

Universidad de Puerto Rico
Recinto Universitario de Mayagüez
SENADO ACADEMICO
Mayagüez, Puerto Rico

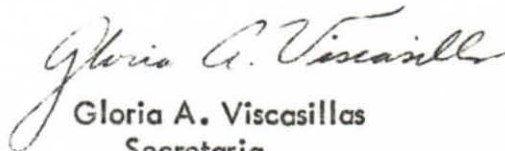
Certificación Núm. 70-9

Yo, Gloria A. Viscasillas, Secretaria del Senado Académico del Recinto Universitario de Mayagüez de la Universidad de Puerto Rico, CERTIFICO:

Que en sesión ordinaria celebrada el 21 de abril de 1970 este organismo aprobó por unanimidad la propuesta para el ofrecimiento en este Recinto de un BACHILLERATO EN CIENCIAS EN ENFERMERIA.

Se incluye y se hace formar parte de este documento, copia mimeografiada de la propuesta.

Y para que así conste, expido y remito a las autoridades universitarias correspondientes la presente certificación hoy día veintisiete de abril del año de mil novecientos setenta, en Mayagüez, Puerto Rico.


Gloria A. Viscasillas
Secretaria

Anejo

University of Puerto Rico at Mayaguez
Mayaguez, Puerto Rico

Ammendments to the Proposal
Which originated the Nursing Education Programs
at the University of Puerto Rico at Mayaguez
in Relation to
the Bachelor's of Science Degree in Nursing

Department of Nursing
of the
Faculty of Arts and Sciences

The members of the Faculty of the Department of Nursing express their gratitude and appreciation to those who gave of their time, effort, and suggestions during the arduous process of curriculum evaluation. Our indebtedness is extended to our fellow teachers, department heads and students.

Our very special thanks to Dr. Margarita Martínez Picó, Dr. Alan W. Brown, Dr. Jean García, Prof. Luis Angel Rodríguez, all of them members of the CAAM Faculty. We wish to also acknowledge our appreciation to Prof. Rita Osorio and Prof. Luisa Díaz of the Nursing Section of the Medical Science Campus, Mrs. Nancy Menéndez, Consultant in Nursing to the Mayaguez Medical Center and Dr. Mary Dineen of the National League for Nursing.

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INTRODUCTION

Though approved in principle and not yet implemented there exists in the Mayaguez Campus a program of Studies leading to a Bachelor's Degree with a major In Nursing. This proposal was presented jointly with the program which originated the associate in Arts Degree in Nursing in August 1964 (See Appendix A).

The University Catalogue of the Mayaguez Campus for the years 1966-67, and likewise the 1969-70 catalogue, presents two curricula covering two options of the Nursing Programs. This is so by virtue of the fact that the University Board issued its certificate No. 64-65-20 of June 22, 1964, approving the "Nursing Program consisting of an option to offer an Associate Degree in Nursing (2 years program) and an option leading to Bachelor's of Science Degree in Nursing."

The Faculty of the Department of Nursing, conscious of: 1) The commitment to students affected by such proposal, 2) the interest shown by a group of students to prepare themselves at a professional level; and 3) the urgent need of professionally trained personnel for health agencies in the Western Region, decided to study, enlarge and revise the previously submitted proposal sent to the University authorities, for the purpose of processing the offerings with whatever amendments they would deem fit to make.

Necessity of Enlarging the Proposal

Following the type of program best suited to their interests, capabilities and needs, 45 students are taking courses within the academic offerings leading to the Bachelor's of Science Degree in Nursing as stipulated in the catalogue, striving thereby to meet such requirements and to be accepted for such a degree in the near future. During 1968-69, eight students were enrolled directly from high school and 27 graduate nurses were taking courses in General Education, while in the year 1969-70 eight were of the former type and 29 of the latter following courses leading to the Bachelor's degree.

A year after the Proposal was submitted, the Nursing Section operating under the Biology Department became a department of its own. Since that time the members of the Nursing Faculty have been responsible for the analysis of the programmatic offerings within the Bachelor's of Science in Nursing through discussions and inter-disciplinary workshops; all of this for the purpose of developing the curriculum according to the National, local and regional exigencies. (See "Report of work carried out during the Work Conference Retreat Regarding the Curriculum in Nursing from the 11th to the 13th of November 1965 at the Parguera".) Following recommendations regarding the Bachelor's degree contained in said report offerings as stated in the Catalogue were begun, but in a somewhat fragmented fashion.

Being conscious that such fragmentation is undesirable and that accrediting agencies for Nursing oppose such and, furthermore, being also conscious that such a four year program can not be structured by superimposing two years of professional training to an Associate Degree, known educational leaders from accrediting institutions, including the Supervisors for accreditation and Development of Nursing Schools of the Council on Higher Education were invited on November 1966 to meet together with the Faculty to discuss the structuring of the Bachelor's program.

During that meeting there was opposition to the program for it was contended that what the nursing Faculty wanted to establish was a supplementary Bachelor's program for graduate nurses. The meeting was concluded without reaching any agreements as to its original intention which was to obtain the joint collaboration of the educational leaders from other campuses and the General Studies Faculty as this campus.

Since the Faculty of the Department of Nursing thought it imperative to continue examining the curriculum for the Bachelor's In Nursing, Mrs. Carmen Janosov, a member of the Faculty, was sent to the National League of Nursing on June 3, 1968 to obtain some advise and assessment from them (See "Report on a Visit made to the National League of Nursing in Relation with the Baccalaureate Degree Nursing Program of the Mayaguez Campus of the University of Puerto Rico".)

On December 11, 1968 the Faculty of the Department of Nursing attended a three day meeting at Mayaguez Medical Center for the purpose of discussing the

philosophy, objectives, needs and approach of an isolated four year program which could admit high school graduates and graduate nurses which would qualify. Special attention was paid during this meeting to Mrs. Janosov's report.

Ammendments to the Proposal

Though the general objectives and main justifications pointed out in the original Proposal are still valid, there is a need to specify and document qualitative and quantitative needs relating to the program. By so doing we would present a programatic design which would also include a content of materials which would be in accordance with the National League of Nursing and the Council on Higher Education so that accreditation could be requested in due time. The ammendments and changes related so some aspects of the Proposal, approved by the University Board in June, 1964, are due to the following factors:

- 1) The need to distinguish between both programs, the associate and the Bachelor's, thereby separating each in accordance with the changes in the educational patterns of nursing at the local and national levels.
- 2) The need to clarify the philosophy, objectives and the four years curriculum.

Qualitative Needs

It is an undeniable fact that professional nurses are trained in a program which conjugates a sufficient amount of liberal education with a specialization

in order that they may be capable of reaching decisions, assuming leadership and to exercise competence in their profession. It is also expected of them that they promote excellence in the technician and of their professional colleagues. They should also help society in the task of safe keeping the interests of society and the nursing profession. This philosophy was clearly stated in the meeting held by the Faculty at the Mayaguez Medical Center.

In the studies made by Trussell published in 1962, which had such an impact in the Puertorican society, and also in the public hearings held in 1959 by the legislature regarding the state of Nursing schools and the prevalent conditions therein, as well as the great amount of clinical experiences described by the student nurses enrolled in the Associate Degree program in the Mayaguez Campus, give clear evidence of a frank deterioration of nursing services in Puerto Rico. Though it is true that this is due to the great lack of technical personnel it is also true that this can be attributed to the lack of professionally trained personnel capable of directing, supervising and planning a betterment and improvement of such services. This is quite obvious even in the case where there is sufficient technical personnel to do the job.

Besides the aforementioned, the extension of the frontiers of knowledge makes it incumbent that professionally trained personnel be given a quality education which enables them to give expert care. Facilities such as the Medical Center which strive to treat man as a human being, and which also strive to offer the most refined specializations, truly can not operate without professionally trained nursing personnel.

Such a professional must practice its profession with such a competence as is demanded by a high degree of specialization. On the other hand, any person practising nursing in the field of public health should be required to have no less than a Bachelor's degree.

Quantitative Needs

Studies conducted in connection with the Mayaguez Medical Center show that a total of 169 bedside nurses will be needed for 533 beds, while 78 professional nurses will be needed for supervision, administration and instruction. These 78 nurses constitute 31% of the total number of nurses. Accrediting agencies such as "Joint Commission for Hospital Accreditation" recommend approximately 30% depending upon the specialization and extension of the area where such services are located.

For the Mayaguez and Aguadilla zones which consist of 17 towns, 665 nurses will be needed for public health and hospital services sponsored by the government. 251 of these should be nurses holding a Bachelor's degree. If we take 25 as the number of graduates per year we would see that it would take fourteen years to supply the required number for that region. It is obvious that this expectation can only be met if we admit 50 candidates yearly. If we depart from this premise we can predict that such an amount will not be met even for the year 2,000.

The original proposal describes a plan which will permit a student to

continue towards the Bachelor's from the Associate degree with two additional years of study.

The members of the Faculty of the Department of Nursing have expressed their belief that the two years of study of an Associate Degree program in Nursing are not equal to the first two years of study in a nursing program leading to a Bachelor of Science in Nursing. On the basis of this belief the following recommendations are made:

- 1) That the associate degree and baccalaureate programs in nursing be separated. They could each be sections under one department.
- 2) That the clause which states "the same courses given in the first two years for the Associate Degree in Arts in Nursing are granted credit" be deleted from the catalog. The convalidation of credits in nursing should obey a pattern contingent to a certain degree of achievement demonstrable through examinations.
- 3) That during recruitment of High School students candidates be directed to the program which suits their abilities and objectives.
- 4) That the basic baccalaureate curriculum in nursing submitted by the Faculty of the Department of Nursing be considered.

CURRICULUM PLAN FOR THE DEGREE OF BACHELOR OF
SCIENCE IN NURSING

Philosophy, Purposes and Objectives

The Faculty of the Department of Nursing as an integral part of the Faculty of Arts and Sciences of the University of Puerto Rico at Mayaguez and the University of Puerto Rico functions under the philosophy of this Institution and accepts its responsibility of contributing to the total development and the professional education of the student of nursing.

The Faculty of the Department of Nursing believes that professional nursing is a service for people that involves a therapeutic interpersonal process. Fundamental to this process is a broad base of general and professional education which prepares the nurse to minister to the nursing needs of man recognizing his dignity as a human being; his ethical values, individuality and the totality of his or her being.

The Faculty of the Department of Nursing believes that the professional nurse thus prepared will be capable of assisting the human being when in a state of actual or potential illness to meet those needs which require ministrations or techniques which he or his family can not provide. The nurse will also be capable of functioning effectively by means of his or her unique contribution. Also, and in collaboration with other professionals and other personnel in the field of health to promote optimum health in the members of the community they serve.

The Faculty of the Department of Nursing further believes that nurses prepared in our university are prepared to initiate changes striving toward an excellence in the practice of nursing.

The Baccalaureate Program in Nursing has been designed to offer the student preparation in the following areas:

1. To take the examination of the Board of Nurse Examiners of Puerto Rico.
2. To function as a professional nurse in any setting where the practice of nursing is required.
3. To assume leadership and promote excellence in the practice of nursing.
4. To pursue further studies in nursing at the graduate level.

It is to be expected that the graduates of this program should have and be able to demonstrate the following knowledge, skills and values.

1. An ability to give high quality nursing care based on knowledge of scientific principles to peoples of all ages, in various circumstances and states of health and in a variety of settings.
2. A respect for the dignity and worth of the human being.
3. An ability to identify the need for nursing intervention exercising a critical judgment in the planning, execution, direction and evaluation of nursing care given.
4. An appreciation of the unique contribution of each member of the health team (including the patient and his family) in order to achieve a more comprehensive care.
5. An appreciation of the need to develop a scale of values that will assist the graduate to assume more of a self identity in relation to her profession, cultural heritage and social responsibility.

6. An ability to improve in communications skills .
7. An ability to function effectively without additional preparation in exercising beginning administrative positions in nursing.
8. An appreciation of the need for further and continuous personal and professional growth.

The following is the proposed curricular offerings which was approved by the Faculty of the Department of Nursing after study, discussion and deliberation.

Bachelor of Science in Nursing

I. General Education

A. Basic Courses

English* _____ 6

Spanish* _____ 6

Natural and Physical Sciences

Elementary Chemistry _____ 8

Biology-Intro. Biol. Sc. _____ 6

Mathematics - Intro. _____ 6

Humanities _____ 6

Physical Education _____ 2

40

B. Supporting Courses to the Major

Psychology _____ 6

Anatomy and Physiology _____ 4

Microbiology _____ 4

B. Supporting Courses to the Major (Cont.)

Nutrition _____	2
Mathematics (Elem. Statistics) _____	3
Social Sciences (Students can elect from Introduction to Sociology or Anthropology) _____	6
	<u>25</u>

C. Electives _____ 12

II. Nursing

Introduction to Nursing _____	3
Interpersonal Relations in Nursing _____	3
Psychiatric Nursing _____	6
Introduction to Clinical Nursing _____	8
Maternal and Child Nursing _____	9
Medical-Surgical Nursing _____	12
Nursing in Community Health _____	6
Management of Nursing Service _____	3
Seminar _____	2
	<u>55</u>
Total _____	132

CURRICULUM PLAN FOR A BACHELOR OF SCIENCE IN NURSING

First Year

<u>First Semester</u>		<u>Cr.</u>	<u>Second Semester</u>		<u>Cr.</u>
MATH 105	Intro. to Math....	3	MATH 106	Intro. to Math....	3
CHEM 101	General Chem....	4	CHEM 102	General Chem....	4
BIOL 003	Intro to Bio Sc....	3	BIOL 004	Intro to Bio Sc....	3
PSYC 211	Princ of Psys.....	3	PSYC 212	Princ of Psys.....	3
PH ED 001	Basic Course.....	1	PH ED 002	Basic Course.....	1
ELECTIVE	.....	3	NURS 215	Intro to Nurs....	3
		<u>17</u>			<u>17</u>

Second Year

ENGLISH*	.....	3	ENGLISH*	.....	3
NURS 225	Inter Rel in Nurs	3	NURS 300	Psych Nurs.....	6
SOSC 001	Intro to Soc Sc... 3		SO SC 002	Intro to So Sc....	3
NURS 276	Int to Clin Nurs	4	NURS 277	Int to Clin Nurs...	4
ZOOL 205	Anatomy and Phys	4	NURS 283	Fund Nutrition....	2
		<u>17</u>			<u>18</u>

Third Year

NURS 351	Mater-Child Nurs	6	NURS 352	Mater-Child Nurs	6
BIOL 220	Microbiology	4	MATH 261	Intro Statistics	3
SPANISH*	.....	3	SPANISH*	.....	3
HUMA 003	Int St West Cult..	3	HUMA 004	Int St West Cult....	3
		<u>16</u>			<u>15</u>

Fourth Year

NURS 422	Med-Surg Nurs.	6	NURS 423	Med-Surg Nurs..	6
NURS 401	Manag Hosp Nurs	3	NURS 411	Nurs Comm Health	6
NURS 491	Seminar.....	1	NURS 492	Seminar.....	1
ELECTIVE	.....	6	ELECTIVE	.....	3
		<u>16</u>			<u>16</u>

Total 132

* Courses to be taken at the 200 level.

Twelve credits in elective courses are freely chosen by the student.

RECOMMENDED ELECTIVES

ANTH 201-202	Intro to Anthropology
SO SC 201-202	Intro to Sociology
PHYS 001-002	Intro to Phys Sc
HUMA 108	Music Appreciation
HUMA 361	Intro to Philo
HIST 353	Hist of Puerto Rico
SO SC 403	Marriage and the Family
HUMA 455-456	History of Ideas
HUMA 471-472	Fundamentals of Logic
EDUC 308	Philo Found of Ed
LANGUAGES	(According to student preference)
BIOL 311	Genetics
ZOOL 411	Animal Parasitology
PHED	(According to student preference)

CURRICULUM ANALYSIS

Total number of credits	132	
Nursing	55	42%
General Education	77	58%

General Education

Natural Sciences Physics and Math	33
Social Sciences	12
Humanities	6
Communication (includes Languages and Literature)	12
Phys Ed	2
Electives	12

NEW COURSES

In order to offer a major nursing which reflects the philosophy and implements the objectives of the baccalaureate program, it is necessary to modify some of the courses already in existence and the introduction of six new courses.

The following are the new courses proposed.

- * NURS 215. INTRODUCTION TO NURSING. Three credit hours. Three one hour lecture-discussions per week.

The historical development of nursing its evolution and current trends. Introduction to the concept of professional nursing.

- * NURS 225. INTERPERSONAL RELATIONSHIPS IN NURSING. Three credit hours. Three one hour lecture-discussions per week. Prerequisites PSYC 212.

Introduction to the study of nursing as a therapeutic interpersonal process.

- ** NURS 283. FUNDAMENTALS OF NUTRITION. Two credit hours. Two one hour meetings per week. Pre-requisites CHEM 102, BIOL 004.

Basic concepts of nutrition and its relation to health maintenance. Requirements of various members of the family. Factors which influence nutrition, psychological, cultural and economic. Emphasis in low cost adequate nutrition. Dietary problems in various illnesses.

* Were submitted and approved as temporary courses. Are being offered during fall semester 1969-70.

** To be taught by a nutritionist with graduate preparation in her field.

NURS 276-277. INTRODUCTION TO CLINICAL NURSING. Four credit hours per semester. Two one hour conferences, one preparatory laboratory* and a three hour laboratory per week.

Fundamental concepts, knowledges and skills necessary for the practice of nursing in any clinical area.

NURS 351-352. MATERNAL AND CHILD NURSING. Six credit hours per semester. Two one hour lectures, two group discussions and two six hour laboratories per week. Prerequisites PSYC 212, ZOOL 205.

Theory and experience in maternal and child care. Family centered approach.

NURS 422-423. MEDICAL AND SURGICAL NURSING. Six credit hours per semester. Two one hour lectures, two group discussions and two six hour laboratories per week. Prerequisite senior standing in nursing.

Theories, concepts and principles which underlie nursing intervention in the care of the medical-surgical patient. Emphasis is given to the integration of preventive measures, psychosocial aspects of illness and patient centered nursing care. Laboratory experiences are designed to assist the student to identify nursing care needs, to plan provide for an evaluate nursing care of selected patients in a hospital setting.

MODIFICATION OF EXISTING COURSES

The proposed changes which will modify some of the upper division nursing courses already in existence are now under consideration by the Curriculum Committee of the School of Arts and Sciences. The following are the changes proposed as submitted.

* Preparatory laboratory- This laboratory permits the student to interview her patient and become familiar with his plan of care. It allows for demonstration of nursing techniques.

University of Puerto Rico
School of Arts and Sciences
Department of Nursing

New descriptions of previous approved courses:

NURS 300. PSYCHIATRIC NURSING. Six credit hours. Two one hour lectures, two group discussions and two six hour laboratories per week. Pre-requisite: PSYC 212.

Core and rehabilitation of mentally ill adults and children. Integration of inpatient care with local resources and family.

NURS 301. MATERNAL AND CHILD CARE III. Six credit hours. Two one hour lectures, two preparatory laboratories and two six hours laboratories per week. Prerequisite: PSYC 212; ZOOL 205. Open only to registered nurses.

Patient-centered obstetric and child care. Theory related to the solution of complex nursing problems in this field, intensified clinical practice.

NURS 302. NURSING IN MENTAL AND PHYSICAL ILLNESS III*. Six credit hours. Two one hour conferences, two preparatory laboratories and two six hour laboratories per week. Prerequisites: PSYC 212, BIOL 220. Open only to registered nurses.

Patient-centered nursing. Analysis of complex nursing and intensive practice in nursing dynamics.

NURS 411. NURSING IN COMMUNITY HEALTH. Six credit hours. Two one hour lec and two six hour laboratories per week. Senior standing in nursing or permission of department chairman.

Concepts and principles of public health nursing. Major community health problems and significance of vital statistics and community health services. Beginning skills in public health nursing. (Eliminates NURS 432; NURS 442).

NURS 491-492. SENIOR SEMINAR IN NURSING. One hour credit per semester.

One two hour meeting per week.

Investigation of problems in nursing through independent study.

*There are two courses in the catalog (NURS 201-202) designated as the one submitted alteration (NURS 302) the former should appear with Roman Numeral III.

Summary of changes submitted.

Nurs. 300

1-Description

Nurs. 301

1 - Pre requisite

2 - Description

Nurs. 302

1 - Title (Roman Numeral)

2 - Pre - requisite

3 - Description

Nurs. 411

1 - Pre - requisite

2 - Description

Nurs. 462

1 - Number

2 - Title

3 - Description

Budget (1970 - 71)

Faculty

1	Visiting Professor	\$15,000
2	Assistant Professors	19,000
1	Part Time Lecturer in Nutrition	1,500
	Guest Lecturers	<u>300</u>
		\$38,720

Other Expenses

	Books	\$ 5,000
	Films	1,000
	Equipment	1,000
	Local Trips	400
	Professional Trips Abroad	700
	Transportation and Travelling Expenses of New Instructors	500
	Membership Dues to the National League of Nursing	200
	Consultation Fee Previous to the Preliminary accreditation	<u>500</u>
		\$ 9,300
	Total	<u>\$46,020</u>

Physical Facilities

No additional physical facilities will be needed to implement this program. Students will use existing facilities found in this campus. By the time that the Bachelor's enrollment are ready to take the clinical courses, the facilities of the Mayaguez Medical Center will be available for this program. Later on our projected new building will be ready for the program of Associate Degree in Nursing.

Faculty

The Department of Nursing has 10 instructors all qualified to teach at the Bachelor's level. Those who presently act as instructors of such courses are:

- 1) Dr. Josefina Torres Torres - Professor of Nursing
- 2) Prof. Carmen Janosov - Assistant Professor of Nursing
- 3) Prof. María de la Paz González - Instructor of Nursing

Curriculum Vitae

JOSEFINA TORRES TORRES

I. Education:

Diploma in Nursing-Gabriel Jiménez Sanjurjo,
School of Nursing, Caguas, P.R. December 1932

Public Health Nursing Certificate School of
Tropical Medicine, San Juan, P.R. , 1941

B.S. (Supervision in Public Health Nursing)
Columbia University, New York 1950

M.A. (Nursing Service Administration) Columbia
University, 1959

Ed. D. (Administration and Teaching in Higher
Education) Columbia University 1965

II. Experience:

Public Health Nurse - Puerto Rico Department
of Health 1934-37

Operating Room Nurse - Ryder Memorial Hospital,
Humacao, Puerto Rico 1937-38

General Duty - Children's Hospital, Brooklyn, N.Y.
1938-40

Public Health Nursing Supervisor, Department of
Health, P.R. 1941-45

Public Health Nurse New York City, Community
Service Society- 1948-1955

Director of Nursing Service - José N. Gándara
Hospital, Ponce 1955-1961.

Coordinator Department of Health and the
University of Puerto Rico - 1963-64

Associate Professor and Director of the Department
of Nursing, University of Puerto Rico at
Mayaguez - 1964-1969

Professor of Nursing 1969

III. Publications

A Proposal for Associate Degree Pre-Service
Nursing Education in Puerto Rico
Doctoral Dissertation

"Have you met the Marine Tiger?" American
Journal of Nursing, May, 1962.

"Some Parasitic Conditions in Man" Community
Service Society, 1954.

Project Report on Attrition and Retention of
Students - in preparation

IV. Subjects Taught

A. Associate Degree level

Fundamentals of Nursing

Maternal and Child Care I and II

B. Baccalaureate level

Legal Aspects of Nursing

Administration in Nursing Service

Public Health Nursing

V. Member of:

Graduate Nurses Association of Puerto Rico

American Nurses Association

National League for Nursing

Alumnae Association of Teachers College

American Association of University Professors

American Association of Junior Colleges

Association of Public Administration

VI. Honored by the Graduate Nurses Association of Puerto Rico-
1966 - First Puerto Rican Nurse to obtain Doctoral Degree.

National League for Nursing-named to the
Regional Team for Accreditation of Associate Degree
programs in Nursing

Honored by the Medical Association of the Southern
District of Puerto Rico

Honored by the Sertoma Club of Mayaguez

Curriculum Vitae

CARMEN DIAZ DE JANOSOV

I. Education:

Diploma in Nursing - Bayonne Hospital School of Nursing,
Bayonne, New Jersey 1952

B. S. (Major in Nursing) - New York University 1958

M. A. (Clinical Major) - Medical - Surgical Nursing-
New York University 1963 (Major) College Teaching

II. Experience

Staff nurse - Bayonne Hospital, Bayonne, New Jersey
1952-1953

Head nurse, New York University Medical Center 1953-59

In-Service Instructor, New York University Medical Center
1958-59

Public Health Nurse - Brooklyn Visiting Nurse Association
1959

Assistant Director of Nursing - New York University
Medical Center 1959-1964

Instructor in Nursing at the Vocational Level - New York
University Medical Center - Board Education, City of
New York 1960 -1961

Apprentice College Teacher (graduate level course in
nursing) New York University, New York 1963 (1 semester)

Staff Nurse - Abington Hospital Pennsylvania 1964-65

Assistant Professor of Nursing - University of Puerto Rico
at Mayaguez 1965

III. Subjects Taught

Maternal Child Care II

Mental and Physical Illness I and II - III

Seminar in Nursing

Introduction to Nursing

Interpersonal Relationships in Nursing

IV. Member of:

Graduate Nurses Association of Puerto Rico

American Nurses Association

National League for Nursing

School of Education Nurse Alumni New York University

American Association of University Professors

Curriculum Vitae

MARÍA DE LA PAZ GONZALEZ

I. Education:

Diploma in Nursing - Santa Luisa de Marillac School of Nursing, Ponce, P. R. 1940

Certificate in Public Health Nursing - Medical Sciences Campus, University of Puerto Rico at San Juan, P.R. 1957

B. S. - Catholic University, Ponce, Puerto Rico 1962

II. Experience

Professional Nursing practice in Puerto Rico over a period of twenty-nine years. Positions Held:

Public Health Nurse - Ponce and other town and cities in Puerto Rico

Instructor in Nursing - José N. Gándara School of Nursing, Ponce, P. R.

In-service Instructor - José N. Gándara Hospital, Ponce, P. R.

Acting Director of Nursing Service - José N. Gándara Hospital, Ponce, P. R.

Instructor in Nursing - University of Puerto Rico at Mayaguez, 1967

Instructor of Practical Nursing - Department of Education

III. Member of:

Graduate Nurses Association of Puerto Rico

American Nurses Association

American Red Cross

Catholic Nurses Association, Ponce Diocese

Altrusa Club, Ponce, Puerto Rico

IV. Subjects Taught

Maternal and Child Care I and II Public Health
Nursing

Fundamentals of Nursing

Appendix A

Certificate No.
64-65-20

UNIVERSITY OF PUERTO RICO
College of Agricultural and Mechanical Arts
Mayaguez, Puerto Rico

UNIVERSITY BOARD

I, Consuelo R. Rivera, Acting Secretary of the University Board of Mayaguez,
CERTIFY:

That the Mayaguez University Board in a meeting from the 2nd to the 22nd of
June 1964, granted approval to the following programs submitted by the Faculty of
Arts and Sciences and approved in principle by the Academic Senate of Mayaguez:

1. Program in Medical Technology
2. Program in Nursing consisting of an option leading to an Associate Degree
in Nursing (2 year program) and an option leading to a Bachelor of Science
Degree in Nursing.
3. Program leading to a Bachelor's Degree in Arts in Latin American Studies
Mimeographed copies of these programs are attached hereto.

Issue in Mayaguez, Puerto Rico, today, 26 of June, 1964, for the purpose of
remitting this Certificate to the corresponding authorities.

Signed
Consuelo R. Rivera
Acting Secretary

Appendix B.

THE UNIVERSITY OF PUERTO RICO
College of Agriculture and Mechanical Arts
Mayaguez, Puerto Rico

June 1, 1964

Dr. Juan A. Rivero
Dean of Arts and Sciences
CAAM

Dear Dr. Rivero:

In accordance with your instructions to investigate the necessities and possibilities of offering programs in the field of nursing in this campus, this committee has seen fit to submit a third report which is a revision of the report approved by the Faculty of Arts and Sciences and the Academic Senate.

In keeping with the norms of the professional organizations (National League for Nursing and American Nurses Association) and other accrediting associations of higher learning at the national and regional level (Middle States Association of Accreditation of Colleges and Secondary Schools and American Association of Junior Colleges.) a program in nursing has been prepared to offer the following:

1. An associate degree in nursing having the following objectives:
 - a. Preparation to function and act as a graduate nurse in the general type of work thereof.
 - b. Preparation for the Board Examinations as a registered nurse. Insofar as the regulation of the Nursing Board of

Examiners of Puerto Rico requires three years in a nursing school, and while the law is ammended, we recommend that a special permission be requested which would permit those students who are registered in the program conducive to the associate degree in nursing, which ordinarily takes two academic years and two summers, to take the Board Examinations without the aforementioned request.

2. The degree of Bachelor of Arts in Nursing as a sequence to the preceding program with the following objectives:
 - a. A greater depth and enlargement of the functions mentioned above.
 - b. Preparation for professional functions.

This plan will allow a student to leave our College at the end of the two years and upon being conferred an Associate Degree in Nursing or to continue studies for two additional years and finish a Bachelors Degree. In order to do this, it was necessary to reorganize the original curriculum for the associate Degree submitted to you. Extra care was excersized to the effect that the four - year program would include the requests to continue graduate studies in nursing.

The main justification for this program is found in the incredible lack of nurses, in the growing opportunities in the employment market, in the increasing demand for registration and in the lack of nursing training programs in the region of Mayaguez and the west part of

Puerto Rico. The statistical data in relation with the demand for well trained and educated nurses has been pointed out in the Appendix A.

Special attention has been given to the recommendation and necessity that there be, within the proposed curricula (Appendix B and B1) a proportional balance between general and liberal education and nursing education (see Appendix C and C1). Due to this need as well as the institutional requirements, in addition to the need for integrating the concepts of general culture, the natural sciences and human behavior, an overloaded curriculum has resulted in which is to a certain degree inflexible. The program presents these characteristics but at the same time it compares quite favorably with the different programs not only in this campus but in other colleges and universities.

The rigour and intensity of these programs is necessary to the fact that the intensity of these programs is necessary due to the fact that the integration of the cultural elements and the sciences with a contact of a patient must commence immediately. The proposed curricula are all in accordance with the national norms which equip the graduate to be licensed in any of the states.

Exclusion of the course Biological Sciences 1 and 2 has been recommended because otherwise the first year curriculum would be overloaded. In agreement with national norms for nursing, a credit of practice implies approximately four hours of work. Therefore, it is necessary that the amount of credits required per semester be kept down to a minimum. These norms also require that the student should have already taken a course in Biology at the level of High School upon entering

a nursing program.

The courses for nursing are described in Appendix D. Many of these differ somewhat to the usual routine courses. For example, among these there exists the following statement: "twelve hours of field work required" besides the routine statement "two lectures, two one-hour preparatory laboratory" for a six credit course. Comparing the prevalent norms of this institution, this would not appear to be equivalent to a six hour credit course. However, these courses have been designed in accordance with the norms stated by the National Association of Nursing and other competent organizations. (See preceding paragraph).

The science courses which should be described are:

Biology II - (Microbiology) of four credits and Zoology II (Anatomy and Fisiology) of four credits. The latter courses are terminal. Since they do not have the requisites of other similar courses offered by the Department, the following courses will be included in our description: "not acceptable for admission to advanced courses".

The offerings in nursing will be administered, controlled, supervised and evaluated totally by this Faculty. The Faculty of nursing in coordination with the different community resources selected as cooperating agencies, will operate and function through contract being understood that the institution will preserve the responsibility in the selection and instruction of such agencies and the instruction norms for evaluation and supervision will be established after which said contract will be drafted.

Should the Department of Health offer scholarships, regulations for granting these should be established. Prevalent academic regulations should likewise, be established or cleared in their relationship to the new offering in nursing. The expenses or costs per student which appear in Appendix E will serve as a guide for the money estimate regarding said scholarships.

Federal Government agencies and organizations which provide economic assistance to Nursing Programs through grants for scholarships, equipment, library resources books, etc., are presently making awards. At the appropriate moment applications for such grants should be made. Among the agencies who offer assistance we can mention the following:

U. S. Public Health Service (Title I and II), W. Kellogg Foundation, Ford Foundation and Pharmaceutical companies. An appropriation for reference and reserved books as well as journals, etc., should be assigned to our library. We recommend \$2,500 for books during the first year and \$1,000 annually for the five sub-sequent years, reducing such a quantity as is convenient.

The Department of Nursing should be a member of the National League of Nursing.

The following positions are required for operation:

A. Arts and Sciences

1. For the first year

a. One instructor for each of the following courses:

Spanish, Mathematics, English, Chemistry and
Physical Education.

(Justification appears on a separate document.)

Total: Five Instructors with Masters Degree
with an annual salary of \$4,980 each.

2. Additional positions for the second year

a. An Instructor for each one of the following courses:

Psicology, Humanities and Biology. Total: Three
Instructors with Master's Degree with an annual
salary of \$4,980 each.

b. A Laboratory Assistant for Microbiology with an annual
salary of \$2,880.

3. Additional positions for the third year

a. An Instructor for each one of the following courses:

English, Social Sciences, and Physical Sciences.

Total: three Instructors with Master's degree with
an annual salary of \$4,980 each.

4. Additional positions for the fourth year

a. An Instructor for the course in Mathematics with a

Master's degree with an annual salary of \$4,980.

B. Nursing

1. For the first year

a. A position for a Director with a Doctorate in Nursing

and with a rank of Associate Professor and an annual

salary of \$8,700 (including \$75 monthly for the

director of the Department).

- b. Four positions as Assistant Professors with Master's degree with an annual salary of \$5,700 each.
 - c. A Secretary II with an annual salary of \$2,100.
2. Additional professors for the second year
 - a. Two assistant professors with Master's degree with an annual salary of \$5,700 each.
 - b. Two Instructors with Master's degree with an annual salary of \$4,980 each.
 3. Additional professors for the third year
 - a. Two assistant professors with Master's degree with an annual salary of \$5,700 each.

In so far as the field of Nursing, we suggest instead of positions as Instructors positions as Assistant Professors due to the fact that experienced personnel with a sound academic preparation is needed. There are few persons who possess the requirements and the majority of them are employed receiving excellent salaries. The high number of positions which have been requested are due to the fact that teaching in Nursing is accomplished near at the patient's bedside and, therefore, requires intensive supervision. It should also be pointed out that accrediting associations recommend one supervisor for every six students. However, we have increased this ratio of 8 to one on an experimental basis.

For details regarding the necessary teaching positions,

see Appendix F. In Appendix G the tasks and job description of the Director is detailed. The Director will organize a workshop to prepare and orient the Nursing faculty in the new methodology and approach as to the teaching in the nursing field. Such a workshop should be held during the summer of 1964. One of the Assistant Professors should start to prepare the outlines, to select the community resources, to establish relationships with the personnel from the various clinical areas, etc. This should be done with sufficient time in advance to the beginning of the workshop.

Following is a summary of the estimate as to the cost of a four-year nursing program on the basis of 40 students. For details regarding this summary see Appendix H.

	1964-65	1965-66	1966-67	1967-68	Total
PERSONNEL	\$58,500	\$97,680	\$124,020	\$140,400	\$420,600
Expenses	<u>36,960</u>	<u>7,040</u>	<u>5,830</u>	<u>5,170</u>	<u>55,000</u>

Physical Plant - Urgent

- A. Two classrooms dully equipped (One for the first year and a second for the second year) for the purpose of nursing laboratories should be made available.
- B. Office facilities for the first year should also be made available for:
 1. Five instructors in the Faculty of Arts and Sciences.
 2. A director to this program with a secretary; 4 assistant professors of nursing.

- C. In order to adequately attend to 40 additional students in Bacteriology it is necessary that the sterilization, incubation and washing facilities be enlarged. It is suggested that the washing room be located and adjacent to the men's room. The reason for this is that this locale is found immediately below the present sterilizing room and communication between the two could be made through a small dumb-waiter.

The construction of new dormitory facilities for men should be accelerated so that the existing ones can be used for women. This is necessary due to the following:

- A. The female student nurses would be more accessible to their teaching facilities.
- B. The intensity of the work does not allow for daily commuting to neighboring towns.
- C. The offering of courses in nursing within the University environment will make it more attractive to potential candidates.
- D. Maximum advantage should be taken of the University environment since this is a very important aspect of our Curriculum.

We are aware that the projected Medical Center will have teaching and didactic facilities. According to the plans the approximate

costs would be of \$500,000. In the event that this institution should take charge of all of the courses leading to the degree, the activities planned therein would not be necessary. We recommend that the educational facilities of the Medical Center be prudently reduced and that the difference in budget resultant thereof be transferred to the CAAM. We suggest the following possibilities for the use of such appropriated fund:

A. The money constituting such a fund combined with federal funds can be used for the construction of a new building in our Campus.

This building should include at least the following:

- 10 classrooms
- 4 Nursing laboratories
- 1 Departmental library
- 1 Rest Lounge room
- 1 Departmental office
- 10 offices for instructors and Nursing counsellors
- 1 Dietetic library
- 1 Emergency Room" laboratory
- Rest Rooms for men and women
- Stock rooms for custodians and the rooms to be used as warehouse and
- 1 Amphitheater with a sitting capacity of 300.

B. That this fund be paired off with University of State funds for the purpose of the construction of a building for another Department and the course in Nursing. Eventually these facilities would be available to more advanced programs

in Nursing.

The Department of Health is urgently needing the training of nurses and is willing to financially back these programs. It is understood that the program of Nursing education is a permanent one. In view of the fact that the demand for trained nurses will increase, we are justified in assuming that this program might very well be enlarged. We recommend that conversations be initiated with the Department of Health in order to explore the extent of the financing, the legislation involved, the ways of implementing such financing, etc.

Using as a criteria the national estimate which points to the fact that 6% of the girls graduating from high school go on to study nursing, we assume that at least 84 students from the Western Zone in Puerto Rico will begin their studies in this field. Since we will admit candidates of both sexes from other towns as well as candidates who have graduated in previous years we can readily admit that we will have a registration of approximately 100 students.

A report submitted by Mrs. Josefina Torres of the Department of Health, points out clearly that the necessary clinical facilities for the development of these programs are already existing in the community. These facilities are found in the following institutions:

1. Municipal Hospital - Pediatrics and Maternity
2. Bella Vista Hospital - General Medicine and Surgery
3. La Concepción Hospital in San Germán - General Medicine and Surgery.

4. Health Center in Mayaguez--Community Health
5. School for "Párvulos" - Child Nursing

It should be pointed out that we will count with all these facilities in the Medical Center of the West as soon as it begins to function.

In regard to registration we recommend the establishment of "a Nursing Laboratory fee" of \$15.00 each semester for the purpose of paying for the breakage of hospital equipment and also the fee for "mal practice insurance."

We recommend that in developing the program the suggestions and criteria made by the National League of Nursing be followed. A copy of this document can be found in the Dean's office and also in the office of the Director of the Biology Department.

The "Department of Nursing" can now be administratively located as a section of the Biology Department. Later on depending on its development it should be organized as a separate department.

The Committee wishes to acknowledge the help of Mrs. Josefina Torres and thank her for her valuable assistance and technical counselling without which this report could not have been made possible.

Sincerely,

J. Maldonado Capriles

Fred V. Soltero

G. Moreno Plaza

ASSOCIATE DEGREE NURSING CURRICULUM

FIRST YEAR

First Semester		Second Semester	
English 1	3 cr	English 2	3 cr
Spanish 1	3 cr	Spanish 2	3 cr
Mathematics	3 cr	Mathematics 2	3 cr
* Chemistry 1	4 cr	Chemistry 2	4 cr
°Nursing Fundamentals	3 cr	°Maternal & Child Care I	3 cr
Physical Education	0 cr	Physical Education	0 cr
	<u>16 cr</u>		<u>16 cr</u>

SUMMER

Maternal and Child Care II

** Nutrition

SECOND YEAR

First Semester		Second Semester	
** Zoology 2- Anatomy and Physiology)	4 cr	** Biol. 2- (Microbiology)	4 cr
Psychology 311	3 cr	Psychology 312	3 cr
Humanities 1	3 cr	Humanities 2	3 cr
Spanish 221	3 cr	Spanish 222	3 cr
°Nursing in Mental & Physical Illness I	6 cr	°Nursing in Mental & Physical Illness II	6 cr
	<u>19 cr</u>		<u>19 cr</u>

SUMMER

°Psychiatric Nursing

* Chem. 1-2 (a new course) will include inorganic chemistry in the first semester and organic and biochemistry in the second semester.

**To be described

°New course, see Appendix D.

BACHELOR OF SCIENCES IN NURSING
(First two years same as for ADN)

Third Year

First Semester	Second Semester
Social Sciences 1..... 3 cr	Special Sciences 2.....3 cr.
Phys. 1 3 "	Phys. 2 3 "
Eng. 20 ^o or 241 .....3 "	Eng. 202 or 242..... 3 "
^o Maternal and Child Care I I 6 "	^o Medical & Surgical Nursing 6 "
<u>15 "</u>	<u>15 "</u>

Fourth Year

First Semester	Second Semester
^o Elem. Statistics & Nursing Studies 3 cr	Public Health Nursing.... 6 cr
^o Management in Hospital Nursing.....3 cr	^o Legal Aspects of Nursing..... 2 cr
^o Nursing in Community Health .....6 cr	^o Introd. to Public Health Adm.....3 cr.
^o Nursing Leadership Seminar I .....3 cr.	^o Nursing Leadership Seminar II 3 cr-
<u>15 cr</u>	<u>3 cr.</u> <u>17 cr.</u>

^o New course, see appendix D.

SUMMARY OF REQUIREMENTS FOR BS IN NURSING

A. General Education Foundation Courses	Credits
1. English	12
2. Spanish.....	12
3. Natural & Physical Sciences.....	30
a) Chemistry (General).....	(8)
b) Nutrition.....	(2)
c) Zoology (Anatomy & Physiology).....	(4)
d) Biology (Microbiology).....	(4)
e) Physical Sciences.....	(6)
f) Mathematics.....	(6)
4. Social Sciences.....	12
a) Social Sciences 1 - 2	(6)
b) Psychology.....	(6)
5. Education.....	3
6. Humanities.....	6
7. Physical Education.....	0
Sub total	<u>75</u>

B. Nursing

Credits

1. Professional Education	17
a) Nursing Leadership	(6)
b) Legal Aspects of Nursing	(2)
c) Elementary Statistics and Nursing Studies	(3)
d) Management in Hospital Nursing	(3)
3) Introduction to Public Health Administration	(3)
2. Nursing Foundations	5
a) Fundamentals of Nursing	(3)
b) Maternal and Child Health Care I, II, & III.	(12)
c) Mental and Physical Care I & II	(12)
d) Community Health	(6)
e) Medical & Surgical Nursing	(6)
f) Psychiatric Nursing	(6)
g) Public Health Nursing	(6)
Sub Total	63
Total	143

NURSING COURSE DESCRIPTIONS

NURS. 101 NURSING FUNDAMENTALS. Three credit hours. Two lectures two one-hour preparatory sessions; four hours field work per week required.

Nursing procedures and techniques common to nursing in any setting or area of specialization.

NURS. 102 MATERNAL AND CHILD CARE I. Three Credit hours. Two lectures; a one-hour preparatory sessions; four hours field work per week required. Pre-requisite: Nurs. 101 (Nursing Fundamentals)

Introduction to fundamental nursing functions in the care of mother and child.

NURS. 201 MATERNAL AND CHILD CARE II. Three credit hours. Two lectures; three one-hour preparatory sessions; twelve hours field work per week for eight weeks. Pre - requisite: Nurs. 102 (Maternal and Child Care I.)

Theory and practice of Fundamental Nursing Skills in Obstetrics and in the Care of the Newborn. Introduction to complex nursing problems in these areas.

NURS. 301 MATERNAL AND CHILD CARE III. Six credit hours. Two lectures; three one-hour preparatory laboratory; twelve hours of field work per week required. Pre-requisite: Nurs. 103 (Nursing Fundamentals and Psy. 212).

Introduction to the fundamental nursing functions in the care of healthy adults followed by progressive introduction of the practice in the care of the sick.

NURS. 201 NURSING IN MENTAL AND PHYSICAL ILLNESS II. Six credit hours. Two lectures; three one-hour laboratory; twelve hours of field work per week required. Pre-requisite: Nurs. 1 - (Nursing in Mental or Physical Illnesses I.)

Progressive practice in the care of the mentally and/or physically ill through patient-centered and problem-solving nursing.

NURS. 301 MEDICAL AND SURGICAL NURSING. Six credit hours.
Two lectures; three one-hour laboratories; twelve hours field work per week required. Pre-requisite: Senior standing.

Intensified practice in medical and surgical nursing skill and problem solving.

NURS. 4 ELEMENTARY STATISTICS AND NURSING STUDIES. Three credit hours. Two lectures and one three hour laboratory each week. Pre-requisite: Math 2.

Integrated vital and descriptive statistics with nursing studies; aimed to give students the essential elements necessary to understand results of research in nursing field.

NURS. 401 MANAGEMENT IN HOSPITAL NURSING. Three credit hours. Three lecture-discussions each week. Pre-requisite: Senior standing.

Introduction to essential elements of nursing service, administration and supervision; role of the professional nurse in in-service education.

NURS. 452 LEGAL ASPECTS OF NURSING. Two credit hours. Two lecture discussion each week.

Legal implications in nursing practice.

NURS. 461 NURSING LEADERSHIP SEMINAR I. Three credit hours. One lecture and two discussions each week. Pre-requisite: Senior Standing.

Readings, discussions, seminar reports on the professional role of the nurse in society and responsibilities in the improvement of nursing services and nursing education; introduction to nursing research.

NURS. 462 NURSING LEADERSHIP SEMINAR II. Three credit hours. Once lecture and two discussions each week. Pre-requisite: Nurs. 4 (Nursing leadership seminar I.)

Guided study on research of selected nursing problems.

NURS. 411 NURSING IN COMMUNITY HEALTH., Six credit hours, Two lectures; three one-hour laboratories; twelve hours field work per week required.

Functions and responsibilities of the clinic nurse in health agencies. Integrated clinical experiences with in-patient services in local institutions.

NURS. 300 S-PSYCHIATRIC NURSING. Six credit hours. Ten hours of lecture and 18 hrs. of field work per week. Prerequisite: Psy. 812.

Care and rehabilitation of mentally ill adults and children. Integration of in-patient care with local resources and families.

NURS. 442 - PUBLIC HEALTH NURSING. Six credit hours. Three lectures; twelve hours of field work per week required. Pre-requisite: Senior standing.

Historical background and trends. Family-centered nursing practice in local resources.

NURS. 482 INTRODUCTION TO PUBLIC HEALTH ADMINISTRATION. Three credit hours. Three lectures per week. Pre-requisite: Senior standing.

Theory and principles of public health administration in official and non-official agencies; the role of state and local agencies in health maintenance and promotion.

NURS. 2 - NURSING HISTORY. Two credit hours. Two lectures per week.

Origin and development of nursing; designed to give an understanding and appreciation of the place of nursing in world history and the social order of modern times.

SOME FUNCTIONS OF THE DIRECTOR

1. To coordinate the nursing courses with the General Education courses.
2. To promote this program, which is abreast of tradition while continuing to obtain its acceptance by civic and professional groups potential students and the local general public. Organize an advisory committee on Nursing Education.
3. At a state level
 - a. To work with the Board of Examiners in Nurse to the effect that the graduates be accepted for board exams.
 - b. To work with the Commission on Health, Education and Welfare to promote legislation for the purpose of amending the Laws dealing with the Nursing profession.
 - c. To explain the two year program to these groups so as to obtain financing for the same.
 - d. To work with the Nursing Association for the purpose of developing a set of norms for Nursing education at a University level.
4. To develop a philosophy for the Nursing Program and to prepare the syllabi for courses in Nursing.
5. To develop and implement an in-service training program for the faculty of Nursing. The main idea of this plan is to integrate scientific knowledge to nursing practice, and to implement a new educational philosophy in nursing.

6. To continue the evaluation of clinical resources thereby making sure they meet the requirements for laboratory experience.
7. To explain to the Faculty of Arts and Sciences the Associate Degree Program and how this one differs from the traditional program as well as from the Bachelor's Degree Program.

Appendix C

REPORT ON A VISIT MADE TO
THE NATIONAL LEAGUE FOR NURSING (NLN)
IN RELATION WITH THE
BACCALAUREATE DEGREE NURSING PROGRAM
OF THE MAYAGUEZ CAMPUS OF
THE UNIVERSITY OF PUERTO RICO
DURING JUNE 3-6 1968

BY:

Carmen Janosov
Assistant Professor of Nursing
Department of Nursing
University of Puerto Rico
Mayaguez, Puerto Rico

The following is a report on a three day visit made to New York City to consult the Director of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing in relation to the B. S. program in Nursing offered by the University of Puerto Rico at Mayaguez.

Background Information

Since nursing education at the associate degree level was introduced into the University in 1964 by Dr. Josefina Torres, it was left by the administrator and by Dr. Torres that within a senior college setting a baccalaureate program in nursing was indicated. A committee of three educators representing Arts and Sciences was appointed by the Dean Dr. Juan A. Rivero to investigate the needs and possibilities of nursing education programs on this campus. As a result of their studies and recommendations permission was granted by the University Board to the Biology Department and its Nursing Section under Dr. Torres for the initiation of two nursing programs, different in depth and scope, one leading to the Associate of Arts Degree in Nursing, the other to the Bachelor of Science Degree in Nursing.

The success of the Associate Degree Nursing Program is part of the history of the University. The program is placed in a Nursing Department which is part of the School of Arts and Sciences. It has local and national

accreditation, funds to operate, 35 graduates serving the community, and will have a building in two years. In contrast, baccalaureate nursing education is still in its early stages of evolution, perhaps, because the faculty has been engaged in teaching and endeavoring for the development and continued success of the Associate Degree Program.

Because moneys made available for nursing education were specifically earmarked for Baccalaureate as well as Associate Degree in Nursing Education, the Department of Nursing felt committed to provide both types of nursing education programs, but with an awareness of the responsibilities inherent in this undertaking.

Two conferences under the leadership of Dr. Torres and with assistance of resource persons from other disciplines were held in 1965 and 1967 by the nursing faculty to examine the existing nursing program and to plan a baccalaureate curriculum. A program of study was designed geared to the needs of the registered nurse graduate of an Associate Degree or Hospital Diploma School of Nursing. The offerings of this program appear in the current Bulletin of Information of the University of Puerto Rico at Mayaguez on pages 165 -166.

Since it became known that students at the University could obtain nursing preparation either at the associate degree or baccalaureate level the number of registered nurses enrolled in the latter has increased from eight to sixteen. This academic year the

the number of matriculated students for a B. S. N. may approach twenty-five. The nursing faculty is aware that eventually, perhaps very soon, a B.S.N. degree program which has been operating on a limited basis and is still in its developmental process will have to advance budget and faculty-wise to meet the growing demand. Another dilemma faced by the nursing faculty is that the B.S.N. curriculum we have at the present time is geared to the needs of the registered nurse. It is not designed for the high school graduate who wishes to study professional nursing in a generic baccalaureate degree program. We have in the University eight freshman students of high scholastic potential who are asking for this type of nursing education. How soon can we be ready to respond to their demand?

Many top level universities are phasing out B.S. program especially designed for registered nurses while others are re-opening them for a limited time. The trend now is to have one single baccalaureate program in nursing for high school graduates, registered nurses and even college graduates from other fields who change their career goals. (See appendix) Naturally, students with previous college preparation will be able to meet graduation requirements in less time and the registered nurse who claims competence beyond her formal preparation should be given opportunities through validation examinations to demonstrate knowledge and skills and thereby be ^mexempted from some courses.

Purpose of the Visit to the National League for Nursing (N.L.N.)

The aim in visiting with the NLN was to seek the assistance necessary in the re-designing and development of our B.S. program in accordance with the League Standards.

Consultation

Although the writer conferred with several people the main consultant was Dr. Mary Dineen, the Director of Baccalaureate and Higher Degree Programs of the N. L. N. Dr. Dineen asked many questions in relation to our nursing faculty and the nursing programs we offer. She specifically wanted to know if our teachers of nursing had graduate preparation with clinical as well as functional majors. She added that the Collegiate Board of Review will not accredit a B. S. program if the four nursing disciplines (Maternal and Child Health, Public Health, Psychiatric Mental Health and Medical-Surgical Nursing) are not represented within the faculty.

Dr. Dineen was concerned and alarmed that with practically "no faculty" we were trying to deliver two programs, and that in spreading ourselves so thin we were jeopardizing our associate degree program. I explained to the consultant that we were not rushing into a baccalaureate program until qualified teachers could be obtained, but we were optimistic about securing faculty. During the course of our conversation several scorching issues came to the surface. Some points were

debated, others were undefensible and were taken as a basis for improvement. Some of the sensitive areas were: 1) the absence of a statement of philosophy and the demonstration that our nursing curriculum was based on that philosophy, 2) that our B.S.N. program was traditional and very much like a "supplementary" program; 3) that we had a misconception that the associate degree nursing program is equivalent to the first two years of a baccalaureate program in nursing. Incidentally, whether we agree with her or not there are statements in our current Bulletin of Information (p. 165) which supported her argument. Another point, which was rejected and argued, was the contention that we could not distinguish the difference between an associate degree and a baccalaureate nursing education.

The issue of most concern to us however was our readiness (or lack of it) for the undertaking of a generic B.S.N. program. Dr. Dineen was appalled that with our limitations we should be involved in baccalaureate education. Her advise was, "Don't do it." To my reply that we are already committed she responded, "Can't you stop it?"

The grueling session with Dr. Dineen and other nursing educators who joined us later, Dr. Dorothy Ozimek and Dr. Margaret Harty, was understandable. Knowing what the N.L.N. stands for and the criticism of nursing leaders against universities which grant baccalaureate degrees in nursing which are misrepresentation of

baccalaureate education, the visitor was in complete harmony with the N.L.N and unperturbed by the meeting. To become aware of our weak points was a good beginning, but not the sole objective of my trip. How did other people arrive at their level of excellence? What kind of help did they seek? Do our problems compare with those of others. In response to my inquiries Dr. Dineen made available pertinent literature and a stack of "Self Evaluation Reports" submitted to the N.L.N. from various nursing departments in small colleges and colleges of nursing in well known universities all representative of various regional areas of the United States. Dr. Dineen and her associates were very helpful also by providing the visitor with a very comfortable office for study and they themselves were available for questions and discussion. Privileged information can not be quoted verbatim, but I was impressed by small colleges with young nursing department^s striving for excellence as well as by the large universities which have the eminent nursing scholars.

The orientation received dealt with philosophy, objectives, curriculum, sequence of courses and validation examinations. However, the discussions were in general terms since an accrediting agency does not dictate policy to an educational institution. Details on what was learned during this visit will be shared with the nursing faculty at the appropriate time.

The consultants emphasized the importance of planning well in advance to avoid costly and regrettable mistakes. They added that they will be glad to work with us and be of more help as soon as we wish to

request their visit.

The more specific recommendations of the consultants were the following:

1. Faculty requirements need to be met prior to accreditation.
2. Additional faculty with M.S. should be obtained.
3. Separate faculty for the baccalaureate program should be considered.
4. The nursing faculty must set down its own philosophy on which the generic curriculum will be based. This should be in agreement with the University philosophy.
 - a. The sequence and content of courses should reflect this philosophy.
5. The nursing faculty must work intensely in the planning of all the nursing courses.
6. The person who is going to head this program should be freed from other responsibilities.
7. The Nursing Department should seek permission of the Puerto Rico Board of Nurse Examiners to conduct a nursing program. (1)

(1) In Puerto Rico, the Council of Higher Education has this function.

My own recommendations:

1. That we accept the recommendations of the N.L.N.
2. That we obtain copies of studies made by Osorio and Rivera on the nursing service needs of the Western Region. These will be helpful in determining the present and future educational needs of the nurses of the area.
3. That we examine our commitment to baccalaureate nursing education and how much support we have in this venture morally and financially from everyone concerned.
4. That we consult periodically the clinical nursing specialists which we are lacking in our faculty during the development of the curriculum and until such time we have recruited our own.
5. That the generic curriculum be developed as soon as possible.
6. That one single baccalaureate program be our goal for the future.

Appendices:

- I. Copy "Statement of Beliefs and Recommendations Regarding Nursing Programs Admitting Registered Nurse Students."
N. L. N. publication April 1964.
- II. List of Pamphlepts and articles reievant to the issues discussed.
- III. Names of people interviewed or consulted.

STATEMENT OF BELIEFS AND RECOMMENDATIONS REGARDING BACCALAUREATE
NURSING PROGRAMS ADMITTING REGISTERED NURSE STUDENTS¹.

The education of registered nurses at the baccalaureate level is of continuing concern to both nurses and educators. Despite acceptance by higher education that a common philosophy and purposes should govern baccalaureate education within a single institution, many institutions currently offer two programs in nursing, each with different requirements for admission, advanced standing, the major in nursing, and graduation. The problem is one of such magnitude that nurse faculty members in baccalaureate and higher degree programs felt the necessity for adopting a statement that would reemphasize basic beliefs and hasten progress toward achieving the goals of baccalaureate education. The acceptance of this statement followed by the appropriate application of the procedures should result in the orderly transition within schools or departments of nursing to a single baccalaureate program in nursing and be accomplished within the time sequence for the periodic review of all programs seeking initial or continuing accreditation.

I. Basic Beliefs

- A. The Council of Member Agencies recognizes that within the field of nursing the scope of practice currently encompasses vocational, technical, and professional nursing, and believes that preparation for each of these could best be provided through appropriately designed high-quality programs that are specific to their purpose and complete in themselves. The membership very strongly believes that each of these types of nursing practice needs to be more clearly identified and differentiated.
- B. Members of the Council agree that ideally, the goal is to prepare all students for professional practice in nursing in baccalaureate nursing programs. However, it is not anticipated that this goal will be realized in the immediate future. Currently, 80 percent of all basic nursing students are enrolled in programs conducted by institutions other than colleges and universities; yet it is the colleges

1. The "Statement Regarding Plans for Registered Nurses in Baccalaureate Nursing Programs" was developed by the enlarged Subcommittee on Undergraduate Education and was submitted to and accepted by the Steering Committee and the Council of Member Agencies of the Department of Baccalaureate and Higher Degree Programs in the fall of 1963. Although the material has been edited and the format and order of presentation changed to facilitate reading and encourage widespread distribution, the essence of the statement is unaltered.

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and universities that prepare in post-baccalaureate programs the much needed personnel for teaching, administration, research, and specialized clinical practice. Because of this unusual system of education, one-third of all students in baccalaureate nursing programs are licensed practitioners of nursing. Many registered nurses wish to meet the requirements of the undergraduate program and qualify for admission to graduate programs, despite the loss of time occasioned by the changing of goal and type of educational program.

- C. The baccalaureate degree in nursing should be as meaningful as the baccalaureate degree in any other area within the college or university and should exemplify the characteristics of baccalaureate education in nursing which have been delineated and approved by the membership of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing. Within a college or university, one baccalaureate program in nursing should provide for the professional education of all undergraduate students, including registered nurses who are graduates of diploma and associate degree programs.
- D. The term one program does not imply that all students will take the same courses or be taught in the same sections. It does imply that all students should have a genuine upper division major in nursing and fulfill all degree requirements set by the college or university. Individual study plans must be adapted both to the background of the students and to the demands of the upper division major in nursing.

II. Recommendations

The Council of Member Agencies recognized the urgent need for augmenting the pool of baccalaureate students and thus increasing the number of potential candidates for graduate study. It was cognizant of the many pressures, from within and outside nursing, to permit graduates of other types of nursing programs to seek admission to baccalaureate programs in nursing. Hence, the subcommittee recommended the consideration of the following practices:

A. Recruitment

Recruitment materials should be designed to enable potential nursing students to make career choices that are realistic in terms of potential and demonstrated ability and the goals of the student. Such materials must emphasize differences rather than similarities of programs. At present, many graduates of diploma and associate degree programs are motivated to further their education and prepare for positions in administration, teaching, and research. It may be that this shift in career goals arises because of misconceptions and ambiguity in current recruitment practices. With more realistic decisions by nursing candidates, there would be better utilization of time, energy, and money, with the final result a more effective and improved preparation of nurses. The Council reaffirmed the recommendation, made repeatedly in the past, that efforts be made to

improve recruitment materials so that the purposes of the various nursing programs will be clearly differentiated.

The Council recognized that many registered nurses are both interested and academically able to utilize the opportunities that are available in baccalaureate and masters programs. Hence, recruitment efforts for baccalaureate programs should be directed toward registered nurse candidates as well as high school graduates.

The Council reemphasized the urgent need for scholarship funds for students in baccalaureate nursing programs; yet it recognized that as the initial preparation for professional practice shifts to educational institutions, the number of registered nurses needing scholarship assistance for baccalaureate education will decrease and federal scholarship funds allocated for this purpose could be phased out.

B. Advanced Standing

The Council agreed that in our society, nurses and students preparing to practice nursing must have the freedom to change goals and recognize that some will move from one program or type of practice to another. When individuals do change educational goals, the loss of time is inevitable.

The Council agreed that the policy of the institution for awarding advanced standing should determine the policy in the nursing program. Standards for admission and requirements for graduation should be applied equally to all students. Hence, the admission, evaluation of the educational background, and the placement of all applicants in the baccalaureate program should be on an individual basis.

The evaluation of the individual's attainment of objectives of the professional major is a highly complex procedure and will require multiple tests and approaches, including an evaluation of the candidate's clinical performance. Many universities and colleges give advanced standing by transfer of credit and award credit or exemption from specific courses by examination.

C. Application of Criteria

It was recommended that the Collegiate Board of Review continue to evaluate all baccalaureate programs in nursing that are reviewed for initial or continuing accreditation by uniform application of the criteria for baccalaureate programs as delineated in Criteria for the Evaluation of Educational Programs in Nursing That Lead to Baccalaureate or Masters Degrees. These criteria were accepted by the department's Council of Member Agencies and approved by the Steering Committee in 1959 and have been used by the Collegiate Board of Review as the basis for evaluating baccalaureate programs for accreditation since the fall of 1960.

D. Identification of Programs

The coding system in the published lists of accredited schools should

reflect the changes in baccalaureate programs as they occur. It is appropriate that the current codes of BGN and DE*X, and DE become B. This coding would indicate that all students graduating from these schools had completed baccalaureate programs with an upper division major in nursing.

Certainly, no one expects that a statement developed at the national level, even though it has been accepted by the Department of Baccalaureate and Higher Degree Programs Council of Member Agencies, will provide a panacea for all the problems that beset baccalaureate education for graduate nurses. Although such a statement can serve as a useful guide in program development and additional assistance can be given to collegiate schools being reviewed for accreditation by the Collegiate Board of Review, in the last analysis, implementation of the statement's recommendations and any other over-all improvements in the quality of education for graduate nurse students depends on the commitment, abilities, and resources that the faculty in each collegiate school of nursing brings to bear on its program.

List of Pamphlets and articles:

1. "Characteristics of Baccalaureate Education in Nursing"
N. L. N. 1968
2. Criteria for the Appraisal of Baccalaureate and Higher Degree Programs in Nursing. N. L. N. 1967.
3. Developing Nursing Programs in Institutions of Higher Education
N. L. N. 1968
4. Harty, Margaret B. "Trends in Nursing Education" A.J.N.
April 1968.
5. Nursing Education - Creative, Continuing and Experimental
Papers presented at XX Conference Council of Member Agencies
Of the DBHDP N.L.N. 1966

The following were consulted or interviewed:

Dr. Mary Dineen	Director of Department of Baccalaureate and Higher Degree Programs NLN
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Dr. Gerald Griffin	Director Department of Associate Degree Nursing Programs - NLN
Miss Lorraine Sachs	Staff Member NLN - Evaluation Service
Mr. Joseph McClure	Staff Member NLN - Film Library
Miss Barbara Schutt	Editor - American Journal of Nursing
Miss Margaret Bean	Asst. Editor - American Journal of Nursing
Mrs. Everett Forbes	Nurse Supervisor New York University Hospital
Miss Mildred Rivera	Faculty Member CAAM Graduate Student Teachers College - Columbia University
Miss Mary Santos	Graduate Student (post masters) Teachers College - Columbia University
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