

# SCHOOL OF NURSING

Bachelor of Science in Nursing  
Clinical Practicum Handbook  
November 2019



**PONCE HEALTH  
SCIENCES UNIVERSITY**

# Table of Content

<i>Purpose of the Practicum Handbook</i>	5
Mission	6
Vision	6
Goals	6
<i>Nursing Program Mission, Vision and Core Values</i>	6
Mission	6
Vision	7
Core Values	7
<i>Program Overview</i>	9
<i>Curriculum Overview</i>	9
Curricular Sequence	10
<i>BSN Nursing Program Outcomes</i>	12
<i>Learning Activities</i>	12
<i>Essential Performance Standards in Nursing</i>	13
<i>Clinical Requirements for Practicum</i>	14
Annual Standard Precautions (Bloodborne Pathogens - BBP) Training	14
HIPPA Training	14
CPR Certification	15
Health Insurance	15
Immunization and Tuberculosis Testing	15
Professional Liability Insurance	16
Alcohol, Tobacco, Illicit Drug and Violence	16
<i>Faculty Role</i>	16
<i>Student Role</i>	17
<i>Professional Demeanor</i>	18
<i>Communication</i>	18
<i>Assessment</i>	18
<i>Clinical Decision-Making</i>	19
<i>Caring Interventions</i>	19
<i>Teaching and Learning</i>	19
<i>Collaboration</i>	19
<i>Managing Care</i>	19
<i>Preceptor's Role</i>	19

<i>Planning and Organizing</i>	22
<i>Reliability</i>	23
<i>Problem Resolution</i>	23
<i>Attendance/Absence/Tardiness Policy: Classroom and Clinical Practicum</i>	23
<i>Children</i>	24
<i>Disruptive Behavior</i>	24
<i>Ethics</i>	24
<i>Equipment Usage Policy</i>	24
<i>Firearms and Explosives</i>	25
<i>Health Injury and Blood-borne Pathogen Reporting</i>	25
<i>Latex Allergy</i>	25
<i>Liability</i>	25
<i>Maternity Leave Policy</i>	25
<i>Patient Safety Event</i>	26
<i>Personal Appearance/Uniform/Dress Code</i>	26
Uniforms	26
Grooming	26
<i>Phones</i>	27
<i>Placement in Courses</i>	27
<i>Release of Information Policy</i>	27
<i>Reporting of Illness</i>	27
<i>Sexual Harassment</i>	27
<i>Transportation to the Clinical Site</i>	28
<i>Unsafe/Unprofessional Clinical Performance Policy</i>	28
<i>Code of Student Conduct and Discipline</i>	29
I. Introduction	29
II. Purpose of the Code of Student Conduct	29
III. Categories of Misconduct	29
IV. Misconduct Penalties	31
Confidentiality	32
<i>APPENDIX A:</i>	33
Protocol for Students Exposed to Blood and Body Fluids	33
Policy:	33
Procedure:	33
<i>APPENDIX B</i>	34

Latex Response Plan _____	34
Purpose: _____	34
Procedure: _____	34
<i>APPENDIX C</i> _____	36
Student Signature Forms _____	36
CODE OF CONDUCT SIGNATURE FORM _____	36
NURSING PROGRAM PRACTICUM MANUAL SIGNATURE FORM _____	37
INFORMATION SHEET _____	38
The Virus _____	38
The Vaccine _____	38
DECLINATION OF HEPATITIS B VACCINE _____	39
STATEMENT OF CONFIDENTIALITY _____	40

# BSN Clinical Practicum Handbook

Congratulations upon your acceptance into the Nursing Program at Ponce Health Sciences University (PHSU). The administration, faculty and staff share their commitment to facilitate your goal of successful completion of the program which will result in a Bachelor of Science Degree in Nursing (BSN). You will then be eligible to apply to sit for the Puerto Rico RN Licensure Examination or the National Council Licensure Examination for Registered Nurses (NCLEX-RN), the nursing licensure exam required to practice by all state boards of Nursing in the United States.

## Purpose of the Practicum Handbook

The major purpose of the Nursing Program Practicum Manual is to ensure that the student has a clear understanding of the rigor, expectations, responsibilities, limitations and commitment required in applying the knowledge and skills learned in the classroom/lab environments to actual clinical practice (See Appendix D, Nursing Program Practicum Manual Signature Form). Our goal is to ensure opportunities for successful learning as the student applies knowledge and skills learned for actual clinical nursing practice becoming contributing members of the health care team.

The Nursing Program Practicum Manual applies to any of the nursing clinical courses in the BSN Program. The curriculum consists of the following ten clinical nursing courses:

- **Foundations of Professional Nursing Practice**
- **Care of the Adult in the Acute Care Setting II**
- **Care of the Adult in the Acute Care Setting I**
- **Pediatric Nursing**
- **Mental Health Nursing**
- **Leadership and Management**
- **Community Health and Disaster Preparedness**
- **Nursing Specialty Practice**
- **Nursing Care of the Childbearing Family**
- **Senior Seminar Capstone**

The clinical practicum occurs in a variety of settings including long-term care facilities, acute care hospitals and community-based agencies including public health departments, primary care offices, clinics and schools. PHSU coordinates the practicum experiences with each affiliated agency so that our students have exceptional experience appropriate to each clinical nursing course. Students will be supervised in all practicum experienced by PHSU faculty members. The arrangements are contractual requiring a clear understanding of expectations among all individuals who participate including students.

Clinical groups consist of 6-10 students depending on the specialty and acuity of the clinical area. Faculty work together with individual students and, as appropriate, the nurse in charge to define individual learning needs, establish learning goals, design learning activities, and evaluate the learning outcomes. During clinical practicum experience, the faculty and students are responsible for the total care of the patients selected by the faculty.

# PHSU Mission, Vision and Goals

## Mission

The mission of Ponce Health Sciences University (PHSU) is to provide a world-class, culturally- competent, health sciences education to the population we serve, through innovative adaptive learning environments focused on the success of its students to become ethical practitioners and scientists.

## Vision

The PHSU vision is to build upon its reputation as a prestigious academic and research leader by continuing to educate underrepresented diverse populations while focusing research efforts on solving health disparities.

## Goals

The University commits to its mission and the accomplishment of its vision by adopting the following five goals to guide its future decisions:

- To continue its commitment to excellence in educational achievement by recruiting outstanding students and faculty and providing the appropriate resources for the development of high-quality academic programs.
- To expand its academic and professional educational offerings to include other health related fields.
- To enhance recognition of the University's commitment to excellence in basic and clinical research, scholarship and creative pursuits, supporting existing investigators and recruiting new highly qualified researchers.
- To expand and improve its high quality medical, mental health, diagnostic and therapeutic services.
- To continue to be a University that prepares ethical professionals and scientists that contribute to society in general and to Puerto Rico in particular.

# Nursing Program Mission, Vision and Core Values

## Mission

The Nursing Faculty and Administration support the Guiding Principles of PHSU and are committed to supporting the core values of the Nursing Program and the American Nurses Association (ANA) Code of Ethics. The core values for nursing education are firmly based in science and the arts which support the provision of caring and compassionate patient-centered care. The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments and understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

The Nursing Program supports the Mission of PHSU by seeking to improve the health of diverse populations by providing academically rigorous, evidence-based nurse education in an intra-professional environment

to prepare graduates who demonstrate excellence in nursing practice embracing equity and culturally effective care to patients, families, and communities, utilize informatics to support decision making, transform health care, and serve others through health promotion; and to have positive impacts through service to communities at local, national and global levels.

## Vision

The Nursing Program vision statement is future-oriented and supports the Vision of PHSU by aspiring to be recognized for excellence and innovation in education, leadership, advocacy, research and culturally competent nursing practice.

## Core Values

The core competencies of the Nursing Program serve as the foundation of nursing practice at the BSN entry-level and applicable for advanced practice nursing as well. The “carative values” that guided in the development of the curriculum for the Program are based on the nursing theorist, Jean Watson (2001). These values include Caring, Diversity, Trust, Ethics, Excellence, Holism, Spirituality, Evidenced-Based Decision-making and Patient-Centeredness. The values transform to major elements building a theory-guided clinical carative processes meta-paradigm which includes (a) the carative factors, (b) the transpersonal caring relationship, and (c) the caring occasion/caring moment. Aspects of Watson definition of nursing “as a human science of persons and human health—illness experiences that are mediated by professional, personal, scientific, esthetic, and ethical human care transactions” are integrated throughout the curriculum and develop the foundation of the caring aspect in clinical practicum for our students in providing Patient-Centered Care which encompasses ethical standards, respect for individual dignity, and consideration of cultural context. The ANA Code of Ethics articulates the ethical obligations of all registered nurses. (Students may purchase the Code of Ethics for Nurses by contacting the American Nurses Association Publishing Company or it can be viewed at <http://nursingworld.org/ethics/ecode.htm>. Copies are also on reserve in the Angel Ramos Library at PHSU.

There are nine provisions that identify the responsibilities of nurses and students are expected to understand the scope of these provisions and incorporate them in clinical practice: Patient-Centered Care encompasses ethical standards, respect for individual dignity, and consideration of cultural context. The ANA Code of Ethics articulates the ethical obligations of all registered nurses. There are nine provisions that identify the responsibilities of nurses and students are expected to understand the scope of these provisions and incorporate them in clinical practice. These are:

- The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
- The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population.
- The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
- The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and acts consistent with the obligation to promote health and to provide optimal care.
- The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
- The nurse, through individual and collective effort, establishes, maintains, and improves the ethical

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environment of the work setting and conditions of employment that are conducive to safe, quality health care.

- The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
- The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
- The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principle of social justice into nursing and health policy.

Quality nursing care is provided in collaboration with the patient, family, members of the health care team, and the community. The nurse displays a spirit of inquiry by examining evidence to improve quality of care, promote safety, and improve outcomes. Nursing judgment or critical thinking is integral to making competent decisions related to the provision of care and effective nursing care. Information management essential to nursing care and the health care team is communicated using via a variety of technological and human means.



# Program Overview

PHSU has developed a Nursing Program offering Direct Entry and an Upper Division Entry Options leading to a Bachelor of Science in Nursing (BSN) degree. The Program, based on the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (October 20, 2008) and the ANA Code of Ethics, prepares nurse generalists to be providers, designers, leaders, managers, and coordinators of care as well as accountable members of the nursing profession and to pursue graduate level education. The AACN Essentials include:

- Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
- Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- Essential III: Scholarship for Evidence-Based Practice
- Essential IV: Information Management and Application of Patient Care Technology
- Essential V: Healthcare Policy, Finance, and Regulatory Environments
- Essential VI: Inter professional Communication and Collaboration for Improving Patient Health Outcomes
- Essential VII: Clinical Prevention and Population Health
- Essential VIII: Professionalism and Professional Values
- Essential IX: Baccalaureate Generalist Nursing Practice

The Nursing Program provides individuals with the ability to implement evidenced-based practice in the delivery of professional nursing care based on higher-level competencies throughout a variety of clinical settings. Evidence-Based practice incorporates scientific findings in the delivery of nursing care that includes both theory and practical clinical skills required by the field of nursing to provide leadership and render safe, culturally appropriate patient care.

## Curriculum Overview

The curriculum is composed of didactic courses and practice-based clinical or role performance courses. Each course is comprised of specific learning objectives, activities, and evaluation measures. The didactic courses present the nursing knowledge, theoretical concepts, models, and research that inform patient care and evidence-based practice. The clinical courses provide opportunities for students to apply knowledge, practice skills, plan, implement and evaluate interventions and programs and learn the full scope of the role for which they are preparing. While all courses in the Nursing Program are taught with English textbooks, the student should possess the ability to communicate and understand Spanish with a focus on health care assessment. Students can enroll in courses to gain the capacity to speak and understand the patient who may, while under stress, resort to a language that is most comfortable for them.

AACN has defined learning opportunities, including direct clinical experiences, to be those enough in breadth and depth to ensure the baccalaureate graduate attains these practice focused outcomes and integrates the delineated knowledge and skills into the graduate's professional nursing practice. Clinical learning is focused on developing and refining the knowledge and skills necessary to manage care as part of an inter-professional team. Simulation experiences augment clinical learning and are complementary to direct care opportunities essential to assuming the role of the professional nurse. A clinical immersion experience provides opportunities for building clinical reasoning, management, and evaluation skills.

## Curricular Sequence

The 121-credit hour curriculum is sequentially structured and can be completed in approximately three to four calendar years of full-time enrollment. The courses are distributed through 9 trimester terms. The curriculum sequence is presented below:

### First trimester

CODE	COURSE TITLE	CREDITS
NUR 1010	English, Math, University Life Bootcamp	0
CHE 1110	Chemistry for Health Sciences/Lab	4
ENG 1010	English Composition I	3
BIO 1010	Anatomy and Physiology, I/Lab	4
MTH 1050	College Algebra	3
Total		14

### Second Trimester

CODE	COURSE TITLE	CREDITS
BIO 1020	Anatomy and Physiology II/Lab	4
PSY 1010	Introduction to Psychology	3
ENG 1020	English Composition II	3
BIO 2030	Microbiology for Health Sciences/Lab	4
Total		14

### Third Trimester

CODE	COURSE TITLE	CREDITS
SPC 1030	Public Speaking	3
MTH 1130	Introduction to Statistics	3
PSY 1020	Developmental Psychology	3
NUR 3030	Pathophysiology	3
Total		12

### Fourth Trimester

CODE	COURSE TITLE	CREDITS
NUR 2120	Foundations of Professional Nursing Practice	5
EPI 3100	Principles of Epidemiology	3
NUR 2330	Nutrition	3
NUR 3150	Nursing Research	3
Total		14

Fifth Trimester

CODE	COURSE TITLE	CREDITS
NUR 2310	Health Assessment and Health Promotion	3
NUR 2320	Pharmacology	3
NUR 3110	Family Dynamics	3
NUR 3580	Evidenced-Based	3
Total		12

Sixth Trimester

CODE	COURSE TITLE	CREDITS
NUR 3120	Care of the Adult in the Acute Care Setting I	6
NUR 3130	Mental Health Nursing	5
HCS 3520	Health Care Informatics	3
IHD 919	Health Disparities	1
Total		15

Seventh Trimester

CODE	COURSE TITLE	CREDITS
NUR 4120	Care of the Adult in the Acute Care Setting II	7
NUR 3170	Nursing Care of the Childbearing Family	5
HCS 4510	Global Health Care Issues	2
Total		14

Eight Trimester

CODE	COURSE TITLE	CREDITS
NUR 4030	Pediatric Nursing	5
NUR 4040	Leadership and Management	4
NUR 3140	Community Health and Disaster Preparedness	5
Total		14

Ninth Trimester

CODE	COURSE TITLE	CREDITS
NUR 4580	Nursing Specialty Practice	8
NUR 4590	Senior Seminar Capstone	4
Total		12

TOTAL: 121 credits

# BSN Nursing Program Outcomes

At the completion of the BSN program, nursing graduates will be able to:

1. Promote a culture of caring to provide holistic, compassionate, culturally competent patient-centered nursing care based on a comprehensive and focused health assessment across the lifespan using sound clinical judgment.
2. Facilitate safe, holistic and effective patient/family centered care outcomes through use of evidence-based research and other science-based, humanities and research frameworks.
3. Demonstrate professional accountability, leadership, professional behaviors and responsibility for nursing judgements and actions within a moral, ethical and legal framework, utilizing the most current information with a commitment to continuous professional development.
4. Function effectively within nursing and intra professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care and improved patient outcomes.
5. Utilize informatics and technology to communicate, manage knowledge, educate, mitigate error and support decision making to promote patient safety and quality care.
6. Evaluate the implications of policy on issues of access, equity, affordability, and social justice in healthcare delivery including the health of vulnerable populations and healthcare disparities.
7. Advocate for patients, families, communities, and the nursing profession, applying values and utilizing an ethical framework, clinical reasoning, and cultural competence.
8. Implement individual and population-focused interventions to promote health and to prevent and manage disease and injuries by identifying threats to safety and develop strategies to minimize risk of harm to individuals and populations.

## Learning Activities

Learning activities must fit with the course objectives and outcomes, the student's goals, the agency's clinical resources and opportunities, and the specific content that the student is studying. In addition, the clinical hours must be tailored to meet certification standards and requirements. The faculty instructor will provide the student with a weekly clinical assignment and must approve the student's learning activities that take place during clinical performance hours.

Some examples of acceptable and unacceptable activities for clinical performance hours are noted in the table below. The student should clarify with the instructor desired learning activities, whenever necessary and always refer to the course syllabus for specific instructions.

<b>Examples of Appropriate Clinical Activities</b>	<b>Examples of Unacceptable Clinical Activities</b>
Orientation to the unit or agency, policies, procedures, and patient population	Library and research time spent in preparation for the clinical experience
Preparation for patient/family contact at the agency, at off-site clinics, or in-home visits	Writing reports and papers, or other course assignments

Examples of Appropriate Clinical Activities	Examples of Unacceptable Clinical Activities
Actual time spent at the agency or home visits in interaction with patients and families	Travel to and from the clinical site, or to and from home visits, or to class meetings
Records review and patient care and clinical interventions	Lunch or coffee breaks or time waiting for patient to arrive.
Documentation of care-related activities	Preparation time for class meetings or online discussions
Implementation and evaluation of clinical plans	Reviewing media or doing assigned readings
Gathering data about the community, or collaborating with other health professionals on issues related to patient care, community health, and healthcare services delivery	Time for which a student receives monetary compensation

## Essential Performance Standards in Nursing

Students admitted to the PHSU Nursing Program are expected to complete clinical course requirements that prepare them to perform essential job functions as a registered professional nurse. The practice of nursing is an applied discipline with cognitive, sensory, affective, and motor components. Students must be able to perform the functions which are necessary for the safe practice of nursing and essential to the licensing requirements for nursing with or without reasonable accommodation, in order to be admitted to the PHSU Nursing Program. Since you are now an admitted student, should any of these functional abilities change, it is your responsibility to inform the Dean of Nursing to determine how/if appropriate and reasonable accommodation can be made. These essential functions are:

FUNCTION	STANDARD	EXAMPLE
<b>Critical Thinking</b>	Critical thinking ability sufficient for clinical judgment	Identify cause/effect relationships in clinical situations, develop nursing care plans.
<b>Interpersonal</b>	Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural and intellectual backgrounds	Establish rapport with patients/clients and colleagues
<b>Communication</b>	Communication abilities sufficient for verbal and written interaction with others	Explain treatment procedures, initiate health teaching, and document and interpret nursing actions and patient/client responses
<b>Mobility</b>	Physical abilities sufficient for movement from room to room and in small spaces	Move around in patient's room, work spaces and treatment areas; administer cardiopulmonary procedures

<b>FUNCTION</b>	<b>STANDARD</b>	<b>EXAMPLE</b>
<b>Motor Skills</b>	Gross and fine motor abilities sufficient for providing safe, effective nursing care	Calibrate and use equipment; position patients/clients
<b>Hearing</b>	Auditory ability sufficient for monitoring and assessing health needs	Hear monitor alarm, emergency signals, auscultatory sounds and cries for help
<b>Visual</b>	Visual ability sufficient for observation and assessment necessary in nursing care	Observe patient/client responses
<b>Tactile</b>	Tactile ability sufficient for physical assessment	Perform palpation, functions of physical examination and/or those related to therapeutic intervention (such as insertion of a catheter)

## Clinical Requirements for Practicum

Clinical requirements and supporting documents for all newly admitted nursing students must be submitted prior to beginning the first clinical nursing course (if not already submitted per published requirement timeline).

Clinical requirements are subject to change without notice due to policy changes occurring within our clinical agencies. It is the student's responsibility to keep track of his/her own records and submit necessary requirements by published deadlines. Failure to do so may prevent enrollment in required nursing courses or result in removal from a clinical site. The student may be unable to complete the nursing program or clinical experience.

### Annual Standard Precautions (Bloodborne Pathogens - BBP) Training

All students are required to participate in BBP training annually. All students must attend the specified safety orientation, and successfully complete blood - borne pathogen training prior to being allowed into clinical work. Students are expected to acquaint themselves with the location and contents of manuals, Minimum Safety Data Sheets (MSDS), and posted notices related to Blood-Borne Pathogens. Additional information about this process is in Appendix A, [Protocol for Student Exposed to Blood and Body Fluids](#).

### HIPPA Training

All students are subject to the US Department of Health and Human Services "Privacy Rule" contained in the Health Insurance Portability and Accessibility Act (HIP AA) of 1996. This federal law is designed to guarantee patient confidentiality and protects against the misuse or inappropriate disclosure of individually identifiable health information. As part of the clinical experience, students are allowed access to protected health information as necessary to provide patient care. Completion of the HIPAA Education Module is required prior to enrollment in clinical courses and annually thereafter. Illegal disclosure of patient confidential information is grounds for dismissal from the Nursing Program and carries the possibility of legal action.

## CPR Certification

Submit the signed front and back copy of your card to the Nursing Program. CPR cards must be renewed before the due date for clinical requirements and may not come due for renewal at any time during the semester.

## Health Insurance

Provide a copy of your current health insurance card or proof of coverage. If your name is not included on the card, you will be asked to submit a letter from your insurance company verifying your coverage. At any time should your coverage change, please copy and provide updated information.

## Immunization and Tuberculosis Testing

Ponce Health Sciences University (PHSU) adheres to the CDC norms on adult immunization. The Office of Student Affairs is responsible for maintaining the documentation of student immunization and PPD status. Immunization requirements are:

-Hepatitis B: All nursing students are required to have been immunized against Hepatitis B. Such immunization consists of a series of three injections that should be completed prior to or as soon as possible after matriculation. Students who are not in compliance may be barred from participation in clinical activities at the discretion of the Associate Dean's Office.

-Rubella: Rubella immunity via history or documented vaccine or serological titer is required before a student will be allowed to participate in clinical activities.

-Rubeola: Rubeola immunization is required for all students born after 1957. Students must provide physician documentation of receipt of two doses of vaccine or serologic evidence of immunity before a student will be allowed to participate in clinical activities.

-Mumps: Mumps immunization is required. A physician documented history of immunization or documented evidence for immunity (serologic titers) is required before a student will be allowed to participate in clinical activities.

*\*Rubella, Rubeola and Mumps requirement is filled by 2 doses of MMR at least on year apart.*

-Polio, Tetanus, Diphtheria: Students should be current in immunization against polio, tetanus and diphtheria. It is required before a student will be allowed to participate in clinical activities.

-Varicella: Students with a history of varicella should have it documented. Students without a history of varicella must have a titer for varicella antibody determined. Students with a negative titer are recommended to undergo varicella immunization. Non-immune students will not be permitted on some clinical services specifically Pediatrics Nursing.

-Influenza: Students should have the influenza vaccine before entering the clinical clerkships. It will be available at a reasonable cost at PHSU Outpatient Clinic.

(Refer to the complete Immunization Policy in PHSU Catalog).

PHSU requires annual tuberculin (intra dermal) testing for actively enrolled students. Evaluation and management of nursing students with positive tests or those whose test becomes positive during nursing

school will be evaluated through the PHSU outpatient clinic. These requirements may vary according to the Centers of Disease Control (CDC) recommendation.

## Professional Liability Insurance

All Nursing students need to have Malpractice/Liability Insurance. The coverage required is a policy that provides \$1,000,000 for each medical incident and \$3,000,000 aggregate. Additional information about this will be provided to each student prior to the first clinical course.

## Alcohol, Tobacco, Illicit Drug and Violence

PHSU prohibits the abuse of alcohol within the academic community. The possession, distribution or use of illegal drugs is ground for immediate sanction, including dismissal. Smoking is prohibited on school grounds. Violence is not tolerated within the academic community or on the school or affiliated facilities. (Refer to the institutional policy in PHSU Catalog and the Student Policy Manual).

## Faculty Role

The members of the Nursing Program are well qualified having doctoral and/or master's degrees and years of experience related to their field of nursing practice. They serve as master educators and professional mentors for students and colleagues, as well as facilitators, instructors, role models and resource persons in their area of expertise. The full-time faculty role encompasses teaching, scholarship, and service, including practice in their field. The part-time faculty members teach courses as in their specialty, according to the needs of the program.

Faculty members guide and facilitate the learning process and evaluate the students according to the course objectives and the students' performance of the learning activities for role outcomes. Faculty instructors communicate directly with students, preceptors, hospital staff and administration to collaboratively establish the student's learning contract and evaluate the student's performance. The Dean and the faculty administer the Nursing Program. They are responsible for scheduling courses and overseeing the contractual arrangements with the affiliated clinical sites. Together with the course faculty, they implement and interpret policies and procedures pertaining to the clinical learning component of the programs.

The nursing faculty teaches the clinical nursing course, assists in deciding for and approves the selection of the clinical instructors as appropriate, and oversees the student's performance and clinical experience. They are responsible for working with the student and the clinical instructor to structure the learning experience and develop the patient assignments. The nursing faculty monitors and assesses appropriate learning experiences to facilitate the student's achievement of the course objectives. The nursing faculty communicates on a regular basis with the clinical instructor and other members of the health care team as appropriate regarding student progress and learning needs and is available to resolve problems if they arise. The nursing faculty is responsible for evaluating the student's work and assigning a final grade after receiving the clinical instructor's written evaluation.

The content expert for each clinical nursing course is typically a full-time faculty member who has the responsibility to coordinate the sections of the course and serves as a resource to the clinical instructors in those sections. The nursing faculty is responsible for conducting the course according to the syllabus and approves the selection of the Preceptor, if appropriate, and the agency. The nursing faculty plans and



evaluates the student's experience with the Preceptor. The nursing faculty is also responsible and accountable for assuring that it is possible to meet the course objectives in a specific agency.

## Student Role

The faculty expects students as adult learners to be self-directed and internally motivated. The faculty recognizes that as adult learners mature, they become more diverse and vary widely in learning styles, motivation, prior experience and patterns of participation in educational programs.

Faculty members and clinical instructors try to incorporate and build upon the assumptions that the adult learner:

- Is self-directed
- Has accumulated experiences as a resource for learning.
- Has a need to relate learning to real-life situations
- Wants to apply newly acquired knowledge and skills immediately

Students are encouraged to improve their learning experience by using the following strategies:

- Developing supportive relationships
- Finding others with different learning styles to form a study group
- Improving the fit between their learning style and their lifestyle or situation
- Becoming a more adaptable and flexible learner
- Strengthening their areas of weakness
- Developing a long- term plan and setting short- term goals
- Seeking safe opportunities to practice new skills
- Rewarding themselves each step along the way

### Specific Student Clinical Responsibilities and Activities

1. Obtaining clinical assignment, the day prior to each clinical practicum.
2. Review the mission, philosophy and goals of the specific agency for each clinical assignment and participate in an orientation to the clinical facility, personnel, policies and procedures.
3. Review the data provided for each patient assignment and develop a preliminary Nursing Care Plan (NCP). Ensure that the NCP demonstrates evidence of progressive application of the nursing process. A satisfactory NCP must include complete nursing diagnosis list with prioritization of the 3 most critical nursing diagnoses with rationale, expected outcomes to meet the nursing diagnosis and cover the defining characteristics and nursing interventions with scientific rationale cited in APA style for each expected outcome.
4. Receive report about each patient you will be responsible for during the clinical assignment.
5. Revise the NCP as appropriate following the data provided as part of the report.
6. Conduct a complete assessment of the patient and evaluate the patient's response to the NCP and evaluate progress toward expected outcome and nursing diagnosis.
7. Complete a Medication list and Laboratory/ Diagnostic Data Sheet using APA style for any references you include.
8. Function within the framework and policies of the assigned agency.

9. Seek direct and indirect supervision from the nursing faculty or preceptor assigned to your patient(s).
10. Participate in conferences with nursing faculty, preceptor, staff, students and other members of the health care team seeking feedback about progress toward completing your assignment.
11. Maintaining an activity log, clinical journal, patient database, or other records as required by the nursing faculty or preceptor.
12. Arrive on time and fully prepared for each clinical assignment.
13. Act in an ethical and professional manner always.
14. Fulfill the time requirements as stated in the syllabus for each nursing clinical course.
15. Participate in group and individual conferences as scheduled by the instructor or preceptor.
16. Complete all course assignments.
17. Evaluate the preceptor experience, if applicable, and the clinical agency on the standard course evaluation forms if requested, adding comments as desired.
18. Conduct a self-assessment to evaluate the achievement of the learning objectives. This includes a description of what was or was not accomplished as planned, and the student's satisfaction with what was achieved. The faculty or preceptor completes a written performance evaluation that is returned to the instructor for consideration in calculating the final grade.

As proficiency, confidence and competence of the “advanced beginner” student increases, students are expected to strengthen and will be evaluated on the following behaviors:

## Professional Demeanor

- a) Practice within ethical and legal standards of professional nursing practice (i.e. American Nurses Association Code of Ethics).
- b) Demonstrate accountability for care provided, appropriate use of time, preparation for clinical practice, and dependability and reliability for clinical practice.
- c) Observe and maintain appropriate professional boundaries in the nurse-patient relationship.

## Communication

- a) Utilize therapeutic communication when interacting with patients, colleagues, and members of the health care team.
- b) Communicate in a professional and appropriate manner in all verbal and nonverbal interactions including documentation.
- c) Communicate relevant, accurate and complete information.
- d) Report and document assessment, interventions, and progress of patient outcomes.
- e) Protect patient confidentiality and follow HIPAA guidelines.
- f) Utilize information technology appropriately in-patient care.

## Assessment

- a) Complete health assessments on patients and significant others.
- b) Perform ongoing assessments and evaluation of care as necessary to identify patient needs and promote wellness.

## Clinical Decision-Making

- a) Make clinical judgments to ensure accurate and safe nursing interventions by applying knowledge obtained from previous science, nursing and other non-nursing health related courses
- b) Analyze and assess data to plan care.
- c) Organize data to identify pertinent patient problems/nursing diagnoses.
- d) Develop a plan of nursing care based on nursing diagnoses.
- e) Evaluate the effectiveness of nursing interventions for meeting patient needs and achieving identifiable outcomes of care.
- f) Modify and develop patient care to achieve identified outcomes.
- g) Demonstrate awareness of evidence-based interventions appropriate to meet patient needs.

## Caring Interventions

- a) Provide a safe environment when addressing the patient's psychosocial needs.
- b) Provide a safe physical environment for the patient.
- c) Always provide accurate and safe nursing care.
- d) Administer prescribed medications with reference to the six rights: right patient, right drug, right dose, right time, right route, and right documentation.

## Teaching and Learning

- a) Identify teaching and learning specific to patient's needs
- b) Include significant others in teaching learning process
- c) Provide instruction to the patient that is appropriate to learning ability.

## Collaboration

- a) Collaborate in a professional manner with patient, family, colleagues, and health care team.
- b) Always demonstrate cooperation.

## Managing Care

- a) Organize care in a time efficient manner.
- b) Demonstrate care in a cost-effective manner.
- c) Demonstrate competence with current technologies.
- d) Demonstrate ability to manage care for 3-4 patients with minimal assistance.

## Preceptor's Role

For certain clinical courses, nursing faculty will be augmented using Clinical Instructors. The Nursing Program's Preceptors Model of clinical teaching is grounded in clinical practice excellence and promotes

professional collaboration among the course faculty, preceptor and student within the framework of a role performance course.

This Model assumes that for the Preceptor to be effective, they must be knowledgeable about the mission and philosophy of the Nursing Program, the course requirements, the principles of adult learning, and collaborative strategies to actively engage the student in developing an individualized learning plan. The instructor facilitates and guides students in meeting practice-based objectives and achieving clinical learning outcomes. The Preceptor contributes to a 40% of the evaluation of the student's performance and the course faculty with the 60% of the final grade.

A Preceptor is a highly competent RN, who offers student access to required learning activities to achieve the outcomes of the clinical nursing course. The selection of the Clinical Instructor is a collaborative effort among the Dean of the School of Nursing, the healthcare agency, and the student. The Dean of the School of Nursing takes responsibility for approving the selection of and deciding with the clinical instructor and the agency for clinical instruction. Once the preceptors are selected, the Clinical Coordinator assigns the group of students to the appropriate clinical setting for the clinical teaching of program's students.

Preceptors are selected based on their educational preparation, professional experience and level of expertise, and their ability and willingness to assist a baccalaureate or graduate nursing student in obtaining appropriate learning experiences to meet clinical course objectives. Preceptors, course faculty and students participate in evaluating the clinical experience.

**The preceptor must be endorsed by the agency before the course faculty approves the selection of the preceptor. The preceptor receives remuneration for participation in the student's learning experience by PHSU Nursing Program. Preceptors are selected based on the following criteria:**

- Educational preparation appropriate to BSN-level clinical teaching
- Current and active RN licensure
- Active membership in the PR College of Nursing Professionals
- Professional work experience and level of expertise
- Evidence of continuing education

In addition to the formal criteria for selection, Preceptors are expected to exhibit these characteristics:

- Ability and willingness to assist students in achieving clinical goals
- Extensive knowledge base and proficient skills related to an area of clinical practice that is pertinent to the course.
- Current practice experience to maintain competency
- Ability to relate theoretical and evidence-based concepts to nursing practice
- Communication skills that foster professional growth and learning
- Role modeling that demonstrates expert judgment, professional attitudes and values, and ethical behavior.

Some of the responsibilities of the preceptor are:

- Facilitates the learning environment
- Gains access to clinical experiences
- Collects information on the forms

- 
- Guides experience to meet objectives
  - Gives input to the learning contract
  - Responds to communication interaction
  - Teaches application to practice
  - Provides role model
  - Evaluates student's performance

The Preceptor must demonstrate competence in the following process skills and abilities:

# Planning and Organizing

1. Outlines a standard work plan to be followed during the clinical practice experience in a health care setting.
2. Explains in detail the work plan to the students, ensuring familiarization with its content in an effective way. Students must always abide to the plan while in practice.
3. Assigns responsibilities according to the students' abilities, who in turn will develop needed skills to accomplish more complex tasks.
4. Guides, coaches, and assesses students as they carry out patient care duties, with attention to quality control.
5. Encourages students to develop their utmost potential as a nursing student; positively reinforces students' good performance.

## **Leadership and Decision Making**

1. Puts conflict management skills to work to detect possible controversies within the clinical practice team.
2. Acts with diplomacy when interfering in a contentious issue at the workplace. Identifies the source of the problem and takes appropriate action without hesitation.
3. Keeps the Dean and Practice Coordinator aware of the conflicts that arise at the nurses' practice site. Also, works to prevent or potentially reduce the conflicting occurrences.
4. Keeps written record of all incidences. Prepares weekly reports to supervisor.

## **Clinical Knowledge**

1. Shows clinical expertise inherent to the job.
2. Reports daily attendance.
3. Submits grades reports in a timely manner.
4. Conducts student assessments using established criteria and evaluation methods.
5. Makes student's conduct referral to the Dean's office when a student fails to observe good behavior during the clinical practice; a disciplinary action should be taken to dissuade faulty demeanor.
6. Hands in reports to supervisors in a timely manner, as per request.
7. Regularly attends to staff meetings called by the institution.
8. Makes acumen recommendations to improve the Practicum Manual and the Clinical Syllabus.
9. Offers tutoring to practice students aiming reinforcement of the learning experience and clarification of questions.
10. Keeps up to date on the latest nursing practice and trends through continuing professional development.

## **Attendance and Punctuality to the Clinical Practice Setting**

1. The preceptor's presence in the nursing clinical practice site is critical for the success of the project. Attendance should be as perfect as possible, reporting each day on time. Absences should be announced to the supervisor as early as possible, or in advance if the circumstances allow so.
2. Abides to the signed contract and responds to the clinical practice supervisor and the associate dean.

## Reliability

1. The preceptor, being a highly educated nurse professional, is expected to be the first to honor the rules and follow the instructions in sake of the clinical practice success.
2. Assumes the responsibilities for their work and actions.

### **Adaptability**

1. Adequately responds to variations in the work environment and makes necessary adjustments.
2. Receptive to familiarize with favorable changes and to communicate such changes to the students.

### **Cooperation**

1. Demonstrates a positive attitude and willingness to help at the clinical area.
2. Collaborates in the accomplish of the objectives established for the clinical practice experience.

## Problem Resolution

There may be times when the Preceptor or another member of the health care team needs clarification of student or course expectations, validation of the appropriateness of the learning activities, or resolution of disagreements between the student and the Preceptor. Usually, the Preceptor and the student can resolve problems that are based on different expectations of performance, inadequate communication, or dissimilar learning styles. Preceptors are encouraged to contact the course nursing faculty when questions or problems arise that cannot be satisfactorily resolved with the student.

## Attendance/Absence/Tardiness Policy: Classroom and Clinical Practicum

Punctual attendance is defined in each syllabus. If mandatory, a student will be considered tardy if she/he arrives to class ten minutes after the start time of the class. A student will be considered absent if she/he arrives to class more than ten minutes after the start time of class. Being tardy to classes three times is equal to one absence.

Notification of the faculty for anticipated absence and tardiness is expected and required. Unavoidable and excused absences and tardiness will be dealt with on a case by case basis. Penalty for unexcused absence and tardiness can result in failure of the course. If a student misses more than 15% of class/clinical time (6 hours for a 3 credit hour course; 9 hours for a 4 credit hour course; or 11 hours for a 5 credit hour course), the student may be withdrawn administratively from the course and receive a grade of AW.

Missed materials, assignments, exams and/or learning activities are the responsibility of the students and may or may NOT be made up depending on the nature of the absence.

Attendance for all the stated nursing clinical hours is required. Any tardiness may result in dismissal from clinical experience and result in failure in the clinical component. If permitted, absences must be made up within the trimester time frame.

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Attendance of students in courses with clinical practicum externships is mandatory. Any clinical absence will be handled at the discretion of the faculty but may result in course failure. All clinical activities will be documented by the faculty of record. Attendance or participation is to be tracked and posted, and final grades will be recorded at the end of the enrollment period. Students who are unable to complete their clinical requirement by the end of the term will receive a grade of Incomplete "I". If the student is unable to complete their clinical requirements by the end of the next trimester term the "I" grade will be converted to an "F". Students must pass the clinical portion of the course with a grade of "C" or better to pass the course. A student who receives an "F" may be re-enrolled in the course for the subsequent term.

## Children

Due to the academic nature of the campus, students may not bring children to campus or clinical facility at any time.

If students transcribe patient data related to their assignments, they must omit full names, addresses, phone numbers, social security and medical record numbers. Students must not leave notebooks or other personal materials containing patient data unattended, nor should confidential information about patients be discussed with persons not directly involved with patient care or the student's education.

## Disruptive Behavior

Students in the clinical setting are exposed to patients, family members, and sometimes other staff members who behave in an emotional, physical, or sexually inappropriate manner. Clinical instructors are there to support the student through the experience. Report any issues that arise or if you feel threatened in any way to your instructor immediately. Follow agency emergency policy/procedure if you feel you are in imminent danger or are concerned for the welfare of your colleagues or patients. An event report must be filled out within 24 hours.

## Ethics

Students must practice in clinical courses according to the current ANA Code for Nurses with Interpretive Statements. The Code states the ethical ideals for which nurses should be accountable, including but not limited to fully respecting patients, safeguarding patients' right to privacy, advocating for safe, ethical and legal care, and maintaining their own clinical competence.

Ethical behavior also extends to academic study by nursing students according to the concept of academic integrity. Nursing students must live their professional values as they write papers, do patient assessments, work together with peers in group projects, and give patient care in the clinical setting. Disciplinary actions will be taken against students who do not abide by these standards.

## Equipment Usage Policy

It is the students' responsibility to purchase and maintain certain pieces of equipment (stethoscopes, etc.). Equipment requirements will be specified by faculty and listed in the course syllabi. Equipment owned by



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the PHSU, which is checked out to students or used by students, must be returned to PHSU in the same condition as it was received. When equipment is damaged or misplaced while in a student's possession, it is the student's responsibility to replace or pay for the replacement.

## Firearms and Explosives

Possession or use of firearms, any type of ammunition and other dangerous weapons (including BB and air guns) is prohibited at PHSU or any clinical site the sale, use, or possession of fireworks or explosives is also prohibited. Interference with the normal activities, the normal occupancy, or normal use of any building or portion of the PHSU's campus or at a clinical site by exhibiting or using or threatening to exhibit or use a firearm is also prohibited. Such acts may also violate the laws of Puerto Rico. Criminal action, in addition to the PHSU's disciplinary action, will be pursued when violations occur.

## Health Injury and Blood-borne Pathogen Reporting

Any injury or exposure to a blood-borne pathogen should be immediately reported to the instructor, the campus nurse, Dean of Nursing or the Office of the Vice President for Student Affairs and the agency Infection Control Department. It is important to report all injuries, not just those that are considered a risk for blood-borne pathogen diseases. Do not wait to the end of the shift or class to report injury or exposure. Complete a Health Event Report and return this to the campus within 24 hours.

## Latex Allergy

When working in the clinical setting, science labs or Nursing skills lab, students and faculty may be exposed to latex and/or other allergens. The plan provides guidelines for care of students and faculty who may have latex or another allergy. See Appendix B, [Latex Response Plan](#).

## Liability

PHSU does not assume any liability for loss or damage to personal property of students while on campus or in the clinical area.

## Maternity Leave Policy

Prior to the beginning of each trimester, and preferably at the time of registration, it is essential that students who are pregnant contact the Office of the Executive Director for Student Affairs.

The Associate Dean of Nursing will review with each student the practicum assignment for the coming trimester and will assist the student in arranging whatever accommodations may be appropriate because of the pregnancy, such a leave of absence (LOA). Students will be asked to sign a copy of the policy on exposure to radiation while pregnant.

The Office of Student Affairs will obtain the following information from each pregnant student and will copy

this information to the student's PHSU file in the Office of the Registrar as well as the students file in the Office of the Dean of Curriculum and Academic Affairs.

- Name, address and phone number of physicians
- Expected date of delivery
- Name and phone number of individual(s) to be contacted in case of emergency

## Patient Safety Event

Students are expected to follow all patient safety precautions. If an event does occur, such as a medication related error or adverse event, patient fall or injury, etc., the faculty member should be notified immediately. The faculty will guide the student in completing any agency report as well as the Nursing Program's adverse event report.

## Personal Appearance/Uniform/Dress Code

PHSU always expects nursing students to maintain a professional image while in the clinical setting. It is the expectation that the student nurse uniform shall be worn only for clinically- related activities. All students are required to adhere to the proper dress code whenever attending a clinical course or at a clinical site. Students are required to wear the official PHSU photo identification (slipped into a plastic badge holder). Faculty will be responsible for informing a student of the appropriate attire; however, it is always the student's responsibility to seek out this information ahead of the clinical experience and to be appropriately attired. Failure to adhere to the dress code may result in dismissal from the clinical site. Repeated failure to adhere to the dress code may result in dismissal from the program.

### Uniforms

- Must always be clean and neatly pressed
- Scrub pants and tops of the approved color\*
- All white lab coats with long sleeves
- All white leather shoes or sneakers, closed heel and toe, and soft-soled. Shoes and
  - shoelaces must always be kept clean
- Student name tag and ID must always be worn in the clinical areas
- Water resistant watch with a second hand
- No sweaters or patient gowns may be worn
- Uniforms or scrubs will be specified according to the clinical site

### Grooming

- Students are always to be neat and well-groomed when in the clinical area. This
- includes proper personal hygiene, with attendance to minimizing body odor
- Perfume, cologne and other body scents should not be worn in the clinical area
- Hair must be neat, clean and not hanging in the face. Students with long hair styles
  - must tie their hair back or pin it up so that it does not fall over the shoulders or face
- Fingernails must be short and clean. Acrylic nails and polish are not allowed in the clinical areas

- Facial hair must be neatly trimmed
- The only jewelry allowed in clinical areas is engagement and wedding rings, watch, and
  - Small post earrings. No necklaces, bracelets, ankle bracelets, facial or tongue piercing
  - maybe worn
- Make-up should not be excessive
- Tattoos and other body art should be covered when in the clinical area

## Phones

Cell phones must be placed in the silent mode or turned off when students attend any PHSU learning activity. Conversations on cell phones must occur outside of the library, clinical, and classroom areas. Using cell phones to take pictures of clients, patients or residents at any clinical site is a violation of HIPAA regulations and may result in dismissal.

## Placement in Courses

Students progressing through the program in a regular, uninterrupted sequence are assured space in the nursing courses. Limited resources may restrict the PHSU from assuring immediate placement in clinical nursing courses to students whose progress through the program has been interrupted or who are taking courses out of sequence.

## Release of Information Policy

Many clinical sites require proof of immunization and TB testing. In accordance with HIPAA privacy rules, all students must sign a release of medical information form prior to the sharing of this information with the clinical agency. This form is available from the Office of the Associate Dean.

## Reporting of Illness

In order to protect the health and well-being of patients and other co-workers, students are expected to use good judgment in not exposing patients to an illness. If you experience an illness which may have been exposed others to potential disease, please notify the faculty members as soon as possible. Students who undergo medical treatment or have a serious illness which may impact their safety and clinical performance must obtain a medical release prior to returning to a clinical setting.

## Sexual Harassment

PHSU considers sexual harassment in all its forms to be a serious offense and one that is subject to a range of actions up to and including suspension or dismissal. Sexual harassment by students, faculty or staff is a violation of PHSU policy. Sexual Harassment will not be tolerated on campus or at any clinical site.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is either explicitly or implicitly made a condition of an individual's enrollment with PHSU or a factor in the educational program of a student
- Submission to or rejection of such conduct by an individual is used as the basis for an academic decision affecting such individual.
- Such conduct has the purpose or effect of unreasonably interfering with an individual's right to achieve an educational objective or to study in an environment free of intimidation, hostility or threats stemming from acts or language of a sexual nature.

**If you are sexually harassed at a clinical site, you should:**

- Tell the harasser firmly, clearly, and directly what specific comments or advances are unwelcome.
- Keep a record of all dates, times, places, and types of incidents that have occurred and make a note of witnesses. It is important to be accurate and thorough when documenting incidences.
- Report the incident immediately to the faculty or the nurse in charge and to the Office of the Vice President of Student Affairs. All complaints must be reported to the appropriate program office within 180 days after the incident occurs.
- Reporting of sexual harassment incidents will be considered sensitive and special attention will be given to maintain confidentiality. Dissemination of information relating to incidents will be limited in order to protect the privacy of those involved.

## Transportation to the Clinical Site

Transportation to and from the clinical experiences and sites is the responsibility of the student. If driving, students should always maintain insurance on their vehicle and maintain the vehicle according to the laws of Puerto Rico. PHSU does not assume responsibility for any damage or injury arising from accidents which occur on the way to or from the clinical site.

Clinical experiences start and end at precise times. Arriving late or leaving early may be cause for disciplinary action or may negatively impact on the course grade.

## Unsafe/Unprofessional Clinical Performance Policy

The practice of nursing requires that a professional demonstrates safe, professional clinical performance which follows the legal and ethical codes of the profession. Students should reference the Nurse Practice Act for the individual state or territory. Students must be aware of any applicable state or territory regulations which are applicable to the student. Faculty members are required to document actions of unsafe or unprofessional practice and to take appropriate action, which may include dismissal from the clinical site. Examples of unsafe and unprofessional practice include, but are not limited to:

- Arriving for clinical practicum under the influence of drugs and/ or alcohol
- Failing to follow applicable policies and procedures of the college, department of nursing or clinical agency
- Refusing assignment based on the patient's gender, diagnosis, race, culture, or religious preference
- Misrepresenting oneself and/or practice beyond role expectations
- Failing to exhibit appropriate mental, physical, or emotional behavior(s) affecting others

- Acts of omission or commission in the care of patients, such as physical, emotional, or sexual abuse, or falsification of patient records
- Failing to recognize and promote a patient's rights

## Code of Student Conduct and Discipline

### I. Introduction

The Code of Student Conduct is not a contract and serves only as a guide for the fulfillment of acceptable due process procedures. The Administration and faculty of the Nursing Program have the authority and may modify or change the Code of Student Conduct at any time. The student is responsible for obtaining all published materials and updates from the Associate Dean of Nursing or the Office of the Executive Director of Student Affairs relating to this code.

### II. Purpose of the Code of Student Conduct

The Nursing Program's primary concern is its students. The Nursing Program attempts to provide a campus environment that is conducive to academic endeavor and social and individual growth. Enrollment in the Nursing Program is considered implicit acceptance of the rules, regulations and guidelines governing student behavior promulgated by the Nursing Program and the student is responsible for this information. In addition, all students, regardless of place of residence, are expected to observe all local laws. Any student who violates any provision of those laws is subject to disciplinary action including expulsion, notwithstanding action taken by civil authorities on account of the violation. The Nursing Program reaffirms each student's privilege of exercising certain rights, including the right to appropriate due process in any disciplinary matter.

### III. Categories of Misconduct

Misconduct for which students are subject to discipline falls into the following categories:

#### **Acts of dishonesty, including but not limited to the following:**

1. Academic dishonesty including but not limited to cheating and plagiarism.
  - a. The term "cheating" includes, but is not limited to: (1) acquiring information for specifically assigned projects, working with one or more persons on an exam that is to be taken as an individual, or observing work from another individual's exam; (2) providing information on an exam that is to be done individually or giving out the exam or content prior to the exam time.
  - b. The term plagiarism includes, but is not limited to, (1) failing to credit sources used in a work product in an attempt to pass off the work as one's own; (2) attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.
  - c. Falsifying information includes but is not limited to, (1) the falsification of the results obtained from a research or laboratory experiment; (2) the written or oral presentation or results of research or laboratory experiments without the research or laboratory

experiments having been performed.

- d. Conspiracy to commit an act of academic dishonesty.
2. Furnishing false information to any Nursing Program office or official, faculty or staff member acting in an official capacity, or giving false testimony or other falsified evidence at any campus disciplinary hearing.
3. Forgery, alteration, or misuse of any Nursing Program document, record, or instrument of identification.
4. Tampering with the election of any Nursing Program recognized student organization.
5. 5. Attempted or actual theft of property or damage to property of the Nursing Program, or of a member of the campus community, or a campus visitor.
6. Theft, unauthorized access to or other abuse of computer systems or computer time relating to Nursing Program endeavors.
7. Unauthorized possession, duplication, or use of keys to any premises, or unauthorized entry to, or use of, Nursing Program classroom, laboratory or Simulation Center premises.
8. Conspiring, planning, or attempting to achieve any of the above acts.

**Conduct which adversely affects the Nursing Program community whether on or off campus, including but not limited to the following:**

1. Obstruction or disruption of teaching, research, administration, disciplinary procedures or other Nursing Program activities, including public service functions or other authorized activities on or off campus premises.
2. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion and/or other conduct which threatens the safety of any person. Speech protected by the First Amendment of the U.S Constitution is not a violation of this provision. Fighting words and statements which reasonably threaten or endanger the health and safety of any person are not protected speech. Each allegation of a violation under this provision shall be reviewed with these factors in mind.
3. Use or possession of firearms, explosives, fireworks, ammunition or any kind of weapon on campus. An object may be defined as a weapon through design, actual use or intended use.
4. Disruptive activities as defined elsewhere in this Nursing Program Practicum Manual

5. Hazing as it relates to Student Organizations
6. Use, possession, sale, manufacture or distribution of narcotics or dangerous drugs. (Students found in possession of, or in effect of any illegal drug or control substance, or using, selling, manufacturing, or distributing such a drug or substance as defined by the laws Ponce and Puerto Rico shall, if determined guilty of such act after appropriate due process, be suspended from enrollment at PHSU. The minimum period of suspension shall be for the academic semester in which final adjudication of the case occurs. Additional or more severe sanctions may be imposed based on the specific facts of the case.
7. Use, possession or distribution of alcoholic beverages on campus.
8. Conduct, which is disorderly, obscene, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on the campus premises or at functions sponsored by, or participated in by, the Nursing Program.
9. Violations of Nursing Program policies or regulations which have been published and are readily available to the students, including but not limited to those which govern academic matters, clinical agencies, alcohol use, ethical behaviors, student affairs, and the maintenance of the health, safety, and welfare of the campus community.
10. An act constituting violation of local civil or criminal laws, or ordinances.
11. Conspiring, planning, or attempting to achieve any of the above acts.

#### IV. Misconduct Penalties

One or more of the following misconduct penalties may be imposed by the Nursing Program upon individuals, groups or organizations. Penalties for violation of institutional policies or rules and regulations may be administered regardless of whether the actions of the student are civil or criminal violations. Whenever disciplinary actions lead to the student's leaving PHSU, grades will be assigned in accordance with the Nursing Program's grade policy and the Academic Calendar.

##### **Admonition:**

This consists of a verbal or written warning. Verbal admonitions will *not* become a part of the student's confidential record in the Registrar's Office.

##### **Loss of Privileges or Imposition of Certain Tasks:**

Under some circumstances of misconduct, the Nursing Program may deem it appropriate to take away certain privileges. Penalties such as withholding the student from clinical practice; blocking from enrollment for a specified period of time; recommendation of failing, reduction, or changing a grade in a test, course assignment, course or other academic work; suspending library, internet technology and learning resource center privileges may be imposed. The student may also be required to perform certain tasks, such as making restitution, whether monetary or by specific duties; attending counseling sessions; performing additional academic work not required of other students in a specific course; complying with behavioral contract; paying of special fees, fines or service charges.

### **Probation:**

Probation is levied for a specified time, the duration of which will be determined by the seriousness of the circumstances of the case. Probation carries with it a warning that any further violation of the Nursing Program regulations may result in more serious consequences, including suspension or expulsion.

### **The two types of probation related to the Student Code of Conduct are:**

1. Conduct Probation - a sanction which will be removed from the student's confidential record in the Office of the Vice President of Student Affairs at the end of the period of probation.
2. Disciplinary Probation - a sanction which may or may not remain a permanent part of the student's permanent record.

### **Suspension:**

Continued and/or flagrant violations of the probation terms or serious offense cases warranting such action may result in suspension from the Nursing Program for a specified period. The student is blocked from re-enrollment until he/she applies for readmission to the Nursing Program and is cleared by appropriate officials. Suspension becomes a part of the student's permanent record in the Registrar's Office.

### **Administrative Withdrawal:**

Withdrawal is administrative removal of a student from a class or from the Nursing Program and may be imposed in instances of unmet financial obligations to PHSU; for reasons of health; or pending the outcome of competent medical evaluation. The withdrawn student is barred from re-enrollment until such a time specific conditions have been met.

### **Expulsion:**

Expulsion is permanent severance from PHSU.

## **Confidentiality**

Confidentiality is of paramount importance to protect the privacy of patients, families, staff and agencies. Students must adhere to agency policies regarding protection of patient privacy. When students are given access to patients' records and reports, these must be treated as confidential. HIPAA regulations must be followed and no personal identifying information such as names, initials, birthdates or dates of service may be recorded and removed from the agency (Refer to Appendix C for the Statement of Confidentiality Signature Form).



# APPENDIX A:

## Protocol for Students Exposed to Blood and Body Fluids

**Purpose: To provide guidelines for the care of students who have sustained a significant blood borne pathogen exposure.**

### Policy:

Nursing students are always expected to follow standard (or universal) precautions. All blood and /or body fluid exposures will be evaluated for the risk of exposure to infectious diseases. Follow-up testing or prophylaxis will be provided (when indicated) at the student's expense. Mucous membrane exposures, non-intact skin exposures, and the like will be treated in the same manner as a sharp's injury.

**Cost for testing and prophylaxis will be the student's responsibility.**

### Procedure:

In the event of a blood or body fluid exposure, the student shall follow the steps as outlined in this policy:

1. Immediately clean the site. Parenteral, cutaneous, and mucous membrane site exposures should be thoroughly flushed or washed with soap and water immediately following the exposure. Exposures to the nose or mouth should be flushed with water. Eyes should be irrigated with clean water, saline, or sterile irritants.
2. Notify the clinical instructor for the course immediately. If the student's clinical instructor is not immediately available, the student should notify the clinical supervisor at the clinical agency. The student should notify the clinical instructor as soon as possible.
3. Go to the emergency department if the injury is serious.
4. Decide on plan of care. The student will decide whether to seek further health services.
5. Follow the appropriate agency procedure for reporting, documenting, and investigating the source and nature of the exposure.

In addition, the clinical instructor will document the incident with details of the exposure and follow-up care and report it to the Dean of Nursing. The clinical instructor will also communicate with the clinical site. The incident report will be kept in a secure, separate file by the Dean, Department of Nursing Chair and will be reviewed by the Office of the Vice President of Student Affairs.

### **Exposure to HIV, Information for Health-Care Workers:**

[www.cdc.gov/hiv/risk/other/occupational.html](http://www.cdc.gov/hiv/risk/other/occupational.html)

Kuhar, D. T., Henderson, D. K., Struble, K. A., Heneine, W., Thomas, V., Cheever, ... Panlilio, A. L. (2013). Updated US Public Health Service Guidelines for the Management of Occupational Exposures to Human Immunodeficiency Virus and Recommendations for Postexposure Prophylaxis. *Infection Control and Hospital Epidemiology*, 34, 875-892. doi: 10.1086/672271.

## APPENDIX B:

### Latex Response Plan

#### Purpose:

When working in the clinical setting or Nursing Simulation Center, students and faculty may be exposed to latex and/or other allergens. This plan is to provide guidelines for care of students and faculty who may have latex or another allergy.

#### Procedure:

For students with known sensitivity/allergy to latex or any other element in the lab or clinical environment, it is recommended that you:

- Obtain consultation from your health care provider about your sensitivity/allergy, risks, and treatment. Request the health care provider's recommendations be forwarded to the Dean of Nursing. Cost for consultation will be the student's responsibility.
- Inform the Nursing Clinical Coordinator and your clinical instructor of your sensitivity.
- Latex-free gloves will be provided. However, the lab environment and clinical facilities may not be latex free.
- Inform your faculty member and the Nursing Clinical Coordinator of your 'plan' to prevent/respond to a reaction in writing.
- Faculty and staff with known sensitivities are to inform the Nursing Clinical Coordinator and Dean of Nursing.

#### **Take the following steps to protect yourself from latex exposure and allergy in the workplace:**

1. Use non-latex gloves for activities that are not likely to involve contact with infectious materials (food preparation, routine housekeeping, general maintenance, etc.).
2. Appropriate barrier protection is necessary when handling infectious materials. If you choose latex gloves, use powder-free gloves with reduced protein content. °Such gloves reduce exposures to latex protein and thus reduce the risk of latex allergy. So-called hypoallergenic latex gloves do not reduce the risk of latex allergy. However, they may reduce reactions to chemical additives in the latex (allergic contact dermatitis).
3. Use appropriate work practices to reduce the chance of reactions to latex. When wearing latex gloves, do not use oil-based hand creams or lotions (which can cause glove deterioration).
4. After removing latex gloves, wash hands with a mild soap and dry thoroughly.
5. Practice good housekeeping: frequently clean areas and equipment contaminated with

latex-containing dust.

6. Take advantage of all latex allergy education and training provided by your employer and become familiar with procedures for preventing latex allergy.
7. Learn to recognize the symptoms of latex allergy: skin rash; hives; flushing; itching; nasal, eye, or sinus symptoms; asthma; and (rarely) shock.

**In case of a life-threatening latex reaction in the NSC:**

- Any faculty member or student may dial 911, state that you have a life threatening “latex emergency” and need an ambulance. Epinephrine may be needed.
- After calling 911, notify PHSU Security. Security will notify the Health Center.
- Do not handle the victim with any latex products.
- The victim will be transferred to an acute care facility via ambulance. It is helpful for the ambulance personnel to know the victim’s allergies, current medications, and any medical conditions.

**ADDITIONAL INFORMATION:**

For additional information about latex allergy, or to request a copy of NIOSH Alert No. 97-135, Preventing Allergic Reactions to Natural Rubber Latex in the Workplace, call 1-800-35-NIOSH (1-800-356-4674). You may also visit the NIOSH Homepage

CDC DHHS (NIOSH) Publication Number 98-113. Latex Allergy: A Prevention Guide.  
<http://www.cdc.gov/niosh/docs/98-113/>  
<http://www.nlm.nih.gov/medlineplus/latexallergy.html>

This policy was adapted from sample policy at:  
<http://www.inacsl-web.org/public/index.php?page=tools>

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# APPENDIX C:

## Student Signature Forms

### CODE OF CONDUCT SIGNATURE FORM

The undersigned hereby acknowledges that he/she has been provided a copy of the Nursing Program Code of Conduct and has read and understands the expectations, limitations, infractions and penalties that can be applied by the Nursing Program for being non-compliant with the Code.

**Print Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Witness:** \_\_\_\_\_

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## NURSING PROGRAM PRACTICUM MANUAL SIGNATURE FORM

The undersigned hereby acknowledges that he/she has received a copy of the Nursing Student Clinical Handbook and has read and understands the expectations, limitations, infractions and penalties that can be applied by the Nursing Program.

**Print Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Witness:** \_\_\_\_\_

## INFORMATION SHEET

**Please read the information of the Hepatitis B Vaccination Program carefully. You will have the opportunity to ask questions and have them answered to your satisfaction before you decide about receiving the Hepatitis B vaccine.**

### The Virus

1. Hepatitis B is an inflammation of the liver caused by the Hepatitis B virus. If you contract
2. Hepatitis B, you may not be very ill with the virus, or you may have severe symptoms that require hospitalization.
3. The symptoms of Hepatitis B include loss of appetite, fatigue, abdominal discomfort (pain), an enlarged liver, jaundice (yellow skin tone) and abnormal liver function tests (blood tests).
4. Healthcare workers are 20 times more likely to contract the virus than the general public.
5. Everyone who has contact with blood or body fluids is at risk.
6. The Hepatitis B Virus can survive for 7 days in dried blood. Every contact with the Hepatitis B
7. Virus can cause infection.
8. You have as high as a 30% chance of contracting Hepatitis B from a single contaminated needle stick.
9. Short-term consequences of Hepatitis B include an average of seven weeks lost from work and the risk of permanent liver damage.
10. Long-term consequences include chronic active Hepatitis and cirrhosis of the liver, as well as a
11. 12-300 times greater risk of developing liver cancer.
12. Every week, 4 to 5 healthcare workers die of Hepatitis B or its complications.
13. There is no cure for Hepatitis B.

### The Vaccine

1. The vaccine, Engerix-B, is a noninfectious synthetic vaccine containing no blood or blood products.
2. Three doses of the vaccine administered appropriately (IM in the deltoid) over a six-month period will provide protection to over 90% of recipients. Immunity is thought to be for life.
3. Local reactions may include soreness, redness, swelling at the injection site, and flu-like symptoms.
4. Contraindications to receiving the vaccine include sensitivity to yeast, sensitivity to thimerosal, and cortisone therapy. Please inform the nurse if you are pregnant or breast feeding.
5. The vaccine will protect you from Hepatitis B.
6. You may donate blood if you receive the vaccine.
7. The Hepatitis B vaccine is recommended for students who are at risk for exposure to blood and/or body fluids.
8. You may have a complete copy of the manufacturer's prescribing information by asking the nurse who is offering you the vaccine.

I understand that my academic requirements may place me at risk for exposure to blood-borne pathogens and will make my decision known with regards to acceptance of the vaccine.

**Print Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Witness:** \_\_\_\_\_

### DECLINATION OF HEPATITIS B VACCINE

I understand that due to my academic exposure to blood or other potentially infectious material I may be at risk of acquiring Hepatitis B Virus (HBV) infection. I have been given information regarding the hepatitis B vaccine. However, I decline hepatitis B vaccination currently. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I may do so.

**Print Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Witness:** \_\_\_\_\_

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## STATEMENT OF CONFIDENTIALITY

The undersigned hereby acknowledges that he/she has been advised by Ponce Health Science University (PHSU) of his/her responsibility under State and Federal law and the agreement between PHSU and all clinical agencies to keep confidential any information regarding the Facility's patients, as well as proprietary information and trade secrets of the Facility ("Information"). The student and faculty also acknowledge the responsibility for keeping confidential all patient information.

The undersigned further understands, acknowledges and agrees, under penalty of law, not to reveal or disseminate any information regarding any patient and/or Facility, in any manner or form to any person(s), except to authorized clinical staff and associated personnel, unless expressly authorized in writing by Facility, or as required by law.

**Print Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Witness:** \_\_\_\_\_

Revision of the Practicum Manual: March 2020