue Code of 1954, Section 152; While permitted under FERPA, PRSNA generally does not use this exception and in most cases will refer the parents to the Third Party Pin tool for access

• Parents of a student regarding the student's violation of any Federal, State or local law or policy of the school, governing the use or possession of alcohol or controlled substance if the school determines the student committed a disciplinary violation and is under the age of 21

• Research projects on behalf of educational agencies for test norms, improving instruction.

• An alleged victim of a crime of violence of the results of any institutional disciplinary proceeding against the alleged perpetrator. Information may only be given in respect to the crime committed.

• Information the school has designated as "directory information" or public may be released if the student has not filed a FERPA restriction

• In response to a judicial order or lawfully issued subpoena (provided that the student is notified prior to compliance or provided that a reasonable attempt to notify the student has been

195

made)

• Other law enforcement agencies in the investigation of a specific criminal case

• Attorney General of the United States or his designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes, under the US Patriot Act.

• Veteran's Administration officials

• Representatives of the Department of Homeland Security or Immigration and Customs Enforcement, for purposes of the coordinated interagency partnership regulating the Student and Exchange Visitor Information System (SEVIS)

Nothing in this policy requires the continued maintenance of any student record. However, if under the terms of this policy a student has requested access to the record, no destruction of the record shall be made before access has been granted to the student. Persons in charge of records should ensure that only pertinent items are retained in student files.

Students Rights Under FERPA

Scope

This policy applies to all PUDCJBR students (former and current) who have attended classes resulting in education records maintained at the university.

Policy Statement

The Family Educational Rights and Privacy Act (FERPA) provides students certain rights with respect to their education records. These rights include:

• The right to inspect and review the student's education records within 45 days of the day PUDCJBR receives a request for access. A student should submit to the registrar, dean, program director, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

• The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants

changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

• The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. Upon request, the University may disclose education records without consent to officials of another school in which a student seeks or intends to enroll. The month and year of date of birth will be disclosed only for purposes of law enforcement, health and safety, and identity verification.

• "Public information" may be released freely unless the student files the appropriate form requesting that certain public information not be released. This form is available at the Office of the Registrar. "Public information" is limited to the following:

· Student's name
· University e-mail address
· Hometown City, State
· Major field of study
· Dates of attendance
· Admission or enrollment status (admitted, full-time, part-time)
· Campus
· School or division
· Class standing (freshman, sophomore, junior, senior)
· Degrees and awards
· Activities
· Sports and athletic information

Records of arrests and/or convictions and traffic accident information are public information and may be released to anyone making inquiry.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by PUDCJBR to comply with the requirements of FERPA.

This policy is also available online: https://ampexitsolutions.com/pucb/wp-content/uploads/2022/11/PRIVACY-OF-STUDENTS-RECORDS.pd

STUDENT SERVICES

Admissions. The Admissions Office hands out all applications of those interested in enrollmentin our institution.

Registrar. The Office of the Registrar keeps all student academic documents. The Registrar is responsible of the registration process and issues grades, certification, academic progress reports and diplomas to students

Financial Aid Office is responsible for processing applications and aid grants for students whomeet eligibility requirements.

Policy for Reasonable Accommodation. PUDCJBR has the mission to provide equal access to students with special needs respecting the integrity of Institutional academic standards. We provide reasonable accommodation and services to students with special needs so that they may reach their full educational potential. That includes educating PUDCJBR faculty and staff on these special needs, federal regulations, and reasonable accommodation strategies. The student that will be requesting special accommodation, he/she should submit the application through the Registrar Office, no later than the first week of the academic term for which the accommodation needs to be provided. When the PUDCJBR has to offer services of reasonable accommodation for a student with a physical disability, this will be attended in the first level of our facilities since they have ramps for disabled. The administrative assistant will be the professional who will move to these locations to serve students who require a reasonable accommodation. If the administrative

assistant cannot go, the executive director will assign some other administrative staff to offer the services. These services may be offered outside the regular school hours as long as the student with a special need so requests in advance. PUDCJBR recognizes and complies with its obligations under the Americans with Disabilities Act of 1990 (ADA), the 1973 Rehabilitation Act and similar state laws. The Institution is committed to provide reasonable accommodation to students with special needs in the institution's academic programs and activities. This policy is coherent with Section 504 of the1973 Rehabilitation Act, which establishes that no beneficiary of any federal financial aid may discriminate against any person with special needs, and it also responds to compliance with ADAand the Civil Rights Act. Policies and procedures for the coordination of services for persons with

special needs are the means by which PUDCJBR faculty; staff and students support and apply Section504 conditions and the ADA.

Identification Cards. The student must always carry a student identification card with photo within the Institutional premises and in the clinical areas. It is also a requirement to entera classroom. A student may be denied access for lack of the ID card at the required places Securityand Surveillance. The Professional University Dr. Carlos J. Borrero Ríos has the support of the Auxilio Mutuo Hospital security personnel. All students may request escort in case of need to reach their vehicles during night evening/shifts and classes. Exclusive use of the Hospital parking facilities and not leaving any valuable objects in cars are highly recommended. All PUDCJBR students must be duly identified as such to facilitate their recognition within the hospital and other clinical areas.

Medical Services. In case the students may require medical services, they will be immediately referred to the Auxilio Mutuo Emergency Room. Every PUDCJBR student must have evidence of active medical insurance. Besides, every newly admitted student or who is readmitted must have a physical exam and provide results from X-Rays, blood serology, stools, tuberculin, CBC and urinalysis, visual exam and a sworn statement.

Library. The Professional University Dr. Carlos J. Borrero Ríos has a library with the objective of providing a balanced and organized collection of bibliographic resources to complement and the academic work. It also offers conditions favorable to study and research and provides texts and resources for independent study. Besides, it offers a professional librarian's services and easy and effective access to library databases through the Internet.

The Library is one of the most importantparts of an institution. The Library is the academic unit that contributes to meet the objectives, goals, mission and vision of the institution by providing the necessary educational resources, the physical facilities, equipment and services to support academic programs and improve the educational process of everyone. The library has as a goal to provide prompt and reliable access toinformation, thus our students, faculty and staff has always had their curricular needs met. Likewise, it has a main objective to totally support the PUDCJBR's objectives, mission, and vision. Inharmony with Institutional mission, the following objectives have been established: 1) to provide a collection of current educational and technological resources that respond to curricular needs andsupport the teaching learning process, 2) to provide adequate physical facilities aimed at offering total access to information and provide a study-friendly environment, 3) to contribute to academic development and cultural enhancement, 4) to guide students in the effective use of available educational and technological resources. The PUDCJBR Virtual Library has internal and remote access to databases, books, magazines, encyclopedias, dictionaries, among other electronic and digital resources that the institution has from any computer. The virtual library has 378 titles of academic journals by subscription in nursing and anesthesiology. In addition, it has more than 9,000 multidisciplinary journal titles and reference resources from the database: Academic Onefile. The library collection contains 700 electronic books with unlimited user access on nursingand anesthesiology topics. The Library has an agreement with the Consortium of Metropolitan Libraries that allows collaboration through interlibrary loans with 10 institutions. The InformationLiteracy program will be available daily to any student or faculty who so request it. The students always receive orientation on the library use and services as well as the use of the availabledata bases and APA. This assistance may be provided to an individual or a whole group.

Technology. PUDCJBR has computers with Internet access for the exclusive use of our students. These are found on the library and they facilitate students' access to necessary programs for writtenreports and oral presentations. The PUDCJBR also uses the Populi administrative program. Students may access their grades, read and download class work and class materials. Upon first registration,every student will receive access to Populi and an Office account. Such access will terminate upongraduation or attrition. This program is for educational purposes only and its use is restricted to that end.

Security and Surveillance. The Professional University Dr. Carlos J. Borrero Ríos has the support of the Auxilio Mutuo Hospital security personnel. All students may request escort in case of need to reach their vehicles during night evening/shifts and classes. Exclusive use of the Hospital parking facilities and not leaving any valuable objects in cars are highly recommended. All PUDCJBR students must be duly identified as such to facilitate their recognition within the hospital and other clinical areas.

Counseling Services. The services of the Counseling Office are aimed at helping students in the academic, social, vocational and personal areas to contribute to the strengthening of the necessaryskills to complete their goals. These services consist of a support process based on the needs of each student applying intervention strategies to help them deal with particular situations, acquire time management skills, stress management, emotions and crisis, among other needs that may occur while completing their academic degree.

Career Services. The Administrative Assistant coordinates services to advise students on employment opportunities, starting with the availability of nurse positions in hospitals or other health institutions, this information is also shared through email, bulletin boards and Populi. Theymeet with the student body during the orientation day, periodically thereafter, and during the exit interview to provide career counseling. Also, counseling on how to prepare a job resume and skillsfor a job interview are offered as requested. Activities related to job searching can be planned in collaboration with the Counselor, Program Directors, and Librarian. PUDCJBR does not guarantee employment.

FACULTY

Faculty	Program
Dr. Carlos J. Borrero Ríos	DNAP
Lucila Cartagena	DNAP
Dr. Antony Chipas	DNAP
Dr. Martín García	DNAP
Dr. Leslie Torres	DNAP
Dr. Ivone Robles	MSA
Dr. Noraida Dominguez	MSA
Dr. Luis Marrero Juarbe	MSA
Dr. Rafael Moreno	MSA

Prof. Karen Feliciano	MSA
Prof. Edgar Lacen	MSA
Prof. Marbén Vázquez	MSA
Dr. Erika Carrasquillo	MSN
Dr. Joseline Lopez	MSN
Dr. Marcos González	MSN
Prof. Gloria Ortiz Ramos	MSN & BSN
Dr. Sandra Cotto	BSN & MSN
Dr. Cinthia Rivera	BSN
Dr. Mara Luna	BSN
Dr. Keyla Hidalgo	BSN
Dr. Carlos Rodríguez	BSN
Dr. Deborah Serrano	BSN
Mrs. Tatiana Rodríguez	Lab. Technician
Prof. Carlos Crespo	Librarian
Prof. María Ledesma	Librarian