School of Nursing and Health Sciences
Master of Science in Nursing with a Specialty in Anesthesia

Nurse Anesthesia Student Handbook
and Administrative Manual
2016-2017
INTRODUCTION

Antillean Adventist University (AAU), School of Nursing and Health Sciences reserves the right to change or revise all of its policies and procedures at any time without prior notice to the student. This Nurse Anesthesia Student Handbook and Administrative Manual, policies, procedures, and rules contained herein supersede any and all prior oral or written representations or statements regarding the terms and conditions applicable to students accepted into the program: Master of Sciences in Nursing with Specialty in Anesthesia.

The information, descriptions, policies, and procedures contained in this manual are reviewed annually.

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HISTORY

Antillean Adventist University is a co-educational institution that offers 3 graduate level programs, 25 Bachelor level programs (BA/BS), 5 associate level programs (AA/AS) and two certifications at a level higher than a bachelor degree. The Institution belongs to the educational system of the Seventh-day Adventist Church and forms a part of a consortium composed of 13 universities in Latin America and the Caribbean, and of 101 sister institutions around the world. It is located on roughly 275 acres of land on the outskirts of the city of Mayagüez, Puerto Rico.

The University was established in Mayagüez in 1961, as a result of the reunification of university programs coordinated by the Antillean Union (with headquarters in Cuba) in order to develop new educational opportunities for the youth of Cuba, the Dominican Republic, and Puerto Rico. In Puerto Rico offering university courses represented progress, after the original establishment of the Puerto Rican Adventist College of Aibonito in 1920, and the development of an extensive system of primary and secondary schools on the Island.

The Institution received its first license to operate in 1970 by the Council of Higher Education of Puerto Rico and its accreditation in 1978 by the Middle States Commission of Higher Education. It is currently in the educational district of the Puerto Rican Union of Seventh-day Adventists (with central office in Mayagüez, PR), and the Interamerican Division (with headquarters in Miami, FL, USA). The University receives accreditation from the Adventist Accreditation Association of the General Conference of Seventh-day Adventists.
MISSION

Antillean Adventist University promotes the holistic formation of competent professionals, committed to serving God and humanity.

VISION

Antillean Adventist University aspires to be recognized for teaching Adventist Christian values, excellence of its academic program, and its emphasis on service.

EXPANDED VISION (Core Values)

Spirituality: AAU will be a campus where knowledge of God is reaffirmed and religious experience is valued.

Excellence: AAU will be a campus where institutional effectiveness is promoted and a high quality education is offered that satisfies the expectations and needs of the student population.

Service: AAU will be a campus that fosters the development of an altruistic attitude that inspires empathy and compassion, resulting in a higher quality of life for both the church and the world at large.

PHILOSOPHY

Antillean Adventist University affirms that every human being is valuable in the sight of God. The University expects students, to treat each other and the wider community with respect and dignity, and will not tolerate discrimination. Antillean Adventist University maintains a practice of equal education opportunity for all applicants without regard to race, color, national origin, age, gender, religion, marital status, disability, sexual orientation, or for any other legally protected factor.

Based on this relation of man to his Creator, the education offered by our teachers is defined as a comprehensive process, which covers all facets of the human personality and prepares the student for the present life and the hereafter. AAU is interested in the spiritual, moral, intellectual, physical, social and professional aspects of the human being.

We understand that the academic preparation of the student must be offered within a Christian framework; being the Word of God the basis of the Christian faith and
primary source of knowledge, wisdom and truth, therefore, the education we provide is
guided by the Christian concept of the human being. This idea places value on the person
and his or her submission to the will of his Creator, through faithful obedience to God’s
Word and his acceptance of Christ as the Son of God and the Savior of the world.

In addition, it establishes that the education we offer is an evolutionary process
that responds to some of the social changes. Therefore, it prepares the person to become
an agent of change, motivated by Christian values, and a facilitator in a complex world.
The University has great interest in providing students with the necessary opportunities to
acquire a broad knowledge in various areas of knowledge thus, they can develop their
critical thinking and analytical skills.

Within this philosophy, the teacher is not only a facilitator of knowledge but also
a communicator of God’s truths and of the social and natural sciences. Moreover, its
major objective is to develop spiritually and cognitively balanced student that will serve
God and the community.
INSTITUTIONAL GOALS

Through its curriculum, programs, Christian environment, and co-curricular activities, Antillean Adventist University resolves to:

1. Promote an environment that fosters a personal acquaintance with God as Creator, Sustainer, and Savior.
2. Promote and uphold an understanding of the Christian perspective of life, and how this is modeled in an academic and professional environment.
3. Graduate individuals that demonstrate competence and passion in their respective fields of labor, and an interest in continuous learning.
4. Reach a higher level of institutional effectiveness through continuous self-evaluation.
5. Administer resources in a responsible manner that assures the fulfillment of the institutional goals.
6. Develop a conscious empathy for the needs of others among employees and students.
7. Graduate students who can serve in the organizations of the Adventist Church, and who are committed to the well-being of humanity.

MASTER OF SCIENCE IN NURSING PROGRAM DESCRIPTION

The Master of Science in Nursing (MSN) offers the option of three specialties: Critical Care, Care of the Older Adult and Anesthesia. The role options offered through the MSN are: Advanced Practice Role in Nurse Anesthesia, Nursing Education, and Nursing Administration. The program of studies consists of 44 credits for Critical Care and Care of the Older Adult and 65 for Nurse Anesthesia.

The educational philosophy of the MSN program is in accordance with the University philosophy, which is based on the premise that human beings, because they were created in the image of God, must be treated equally without distinction of age, sex, race, nationality, creed, or social position. Based on this relation of man to his Creator, the education offered by our MSN teachers is defined as a comprehensive process, which covers all facets of the human personality and prepares the graduate student for the present life and the hereafter. The MSN faculty is interested in the spiritual, moral,
intellectual, physical, social, and professional aspects of the human being. We understand that the academic preparation of graduate students must be offered within a Christian framework, being the Word of God, the revelation of God, the basis of the Christian faith, and the primary source of knowledge, wisdom, and truth, therefore, the advanced nursing education we provide is guided by the Christian concept of the human being.

Additionally, the philosophy of the graduate Nursing Program focuses upon the conceptualization of excellence in nursing care according to recognized professional standards by areas of specialties and nursing roles. The faculty believes that nursing is an art and a science; a discipline oriented towards the diagnosis and treatment of actual or potential health problems. Nursing involves observations, interactions, and analysis of interventions with families, groups and communities. These interventions take place in a variety of scenarios and at primary, secondary, and tertiary prevention levels. The nursing professional assumes different roles according to the time and situation. Therefore, the necessary knowledge, skills, and attitudes are essential, according to the role assumed to ensure quality and safety. All nurses must demonstrate excellent decision-making, problem-solving, and critical thinking skills in order to be able to impact the health care delivery systems.

**MSN STUDENT PROFILE**

1. Provides direct and indirect care components in nursing practice interventions recognizing the human being as a child of God and demonstrating advanced level of understanding of nursing and relevant sciences.

2. Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, and quality improvement for the continual improvement of nursing care across diverse settings.

3. Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care.

4. Demonstrates leadership skills that emphasize spiritual and ethical values and critical decision-making, with a focus on effective working relationships from a systems perspective.
5. Demonstrates to be articulate in the methods, tools, performance measures, and standards related to quality; and applies quality and excellence principles within an organization.

6. Applies research outcomes within the practice setting, resolves practice problems, works as a change agent and disseminates results.

7. Utilizes patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.

8. Intervenes at the systems level through the policy development process and employs advocacy strategies to influence health and health care.

9. Applies and integrates organizational concepts, centered on culturally-appropriate planning, delivery, management, and evaluation of evidence-based clinical prevention and services to individuals, families, and aggregates/identified populations.

The MSN Program presents students with three specialty options: Critical Care Specialty, Care of the Older Adult Specialty and Nurse Anesthesia Specialty. Those students who choose Critical Care or Care of the Older Adult specialties can also select the role of Educator or Administrator. The graduate curriculum is based on The Essentials of Master’s Education according to the American Association of Colleges of Nursing (2011). Each specialty offers a curriculum guided by additional specific guidelines and standards relevant to the specialty area.

The Critical Care specialty component of the MSN curriculum is based on the American Association of Critical Care Nurses Scope and Standards for Acute and Critical Care Nursing Practice (2015) and the AACN Synergy Model for Patient Care. The core concept of this model is that the needs or characteristics of patients and families influence and drive the characteristics or competencies of nurses. Synergy results when the needs and characteristics of a patient, clinical unit or system are matched with a nurse’s competencies.

The Care of the Older Adult component of the MSN curriculum is based on the wellness-oriented nursing care of older adults’ conceptual framework proposed by Carol A. Miller in the Functional Consequences Theory. This theory explains the unique
relationships among the concepts of person, health, nursing, and environment in the context of promoting wellness for older adults.

The Specialty in Nurse Anesthesia curriculum emphasizes the Quality and Safety Education for Nursing (QSEN) framework. Linda Cronenwett, the founder of QSEN, states that QSEN helps nurses to identify and bridge the gaps between what is and what should be and helps focus their work from the lens of quality and safety. Viewing the work of nurse anesthetists through the lens of quality and safety requires a contemporary approach that incorporates systems thinking. Systems thinking helps nurses to meet the challenge of improving healthcare as they move beyond the application of the QSEN competencies from individual patients and families to accelerate the overall improvement of healthcare quality and safety.

The below figure presents how the six QSEN domains are linked to optimal patient care through both vigilant individual care and vigilant systems of care, according to Dolansky and Moore (2013). Traditionally, nurses have focused primarily on vigilant individual care and less attention has been given to assisting nurses to provide vigilant systems of care. Applying this conceptualization to the day-to-day work of nurse anesthetists, their abilities to engage in better problem-solving, priority setting, delegation, interactions and collaborations, decision making, and action-taking are greatly influenced by their ability to view how any one component of their work system is related to other components and to the whole.
Figure 1. Linkages between quality of care, focus of nurse vigilance, and QSEN domains.
SCHOOL OF NURSING AND HEALTH SCIENCES ORGANIZATIONAL CHART
ADMISSION REQUIREMENTS FOR THE MSN WITH A
SPECIALTY IN ANESTHESIA

All admission requirements must be completed before the deadline for candidates to be considered. The deadline is established by the program and published in the program’s webpage. A total of 40 applicants who complete all the admission requirements by the deadline, and score among the strongest candidates will be called for interview with the Nurse Anesthesia Program (NAP) Admissions Committee. Applications will be reviewed once a year and students will be accepted into the next available class in August. A total of 25 students will be admitted every year. Every candidate must meet the following requirements.

A. Submit the following documents:
   1. Completed and signed Application for Graduate Studies at the School of Nursing and Health Sciences.
   2. Submit a one-page personal letter describing your educational background, clinical experience, reasons for selecting this specialty and admission to UAA. (Statement of Purpose)
   3. Official transcripts from all universities and colleges previously attended providing evidence of having a Bachelor of Science in Nursing from an accredited university with a minimum GPA of 3.00. These transcripts must also provide evidence of having completed at least 3-credit hours with laboratory at the undergraduate level of the following courses, or their equivalents: General Chemistry or Principles of Chemistry. Official transcripts should be sent directly to:
      AAU-Nurse Anesthesia Program
      PO Box 118
      Mayaguez, PR 00681
   4. A copy of the Bachelor in Nursing Science diploma.
   6. Professional Curriculum Vitae.
7. Current membership of the College of Nursing Professionals of Puerto Rico (CPEPR).

8. A color photocopy ID and two passport photos.

9. Evidence of a minimum of one year of work experience as a professional nurse in critical care. Submit three letters of recommendation using the Reference Form provided with the Application for Graduate Studies. One of these letters must be completed by the applicant’s direct supervisor from the critical care area of practice and dated no more than 3 months from the deadline to submit documents. **Critical Care Experience.** During this experience, the registered professional nurse has developed critical decision-making and psychomotor skills, competency in patient assessment, and the ability to use and interpret advanced monitoring techniques. A critical care area is defined as one where, on a routine basis, the registered professional nurse manages one or more of the following: invasive hemodynamic monitors (such as pulmonary artery catheter, CVP, arterial); cardiac assist devices; mechanical ventilation; and vasoactive infusions. Examples of critical care units may include but are not limited to: Surgical Intensive Care, Cardiothoracic Intensive care, Coronary Intensive Care, Medical Intensive Care, Pediatric Intensive Care, and Neonatal Intensive Care. Those who have experiences in other areas may be considered if they can demonstrate competence with managing unstable patients, invasive monitoring, ventilators, and critical care pharmacology.

B. Sign the following documents:
   1. Antillean Adventist University Lifestyle Contract.
   2. UAA Permanent Document.

C. Provide evidence of having taken the following tests:
   1. Standardized English test, LOEP, at the UAA Language Department or TOEFL test.
   2. EXADEP test or GRE test.

D. Present originals of the following documents:
2. Criminal Background Check from the last six months by the Puerto Rico Police Department.
3. Proof of Hepatitis B, Influenza, and Varicella vaccinations or titles.
4. Current CPR, ACLS, and PALS certifications (certifications must be current during enrollment in the program).

E. Pay the admission fee, $25.00 (nonrefundable).
F. Attend an interview with the NAP Admissions Committee upon submission of all required documents by the deadline and if selected among the 40 strongest applicants. A total of 25 students will be admitted per year.

SELECTION CRITERIA

Since the class size is limited to 25 students per year, candidates who meet the minimum admission requirements may not be considered. The Nurse Anesthesia Program Admission Committee will screen applicants and the most qualified individuals will be invited for an interview. The Admission Committee will select the most qualified applicants based on the following criteria:

A. EXADEP or GRE test results – 15%
B. LOEP or TOEFL test results – 15%
C. Previous academic performance (GPA) – 15%
D. Statement of Purpose – 15%
E. References from critical care unit supervisor and colleagues – 15%
F. Interview with the NAP Admission Committee – 25%

NURSE ANESTHESIA PROFESSIONAL, INTELLECTUAL, PHYSICAL, AND CLINICAL COMPETENCIES

It is the policy of Antillean Adventist University that no student shall be denied access to or participation in the services, programs, and activities of the University solely on the basis of her or his disability. However, all students must be able to perform all of the didactic and clinical requirements of the curriculum as well as the physical competency standards with or without reasonable accommodations.

Didactic and clinical professional and physical competency standards include:
1. **Ability to observe and communicate.** Nurse anesthetists must be able to observe, hear, and understand evidence about a patient’s status quickly and accurately as well as communicate rapidly and clearly with patients, members of the healthcare team, and others.

2. **Physical capabilities and motor skills.** Nurse anesthetists are required to move, transfer, and position patients and to locate and arrange equipment as needed; to be sufficiently mobile to provide care to several patients at a time, and to have sufficient dexterity, hand/eye coordination, and stamina to operate complicated instruments and perform proceedings for prolonged periods as necessary.

3. **Cognitive skills and intellectual capacities.** Nurse anesthetists are able to understand complex medical information related to patient needs and care; to transcribe and communicate that information quickly and accurately; and to distinguish standard from nonstandard patterns of patient behaviors and responses.

4. **Decision making skills.** Nurse anesthetists are expected to demonstrate the capacity to gather, organize, assess, prioritize, make decisions, and then act on information appropriately so as to facilitate the prompt and timely delivery of patient care.

5. **Behavioral and social attributes.** Nurse anesthetists should exhibit professionally appropriate behaviors at all times with patients, members of the healthcare delivery team, and the public. These behaviors include capacities to establish rapport and trust including respect for team roles and norms; to preserve confidentiality; to communicate clearly with patients, other healthcare providers and the public; to complete work in a timely manner; and to demonstrate commitment to ensuring the quality and safety of the nurse anesthesia practice.

6. **Ability to complete above competencies in the work environment.** The operating room environment (including all anesthetizing areas) is loud and often chaotic. A nurse anesthesia provider, both CRNA and student, must be able to block out the confusion and maintain his or her patients’ safety. This
requires the nurse anesthesia provider to remain focused on the tasks at hand, evaluate and act in a timely fashion and communicate effectively with the other operating room personnel. At times of extreme stress, when the patient requires the full attention of the nurse anesthesia provider, additional time and a quiet environment cannot be given.

**GOALS OF THE MASTER OF SCIENCE IN NURSING WITH A SPECIALTY IN ANESTHESIA**

**Graduate Nursing Anesthesia Program Outcomes**

Prepare competent professionals in the field of nursing with a specialty in anesthesia. This professional will acquire knowledge, skills and competencies in patient safety, perianesthetic management, critical thinking, communication and professional role in different healthcare scenarios.

**A. Patient safety is demonstrated by the ability of the graduate to:**
   a. Be vigilant in the delivery of patient care, focusing on quality and safety.
   b. Refrain from engaging in extraneous activities that abandon or minimize vigilance while providing direct patient care (e.g., texting, reading, e-mailing, etc.)
   c. Protect patients from iatrogenic complications.
   d. Participate in the positioning of patients to prevent injury.
   e. Conduct a comprehensive and appropriate equipment check.
   f. Utilize standard precautions and appropriate infection control measures.

**B. Individualized perianesthetic management is demonstrated by the ability of the graduate to:**
   a. Provide care throughout the perianesthetic continuum, recognizing the human being as a child of God.
   b. Use a variety of current anesthesia techniques, agents, adjunctive drugs, and equipment while providing anesthesia.
   c. Administer general anesthesia to patients of all ages and physical conditions for a variety of surgical and medically related procedures.
d. Provide anesthesia services to all patients, including trauma and emergency cases.

e. Administer and manage a variety of regional anesthetics.

f. Function as a resource person for airway and ventilator management of patients.

g. Possess advanced cardiac life support, ACLS, recognition.

h. Possess pediatric advanced life support, PALS, recognition.

i. Deliver culturally competent perianesthetic care throughout the anesthesia experience.

j. Perform a comprehensive history and physically assessment.

C. **Critical thinking is demonstrated by the graduate’s ability to:**

   a. Apply knowledge to practice in decision-making and problem solving.

   b. Provide nurse anesthesia care based on sound principles and research evidence.

   c. Perform a preanesthetic assessment and formulate an anesthesia care plan for patients to whom they are assigned to administer anesthesia.

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

   e. Interpret and utilize data obtained from noninvasive and invasive therapy.

   f. Calculate, initiate, and manage fluid and blood component therapy.

   g. Recognize and appropriately respond to anesthetic complications that occur during the perianesthetic period.

   h. Pass the Council on Certification of Nurse Anesthetists’ (CCNA) certification examination in accordance with CCNA policies and procedures.

D. **Communication skills are demonstrated by the graduate’s ability to:**

   a. Effectively communicate with individuals influencing patient care from a systems perspective.

   b. Utilize appropriate verbal, nonverbal, and written communication in the delivery of perianesthetic care.
c. Demonstrate leadership skills that emphasize spiritual, ethical, and critical decision-making, and effective working relationships.

E. **Professional responsibility is demonstrated by the graduate’s ability to:**
   a. Participate in activities that improve anesthesia care.
   b. Function within appropriate legal requirements as a registered professional nurse, accepting responsibility and accountability for his or her practice.
   c. Interact on a professional level with integrity.
   d. Provide appropriate support, education and resources.
   e. Participate in continuing education activities to acquire new knowledge and improve his or her practice.
   f. Demonstrate knowledge of wellness and chemical dependency in the anesthesia profession through completion of content in wellness and chemical dependency.
   g. Intervene at the system level through the policy development process and employ advocacy strategies to influence health and health care.
   h. Demonstrate commitment to the provision of appropriate services to individuals, families, and aggregates/identified populations.

**REQUIREMENTS FOR GRADUATION**

Every candidate for graduation must request an interview with the Dean of the School of Nursing and Health Sciences and the Anesthesia Program Administrator six months in advance to evaluate his or her academic record. The student must submit the official application for graduation to the office of Registration. There will be a formal evaluation and the student will be notified in writing what requirements he or she must fulfill. This should happen with enough time to allow the student to make the necessary adjustments to his or her program of studies. The student has the ultimate responsibility for fulfilling all the graduation requirements and making every effort possible to obtain adequate academic assessment.

In order to graduate, the student must:

a. Complete the entire Master of Science in Nursing with a Specialty in Anesthesia Program (65 credits).
b. Have a minimum GPA of 3.00 with a minimum grade of “B” in every course.
c. Complete all the academic and financial requisites of AAU.
d. Take the Self Evaluation Examination (SEE) after the completion of their first two semesters (First Examination – July).
e. Take the SEE during the month of July of their senior year and pass it (Second Examination - June). A passing score is considered to be a cumulative score at or above the national average for students in their second year as reported by the NBCRNA. If a student fails to achieve a passing score they must re-take the exam, at their own expense, until they achieve a passing score. Failure to pass the SEE may result in a delayed graduation date.
f. Fill out an application for graduation and pay the fee one semester in advance. The graduation fee will be charged directly to the student’s account. The application can be obtained in the Registrar office, where the student will be given instructions about the procedures to follow.
g. Payment of any graduation fees or listing the students, as a candidate for graduation on any document should not be interpreted as an offer of graduation or a promise to that effort.
h. Upon applying for graduation, the student commits to contribute to the activities for the Graduating Class, and to attend all of the official programs planned by the Institution as part of the Graduation Exercises.
i. Fill out an application to take the National Certification Examination within 120 days after finishing the Master of Science in Nursing with a Specialty in Anesthesia.
## CURRICULUM DESIGN

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### COURSE DESCRIPTION

**NURS 500 – Advanced Anatomy & Physiology**

3 credits (45 hours)

Anatomy and Physiology focused on understanding the cellular functions, cellular metabolism, and transportation of the cell membrane and cell receptors with their markers in the human body. Homeostatic mechanisms of the body are discussed to maintain the necessary functions to sustain life and its relationship with the anesthetic management. It focuses on the body fluids, including blood volume, osmosis, constituents of the compartments of the body's fluid and changes in the volume of these. Systematic study of the human body with emphasis on the respiratory, musculoskeletal,
renal, cardiovascular, endocrine, liver, gastrointestinal, genitourinary, central nervous, peripheral and autonomic system.

**NURS 502 – Biochemistry & Physics**  
3 credits (45 hours)

The class presents the principles of physics and chemistry emphasizing its relationship and integration to the practice of anesthesia in nursing. It explains the pharmacological meaning of biochemistry and organic compounds. Concepts such as; gas laws, solubility, vaporization, fluids, analysis of anesthetic gases, acid-base balance, among others are discussed.

**NURS 510 – Advanced Health Assessment**  
3 credits (45 hours)

Advanced skills in physical health assessment are developed through the basic history and physical examination. Theory and the clinical base of physical assessment in the advanced practice of nursing develop in relation to anesthesia care. The course will have clinical practicums to evaluate the physical findings in the different phases or ages of the patient. Critical thinking, diagnostic reasoning and communication skills will be perfected through case presentations.

**NURS 521 – Advanced Pharmacology I**  
3 credits (45 hours)

This course introduces basic principles of pharmacology and focuses on those drugs most often used in the practice of anesthesia. The course provides an overview of drug actions, interactions, metabolism, methods of administration, dosages, side effects, precautions, and contraindications.

*Co-requisite: NURS 531*

**NURS 522 – Advanced Pharmacology II**  
3 credits (45 hours)

This course focuses on the pharmacokinetics and pharmacodynamics of major drug classifications. Science applied to the use, action and effect of non-anesthetic drugs and their interaction with drugs related to anesthesia. The class is designed so that the student is exposed to the accessory drugs used and the physiological and biochemical effects. This includes prescription and nonprescription drugs that interact with
medications in the intravenous induction phase, narcotics, muscle relaxers or vasoactive drugs. *Pre-requisite: NURS 521*

**NURS 530 – Introduction to Anesthesia**  
3 credits (45 hours)

This course presents the history of America’s nurse anesthetists and their value to our profession. Besides, this course presents material concerning issues surrounding the discipline of Nurse Anesthesia as a profession. Topics include the qualifications and capabilities of the Nurse Anesthetist, professional roles and responsibilities, committing to professional involvement, the American Association of Nurse Anesthetists as a professional organization, the governmental and non-governmental regulation of Nurse Anesthesia practice, Standards of Care, professional reimbursement, health care marketplace trends, influencing health care policy, assessing and selecting CRNA practice settings, the American Legal System and its impact on CRNA practice, the anatomy of malpractice litigation, clinical competency, continuous quality improvement, cultural competency, ethical issues and decision making.

**NURS 531 – Basic Anesthesia I**  
3 credits (45 hours)

Art and science of nurse anesthesia and basic principles of anesthesia practice. The course introduces the preoperative evaluation, medication, and choice of anesthetic technique. It describes physics and mechanisms of anesthesia delivery systems. The related equipment to the anesthesia, its appropriate function, operation and maintenance are studied in this course. Education on monitoring of the anatomical and physiological variables during anesthetic procedures to promote patient safety and to establish standards of care will be provided. Safety and effectiveness in the anesthetic patient are integrated with the theory and practice of pre-anesthesia, anesthesia and post-anesthesia management. *Co-requisite: NURS 521*

**NURS 532 – Basic Anesthesia II**  
3 credits (45 hours)

Basic concepts in the management of anesthesia during surgical procedures. The course discusses anesthesia methods for cardiac, vascular, laparoscopic, thoracic, renal,
hepatobiliary, and central nervous system disease. Managements of anesthesia of patients with obesity, the elderly, and the treatment of complications are described.

*Pre-requisite: NURS 531, Co-requisite: NURS 591*

**NURS 533 – Regional Anesthesia and Pain Management**  
2 credits (30 hours)

The course is designed to provide the student with the knowledge and skills necessary for effective, safe practice of regional anesthesia. Regional blocks used in daily practice and methods of administration are described and demonstrated. Also included are spinal anesthesia, epidural anesthesia, and the introduction of blocks in the upper and lower extremities. The systemic effects that local anesthesia produces when absorbed into body circulation and the management of toxicity by local anesthesia are considered. This course also focuses on the study and management of acute and chronic pain. Its objective is to develop the knowledge necessary for pain management in the anesthesia specialist. Emphasizes the role of the anesthesia in the management of pain associated with medical-surgical procedures, traumas, cancer, and pediatric patients. The specialist in anesthesia will be able to classify pain according to its pathophysiology, etiology, or the affected region and provide the most effective treatment method.

*Pre-requisite: NURS 532, Co-requisite: NURS 592*

**NURS 534 – Obstetric and Pediatric Anesthesia**  
2 credits (30 hours)

The course is designed to explain the physiological changes during pregnancy and birth, the benefits and risks of various anesthesia techniques, and the management of anesthesia complications. It also discusses the physiological and pharmacological differences in neonatal, infants, children, and adults to adapt safe principles for the administering anesthesia and managing complications.

*Pre-requisite: NURS 533, Co-requisite: NURS 593*

**NURS 541 – Advanced Pathophysiology I**  
3 credits (45 hours)

Analysis of the concepts and theories of pathogenesis as a foundation for clinical interventions in the field of anesthesia. The course introduces respiratory anatomy and physiology and includes basic physiological concepts such as: pulmonary mechanisms,
ventilation control, diffusion, and oxygen transport. These concepts apply to the clinical practice of anesthesia because they involve respiratory physiology. Also, the course discusses the anatomy and physiology of the central nervous system, including the brain, spinal cord, peripheral nervous system, and cerebral blood flow; the autonomic nervous system, including the anatomy of the nervous system, neurotransmitters, receptors, and synapses; the physiology of skeletal muscle contraction, neuromuscular contraction, and smooth muscle contraction. The physiology of pain transmission is also discussed.

*Pre-requisite: NURS 500*

**NURS 542 – Advanced Pathophysiology II**

3 credits (45 hours)

Analysis of the concepts and theories of pathogenesis as a foundation for clinical interventions in the field of anesthesia. The course discusses concepts related to the physiology of the heart, pulmonary and systematic circulation, microcirculation, immune-inflammatory system, hematologic system, homeostasis, and the renal system. It also focuses on concepts related to pH balance, regulation of blood pressure, endocrine system, gastrointestinal system, absorption and digestion of nutrients, the liver, and the pancreas. *Pre-requisite: NURS 541*

**NURS 591 – Clinical Practice I**

2 credits (405 clock hours)

Individualized instruction in management of patients receiving anesthesia, guided by clinical staff. Security, means of monitoring, management of airways and clinical simulation experiences are emphasized. The role of nurse anesthetist is introduced and basic nursing skills are developed. Progressive experience that will develop on the knowledge from previous courses, emphasizing critical thinking and decision making. *Pre-requisite: NURS 531, Co-requisite: NURS 532*

**NURS 592 – Clinical Practice II**

1 credit (180 clock hours)

Individualized instruction in the management of patients receiving anesthesia, guided by clinical staff. The management of operating rooms, sterilization techniques, arterial and venal cannulation, and simulated clinical experiences. Anesthesia management plan, documentation and ethical considerations in the practice of anesthesia
are included. The progressive experience builds on the knowledge gained from previous courses emphasizing critical thinking and decision making. Students provide supervised care in a variety of settings and specialty rotations to demonstrate competency in advanced anesthetic techniques. *Pre-requisite: NURS 591, Co-requisite: NURS 533*

**NURS 593 – Clinical Practice III** 1 credit (144 clock hours)

Individualized instruction in the management of patients receiving anesthesia, guided by clinical staff. Experiences include the application of advanced skills specific to the role of nurse anesthetist. The skills necessary for designing an anesthesia management plan, documentation and progression towards self-direction and the independent practice of anesthesia are strengthened. The experience is progressive, building on knowledge gained in previous courses, emphasizing critical thinking and decision making. Students provide supervised care in a variety of settings and specialty rotations to demonstrate competency in advanced anesthetic techniques. *Pre-requisite: NURS 592, Co-requisite: NURS 534*

**NURS 620 – Research and Practice Based on Evidence** 3 credits (45 hours)

This course is designed to prepare the student to understand, analyze, evaluate and use research as fundamentals of evidence in the practice of anesthesia. Introduction to the process of investigation: methodologies, techniques and statistical analysis. The student will use a systematic approach to study a problem of anesthesia in nursing identified through practice and interventions. The student will realize a research project that describes a problem, methodology, findings and recommendations to improve the practice of anesthesia in nursing.

**NURS 625 – Advanced Principles of Anesthesia I** 3 credits (45 hours)

This course is designed to examine the components related to general anesthesia. Management of intraoperative patients in accordance with physiology, pathophysiology and anesthetic management according to the system involved are studied. Surgical procedures and the complications that anesthetists face during the administration of anesthesia are explained. The endocrine, musculoskeletal, hematology, ophthalmology,
otolaryngology, immune, and orthopedic systems, and anesthesia considerations for each system are discussed.

*Pre-requisite: NURS 534, Co-requisite: NURS 691*

**NURS 632 – Advanced Principles of Anesthesia II**  
3 credits (45 hours)

The course is designed to practice the anesthesia knowledge and skills in areas such as critical care, traumatology, organ transplant units, and burn patients. The components related to general anesthesia are studied. The management of intraoperative patients according to the physiology, pathophysiology and the management of anesthetic in accordance with the system involved are studied.

*Pre-requisite: NURS 625, Co-requisite: NURS 692*

**NURS 691 – Clinical Practice IV**  
4 credits (540 clock hours)

The students will receive individualized instruction by clinical instructors in the management of patients receiving anesthesia. Experiences include the application of advanced skills specific to the role of nurse anesthetist, geriatric patient care, laser surgery, and the effects of anesthesia on the immune system. Skills of designing an anesthesia management plan and documentation are reinforced, and the progression towards self-direction and the independent practice of anesthesia is encouraged. Progressive experience builds on knowledge from previous courses, emphasizing critical thinking and decision-making. Students provide supervised care in a variety of settings and specialty rotations to demonstrate competency in advanced anesthetic techniques.

*Pre-requisite: NURS 593, Co-requisite: NURS 625*

**NURS 692 – Clinical Practice V**  
4 credits (540 clock hours)

Individualized instruction in the management of patients receiving anesthesia, guided by clinical staff. Experiences include the application of advanced skills specific to the role of nurse anesthetist. Anesthesia in diagnostic procedures, and post anesthesia recovery are included. Safe practice and progression toward self-direction and the independent practice of anesthesia are emphasized. A progressive experience, builds on the knowledge from previous courses, emphasizing critical thinking and decision making.
Students provide supervised care in a variety of settings and specialty rotations to demonstrate competency in advanced anesthetic techniques.

*Pre-requisite: NURS 691, Co-requisite: NURS 632*

**NURS 693 – Internship I**

3 credits (204 clock hours)

Clinical experience focused on the administration of anesthesia care in a variety of clinical scenarios of patients with multiple systematic problems. Teaching the emphasis on the perfection of decision-making skills and the practice of the rapid evaluation of health status in patient management. Collaborative practice in a teamwork setting is emphasized. Along with direct patient care experience, other strategies such as clinical cases and presentations of professional seminars to a multidisciplinary audience will be used to maximize the student's role as a nurse specializing in anesthesia.

*Pre-requisite: NURS 692, Co-requisite: NURS 670*

**NURS 694 – Internship II**

3 credits (168 clock hours)

Clinical experience focused on the administration of anesthesia care in a variety of clinical scenarios of patients with multiple systematic problems. Teaching the emphasis on the perfection of decision-making skills and the practice of the rapid evaluation of health status in patient management. Collaborative practice in a teamwork setting is emphasized. Along with direct patient care experience, other strategies such as clinical cases and presentations of professional seminars to a multidisciplinary audience will be used to maximize the student's role as a nurse specializing in anesthesia.

*Pre-requisites: NURS 693*

**RELT 501 – Social Christian Ethics**

2 credits (30 hours)

Human existence can be considered as essentially rational. It is from this fundamental perspective that we relate to other human beings, our God, our past, present and future. Ethics is a philosophical science that includes the study of these relationships from a moral perspective. Social ethics concentrates on the social sphere of human
existence. This course will include basic principles of bioethics from a Christian perspective.

**RELB 601 – Biblical Perspectives on Health**  2 credits (30 hours)

This course will explore the dominant themes and perspectives of health and healing found in the Bible. Our study will promote an understanding of the concepts of health, healing and disease within the historical, theological, cultural and terminological context of Scripture. Particular interest will be place to the concept of physicality from a Biblical perspective and its impact on the concepts of health and healing.
POLICIES AND PROCEDURES

The policies of the Nurse Anesthesia Program are in addition to the policies set forth by Antillean Adventist University (AAU). Failure to follow these policies or procedures may result in dismissal from this program.

**Academic and Clinical Time per Week**

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<td>Laboratory/Simulation Time</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Clinical Time</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Clinical Correlation Conferences</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>1st Year-July</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Time</td>
<td>4</td>
<td>42 hours</td>
</tr>
<tr>
<td>Laboratory/Simulation Time</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Clinical Time</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Clinical Correlation Conferences</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>2nd Year-Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Time</td>
<td>6</td>
<td>47 hours</td>
</tr>
<tr>
<td>Laboratory/Simulation Time</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Clinical Time</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Clinical Correlation Conferences</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>2nd Year-Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Time</td>
<td>5</td>
<td>46 hours</td>
</tr>
<tr>
<td>Laboratory/Simulation Time</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Clinical Time</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Clinical Correlation Conferences</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>2nd Year-June</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Time</td>
<td>0</td>
<td>52 hours</td>
</tr>
<tr>
<td>Laboratory/Simulation Time</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Clinical Time
Clinical Correlation Conferences 48 3

2nd Year-July
Academic Time 0
Laboratory/Simulation Time 1
Clinical Time 48
Clinical Correlation Conferences 3

52 hours

Academic Grievance Process

The following procedures detail the steps for appealing a dismissal from a program for any reason other than final assigned grades. Dismissal from NAP based on bad grades may not be appealed. The student is encouraged to meet/talk with the NAP Administrator prior to filing a formal appeal. The student must demonstrate that dismissal was impermissibly or arbitrarily assigned. That the student simply disagrees with the dismissal does not constitute a basis for a review.

Students who believe that their Academic rights have been infringed upon or that they have been treated unjustly with respect to their academic program are entitled to a fair and impartial consideration of their cases through an academic grievance process.

They should do the following to effect a solution:

1. Present the case to the professor, professors or concerned parties within five working days of the grievance, in an informal conference.

2. If the student believes that the solution is not appropriate, he or she may submit the grievance in writing, to the administrator/coordinator of the program within five working days after speaking to the professor, professors or concerned parties. The administrator/coordinator will answer the student within 5 working days.

3. If the student believes that the solution presented by the program administrator/coordinator is not appropriate, he or she may submit the grievance, in writing, to the Dean of the School or Director of the Department within five working days after receiving a written solution from the administrator/coordinator. The Dean or director will have five working days to answer the student.
4. If the student believes that the resolution facilitated by the Dean or Director is not appropriate, the student can appeal to the VP for Academic Affairs within five working days after receiving a written decision from the Dean or Director. The VP for Academic Affairs will ask the Graduate Council to make a decision about the case within fifteen working days after the appeal to the VP for Academic Affairs.

5. If the student believes that the resolution by the Graduate Council is not appropriate, the student can appeal to the President of the Institution within five working days of the resolution by the Graduate Council. The decision by the President is final. The President will inform the student within five working days after receiving the student’s appeal.

The University may extend the time period for answering a grievance due to circumstance beyond its control.

**Class Attendance Policy**

This policy includes conferences as well as every program courses. Students are expected to attend all scheduled classes and conferences. If the student is unable to attend a class session due to illness or a family emergency, please notify the Anesthesia Program Administrative Assistant, (787-834-9595 ext. 2305), who will deliver the message on to the course faculty and the Assistant Program Administrator. Regardless of why a class is missed, the student is responsible for the material covered. The instructor may assign additional work. Attendance to classes is obligatory and a part of the system of evaluating the student. The maximum number of absences permitted is double the number of times the class meets per week, plus one. If this number is exceeded, it will be the professor's prerogative to request an administrative drop up until the deadline for drops. After this date, the student will receive an "F" in the course. Make-up exams are given at the instructor’s discretion. Additional work may be assigned in lieu of the exam. The student is responsible for making arrangements with the course instructor.
# Clinical Affiliation Sites

<table>
<thead>
<tr>
<th>Affiliate Site</th>
<th>Address &amp; Phone</th>
<th>Clinical Coordinator</th>
<th>Distance from AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bella Vista Hospital</td>
<td>#349 Street, km 2.7, Cerro Las Mesas, Mayagüez, PR 00681 (787) 834-6000</td>
<td>Dr. Roberto Bayron</td>
<td>4 miles</td>
</tr>
<tr>
<td>Buen Samaritano Hospital</td>
<td>José de Diego Street, Aguadilla Pueblo, Aguadilla, PR 00603 (787) 658-0000</td>
<td>Dr. José Marrero</td>
<td>21 miles</td>
</tr>
<tr>
<td>HIMA-San Pablo Caguas Hospital</td>
<td>#100 Luis Muñoz Marín Avenue, Caguas, PR 00725 (787) 653-3434</td>
<td>Dr. Estrada</td>
<td>102.6 miles</td>
</tr>
<tr>
<td>La Concepción Hospital</td>
<td>#2 Street, km 173, Bo. Caim Alto, San Germán, PR 00683 (787) 892-1860</td>
<td>Dr. José C. Navarro</td>
<td>15.6 miles</td>
</tr>
<tr>
<td>Manati Medical Center</td>
<td>Hernández Carrion Street, Urb. Atenas, Manati, PR 00674 (787) 621-3000</td>
<td>Dr. Héctor Rivera</td>
<td>70.7 miles</td>
</tr>
<tr>
<td>Mayagüez Medical Center</td>
<td>#410 Hostos Avenue, Street #2, Bo. Sábalos, Mayagüez, PR 00680 (787) 652-9200</td>
<td>Dr. Ricardo Cruz</td>
<td>5.2 miles</td>
</tr>
<tr>
<td>Pavía Santurce Hospital</td>
<td>#1462 Asia Street, San Juan, PR 00909 (787) 727-6060</td>
<td>Dr. José Barceló</td>
<td>98.8 miles</td>
</tr>
<tr>
<td>Perea Hospital</td>
<td>#15 Dr. Basora Street, Mayagüez, PR 00681 (787) 834-0101</td>
<td>Dr. Jesús Becerra</td>
<td>2.6 miles</td>
</tr>
<tr>
<td>San Antonio Hospital</td>
<td>#18 North Ramón Emeterio Betances, Mayagüez, PR 00680 (787) 834-0050</td>
<td>Dr. Oscar I. Laboy</td>
<td>2.7 miles</td>
</tr>
<tr>
<td>San Carlos Borromeo Hospital</td>
<td>#550 South Concepción Vera Ayala, #110 Street, km 2.2, Moca, PR 00676 (787) 877-8000</td>
<td>Dr. Rivera</td>
<td>18.3 miles</td>
</tr>
<tr>
<td>San Lucas Episcopal Hospital</td>
<td>#917 Tito Castro Avenue, Ponce, PR 00733 (787) 844-2080</td>
<td>Dr. Peter Whatts</td>
<td>55 miles</td>
</tr>
</tbody>
</table>
Clinical Attendance Policy

All time off is designated by the university’s calendar or the program clinical rotation schedule. Students are expected to attend all scheduled clinical days and conferences. If the student is unable to attend clinical due to illness or a family emergency, students must notify both the course faculty and the appropriate Clinical Site Coordinator. If the absence is due to an illness that affects the student's ability to complete the nurse anesthesia program, the leave of absence policy may apply or the student may be dismissed from the program. Regardless of why a clinical day is missed, the student is required to make up the missed day. The course faculty may assign additional work. Attendance to clinical practice is obligatory and a part of the system of evaluating the student.

A. Direct Return to Nurse Anesthesia Program

A student returning to school after an illness should report directly to the Nurse Anesthesia Program, except for specifically listed conditions or diseases identified in section "B".

B. Return to Nurse Anesthesia Program via Physician Consent Note

Students with the following conditions must be screened through their physician prior to returning to clinical practice:

1. All clinical-related injuries or illnesses
2. All orthopedic or back problems
3. Major surgical procedures
4. Health related absences greater than 2 weeks
5. Infectious diseases including: hepatitis, lice, tuberculosis, scabies, hand lesions, diarrhea over 3 days, conjunctivitis, non-allergic skin rashes, shingles or exposure to a communicable disease.
6. Any mental health or chemical dependency issues
7. Maternity leave
8. Students in direct contact with organ transplant, oncology or any immunosuppressed patients should be reassigned until symptoms subside.
Clinical Practice and Internship Time

Clinical Hours: According to COA, “Clinical hours include time spent in the actual administration of anesthesia (i.e., anesthesia time) and other time spent in the clinical area. Examples of other clinical time would include in-house call, preanesthesia assessment, postanesthesia assessment, patient preparation, OR preparation, and time spent participating in clinical rounds. Total clinical hours are inclusive of total hours of anesthesia time; therefore, this number must be equal or greater than the total number of hours of anesthesia time”. At no time may a student provide direct patient care for a period longer than 16 continuous hours, and the student must have at least 10 hours of rest period between academic and clinical time.

Clinical Practice and Internship Time: Monday to Friday

<table>
<thead>
<tr>
<th>Course</th>
<th>Weeks</th>
<th>Days per week</th>
<th>Hours 6:30 am to 3:30 pm</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 591</td>
<td>15</td>
<td>3</td>
<td>9</td>
<td>405</td>
</tr>
<tr>
<td>NURS 592</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>180</td>
</tr>
<tr>
<td>NURS 593</td>
<td>4</td>
<td>4</td>
<td>9</td>
<td>144</td>
</tr>
<tr>
<td>NURS 691</td>
<td>15</td>
<td>4</td>
<td>9</td>
<td>540</td>
</tr>
<tr>
<td>NURS 692</td>
<td>15</td>
<td>4</td>
<td>9</td>
<td>540</td>
</tr>
<tr>
<td>NURS 693</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>180</td>
</tr>
<tr>
<td>NURS 694</td>
<td>4</td>
<td>4</td>
<td>9</td>
<td>144</td>
</tr>
</tbody>
</table>

**TOTAL** 2133 Hours

Call Experience on Weekend

<table>
<thead>
<tr>
<th>Course</th>
<th>Weeks</th>
<th>Days per week</th>
<th>Hours 7:00 am to 7:00 pm</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 693</td>
<td>2</td>
<td>1</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>NURS 694</td>
<td>2</td>
<td>1</td>
<td>12</td>
<td>24</td>
</tr>
</tbody>
</table>

**TOTAL** 48 Hours

**GRAND TOTAL** 2181 HOURS

Call Experience: Call experience time is a planned clinical experience outside the normal operating room hours of the clinical facility, for example: Sunday 7am to 7pm. Assigned duty on shifts falling within these hours is considered the equivalent of an
anesthesia call, during which a student is afforded the opportunity to gain experience with emergency cases. Although a student may be assigned to hours in call experience, at no time may a student provide direct patient care for a period longer than 16 continuous hours.

**Clinical Probation/Dismissal**

**Clinical Probation**

Clinical Probation is a period designed to remediate and evaluate the clinical performance of a student who has not satisfactorily met the semester’s clinical objectives. A student may be recommended to probation if, in the judgment of the clinical instructor, clinical coordinator, clinical faculty or Program Administrator, a student’s clinical competence and/or behavior is below an acceptable level (unsatisfactory). A final clinical grade of **Fail** constitutes grounds for dismissal from Nurse Anesthesia Program.

1. Grounds for clinical probation include, but are not limited to:
   a. Failure to have made pre-operative rounds as assigned.
   b. Incomplete or unsatisfactory anesthesia care plan.
   c. Inadequate preparation of an anesthetic.
   d. Commission of serious drug selection or dosage error.
   e. Mistreatment of a patient.
   f. Failure to follow-up an anesthetic complication until the problem was solved.
   g. Delivery of hypoxic mixture. A hypoxic mixture of oxygen is defined as oxygen below FiO2 of less than 21%.
   h. Level of incompetence representing a threat to patient safety.
   i. Falsification of documents or records.
   j. Insubordination or failure to follow direct instructions from faculty (clinical or didactic).
   k. The administration of any drug, without the permission of a clinical faculty member.
1. The inappropriate use or sharing of patient information, removal of personal patient information from clinical facilities (HIPPA violations).

2. Inadequate professional self-discipline, such as:
   a. Intubation or extubation without permission of a clinical instructor except in extreme emergencies.
   b. Failure to carry out assigned duties in the clinical area.
   c. Failure to complete Clinical Monthly Case Record.
   d. Violation of clinical site regulations and/or policies.
   e. Absenteeism and/or tardiness.
   f. Inappropriate use of technological devices in the OR (i.e. cell phone, cameras, etc.).

3. Unprofessional behavior by a Student Registered Nurse Anesthetist (SRNA) towards instructional staff and violation of acceptable standards of operating room behavioral decorum as demonstrated by:
   a. Argumentative behavior with staff or faculty in the clinical area having potential negative effect upon patient care.
   b. Failure to follow instructions of staff or faculty in the clinical area.
   c. Any behavior deemed by the clinical anesthesiology department to which the student is assigned to be disruptive or inconsistent with the proper operation of that department.

The process of placing a student on clinical probation is as follows:

1. The faculty member and/or clinical coordinator schedules a meeting with the student and NAP Administrator to discuss the reason for recommending a clinical probation. During the meeting, the student has the opportunity to provide evidence to refute the recommendation.

2. After hearing all sides, the NAP Administrator will present the case to the NAP Clinical Evaluations Committee to determine whether or not the students should place on clinical probation.

3. The student is informed in writing of the decision made by the NAP Administrator. If the decision is to place the student on clinical probation, the
probationary period begins with the date of the written notification. The probation Plan of Action must contain the following: a) Relevant deficiencies of the student, b) Period of probation, c) Expected outcomes from the period of probation.

4. If the student does not comply with the probation Plan of Action, he/she can be dismissed at any time during a period of clinical probation.

5. During the probationary period, the NAP Administrator selects faculty members who will confer with the student a minimum of once per week. At these conferences, efforts are made to aid the student in correcting deficiencies.

6. The NAP Administrator or designee will follow up with the clinical coordinator following this meeting and a note will be placed in the student’s file.

7. At the end of the period of clinical probation (up to 60 days), the clinical faculty counseling the student makes one of the following recommendations to the NAP Administrator: a) Assignment of an unacceptable grade for the clinical practice or internship course, b) Extension of the period of clinical probation, c) Removal of probation status and return to good standing in the NAP, or d) Make recommendations for dismissal.

8. The final determination of clinical probation is made by the NAP Clinical Evaluations Committee.

**Dismissal**

Dismissal from the NAP may be for academic, clinical, ethical, professional, or disciplinary reasons. A student may be dismissed without probationary period for identified infractions. Dismissal of any student for deficiencies must reflect a consensus of the Clinical Coordinator, and Program Administrator, and approved by the NAP Clinical Evaluations Committee.

1. Grounds for dismissal without a probationary period include:
   a. Level of incompetence representing a threat to patient safety.
   b. Unsuccessful completion of clinical probationary status.
c. Unsatisfactory performance of clinical objectives, or poor performance necessitating changes in clinical assignments or clinical rotations.
d. Lack of preparation for clinical practice or internship.
e. Falsification of documents or records.
f. Failure to turn in Clinical Monthly Case Record, clinical evaluation forms, or any other forms in a timely manner.
g. While in clinical practice, internship or class, being under the influence of alcohol, marijuana, or any controlled substances not prescribed by a physician.
h. Initiating care without the physical presence of a CRNA clinical instructor or anesthesiologist.
i. Student employed as a nurse anesthetist, by title or function, while in the educational program.
j. Refusal to submit to a random drug test.
k. Insubordination or failure to follow direct orders from clinical/instructors in the applied practice of anesthesia.
l. Abuse of anesthetic vapor or gases.
m. Theft of NAP, University, or property.
n. The inappropriate administration of any drug without the permission of a member of the clinical staff or faculty.
o. Inappropriate pattern of tardiness or absenteeism (i.e. before exams, weekends, holidays, before or after a scheduled use of clinical release time, etc.).
p. Failure to communicate when absent to class or clinical practice.
q. Failure of any course in the curriculum.
r. Failed criminal background check.
s. Plagiarism.
t. Unethical or unprofessional conduct associated with clinical assignments including, but not limited to:
   1. Violation of policies, rules, and regulations of the hospital or anesthesia department to which the student is assigned for clinical practice.
2. Dishonesty.
3. Inappropriate behavior or language in the clinical setting.
4. Violation of patient confidentiality (HIPPA violations).

**Clinical Rotation Sites**

Each clinical site is unique and presents necessary clinical experiences for nurse anesthesia students. Students are expected to rotate through different type of hospitals as assigned. The length of affiliation experience ranges from three to fifteen weeks depending on the affiliation site. Specific educational objectives are to be accomplished during these affiliations. Students are expected to review these along with applicable course materials prior to their clinical experience. Students are expected to submit their additional learning objectives to the respective clinical coordinators at least two weeks prior to the start of the rotation. Students must be aware that they may be assigned to a clinical site that is more than 100 miles away from the University campus. Every student is responsible for having reliable transportation to the location of the practicum.

**Clinical Schedules**

Clinical rotation schedules are designed to provide each student with the best possible opportunities to apply classroom content to patient care and qualify to take the National Certification Examination. There are many factors that affect how the schedule is written and amended. Students will be given an opportunity to have input into their clinical rotation schedule before the start of their clinical practicum sequence. The final schedule will be posted in a web server platform of the AAU (E-cams). The Nurse Anesthesia Program designates any time off, including holidays and semester breaks. This schedule may be changed at any time. Changes are only made to the schedule when they are unavoidable. Students are expected to comply with any changes. If the schedule is changed, as much notice as possible will be given to the student.

**Clinical Site Visits**

The Nurse Anesthesia Program Administrator and the Assistant Program Administrator will visit the affiliate clinical sites at least once per year.
**Clinical Time Commitment**

The Program will limit the Nurse Anesthesia students’ commitment to the program to a reasonable number of hours to ensure patient safety and promote effective nurse anesthesia student learning. The nurse anesthesia students’ clinical time commitment is 36 hours per week. At no time the student may provide direct patient care for a longer period than 16 continuous hours, and the student must have at least 10 hours of rest period between clinical shifts. The nurse anesthesia students’ commitment to the program averages 60 hours per week. Nurse anesthesia students are responsible for all units of didactic instruction in the event of an absence from the classroom. Course work must be completed as assigned, or the nurse anesthesia student is subject to removal from the Program.

**Course Exams**

Exams, quizzes and tests are summary evaluations designed to assess the student’s comprehension and retain knowledge of the subject matter. Exams are not designed to be study guides. Unless indicated on specific course syllabus, exams will not be returned to students in courses unless they are intended for study guides or learning tools. Actual performance on an exam should guide the student to discover their level of content knowledge and guide their study of the subject matter in preparation for clinical practice and future exams. To support learning, students are provided with course syllabus, learning objectives, assigned and supplementary reading, and notes/handouts posted in E-cams, office hours with faculty, and additional materials located in the campus library.

**Credentialing of Students at Clinical Sites**

By enrolling in clinical practices and internships (Courses: NURS 591, NURS 592, NURS 593, NURS 691, NURS 692, NURS 693, and NURS 694) the student agrees to have information about them sent to the receiving clinical site. This information includes, but may not be limited to, the Puerto Rico nursing license, criminal background check, copies of ACLS, BLS and PALS certification cards, health status, proof of immunization status, and documents proof of HIPAA training according to hospital requirements or policies.
Diversity

Diversity is the mix of differences and similarities at all levels of an organization. We draw great strength from our differences and build on our similarities. We thereby pledge to:

1. Create a positive environment, based on core values committed to providing academic excellence equally to all.
2. Act as role models reflecting devotion to professional duty of providing service to all humankind who are in need.
3. Establish and maintain a diverse environment that reflects America and its most valued resource - its people.
4. Promote policies and procedures that place high value on diversity and individual dignity.
5. Diligently strive to remove barriers that hinder individual or collective progress.
6. Provide respect for all others so that personal development and professional achievement is enhanced and promoted.
7. Provide the leadership that empowers all people to reach their full potential.
8. Ensure that individual actions support the spirit of this policy and are engendered to all.

Educational Leave for Students

Rationale: Participation in educational meetings and events adds value to the educational process of the Nurse Anesthetist Student. This value must be balanced with the student’s commitment to his/her educational program. Educational leave is granted twice to students beyond their first year of study only.

Policy: Students enrolled in the Nurse Anesthesia Program may request the Anesthesia Program Coordinator for educational leave to attend an anesthesia related educational meeting or event. The petition must be made with the proper form that describes the following:

a. Meeting title
b. Dates expected to be absent from the student’s academic and clinical schedule.

c. Program content (with attached copy of the program).

d. Student’s educational objectives and goals to be attained by attending this conference.

If the Anesthesia Program Director grants the educational leave, such time will not be counted as vacation, but will be considered as part of the student’s program time commitment. All costs associated with the meeting shall be borne by the student. Educational Leave requests to attend a certification review course will be approved only once during the student's course of study.

**Ethical Fiduciary Responsibility**

It is expected that students accepted into Antillean Adventist University are good citizens and individuals of high integrity, who fully expect to repay all students loans. The student has the ethical responsibility to repay all financial assistance received from private and public sources. The student should choose to be well informed about options involving the terms of the loans (i.e. interest rates, length of repayment).

**Good Name Policy**

Members of the Antillean Adventist University community recognize that freedom means the acknowledgement of responsibility to the subjects named in classroom discussions. Students and faculty members are responsible for protecting the good name of any organization under discussion. They should not communicate any information that either implicitly or explicitly impugns the good name of an organization, person, place, or thing being discussed or studied.

**Grading Scale**

*System of Grades/Scores:* Grades earned in the graduate program courses will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
<th>Percentage Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The minimum grade to pass a graduate course is B.

**Other symbols used are:**

- **P:** Pass/Approved/Satisfactory. This score is assigned to the Practicum, Project or Thesis. It is not taken into account when computing the GPA.
- **TR:** Transferred courses approval.
- **NP:** Not passed/Fail. This grade is assigned to courses that were not passed such as the Practicum, Project or Thesis.
- **I:** Incomplete. When the student has pending requirements in a course, for justifiable reasons, and with the instructor’s permission.
- **IP:** In Progress. This is used for courses such as: Thesis, Project and Practicum
- **W:** Authorized drop. A student may drop a course with a grade of “W” on the dates assigned for this in the Academic and Activities Calendar. A “W” does not affect the GPA, but it is considered to determine the percentage of courses passed.
- **WA:** Administrative drop. This is assigned when the University drops a student for reason such as excessive absences, debt, or any other reason that makes their stay in the University unfruitful or inconvenient. If the student desires to return to study at the University, he or she must be readmitted. The GPA is not affected, but it is taken into consideration to determine the percentage of courses passed.
**Hazardous Materials/Infectious Diseases**

Students should be aware that working in hospitals and with patients exposes them to hazardous materials and infectious diseases. Enrollment in the Nurse Anesthesia Program signifies recognition and acceptance of these risks. The Nurse Anesthesia Program will provide training relating to infectious diseases and exposure controls. Coursework will include material related to operating room and anesthesia equipment safety and management of hazardous materials. Students will practice according to the policies and procedures taught by the Nurse Anesthesia Program at all times. Failure to do so may result in disciplinary action against the student.

**Health Insurance**

Student health insurance policies are available through Antillean Adventist University. Please note that ALL students are required to submit proof of health insurance coverage to the Assistant Program Administrator. This is a stipulation of the affiliate sites.

**Hospital Documents and Property**

Every hospital that generates documents and materials are confidential and are property of the hospital. No document or property may be removed or photocopied by a student from any hospital campus.

**Housing**

Antillean Adventist University offers our students the privilege to reside within our campus. The University is committed to provide students a supportive environment and suitable for their welfare. Through these facilities we want to foster social development, moral and intellectual of our residents. We wish to create an atmosphere that encourages the study and good human relationships to the achievement of the academic goals of our students. We are pleased to have a diversity of students from different cultures, which contributes to the cultural and educational enrichment.
Identification Badges

All students are required to wear a badge identifying their names and department while on duty at a clinical site. These badges will be provided by Antillean Adventist University.

Injury or Illness at a Clinical Affiliate Site

If students are in need of accessing the healthcare services of any affiliate hospitals, they must follow the institutional policy. If a student while attending a clinical rotation site incurs an illness or injury, immediate care may be rendered by the affiliate hospital at the expense of the student. Please note that the hospital affiliate site, the Nurse Anesthesia Program or AAU, does not cover any illness or injury incurred while on duty at a clinical site. If a student receives healthcare services at any hospital affiliate site (clinic, emergency care or other hospital service), the student must arrange for payment.

Intellectual Property Rights of Instructors

All material placed on E-cams, distributed electronically or distributed in printed form is intended only for the use of the student enrolled in the course. Distribution and/or sharing this material with any other student, individual or organization are strictly prohibited without the written consent of the course faculty, Anesthesia Program Administrator and the Academic Dean.

Leave of Absence

All requests for leave of absence will be handled on an individual basis. Students must be in good academic standing to be considered for a leave. Students will not be granted a leave of absence if their clinical or academic performance is not satisfactory. If a need for a medical leave of absence from clinical practicum is anticipated, a maximum of 24 clock hours may be made up in advance of the leave, if it is safe for the student to do so. This request must be submitted in writing to the Anesthesia Assistant Program Administrator and/or Anesthesia Program Administrator, and accompanied by an authorization by the student’s attending physician covering the time period that the
student wishes to work extra hours. This request is subject to approval by the Academic Evaluations Committee.

**Maximum Term to Complete Degree**

The graduate program establishes a maximum term of four (4) years to complete the master degree. This includes the period of time from the date that the student registered in the program until the fulfillment of all the degree’s requirements.

**Military: Annual Duty, Drill Service or Training Leave**

Antillean Adventist University (AAU) supports students who are members of the United States Armed Forces, National Guard, and Reserve Units. Students who are members of the National Guard or military reserves are encouraged to defer their annual duty, drill service or training leave obligations or register for courses that fall outside of the scheduled duty. If this is not possible, a letter from the commanding officer stating that deferment is not possible must be submitted to the Anesthesia Program Administrator and Assistant Program Administrator in advance of the needed annual duty, drill service or training leave. Every course assignment due during the annual duty, drill service or training leave must be completed within the course dates. If additional time is needed, student must request an Incomplete Grade from the instructor before the course ends.

Clinical Time: Annual duty, drill service and training leave time must be made up hour for hour in the clinical area. The student’s semester break time may be used to make up the missed hours at the end of the semester in which the annual duty, drill service or training leave occurred. If the annual duty, drill service or training leave exceeds the time allowed for semester break and/or goes beyond the semester, a grade of “I” (Incomplete) will be granted and the student may arrange to make up the time in consultation with the Assistant Program Administrator. Students must be aware that the ability to do extended shifts or “call” shifts to make up time away may not be an option.
Mobile Communication Devices

The use of cell phones or any other device for texting or other forms of communication during class or clinical practice is strictly prohibited.

Nurse Anesthesia Student Role

Students are never permitted to represent themselves as Nurse Anesthetists by either title or function while they are enrolled in the nurse anesthesia program. Students may not be compensated for their role as a Student Registered Nurse Anesthetist (SRNA). Patients have a right to know that part of their anesthesia care team includes a professional nurse enrolled in an accredited Nurse Anesthesia Program. Students must always identify themselves as such. Students are responsible for discussing their capabilities with their instructors. If a student feels that they are placed in any situation that may result in harm to a patient, it is their responsibility to notify their supervising CRNA or anesthesiologist immediately. Students are never to act independently as anesthesia providers. A student without the consent of their supervising CRNA or anesthesiologist can render no anesthesia care.

Nurse Anesthesia Student Supervision

Students must be supervised at all times while participating in patient care. The supervision ratio of instructor to student must not exceed two students to one instructor (2:1, students: CRNA/anesthesiologist) at any time. Students will not observe or participate in any procedure where a CRNA or an anesthesiologist does not request anesthesia services unless accompanied for the duration of said procedure.

Nursing Licenses

Every student in the Nurse Anesthesia Program is required to submit evidence of current licensure as a Registered Nurse in Puerto Rico.
**Parking**

Students parking at clinical sites must follow the parking policies of that institution. Parking fees at affiliate sites are responsible of the student. Every student is reminded that many affiliates sites exist in an urban environment and that personal safety should be concern of all of us, no matter where we park. Please be aware of your surroundings at all times.

**Physical Examination/Immunizations**

Prior to starting the program: Every student is required to submit a health certificate confirming that the student is physically able to function in the role of a nurse anesthesia student. This statement must be received prior to the student starting in the Nurse Anesthesia Program. Laboratory titers that are required include varicella, influenza, and Hepatitis B. Hepatitis B and varicella vaccination are required in non-immune students.

**Post-Operative Finding Report**

Students will visit all of their patients post-operatively. Visits are to be documented on the Post-Operative Findings Report Form and submitted to the Anesthesia Clinical Coordinator. In the event that the patient reports an unanticipated event or post-anesthetic complication, the student is to notify the anesthesiologist who was in charge of the case or the anesthesiologist who is in charge for that day if the anesthesiologist who did the case is not available. The CRNA in charge must be notified prior to the student leaving the OR to make rounds.

**Privacy Rights of Hospital Affiliates and Patients**

This program operates in accordance with the Health Insurance Portability and Accountability Act (HIPAA). The identity of our patients must be protected. Under no circumstances should the identity of any patient be disclosed to anyone other than those rendering care to them. Students may not duplicate any part of a patient’s medical record. Patient names and/or identifying characteristics must be omitted from all student
work. Students may not enter any HIPAA or other protected information on any mobile communication device. Students may not remove surgical schedules or any document that contains the names of patients or staff. Any identifying staff data must be withheld from any report, care plan, or case study. Identification of a patient or hospital staff member by either direct or indirect means may result in the student’s dismissal. The only exception to this is when reporting a possible liability claim to the insurance company.

**Program Evaluation Process**

**Evaluation of Student Academic Progress**

Academic progress is determined in accordance with each course syllabus. The Academic Evaluations Committee meets at least once per semester, and as needed reviews student progress in academic coursework. Overall, the Anesthesia Program Administrator reviews students’ GPA at the end of each semester. Strategies to assist students in meeting academic standards are addressed with the Anesthesia Program Administrator.

**Evaluation of Academic Courses and Faculty**

Course evaluation forms are made available to students upon completion of each course. This evaluation addresses the course content, delivery and assessment methods, and the faculty member’s performance. These forms are collated and sent to the course instructor(s), Anesthesia Program Administrator and School of Nursing and Health Sciences Dean. Anonymity of the individual student is assured. Course evaluations are reviewed by the Anesthesia Program Administrator, discussed with individual faculty members and reviewed by the Academic Evaluations Committee once per semester and as necessary.

**Evaluation of Student Clinical Progress**

Clinical rotations are scheduled throughout the second semester of the first year, in courses NURS 591, NURS 592, NURS 593, NURS 691, NURS 692, NURS 693, and NURS 694. As student progresses through the clinical portion of the program, their
performance is assessed according to his/her Student’s Clinical Portfolio. The Student’s Clinical Portfolio includes:

1. Daily Care Plan
2. Clinical Formative Evaluation
3. Postoperative Findings Report
4. Monthly Clinical Case Records
5. Clinical Performance Summative Evaluation
6. Written Case Studies
7. Participation in Clinical Correlation Conferences

Evaluation of the Student’s Clinical Portfolio is described in the applicable course syllabus. Clinical Coordinators, from various clinical sites, may be invited to participate in clinical correlation conferences.

**Evaluation of Clinical Affiliate Sites and Clinical Faculty Members**

The students of the Nurse Anesthesia Program evaluate the clinical faculty and the clinical affiliation sites using a standard form. Each student must submit the completed clinical evaluations to the Assistant Program Administrator via e-Cams. Student evaluations of clinical sites are due as per the syllabus for each clinical practice course. The results are collated before reviewed by the Assistant Program Administrator. Anonymity of the individual student is assured. Collated evaluations are discussed between the Assistant Program Administrator and the affiliates Clinical Coordinator. The Assistant Program Administrator conducts review of these evaluations at the end of each semester. Distribution of these evaluations to the Anesthesia Program Administrator and Clinical Coordinators occurs annually, and as necessary, based on student feedback.

**Final Program Evaluation**

Students are required to evaluate the Nurse Anesthesia Program just prior to their graduation. On-line evaluations are made available to students, via e-Cams, during their final semester in the program. Responses from individual students are anonymous. Results are collated and reported to University Administration, Program Advisory
Committee, Academic Evaluations Committee, Clinical Evaluations Committee, and become part of the program outcome assessment report.

**Graduate and Graduate’s Employer Evaluation of the Program**

An evaluation form is sent to each graduate twelve months after their graduation from the program. A similar evaluation form is sent concurrently to the employers of graduates. Results are collated and reported to University Administration, Program Advisory Committee, Academic Evaluations Committee, Clinical Evaluations Committee, and become part of the program outcome assessment report.

**Evaluation Forms**

Copies of all evaluation forms used by the Program are included in the Clinical Practice and Internship Manual. All forms are reviewed and updated annually.

**Regulations of Academic Progress and Maximum Time Limit to Complete Degree**

The Policy of Academic Progress includes a quantitative measure (number of credits passed) of the student’s progress and grade average. The grade point average (GPA) is not a sufficient measure to determine academic progress. Therefore, the following regulations have been established:

*Low grade point average:* A student with an academic average below 3.00 will be evaluated by the Dean of the School of Nursing and Health Sciences and/or the Anesthesia Program Administrator and will be suspended as a regular student. A student with an average less than 3.00 after having completed 29 credits in the program will be given an academic drop.

*Suspensions:* Students that have been suspended because of poor academic achievement must apply for readmission after one or more semesters have passed since the date of the suspension. The Admissions Committee is the institutional entity that will decide how long the student will be suspended. Readmission will be granted under these
circumstances will be probationer. Students who have been suspended for disciplinary reasons will be reinstated in the academic session following the end of the period of suspension. There will not be reinstatement if the student has violated any additional institutional regulations during the period of suspension. University credits obtained during this period will not be transferable.

**Complete Drop:** Students, who decide to drop out of the University at any time up until the date indicated in the Academic and Activities Calendar, may do so without affecting their grade average. The complete drop is effective when the appropriate form has been completed, signed, and submitted to the Registrar Office. The form is available in the Registrar Office. The student who drops out without following the official procedures will receive an “F” in all of his or her classes.

**Repetition of Classes:** Any class may be repeated if the grade does not satisfy the student or the established minimum for the graduation requirements. No class can be repeated more than two times. Classes that have been dropped will not be considered when repeating courses. The Permanent Register only computes the highest grade. When there is a special case, the student should submit a petition to the Commission for Academic Regulations.

### Rights and Responsibilities

**Applicants Rights and Responsibilities**

Applicants have the right to:

a. Know deadlines for application material.
b. Be treated respectfully by college representatives.
c. Have their application processed confidentially.
d. Have their application reviewed fairly and without discrimination.
e. Receive timely notification of admission decisions.
f. Know the Nurse Anesthesia Program’s previous pass rates on the national certification exam, program costs, and accreditation status.

Applicants have the responsibility to:

a. Submit all application materials by the published deadline.
b. Be truthful in answering questions on the application.
c. Understand the financial requirements and explore options best suited for them.
d. Be familiar with the roles and responsibilities of a certified nurse anesthetist.
e. Conduct themselves in a professional manner during the application and interview process.

**Students Rights and Responsibilities**

Students have the right to:

a. Be treated with respect and consideration.
b. Receive graduate level education from individuals with expertise in anesthesia.
c. Expect a reasonable time commitment conducive to learning.
d. Receive timely assistance from all Antillean Adventist University faculty and staff.
e. Expect reasonable access to faculty and the program director outside of class hours.
f. Expect program director, faculty, and clinical coordinators to be strong student advocates.
g. Decline participation in cases for which the students has a moral objection.
h. Receive appropriate supervision and instruction by certified registered nurse anesthetists and anesthesiologists throughout the clinical phase of the program.

Students have the responsibility to:

a. Treat others respectfully.
b. Maintain integrity and academic honesty.
c. Be prepared for didactic and clinical activities.
d. Seek opportunities to develop didactic and clinical knowledge, skills, and abilities.
e. Follow the policies and procedures set by Antillean Adventist University, the Nurse Anesthesia Program, and clinical facilities where assigned.
f. Provide constructive feedback to improve program outcomes and faculty performance.
g. Communicate with the program any circumstance that may interface with student learning or jeopardize patient safety.

h. Participate in professional organizations.

i. Participate in clinical rotations as assigned by the clinical director.

j. Pay tuition and fees within scheduled time frames.

k. Attendance - Students are expected to attend all classes and clinical sessions. At the beginning of each semester, all instructors will define specific requirements for attendance in their classes as they relate to the course grade. Attendance is also addressed in the policies. Tardiness will not be tolerated. Chronic tardiness is cause for dismissal.

l. Library - Students in the anesthesia program have unrestricted use of the AAU library. Library faculty provides orientation to the library. If students have questions about the use of the various literature, they should contact the Library Director.

m. Textbook - Each faculty will assign specific textbooks as well as a suggested reading list for each course. The textbook required for the anesthesia practice courses will be the reference textbook for the clinical portion of the program. Journals are available to the students in the university libraries. **Students must have required texts before entrance into a course.**

n. Conduct and Dress Code - Students in the anesthesia program are required to comply with the conduct and dress code at AAU while on campus and with that of each clinical site. While attending classes and visiting patients, the mode of dress must be suitable to the attire of a professional person. The nametag must be worn at all times, both on scrub clothes and lab jackets. Clean scrub clothes, caps totally covering all hair, masks, jackets covering arms and conductive shoe covers are provided by the operating room or by the student, if institutional policy so states. These will be worn while in the clinical area. Shoe covers must be worn over street shoes. Head covers must be worn at all times when in the clinical areas. All head and facial hair must totally be covered. For men, beards and moustaches and for women and men, hair must be well groomed at all times. All jewelry is discouraged other than
wedding rings and watches to prevent infection and injury to the patient. Nails should be of no more than 1/8-inch length, in order to decrease infection and penetration of gloves. Makeup and nail polish are to be minimal and colors should be clear. Be aware that perfumes may be irritating to patients. Gloves are to be worn whenever one is in contact with body fluids. Any other requirement of the clinical institution policy should be followed. Personal equipment identified as essential must be on the student’s person at all times (Department of Health of Puerto Rico, Administrative Order #284).

o. Meals - No meals are provided; therefore, students are responsible for their own meals during both the didactic and clinical portions of the Program. Students have access to the institution’s cafeteria.

p. Transportation and Parking Facilities - Students are required to provide their own transportation. In order to park on campus, students must register their vehicle at the Student Affairs Office and park only in the areas identified for students. Each affiliation has its specific directives, which are covered during clinical site orientation.

q. Student Employment - The Nurse Anesthesia Program recommends the student NOT to work. But if students work, the potential employer, the student and the Program Administrator should agree upon a schedule. Students may NOT work the eight hours prior to anesthesia-committed time during clinical practices or internship. If a student does not maintain a B grade or better grade in all course work, the Program Administrator reserves the right to disallow any employment. Antillean Adventist University has a policy that forbids the employment of its students as nurse anesthetists. Anesthesia Students may NOT be employed by title or function as nurse anesthetists during the 24-month program.

Faculty Rights and Responsibilities

Faculty has the right to:

a. Expect students to be self-motived adult learners.
b. Expect students will be prepared for all educational sessions.
c. Expect students to complete assignments by designated due dates.
d. Expect students to behave ethically with academic integrity.
e. Be treated with respect by students.
f. Be treated with respect and integrity by other faculty, program administrators, and university employees.

Faculty has the responsibility to:

a. Be prepared for educational sessions.
b. Be available to answer individual student questions and conferences.
c. Prepare examinations to measure student understanding and application of core competencies.
d. Prepare activities to enhance student participation and learning.
e. Instill in students the importance of life-long learning and maintaining expertise in their area of study.
f. Provide constructive feedback to assist the student in reaching program objectives.
g. Maintain expertise through activities such as ongoing education, clinical practice or teaching, research, consultation with clinical experts, and professional service.

Patients’ Rights and Responsibilities

Patients have a right to:

a. Know the name and professional credentials of the person providing their anesthesia care.
b. Kindness, respect, and compassion.
c. Appropriate anesthesia care regardless of race, creed, color, national origin, ancestry, religion, sexual orientation, gender, marital status, age, disability, or source of payment.
d. Appropriate assessment and management of pain.
e. An explanation of anesthesia choices, goals, and risks.
f. Make informed decisions about their anesthesia care.
g. Expect that all care, communications, and records will be kept confidential.

Patients have a responsibility to:

a. Provide accurate and complete information relating to their health.
b. Be considerate with the hospital’s personnel and their rights.
c. Cooperate by taking good care of themselves.

**Program Rights and Responsibilities**

The Nurse Anesthesia Program and Antillean Adventist University have the right to:

a. Expect applicants to provide accurate information in a timely manner.
b. Expect clinical sites to provide accurate information in a timely manner.
c. Expect accrediting agencies to communicate essential information in a timely manner.
d. Expect faculty to be prepared for student instruction.
e. Expect faculty, staff, and students to use program resources efficiently.
f. Expect faculty, staff, and students support the university’s mission statement and act in accordance with the university’s core values.

The Nurse Anesthesia Program and Antillean Adventist University have the responsibility to:

a. Provide a safe and comfortable environment for faculty, staff, and students.
b. Create a positive learning environment for students.
c. Treat students, faculty, and clinical sites with respect.
d. Use assessment and evaluation information to improve program outcomes.
e. Provide faculty, staff, and students with adequate resources to achieve program objectives.
f. Provide faculty adequate time for clinical practice, scholarship, professional service, and continued education.

**Clinical Affiliates Rights and Responsibilities**

The Clinical Affiliates have the right to:

a. Expect ongoing communication and site visits from program faculty.
b. Expect students to conduct themselves in a professional manner by following hospital policies and treating the institution’s employees and patients with respect.

c. Expect students to actively participate in the learning process.

d. Receive regular information needed to carry out educational functions, including: orientation, student learning objectives, program changes, evaluations, and standard revisions.

e. Access to current copies of the Nurse Anesthesia Program’s handbook, policies, and procedures.

f. Expect students to have health and liability insurance.

g. Expect Antillean Adventist University and the Nurse Anesthesia Program to provide assistance and support concerning plans for student’s performance improvement and disciplinary actions.

h. Decline or withdraw from educating students who pose threats to patients or personnel, or disrupt the orderly processes of the facility.

The Clinical Affiliates have the Responsibility to:

a. Provide a safe environment conducive to learning.

b. Serve as a student advocate.

c. Provide educational opportunities and suggestions for improvement in the student’s professional learning.

d. Provide appropriate supervision and instruction based on the student’s clinical knowledge and skill.

e. Provide accurate and unbiased evaluations of students.

f. Guide and participate in clinically-related projects conducted by the student.

g. Communicate with the program any circumstance that may interfere with student learning or jeopardize patient safety.

h. Provide constructive feedback for program improvement.

i. Discuss with the clinical director the transfer of a student to another affiliation if the student’s development appears to be inhibited.

j. Give consideration to a request from the clinical director to accept transfer of a student from another clinical site.
k. Provide at employee cost while on duty, special garments such as scrub clothes and a call room when so required.

l. Periodically review the affiliation agreement between the educational institution and the practicum site to assure compliance with current policies and regulations.

m. Provide on-site accreditation visitors access to student-related records.

n. Avoid becoming so dependent on students that departmental need supersedes student needs.

o. Expect no financial compensation as students and staff share knowledge and time together.

Accrediting Agencies Rights and Responsibilities

Accrediting Agencies have a Right to expect the Nurse Anesthesia Program to:

a. Adhere to accreditation standards and criteria.

b. Adhere to its policies and procedures.

c. Adhere to policies and procedures of the accrediting agency and college.

d. Provide on-site accreditation visitors access to program files.

e. Submit accreditation documents and reports in a timely manner.

f. Represent itself truthfully and accurately.

Accrediting Agencies Have the Responsibility to:

a. Inform the program of changes in policy and procedure.

b. Assist the program in complying with accrediting agency requests.

Student “Call” Experience

Accreditation guidelines and program philosophy require that student nurse anesthetists have a broad base of clinical experience. This includes the opportunity for clinical experience outside of regularly scheduled surgical cases. Students must complete at least forty-eight (48) hours of call time within the clinical curriculum. The majority of this experience is scheduled within the student's clinical assignment. Call Experience shifts are reserved for students who have completed NURS 692. Call experience will be given during weekends course period. One day in the week will be given to call
experience, for example, Sunday 7:00am to 7:00pm. Call experience is important because the student gains skills in emergency cases.

**Student Objectives for “Call” Experience**

- a. Adapts to changing situations in the operating room.
- b. Understands the lines of communication utilized on the off shifts.
- c. Responds to emergency situations utilizing appropriate interpersonal skills.
- d. Utilizes anesthetic techniques appropriate to the type of cases encountered.
- e. Utilizes "down" time to pursue appropriate types of activities.
- f. Participates in cardio-pulmonary resuscitation or other emergency situations.
- g. Develops a sense of responsibility in equipment cleaning and maintenance, restocking and set-up of rooms.
- h. Demonstrates knowledge of hospital and departmental policies and procedures regarding to fire or disaster drills.
- i. Continues to develop anesthesia care plans and participates in preoperative and post-operative evaluation of assigned patients.

**Student Clinical Records Policy**

Students enrolled in the Nurse Anesthesia Program are responsible for completion of required clinical and class records. Students must utilize the forms provided by the Nurse Anesthesia Program. All records shall be legible and accurate. All appropriate information must be included.

**Student Records Retention Policy**

**Student Records Retention Policy**

Student records are maintained within the Nurse Anesthesia Department. Documents kept are described in the following section. These documents are retained for eighteen months after the student leaves the Anesthesia Program. The final Council on Certification of Nurse Anesthetists transcripts are kept in perpetuity by the Nurse Anesthesia Program Director. The University Registrar keeps the academic transcripts in perpetuity.

**Contents of the Student’s Office File**

The student files are divided into five sections. These sections are labeled Application File, Academic Correspondences, Licenses and Certifications, Student Clinical Evaluations and Student Case Studies. The contents of these sections are listed below.

1. **Application File**
a. Application to the Nurse Anesthesia Program  
b. Student transcripts  
c. A copy of a diploma of Bachelor on Nursing.  
d. Reference letters (3)  
e. Student's Curriculum Vitae  
f. Personal letter to the Admissions Committee  
g. Registered Nurse License at the time of application  
h. Evidence of one year of work experience as a nurse in critical care area  
i. Evidence of an interview with the Nurse Anesthesia Program Admission Committee  
j. EXADEP test or GRE test scores  
k. LOEP test or TOEFL test scores  
l. A color photocopy of ID  
m. Two passport photos  
n. Status of the application checklist  
o. Admission fee receipt  
p. Any supporting documents submitted by the student at the time of application  

2. Academic Correspondences  
a. Any letters sent to the student from University faculty, administrative personnel or support staff  
b. Any correspondences received from the student  

3. Licenses and Certifications  
a. Puerto Rico Registered Nursing license (current license while students is at the Program)  
b. Evidence of Health certificate  
c. Proof of Hepatitis B, Influenza, and Varicella vaccination or titles.  
d. BLS, ACLS and PALS Provider Certifications  
e. Document confirming that the student has received, read and understands the contents of the Nurse Anesthesia Program Student Handbook  
f. AANA student identification number
g. Application for Student Registered Nurse Anesthetists Membership in the AANA

h. Puerto Rico Criminal Background Certificate

i. Membership of professional nursing association in Puerto Rico

4. Clinical Evaluations
   a. Clinical Formative Evaluation
   b. Clinical Performance Summative Evaluation

5. Student Work
   a. Assigned Case Studies prepared by the student and submitted to the Program (these are returned to the student once they are reviewed, evaluated and a course grade for the applicable Clinical Practice or Internship has been conferred)
   b. Daily Care Plan (reviewed, evaluated and returned at the end of each course)
   c. Monthly Clinical Case Records
   d. Post Anesthesia Findings Reports forms (reviewed, evaluated and returned at the end of each course)
   e. Evidence of Participation in Clinical Correlation Conferences

**Student Time Logs**

Intermittently during the program, students will be required to complete time logs documenting to the program the amount of hours they spend studying, and in didactic and clinical activities. This information will be used to monitor program demands on student time.

**Student Withdrawal/Resignation**

A student’s request to voluntarily withdraw or resign from the Nurse Anesthesia Program must be presented in writing to the Anesthesia Program Administrator prior to
the effective date of the resignation. The Anesthesia Program Administrator will notify the appropriate agencies, which may include among others, the Councils on Accreditation and Certification, American Association of Nurse Anesthetists, the Veterans Administration (in case of the student receiving Veterans Education monetary aid) and/or other student loan or financial assistance agencies. Withdrawal from individual courses must be done in accordance with the Withdrawal Policy in the Course Schedule. Tuition refunds are according to Antillean Adventist University Policy.

**Transfer into the Program**

Transfer into the Master of Science in Nursing with a Specialty in Anesthesia is handled on individual basis and credit validation for previous anesthesia education is not guaranteed. Core and specialty courses will not be accepted after four years have passed from completion.

**Transfer of Credits into the Program**

Transfer into the Master of Science in Nursing with a Specialty in Anesthesia is handled on individual basis and credit for previous anesthesia education is not guaranteed. The Admissions Committee will, at their discretion, accept for credit, courses taken in other COA accredited program universities up to a maximum of one third of the total requisites. The credits must be at an equivalent level. The core courses and concentration courses will not be approved or accepted after eight years have elapsed.

Students who have studied in other accredited universities can receive academic credit in conformance with the following rules:

1. Only courses passed with a B or higher in the previous university will be considered for transfer.
2. To transfer credits, the student must present evidence of course descriptions including contact hours. The course to be transferred must meet the requirement of 15 contact hours per credit.
3. Credit transfers will only be permitted for programs that exist at Antillean Adventist University; other will be considered as electives if they have an
equivalent in the existing curriculum. The credit hour value that transferred courses will receive the credit-hour value that it had at the previous university, when it does not exceed the credit value of the course at Antillean Adventist University.

4. Core courses that are necessary for graduation that are passed in AAU or another university will not be transferred or accepted after 8 years, if the person has been inactive in their professional field or specialty. If the student wants a class to be accepted, he or she should petition the Nurse Anesthesia Program Academic Evaluation Committee, who will evaluate the ease.

The procedure followed in the transfer process is as follows:

1. The Admissions Office sends the Registrar a copy of the admitted student’s transcripts. The freshman or transfer student section indicates that it is the responsibility of the student with the Registrar’s office.

2. The corresponding department director, in coordination with the official in charge of transfers in the office of the registrar, establishes the equivalency of the courses using the catalog and official course descriptions of the previous university. The student must provide the official descriptions and the catalog of the university.

3. The Registration office will inform the student and the department as to what courses will be transferred.

**Transportation Costs**

Transportation between the school and affiliating sites is the responsibility of the student. Students must be aware that they may be asked to attend one or more clinical rotations at sites that may be more than 100 miles from the campus.

**Unanticipated Patient Events/Outcomes**

If a student becomes aware of an unexpected patient event, accident, mishap or poor outcome, she/he must provide certain information to the Anesthesia Program as well as the sponsoring hospital. The Assistant Program Administrator should also be notified.
and a hospital QA report should be filed with the Department of Anesthesia if deemed necessary by the Clinical Coordinator. The student is to call or e-mail the Anesthesia Program Administrator or the Assistant Program Administrator within twenty-four hours of the event. The student is directed to complete an incident report for the Program; the report must be completed and submitted to the Anesthesia Program Administrator via email or in-person, within one business week of the incident. The report must be typed and must contain all of the information requested on the incident report form. A student who fails to report an unexpected outcome to the Anesthesia Program Administrator or Assistant Program Administrator may be dismissed from the Anesthesia Program.

**Uncompleted Coursework, Academic and Clinical – Incomplete Grade**

The grade “I” (Incomplete) may or may not be given by the instructor at student’s request when the required work is not completed. The student must submit a written request to the instructor prior to the final class session. In addition, the student must contact the instructor to ascertain exactly what work remains to be done. The instructor must report on the official grade roster the grade “I” followed by the grade that the student will receive if the coursework is not completed within 30 calendar days of the last day of the class (e.g. I/NC). If the required work is complete in the specified time, the instructor will report a single final grade to the registrar. That grade will replace the “I” grade, the incomplete will be removed, and the grade point average will be recomputed accordingly. A request for an extension beyond 30 calendar days must be submitted, in writing, to the Anesthesia Program Administrator. The Anesthesia Program Administrator, after conferring with the instructor, may or may not grant the extension. If an extension is approved, a new deadline must be established. Students receiving incompletes in courses will be administratively withdrawn from the subsequent course if the incomplete is not resolved at least one week prior to the start of the course.

**Use of Hospital Provided Attire**

Students are provided with hospital scrub clothing for clinical practices. This clothing is to be worn in the hospital only. Students who leave the hospital wearing, or in
possession of scrub clothing are subject to all penalties imposed by the hospital, including possible criminal charges. Students found in possession of scrub clothing on Antillean Adventist University premises are subject to dismissal.

**Vacation/Holiday Time**

All students are granted every major legal holiday off annually according to the Institution Activity Calendar. The Anesthesia Program and Antillean Adventist University designate any other time off.
PROGRAM COMMITTEE STRUCTURE

Committee Structure

The following is a listing of standing committees and the frequency of committee meetings of the Nurse Anesthesia Program.

1. Program Advisory Committee: Meets annually and as needed.
2. Academic Evaluations Committee: Once per semester at midterm and as needed to discuss student progress.
3. Clinical Evaluations Committee: Meets each semester and as needed to discuss student progress.
4. Self-Study Committee: As needed
5. Nurse Anesthesia Program Admissions Committee: Meets annually and as needed.

Program Advisory Committee

a. The Program Advisory committee shall pursue excellence in education of nurse anesthetists through the derivation, institution and evaluation of new and pre-existing program policies and objectives.

b. The committee is guided by AAU’s mission statement, the Council on Accreditation of Nurse Anesthesia Educational Programs Standards and Guidelines, and input from the various spheres of practice in Puerto Rico.

c. Given the program design, this committee will evaluate the program and make recommendations for policy changes and program improvement.

d. Analyze the mission, the philosophy, and the outcomes of the Nurse Anesthesia Program.

Scope and Responsibilities

Ensure compliance with the standards set forth by the Council on Accreditation of Nurse Anesthesia Educational Programs through:

a. Review the academic and clinical outcome objectives.
b. Provide input to the Academic Evaluations Committee in establishing course content and instructional methods required to meet the program academic outcome objectives.

c. Plan for adequate learning resources (library, audio-visual materials, and clinical areas for clinical practicum) necessary to achieve instructional goals.

d. Assure that program content is arranged in a logical, sequential manner, consistent with educational principles, facilitating student learning.

e. Provide input to the Clinical Evaluations Committee in establishing student clinical performance objectives.

f. In cases where decisions made by this committee impact University policy or procedure, the decisions are recommendations to be reviewed by appropriate University Committee(s) and/or the Academic Dean/Associate Vice President.

Members of the Committee are:

a. Anesthesia Program Administrator-Chair

b. Program faculty member

c. Administrative representatives from clinical affiliates, hospitals and practice groups

d. Public Member

e. Two Student Representatives

f. Alumni Representative

g. Dean of the School of Nursing

Academic Evaluations Committee

a. This committee is charged with reviewing student progress through the academic curriculum.

b. This committee is also charged with reviewing the program’s annual assessment report, academic curriculum, and course evaluations.

c. The Committee shall pursue excellence in education of nurse anesthetists and the achievement of predetermined program outcome objectives.

d. The committee is guided by the sponsoring institution’s mission statements, the Council on Accreditation Standards and Guidelines, published program and
university policies and procedures and input from the various spheres of practice in which the Program operates.

e. All recommendations are to be reviewed by the Anesthesia Program Administrator. If the Anesthesia Program Administrator is in accordance with the committee’s recommendation they will be recommended to the Dean of the School of Nursing and Health Sciences.

f. Recommended changes in the curriculum are presented to the Dean of the School of Nursing and Health Sciences for input and approval prior to institution.

**Scope and Responsibility**

a. Review the academic performance of each student at least once per semester and as needed.

b. Review the University and Program student evaluations of academic courses on a regular basis.

c. Review the relevancy and currency of course objectives.

d. Review the annual program assessment report prior to submission and plan action on pertinent findings.

e. Review relevant findings from the graduate self and employer evaluations.

f. Discuss decisions regarding a student’s request for a leave of absence and a plan for the return from a leave of absence.

g. Formulate recommendations pertaining to the academic curriculum including enhancing program resources.

h. Make recommendations regarding student remediation.

i. Make recommendations regarding dismissal of students in accordance to the program policies.

**Members of the Committee are:**

a. Assistant Program Administrator-Chair

b. Anesthesia Program Administrator

c. Academic faculty

d. Advisers

e. Dean of the School of Nursing and Health Sciences
Clinical Evaluations Committee

a. This committee is charged with reviewing student progress through the clinical curriculum and reviewing clinical evaluations pertaining to clinical sites and instructors.

b. Develop school contracts with affiliate hospital and evaluate the effectiveness of the program.

c. The Committee shall pursue excellence in education of nurse anesthetists and the achievement of program objectives.

d. The committee is guided by the sponsoring institution’s mission statements, the Council on Accreditation Standards and Guidelines, and input from the various spheres of practice in which the program operates.

e. In cases where decisions made by this committee impact University policy or procedure, the decisions are recommendations to be reviewed by the Anesthesia Program Administrator and recommended to appropriate University Committees.

f. In cases where clinical probation or dismissal of a student is being considered, the Anesthesia Program Administrator and Dean of School of Nursing and Health Sciences will be in attendance to hear the case but not participate in the committee’s recommendation. The student in question will be offered the opportunity to address the committee.

g. The Anesthesia Program Administrator reviews the committee’s recommendation. If the Anesthesia Program Administrator is in accordance with the committee’s recommendation, it will be recommended to the Dean of the School of Nursing and Health Sciences for a final decision.

Scope and Responsibility

a. Review the clinical performance evaluations of students every semester.

b. Evaluate the students on behavioral characteristics every semester.

c. Review the University and Program student evaluations of clinical sites and instructors on a regular basis.

d. Review the relevancy of clinical objectives.
e. Make recommendations for placement of students returning from leaves of absence.

f. Review relevant findings from the graduate self and employer evaluations.

g. Formulate recommendations pertaining to the clinical curriculum when applicable.

h. Make recommendations regarding placing a student on clinical probation.

i. Make recommendations regarding dismissal of students according to student performance criteria.

j. Evaluate credit transfers from other COA accredited programs.

**Members of the Committee are:**

a. Assistant Program Administrator-Chair

b. Anesthesia Program Administrator (non-voting member)

c. Clinical Coordinators from Affiliate Institutions

d. Dean of School of Nursing and Health Sciences (non-voting)

e. Two student members as selected by the committee chair

f. Faculty member

**Student Members**

The program believes that student participation provides a valuable perspective on evaluating clinical performance and teaching. Students in the second year of their program are asked to participate in committee proceedings for one year. Students participate as full members of the committee. Student participation is voluntary and complete confidentiality of discussions or recommendations must be maintained. Student members will not be involved in probation or dismissal decisions.

Student members of the committee also serve an advocacy function in terms of setting clinical performance standards and reviewing clinical performance objectives. Student input is considered in the evaluation of new and/or existing clinical sites. Student members of the committee may excuse themselves from committee proceedings at any time, without penalty.
Self-Study Committee

Given input from the previous self-study and corresponding Council on Accreditation of Nurse Anesthesia Educational Programs summary accreditation report, the Graduate Studies Committee, the Clinical Evaluations Committee, the Academic Evaluations Committee, and the Program Advisory Committee, and the university administration the Self-Study Committee will:

a. Review continuous on-going evaluation of the Nurse Anesthesia Program.
b. Recommend changes in the Nurse Anesthesia Program in order to meet current accreditation standards.
c. Monitor trends in nurse anesthesia that may affect the accreditation status of the Nurse Anesthesia Program.
d. Assist with the completion and submission of the self-study in preparation for the on-site visit by the Council on Accreditation of Nurse Anesthesia Educational Programs.

Members of the Committee are:

a. Anesthesia Program Administrator-Chair
b. Assistant Program Administrator
c. Members of the Advisory Committee
d. Faculty, university administration and the community of interest as needed.

The Self-Study Committee will meet on an as-needed basis when performing a Self-Evaluation Study for the Council on Accreditation.

Nurse Anesthesia Program Admissions Committee

a. Recommends standards for the admission of student and evaluates effectiveness of these standards.
b. Maintains admissions requirements in compliance with the Standards by the Council on Accreditation of Nurse Anesthesia Programs (COA) and AAU.
c. Establishes a definite procedure for the selection of students.
d. Conducts group and personal interviews with all successful applicants.
e. Evaluates credentials in order to accept or reject applicants, and gives recommendations to the Antillean Adventist University Admissions Office.
Scope and Responsibility
   a. Review the admission’s requirements for applicants.
   b. Recommend applicants who complete all requirements for the AAU Admissions Office.
   c. Maintain a level of integrity when recommending applicants.

Members of the Committee are:
   a. Program Administrator-Chair
   b. Assistant Administrator
   c. Faculty member of School of Nursing and Health Sciences
APPENDICES

APPENDIX A
Academic Faculty Self-Evaluation Form

APPENDIX B
Clinical Faculty Evaluation After Completed Each Rotation

APPENDIX C
Clinical Site Evaluation After Completed Each Rotation

APPENDIX D
Exit Interview Evaluation – Graduate Self-Evaluation

APPENDIX E
Faculty Evaluation Program

APPENDIX F
Graduate Evaluation Form – Post 1 Year

APPENDIX G
Employer Evaluation Form

APPENDIX H
Institutional Teaching Learning Process Form

APPENDIX I
Professor Peer Evaluation Form

APPENDIX J
Student Self-Evaluation (Clinical)

APPENDIX K
Student Needs Evaluation

APPENDIX L
Summary Program Evaluation Form

APPENDIX M
Accreditation Documents

APPENDIX N
Nurse Anesthesia Student Handbook and Manual Administrative Receipt
## APPENDIX A

### ACADEMIC FACULTY SELF- EVALUATION FORM - (Annually)

Each year AAU requests that the Faculty evaluate their performance. Please complete the following Self- Evaluation using the scale provided. Any comments are welcome.

**Rating Scale**

1-Rarely (less than 20% of the time)  
2-Seldom (between 20% and 40% of the time)  
3-About half the time (between 40% and 60% of the time)  
4-Usually (between 60% and 80% of the time)  
5-Almost always (more than 80% of the time)

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<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1. A Course syllabus was provided to each student.</td>
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<td>2. A method for the student to interact with the instructor outside the classroom, to seek assistance, and clarification was described in the syllabus.</td>
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<td>3. The grading scale was clearly described.</td>
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<tr>
<td>4. The objectives for the course were clearly described.</td>
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<tr>
<td>5. The content of the course as listed in the outline was appropriate to the course.</td>
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<tr>
<td>6. Tests prepared and/or demonstrations required reflected congruence with the Course Outline.</td>
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<td>7. The grading scale was equitably applied.</td>
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<td>8. A variety of teaching methods, to include visual aids were used.</td>
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<td>9. Teaching methods allowed time for class discussion.</td>
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<tr>
<td>10. Technology in the classroom promoted student leaning.</td>
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</table>

11. List your major strengths as an instructor.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
12. List any weaknesses you perceive as an instructor.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

13. In planning and preparation for your class, were the AAU goals and Mission Statement, (including the Christian environment), considered?

_____Yes  _____No

Include any given example(s):
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

14. What recommendations/suggestions, if any, do you have regarding change in the class structure or content for this class?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

NAME: _______________________________________________________

SIGNATURE: ___________________________________________________

DATE: _________________________________________________________
APPENDIX B

CLINICAL FACULTY EVALUATION
(The students must evaluate the clinical faculty after completing each rotation)

INSTRUCTIONS:
This confidential Clinical Faculty Evaluation is used to identify the strengths of, and areas needing improvement, in the graduate Nurse Anesthesia Program. Your feedback is vital to continually improve the program. Please complete the form and return it in the envelope provided. Thank you for your contribution. We wish you continued success as a Nurse Anesthetist. Please use the following scale to evaluate the information you were given.

Clinical Instructor:__________________________________________
Clinical site:_______________________________________________

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>FAIR</th>
<th>POOR</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>1. The clinical instructor was available to assist me and answer my questions effectively.</td>
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<td>2. The instructor guided me in appropriate anesthetic management and/or appropriately encouraged independence, as indicated for my level.</td>
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<td>3. The instructor provided timely, constructive feedback on my performance and case management.</td>
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<td>4. The instructor stimulated me to think through clinical problems.</td>
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<td>5. The instructor was supportive and helped create a positive learning environment.</td>
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<tr>
<td>6. The instructor used respectful, calm, and supportive communication skills.</td>
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<td>7. The instructor was a positive role model, demonstrating skill, judgment, and collaboration with health team members.</td>
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<tr>
<td>8. The instructor demonstrated different clinical procedures and techniques.</td>
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<tr>
<td>9. The instructor offered reinforcement and criticism in a positive manner.</td>
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<td>10. The instructor provided objective evaluation and frequent feedback.</td>
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<tr>
<td>11. The instructor demonstrated different clinical skill and judgment.</td>
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<tr>
<td>12. The instructor conveyed enthusiasm and interest while teaching.</td>
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<td>13. The instructor demonstrated high professional standards.</td>
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</table>
APPENDIX C

CLINICAL SITE EVALUATION AFTER COMPLETING EACH ROTATION

Instructions:

This confidential clinical evaluation is used to identify the strengths of, and areas needing improvement. Your feedback is vital to the continual improvement of the program. Please complete the form and return it in the envelope provided. Thank you for your contribution. We wish you continued success as a Student Registered Nurse Anesthetist. Please use the following scale to evaluate the information you were given.

Name: ____________________________________________________________

Clinical site: ______________________________________________________

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>FAIR</th>
<th>POOR</th>
<th>N/A</th>
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<tbody>
<tr>
<td>1. Attitude of CRNAs toward students.</td>
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<tr>
<td>2. Attitude of anesthesiologists towards students.</td>
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<tr>
<td>3. Overall attitude of hospital personnel toward students.</td>
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<tr>
<td>5. Educational atmosphere of the clinical area.</td>
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<tr>
<td>6. List any areas of improvement that would make this clinical site a better rotation.</td>
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</table>
APPENDIX D

EXIT INTERVIEW EVALUATION – Graduate Self-Evaluation

Instructions:
This confidential Exit Interview Evaluation is used to identify the strengths and weakness of the graduate Nurse Anesthesia program. Your feedback is vital to continually improve the program. Please complete the form and return it in the envelope provided. Thank you for your contribution. We wish you continued success as a Nurse Anesthetist.

Please use the following scale to evaluate the information you were given.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>FAIR</th>
<th>POOR</th>
<th>N/A</th>
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<tbody>
<tr>
<td>1. I am adequately prepared to entry the clinical practice as a nurse anesthetist.</td>
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<tr>
<td>2. I received adequate preparation and instruction in placing central line catheters. (In classroom, simulation labs, and clinical settings.)</td>
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<td>3. I received adequate preparation and instruction in the use of various alternative airway techniques.</td>
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<td>4. I received adequate preparation and instruction in administering various regional anesthesia techniques.</td>
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<td>5. I believe I am adequately prepared as a new graduate in administering pediatric anesthesia.</td>
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<td>6. I believe I am adequately prepared as a new graduate to assist in the education of the next generation of nurse anesthetists as a preceptor/instructor.</td>
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<td>7. I believe I will make at or above the mean score on the National Certification Examination.</td>
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<tr>
<td>8. Would you recommend the program to a friend?</td>
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<td>9. I believe AAU has operated in harmony with its Mission Statement.</td>
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APPENDIX E

FACULTY EVALUATION TO THE PROGRAM

Instructions:
This confidential Faculty Evaluation is used to identify the strengths of, and areas needing improvement, in the graduate Nurse Anesthesia program. Your feedback is vital to the continual improvement of the program. Please complete the form and return it in the envelope provided. Thank you for your contribution. Please use the following scale to evaluate the information you were given.

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<th>CRITERIA</th>
<th>EXCELLENT</th>
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<th>N/A</th>
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<tr>
<td>1. The resource materials for research, class supplemental reading, journals, abstracts, or other materials that enhance class and class presentations, in the AAU are updated.</td>
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<td>2. I have received help in the creation of materials for my class or program when requested.</td>
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<td>3. Audio-visual equipment has been available when I needed it for class presentations.</td>
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<td>4. Problems with audio-visual equipment in the classrooms have been attended promptly.</td>
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<td>5. The School responds to requests or suggestions I make that are necessary for me to utilize the hardware or software in the classroom.</td>
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<td>6. Internet access is available for work and study.</td>
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<td>7. The program prepared the students to function independently.</td>
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<td>8. The didactic program prepared the students for the practice entry as a CRNA.</td>
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<tr>
<td>9. The clinical program prepared the student for the practice entry as a CRNA.</td>
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<td>10. The program has enhanced the students professionalism.</td>
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<tr>
<td>11. The program enhanced value-based integrity and accountability.</td>
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APPENDIX F

GRADUATE EVALUATION FORM – POST 1 YEAR

As part of our institutional effectiveness, we would like to have our graduates evaluate our program one year after their graduation. Will you please complete this questionnaire and mail it to us in the enclosed envelope? A prompt reply will be appreciated. If additional space is needed, use backside of page.

Anesthesia Program, Class of __________

Name: __________________________________________

Home Address: __________________________________

City, State, and Zip Code: __________________________

Phone: ___________________________ Email: __________________________

Today’s Date: ___________ Clinical Agency Where You Work: __________________________

Check the appropriate response(s) or fill in the blanks as indicated.

1. What is your present employment status? (Check one)
   _____ CRNA, full time
   _____ CRNA, part time
   _____ Unemployed
   _____ CRNA, locums
   _____ another field, non-health related
   _____ Other ________

2. How long did it take you to find work after graduating?
   _____ 0-3 months
   _____ 4-6 months
   _____ 6-8 months
   _____ 9-11 months
   _____ more than 1 year

3. If unemployed, indicate the reason. (Check one)
   _____ By choice
   _____ Continuing Education
   _____ Looking for work
   _____ other __________________________

4. In what country do you work?
   _____ Puerto Rico
   _____ USA
   _____ Other: _______________________

5. In what type(s) of community do you primarily work? (Check all that apply)
   _____ Inner City
   _____ Metropolitan/Urban
   _____ Rural
   _____ Outside USA
   _____ Other _______________________

VERSION 2016
6. In what type(s) of agency or agencies are you presently employed? (Check all that apply)
   _____ Hospital
   _____ Surgical Center
   _____ Pain Clinic
   _____ Outpatient Clinic
   _____ Other __________________________

7. What ownership structure(s) describe the agency/agencies/group(s) in which you work?
   (Check all that apply)
   _____ Public Institution/Hospital
   _____ Private Non-Profit Hospital
   _____ Private
   _____ Self-Employed/Owned
   _____ Anesthesia Group
   _____ Other __________________________

8. What are your responsibilities in your current position? (Check all that apply)
   _____ Staff CRNA
   _____ Upper Level Mgmt. /Anesthesia Group Adm.
   _____ First Level Mgmt./Hospital/Group Practice
   _____ Middle Level Mgmt./Hospital/Group Practice
   _____ AAU/SRNA Preceptor/Mentor
   _____ AAU Clinical Coordinator
   _____ Educator: Location ________________________

9. How long have you worked in your current position?
   _____ Years  _____ Months

10. Are you satisfied with your current position?  _____ YES  _____ NO
    Give Explanation __________________________________________

11. Since graduating from AAU, indicate how you have participated in continued education.
    (Check all that apply)
    _____ In-service programs, seminars, conferences
    _____ Certification activities
    _____ Credit courses leading to a doctoral degree
    _____ Credit courses leading to other graduate degree _________________________
    _____ Volunteer Service (such as church, civic group, etc.) _________________________
    _____ Professional Organizations _____________________________________________
    _____ Other: ______________________________________________________________

12. What certification(s) do you hold other than CRNA? (Such as ACLS, PALS, ACLS-EP, etc.)
    _________________________________________________________________________

13. Since graduation indicate how you have contributed to the anesthesia profession in any of the
    following areas:
    _____ Published journal article
    _____ Held office in a professional organization
    _____ Authored book
    _____ Professional presentation(s)
    _____ Research project
    _____ Other:
### 14. Program Satisfaction

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree 1</th>
<th>Disagree 2</th>
<th>Agree 3</th>
<th>Strongly Agree 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with my choice of the CRNA Program at AAU.</td>
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<tr>
<td>The AAU CRNA program met my professional objectives.</td>
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<tr>
<td>I perceived the AAU faculty as competent.</td>
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<tr>
<td>I perceived the AAU faculty as helpful and interested in me.</td>
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<tr>
<td>The learning resources in the School are adequate.</td>
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<tr>
<td>The School provided a Christian learning environment.</td>
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<tr>
<td>I would recommend the AAU CRNA program to a prospective student.</td>
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</table>

### 15. Program Outcomes

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<tr>
<th>Statement</th>
<th>Strongly Disagree 1</th>
<th>Disagree 2</th>
<th>Agree 3</th>
<th>Strongly Agree 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The CRNA program at AAU prepared me to function independently.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The AAU didactic program prepared me for the entry practice as a CRNA.</td>
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<tr>
<td>The AAU clinical program prepared me for the entry practice as a CRNA.</td>
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</tr>
<tr>
<td>The AAU simulation experiences prepared me for the entry practice as a CRNA.</td>
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</tr>
<tr>
<td>The CRNA program at AAU enhanced my professionalism.</td>
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<tr>
<td>The CRNA program at AAU enhanced my value-based integrity and accountability.</td>
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<tr>
<td>The CRNA program at AAU enhanced my practice of Christian caring.</td>
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</tr>
<tr>
<td>The CRNA program at AAU enhanced by commitment to life-long learning.</td>
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<td></td>
</tr>
</tbody>
</table>

### 16. Program Outcomes

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree 1</th>
<th>Disagree 2</th>
<th>Agree 3</th>
<th>Strongly Agree 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you able to place CVP lines in your current practice? ____ Yes ____ No</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>If yes, I am comfortable in placing these lines.</td>
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</tr>
<tr>
<td>Are you able to place spinal and/or epidural blocks in your current position? ____ Yes ____ No</td>
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<td></td>
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</tr>
<tr>
<td>If yes, I am comfortable in placing these blocks.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Are you able to place regional anesthesia blocks for post op pain in your current position? ____ Yes ____ No</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>If yes, I am confident placing these blocks?</td>
<td></td>
<td></td>
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<tr>
<td>Are you able to use alternative airway management techniques such as fiber optic intubating scopes? ____ Yes ____ No</td>
<td></td>
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</tr>
<tr>
<td>If yes, I am comfortable using these devices.</td>
<td></td>
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</tr>
</tbody>
</table>
17. What do you consider the major strengths of Anesthesia program?
__________________________________________________________________________
__________________________________________________________________________

18. Give us your suggestions of ways AAU can improve its program.
__________________________________________________________________________
__________________________________________________________________________

19. Since your graduation, have you seen or heard about any changes that have occurred at AAU with which you agree or disagree? If so, please elaborate.
__________________________________________________________________________
__________________________________________________________________________

20. Please review the mission, vision and core values of AAU as noted below:

   Mission: AAU promotes the integral formation of competent professionals, committed to serving God and mankind.

   Vision: AAU aspires to be recognized for teaching Adventist Christian values, excellence of its academic program, and its emphasis on service.

   Core Values: Spirituality - AAU will be a campus where the knowledge of God is reaffirmed and religious experience is valued. Excellence - AAU will be a campus where the institutional effectiveness is provided and a high quality education that meets the expectations and needs of the student population. Service - AAU will be a campus that will promote the development of an altruistic attitude that inspires empathy and compassion, and results in a better quality of life for the church and the world.

   I believe AAU has operated according to its mission.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

   ADDITIONAL COMMENTS: ........................................................................................................
   .................................................................................................................................
   .................................................................................................................................
   .................................................................................................................................

   ADDITIONAL COMMENTS: ........................................................................................................
   .................................................................................................................................
   .................................................................................................................................
   .................................................................................................................................
## APPENDIX G

### EMPLOYER EVALUATION FORM

Date of Evaluation ________________  Year of Employee Graduation __________

<table>
<thead>
<tr>
<th>Employee Qualifications for Evaluation</th>
<th>Very Good</th>
<th>Good</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Quality of Performance.</strong> Consider the quality and timeliness of the work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Productivity.</strong> Consider the ability to produce a quantity of acceptable work that is up to standard.</td>
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<td></td>
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</tr>
<tr>
<td><strong>3. Knowledge of Work.</strong> Consider knowledge of work and equipment necessary for employee functions.</td>
<td></td>
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<tr>
<td><strong>4. Reliability and Trust.</strong> Consider the required amount of supervision and work performance, with respect to timely completion of tasks and the follow-up given.</td>
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<tr>
<td><strong>5. Attendance.</strong> Consider general attendance and punctuality.</td>
<td></td>
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<tr>
<td><strong>6. Initiative.</strong> Consider to what point new work and additional duties are realized as necessary.</td>
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</tr>
<tr>
<td><strong>7. Creativity.</strong> Consider the ability to offer suggestions and propose new, creative ideas.</td>
<td></td>
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</tr>
<tr>
<td><strong>8. Working Relationships and Teamwork.</strong> Consider the desire to work with and help others, the ability to accept constructive criticism and cooperate with other employees and supervisors.</td>
<td></td>
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</tr>
<tr>
<td><strong>9. Adherence to company policies.</strong> Follows policies and procedures related to safety, and disturb free environment, among others.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hospital or Institution: ________________________________________________________________

Supervisor or coordinator commentary on general employee performance.

______________________________________________________________________________

______________________________________________________________________________

Name of Evaluator _________________________________________________________________

Signature of Evaluator ____________________________________________________________

Position occupied ________________________________________________________________
APPENDIX H

INSTITUTIONAL TEACHING LEARNING PROCESS FORM

Dear Student: We are very interested in knowing your assessment of the Institution's teaching-learning process. So we have designed this tool where you can evaluate the class, and the professor's performance. For each criterion select the option that best indicates your response, making an (X) in the corresponding column.

Professor: _____________________________________________
Course: _______________________________________________
Date: ________________________________________________

Part I

<table>
<thead>
<tr>
<th>The Professor …</th>
<th>Completely Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Disagree</th>
<th>Completely Disagree</th>
</tr>
</thead>
</table>

I. Adventist Educational Philosophy

1. Integrates Christian principles and values in the class.
2. Models Christian principles and values in the class.

II. The syllabus

1. Contains all the necessary information and dates necessary for the student's benefit.
2. Fulfills what is established in the syllabus.
3. Hands out the syllabus during the first two weeks of class.

III. Teaching-learning process

1. Makes effective use of the textbook and other bibliographic resources.
2. Uses a variety of activities and methods in the teaching-learning process. Examples: group work, presentations, or projects.
3. Uses technological tools in the teaching-learning process. Examples: Microsoft PowerPoint, internet, or email.
4. Presents class material clearly.
5. Adequately distributes class time.

6. Gives opportunity for the students to participate in class.

7. Provides individualized academic assistance.

8. Available during office hours, as established in the syllabus.

9. Maintains a positive atmosphere in the classroom that fosters learning.

### IV. Evaluation

1. Clearly explains the course evaluation process.

2. Tests represent material discussed in class.

3. Promptly communicates project and test results.

4. Regularly enters grades in E-cams.

### PART II. Comments

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

___

___________________________________________________________________________
APPENDIX I

PROFESSOR PEER EVALUATION FORM

Date: __________________________ Course: __________________
Professor: ______________________ Department: ________________

Through the Vice-presidency of Academic Affairs, Antillean Adventist University periodically coordinates a peer evaluation of the teaching staff. This evaluation tries to obtain an objective and balanced assessment of the level of effectiveness at which the professor performs while teaching in the classroom.

We need this evaluation to be filled out objectively and sincerely; the quality of the teaching-learning process depends on it. Every question provides a space to write comments. The scale that will be used is the following:

1 - COMPLETELY DISAGREE 4 - SOMewhat AGREE
2 - SOMEWHAT DISAGREE 5 - COMPLETELY AGREE
3 - UNDECIDED N/A - DOES NOT APPLY

Select N/A when the question is not suitable or does not apply to the course. Circle the appropriate answer.

1. Adjusts the class to the level of understanding that is appropriate for the course.
   1  2  3  4  5  N/A
   Comments__________________________________________________________

6. Confidently handles course content, demonstrating knowledge of the material.
   1  2  3  4  5  N/A
   Comments__________________________________________________________

7. Demonstrates that he or she is up-to-date in the teaching material.
   1  2  3  4  5  N/A
   Comments__________________________________________________________

8. Presents the class in a manner that is logical, sequential, precise and clear.
   1  2  3  4  5  N/A
   Comments__________________________________________________________
9. Reviews before and after presenting each lesson.
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
</table>
   Comments

10. Presents the class objectives at the beginning of each class.
    | 1 | 2 | 3 | 4 | 5 | N/A |
    |---|---|---|---|---|-----|
    Comments

11. Uses questions to verify the students' level of understanding.
    | 1 | 2 | 3 | 4 | 5 | N/A |
    |---|---|---|---|---|-----|
    Comments

12. Accepts and clarifies discrepancies as an important part of the educational process.
    | 1 | 2 | 3 | 4 | 5 | N/A |
    |---|---|---|---|---|-----|
    Comments

13. Maintains an environment of flexibility, trust and mutual respect in each class.
    | 1 | 2 | 3 | 4 | 5 | N/A |
    |---|---|---|---|---|-----|
    Comments

    | 1 | 2 | 3 | 4 | 5 | N/A |
    |---|---|---|---|---|-----|
    Comments

15. Demonstrates enthusiasm.
    | 1 | 2 | 3 | 4 | 5 | N/A |
    |---|---|---|---|---|-----|
    Comments

16. Uses appropriate examples and illustrations.
    | 1 | 2 | 3 | 4 | 5 | N/A |
    |---|---|---|---|---|-----|
    Comments

17. Uses class time effectively.
    | 1 | 2 | 3 | 4 | 5 | N/A |
    |---|---|---|---|---|-----|
    Comments

18. Makes use of audiovisual resources such as: maps, videos, posters, transparencies, anatomic models, etc.
    | 1 | 2 | 3 | 4 | 5 | N/A |
    |---|---|---|---|---|-----|
    Comments
19. The teaching-learning process was generally effective.

1 2 3 4 5 N/A

Comments

Additional Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

______________________________  ________________________________
Dean or Director               Area Specialist

______________________________  ________________________________
Professor’s Signature          Date
APPENDIX J

STUDENT SELF-EVALUATION (CLINICAL) – COMPLETE IN EACH ROTATION

Instructions:

The purpose of this self-evaluation is to provide an opportunity for the SRNA to reflect and comment on areas that are not always addressed in the daily clinical evaluation. The self-evaluation form is to be completed prior to your scheduled advisement session with your mentor. Please complete prior meeting with the Assistant Program Administrator. Please score yourself as appropriate. Please use the following scale to evaluate the information you were given.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Above Expectation</th>
<th>Meet Expectation</th>
<th>Below Expectation</th>
<th>N/A – not able to evaluate</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Performance of airway management techniques and intubation.</td>
<td></td>
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<tr>
<td>4. Demonstrates increasing skill in a variety of regional anesthesia techniques, including epidural, spinal, and blocks.</td>
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<tr>
<td>5. Take ownership of anesthetic management/independent thinking.</td>
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<tr>
<td>6. Recognition of intra-operative changes in patient status.</td>
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<tr>
<td>7. Performance during emergency or stressful situations.</td>
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<tr>
<td>9. Assessment and management of postoperative pain.</td>
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<tr>
<td>10. Were there any clinical days missed? If yes, did you notify the appropriate personnel?</td>
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</tr>
<tr>
<td>CRITERIA</td>
<td>Above Expectation</td>
<td>Meet Expectation</td>
<td>Below Expectation</td>
<td>N/A – not able to evaluate</td>
<td>Comments</td>
</tr>
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<tr>
<td>11. Establish good rapport with patient, anesthesia team, and OR team.</td>
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<tr>
<td>12. Accept constructive criticism/advice from instructors, peers, and other members of the healthcare team.</td>
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<tr>
<td>13. Accept responsibility for his/her behavior.</td>
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<tr>
<td>14. Demonstrates personal/professional motivation, going “the extra mile”.</td>
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<tr>
<td>15. Demonstrates understanding of the need for cooperation with medical and nursing staff.</td>
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<tr>
<td>16. Pharmacology knowledge and application to anesthesia care.</td>
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<tr>
<td>17. Knowledge of Physiology/Pathophysiology principles and application to anesthesia care.</td>
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<tr>
<td>18. Do you feel you are taking full responsibility for your academic performance and seeking faculty advisement when needed?</td>
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<tr>
<td>19. What do you recognize as your strengths?</td>
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<td></td>
</tr>
<tr>
<td>20. What do you recognize as your weaknesses?</td>
<td></td>
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</tbody>
</table>

Comments:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
APPENDIX K

STUDENT NEEDS EVALUATION - ANNUALLY

FIRST YEAR STUDENT ______                             SECOND YEAR STUDENT ______

Instructions:

This confidential Student Needs Evaluation is used to identify the strengths of, and areas needing improvement, in the graduate Nurse Anesthesia program. Your feedback is vital to continually improve the program. Please complete the form and return it in the envelope provided. Thank you for your contribution. We wish you continued success as a Nurse Anesthetist. Please use the following scale to evaluate the information you were given.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>FAIR</th>
<th>POOR</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I was provided with a list of textbooks prior to entry.</td>
<td></td>
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<tr>
<td>2. I was provided a detailed schedule of class and clinical assignments.</td>
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<tr>
<td>3. I was provided a comfortable well lighted classroom.</td>
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<tr>
<td>4. AAU provided a Learning Resource that had adequate anesthesia related journals for my classes.</td>
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<tr>
<td>5. While I have my own computer, the computers in the AAU are adequate for my school use if needed.</td>
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<tr>
<td>6. Student parking at clinical sites is adequate.</td>
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<tr>
<td>7. The spiritual atmosphere is in harmony with the school’s mission.</td>
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<tr>
<td>8. Adequate assistance in financial aid is provided.</td>
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<tr>
<td>9. The admissions process</td>
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<tr>
<td>10. The enrollment process</td>
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<tr>
<td>11. Provides advisement sessions with the Assistant Program Administrator.</td>
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<tr>
<td>12. Sessions with the Assistant Program Administrator include a review of academic and clinical progress.</td>
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<tr>
<td>13. Professional counseling is available.</td>
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<tr>
<td>14. Comments:</td>
<td></td>
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</tbody>
</table>
## APPENDIX L

### SUMMARY PROGRAM EVALUATION FORM

Instructions:

This confidential program evaluation is used to identify the strengths and weaknesses of the graduate nurse anesthesia program. Your feedback is vital to the continual improvement of the program. Thank you for your contribution. We wish you continued success as a nurse anesthetist.

1 = POOR  
2 = FAIR  
3 = GOOD  
4 = EXCELLENT

<table>
<thead>
<tr>
<th>1. Please use the following scale to evaluate the information you were given:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Program Philosophy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Program Design</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>c. Length of Program</td>
<td></td>
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</tr>
<tr>
<td>d. Tuition/Fees</td>
<td></td>
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</tr>
<tr>
<td>e. Application Procedures</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>f. Program Objectives</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>g. Clinical Rotation Materials</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Please comment on any responses.

<table>
<thead>
<tr>
<th>2. Please evaluate the following aspects of your education using this scale:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Program Philosophy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Program Objectives</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>d. Course Objectives</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>e. Lecture Objectives</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>f. Clinical Objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Program Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Program Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Learning Resources</td>
<td></td>
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</tr>
<tr>
<td>j. Commitment by the university to the graduate program</td>
<td></td>
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</tbody>
</table>
Please comment on any responses.

3. Please rate each of the following clinical affiliations/rotations in terms of their value to your clinical education using the following scale. If you did not attend an affiliate, enter N/A.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Hospital Bella Vista</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Hospital Buen Samaritano</td>
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<td></td>
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<tr>
<td>c.</td>
<td>Hospital HIMA – San Pablo Caguas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Hospital Episcopal San Lucas</td>
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<tr>
<td>e.</td>
<td>Hospital La Concepción</td>
<td></td>
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<tr>
<td>f.</td>
<td>Hospital Manati Medical Center</td>
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<tr>
<td>g.</td>
<td>Hospital Mayagüez Medical Center</td>
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<tr>
<td>h.</td>
<td>Hospital Pavia Santurce</td>
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<tr>
<td>i.</td>
<td>Hospital Perea</td>
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<tr>
<td>j.</td>
<td>Hospital San Antonio</td>
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<tr>
<td>k.</td>
<td>Hospital San Carlos Boromeo</td>
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</tbody>
</table>

Comments:

4. Please evaluate the following aspects of your clinical education.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>My clinical instructors were professionally competent.</td>
<td></td>
<td></td>
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<tr>
<td>b.</td>
<td>My clinical coordinators helped me achieve my clinical goals.</td>
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<tr>
<td>c.</td>
<td>Anesthesiologists were willing to participate in my clinical instruction.</td>
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<tr>
<td>d.</td>
<td>Nurse anesthetists (CRNA) were willing to participate in my clinical instruction.</td>
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<tr>
<td>e.</td>
<td>My evaluations were a fair reflection of my clinical performance.</td>
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<tr>
<td>f.</td>
<td>The types and numbers of clinical experiences were adequate.</td>
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<tr>
<td>g.</td>
<td>I was able to develop as an independent practitioner</td>
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</tbody>
</table>

Comments:
5. Please evaluate your preparation in each of the following areas.

<table>
<thead>
<tr>
<th>A. Patient safety is demonstrated by my ability to:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Be vigilant in the delivery of patient care.</td>
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<tr>
<td>2. Protect patients from iatrogenic complications.</td>
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<td>3. Participate in the positioning of patients to</td>
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<tr>
<td>prevent injury.</td>
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<tr>
<td>4. Conduct a comprehensive and appropriate</td>
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<tr>
<td>equipment check.</td>
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<tr>
<td>5. Utilize standard precautions and appropriate</td>
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<td></td>
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<tr>
<td>infection control measures</td>
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</tbody>
</table>

| B. Individualized perianesthetic management is   | 1 | 2 | 3 | 4 |
| demonstrated by my ability to:                  |---|---|---|---|
| 1. Provide care throughout the perianesthetic    |   |   |   |   |
| continuum.                                       |   |   |   |   |
| 2. Use a variety of current anesthesia techniques,|   |   |   |   |
| agents, adjunctive drugs, and equipment while    |   |   |   |   |
| providing anesthesia.                            |   |   |   |   |
| 3. Administer general anesthesia to patients of  |   |   |   |   |
| all ages and physical conditions for a variety of|   |   |   |   |
| surgical and medically related procedures.      |   |   |   |   |
| 4. Provide anesthesia services to all patients,  |   |   |   |   |
| including trauma and emergency cases.           |   |   |   |   |
| 5. Administer and manage a variety of regional  |   |   |   |   |
| anesthetics.                                     |   |   |   |   |
| 6. Function as a resource person for airway and  |   |   |   |   |
| ventilatory management of patients.             |   |   |   |   |
| 7. Possess current advanced cardiac life support |   |   |   |   |
| (ACLS) recognition.                             |   |   |   |   |
| 8. Possess current pediatric advanced life support |   |   |   |   |
| (PALS) recognition.                             |   |   |   |   |
| 9. Deliver culturally competent perianesthetic   |   |   |   |   |
| care throughout the anesthesia experience.      |   |   |   |   |

| C. Critical thinking is demonstrated by my ability| 1 | 2 | 3 | 4 |
| to:                                             |---|---|---|---|
| 1. Effectively communicate with all individuals  |   |   |   |   |
| influencing patient care.                       |   |   |   |   |
| 2. Interact competently with a diverse population.|   |   |   |   |
| 3. Utilize appropriate verbal, nonverbal, and    |   |   |   |   |
| written communication in the delivery of         |   |   |   |   |
| perianesthetic care.                             |   |   |   |   |
| 4. Communicate effectively through case records,|   |   |   |   |
| written reports and professional papers.         |   |   |   |   |

| D. Professional role is demonstrated by my ability| 1 | 2 | 3 | 4 |
| to:                                             |---|---|---|---|
| 1. Demonstrate ethical behavior when interacting |   |   |   |   |
| with patients, affiliated health care associations|   |   |   |   |
| and members of the medical community.           |   |   |   |   |
| 2. Participate in activities that improve        |   |   |   |   |
| anesthesia care.                                |   |   |   |   |
| 3. Function within appropriate legal requirements|   |   |   |   |
| as a registered professional nurse, accepting    |   |   |   |   |
| responsibility and accountability for his or her |   |   |   |   |
6. Please respond to the following statements

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The overall time commitment is realistic in the graduate program.</td>
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<td>B. Clinical hours are not excessive.</td>
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<td>C. Classes and clinical assignments are an adequate blend of educational activities.</td>
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<td>D. Dealings between the program, clinical instructors, faculty and students are fair.</td>
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<td>E. There is supervision by a CRNA or anesthesiologist at all times during clinical experience.</td>
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</tbody>
</table>

7. In your opinion, what are the major strengths of this program?

8. In your opinion, what are the aspects of this program that need the most improvement?

9. How would you rate the overall quality of your nurse anesthesia education?                    | 1 | 2 | 3 | 4 |

10. Comments

THANK YOU,
Antillean Adventist University
Nurse Anesthesia Program
## APPENDIX M

### Selection Criteria

**Class:** ______________________

**Name:** ______________________________________________________________________

**Date:** _______________________________________________________________________

<table>
<thead>
<tr>
<th>Selection Criteria</th>
<th>Student’s Score</th>
<th>Student’s %</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exadep-15%</strong></td>
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<tr>
<td>≥ 450 = 15%</td>
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<td>400 – 449 = 13%</td>
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<td>350 – 399 = 10%</td>
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<td>300 – 349 = 7%</td>
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<td><strong>GRE-15%</strong></td>
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<td>≥ 285 = 15%</td>
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<td>250 – 284 = 13%</td>
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<td>225 – 249 = 10%</td>
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<td>200 – 224 = 7%</td>
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<td><strong>LOEP-15%</strong></td>
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<td>≥ 90 = 15%</td>
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<td>80 – 89.9 = 13%</td>
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<td>70 – 79.9 = 10%</td>
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<td>60 – 69.9 = 7%</td>
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<td><strong>TOEFL-15%</strong></td>
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<td>≥ 100 = 15%</td>
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<td>90 – 99.9 = 13%</td>
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<td>80 – 89.9 = 10%</td>
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<tr>
<td>70 – 79.9 = 7%</td>
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<td><strong>GPA – 15 %</strong></td>
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<td>≥ 3.50 = 15%</td>
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<td>3.00 – 3.49 = 13%</td>
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<td>2.50 – 2.99 = 10%</td>
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<tr>
<td>2.00 – 2.49 = 7%</td>
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<tr>
<td><strong>Essay – 15 %</strong></td>
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<td><strong>Reference Form – 15 %</strong></td>
<td>Total ______</td>
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<td>/ 450</td>
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<td>1st</td>
<td>_________(5%)</td>
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<td>2nd</td>
<td>_________(5%)</td>
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<td>3rd</td>
<td>_________(5%)</td>
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<td><strong>Interview → 25 %</strong></td>
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<td><strong>Total → 100%</strong></td>
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</table>

__________________________________  ____________________________________
Name of Evaluator                    Date

__________________________________
Signature of Evaluator
APPENDIX N

Accreditation Documents

The Master of Science in Nursing with a Specialty in Anesthesia is authorized by the Council of Education of Puerto Rico and has the following accreditations:

- Council on Accreditation of Nurse Anesthesia Educational Programs (COA)
APPENDIX O

Nurse Anesthesia Student Handbook and Administrative Manual Receipt

School of Nursing and Health Sciences
Master of Science in Nursing with a Specialty in Anesthesia

NURSE ANESTHESIA STUDENT HANDBOOK AND ADMINISTRATIVE MANUAL

I, ________________________________, acknowledge that I have received a copy of the NURSE ANESTHESIA PROGRAM STUDENT HANDBOOK, and agree to abide by all of the rules and regulations contained therein. I further acknowledge that I have had the opportunity to question and have received adequate explanations regarding the Student Handbook contents and my rights and responsibilities in the Nurse Anesthesia Program.

Name: ________________________________

Witness: ________________________________

Date: ________________________________
APPLICANT’S CERTIFICATION OF ABILITY TO MEET PROFESSIONAL, INTELLECTUAL, PHYSICAL, AND CLINICAL COMPETENCIES

I have read and understand each of the preceding professional, intellectual, physical, and clinical competencies. __________

Initial

I certify that I am able to meet each of these competencies as a nurse anesthesia student at the Antillean Adventist University. __________

Initial

OR

I wish to discuss these competencies and/or discuss reasonable accommodations with the appropriate individuals at the Antillean Adventist University. __________

Initial

________________________________________________________________________

Name

_________________________________  ________________________________

Signature  Date