



NURSING

UNIVERSITY *of* HAWAI'I *at* MĀNOA®

**Graduate Nursing Programs
Student Handbook
August 2023 - July 2024**

www.nursing.hawaii.edu

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TABLE OF ABBREVIATIONS

| | |
|----------|--|
| ADAA | Associate Dean for Academic Affairs |
| DC | Department Chair |
| DON | Department of Nursing |
| GC | Graduate Chairperson |
| GD | Graduate Division |
| ITS | Information Technology Services |
| LA | Learning Agreement |
| LOA | Leave of Absence |
| NAWSON | Nancy Atmospera-Walch School of Nursing |
| NAWSONIS | Nancy Atmospera-Walch School of Nursing Information Services |
| NPSTC | Nurse Practitioner Specialty Track Coordinator |
| OSS | Office of Student Services |
| PD | Program Director |
| THSSC | Translational Health Science Simulation Center |
| UH | University of Hawai'i |
| UHM | University of Hawai'i Mānoa |

COVID-19

The emergence of the COVID-19 pandemic in spring 2020 continues to impact all of our daily lives. The Nancy Atmospera-Walch School of Nursing (NAWSON)), along with UH Mānoa is dedicated to protecting students from infection and contributing to the containment of the virus in the state of Hawai'i. On May 11, 2023 the Federal COVID 19 Public Health Emergency (PHE) Declaration expired.

NAWSON will continue to monitor the community responses to COVID 19 and may modify instructional and clinical activities for the 2023-2024 academic year in response to the changes in the COVID-19 situation. We have revised areas within this handbook to reflect modifications or development of new policies. The presence of new variants of the virus may require further adjustments. NAWSON faculty will contact you if this occurs.

The NAWSON COVID-19 Clinical and Fieldwork Guidelines currently remain in place and are critical to maintaining your health and safety and that of our patients.. A student at increased risk for infection due to an underlying health condition or disability can contact KOKUA to request an accommodation. We expect that you will comply with the guidelines and a failure to comply is considered a violation of the nursing student code of conduct.

INTRODUCTION

Welcome to the Department of Nursing 'Ohana

Vision

Our vision is to be the leader in nursing and dental hygiene education and research in Hawai'i with outreach to Asia and the Pacific Basin.

Mission

Our mission is to provide an innovative, caring and multicultural environment in which faculty, students and staff work together to generate and transmit knowledge, wisdom and values to promote quality of life and health for present and future generations. To better reflect the unique cultural diversity and heritage of Hawaii, the Nancy Atmospera-Walch School of Nursing (NAWSON) is committed to increasing the number of Native Hawaiian and other underserved people in all nursing and dental hygiene programs.

Diversity, Equity, and Inclusion

NAWSON is committed to striving for incorporation of Diversity Equity and Inclusion (DEI) through its mission, values, holistic admissions, and strategic plan. We are committed to delivering exceptional, high-quality, evidenced-based education to students of all ages, backgrounds, genders, ethnicities, orientations, beliefs, cultures, and abilities. We strive to provide an encompassing, holistic, competency-based scientific curriculum and program that is student-centered. NAWSON strives to provide education in healthcare that: is representative of diverse populations, reduces healthcare disparities and addresses social determinants of health through equity, eliminates social and racial injustices through inclusion, and increases access to care for all patients.

Graduate Nursing Program Outcomes/Competencies

The University of Hawai'i (UH) Mānoa Nursing program graduate is prepared to practice within complex healthcare systems and assume the roles of provider of care; designer/manager/coordinator of care; and member of a profession as described in *The*

Essentials of Master's Education in Nursing (2011) and *The Essentials of Doctoral Education for Advanced Nursing Practice (2006)*. Planning is underway to transition the curriculum to address the 2021 AACN The Essentials: Core Competencies for Professional Nursing Education. The Program Outcomes/Competencies are mapped to the novice competencies for the Master's and the DNP based on national standards.

The competencies arise from the understanding of nursing as a theory-guided, evidence-based discipline. Graduates from the UH Mānoa Nursing curricula are expected to possess distinctive values, attitudes, habits and skills in both professional behaviors and nursing care competencies. The professional competencies define the values, attitudes and practices that competent nurses embody and may share with members of other professions. The nursing care competencies define relationship capabilities that nurses need to work with clients and colleagues, the knowledge and skills of practicing nursing and competencies that encompass understanding of the broader health care system. The UH Mānoa Nursing MS, DNP and PhD competencies are located in Appendix A.

Accreditation

The baccalaureate, master's, and Doctor of Nursing Practice (DNP) degree programs in nursing at UH Mānoa are accredited by the Commission on Collegiate Nursing Education, 655 K. Street NW, Suite 750, Washington, DC 20001, (202) 887-6791, <http://www.aacnnursing.org/CCNE>, and recognized by the Hawai'i Board of Nursing.

UH Mānoa Catalog

The information contained in this handbook is supplemental to, but does not replace, the information in the UH Mānoa Catalog and the UH Mānoa Policies, Procedures and Guidelines, and the UH Mānoa Academic Policies and Procedures.

University of Hawai'i Equal Opportunity and Affirmative Action Policy

The University of Hawai'i is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, age, religion, color, national origin, ancestry, disability, marital status, arrest and court record, sexual orientation, or veteran status. This policy covers admission and access to, and participation, treatment and employment in, the University's programs and activities. Sexual harassment is prohibited under this policy. The University strives to promote full realization of equal opportunity through a positive, continuing program on each campus in compliance with the affirmative action in employment mandates of federal Executive Order 11246 and the Governor's Administrative Directives. For information regarding UHM equal opportunity policies, affirmative action plan, the filing of complaints, or to request a copy of UHM's complaint procedures, contact the following persons:

EEO issues (Students)

Dr. Lori Ideta,
EEO Coordinator for Students
Office of the Vice Provost for Student Success
Queen Lili'uokalani Center for Student Services, 409
(808) 956-3290 (voice/text)
Email: vpss@hawaii.edu

Student/educational EEO issues

Dr. Lori Ideta,
Vice Provost for Student Success
Office of the Vice Provost for Student Success
Queen Lili'uokalani Center for Student Services, 409
Phone: (808) 956-3290 (voice/text)
Email: vpss@hawaii.edu

Office of Title IX

Jennifer Solidum Rose, Interim Title IX Coordinator
(Manoa); Director, Office of Equity Assurance (System)
Campus: Manoa, System
1960 East West Road Biomed A-210
Honolulu, HI 96822
Phone: (808) 956-2299
Email: t9uhm@hawaii.edu

RESOURCES

UH Mānoa Campus Resources

Career Center

The Manoa Career Center is located in Queen Lili'uokalani Center for Student Services Room 212, phone (808) 956-7007. Their major programs and services include: career counseling, career planning sessions and workshops, graduate school planning, Co-operative Education and internships, part-time and full-time employment including Federal Work Study and campus recruitment, information sessions, and career fairs. .

Catalog - UH Mānoa

The [UHM Catalog](#) includes undergraduate and graduate requirements, academic standards, regulations, financial aid information, and school programs. Students are responsible to be familiar with all UHM rules and regulations, and graduate and undergraduate graduation requirements as published in the catalog. The student must meet all requirements as stipulated in the catalog at the time of admission to the University to qualify for graduation.

Counseling and Student Development Center (CDSC)

The CSDC serves the mental health and career counseling needs of students, faculty, and staff at UHM. The Center is composed of interrelated programs adhering to a whole-person, developmental philosophy and approach to service delivery and program planning. These programs include [Clinical Services](#), [Training Programs](#), [Outreach](#), [Learning Assistance](#), [Counselor-in-Residence](#), and the [Testing Office](#). The Center is located in the Queen Lili'uokalani Center for Student Services Room 312, phone (808) 956-7927.

E-mail – UH Email Account

Students are expected to utilize their assigned UH email address for all UH-related email correspondence. Students must request a UH username from the [Information Technology Services website](#). After receiving your email address, you may access your UH email via personal electronic devices or you may use the computers available throughout Campus. The UH username is needed to log in to your UH email, Lauima, other Campus resources, and [MyUH portal](#).

Financial Aid Services

Any degree seeking student enrolled at least half time (i.e., at least 6 credits per semester for undergraduate and 4 credits for graduate students) at the UHM is eligible for financial aid through UHM Financial Aid Services. The [Financial Aid Services](#) office is located in the Queen Lili'uokalani Center for Student Services Room 112. Questions may be emailed to finaid@hawaii.edu.

ID Card – UH Mānoa One Card IDs

Many of the services and resources available to students at the UHM require a validated student ID card. The UHM ID card confirms a student's status as an undergraduate or a graduate student, enrollment history, and UHM bar code number. Incoming graduate students with an undergraduate UHM ID card should obtain a new ID reflective of their change in status.

View the UHM information on obtaining or replacing your UHM ID card at the Campus Center website.

Students who need a UH Mānoa OneCard (new or students who need a replacement ID) must use Photo Upload. This will minimize your wait time. Upload your photo at the Mānoa One Card Photo Upload website.

The UHM Campus ID office will inform you by email when your ID is ready for pick-up. The UHM ID Office is located at Campus Center, Room 212. View their website for more information.

New students who do not reside on O'ahu will receive a UHM bar code number via mail from the School of Nursing, Office of Student Services (OSS). For returning students who do not reside on O'ahu, the OSS will submit a letter to the Campus Center ID Office to re-validate their ID. Mail-in services are only available for UHM Nursing students who do not reside on O'ahu.

Information Technology

The UH Information Technology Services (ITS) office provides technical assistance and general information about campus computing services. ITS can be contacted through their [HELP DESK](#) by: emailing help@hawaii.edu; or calling (808) 956-8883 (Oahu) or toll free for neighbor isles at (800) 558-2669; or System Status support at (808) 956-6168. The UH ITS provides software, services, and technical support to protect the UH community against computer viruses and security threats. To download the anti-virus software free of charge, please visit this [website](#).

Internet Access

Students are expected to maintain access to a computer and the Internet while enrolled in courses. Information Technology Services (ITS) provides the following [minimal level computer recommendations for students](#) for email, web browsing, word processing, spreadsheet and other office productivity software. The systems listed are ITS minimum level recommendations.

KOKUA Program

The [KOKUA Program](#) serves the undergraduate, graduate and professional students with learning, physical, mental health and other documented disabilities. This program provides disability access services to individuals on a case by case basis. KOKUA Program services are free of charge. A student's disability status is considered confidential information and is only disclosed to faculty with the student's permission. Call at (808) 956-7511 or (808) 956-7612 (voice and text), email: kokua@hawaii.edu. The KOKUA Program is located at Queen Lili'uokalani Center for Student Services 013.

Lost and Found

The UHM [Lost and Found](#) is located in the Campus Center Information & ID Office, Room 212, phone (808) 956-7236. There is also a NAWSON Lost and Found in the OSS, Webster 201, (808) 956-8939.

Name, Address, & Telephone Changes

The [Office of the Registrar](#), Queen Lili'uokalani Center for Student Services Room 010, (808) 956-8010, must be informed of name, address, telephone number, and Email address changes. Official change of information with the Office of the Registrar may be registered in person or [online](#).

Outreach College

The [Outreach College](#) is commissioned with enhancing access to quality life-long learning opportunities for traditional and nontraditional students. The Outreach College offers credit/noncredit programs and community and international programs, as well as conference center operations. Interested students are encouraged to review the listing of available courses each session. Information is available in the online catalog through the Outreach College website. The Outreach College maintains a separate calendar of class dates than the UHM main campus. Students programs contact the [Outreach College](#) by phone (808) 956-7221.

Public Safety Department

To contact an officer in the [Department of Public Safety \(DPS\)](#), call (808) 956-6911, 24 hours per day/7 days a week. Emergency call boxes, indicated by a blue light, are located strategically throughout the campus. These phones connect you directly with a UHM DPS dispatcher. Do not walk on campus alone at night. During the hours of darkness, an escort service is available on campus by calling (808) 956-SAFE (7233). In case of emergency call (808) 956-6911.

To prevent theft, mark your personal property for identification. Do not leave purses, wallets, books or other valuables unattended. Report all theft to the UHM DPS. Lock cars and motorbikes. View the DPS website for safety tips.

Schedule of Classes

The UH Mānoa Schedule of Classes is available online prepared by the UHM Office of Admissions & Records approximately 10 working days prior to each registration period. Included in the publication are registration procedures, specific information on courses, and times offered each semester, fees, and change of registration procedures.

Scholarships and Tuition Waivers

The deadline for application for [FAFSA \(Free Application for Federal Student Aid\)](#) is March 1st for the following academic year. Contact the Financial Aid Services Office.

Information about [UH, local and national scholarships](#) is available from the Financial Aid Services website. A limited number of tuition waivers and scholarships is also awarded by the Department of Nursing to selected students who demonstrate outstanding academic and clinical ability and/or meet additional criteria stipulated by the scholarship. Information about the [Department of Nursing and UH Foundation scholarships](#) is available on the NAWSON website. Additional scholarship resources are also available.

Sinclair Student Success Center

The Sinclair Building no longer operates as a library. Please visit Hamilton Library for all transactions (including book returns). The [Student Success Center](#) operates the Information Concierge Desk, which is located at the entrance of Sinclair Building. It also serves as the check in site for all Distance Learning proctored exams. Additionally, patrons are able to borrow equipment such as expo markers, rolling whiteboards, room reservation keys, reserve room space, and more.

University Health Services Mānoa

The [University Health Services Manoa \(UHSM\)](#) is located at 1710 East-West Road, phone (808) 956-8965. Services are offered in the following areas: general medicine; specialty clinics including women's health, sports medicine, orthopedics, dermatology, mental health; and health education and promotion. Nursing students are eligible to receive required physical examinations and immunizations at the clinic. Fees are based on students' individual health insurance coverage.

UHSM is the campus point of contact for COVID-19. You can email questions to them at uhsm.covid@hawaii.edu. Due to COVID-19, the UHSM asks that you call before coming to the Center and they are offering telehealth appointments.

University of Hawai'i at Mānoa Library

The [University of Hawai'i at Mānoa Library](#) comprises the largest collection of research materials in the state and Pacific Basin. The collection includes more than 48,000 currently received journals and periodical titles. The Library provides searchable full text access to more than 27,000 journals and magazines; full text access is limited to UH students and faculty. More than 500 electronic databases covering a variety of subjects are listed from the Library's ["Databases" link](#). Relevant nursing and allied health databases, including CINAHL, ERIC, PsycINFO, and PubMed, DynaMed are accessible.

New students activate their library account after obtaining their UHM Student ID. Library registration is available through an online registration form or in person at the circulation counter during service hours. Assistance is available by phone at Hamilton Library (808-956-7203).

Hamilton Library

Hamilton Library and the Hamilton Library Addition are located on Maile Way, next to Paradise Palms Café. Hamilton Library houses the UHM Library's print collection. The Library has study areas, presentation practice rooms, and a computer lab for students. More information about the UHM Library's resources and services is available on its [website](#).

[Carolyn Dennison](#) is the Science & Technology Librarian who is familiar with students. She can be reached by calling (808) 956-2541 or emailing her at cdenniso@hawaii.edu.

John A. Burns School of Medicine Health Sciences Library (HSLib)

The HSLib serves as an information resource for the John A. Burns School of Medicine, as well as the University of Hawai'i at Mānoa campus, the UH system, and the State. Emphasis is on Web-accessible materials, and collections include a wide variety of print and electronic resources, primarily in the clinical sciences. The HSLib staff provides assistance for all including the following: telephone service, assistance with literature searching, provision of quick answers, and help/advice with more in-depth inquiries. More information about HSLib is available on its [website](#).

Veterans Services

The [UH Mānoa Office of Veteran Student Services](#) (OVSS) is committed to enhancing the veteran and military-connected student experience, supporting academic success, and providing services that assist in the transition from military service to higher education. Veteran Student Services supports military connected students with services designed to promote career readiness, veteran health and wellness, and advocacy needed to succeed at the University of Hawai'i at Mānoa. The OVSS' vision is that all veterans and military connected students succeed in higher education, attain their academic goals, and gain meaningful careers. The Veterans Student Lounge is located in Saunders Room 222 and is open 0800 to 1600, Monday to Friday. Times may vary during the summer sessions.

At the University of Hawai'i at Mānoa a "veteran" is any student, faculty or staff member, or alumnus who has served or serves in the armed forces of the United States of America as an active duty member, reservist, or National Guard for any length of time.

Nancy Atmospera-Walch School of Nursing Resources

Office of Student Services

The [Office of Student Services](#) (OSS) provides a variety of student services for NAWSON from pre-admission to graduation and beyond. The services of this office include: responding to inquiries about application processes and UH deadlines for students, processing/tracking admissions, academic advisement, facilitation of scholarships/awards, monitoring progress toward degree and certification of graduation. The OSS also maintains and monitors records of student's information (i.e., records of immunization, CPR, active registered nurse licensure, and others) required by clinical agencies affiliated with UHM nursing programs. NAWSON, via OSS, has a collaborative arrangement with [Castle Branch](#) to maintain and monitor student's health records, i.e., records of immunization required by clinical agencies affiliated with UHM nursing programs.

Student Lounge

The UHM Department of Nursing Student Lounge is designed to provide space for students to relax and study. NOTE: Access to the lounge and the hours of operation is altered during the

COVID-19 pandemic. Please inquire at the NAWSON Office of Student Services, Webster Hall 201; (808) 956-8939; nursing@hawaii.edu for further information as needed.

Information Services

The NAWSON Information Services (NAWSON IS) group provides technology support and maintenance for the student computer lounge located on the 2nd floor of Webster Hall. NAWSON IS also maintains the NAWSON-specific login and printing accounts for students' use of the computers/printers in the Student Lounge. For questions please contact the NAWSON IS group at nawsonis@hawaii.edu, by phone at (808) 956-0981 or stop by the office at Webster Hall 202. Arrangements may be made to access the printers. Contact the NAWSON Office of Student Services, Webster Hall 201; (808) 956-8939; nursing@hawaii.edu.

UH Translational Health Science Simulation Center

The [UH Translational Health Science Simulation Center \(THSSC\)](#), located in Webster Hall third floor, provides a place for students to learn and practice skills performed in the clinical setting. The THSSC utilizes state-of-the-art simulation equipment such as training mannikins, hospital equipment, audio-visual materials, and computer programs. In addition, the THSSC is home to high fidelity patient simulators and actors who enhance student learning through clinical simulation scenarios and debriefing sessions. There are scheduled classes where students learn and practice clinical skills in a supervised environment.

For a virtual tour and more information please visit the UH THSSC website.

‘IKE AO PONO

‘IKE AO PONO means to envision a lasting improvement, advancement, and promotion of health within the individual, family and the whole community. The program was established in NAWSON in 2001. The goal is to provide Native Hawaiian and Pacific Islander students with access to quality nursing education at the baccalaureate and graduate levels. The mission of ‘IKE AO PONO is to increase the number of Native Hawaiian and Pacific Islander nurses in Hawai‘i in order to improve health and healthcare, with special attention to at-risk, under-represented and under-served communities with the full support of NAWSON, the UH Administration and the Board of Regents, the Native Hawaiian Councils of Kūali‘i and Pūko‘a, and community health partners such as Papa Ola Lōkahi, Kamehameha Schools and the Queen’s Medical Center. The ‘IKE AO PONO program is designed to promote, mentor, and prepare nursing professionals to return to their home communities to support the health, well-being and recovery of native islanders and all peoples throughout Hawai‘i nei. Services are available for graduate students in the GEPN, Masters, DNP and PhD programs include mentoring and writing, resume and financial aid assistance. For more information please visit the [‘IKE AO PONO website](#).

Research and Scholarship Resources

The vision for research at NAWSON is to stimulate and develop a cadre of researchers and scholars who will contribute to the advancement of science and increase knowledge to improve the health of the diverse population in Hawai‘i, the Pacific Basin and Asia by: (1) promoting standards for the conduct of research/scholarship; (2) supporting academic research/scholarship activities for faculty and students; (3) advancing collaborative research/scholarship activities between the NAWSON and strategic partners both within and outside of the University; and (4) creating a repository of scholarship and research activities.

All research conducted by students will be in compliance with the University of Hawai‘i’s Human Studies Program. This includes obtaining CITI certification and the University of Hawai‘i’s Committee on Human Studies review and approval prior to the initiation of a research project. NAWSON faculty and students research activities are supported by the NAWSON Office of Research and Extramural Program.

STUDENT CONDUCT & EXPECTATIONS

Code of Ethics for Nurses

Ethics is an integral part of the foundation of nursing. Nursing has a distinguished history of concern for the welfare of the sick, injured, and vulnerable and for social justice. This concern is embodied in the provision of nursing care to individuals and the community. Nursing encompasses the prevention of illness, the alleviation of suffering, and the protection, promotion, and restoration of health in the care of individuals, families, groups, and communities. Nurses act to change those aspects of social structures that detract from health and well-being. Individuals who become nurses are expected not only to adhere to the ideals and moral norms of the profession but also to embrace them as a part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive. A code of ethics makes explicit primary goals, values, and obligations of the profession. The Code of Ethics for Nurses was developed as a guide for carrying out nursing responsibilities in a manner consistent with quality in nursing care and the ethical obligations of the profession (see the [American Nurses Association website](#) or Appendix B).

Student Conduct Code

Nursing students are preparing for or are already participating in a profession that expects members of its community to adhere to a high ethical and moral standard. All students must abide by the [UHM Student Conduct Code](#) available. It is the responsibility of the student to familiarize themselves with the contents of the UHM Student Conduct Code.

Failure to comply with the NAWSON immunization and COVID-19 Clinical and Fieldwork Guidelines will be considered a violation of the nursing student code of conduct. Failure to adhere to this code may result in course failure and/or dismissal from the nursing program and, possibly, the University.

Violation of Student Professional Standards

Violations of student professional standards include, but are not limited, to:

- failure to comply with the NAWSON Clinical and Fieldwork Guidelines
- breaking confidentiality of client information and health records;
- jeopardizing the physical and emotional well-being of a client or patient;
- knowingly performing nursing actions without adequate preparation or beyond one's level of skill;
- fabricating patient records or write-ups (such as history and physicals);
- fabricating the documentation of the number of clinical hours, patient encounters and diagnoses of patients seen;
- verbal or social media threats or intimidation, or physical harm;
- behaviors that disrupt class or clinical activities; and/or
- incivility or lack of respect for faculty, staff (e.g., hospital, clinical agency, UHM Department of Nursing), fellow students and clients.
- failure to comply with HIPAA and Protection of Human Subjects requirements
- failure to comply with NAWSON social networking and electronic communication guidelines

Faculty may dismiss a student from the day's activities based on any of the above actions or others that are considered breaches of professional standards. If a violation involves allegations that are potentially harmful or serious in nature, the Dean may suspend a student from clinical and/or didactic coursework and the DC will initiate an investigation. Based on the nature of the violation, the student may receive a failure for the course(s) and may be dismissed from the program.

Health Insurance Portability & Accountability Act of 1996 (HIPAA)

All healthcare providers have a legal and ethical responsibility to protect the privacy of all patients and their health information. As a nursing student at the UHM NAWSON you will have clinical laboratories in several health care agencies that provide services to individuals and families. As a member of a profession you have both a legal and an ethical obligation to ensure that the privacy of patients is respected. Although the ethical obligation of privacy has always existed, the Department of Nursing will provide you with training about the law and its implications for your clinical education and practice. In addition, we are required to maintain documentation that you have received this training and agreed to abide by the principles of confidentiality. All students enrolled in clinical courses and all Doctoral students must complete the [HIPAA training module](#) prior to the start of the clinical experience. Failure to adhere to HIPAA guidelines may result in course failure and/or dismissal from the nursing program and, possibly, the University

Protection of Human Subjects Certification

Current CITI/NIH Protection of Human Subjects certification is required for all doctoral students and any Master's students who are involved in research or evidence based activities/projects.

Social Networking and Electronic Communication Guidelines

Students are required to use the assigned UH email address for all email correspondences related to UHM. This includes any communication related to all UHM learning activities at any outside agency (e.g. clinical). Failure to adhere to these social media and electronic communication guidelines may result in course failure and/or dismissal from the nursing program and, possibly, the University.

Students are personally responsible for the content they publish on blogs, wikis, social networks, forum boards, or any other form of user-generated media.

Be mindful that what you publish is public for anyone to see and may be linked back to you. If you participate in social networking such as MySpace, Facebook, Twitter, Allnurses.com, Tumblr, Instagram, etc., please make sure that your material reflects your professional identity and image.

Material posted on your online accounts are a reflection of you and may impact how UHM NAWSON and future employers see you. Prospective employers could search your name to view online content. Clinical agencies use electronic alerts to notify them when their name is posted on any public platform. Respect your audience and your coworkers. Remember that the NAWSON is an organization whose students, faculty, and clients have a diverse set of customs, values, and points of view.

- Be sure to update your social profiles to reflect our guidelines. Be thoughtful about how you present yourself.
- Protect confidential information. Do not disclose or share confidential information of any other person or agency. Adhere to the Health Insurance Portability and Accountability Act (HIPAA) regulations.
- **Do not** post any information about your clinical rotations or clients/patients.
- **Do not** speak about your clients/patients in elevators, hallways, public areas, online, and in electronic forms of communication.
- **Do not** post the name of your clinical site, its employees, your clients/patients and anything confidential. This includes content that may or may not directly identify your site or your clients/patients.
- **Do not** take photos or videos at a clinical site unless you have the permission of the agency. This includes inside buildings, the parking lot, in front of exterior signs, etc. Sharing photos or videos taken at your clinical site may jeopardize your standing in the program and with the agency as a student, as well as a professional once you graduate.

Additional Resources

- American Nurses Association Social Media Principles
- Social media: new communication platform, but old rules still apply and provides 8 rules of communication etiquette for nurses. American Nurse Today. May 2019
- A nurse's guide to the use of social media The National Council of State Boards of Nursing

Illegal Drugs & Substance Abuse (UH Executive Policy EP 11.201)

The purpose of the [Illegal Drugs & Substance Abuse Policy](#) is to establish the University's values and its expectations of all faculty, staff, and students regarding substance abuse and, in particular, the use of illegal drugs; and to comply with the Drug-Free Schools and Communities Act Amendments of 1989, and the Drug Free Workplace Act of 1988, as may be amended from time to time, which set forth requirements for continued receipt of federal funding.

In the event that a faculty member in the Department of Nursing observes, by appearance or behavior, that a nursing student may be under the influence of any substance* which impairs judgment, the faculty will question the student and may dismiss him/her from that day's activity. This applies in the classroom, the UH THSSC, and the clinical sites.

Students found in violation shall be subject to the provisions of the student conduct code and could face dismissal from the nursing program.

*Substances include alcohol, illegal drugs, abuse of prescription or non-prescription drugs, or any other substances that impair thinking, learning and judgment.

Academic Dishonesty

Acts of academic dishonesty as defined by the UHM Student Conduct Code include but are not limited to cheating and plagiarism.

CHEATING includes but is not limited to:

- 1) the use of any unauthorized assistance in taking quizzes, tests or examinations;
- 2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments;
- 3) the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student, or other source.

PLAGIARISM includes but is not limited to the use by paraphrase or direct quotation, of the published work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

This definition is from the [Student Code of Conduct](#) and from the Campus Policies and Information section of the [UH Mānoa Catalog](#), which have a more complete set of definitions "of all the types of behavior that conflict with the community standards that the UH values and expects of students."

A documented act of dishonesty will result in a failure for the course. Furthermore, engaging in, or attempting to engage in any of these behaviors subjects a student to the disciplinary process and sanctions at the UHM campus.

Student-Faculty Authorship Policy

NAWSON is committed to student faculty authorship that offers student-faculty collaborations and mentoring while at the same time safeguarding student rights. The school adopted the International Committee of Medical Journal Editors definition of authorship, which defines an author as an individual who made significant contributions to the entirety of the document, including contributions to the conception, design, data collection, analysis and interpretation of

data, and/or drafting or critical revisions of the document (ICMJE, 2008). Students and faculty working on documents planned for publication submission must review the policy and complete the agreement forms prior to beginning this work (see Appendix C).

Gifts to Faculty and Staff

Faculty and staff of NAWSON are subject to the gifts section of the State Ethics Code, Chapter 84, Hawai'i Revised Statutes (HRS) which provides as follows: [Section 84-11 Gifts](#) states "No legislator or employee shall solicit, accept, or receive, directly or indirectly, any gift, whether in the form of money, service, loan, travel, entertainment, hospitality, thing, or promise, or in any other form, under circumstances in which it can reasonably be inferred that the gift is intended to influence the legislator or employee in the performance of the legislator's or employee's official duties or is intended as a reward for any official action on the legislator's or part".

CAMPUS/SCHOOL/WORK ENVIRONMENT SAFETY

Workplace Non-Violence ([UH Executive Policy E9.210](#))

The University of Hawai'i is an institution which encourages the intellectual and personal growth of its students as scholars and citizens and recognizes the need to maintain a safe and secure environment for faculty and staff to fulfill the University of Hawai'i's mission of teaching, research and service. In order to maintain an environment where these goals can be achieved safely and equitably, the University promotes civility, respect and integrity among all members of its community.

Recognizing the increasing incidence of violence in the workplace, the State of Hawai'i implemented a Workplace Non-violence Policy to increase awareness and protect its employees and the public against violence. Similarly, the University believes that students, faculty, staff, employees of contractors, and visitors to the campus must be able to learn and work in a safe environment.

The UH prohibits any work related or workplace violence against its students, faculty, staff, visitors and contract employees which materially and substantially interferes with an individual's work, academic performance, and/or workplace safety and/or otherwise subjectively and objectively creates a hostile environment. Such prohibited violent acts may involve physical attack, property damage, as well as written or verbal statements or non-verbal gestures that, to a reasonable person, express or suggest the intent to cause physical or mental harm to another person including but not limited to:

- hitting;
- pushing and shoving;
- throwing or breaking objects;
- shouting or yelling in a threatening or hostile manner;
- threatening gestures or remarks;
- disruptive or hostile actions;
- abusive or belligerent language;
- sabotage of equipment;
- making or sending harassing or threatening telephone calls, letters or other forms of written or electronic communications; and/or
- stalking

Sex Discrimination and Gender-Based Violence ([UH Executive Policy EP 1.204](#))

The purpose of the Policy on Title IX Sexual Harassment (eff. Aug. 14, 2020) is to maintain and promote safe and respectful campus environments that are free from sex discrimination and gender-based violence and to establish an integrated and consistent approach to preventing, reporting, and promptly responding to incidents of sex discrimination and gender-based violence

across all campuses and centers at the University of Hawaii. The University of Hawaii is committed to maintaining and promoting safe and respectful campus environments that are free from sex discrimination and gender-based violence. This includes: sex discrimination; sexual harassment; gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual exploitation; sexual assault; domestic violence; dating violence; and stalking. Any person believing that they have been subjected to sex discrimination; sexual harassment; gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual exploitation; sexual assault; domestic violence; dating violence; or stalking should report the prohibited behavior immediately to the respective campus [Title IX Coordinator](#). Students must receive Title IX & EP 1.204 training from UH annually.

Consensual Relationships ([UH Executive Policy EP 1.203](#))

The University prohibits initiating or engaging in a new consensual relationship between employees and between employees and students wherein a power and control differential exists, including but not limited to situations in which one member has an evaluative and/or supervisory responsibility for the other. The University views these consensual relationships where a power and/or control differential exists as inadvisable and fraught with risk, especially when students are involved. It is important to note that the potential for sexual harassment exists in consensual relationships when there is a power and/or control differential.

It is a violation of the [Consensual Relationships policy](#) for an employee to initiate or engage in a romantic, dating, or sexual relationship with another employee or a student whom he/she currently supervises, directs, instructs, evaluates, advises, or has substantial influence over wherein a power and control differential exists. Certain employees of the University who are licensed professionals must adhere to the rules of professional responsibility and ethics in their field addressing consensual relationships (e.g., student health service providers, school psychologist or licensed counselors). Violations of this policy include, but are not limited to:

1. Entering into a consensual relationship where a power and/or control differential currently exists
2. Not disclosing the existence of a consensual relationship when a new University-related relationship is established that involves a power and/or control differential and potential conflict of interest
3. Not adhering to an established plan to manage and/or resolve the conflict of interest

The University has the obligation to manage the potential conflicts of interest created by consensual relationships where a power and/or control differential between individuals exists to ensure the integrity of the working and learning environments in the University.

CONFIDENTIAL INFORMATION

Confidentiality of Student Records & FERPA

The University, in compliance with the Family Educational Rights and Privacy Act (FERPA), is responsible for maintaining the confidentiality of student education records and monitoring the release of information from those records. Faculty and staff with access to student education records have a legal responsibility to protect the privacy of students by using information only for legitimate educational reasons to instruct, advise, or otherwise assist students. FERPA also assures certain rights to students regarding their education records. These rights do not transfer to parents, guardians, spouses, or other family members without the express written permission of the student. For additional information on FERPA and Confidentiality of Student Records, please visit the [Office of the Registrar's website](#).

ACADEMIC INFORMATION

GENERAL INFORMATION FOR ALL GRADUATE STUDENTS

Educational Rights and Responsibilities

Responsibilities of Students

In the classroom, seminars, laboratory, studio, conferences, practicum or other institutional setting, students are expected to adhere to the highest academic standards of behavior and conduct.

Responsibilities of Faculty

In the classroom, seminars, laboratory, studio, conferences, practicum or other instructional setting, faculty members are expected to adhere to the highest professional standards of behavior conduct.

Essential Functions Required by the Nursing Program for Admission, Continuation, Graduation, and Disability Accommodation (See Appendix D)

NAWSON is committed to training competent, caring nurses through quality undergraduate and graduate education. To ensure the school also meets its ethical responsibility to society to protect the safety and welfare of patients and pay careful and individual attention to the needs of each student, the Department of Nursing (DON) has established a list of essential functions criteria.

Upon entering the nursing program, students will receive a copy of the Policy on Essential Functions Required by the Nursing Program for Admission, Continuation, Graduation, and Disability Accommodation. Students are expected to maintain the requirements of the Essential Functions Policy throughout the nursing program.

Academic Progression

The goal of all NAWSON programs is to ensure the successful and timely completion of degree requirements. The graduate nursing curricula are based upon a framework for students to gain knowledge in logical progression, where one course builds on another. Courses are taken in sequence so learning from one course supports a student's work in the next or concurrent courses. Students are expected to follow the curriculum pathway in place upon their formal admission with the guidance of the Program Director (PD) and/or their assigned doctoral Advisor/Chair.

The Graduate Division (GD) sets forth the academic policies for graduate students. It is the student's responsibility to be knowledgeable about the GD's Academic Policies. These policies relate to the following areas: registration, withdrawal, enrollment and course loads, course applicability, transfer of credits, credits by exam, academic progress, seven-year rule, leave of absence, academic regulations and standards, conduct code grading policies, disciplinary actions, conflict resolution, grievance procedure, concurrent or sequential degrees, double-counting credits, change in degree objective/plan or enrollment status, graduation, degree check, and commencement. These policies are presented on the [Graduate Division's website](#) and are available to students for review and further clarification.

Student Advisement

Star Balance

Star Balance allows faculty to provide virtual advising to students. Virtual advising is essential when modes of program and course delivery may be primarily on-line. Contact your program director or academic advisor, who will connect you with the Star Team who will provide assistance to use Star Balance; or contact the Star Team directly at starhelp@hawaii.edu.

Student Advising Procedure

New classified graduate students should contact their MS, DNP or PhD program director (PD) for advice about their academic schedule prior to registering for their first semester courses. Continuing classified graduate students should arrange a meeting with their PD or PhD Advisor/Chair once each semester thereafter. Advising may occur face-to-face, by telephone, or by other electronic means. Making appointments with faculty for advising sessions is the responsibility of the student.

The Masters' or DNP Students' PD, Specialty Track Coordinator, or PhD Advisor/Chair is required to review academic progression of each student with specific milestones for each degree.

Each student contributes to the success of the advising system and the advisor-advisee relationship by assuming the following responsibilities:

- Know the degree requirements and progression policies of the UHM and NAWSON;
- Monitor their grades and academic progression and reviewing these with their PD, Specialty Track Coordinator, or PhD Advisor/Chair during advising sessions; and
- Contact their PD, Specialty Track Coordinator, or PhD Advisor/Chair to schedule advising sessions.

Student's Primary Advisor - Program Director (PD)

The MS specialty PD, the DNP PD and the PhD Advisor/Chair are the primary academic advisor of students in their respective programs.

The MS PDs', DNP PD's and PhD Advisors'/Chairs' responsibilities are as follows:

- Review of the program's pathway with the student;
- Approve changes in the student's pathway including student requests for course waivers or transfer of credits;
- Review requirements for credentialing/certification/examinations, as appropriate;
- Review the student's academic progression every semester and more frequently, as indicated (e.g., when students are in academic jeopardy);
- Confirm academic progress and graduation certification with the GC (responsibility of the doctoral PDs).

When the MS or DNP PD is unavailable to advise students, a faculty member with experience in the program may be designated to assume this responsibility with approval of the Graduate Chair (GC) and Department Chair (DC). Alternatively, the GC can assume this responsibility. When the PhD Advisor/Chair is unavailable for advisement of the student, the PhD PD assumes this responsibility. The GC can assume this responsibility when the PhD PD is unavailable.

Graduate Chairperson (GC)

The GC is also available for information when the MS student's PD, the PhD Advisor/Chair and/or the doctoral PDs are unavailable.

OSS Program Coordinator

The Office of Student Services is available to assist students' with registration, filing of forms, graduation notifications, deadlines related to progress through the program and with matters related to the GD. Students should direct their questions about their programs to the respective OSS Program Coordinator (contact information available on the [OSS website](#)).

Changing DNP or PhD Advisors

DNP and PhD students are advised by their individual PDs. DNP students' projects or PhD students' dissertation interests may change as they progress through their programs.

Therefore, it is possible to change DNP project chairs or PhD dissertation advisors/chairs. To do so, the student should:

- First, consult with the DNP or PhD program director;
- Second, speak with the potential new DNP project chair or PhD advisor; and
- Third, notify their respective doctoral PD in writing or email when consensus is reached between the student, and former and new chairs/advisors; and
- The PD will confirm the change with both former and new advisor.

Doctoral committee members may also be changed with the agreement of the student, the doctoral advisor/chair and the committee members. DNP students' content experts for their DNP project may be changed with agreement of the DNP PD and the student's DNP project chair. In addition, the doctoral chair/advisor may institute a change of advisor or committee member after discussing the change with the student and the doctoral PD.

Enrollment Requirements

New Student Orientation

Attendance at new student orientation sessions in the Graduate Entry Program in Nursing (GEPN), master's, and doctoral programs is mandatory. The information presented informs students about policies and procedures applicable to their specific program, as well as to review current UHM graduate policies and procedures. Students who are unable to attend a mandatory orientation session must contact their respective graduate program PD in advance. The graduate PDs will determine what arrangements may be made for students to complete the orientation. In some instances, a student may not enroll in the program if she/he is unable to attend mandatory orientation sessions (e.g., DNP & PhD Programs' Summer Intensive).

Computer Requirements

Every entering student is expected to have access to a laptop computer with a web camera and wireless internet capabilities that meet the [minimum performance standards](#) set by the UH ITS Department. Recommendations and requirements for computer hardware and software configuration are listed on the [UH ITS website](#). If a student does not have the required equipment, the University or school may loan equipment, if supplies are available.

Students must maintain access to a computer and the Internet while enrolled in courses taught in on-line or hybrid format.

Graduate Course Registration

Registration is accomplished by connecting electronically to the [MyUHportal](#). Per the GD, all graduate students must maintain enrollment of at least one credit each Fall and Spring semester or they will be regarded as withdrawn from the program and must apply for readmission to continue their programs of study. Doctoral students must register for all courses each semester as indicated in their respective cohort's pathway. Although the GD does not require PhD students to register for summer course work, some required courses in the pathway are only offered during the summer sessions. Therefore, it is expected that students will register for such courses in order to be able to make their programs' milestones for progression in the program. Refer to the current [UHM Catalog](#) for additional information.

Registration for Courses and Nursing Licensure

Graduate students who recently completed a baccalaureate or a pre-licensure program (e.g., GEPN) must provide evidence of licensure as a Registered Nurse (RN), i.e., passed the NCLEX-RN and have obtained licensure from their State Board of Nursing, no later than the end of the first semester of their graduate courses.

If a student is unsuccessful in passing the NCLEX-RN and is without evidence of licensure as a RN by the start of the spring 2024 semester, the student may not continue in their program and must apply for a leave of absence. The student may return when they successfully pass the NCLEX-RN examination and have an active RN license. Based on the program, returning students in cohort programs may need to reenter with the next cohort. Students who are in this situation must meet with their PD and the GC for further advisement.

Only students accepted in the nursing major (classified students) are allowed to register for clinical nursing courses. Classified graduate nursing students may only register for the courses listed in their program pathway unless specifically granted permission by their PD and the faculty teaching the course.

Graduate nursing students who are already RNs and enrolling in NAWSON graduate programs must provide evidence of current licensure in Hawai'i or the state or jurisdiction in which they reside during their nursing course work. In addition, advanced practice RNs (e.g., nurse practitioners, clinical nurse specialists, certified nurse anesthetist, and certified nurse-midwives) enrolling in graduate nursing courses must provide evidence of current national certification in addition to a current RN license.

Financial Obligations

Students who do not meet their UHM financial obligations (traffic fines, library fines, locker fee, lab breakage charges, transcript fees, loans, rental contracts, etc.) may be denied registration. Notation of the hold will appear in the "Check my Registration Status" section of the [MyUH Portal](#) website under "Registration".

Attendance

Students who are enrolled in a course, but never attend will be flagged by the course instructor for non-participation before the last day to add/drop (for 100% tuition refund) deadline. Flagged students will be administratively dropped by the Office of the Registrar. Any changes to a student's enrollment status may affect financial aid eligibility and can result in the return of some of all of federal student financial aid.

Grade and GPA Requirements

Course Syllabus

Each course taught in the NAWSON has a syllabus that provides essential information specific to the course (e.g., student learning objectives, required texts and readings, required assignments, grading, faculty contact information, etc.). The syllabus is posted on the course Laulima site by the first day of class and requirements for assignments or grading are not subject to change. The faculty teaching a course will review the contents of the syllabus with students; however, it is the student's responsibility to be familiar with the course requirements contained in the syllabus. The course syllabus is considered to be an agreement of understanding (i.e., a contract) between the faculty and the student regarding course expectations.

Grading Policy

All courses in the NAWSON graduate nursing curricula (clinical & non-clinical) must be taken for an expanded letter grade (A-F, +/-) for the course credits to apply towards the degree unless otherwise specified in the current UHM Catalog or the NAWSON Student Handbook. Directed reading/proposal development (NURS 699) and the DNP Project (NURS 776) are exceptions that may be approved by faculty for a Pass/Fail grade.

NAWSON Grading Scale

The following is the grading scale that has been approved for use in the NAWSON graduate programs:

| Grade | GPA | Percent |
|-------|-----|---------|
| A+ | 4.0 | 97-100 |
| A | 4.0 | 94-96 |
| A- | 3.7 | 90-93 |
| B+ | 3.3 | 87-89 |
| B | 3.0 | 84-86 |
| B- | 2.7 | 80-83 |
| C+ | 2.3 | 77-79 |
| C | 2.0 | 74-76 |
| C- | 1.7 | 70-73 |
| D+ | 1.3 | 67-69 |
| D | 1.0 | 64-66 |
| D- | 0.7 | 60-63 |
| F | 0.0 | ≤59 |

Extra Credit

No extra credit will be awarded for individual assignments or for any activity within a nursing course. All courses offered by the Department of Nursing are governed by this policy.

Rounding of Grades

The course faculty or course coordinator makes the decision regarding rounding or not rounding of the final course grade. In a course without a coordinator, the faculty of record makes the decision.

When the final grade will be rounded:

1. Scores are not rounded to the whole number until the end of the semester.
2. All student assignments, quizzes, and examinations during the semester will be recorded to the first decimal point and are not rounded up.
3. At the end of the semester, final course grades will be rounded to the nearest whole point. Any final course grade below a 0.5 will not be rounded up. Any final course grade equal to or above a 0.5 will be rounded up.

Student Access to View Grades

Students can view final grades on the [MyUH Portal](#) website using the “View My Final Grades” feature under “Student Records”. Changes in grades due to error or late completion of a course must be initiated and completed by the faculty member who recorded the initial grade.

Incomplete (I) Grades

According to the [GD](#), a grade of an incomplete (“I”) may be given to a student who fails to complete a small, but important, part of a semester’s work and if the instructor believes the failure to complete was caused by extenuating circumstances beyond the control of the student.

Incomplete (“I”) grades received in graduate nursing courses must be cleared by earning a grade of “B-“ (minimum of 80%) or better before the student enrolls in the next required nursing course in their program of study.

Incomplete grades for courses not “completed” by the deadline follow the academic procedures outlined in the [GD website](#).

Incomplete grades can be entered for DNP students, but the incomplete work must be completed with a grade entered by the first day of the subsequent semester in order to maintain good standing in the cohort pathway. If the incomplete is not resolved by the first day of the next semester, the DNP student will be required to submit a request for an LOA (see LOA section). If students register for the subsequent semester without resolving the incomplete grade, they shall withdraw from the course/s and forfeit any tuition refund.

Failure to Progress

Monitoring of student progression in a didactic or clinical course is the responsibility of the faculty for the course. Course/clinical evaluations of student progression will be initiated early in the semester (i.e., prior to the week of midterms) so that the faculty can become aware of students who are not progressing as would be expected. Timely assessment would also provide the student the opportunity to improve her/his performance, as needed, through faculty guidance.

According to the UHM GD, all graduate students must maintain a cumulative GPA of 3.0 to be in good standing. If a graduate student does not maintain a GPA of 3.0 she/he will be placed on academic probation by the GD and must receive a GPA of 3.0 or higher by the end of the next semester. If the student's GPA does not improve to 3.0 or higher, the student will be dismissed by the GD (refer to Academic Jeopardy section of this Handbook and [current GD policy](#)). Such students must meet with their PD and the GC for further advising to determine their progression pathway.

Nursing course required grades

All graduate nursing students must receive a grade of 80% or higher or a "pass" or credit grade in pass/fail (P/F) nursing courses to continue to progress in their program. If a student receives less than 80% or fails in a credit/no credit nursing course, the student must repeat the course when it is next offered. If the student does not pass the repeated course, they will be dismissed from the nursing program and denied readmission.

Students enrolled in a program with a cohort model (e.g., GEPN, DNP-NP) who earn less than 80% or a fail/no credit in one course will be required to take a leave of absence (LOA) and must repeat the course when it is next offered.

Most of the nursing graduate program courses are offered only once a year. Therefore, to meet the GD requirement to improve the GPA to 3.0 or higher, students will need to enroll as unclassified students in the next academic semester. They will not be able to take courses in their nursing graduate program until they retake the nursing course and earn a grade of 80% or higher or pass in the credit/no credit course.

Non-nursing required course grades

A grade of C (74%) or better for non-nursing graduate courses will be counted towards progression for DNP, MS and GEPN programs effective fall 2020 as long as the student maintains the Graduate Division standard of a cumulative 3.0 GPA.

Student Learning Agreement

The Student Learning Agreement (LA) is developed when a student is experiencing academic performance or professional development difficulties. The LA provides the student with explicit expectations for successfully completing the course and/or achieving professional standards (see Appendix E). When a student is not meeting the expectations of a course, the faculty will develop a LA defining the problem and the student performance that is necessary to meet the expected learning outcomes of the course or professional development. The LA will specify the consequences of not meeting the outlined expectations. The student's signature on the LA documents that the student has reviewed and acknowledges the content, expectations, and consequences if the student does not meet the outcomes.

Communication

Most issues can be resolved with open informal communication between students and faculty. If a student has an academic concern in a course, the first step is to talk to the course faculty. The graduate student shall attempt, insofar as possible, to resolve the problem with the faculty member(s) involved. In the attempt to resolve the matter with the faculty member, the student may wish to consult, in the following suggested order: 1) the course coordinator; 2) the Program Director; 3) Graduate Chair; 4) the Department Chair; 5) the Associate Dean of the Academic Unit in which the graduate student is enrolled; and/or 6) the Dean or Associate Dean of Graduate Division.

Formal Grievances

If dissatisfied with the outcome of the informal resolution, the graduate student may file a formal grievance by following the [GD procedure](#). A grievance may be filed at any time following an unsatisfactory outcome of an informal resolution but must be filed no later than the end of the third week of the semester following the semester in which the problem occurred. Since the Graduate Grievance Committee (GGC) does not convene during the summer or winter break, grievances submitted after week 10 in a fall or spring semester, or from either summer session, will be reviewed during the subsequent semester.

Academic Grievances

The course grade grievance relates to a disagreement about grading in a didactic or clinical (lab) nursing course. The student will discuss the matter with the course faculty. For grievances involving course grades, refer to the UHM Academic Grievance Procedures.

Professional Practice Grievances

Grievances involving professional practice, including the nursing student code of conduct, are handled by NAWSON. The final decision making authority rests with the NAWSON Dean.

[Grievance situations unique to graduate students](#) are handled by the Graduate Division.

Examples of such grievances:

- specific graduate program requirements (including adequate academic progress),
- qualifying and comprehensive exams,
- formation and composition of the thesis or dissertation committee,
- final defense of the thesis or dissertation,
- infringement of intellectual property.

Student Academic Records

Students' academic records are maintained in the OSS for the duration of their enrollment in their programs. Graduate student files will be kept for a period of five (5) years after graduation. Files will be kept for one (1) year after the date of last attendance for students who have not maintained continued enrollment without an approved LOA from the GD. Students may review their academic record online on [STAR](#).

Transcripts

To request a transcript, students must contact the UHM, [Office of Admissions & Records](#). Requests are submitted online.

Student Evaluation of Faculty, Courses and Programs

Effective learning requires faculty and student engagement. This partnership extends to evaluating the effectiveness of courses and NAWSON programs. Student feedback is invaluable to the school effort to continuously improve our academic programs. Survey questions solicit student's experiences of nursing courses, clinical/fieldwork, the admission process, progression through the program and their experience of campus services. Student feedback is anonymous and students are encouraged to provide honest helpful comments intended to support program improvements.

Student survey results are collated by the Office of the Associate Dean for Academic Affairs and then forwarded to the appropriate group for action. Courses not meeting school benchmarks will be referred to the appropriate Curriculum and Evaluation Committee for action. Action plans to improve these courses will be developed, implemented and evaluated when the courses are next offered. It is considered a part of each student's professional obligation to participate in course and program evaluations.

Course/Teaching Evaluation

In the final weeks of the semester, students receive an electronic course evaluation form from the school. This survey collects data required for national nursing accreditation. In addition, individual faculty may provide students an option to evaluate their individual instructional approach on the UH Course Evaluation System (CES) survey. All information is confidential and reported for the group.

Annual Student Experience Survey

During the spring semester the Annual Student Experience survey is distributed to all continuing students to capture students' experiences. The aggregate results are reviewed by the NAWSON administrative team (dean, associate dean and department chair) as well as by faculty on respective graduate curriculum evaluation and student affairs committees. Major themes and action plans for improvement are shared with students enrolled in each program by the designated program director or designee.

End of Program Survey

A student will receive a survey at the end of their final semester to provide information related to the quality and experience in their graduate program.

Progression Toward Degree

Policy on Tuition Waiver

The DON is committed to providing high quality, accredited, affordable yet sustainable nursing programs and courses. In this spirit of commitment and sustainability, the DON Tuition Waiver Policy is described as follows:

1. Per the University of Hawaii Tuition Waiver requirement <https://www.hawaii.edu/tuitionwaiver/>, those seeking tuition waivers must register after the normal student registration period, during the late registration period designated for faculty and staff at the campus where the course is offered.
2. For DON graduate nursing courses, a minimum of 10 (non-tuition waiver) students must be enrolled in the course before a waiver is granted. For the PhD program courses, the minimum number of students will be 5 (non-tuition waiver) students.
3. Requests for Tuition Waivers will be reviewed by the DON Course Faculty in consultation with the Department Chair to ensure the course enrollment meets the required enrollment numbers.
4. If approved, the DON Course Faculty will enroll the student into their course.

Transfer of Graduate and Post Baccalaureate Unclassified (PBU) Credits

Transfer of previously completed graduate and post-Baccalaureate unclassified (PBU) credits for any of the Master's nursing programs' courses must follow the Graduate Division policy. For more detailed information about the procedures for transfer of Master's credits from another higher institution of learning to the Master's programs at UHM, refer to the [GD website](#).

The transfer credits and UHM PBU credits are NOT applicable toward doctorate requirements.

The following exemptions for NAWSON doctoral students are allowed as follows:

- The UHM is a member of The Nursing Education Xchange (NEXus), a collaboration between participating nursing schools that provides opportunity for doctoral students enrolled at member colleges and universities to take elective courses that may not be offered at his/her home institution for a common price. For more information, visit the [NEXus website](#).

- DNP students may enroll in elective courses at institutions other than UHM or NEXus once admitted to the DNP program. Since the DNP is a NAWSON professional degree, the GD will review and consider the transferring of credits completed as electives that have not been applied to another degree. The procedure is as follows:
 1. Student discusses the selected elective graduate course with the PD to determine if it is in alignment with the student's program of study/goals.
 2. Student enrolls in the graduate level course and successfully completes it.
 3. Student requests an official transcript from the institution from which the course was taken be sent to the UHM NAWSON OSS. The transcript should document the course title, number of credits, final grade, and whether or not it was a semester or quarter long course.
 4. Once the transcript is received by the OSS, it is reviewed by the DNP PD.
 5. A copy of the transcript is placed in the student's file in the UHM NAWSON OSS.
 6. The original copy is forwarded to the GD with a memo from the NAWSON GC indicating that the student's elective course work was reviewed by the above faculty and approved for acceptance for "X" number of elective credits for the course.
 7. The original copy of the transcript will be kept with the student's file in the GD.
 8. When the student requests a transcript(s) from UHM GD/Registrar's Office, the copy of the transcript documenting the course(s) taken at another institution (while enrolled in the UHM DNP program) will be sent along with the UHM transcript. It is suggested that the student also directly request a copy of the transcript of the course and credits completed from the other institution(s) in addition to the UHM transcripts.

Course Waivers

The DON graduate programs follow all [UHM policies](#) regarding waiving or substitution of coursework in the graduate program. During the first semester of enrollment in the Master's, or doctoral programs, the student must confer with his/her PD or PhD Advisor/Chair to review the course pathway for the program. At that time, any requests for course waivers or substitutions should be identified. However, when a course is waived, the total number of credits for a degree will remain the same. Therefore, another graduate course of equal number of credits will need to be taken and accepted by the program and the GD (see Appendix F).

Variable Credit Courses

These are courses allowing students to specify the number of credits earned from a selected course during the semester. To register for the specific number of credits, students should contact their PD or Advisor/Chair and the instructor for the course to determine the number of credits for which the student will be able to register. Once this is determined, the student may register for the agreed upon number of credits (e.g., NURS 672, NURS 699, NURS 776, etc.).

NURS 672 Advanced Practice Population Health Nursing Practicum

In this practicum, students conduct a complex service project for a public or community-based agency.

NURS 776 Doctor of Nursing Practice Project

Students engage in this course under the guidance of their DNP Project Team members, students will synthesize, integrate, and translate newly acquired knowledge and skills in the implementation and evaluation of their DNP Project. Repeatable unlimited times.

NURS 699 (NURS 699) Directed Study or Research Course

This faculty-directed course addresses the study of problems related to nursing theory and practice. Graduate students planning to enroll in a NURS 699 must confirm this plan with their PD or PhD Advisor/Chair to receive approval prior to enrollment and discuss the number of credits for the course, develop objectives that are to be approved by the NURS 699 faculty, obtain the proper course reference number (CRN) and registration override required to enroll in the NURS 699 course.

Double-Counting of Credits

Credits previously awarded and applied to completion of another degree may not be transferred/counted toward a graduate degree. Refer to the [GD website](#) for more information about double-counting of graduate credits.

Academic Calendar

The [current UHM Academic calendar](#) is available online.

Withdrawal from Courses

Specific deadlines must be met in order to receive refunds for credits prior to posted deadlines. If deadlines are passed, the tuition and fees paid will not be refunded. The Mānoa course withdrawal deadline is posted in the [UHM Academic Calendar](#).

Courses offered through the Outreach College have separate procedures and dates. Students enrolled in Outreach College courses should review content on the [Outreach College website](#).

Leave or Withdrawal from Program

Leave of Absence (LOA)

The Leave of Absence for graduate students is described on the [GD website](#). A student who decides to file a Leave of Absence from their program should contact their PD, Specialty Track Coordinator, and the OSS advisor to review the procedure. Unless a leave of absence has been approved in advance, a student who fails to maintain continuous enrollment (excluding summer session) is considered withdrawn from the university. Students on approved leave do not pay tuition or fees and may not enroll in classes. Students who plan on consulting university faculty or using university facilities or staff services should not request leave.

Students who wish to petition for leave should file a Petition for Leave of Absence with the Graduate Student Services Office. Students who must maintain full-time enrollment due to their status as international students, guaranteed loan recipients, East-West Center grantees, or veterans must obtain approval from the respective offices before petitioning for leave.

Students who do not return from leave on the specified date must apply for readmission through the Graduate Student Services Office. Students who are readmitted will be subject to the degree requirements in effect at the time of readmission. Graduate nursing students who are returning from a leave of absence will inform NAWSON Office of Student Services a semester prior to their return in writing. Semester of return deadline: Summer Session - February 1, Fall Semester - April 1, Spring Semester - October 1. Doctor of Nursing Practice students pending enrollment into clinical rotations will not be reserved clinical placements if the program is not notified of return prior to outlined dates.

Graduate nursing students returning from a leave of absence will not be guaranteed or assured a space reserved for them to resume their coursework but instead will be determined by space availability in the semester returning from a leave of absence.

Withdrawal from a Program

A student who decides to withdraw from their program should contact their PD and the NAWSON OSS to review the procedure. Information about withdrawing from a program is also available through the [GD website](#). In addition, the PD shall arrange for an exit interview.

Time Allowed for Completion of Degree

The GD policy regarding time to complete graduate course work, can be found on the GD website. The progression of courses in the GEPN and DNP programs is prescribed by the cohort model. Approved leaves of absence do not count toward these time limits.

GEPN Program

The time to complete coursework in the GEPN program is prescribed by the cohort model.

Master's Program

Time to completion is typically two years with full-time enrollment. Effective Spring 2015, the GD will place a student who fails to complete the Master's degree after seven years on probation at the beginning of the eighth and must complete the degree by the end of the eighth year. Students who do not complete the degree within eight years are subject to dismissal by GD.

If at the end of year seven more time is needed for completion of the Master's degree due to circumstances beyond the student's control, and the student has completed all of the degree requirements except the thesis or capstone experience, an extension may be requested. To request an extension, the GC submits a petition to the GD. If the program does not support the extension or GD does not approve the request for extension, the student will be dismissed. The extension request should provide a timeline for completion of the degree that includes the expected graduation date and the reason(s) necessitating the extension. For more information, visit the [GD website](#).

DNP Program

The time to complete coursework in the DNP program is prescribed by the student's specific specialty pathway.

PhD Program

PhD students must complete all degree requirements within seven years after admission to their program. An approved leave of absence of up to two semesters is not counted in the seven years. Effective Spring 2015, academic probation will be placed on a student's record at the end of the 7th year. However, this does not preclude the DON from requesting an academic probation action if they deem failure to progress sooner than year 7. Official correspondence will be sent from Graduate Student Services with further information at the time of the probation action. PhD students should refer to the [GD policies for time to completion](#) for full details. Students who do not complete the PhD degree within ten years are subject to dismissal from the University by the GD. Approved LOAs do not count toward these time limits. For more information, visit the [GD website](#).

Clinical/Fieldwork Responsibilities and Requirements

Successful achievement of clinical and fieldwork learning objectives is directly related to knowledge about the setting in which the learning activities occur. All students are required to participate in orientation to each of the clinical agencies to which they are assigned. The clinical agency's required orientation session that occurs prior to the beginning of the Spring, Summer, or Fall semester must be completed by each student prior to beginning the clinical rotation at that site.

NAWSON maintains affiliation agreements with over 500 agencies. PDs and faculty determine the requirements for specific clinical experiences to achieve Course, Student and Program Outcomes. Students must abide by the following:

- Students may submit and/or suggest requests for clinical sites and preceptors to the Program Director and/or the Director for Clinical Placement, and are subject to approval
- Students are accountable to developing realistic scheduling goals to ensure clinical hours are met. Students cannot be guaranteed clinical site placements based on scheduling or transportation requests.
- Students may be required to complete clinical hours on any of the Hawaii Islands, and are expected to adhere to the transportation policy outlined below
- The student may initially reach out to a potential preceptor to gauge whether an individual preceptor is willing to precept. In this case, students must notify their PD and the Director for Clinical Placement if a potential preceptor is found. This step is to prevent confusion and miscommunication for both the School and Clinical Agency.
- Students may only undertake their clinical rotation at an agency which has a current Affiliation Agreement with the NAWSON.
- All students are required to participate in orientation to any agencies/organizations in which clinical learning or fieldwork will take place.
- All students are required to adhere to the requirements of the agency. Direct any questions to your clinical faculty.
- Students are responsible to pay any fees required by the agency for background checks or other clearance.
- Students must coordinate their clinical rotation based on the preceptor's schedule, and should take these factors into consideration when calculating their educational expenses and personal schedule.
- Some clinical sites may be able to provide only a portion of the necessary clinical hours. In such instances, the student may be placed in more than one clinical site per semester.

Attendance Policy: Class & Clinical Laboratory

Regular attendance at class and clinical laboratory/fieldwork is expected for all courses. Notify your faculty if you are unable to attend a clinical day as well as the clinical unit and clinical faculty prior to the assigned clinical time. An unavoidable absence should be explained to the faculty and make-up arrangements discussed. Make-up arrangements may not be possible in certain courses.

Assignment Lab Sections

Students may be randomly assigned to clinical and lab sections, unless otherwise specified. In some instances, lab assignments cannot be altered to meet a student's request.

Transportation

All transportation required to participate in the nursing program is the responsibility of the student. This includes air, ground, and/or boarding required for Neighbor Island sites. Funds may be available to cover travel costs to Neighbor Islands. Class sections and clinical placements are not altered to meet a student's transportation needs.

Neighbor Island Students

Clinical assignments on the neighbor island cannot be guaranteed. Students may be required to travel to another island to complete their clinical hours.

Clinical Laboratory/Fieldwork Course

When the first clinical day occurs on the first day of instruction for the semester, it may be held on campus. Please consult your [Laulima course web site](#) for details.

Students are expected to come prepared on each clinical day to provide nursing care based on sound understanding and rationale. Incomplete preparation for clinical laboratory may result in dismissal from the clinical laboratory and unexcused absence may result in a failure in the course.

Students are expected to meet health requirements, dress codes and all applicable policies of the clinical/fieldwork facility. It is important to:

1. Be on time.
2. Report to appropriate people.
3. Let faculty and the clinical unit know if you are ill and cannot be there before the assigned clinical time.
4. Follow the dress code.
5. Act in a professional manner at all times, including maintaining student professional standards, patient safety and safeguarding of patient information.
6. Adhere to the policies of the agencies as you represent the University of Hawai'i at Mānoa Department of Nursing.

Clinical Dress Code

Appropriate and professional attire is required for all laboratory and clinical experiences. The general appearance of the student must conform to expectations of the profession as determined by the faculty and clinical agencies. Inappropriate and/or unprofessional attire will result in dismissal from the clinical area and recorded as an unexcused absence.

- ID badges must be worn at all times in an easy to view area of the uniform.
- Uniforms must be clean, and free from stains and wrinkles.
- Shoes must be clean and polished, Open-toed and/or open back shoes are not permissible in any clinical setting.
- Make-up, if used, is to be worn in moderation.
- No perfume
- One set of stud earrings, wedding bands, and watches may be worn. No dangling earrings or long neck chains are to be worn.
- Hair must be kept neatly away from the face and confined above the collar (pulled back in a bun, no "ponytails", hair touching shoulders, or obscuring vision).
- Hair color must be natural colors and professional styles that meet the standards of the clinical settings
- The general appearance of the student must conform to expectations of the profession as determined by the faculty and clinical agencies.
- Fingernails must be conservative in length, neatly trimmed, and without artificial nails.
- All visible tattoos must be covered.

Refer to the Graduate Entry Program in Nursing (GEPN) section of the Handbook for the dress code for GEPN students enrolled in their pre-licensure year.

Clinical Grading

A mid-course and a final conference are held to confer with students on their clinical practice. The responsibility rests with both the faculty and the student to arrange a meeting time for these evaluations. The student will complete a required self-evaluation form prior to these conferences.

Students are expected to demonstrate progress in their clinical/fieldwork performance throughout the semester, and from semester to semester. This improvement should be reflected in the clinical evaluations that are based on the objectives found in each course syllabus. Unsatisfactory performance in the clinical course will result in the use of a Student Learning Agreement (LA) to monitor progress to assist the student to successfully meet the course objectives. This improvement should be reflected in the clinical evaluations that are based on the objectives found in each clinical course syllabus. Students enrolled in clinical courses requiring a letter grade (A – F) must receive a minimum grade of B- (80%) or they will have to successfully repeat the clinical for the same number of credits.

Unsafe behavior in a clinical practicum or a breach in the UHM student code of conduct or breach in ethical conduct will result in a failure of the course(s) and may result in immediate dismissal from the program. Unsafe behavior in the clinical practicum may include, but is not limited to, the following:

- failure to maintain an expected level of competency for an RN;
- behavior jeopardizing the emotional or physical safety of the patient or family member;
- failure to maintain professional interactions with staff at clinical sites and clinical faculty;
- violation of the principles of asepsis;
- charting incomplete or inaccurate information;
- using words or gestures that suggest disapproval of a patient or clinical site staff;
- coercive actions to solicit patient decisions/actions;
- using a communication style that confronts or attacks the patient, family member, staff at clinical sites, preceptors or clinical faculty;
- failure to handle one's own emotions in the clinical setting in a professional manner that negatively impacts patients and staff; and/or
- a breach in ethical behavior including a violation of the Patient's Bill of Rights as issued by the American Hospital Association (1992) or a breach of confidentiality if:
(a) the patient's right to privacy has been violated, or (b) the consequence of disclosure of information about a patient has a negative impact on the patient.

Student Health Requirements, CPR and Requirements by Clinical Agencies

In addition to satisfying the health clearance requirements set by University Health Services Mānoa, all nursing students enrolled in a clinical/fieldwork course must meet all health clearance requirements specified by the clinical agency before starting a clinical/fieldwork experience and remain clear for the duration of that term. In addition, all nursing students must be certified for BLS/Healthcare Provider CPR by an American Heart Association trainer (or equivalent). All health requirements, and other documentation such as BLS CPR certification, HIPAA certification must be uploaded to the [Castle Branch portal](#) before the start of a clinical or simulation rotation.

Health Insurance

All undergraduate and graduate students are required to have personal health insurance.

Health Risks

Students in nursing programs are exposed to selected health risks related to the environment of their learning experiences. Clinical labs are held in medical centers, clinics, and in various community locations. The nature of nursing is that there may be unintended exposure to health risks in any clinical setting.

Department of Nursing COVID-19 Guidelines

The Department of Nursing COVID-19 Guidelines are located [here](#).

Health Clearance - Illness or Injury

Students enrolled in clinical courses that require direct patient care must be in good emotional and physical health in order to ensure the student's safety and the safety and well-being of their patient(s). In the event the student becomes ill or injured, the faculty will ask the student for a signed letter from the student's health care provider stating that they are able to function in the setting for the time required and perform the clinical learning activities expected of them. This health clearance must be provided to the faculty prior to engaging in patient care activities.

In the event the illness or injury impairs the student's performance the student will be required to take a leave of absence. See the Leave of Absence section of this handbook.

Emergency Care

Students enrolled in the NAWSON have potential for exposure to communicable diseases or may sustain injuries in the clinical setting. The clinical agencies will render emergency care at the clinical site, if available. Students are financially responsible for all care received, including emergency care charges.

Criminal Background Checks & Drug Testing

Hospitals and other clinical agencies may require a criminal background check and drug testing of students in order to meet their accreditation requirements. The Department of Nursing will not collect this information. It is the student's responsibility to pay for and provide information in accordance with the requirements of the clinical facilities. The following statement has been issued by the UH Legal Counsel:

"It is the responsibility of the student to satisfactorily complete affiliated hospital background checks and drug testing requirements in accordance with procedures and timelines as prescribed by the affiliated hospital. Nursing students are required to complete UH prescribed academic requirements that involve clinical practice in a UH affiliated hospital setting with no substitution allowable. Failure of a student to complete the prescribed UH nursing clinical practice in a UH-affiliated hospital shall be deemed as not satisfying nursing academic program requirements."

If the requirements set forth by hospitals or other clinical agencies are not met by the individual student, the University is not responsible to provide a substitute clinical facility or clinical experience. The DC will be notified by the clinical agency when negative information results in the student not being allowed to come to the agency. The DON will contact the student to inform them, as well as notify the Graduate Student Affairs Committee. Such refusals may impact the ability of the student to continue in the nursing program.

Professional Liability Insurance

All classified nursing students at NAWSON are covered by professional liability insurance of at least \$1,000,000 per incident / \$3,000,000 aggregate.

Affiliation Agreements

Any time a student conducts course activities at a site other than UHM, an affiliation agreement is required. This agreement is a contract between the UHM and a facility where NAWSON students fulfill course-related and graduate required off-campus practicum and fieldwork experiences. Prior to the conduct of any course-related project or study (e.g., NURS 672, NURS 776, NURS 699, NURS777 or NURS 800), inquiry must occur whether the organization/site requires the presence of a current establishment affiliation agreement must be verified by the Director for Clinical Placement. The process for establishing an affiliation agreement the UH NAWSON Guidelines for Establishment of Affiliation Agreement must be followed (see Appendix G).

Preparation for Graduation

Graduation Check

The preliminary check is performed by the OSS and the student's PD. The final check and clearance for graduation is completed by the UHM GD after certification by the GC.

In order for a student to be approved to graduate by the GD, evidence of successful completion of all NAWSON program coursework is required. NAWSON Master's students must also successfully pass either a Plan A (a thesis) or Plan B (a capstone); DNP students must successfully pass the DNP project proposal presentation and review, and the final public presentation of their DNP Project; and PhD students must successfully pass the comprehensive examination, the proposal defense and the final public defense of their dissertation. Refer to the [GD website](#).

For Master's students enrolled in Plan A (Thesis), DNP students, and PhD students, Form II (Advancement to Candidacy), Form III (Final Defense/Presentation), and Form IV must be submitted to and approved by the GD in order to graduate. All forms may be found on the [GD website](#). There are specific deadlines each semester for submitting these documents to the GD. The OSS graduate advisor (for Master's students) and the Coordinators of the DNP and PhD Programs can assist with these processes to meet the deadlines.

[Applications for graduation from the graduate programs](#) are obtained from the GD website and filed during the first two weeks of the student's final semester.

Recognition Ceremony

NAWSON offers an annual Recognition Ceremony for graduates of all nursing programs either prior to or immediately after the scheduled University Commencement. Graduate students must have evidence that they have successfully met all of their program and degree requirements in order to participate in the Recognition Ceremony.

This ceremony marks attaining the specific degree and the beginning of the professional career. It is a memorable time when family and friends celebrate students' success. Students who participate in this event are always moved by the beauty of the ceremony and the importance of making time to mark the passage from being a student to progressing in the profession of nursing. A committee formed by the events coordinator and coordinated by the Office of the Dean plans the recognition event. The committee keeps students informed of the ceremony's progress and final plans.

Commencement Exercise

Commencement is a "rite of passage" for students and a memorable experience. Caps, gowns, and announcements may be obtained from the bookstore. The OSS will provide information about commencement at least six weeks prior to commencement. All graduating nursing students are encouraged to participate in the commencement ceremony.

Diplomas

Diplomas for students are obtained from the Office of Admissions & Records, QLCSS 001 two months after graduation. A request to mail your diploma may be obtained and completed at the Office of Admissions & Records, Queen Lili'uokalani Center for Student Services Center 001.

Application for Advanced Practice Registered Nurse (APRN) Recognition (for Nurse Practitioner)

The following process should be followed for graduate nursing students who are applying for APRN recognition: (1) Review the criteria for licensure as an APRN in Hawai'i, and (2) Obtain an application for APRN Recognition from the [Hawai'i Board of Nursing](#).

The Board of Nursing will determine your eligibility and mail your APRN and/or APRN-Rx license. This license is for a two-year period and is renewable on June 30 in odd numbered years. The Department of Commerce and Consumer Affairs (the department responsible for licensure) sends you renewal notifications including the cost of the renewal.

Professional Certification

Students in the advanced practice nursing programs (FNP, AGPCNP) are eligible for the certification examination after completing requirements specified by the ANCC/AANPCB. Students may take the exam after graduation. See Appendix H for guidance on eligibility and examination preparation.

To obtain information regarding professional certification contact:

American Nurses Credentialing Center
600 Maryland Avenue, SW
Suite 100W
Washington, DC 20024-2571
(202) 651-7000
(808) 284-2378 toll free
Website: <https://www.nursingworld.org/ancc/>

American Academy of Nurse Practitioners Certification Board
Capital Station, LBJ Building
P.O. Box 12926
Austin, TX 78711-2926
Website: <https://www.aanpcert.org>

Professional Organizations

It is important to the career and development of leadership abilities to become active and involved in student and professional organizations. The following section lists examples of such professional activities.

UHM Graduate Student Organization (GSO)

This is a campus student organization committed to the representation and support of graduate students. They facilitate research initiatives by students, networking opportunities, and provide input on issues/concerns affecting graduate students on this campus. Representatives from this organization currently sit on over 40 university committees.

According to the GD, “The purpose of the [Graduate Student Organization](#) is to provide classified graduate students, through the graduate programs, with official representation at the University of Hawai‘i at Mānoa (Constitution of the GSO). Its primary functions are to:

- provide input on policies affecting graduate students,
- act as an advisory body to the Graduate Dean,
- recommend graduate student representatives for service on campus-wide committees, and
- initiate and to maintain co-curricular programs for graduate students. The president of the GSO is a member of the Graduate Council.

Hawai‘i State Center for Nursing (HSCN)

Through collaborative partnerships, the HSCN provides nursing workforce data for planning, disseminates nursing knowledge to support excellence in practice and leadership development, promotes a diverse workforce, and advocates for sound health policy to serve the changing health care needs of the people of Hawai‘i. Additional information is available through the [HSCN website](#).

Nancy Atmospera-Walch School of Nursing Alumni Association

NAWSON has a proud tradition of producing caring and skilled professionals that provide for the health needs of our diverse population. These alumni are an invaluable part of the School that continues to inspire pride in our future graduates. Today, more than 4,000 UH Mānoa Nursing alumni stretch the globe. The Alumni Association is a great way to stay connected with this remarkable network of talented and successful professionals. Reunite with old friends and classmates or create new connections for professional development.

The UH Mānoa Nursing Alumni Association (UHMNAA) is an independent LLC organization that strives to connect UH Mānoa Nursing alumni, foster networking, and to support UH Mānoa Nursing. Established in 2012, the UHMNAA is an alumni chapter organization of the University of Hawaii Alumni Association, a 501(c)3 nonprofit organization. Contact the chapter at nursalum@hawaii.edu or visit the UHM Nursing [Alumni Association website](#).

Sigma

[Sigma](#)'s mission is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. Potential members who meet eligibility criteria are invited to join Sigma – baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing.

The [Gamma Psi](#) Chapter at Large is the Hawaii chapter of the honor society in nursing promoting excellence in academic scholarship, research and clinical nursing. Students must meet the GPA requirement to be nominated by their school to become a member.

ACADEMIC INFORMATION SPECIFIC GRADUATE PROGRAMS

Graduate Entry Program in Nursing

Program Description

The Graduate Entry Program in Nursing (GEPN) offers post-baccalaureate entry to the Master's in the Online Advanced Population Health Nursing (APHN), Master's in Nursing Education & Leadership Program, and Doctor of Nursing Practice (DNP). At the time of application to GEPN, the student selects a specialty area and graduate degree (i.e., MS or DNP). Transfer into or between the FNP or AGPCNP specialties is not permitted. Once enrolled in GEPN, a student is ineligible for admission to other NAWSON graduate programs.

The length of time necessary to complete the graduate degree is dependent upon the specialty selected by the student and the degree that will be conferred upon completion of all of their course work and clinical practicum or fieldwork hours.

Pre-Licensure Year

The first year of the GEPN program constitutes the pre-licensure coursework of the program. The 49 credits of coursework is taken full-time with most of the coursework delivered face-to-face (i.e., in the classroom). Students are required to attend all scheduled didactic and clinical courses. Successful completion of this pre-licensure coursework meets the didactic and clinical requirements that are necessary for students to take the NCLEX-RN and, once successfully passed, apply for and obtain a RN license.

Successful completion of the pre-licensure year also leads to the student's progression into a specific graduate program that they identified when admitted to the GEPN program. A certificate is awarded after the successful completion of the pre-licensure year. Students who meet the UHM requirements may apply for the award of the bachelor's degree with a major in nursing.

Pre-Licensure Year Program Outcomes/Competencies

The outcomes/competencies arise from the understanding of nursing as a theory-guided, evidenced - based discipline. The professional competencies--define the values, attitudes and practices that competent nurses embody and may share with members of other professions; the nursing care competencies--define relationship capabilities that nurses need to work with clients and colleagues, the knowledge and skills of practicing nursing and competencies that encompass understanding of the broader health care system. In all cases, the client is defined as the recipient of care, is considered an active participant in care, and includes the individual, family or community.

Nursing care competencies recognize that a competent nurse provides safe care across the lifespan directed toward the goals of helping clients (individuals, families, or communities) promote health, recover from acute illness and/or manage a chronic illness and support a peaceful and comfortable death.

1. A competent nurse's professional actions are based on core nursing values, professional standards of practice, and the law.
 - 1.1. Core nursing values include social justice (from the ANA statement), caring, advocacy, respect for self and others, collegiality, and ethical behavior.
 - 1.2. Ethical dilemmas are embedded in clinical practice; an obligation of nurses is to notice, interpret, respond and reflect on these dilemmas using ethical principles and frameworks as a guideline.

- 1.3. It is essential for nurses to participate in discussions of ethical issues in healthcare as they affect communities, society, and health professions.
- 1.4. Professional nursing functions within legally defined standards of practice and state specific regulations.
2. A competent nurse develops insight through reflective practice, self-analysis, and self care.
 - 2.1. Ongoing reflection, critical examination and evaluation of one's professional and personal life improves nursing practice.
 - 2.2. Reflection and self-analysis encourage self-awareness and self-care.
 - 2.3. Pursuing and advocating healthy behaviors enhance nurses' ability to care for clients.
3. A competent nurse engages in ongoing self-directed learning and provides care based on evidence supported by research.
 - 3.1. Knowledge and skills are dynamic and evolving, in order to maintain competency one must continuously update their knowledge using reliable, current sources of information from the biological, social, medical, public health, and nursing sciences.
 - 3.2. The nurse uses legitimate sources of evidence for decision-making such as research evidence, standards of care, community perspectives and practical wisdom gained from experience.
 - 3.3. As "best practices" are continuously modified and new interventions are constant, the nurse incorporates changes into practice.
4. A competent nurse demonstrates leadership in nursing and health care.
 - 4.1. An effective nurse is able to take a leadership role to meet client needs, improve the health care system, and facilitate community problem solving.
 - 4.2. A competent nurse effectively uses management principles, strategies, and tools.
 - 4.3. An effective nurse works with the health care team including the delegation of responsibilities and supervision.
5. A competent nurse collaborates as part of a healthcare team.
 - 5.1. The client is an essential member of the healthcare team.
 - 5.2. A collegial team is essential for success in serving clients.
 - 5.3. Effective team members must be able to give and receive constructive feedback.
 - 5.4. Colleagues create a positive environment for each other that values holistic client care.
6. A competent nurse practices within, utilizes, and contributes to the broader health care system.
 - 6.1. All components of the healthcare system must be incorporated when providing interdisciplinary care.
 - 6.2. The effective nurse contributes to improvements of the healthcare system through involvement in policy, decision-making processes, and political activities.
7. A competent nurse practices client-centered care.
 - 7.1. Effective care is centered around a respectful relationship with the client that is based on empathy, caring, mutual trust, and advocacy.
 - 7.2. Nursing practice should reflect the attitudes, beliefs and values of clients.
 - 7.3. An understanding of the culture and history of the community is fundamental in the practice of nursing.

8. A competent nurse communicates and uses technology effectively.
 - 8.1. Effective use of communication is an essential part of all interventions to establish caring and therapeutic relationships to educate and advocate for clients.
 - 8.2. When working with colleagues or clients, it is important to ensure that accurate, timely and complete communication has occurred.
 - 8.3. Successful communication requires attention to elements of cultural influences, variations in the use of language and a participatory approach.
 - 8.4. Information and communication technologies provide essential information for delivery of effective nursing care.
9. A competent nurse demonstrates clinical judgment/critical thinking in the delivery of care of clients.
 - 9.1. Analysis and integration of available data.
 - 9.2. Implementation of prioritized care based on evaluation of data.
 - 9.3. Evaluation and analysis of the nurse's personal clinical performance
 - 9.4. A competent nurse engages in risk reduction activities, recognizes, communicates and intervenes to promote client safety.

Progression Information and Requirements

- The GEPN pre-licensure coursework curriculum is based upon a logical progression, where each course builds upon the successful completion of previous course work.
- The courses in the GEPN program are offered only once per cohort and in a specific sequence.
- The student cannot move into his/her graduate nursing specialty area until all courses (didactic and clinical) in the pre-licensure year are successfully completed.
- All didactic courses must be taken for a grade (A-F). Clinical courses (including laboratories [L]) must be taken for credit/no credit.
- Students must maintain at least a "B" average (3.0 GPA) in the pre-licensure year in order to maintain good graduate academic standing and to continue on to their graduate courses. Each course must be passed with at least 80% (or a "B- grade"). Receiving less than 80% for any course will result in the course not being applied towards progression in the program. In addition, the course must be repeated at the next course offering. If a didactic course has a clinical course (i.e., laboratory or clinical rotation), then failure in one of these courses requires repeating both courses.
- If a GEPN student fails to maintain the GPA required by GD policy (i.e., a GPA of 3.0 or higher) the student will be placed on probation by the GD. According to GD policy, the student must (improve the GPA to at least 3.0) by the end of the academic semester following the semester that the student was placed on probation.

NOTE: If a student is placed on probation by the GD, then s/he cannot take a LOA but must enroll in non-nursing graduate level courses in order to improve the GPA so it is at or above the 3.0 minimum required by the GD.
- Upon successful completion of the pre-licensure year, the student is eligible to take the NCLEX-RN examination. The GEPN PD will inform the PD of the student's graduate nursing specialty of the student's NCLEX result. GEPN students must pass the NCLEX-RN by the end of the first academic semester following completion of the pre-licensure coursework. If a student does not take or pass the NCLEX-RN and obtain evidence of licensure as an RN by the end of their first semester after completion of the GEPN pre-licensure year, they will be required to take a LOA until they successfully pass the NCLEX-RN and obtain an RN license.
- Upon graduation, the GEPN graduate will demonstrate competency in basic undergraduate as well as graduate level nursing in a chosen specialty area.

Attendance - Didactic / Clinical

Attendance is required for all didactic, lab and clinical hours. Advance notification of absence or tardiness is mandatory and must be made directly to the appropriate clinical instructor.

- More than one instance of an EXCUSED absence* per course will result in the implementation of a Student Learning Agreement (LA). Because GEPN is an intense pre-licensure year, there is limited availability to make-up time availability at the hospitals or facilities. **All missed clinical hours whether excused or unexcused will be made up***. The Program must abide by the Hawaii State Board of Nursing Administrative Rules and complete all the required clinical hours of each course.
- More than two instances of UNEXCUSED tardiness or UNEXCUSED absence per course will result in failure of the course.
- There will be NO quiz or exam make-ups unless there is an excused absence by the coordinator of the course.

* An excused absence consists of: 1) a student who is sick and can obtain a health care provider's note to return to clinical and/or didactic; 2) a student's immediate family member is sick; 3) death of a family member – with documentation of such an incidence; and 4) **legal obligations with documentation**.

Clinical Dress Code

The following is the dress code for GEPN students during the pre-licensure year of their program. Inappropriate and/or unprofessional attire will result in dismissal from the clinical area and recorded as an unexcused absence.

- ID badges must be worn at all times in an easy to view area of the uniform.
- Uniforms must be clean and free from stains.
- The DON patch and NAWSON ID badge are required. The DON patch ID badge is purchased at the UHM Bookstore
- Only the official Department of Nursing (DON) uniforms (white logo top) with hunter green pants should be worn to the acute care clinical setting. Uniforms are available for purchase at the UHM Bookstore. For the NURS 507 psychiatric setting, course specific guidelines will be provided.
- White athletic or white/black nursing shoes with white socks are required. Shoes must be clean and polished. Open-toed and/or open-back shoes are not permissible in any clinical setting.
- Make-up, if used, is to be worn in moderation.
- No perfume
- One set of stud earrings, wedding bands, and watches can be worn. No dangling earrings or long neck chains are to be worn.
- Hair must be kept neatly away from the face and confined above the collar (pulled back in a bun, no "ponytails", hair touching shoulders, or obscuring vision).
- Hair color must be natural colors and professional styles that meet the standards of the clinical settings.
- The general appearance of the student must conform to expectations of the profession as determined by the faculty and clinical agencies.
- When a sweater or T-shirt under a white logo top is worn, it must be white in color.
- A waist pack may be used to hold equipment.
- Fingernails must be conservative in length, neatly trimmed, and without artificial or gel nails.
- All visible tattoos must be covered. Long sleeve plain white T-shirt and/or band-aids can be worn to cover exposed tattoos.

Application for the National Council Licensure Examination (NCLEX-RN)

The process for applying for the NCLEX-RN is as follows:

1. Obtain an application for License by Exam from the Hawai'i Board of Nursing.
2. Submit a request for official transcript (green form) to the UHM Office of Admissions and Records,
 - a. Check the box that says "Send after summer semester grades are posted (Allow 2-4 weeks after end of semester)"
 - b. OSS will send the lists to the State Board of Nursing AFTER FINAL GRADES are submitted to that office. This will serve as the initial verification of graduation until UHM sends the official transcript.
3. DO NOT SEND the "Student Final Record" form in the application packet to your nursing school. The graduation list replaces this form.
4. The Hawai'i Board of Nursing will determine your eligibility to take the NCLEX.
5. You will be mailed the NCLEX Candidate Bulletin and registration form. Follow instructions to register with the NCLEX/CAT Data Center. You will receive a response from Vue/Pearson. They will mail you an Authorization to Test Letter and a list of centers where you can schedule an appointment to take the NCLEX/CAT exam.
6. The Hawai'i State Examining Board will send the test results to you directly. Your license will come separately. Licensure is for a 2-year period and is renewable on June 30 in odd-number years. The Department of Commerce and Consumer Affairs (the department responsible for licensure) sends you notification about the cost of the renewal.
7. If you wish to take the nursing licensure exam in another state you must contact the state's board of nursing directly. Addresses of State Boards of Nursing are available by calling the State of Hawai'i, Board of Nursing at (808) 586-2695.

Master's Degree Program

Online Advanced Population Health Nursing

The Online Advanced Population Health Nursing (APHN) Program is an online program for registered nurses who wish to practice in Hawai'i, the continental United States, or in global settings. The program focuses on population-level health, wellness, and health promotion & disease prevention. The student learns critical population health skills such as community and population assessment, complex project/program management, health services research, and health policy analysis.

The 30-39 credit program can be completed in one year as a full-time student or in two years as a part-time student. Students in the (APHN) program complete a six credit capstone project that includes 270 hours of fieldwork experience. The capstone project is designed to provide students with experience in the indirect care level of service at the aggregate population, organizational or systems level.

Master's in Nursing Education & Leadership Program

The Master's of Science in Nursing Program – Nursing Education & Leadership (NEL) Track is designed for post-baccalaureate nurses and advanced practice nurses to expand their knowledge and expertise in nursing education, best practices and innovation in teaching and learning, and leadership development. A total of 36 credits is required for this track. Part-time and full-time study options are also available. The prospective and current graduate students in this track will receive academic and student services support from the School's Office of Student Services (OSS) and as students' progress through the program of study, they will be additionally advised by the Program Director for academic advising. The Nursing Education and Leadership (NEL) Track is distance based with a hybrid format with most of the courses offered online except for the fieldwork and practicum experiences. Accommodations will be made for graduate

nursing students on the neighbor islands for these experiences. During the first and second year of the full-time or part-time pathway, courses offered include research and evidenced-based practice, pathophysiology, pharmacology, and physical assessment. The students will begin to take nursing education and leadership courses beginning in the first year to develop foundational skills and knowledge in these areas. In the final two semesters, students will be immersed in real-world teaching and learning opportunities in didactic, lab, and practicum experiences with a master teacher. These experiences bridge role change and development from novice to expert in the discipline of nursing education and leadership development. Admission and Application Requirements Applicants must meet the requirements of both the Graduate Division and the Department of Nursing for admission to the program. Admission and application requirements vary by the pathway. For detailed admission and application information, please visit the [NAWSON website](#).

Doctor of Nursing Practice (DNP) Program

Program Description

The DNP graduates are prepared to serve as leaders in clinical and executive positions, translating emerging science and applying it to clinical care and policy directions to improve patient and population-based care delivery. The program is designed as a post baccalaureate or post-master's program and consists of different pathways leading to the DNP degree. Each pathway meets the requirements for students to demonstrate comprehension and integration of the DNP [Essentials](#) through the completion of a DNP Project and submission of a DNP Project report that reflects scholarship at a doctoral level.

Adult Gerontology Primary Care Nurse Practitioner Track

The [Adult/Gerontology Primary Care Nurse Practitioner](#) (AGPCNP) pathway is a 3-year, full-time pathway and prepares students to take the national certification examination prior to graduation. (For certification timeline, see Appendix H). It consists of 77 credits, inclusive of didactic and clinical coursework.

Family Nurse Practitioner Track

The [Family Nurse Practitioner](#) (FNP) pathway is a 3-year, full-time pathway and prepares students to take the national certification examination prior to graduation. For certification timeline, see Appendix H). It consists of 77 credits, inclusive of didactic and clinical coursework.

Psychiatric Mental Health Nurse Practitioner (For RNs who have a bachelor's degree)

The Psychiatric Mental Health Nurse Practitioner (PMHNP) post-baccalaureate program is a full time, cohort model designed to be completed in 3 years (8 semesters). A total of 74 credits are required to complete the program. The program prepares nurses to provide holistic psychiatric and mental health conditions across the lifespan. Psychiatric-Mental Health Nurse Practitioners are prepared with advanced clinical judgment to assess, diagnose, plan, implement, intervene, manage, and evaluate holistic plans of care – including treatment with psychotropic medications; individual, group and family psychotherapy; crisis intervention; case management and consultation. The specialty track offers 810 supervised clinical hours.

Psychiatric Mental Health Nurse Practitioner (For APRN's with a Master's degree or higher)

The psychiatric Mental Health Nurse Practitioner (PMHNP) post master's program is a full time, cohort model designed to be completed in 3 years (8 semester). A total of 62 credits are required to complete the program. The specialty track offers 810 supervised clinical hours.

Bachelor's to DNP

The [Bachelor's to DNP](#) pathway is designed for individuals with an RN license and a Bachelor's degree in nursing.

Master's to DNP

The [Master's to DNP](#) pathway is designed for individuals with an RN license and a Master's degree in nursing.

Master's in Business Administration in Health Care to DNP

The Master's in Business Administration in Health Care (MBA-HC) and [Doctor of Nursing Practice](#) (DNP) pathway is designed for RNs with a master's degree from UH Mānoa Shidler College of Business. This pathway follows completion of the 48 credit distance MBA-HC degree through the Shidler Business College. The Shidler MBA-HC graduate can enroll in post-master's courses to obtain the post MBA-HC DNP degree. The 25 credit pathway can be completed part-time.

Cohort Model

The DNP Program is offered as a cohort model where the curriculum pathway builds upon previous course work to facilitate the development, implementation, and evaluation of the DNP Project. The courses in the DNP program are offered only once per student cohort and in a specific sequence. If students have completed the required coursework of the DNP program, they may choose to continue to work on their DNP Project by registering for a minimum of one NURS 776 credit each semester. The DNP student must demonstrate progress in the project as outlined by the Project Chair and DNP PD at the beginning of each semester after the completion of didactic coursework. Specific student learning outcomes for each semester will be used to measure the student's progress and if these are not met the student will be placed on probation by the DNP Program and may be in jeopardy of not completing the degree.

DNP Student Advising – NP Specialty Track Coordinators (NPSTC)

The DNP PD is responsible for overseeing all aspects of the students' academic progression. The advising responsibilities of the DNP PD have been presented previously in the handbook. The nurse practitioner specialty track coordinators (NPSTC) work with the DNP PD to provide guidance to the students about the development of their role as advanced practice registered nurses, facilitate their understanding and integrating the APRN competencies relevant to students' specialty area, and provide additional resources that can assist the students as they become primary care nurse clinicians.

DNP Project Committee Roles and Responsibilities

Academic advising for all graduate nursing students is presented earlier in the handbook. In addition to this information, there are unique advising roles that pertain to the DNP Project. The DNP Project Committee is made up of the student, the project chair (faculty member), content expert (healthcare expert at project site), and the third committee member (faculty member). Two of the DNP Committee members are to be Department of Nursing faculty.

All members of the DNP Project Committee of faculty, content experts, and students are responsible to ensure completeness, rigor, and robustness as well as uphold ethical standards set by the UHM Nancy Atmospera-Walch School of Nursing, UHM Graduate Division, and UH Office of Research Compliance as appropriate for a doctoral level project.

Students

The student is the primary driver and stakeholder of the DNP project and is considered the primary author of the project manuscript. It is the responsibility of the student to initiate the DNP project process, identify a project site, identify a content expert, and determine a project problem based on the mutual identified needs of the student and the DNP project site. DNP Project Chairs and Third readers will be assigned to the student's project by the DNP program administration (PD/GC/DC). Students are ultimately responsible for their own education and are held accountable for knowing and successfully completing all requirements of the DNP program. Each student contributes to the success of the advising system and the advisee-advisor relationship by assuming the following responsibilities:

- Know the degree requirements and progression policies of the UHM and the NAWSON.
- Schedule meetings with the project chair, content expert, third reader and any associated stakeholders required once each semester for a DNP Project Update. At each semester meeting a DNP Project Progress Form is completed.
- Meet with the DNP project team members as frequently as needed, however should provide regular updates to the committee via an established communication preference. This communication should include all committee members.
- Notify the DNP program director of DNP project updates via Google form request once a semester- this is initiated by the program director usually in mid-semester.
- Track academically supervised DNP Project hours within the students Google folder tracking form. Hours are verified by the DNP program director, and DNP project chair, and the content expert.
- Collaborate with the project committee and schedule DNP Project proposal and final presentations via Presentation link on the DNP Portal.
- Reference the DNP portal for resources, forms, and subject material needed for project progress.
- Consult with the DNP project chair on all DNP project needs, concerns, ideas, and issues.
- Submit drafts of the project paper regularly to DNP committee for feedback.

DNP Project Chair

The DNP project chair is a NAWSON faculty member who meets the GD faculty requirements and has the expertise to function as the primary mentor throughout the development, implementation, and evaluation of the DNP Project and is considered the second author on the journal manuscript. The Project Chair's main responsibility is to advise and assist the student's progression through the DNP Project. The project chair's responsibilities include:

- Meet with the student at least once each semester, and as needed, for DNP Project updates. At each semester meeting a DNP Project Progress Form is completed.
- Meet with the entire DNP project committee at least once a semester for DNP Project updates and as needed by the student or project site.
- Provide resources that assist the student in their project process (journal articles, community contacts, IRB application, etc.)
- Assist with paperwork completion, advising on current and upcoming deadlines and forms, signing progress and other forms related to the DNP Project, as required through the students Google Folder and the Kualu Build site.
- Critically review DNP Projects, Project Papers, and Project presentation for rigor, robustness, completeness, and current APA format editing.
- Advise and oversee the development of the DNP Project proposal and final project presentation.
- Assist the student in scheduling DNP Project proposal and final presentation meetings
- Review and provide editorial feedback to the student on their written and oral products of the DNP Project
- Evaluate the DNP Project products and activities in collaboration with the student's content expert and the third committee member to ensure compliance with CCNE/NONPF/AACN requirements
- Enter grades for the DNP Project products each semester in consultation with the student's content expert

- Assessing students in acquiring funding for the DNP Project, whenever possible.
- Communicate with the DNP PD and Program Coordinator on any student/project needs including extensions, delays, site issues, etc.
- Provide timely feedback to the DNP project paper student submissions (2-4 weeks)

Content Expert

The DNP project chair and third reader must be secured prior to submission of Content Expert requests as per Graduate Division policy.

The content expert is a healthcare expert who has the experience to function as the primary mentor at the site or within the system where the student's DNP Project will occur. DNP project content experts do not act as clinical preceptors, but as subject matter experts and student mentors in the clinical arena. Content experts must meet the requirements for GD faculty appointment. They have knowledge of the clinical area/clinic where the DNP project may occur. The content expert assists the students in tailoring the project to best suit the site's needs. DNP students can complete projects with any population aim from patient, to nurses, to providers, to policy, to education, etc. Once the student's project is completed, the student is expected to publish their evidence and the Content Expert would be considered the third author on the journal manuscripts.

To request consideration for a Graduate Faculty appointment, the Content expert must submit (to the student who submits to Laulima/PD) a CV and a written 200 robust word description of their:

- Educational preparation (Master's or higher degree is preferred)
- Relationship to the site (i.e., current role at site, length of tenure at position)
- History of area of expertise that relates to the student's project
- Current area of expertise that supports to the student's project and population
- Scope of onsite responsibilities which enable them to support the student's project at the site

The content expert's primary responsibility is to advise and assist the student advisee's progression through their DNP Project at the site and/or system. In collaboration with the DNP project chair, the content expert's responsibilities include:

- Meet with the project chair, student, and third reader for DNP Project updates every semester and as needed
- Provide resources that assists the student in their project process (journal articles, community contacts, IRB application, etc.)
- Meet with the student as frequently as needed to ensure project success in accordance to the project site and students project goals/outcomes.
- Advise and oversee the development of the DNP Project proposal
- Review and provide editorial feedback to the student on their written and
- Oral products of the DNP Project in accordance with current APA edition formatting.
- Serve as a voting committee member at the proposal and final presentation of the student's DNP Project
- Attend DNP Project proposal and final presentation meetings
- Evaluate the DNP Project products and activities in collaboration with the student's Project Chair and Third Committee Member to ensure compliance with CCNE/NONPF/AACN requirements
- Provide timely feedback to the DNP project paper student submissions (2-4 weeks)

Third Committee Member

The Third Committee Member is a NAWSON faculty member with a minimum of a Master's degree, and graduate faculty status. The third reader serves as a peer-review role focused on content, structure, project topic applicability to practice, and current APA edition formatting.

In collaboration with the DNP project chair and content expert, the third committee/team member's responsibilities include:

- Review and provide editorial feedback to the student on their written and oral products of the DNP Project in current APA edition format.
- Provides resources that assists the student in their project process (journal articles, community contacts, IRB application, etc.)
- Attend semester DNP project progress meetings scheduled with the student, project chair, and content expert.
- Attend the DNP Project proposal and final presentation meetings
- Serve as the third voting member at the proposal and final presentation of the student's DNP Project
- Evaluate the DNP Project products and activities in collaboration with the student's project chair and content expert to ensure compliance with CCNE/NONPF/AACN requirements.
- Provide timely feedback to the DNP project paper student submissions (2-4 weeks)

DNP Program Director

The DNP PD provides resources and support for DNP project committees towards the successful completion of the DNP project as needed. The DNP PD may serve as a consultant on all matters related to the project process to the committee, provide information on project development, implementation ideas, framework identification, and review of project goals to ensure completeness, rigor, and robustness as well as uphold ethical standards set by the UHM NAWSON UHM Graduate Division, and UH Office of Research Compliance appropriate for a doctoral level project.

Responsibilities include:

- Ensure rigor, robustness, and applicability of the DNP project process from all aspects and incorporating feedback from DNP project committee members on project process improvement holistically.
- Meet with project chairs and third readers on DNP project students and their project focus/trajectory to support the student
- Create, update, and maintain DNP project phases, project phase modules, and providing education to students on the overall project process.
- Introduce DNP students to the DNP project process and describe methods to ensure success in completing a rigorous project.
- Work closely with the DNP Program Coordinator to secure meetings, send out timely communications/memos, and continuously evaluate the program to create a seamless project process.
- Work closely with the Graduate Division Chair and the Department Chair on all matters related to the project process including student progression, program and project process reviews, and graduate division requirements for successful project completion.
- Embody and promote project committee involvement, cohesiveness, and understanding of the project process.

- Create opportunities for faculty development through project process orientations, program/project/graduate division updates, committee member role development, and personal growth initiatives to provide a strong, solid foundation and support system for DNP project committee members.
- Actively seek feedback from DNP project committee members/Graduate Division Chair on DNP project process flow, integration, modules, assignments, process implementation, and any other project process for quality improvement, assurance, and evidenced-based integration of project models.
- Communicate with students/project committees on any process/program updates
- Assist in providing the Program Coordinator and Program Assistant with required documentation requested by Graduate Division to secure Content Experts as approved committee members.
- Assist the DNP committee chair and student to complete forms and communicate with the DNP Program Coordinator and Graduate Chair on any student/project needs including extensions, delays, site issues, etc.
- Evaluate the DNP project process and activities in collaboration with the DNP committee members, Graduate Chair, Department Chair to ensure compliance with CCNE/NONPF/AACN requirements.

DNP Program Coordinator

The DNP Program Coordinator manages the administrative activities and works closely with the DNP project committee members, and program director to ensure completeness, rigor, and robustness as well as uphold ethical standards set by the UHM NAWSON, UHM Graduate Division, and UH Office of Research Compliance appropriate for a doctoral level project.

Responsibilities include:

- Provide continual feedback on the project process, DNP committee formulation, student progression, and any other project matter.
- Assist DNP project committee members on completing Graduate Division required forms through the Quali Build website.
- Assist students through DNP project committee member changes/updates as needed.
- Assist students and DNP committees in scheduling Project Proposal and Final Project presentations with appropriate committee members and stakeholders.
- Work closely with the Graduate Division and Graduate Chair in all matters related to the DNP project process and assists in clarifying any recommendations.
- Assist the DNP committee chair and student to complete forms and communicates with the DNP Program Director and Graduate Chair on any student/project needs including extensions, delays, site issues, etc.

Project Committee Member Changes

The DNP Program recognizes that changes to committee personnel may occur for a variety of reasons. In the instance of project committee member revision:

- The student must meet with their project chair, and program director and present the reason and plans for revision.
- The PD will communicate the revision request to the Department Chair and Graduate Chair (GC).
- For changes in Content Expert before the DNP project presentation (before Form 2 is filed):
 1. The student will submit a written request to replace the content expert on their committee.
 2. The student will need to obtain a complete CV and a robust 200-word content expert document as described above under "Content Expert".
 3. The student will submit the new material to the DNP PD for review

4. The GC will submit a memo to the Graduate Division requesting the change in content expert.
- For committee changes in Committee Chair or the Third Reader before the DNP project presentation (before Form 2 is filed):
 1. Wait until after the DNP Presentation is completed and place the name of the new Chair or 3rd reader on the Form 2 in Kuali on the Graduate Division website
- For committee changes in Committee Chair or the Third Reader after the DNP project presentation (after Form 2 is filed):
 1. The student will complete the Professional Doctorate Petition to Revise Dissertation Committee form in Kuali on the Graduate Division website.

DNP Project

The primary purpose of the DNP Project is to focus the student on the development, implementation, and evaluation of a clinically concentrated scholarly project that aims to improve clinical practice through integration of evidence-based practice, quality improvement, and systems leadership (AACN, 2015; AACN, 2021).

The overall goal of the project is to improve care delivery, healthcare outcomes, and/or process improvement through quality improvement initiatives. The project may address any nursing intervention that influences healthcare outcomes through the provision of direct care or management of care or indirect care such as nursing administration, health policy, informatics, or population health (AACN, 2015; AACN, 2021). Projects which involve the UHM graduate program, curriculum, courses and faculty and students have additional requirements. Please see the DNP Program Director.

The NURS 776 Syllabus provides a detailed description of project requirements and procedures.

Credit Hour Requirements and Tracking of Hours

The [Essentials of Doctoral Education for Advanced Nursing Practice](#) requires that DNP graduates obtain “a minimum of 1,000 hours of practice post Baccalaureate as part of a supervised academic program” (AACN, 2006, p. 19).

Credit Hour Calculation

To meet the graduation requirement, post baccalaureate academically-supervised practice hours will be calculated and validated by the DNP PD and GC based on transcript credits and/or course syllabi as follows:

- Semester Hours – 1 credit hour = 3 hours per week x 15 weeks for a total of 45 hours per semester. A minimum of 23 semester credit hours are required for graduation;
- 12-Week Quarter Hours – 1 credit hour = 3 hours per week x 12 weeks for a total of 36 hours. A minimum of 28 12-week quarter credit hours are required for graduation; or
- 10-Week Quarter Hours – 1 credit hour = 3 hours per week x 10 weeks for a total of 30 hours. A minimum of 34 10-week quarter credit hours are required for graduation.

If the post master's DNP student is a graduate of the UHM NAWSON Master's program, the following courses are considered academically-supervised practice courses:

- Clinical Nurse Specialist Track: NURS 693,
- Nurse Practitioner Tracks: NURS 675,
- Clinical Systems Management I: N663
- Clinical Systems Management II: N774
- Population Health Track: NURS 672, or
- Other fieldwork, as appropriate and as specified in the catalog or course description for the course.

The post baccalaureate pathways are designed to meet the AACN credit hour requirements for academically supervised practice hours.

Credit Hour Tracking

In order to graduate from the DNP program, students must demonstrate that they have met the 1,000 hours of academically supervised practice requirement. DNP Project hours include the time spent planning, implementing, and evaluating the DNP project (see NURS 776 DNP Project syllabus). DNP Project hours should be in addition to course work related activities and paid work responsibilities.

DNP Project hours shall be maintained by the DNP student and submitted to the DNP project chair and DNP Program Coordinator each semester through a tracking mechanism. Any form of tracking mechanism can be devised to track these hours; an excel spreadsheet is one option. The DNP PD and Project Chair needs to review the form each semester to validate the hours.

DNP-NP students will also have clinical practicum credit hours that will be documented per the requirements that are outlined in the Primary Care Lab syllabi. These hours are separate from the NURS 776 hours.

Students must follow the guidelines of the [University of Hawaii's Style & Policy Guide](#) for preparing written products. The written product/s of the DNP Project follows the American Psychological Association (APA) current edition publication guidelines and the University of Hawaii's Style & Policy Guide. In addition, DNP students must refer to the NURS 776 syllabus. Students should consult with their Project Chairs and the DNP PD if they have questions about this aspect of the DNP Project products.

An oral and written presentation of the DNP Project proposal is a required activity of the DNP program. The student has the option of conducting the oral proposal presentation at the DNP project site. Per GD policy, only the student's committee members will be present for the proposal presentation to ensure adequacy of preparation.

The final DNP Project presentation is open to the public. If the student is presenting their final project off-Campus, arrangements must be made for on-Campus access to view the presentation. If the student and/or the committee/team members are planning to participate off-site, a [Petition for Remote Committee Participation](#) must be completed and filed two weeks prior to the date of the presentations.

Doctor of Philosophy in Nursing Program

Program Description

The Department of Nursing's PhD program is designed to prepare visionary scholars capable of conducting research and generating new knowledge to improve the health of culturally diverse populations, especially in Hawai'i and the Pacific Basin regions and countries. The curriculum establishes a strong foundation in research methodologies with each course contributing to the development of the dissertation study. The program is rigorous and based on specific program learning outcomes and core competencies. It requires that students demonstrate strong critical thinking and writing skills that allow them to coherently and logically communicate their course assignments, and ultimately, their dissertation.

Students can enter the PhD program through one of the following pathways: 1) RNs that have a baccalaureate or higher degree in nursing or another field; and 2) Graduate Entry Program in Nursing (GEPN) student with a baccalaureate degree in a field other than nursing.

Academic Advising

Academic advising for all graduate nursing students is discussed earlier in the handbook.

Progression in the Program

The goal of all NAWSON programs is to ensure the successful and timely completion of degree requirements. The Academic Progression in Doctoral Programs policy and procedure describes the roles and responsibilities of students and faculty to ensure adequate support and processes are utilized for student achievement of the requisite academic milestones. The timeline for graduate students' completion of their specific programs and academic jeopardy is presented earlier in the handbook.

Program Progression for Students Admitted Prior to 2017 (Part-time Pathway)

A general overview of the timeline for progression in the PhD program for students who were admitted to and enrolled in the program prior to 2017 is as follows:

- Summer year 1, 2 and 3
 - Attend Summer Intensives
- Year 1 (Fall semester) –Year 3 (Spring semester)
 - Enroll in and successfully complete all required courses
- Year 2 – Year 3 (Summer semester)
 - Prepare two scholarly papers eligible for peer review to be considered for the comprehensive examination
 - Select members of dissertation committee members
- Year 3 – Year 4
 - Complete the comprehensive examination
 - Defend dissertation proposal (chapters 1 – 3)
 - Confirm dissertation committee chair
 - Submit institutional review board (IRB) application to conduct dissertation study; obtain approval by IRB
 - File Form II (Advance to Candidacy); obtain approval by GD
- Year 4 – Year 5
 - Conduct study, collect data, and complete data analysis
 - Complete writing of chapters 4 and 5
 - Schedule final dissertation defense
- Year 4 – Year 5
 - Public defense of dissertation (Form III)
 - Submit dissertation to the GD (Form IV)

Selection of the Comprehensive Examination and Dissertation Committees

A student who has advanced to the comprehensive examination stage is responsible for forming her/his dissertation committee. In the Department of Nursing, the student's comprehensive examination committee typically serves as the dissertation committee, although the student may elect to constitute a separate dissertation committee. Members of the committee approve the student's comprehensive examination; and, subsequently, when the student proceeds to the proposal defense stage, the committee reviews the student's research proposal and signs the Student Progress Form II. The student must keep the committee informed of the scope, plan, and progress of the dissertation research and manuscript (refer to Appendix I). The evaluation of the student by the committee members is guided by the rubrics for the comprehensive examination, proposal defense and dissertation defense rubrics (refer to Appendix J, K and L respectively).

PhD Comprehensive Examination (see Appendix M)

The comprehensive examination will occur after the student has completed all of the required coursework. Enrollment in NURS 699 "Proposal Development" is not considered a part of the student's coursework. Students enrolled in the PhD Program prior to Fall 2017 must prepare

two scholarly papers eligible for peer review in their field of study. Students who enroll in the program after Fall 2017 will be required to complete a written examination.

The purpose of the comprehensive examination is to enable the student's committee to assess the readiness of the student to progress to the dissertation stage. If a student does not pass the comprehensive examination, the student may petition to repeat it once. Students who fail the comprehensive examination twice will be dismissed from the program.

The Proposal Defense (see Appendix N)

The purpose of the proposal defense is to provide the student with the opportunity to demonstrate depth and breadth of proficiency in content, design, and methodology for the proposed dissertation research. The proposal defense is a written and oral presentation of the student's proposed dissertation plan (e.g., the first three chapters of the dissertation) to the student's Doctoral committee.

Students passing the comprehensive exam proceed with the preparation for the research dissertation proposal defense. With the approval of the chair, the student may proceed with the proposal defense immediately after the successful completion (i.e., pass) of the comprehensive exam. All committee members must be present at the proposal defense. If the distance modality is required, the PhD program office must be notified in accordance with the GD timelines. The PhD program office must be included in scheduling the date and time of the Proposal Defense.

The Dissertation

Registration in NURS 800 is reserved for students who have completed all required classes, passed the comprehensive examination and the dissertation proposal defense, obtained IRB approval; and have advanced to candidacy (i.e., the Form II has been submitted to and approved by the GD. Registration requirements for dissertation 800 (e.g., NURS 800) is located on the [GD website](#).

According to the GD, "The thesis of the dissertation is a scholarly contribution to knowledge. It presents research conducted by the student under the supervision of the thesis/dissertation committee chair. The final submission becomes a permanent and official addition to the body of scholarship undertaken at UHM. The dissertation should exhibit originality in the sense that it does not duplicate the work of someone else."

The Dissertation Defense

Once the student's dissertation is completed and meets UHM and NAWSON requirements, the chair of the committee will recommend the scheduling of the defense (refer to Appendix N, PhD Proposal and Final Defense). The dissertation defense presentation is open to the public. If the student and/or the committee/team members are planning to participate off-site, a [Petition for Remote Committee Participation](#) must be completed and filed two weeks prior to the date of the presentations.

APPENDICES



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Appendix A



NURSING

UNIVERSITY of HAWAII at MĀNOA

MS, DNP and PhD in Nursing Program Outcomes/Competencies*

The Program Outcomes/Competencies arise from the understanding of nursing as an evidenced-based discipline. Graduates are expected to possess the distinctive values, attitudes, habits and skills in both professional behaviors and nursing care competencies that are described in this document. The professional competencies define the values, attitudes and practices that competent nurses embody; the nursing care competencies define relationship capabilities that nurses need to work with clients, colleagues, and members of other professions, the knowledge and skills of practicing nursing and capabilities that encompass understanding of the broader health care system.

In all cases, the client is defined as the recipient of care, is considered an active participant in care, and includes the individual, families, community, or populations. Nursing care competencies recognize that a competent nurse provides safe care across the lifespan directed toward the goals of helping clients (individuals, families, communities or populations) promote health, recover from acute illness and/or manage a chronic illness and support a peaceful and comfortable death. The following document describes the key competencies within the context of professional expectations for Master's, DNP and PhD prepared nurses. At the conclusion of the program each graduate from the UHM NAWSON is prepared to begin practice in their respective role guided by these professional competencies and expectations.

| MASTER OF SCIENCE IN NURSING | DOCTOR OF NURSING PRACTICE | PHILOSOPHY DOCTORATE IN NURSING |
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| 1. The professional actions of a competent nurse in an advanced role are based on core nursing values, professional standards of practice, and the law. | | |
| 1.1. Demonstrates accountability for the applicable legal scope of practice, professional standards and code of ethics. 1.2. Participates in professional organizations to support nursing practice. 1.3. Utilizes ethical analysis and clinical reasoning for delivery of advanced nursing practice. 1.4. Articulates and actualizes a personal philosophy of nursing that incorporates ethics, values and professional standards. | 1.1. Integrates nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice. 1.2. Uses science-based theories and concepts to: <ul style="list-style-type: none"> • determine the nature and significance of health and health care delivery phenomena; • describe the actions and advanced strategies to enhance, alleviate and ameliorate health and | 1.1. Leads efforts in professional organizations to develop policy and standards for nursing practice. 1.2. Advocates for the ethical conduct of research and practice. |

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| | <p>health care delivery phenomena as appropriate; and</p> <ul style="list-style-type: none"> ● evaluate outcomes. <p>1.3. Develops and evaluates new practice approaches based on nursing theories and theories from other disciplines.</p> <p>1.4. Develops and evaluates care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences as well as organizational, political, and economic sciences.</p> <p>1.5. Develops and evaluates effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.</p> <p>1.6. Provides leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.</p> <p>1.7. Advocates for social justice, equity, and ethical policies within all healthcare arenas.</p> <p>1.8. Designs, implements, and evaluates therapeutic interventions based on nursing science and other sciences.</p> | |
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| 2. A competent nurse in an advanced role develops insight through reflective practice, self-analysis, and self care through the understanding of the law. | | |
| 2.1. Continually engages in self-reflection, self-care and lifelong learning to contribute to professional development and advanced practice. | 2.1. Critically evaluates data-based sources and individual experiences to develop leadership strategies for addressing social, ethical, cultural, economic and political issues related to nursing practice and health care delivery. | 2.1. Critically evaluates data-based sources and individual experiences to generate new knowledge that can contribute to the development of strategies for addressing social, ethical, cultural, economic and political issues impacting health care. |
| 3. A competent nurse in an advanced role engages in ongoing self-directed learning and provides care based on evidence supported by research. | | |
| 3.1. Critically examines and utilizes evidence-based sources to support advanced practice. 3.2. Identifies amenable to research. 3.3. Participates in the process of evaluating evidence in collaboration with other members of the health care team. 3.4. Maintains competency through the development of a personal plan for lifelong learning and continued professional development. 3.5. Demonstrates initiative and self-direction for seeking ways to improve health and health care. | 3.1. Uses analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence of practice. 3.2. Functions as a practice specialist/consultant in collaborative teams that apply current evidence to health care delivery system. 3.3. Critically analyzes epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health. | 3.1. Develops and uses existing and evolving knowledge to improve nursing education and practice. 3.2. Conducts research to improve and maintain the health of a diverse society. 3.3. Employs translational models for applying research evidence to nursing practice. 3.4. Disseminates innovative outcomes and findings from evidence-based research to improve practice and health care outcomes. |
| 4. A competent nurse in an advanced role demonstrates leadership in nursing and health care. | | |
| 4.1. Demonstrates leadership skills and decision making in the provision of nursing care, team coordination, and accountability for care delivery at the micro-systems level. 4.2. Assumes a leadership role for patient safety and quality improvement initiatives. | 4.1. Ensures accountability for quality of health care and patient safety for populations with whom they work. • Uses advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems. | 4.1. Assumes a leadership role in the development of research and clinical practice models to improve outcomes to meet health care needs of culturally diverse populations. 4.2. Assumes a leadership role when conducting and using research findings and other health |

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| <p>4.3. Understands how healthcare delivery systems are organized and financed and how this affects patient care.</p> <p>4.4. Educates a variety of audiences regarding evidence base for practice decisions.</p> <p>4.5. Demonstrates the leadership skills required to teach, coach, and mentor other members of the healthcare team.</p> | <ul style="list-style-type: none"> ● Employs principles of business, finance, economics, and health policy to practice initiatives that will improve the quality of care delivery. ● Develops and/or monitors budgets for practice initiatives. ● Analyzes the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes. ● Demonstrates sensitivity to diverse organizational cultures and populations, including patients and providers. <p>4.2. Demonstrates leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.</p> <p>4.3. Influences policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.</p> <p>4.4. Advocates for the nursing profession within the policy and healthcare communities.</p> <p>4.5. Develops, evaluates, and provides leadership for health care policy that shapes health care financing, regulation, and delivery.</p> <p>4.6. Guides, mentors, and supports other nurses to achieve excellence in nursing practice.</p> | <p>information to design and evaluate systems of care for culturally diverse populations.</p> <p>4.3. Guides, mentors, and supports nursing and other health care professionals in the design, conduct and critical analysis of research studies.</p> |
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| 5. A competent nurse in an advanced role collaborates as part of a health care team. | | |
| 5.1. Collaborates to design, coordinate and evaluate patient care. 5.2. Understands other professions' scope of practice, and demonstrates highly developed strategies to support communication among team members, patients, and health care professionals. 5.3. Demonstrates ability to lead inter-professional teams and partnerships. 5.4. Coordinates comprehensive care for patients within and across settings and among care providers. | 5.1. Employs effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products. 5.2. Leads interprofessional teams in the analysis of complex practice and organizational issues. 5.3. Employs consultative and leadership skills when engaging with interprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems. | 5.1. Participates in interdisciplinary and interprofessional collaborative team(s) to generate empirical knowledge that improves practice, health care outcomes, and policy change. |
| 6. A competent nurse in an advanced role practices within, utilizes, and contributes to the broader health care system. | | |
| 6.1. Brings the nursing perspective to policy development by advocating for policies that improve the health of the public and the profession of nursing. 6.2. Develops and utilizes practice guidelines to improve practice environment. 6.3. Analyzes how policies influence the structure and financing of health care practice and health outcomes on the institutional, local, and state levels. 6.4. Examines the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes. 6.5. Advances equitable and efficient prevention | 6.1. Designs and implements processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community using national benchmarks to determine variances in practice outcomes and population trends. 6.2. Applies relevant findings to develop practice guidelines and improve practice and the practice environment. 6.3. Disseminates findings from evidence-based practice and research to improve healthcare outcomes. 6.4. Designs, implements and evaluates programs that monitor outcomes of care, care systems, and quality improvement including | 6.1. Assumes a leadership role in the political process to improve the quality and safety of health care and advanced nursing education. 6.2. Develops evidence-based educational programs that are accountable to the community of interest in preparation of professional nurses. 6.3. Generates research that analyzes multi-factoral components of health care systems. |

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| services through population-based health promotion and disease prevention services. | <p>consumer use of healthcare information systems.</p> <p>6.5. Educates others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.</p> <p>6.6. Synthesizes concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.</p> <p>6.7. Evaluates care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.</p> <p>6.8. Conducts comprehensive and systematic assessments of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.</p> <p>6.9. Educates and guides individuals and groups through complex health and situational transitions.</p> | |
| 7. A competent nurse in an advanced role practices client-centered care. | | |
| <p>7.1. Advocates for patients, families, caregivers, and members of the healthcare team.</p> <p>7.2. Develops clinical practice guidelines appropriate for diverse cultures.</p> | <p>7.1. Designs, directs, and evaluates quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.</p> | <p>7.1 Generates new knowledge that supports client centered care for individuals, families and/or communities.</p> |

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| 7.3. Utilizes advanced knowledge of the bio/psycho/social determinants of health when designing, evaluating or implementing care. | 7.2. Evaluates consumer health information sources for accuracy, timeliness, and appropriateness. 7.3. Critically analyzes health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums. | |
| 8. A competent nurse in an advanced role communicates effectively and uses technology to support the delivery of health services. | | |
| 8.1. Demonstrates effective communication across and within all professional spheres including the interdisciplinary team, peers, clients and the community. 8.2. 8.2 Uses information technology and research methods appropriately to identify gaps in evidence for practice and collect appropriate and accurate data to generate evidence for nursing practice. 8.3. Analyzes current and emerging technologies to optimize patient safety, cost effectiveness, and outcomes of care. 8.4. Works with a team to implement information technology systems to coordinate and integrate patient care and transitions of care across settings and among healthcare providers. 8.5. Ensures the use of ethical principles and legal policies in the integration and use of patient care and information technologies into care delivery. | 8.1. Uses information technology to collect appropriate and accurate data to: <ul style="list-style-type: none"> ● generate evidence for nursing practice; ● inform and guide the design of databases which generates meaningful evidence for nursing practice; ● design evidence-based interventions; ● predict and analyze outcomes; ● examine patterns of behavior and outcomes; ● identify gaps in evidence for practice. 8.2. Analyzes and communicates critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology. 8.3. Demonstrates the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases. 8.4. Develops and sustains therapeutic relationships and partnerships with patients (individual, family or group) and other | 8.1. Participates in interdisciplinary and interprofessional collaborative team(s), using information technology to generate empirical knowledge that improves practice, health care outcomes, and policies. |

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| | professionals to facilitate optimal care and patient outcomes. | |
| 9. A competent nurse in an advanced role demonstrates clinical judgment and critical thinking in the delivery of care of clients while maintaining safety. | | |
| 9.1. Critically analyzes the best evidence to determine practice implications. 9.2. Integrates knowledge of nursing and related sciences. 9.3. Designs care for a clinical or community-based population. 9.4. Uses quality improvement practices to ensure patient safety and the highest quality nursing care. 9.5. Demonstrates the communication skills required for peer review, reporting of errors, and professional writing. 9.6. Identifies factors to mitigate risks in the practice setting. 9.7. Uses epidemiological, social, and environmental data for drawing inferences regarding the health status of patient populations and interventions to promote and preserve health and healthy lifestyles. | 9.1. Demonstrates advanced levels or clinical judgment, systems thinking, and accountability when designing, delivering, and evaluating evidence-based care to improve patient outcomes. 9.2. Uses conceptual and analytical skills when evaluating the links among practice, organizational, population, fiscal, and policy issues. | 9.1. Systematically investigates a focused area of inquiry to advance knowledge about health care in culturally diverse populations. |

*Reviewed and reaffirmed Graduate Curriculum and Evaluation Committee May 2018

Appendix B



Provisions of the Code of Ethics for Nurses with Interpretive Statements*

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community, or population.
3. The nurse promotes, advocates for, and protects the right, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through the individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through the research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

*American Nurses Association, Provisions of Ethics for Nurses with Interpretive Statements, ©2015 By American Nurses Association. Reprinted with Permission. All rights reserved. Available at

<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-For-Nurses.html>

Appendix C



NURSING

UNIVERSITY of HAWAII at MĀNOA

Student Faculty Authorship Policy

Purpose

This policy outlines the recommendation for student faculty co-authorship during an academic semester and beyond. The purpose of this policy is to ensure intellectual property of faculty and students are adequately protected.

Policy

The NAWSON is committed to student-faculty authorship that both offers students faculty collaboration and mentoring while at the same time safeguarding student rights. This policy has adopted the International Committee of Medical Journal Editors (ICMJE, 2008) definition of authorship, which defines an author as an individual who has made significant contributions to the entirety of the document, including contributions to the conception, design, data collection, analysis and interpretation of data, and/or drafting or critical revisions of the document.

To ensure protection of faculty and student intellectual property this policy includes the following:

1. Publication with an instructor may be listed in the course syllabus as an option after completion of the semester's course work, but will not be listed as a course requirement in any NAWSON course.
2. Co-publication of NAWSON coursework in collaboration between course faculty and a student will be negotiated after course grade submission.
3. Faculty and students will negotiate and sign a Memorandum of Understanding (MOU) agreement at the outset of preparation for publication (see attached form).
4. For publication of an article that is a result of the student's coursework, the NAWSON student will always be listed as first author.
5. To be listed as a co-author for student coursework, a faculty member must contribute to the publication effort substantively and over and above editing and manuscript revision that would be considered part of coursework. The faculty's contribution must include contributions to the conception, design, data collection, analysis and interpretation of data, drafting or critical revisions of the document (ICMJE, 2008).
6. Students coauthoring with faculty must be provided with information for a course of action to take should they need assistance with renegotiating a MOU with their faculty co-author. Options for this are to first speak with the faculty who is co-authoring the manuscript and if resolution cannot be reached then to contact their program director/advisor, Graduate Chair (if a graduate student) or Department Chair (if an undergraduate student) if assistance with negotiation is needed.

Procedures

At such time as a faculty member and student identify a potential publication project:

1. If the student is taking a course from the faculty member at the time the project is being considered, a timeline will be identified so that negotiation of the MOU takes place after the course grade has been submitted.
2. A Memorandum of Understanding will be negotiated and signed by both parties.
3. Prior to the time of MOU signing, the student co-author will be provided with a copy of the policy for student-faculty co-authorship and inform her/his faculty advisor about the plan to be a co-author.
4. The signed MOU is sent to the NAWSON Department Chair and kept on file and a copy is sent to OSS to be part of the student's file.
5. Amendments to the MOU should be included in a re-negotiated MOU which is signed by the instructor and student and forwarded to the NAWSON Department Chair.
6. Should disagreements or grievances arise related to the MOU, the Department Chair or his/her designee will serve as mediator for a renegotiation of the MOU.

NAWSON Policy No: Research 1



MEMORANDUM OF UNDERSTANDING BY AND BETWEEN THE TEAM MEMBERS OF THE

Title of Project: _____

Date: _____

The purpose of this agreement is to clearly delineate authorship and contribution to the project.
The authors agree as follows:

This Agreement will be reviewed and updated at least annually by the authors until all dissemination products are completed.

Amendment

No amendment or addition to this Agreement shall be binding unless it is in writing and signed by all authors.

Authorship: Authorship is designated as follows in accordance with ICJME

First Author: _____

Second Author: _____

Third Author: _____

Fourth Author: _____

Specific project activities are agreed upon as follows:

First Author: _____

Second Author: _____

Third Author: _____

Fourth Author: _____

The student involved in this project has received a copy of the Student-Faculty Publication policy from the project's most senior faculty member and has informed her/his faculty advisor about the proposed manuscript development and submission:

Senior Faculty Member signature: _____

Student signature: _____

Student' Advisor: _____

Entire Agreement

This agreement constitutes the entire agreement of the team members with respect to the subject matter of this Agreement and supersedes all previous contracts of agreements, whether written or oral, with respect to the subject matter hereof. In witness whereof, the team members have executed this Memorandum of Understanding on ____ (date).

Signatures:

First Author: _____ Date: _____

Second Author: _____ Date: _____

Third Author: _____ Date: _____

Fourth Author: _____ Date: _____

Appendix D



Policy on Essential Functions Required by the Nursing Program for Student Admission, Continuation, Graduation, and Disability Accommodation^{1*}

Purpose

The Nancy Atmospera-Walch School of Nursing (NAWSON)) is committed to training competent, caring nurses through quality undergraduate and graduate education. To ensure that NAWSON also meets its ethical responsibility to society to protect the safety and welfare of patients and pay careful and individual attention to the needs of each student, the Department of Nursing (DON) has established a list of essential functions criteria.

It is the policy of the University of Hawai'i to provide equity of opportunity in higher education in the educational mission. The University of Hawai'i and the NAWSON are committed to comply with all federal and state statutes, rules, and regulations that prohibit discrimination.

This DON policy and procedure reflects the University of Hawai'i faculty and institution policies, and federal and state laws on essential functions required for the NAWSON program that must be met for admissions, continuation, graduation, and disability accommodation.

In accordance with University of Hawai'i policies and federal and state statutes, rules, and regulations, reasonable accommodations will be made to facilitate the progress of the otherwise qualified candidate, where such accommodations do not require fundamental alteration of the nature of the program, significantly lower or effect substantial modifications of standards, or significantly affect the rights of other students.

The KOKUA Program is the designated office to serve and work with students with disabilities on the Mānoa campus of the University of Hawai'i. Students with disabilities must self-identify to the KOKUA Program and complete the intake process before receiving disability access services (commonly referred to as accommodations, academic adjustments and auxiliary aides). To ensure prompt and effective provision of services, students should contact KOKUA as early as possible for initial intake and before the start of each term thereafter. (<https://www.hawaii.edu/kokua/> or call (808-956-7511 Voice or TTY).

Policy

1. Identification of Essential Functions

The NAWSON has an ethical responsibility for the safety and welfare of patients with whom nursing students will come into contact both before and after graduation. Therefore,

^{1*}Approved by the UHM Department of Nursing Student Affairs Committees: Undergraduate (UGSA) 3/15/18; Graduate (GCESA) 5/7/18

patient safety is a major factor in establishing these essential functions, and the NAWSON faculty retains the freedom and ultimate responsibility for the selection of students; the design, implementation, evaluation of its curriculum; evaluation of students; and the final determination of granting a degree in nursing. Admission, progression, continuation and graduation decisions are based not only on prior satisfactory academic achievement, but also on non-academic factors which serve to ensure that the candidate can fulfill the following essential functions of the academic programs required for graduation. Technical skills are basic cognitive, communicative, sensory, psychomotor and psychosocial skills and abilities that are required for beginning generalist nursing practice. To complete the nursing curriculum all students must possess abilities and skills in classroom, simulation, and a variety of clinical settings within the areas below.

- a. Sensory Perception. Students must possess auditory, visual, tactile and sense of smell sufficient for patient assessment and delivery of nursing care. Examples of sensory perception include but are not limited to:
 - Auditory: Hear verbal communication, hear auscultatory sounds via stethoscope, hear auditory signals from monitors.
 - Visual Acuity: Students must possess visual ability sufficient for observation and assessment necessary to provide nursing care such as the assessment of skin wounds, dressings, and drainage of body fluids, reading monitors, visually assessing patients and observing patient behavior.
 - Tactile/ Sensory: Students must demonstrate tactile ability sufficient to perform physical assessment of patients and to perform procedures necessary for nursing care such as palpation, percussion, assess texture, shape, size, temperature, vibration, and perform therapeutic functions such as inserting a catheter, change dressings or giving medications.
 - Sense of smell: Students must be able to detect odors that may indicate a change in the patient's condition or environment, including bodily fluids, smoke, chemicals or other olfactory indicators.
- b. Communication Skills. Students must be able to communicate effectively in English, using both oral and written communication skills with patients, their families, and with all members of the health care team. This includes expressive and receptive modes of verbal, nonverbal, and written communication. Examples include but are not limited to:
 - Documenting nursing assessment, nursing action and client/family responses.
 - Reading patient documentation and important medical literature.
 - Interacting with clients/families and the health care team.
 - Giving an accurate report of patient information to other members of the health care team.
 - Interacting professionally with health care team members, patients and their support system.
 - Communicating via telephone and electronically.
- c. Motor Skills. Students must have sufficient motor function, neuromuscular strength and coordination to effectively perform the activities required of a nurse. Such activities require independent mobility, gross and fine motor neuromuscular skills, as well as coordination, balance, and equilibrium. Examples include but are not limited to:
 - Navigating safely in classroom, simulation, and clinical settings.
 - Transferring patients from one location to another with equipment such as wheelchairs, beds, and/or stretchers.

- Lifting up to 50 pounds, push/ pull maximum greater than 30 pounds per square inch, bend, stoop, twist, reach, balance, walk, carry, climb, and/ or stand for extended periods of time.
 - Obtaining information from assessment maneuvers such as assessing respiratory and cardiac function, blood pressure, blood sugar, and other bodily assessments.
 - Responding to emergency situations and initiating patient management such as performing CPR.
 - Administering medications (including but not limited to intravenous, injections, oral).
- d. Cognitive Abilities. Students must have sufficient cognitive abilities and learning skills to integrate knowledge to establish clinical judgment. Examples include but are not limited to:
- Using judgment to prioritize competing demands in both clinical and didactic course work.
 - Demonstrating critical thinking skills in the classroom, simulation, and clinical settings.
 - Interpreting collected information correctly.
 - Making accurate clinical decisions concerning safe and quality care.
 - Synthesizing information from multiple sources in planning care for a variety of patient situations.
- e. Behavioral Health. Students must possess the ability to establish and maintain appropriate interpersonal /professional relationships and behavior. Examples include but are not limited to:
- Demonstrating the fundamental attributes of ethical and professional behavior including honesty, integrity, civility, ethical conduct, accountability and apply legal and ethical standards.
 - Demonstrating compassion, honesty, integrity, concern and respect for others.
 - Maintaining effective, mature, and sensitive relationships with clients/ patients and their support systems, students, faculty, staff and other professionals under all circumstances.
 - Demonstrating self-discipline, desire and motivation to learn, and respect for the academic process.
 - Recognizing their biases, the biases of others, and accept differences.
 - Delivering culturally appropriate care.
 - Maintaining regular, reliable, and punctual attendance in classes, simulation, and clinical activities.
- f. Emotional Health. Students must possess emotional health, stability, and maturity required for full utilization of their intellectual abilities. Examples include but are not limited to:
- Using good judgment to prioritize competing personal and professional demands.
 - Exercising good judgment and critical thinking in the care and treatment of patients.
 - Accepting primary responsibility for learning, performance, and self-improvement.
 - Functioning effectively under stress with the ability to work long hours in demanding environments.
 - Demonstrating flexibility to cope with changing situations.

2. Accommodations

Upon admission, an individual who discloses a disability can request reasonable accommodations. Individuals must provide documentation of the disability to assist with the provision of appropriate reasonable accommodations.

The Department of Nursing will provide reasonable accommodations. However, it is not required to substantially alter the requirements of the program, the nature of the program, nor provide accommodations that inflict an undue burden on the NAWSON. Admission is contingent upon the ability to perform all the essential functions with or without reasonable accommodations. If an individual's health changes during the program of learning, so that the essential functions cannot be met with or without reasonable accommodations, the student will be withdrawn from the nursing program. The DON reserves the right at any time to require an additional medical examination at the student's expense, to assist with the evaluation of the student's ability to perform the essential functions.

The DON recognizes its obligation to provide overall program accessibility for persons with disabilities in compliance with federal and state statutes, rules, and regulations. To ensure it meets its responsibilities to society, the DON also has the responsibility to consider the safety and welfare of patients and others. Should an applicant or student have a condition that would place patients or others at significant risk, the condition may be the basis for denial of admission or dismissal. Otherwise, every effort will be made to provide accommodations to facilitate the progress of the disabled candidate where such accommodations do not require fundamental alteration of the nature of the program; significantly lower or effect substantial modifications of standards; or significantly affect the rights of other students.

Procedure

1. Responsibility

Responsibility for the implementation and application of this policy and procedure rests with the Department of Nursing Chair in partnership with the Director of the Office of Student Services. Any questions regarding the policy or procedure should be directed to the Director of the Office of Student Services.

2. Ensuring DON Essential Functions Policy Dissemination

- a. Each candidate will receive a copy of this policy along with his/her acceptance letter and will be asked to sign an Acceptance and Notification of Essential Functions Form acknowledging its receipt and the signed form will be filed in the student record.
- b. A copy of this policy will also be placed in the DON Undergraduate and Graduate Student Handbooks provided to entering students and available at www.nursing.hawaii.edu.

3. Assessment of Student Admission, Progression, Retention and Graduation

All applicants and students will be assessed by the same academic and professional criteria for admission, progression, retention and graduation. The school may require, at the appropriate time, that an applicant or student undergo evaluation for determining whether he/she is able to meet the essential functions, with or without accommodations.

- a. Applicants. During the admissions process, qualified candidates will be considered without regard to their (dis)ability status by the respective DON Student Affairs Committee. After acceptance, all students will be required to sign the Acceptance and Notification of Essential Functions Form to indicate that they have read and understood their responsibility for meeting the essential functions as outlined.
- b. Students. Disabilities occurring after matriculation will be dealt with on an individual basis by the KOKUA Program and/or the appropriate DON Committee in accordance with the Essential Functions Guidelines to best meet the needs of the student and the school.

4. Requesting Accommodations

- a. Certification: In compliance with federal non-discrimination law, the University of Hawai'i has charged the KOKUA Program with the responsibility for certifying students with disabilities to academic and other campus units with documentation thereof in restricted securement at the KOKUA Office. Self-identified students must contact and submit the documentation directly to the KOKUA Program, which in turn will provide the certification to the Office of Student Services along with recommendations for appropriate accommodations.
- b. Direct requests for reasonable accommodations to the NAWSON Office of Student Services. The Director of Student Services, in partnership with the Department of Nursing Chair may consult with the respective DON Student Affairs Committee regarding the requested accommodation(s), and, provided it meets the definition as stated in II.C, shall coordinate the request, which must be submitted by the student for each course and/or exam.

Adapted from:

Salisbury University Department of Nursing. (2014). *"Fit for duty" and technical standards verification*. Retrieved from

<https://www.salisbury.edu/academic-offices/health-and-human-services/nursing/health-requirements.aspx>

The Alabama College System Nursing Programs Essential Functions. (2016) Accessed April 20, 2018. <http://www.jeffersonstate.edu/wp-content/uploads/sites/108/2015/04/Nursing-Essential-Functions-2016.pdf>

University of Hawaii John A. Burns School of Medicine. (2016). Policy on essential functions required for the MD program for admissions, continuation, and graduation and disability accommodation. Honolulu, HI.

Appendix E



NURSING

UNIVERSITY of HAWAI'I at MĀNOA

Department of Nursing Student Learning Agreement (LA)

Student Learning Agreement (LA)

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Learning Agreement Guidelines

Introduction

The Learning Agreement (LA) is a written plan between the student and the faculty that identifies performance concerns and addresses these concerns. The LA applies to all students in the Departments of Dental Hygiene and Nursing.

- NAWSON is committed to building a culture of quality improvement with an emphasis on patient safety and student learning.
- Learning is fostered when students are active participants in their education and can discuss events in a positive manner. This approach enables faculty and students to develop a culture that promotes learning while accepting accountability for behavior, evaluating events, and complying with academic, clinical, and professional conduct requirements.

Purpose

The purpose of the LA is to clarify expectations and identify what is required of the student to be successful in meeting course requirements. The LA assists in:

- Guiding students to learn from errors to provide safe, evidence-based patient care
- Addressing professionalism in either the didactic or clinical setting
- Addressing academic progression
- Resolving adverse practice events appropriately and fairly
- Ensuring consistency in faculty expectations for students' accountability and behavioral choices
- Allowing timely and open communication to resolve issues

Definitions - Types of Interventions

| | |
|---------------------|--|
| Consoling | Comforting, calming; supporting the student while examining event |
| Coaching | Supportive discussion with the student that offers constructive input to guide the student going forward |
| Remediation | Actions taken to aid student to correct the issue |
| Counseling | First step disciplinary action; informing the student that performance does not meet course and professional standards |
| Disciplinary Action | Punitive deterrent to encourage an individual to refrain from undesired behavior |

Types of Situations

NAWSON uses four (4) causal categories to describe events that can lead to a LA: 1) systems issues; 2) human error; 3) at-risk behavior; and 4) reckless behavior.

1. Systems Issues

Definition: Events or issues that are primarily the result of factors beyond the student's control such as those that are the result of, or influenced by, systems. Faculty are responsible for evaluating and addressing system impacts on any incident or event. Opportunities for system improvements may exist independent of, or in conjunction with, opportunities for individual improvement.

Response: Program Director, Course Coordinator, and/or Faculty will address system issues using established processes with appropriate agency management and administrative staff. Student involvement in resolution of system issues is encouraged as a learning opportunity.

2. Human Error

Definition: Student inadvertently or unintentionally did something other than what a prudent student at their level would have done.

Response: Human Error that is not a pattern of behavior can be addressed by **consoling** the student. Correction is not indicated if an event was inadvertent and unintentional. However, a LA is required for repetitive human errors of the same type, indicating a pattern of behavior which requires evaluation of the student's behavioral choices and personal performance shaping factors. When human error is identified, the next step is to understand why the error occurred. The underlying causes should be addressed within the system to prevent reoccurrence.

3. At-Risk Behavior

Definition: Student makes a behavioral choice and does not recognize the risk or mistakenly believes the behavior is justified. The student does not appreciate the risk; or engages in unintentional risk-taking due to a lack of understanding of the risk to the client, organization, self, or others.

Response: If the At-Risk Behavior is a one-time event and not a repetitive pattern of behavior, the faculty will **coach** and/or **counsel** the student to raise awareness of the correct procedures and the potential risks from failure to comply. If At-Risk Behaviors continue and indicate a pattern of behavior, student will be placed on a LA.

4. Reckless Behavior

Definition: Student consciously disregards a substantial and unjustifiable risk. The student's action or inaction is intentional and purposeful. The student puts own self/personal interest above that of the patient/client, organization, or others. Students engaging in Reckless Behaviors will be **counseled**.

Response: Disciplinary action will follow the Student Handbooks, UHM and NAWSON policies and directives. The faculty will follow the appropriate chain of command in referring these issues¹.

An action that is considered a breach of professional standards may require dismissal of the student from the day's activities. If a violation involves allegations that are potentially harmful or serious in nature, the Dean may temporarily suspend a student from clinical and/or didactic coursework.

Responsibilities

Faculty Responsibilities

- Create a supportive teaching and learning environment that upholds professional standards.
- Consider the following:
 - What happened?
 - What is the expectation of a student at this level?
 - What does the procedure require?
 - Why did it happen?
 - How does the organization manage the risk?
- Report, or teach and supervise student to report, errors and hazards.
- Provide expectations in writing to give the student time to read, process the information, and acknowledge the learning agreement.
- Use language that reflects the consequences when the student does not meet the expectations.
- Clearly state that the agreement has been constructed to support the student's success.
- Co-create the learning agreement with the student, depending on the issue.
- Request the presence of another faculty member to assist with taking notes or offering a nonpartisan view if needed.
- To provide additional support toward student success, the Program Director (PD) or Course Coordinator (CC) may communicate the concern of the LA to the subsequent PD or CC who has a legitimate educational interest in the student. This is on a need-to-know basis.

¹ Details are contained in the Learning Agreement Implementation document - see the Faculty Handbook (DON) or separate Departmental document (DDH)

Student Responsibilities

- Identify and report risks (e.g., environmental, clinical, academic, physical, workplace, etc.)
- Participate actively with faculty to discuss event or concern
- Make recommendations to prevent the repeat of similar occurrences in partnership with faculty and/or clinical agency, when applicable.
- Participate actively with faculty to develop and evaluate the LA.

Transmission of the Learning Agreement

The document contains confidential information. The LA must be transmitted via a secure electronic and FERPA compliant transmission method (i.e., [UH FileDrop](#))

University of Hawai'i at Mānoa
Nancy Atmospera-Walch School of Nursing
Departments of Dental Hygiene and Nursing

LEARNING AGREEMENT FORM

Student _____
Date _____

Faculty _____
Course # _____

The purpose of the Learning Agreement is to clarify expectations and identify what is required of the student to be successful in meeting the course student learning outcomes (SLOs).

A. Select one of the below:

| | |
|--------------------------|---|
| <input type="checkbox"/> | Didactic-Related (potential or actual academic jeopardy for exam average or course grade) <i>select all that apply</i> |
| <input type="checkbox"/> | Written assignment |
| <input type="checkbox"/> | Exam grade |
| <input type="checkbox"/> | Professional Conduct (see syllabus or student handbook) |
| <input type="checkbox"/> | Other: (describe) |

| | |
|--------------------------|---|
| <input type="checkbox"/> | Clinical-Related (Potential or actual clinical-related jeopardy for course success) <i>select all that apply</i> |
| <input type="checkbox"/> | Written assignment |
| <input type="checkbox"/> | Safety |
| <input type="checkbox"/> | Preparation |
| <input type="checkbox"/> | Professional Conduct (see syllabus or student handbook) |
| <input type="checkbox"/> | Other: (describe) |

B. Statement of concern (one statement only; provide details in Section C & D)

C. Faculty description of concern: (describe and/or attach written correspondence, email(s) or summary of student/faculty conversation and/or activities)

D. Student description of concern: (describe and/or attach written correspondence, email(s) or summary of student/faculty conversation and/or activities)

- E. List all student learning outcome(s) (SLOs) or professionalism requirements not met (if applicable), or other concern. Each SLO or concern will be addressed separately on the following pages.

DETAILS FOR EACH SLO OR CONCERN

Duplicate this page as needed.

Complete a separate page for each SLO or concern not met

Specific concern or SLO to be addressed (attach additional pages if necessary)

Date(s) of occurrence(s)

Faculty's expectation(s) of the student at this level (attach additional pages if necessary)

Student's self-expectations at this level (attach additional pages if necessary)

Faculty and student developed required steps for student success¹ (attach additional pages if necessary)

¹ Use the following to structure the LA

- a. What is the goal? Be specific: who, what, where, why
- b. How will you measure this goal? Can you track progress and measure the outcome?
- c. Are the goals attainable/achievable?
- d. Is the goal realistic for a student at this level?
- e. Other: Add any additional pertinent information

Student's Comments (attach additional pages if necessary)

Date of faculty-student meeting: _____

Date set for 1st re-evaluation meeting: _____

Signatures:

Signature of student

*My signature indicates that I have received
and read this report.*

Date

Signature of faculty

*My signature indicates I have discussed
the contents of the form with the
student*

Date

Faculty: Transmit the fully signed copy of this document to the student (use [UH FileDrop](#))

Date sent via UH FileDrop: _____

Student's UH email address used
for the UH FileDrop: _____

University of Hawai'i at Mānoa
Nancy Atmospera-Walch School of Nursing
Departments of Dental Hygiene and Nursing

1ST RE-EVALUATION

Complete one sheet for each SLO or concern not met.
Duplicate this sheet as needed.

Student _____ **Faculty** _____ **Course #** _____

Date of 1ST re-evaluation Meeting: _____

Evaluate the specific required steps for student success and make recommendations for improvement.
Indicate satisfactory or unsatisfactory resolution of the concern or SLO that is undergoing re-evaluation.

State specific concern or SLO addressed (attach additional pages if this space is full)

Outcome (*select one*)

☐

Satisfactory

☐

Unsatisfactory*

Feedback¹

Faculty (attach additional pages if this space is full)

Student (attach additional pages if this space is full)

¹ After discussing feedback, enter relevant notes. Documentation should be:

- Specific: identify specific achievements or areas of improvement
- Objective: include significant, objective facts

***Student and faculty revision of required steps for student success if outcome is unsatisfactory (attach additional pages if this space is full)**

Student's comments (attach additional pages if this space is full)

Date set for 2nd re-evaluation meeting: _____

No 2nd meeting needed ☐

Signatures:

Signature of student

My signature indicates that I have received and read this report. It does not indicate agreement with the contents

Date

Signature of faculty

My signature indicates I have discussed the contents of the form with the student

Date

Faculty: Transmit the fully signed copy of this document to the student (use [UH FileDrop](#))

Date sent via UH FileDrop: _____

Student's UH email address used
for the UH FileDrop: _____

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Departments of Dental Hygiene and Nursing

2nd RE-EVALUATION

Complete one form for each SLO or concern not met
Duplicate this form as needed

Student _____ **Faculty** _____ **Course #** _____

Date of 2nd re-evaluation Meeting: _____

Evaluate the specific required steps for student success and recommendations for improvement from the 1st re-evaluation meeting. Indicate satisfactory or unsatisfactory resolution of the concern or SLO that is undergoing re-evaluation.

Specific concern or SLO addressed (attach additional pages if this space is full)

Outcome (select one)

☐

Satisfactory

☐

Unsatisfactory*

Feedback¹

Faculty (attach additional pages if this space is full)

Student (attach additional pages if this space is full)

¹ After discussing feedback, enter relevant notes. Documentation should be:

- Specific: identify specific achievements or areas of improvement
- Objective: include significant, objective facts

***Student and faculty revision of required steps for student success if outcome is unsatisfactory (attach additional pages if this space is full)**

Student's comments (attach additional pages if this space is full)

Date set for 3rd re-evaluation meeting: _____

No 3rd meeting needed ☐

Signatures:

Signature of student

My signature indicates that I have received and read this report. It does not indicate agreement with the contents

Date

Signature of faculty

My signature indicates I have discussed the contents of the form with the student

Date

Faculty: Transmit the fully signed copy of this document to the student (use [UH FileDrop](#))

Date sent via UH FileDrop: _____

Student's UH email address used
for the UH FileDrop: _____

University of Hawai'i at Mānoa
Nancy Atmospera-Walch School of Nursing
Departments of Dental Hygiene and Nursing

3rd RE-EVALUATION

Complete one form for each SLO or concern not met
Duplicate this form as needed.

Student _____ **Faculty** _____ **Course #** _____

Date of 3rd re-evaluation Meeting: _____

Evaluate the specific required steps for student success and recommendations for improvement from the 2nd re-evaluation meeting. Indicate satisfactory or unsatisfactory resolution of the concern or SLO that is undergoing re-evaluation.

Specific concern or SLO addressed (attach additional pages if this space is full)

Outcome (select one)

☐

Satisfactory

☐

Unsatisfactory

Feedback¹

Faculty (attach additional pages if this space is full)

Student (attach additional pages if this space is full)

¹ After discussing feedback, enter relevant notes. Documentation should be:

- Specific: identify specific achievements or areas of improvement
- Objective: include significant, objective facts

Final outcome of the Learning Agreement (attach additional pages if this space is full)

Student's comments (attach additional pages if this space is full)

Signatures:

Signature of student

*My signature indicates that I have received
and read this report. It does not indicate
agreement with the contents*

Date

Signature of faculty

*My signature indicates I have
discussed the contents of the form
with the student*

Date

Faculty: Transmit the fully signed copy of this document to the student (use [UH FileDrop](#))

Date sent via UH FileDrop: _____

Student's UH email address used
for the UH FileDrop: _____

*Students have the right to appeal the outcome of the Learning Agreement in writing. Refer to the
Departmental policies (DDH) or the Student Handbook (DON).*

Appendix F



UNIVERSITY of HAWAI'I at MĀNOA
NANCY ATMOSPHERA-WALCH
SCHOOL of NURSING

Course Waiver and Substitution Definitions, Policies and Procedures for Graduate Programs

Purpose

The University of Hawai'i at Mānoa (UHM) Department of Nursing strives to assure that each student receives a comprehensive graduate education that meets the criteria and standards of the University as well as the AACN requirements for graduate nursing education in their chosen specialty. It is essential that the appropriate coursework be taken to meet these criteria.

Definition

The term "*waiving of a course*" means that a determination has been made that a required course does not need to be taken, because the student has successfully completed an equivalent course elsewhere that meets all conditions noted below; however, according to GD policy, the credits for waived courses are not transferred into the program.

The term "*substitution of a course*" means that a determination has been made that a required course is being replaced with another course, usually due to the fact that the required course is no longer being offered at UHM, or a hardship situation exists.

Policy

All UHM policies regarding waiving or substitution of coursework in the graduate program will be adhered to by the Department of Nursing graduate program.

Course Waiver Policy & Procedure

Course Waiver Policy

1. Only those courses taken within the past seven years may be waived, if all other criteria are met.
2. The prior course that is the basis for the waiver request must:
 - a. Have at least the same number of credits as the course that is being considered for the waiver
 - b. The student must have received a grade of B or higher in the course, OR a grade of Pass - if the course was a practicum and offered only for a Pass / Fail grade at the former university (as indicated in the course catalog)

3. Courses may not be used for credit if they have been used for acquiring another degree (e.g., undergraduate, graduate degree).
4. Courses may not be waived on the basis of prior experience.

Course Waiver Procedure

1. When a student decides that s/he wishes to have a course waived, s/he should make the request to the Program Director for their specialty area. The student will present the Program Director with the following materials:
 - a. A copy of the syllabus for the previously completed coursework AND a transcript for the course with illustrates the grade
 - b. A copy of the syllabus for the UHM Department of Nursing program course
 - c. A completed copy of the UHM Graduate Division *Petition to Substitute or Waive a Course* form
2. The Program Director will review the submitted materials and compare to the program course that is being considered for waiver to the UHM course, make a determination and a recommendation to the Graduate Chairperson.
3. The Graduate Chairperson will also review the documents, consider the recommendation and (1) enter the decision on the UHM Graduate Division *Petition to Substitute or Waive a Course* form; (2) communicate the decision to the Program Director; (3) forward the original completed, signed form to the UHM Graduate Division, and a copy to the Department of Nursing Office Student Services.
4. The Program Director will notify the student about the decision regarding the course waiver and review and or revise the student's program pathway accordingly.

Substitution of a Course Policy & Procedure

Substitution of a Course Policy

1. In the event a required program course is no longer being offered, or an extenuating hardship condition exists, the Program Director will work with the student to identify a means for addressing the issue, while meeting the graduation requirements for the Program. Alternatives may include: (1) take the discontinued course as an independent study, or (2) substitute another course, or (3) have the student wait until the course is again offered (in the case of a hardship situation).

Substitution of a Course Procedure

1. The Student will discuss their program pathway with their Program Director and determine if there is a need to substitute a course in their program. If yes, then the UHM Graduate Division *Petition to Substitute or Waive a Course* form will be completed.
2. The Program Director will communicate this recommendation to the Graduate Chairperson.
3. The Graduate Chairperson will (1) enter a final decision on the UHM Graduate Division *Petition to Substitute or Waive a Course* form; (2) communicate the decision to the Program Director; (3) forward the original completed, signed form to the UHM Graduate Division, and a copy to the Department of Nursing Office Student Services.

4. The Program Director will inform the student of the decision and review and/ or revise the student's program pathway accordingly.

Transfer of Courses: Refer to information in Progression Toward Degree of this handbook.

NAWSON Policy No: SA 2

Appendix G



UNIVERSITY of HAWAII at MĀNOA
NANCY ATMOSPHERA-WALCH
SCHOOL of NURSING

Affiliation Agreement Process

Any time a student conducts course requirements at a site other than UHM, an affiliation agreement is required. This agreement is a contract between the university and a facility where NAWSON students fulfill course-related and graduate required off-campus fieldwork experiences.

All graduate students engaged in site-based activities (i.e., Master's thesis or fieldwork DNP clinical practicum or Project; or PhD research practicum or Dissertation) are required to have a signed Memorandum of Understanding (Affiliation Agreement) with the project site. Prior to the conduct of any site-based activity, EBP or research graduate students must inquire whether the organization/ site requires the establishment of an affiliation agreement. If the organization does require an affiliation agreement the UH NAWSON Guidelines for Establishment of Affiliation Agreement must be followed.

If an MOU with a facility is not currently on the "Affiliation Agreement List", students will work through their faculty to submit a request to Director for Clinical Placement, W. Suetsugu at wendyy@hawaii.edu with the following information:

- Official name of institution/organization with whom the agreement is to be made;
- Address of institution/organization;
- Name of contact person;
- Title of contact person;
- Contact's phone number;
- Contact's e-mail address;
- Name & title (if possible) of signing authority at institution/organization;
- Time period during which student(s) will be at the institution/organization, or starting date if it will be a facility that we use on an on-going basis;
- Name of student who will be using the facility, if it is a single graduate student and not an entire cohort; and
- Deadline by which affiliation agreement needs to be complete.

It is recommended that the process be initiated 3 months in advance of when students will need to be placed. If the facility requires changes to the language of the document, the process can be lengthy, depending upon the nature of the request.

Upon execution of an agreement, the Director for Clinical Site Placement will email a copy to the organization, with a cc to the requesting faculty, as well as the department and graduate chairs. If you have not received a copy of the executed agreement via email within 30 days of your request, it is the responsibility of the faculty to contact the Director for Clinical Site Placement for a status update.

Please note that there are circumstances in which an agreement cannot be executed. For example, any request for the inclusion of indemnification language, or a request for the organization to be added to our liability insurance, cannot be honored. If an organization insists upon these inclusions, we will be unable to execute the agreement.

Appendix H



UNIVERSITY of HAWAI'I at MĀNOA
NANCY ATMOSPHERA-WALCH
SCHOOL of NURSING

Timeline for Certification Examination for Nurse Practitioner DNP Students

| 500 Hours of Advanced Nurse Practicum (NP) Completed (NURS 676L, 677L, 678L, 679L) | | Validation of NP Hours with Certification Agency, AANP; ANCC | | Certification Review Course | | Certification Exam | | | |
|--|---|--|---|-----------------------------|--|------------------------------------|--|---|------------------------|
| Date | Responsible Person(s) | Date | Responsible Person(s) | Date | Responsible Person(s) | Date to Apply | Date of Exam | Responsible Persons | Graduation Requirement |
| Year 3 Spring | DNP NP Specialty Program Coordinators DNP PD Site Placement Coordinator | Year 3 Spring | DNP NP Specialty Program Coordinators DNP PD | Year 3 Spring | DNP Program Coordinator and DNP PD to schedule | Year 3 Students' Discretion | Year 3 Prior to or after graduation | Students to apply DNP NP Specialty Coordinators & DNP PD confirm application and Verification of Education | a, b, c |

a = Documented in Graduate Student Handbook, entered/monitored by Program Director

b = UH NAWSON Office of Student Services Graduation Eligibility Check

c = Graduate Chair Graduation Eligibility Final Review and Approval

Appendix I



NURSING

UNIVERSITY of HAWAI'I at MĀNOA

Doctor of Nursing Practice Preceptor and Student Clinical Handbook

On behalf of the University of Hawai'i at Mānoa (UHM) Nancy Atmospera-Walch School of Nursing (NAWSON), thank you for your continuing support of our Doctorate in Nursing Practice (DNP) Students in their Advanced Practice Registered Nurse Practitioner Clinical Rotations!

Who are we?

The University of Hawai'i at Mānoa (UHM) Nancy Atmospera-Walch School of Nursing (NAWSON) is the premier nursing and dental hygiene school in the State of Hawai'i. Located on the Mānoa flagship research-intensive campus, NAWSON is the only School of nursing housed in a research intensive university in Hawaii. We are dedicated to improving health through education, research, and service. The School provides instructional, clinical, and research activities to enhance the health and care of diverse populations in the State of Hawai'i and the Asia-Pacific region.

Our Mission

The mission of the School is to provide an innovative, caring, and multicultural environment in which faculty, students and staff work together to generate and transmit knowledge, wisdom, and values to promote quality of life and health for present and future generations. To better reflect Hawai'i's unique cultural diversity and heritage, the School is committed to increasing the representation of Native Hawai'ian and other underserved people in all nursing and dental hygiene programs.

DEFINITIONS

Advanced Practice Registered Nurse (APRN). The advanced practice registered nurse, qualifications, recognition, endorsement, fees and eligibility are described in the Hawai'i Revised Statutes Chapter 457-Nursing §457-8.5, §457-8.5.

Clinical Faculty. An advanced practice nurse faculty member representing UH Mānoa Nursing with both clinical practice skills and teaching skills, whose role is to provide evaluative feedback to the student on their course assignments and performance. The Clinical Faculty and the Clinical Preceptor collaborate in evaluating the student's clinical progress. The Clinical Faculty is also available to consult with the clinical preceptor about the student's learning experiences, progress, etc.

Clinical Preceptor. An experienced APRN, NP, Physician's Assistant, or a Physician (including Medical Doctor or Doctor of Osteopathy) with both clinical practice skills and clinical teaching skills. The preceptor characterizes the role for which students are preparing and/or possesses the specialty skills and knowledge in health care delivery required to supervise students and to act as a role model.

Course Coordinator. An advanced practice registered nurse NAWSON faculty member who coordinates the clinical courses. The course coordinator facilitates clinical course curriculum, orientations and site placements and supports preceptors and clinical faculty.

Preceptor Packet. Includes the DNP Student and Preceptor Clinical Handbook, Course Syllabus, Graduate Student Handbook and the Student Clinical Performance Evaluation Form.

Graduate Student Handbook. The student handbook contains important information including campus resources, academic information, key policies and procedures (i.e. grading policies & progression procedures), graduation information, and professional organization information. The Department of Nursing student handbooks are updated in the summer for the upcoming academic year and applies to all enrolled students, regardless of their year of admission. Please find the student handbook here:
<https://nursing.hawaii.edu/nursing-student-resources/>.

ROLES & RESPONSIBILITIES

Student Responsibilities

Graduate Students should:

1. Ensure their resume/CV is up to date with DNP clinical experiences 4 weeks prior to the start of the next semester
2. Arrange for a meeting with their preceptor and present their resume prior to the start of their rotation, if requested
3. Complete all site/agency onboarding and health requirements prior to the start of the clinical rotation
4. Negotiate a mutually agreeable schedule with their preceptor and notify the preceptor prior to any clinical absence. (See attendance policy under “Clinical Attendance and Behavior”) above).
5. Assignments and evaluation: Complete all written assignments and submit forms in accordance with the course schedule;
 - a. Complete course evaluations at midpoint and end of semester with clinical faculty and preceptor.
6. Demonstrate ability, through active participation, to manage progressively complex patient care situations (including differential diagnosis, treatment plans, and patient teaching) in accordance with prescribed academic progression
7. Follow policies and procedures established in the practicum site and keep the preceptor informed about patient cases and learning activities
8. Supervision: Arrange for the preceptor’s supervision when performing procedures (See procedure guidelines under “DNP Skill Procedures Guidelines”
9. Maintain patient safety and confidentiality during all clinical experiences
10. Adhere to all requirements stated in the UHM NAWSON Graduate Student Handbook and course syllabus
11. Maintain professional conduct and dress code at all times while at the clinical agency.
12. Maintain close communication with UHM clinical faculty and preceptor to plan activities, assess their progress, problem-solve, and evaluate achievements and areas for development.
13. Feedback: Provide feedback to clinical faculty at midterm/midpoint and end of the semester about the clinical experience –preceptor and clinical site.
 - a. Document and notify the clinical faculty immediately of any concerns regarding preceptor or clinical site experience.
14. Maintain accurate records at the clinical site and experiences on the Typhon Clinical Log system at the close of each experience

Students should not:

1. Engage in clinical experiences in the unit or clinic that they are employed in. Potential conflicts of interests should be discussed with clinical faculty prior to starting clinical hours.
2. Use any part of their employment hours for their clinical experience or be paid for their clinical participation
3. Engage in a clinical preceptorship with a preceptor with whom they are a patient
4. Assume a provider position or practice outside of one’s scope of practice

Preceptor Responsibilities

1. Maintain active, unencumbered APRN-Rx license and Nurse Practitioner credentialing
2. Maintain current CV and provide to the Director of Clinical Placement
3. Indicate schedule and availability to the student
4. Provide a setting in which the student will see patients and gain experience in clinical practice
5. Participate in a preceptor orientation and training
6. Function as a role model in the clinical setting to provide clinical teaching and supervision for the student in the practice of evaluation and management specific to patient care needs
7. Collaborate with the student and faculty to formulate a clinical schedule
8. Orient the student to the clinical agency policies and procedures.
9. Contact the clinical faculty if assistance is needed or if any student issues concerns arise such as failure to meet student learning outcomes. In this case, the clinical faculty will initiate a student learning agreement.
10. Immediately notify the clinical faculty about any instance of the student's unprofessional or unsafe behavior (see Graduate Student Handbook). The clinical faculty may initiate a Student Learning Agreement.
11. Discuss, as needed, with clinical faculty and student arrangements for appropriate coverage for supervision of the student should the preceptor be off-site (See attendance policy under "Clinical Attendance and Behavior" in the Graduate Student Handbook.
12. Supervise the student's performance of skills and other advanced practice activities to assure safe practice
13. Co-sign and provide direct clinical supervision for all records and orders written by the student
14. Collaborate with the student and clinical faculty to review the student learning outcomes and complete the clinical evaluation form at midterm (or when the midpoint of clinical hours has been achieved) and at the end of the clinical rotation.
15. Submit the completed student's midterm/midpoint and final evaluation form to the clinical faculty.
16. Give feedback to the clinical faculty and/or nursing program regarding the student clinical experience and suggestions for program development and planning.

Preceptor Training

- **Complete and Return to Wendy Suetsugu, JD, MSN, RN, Director for Clinical Placement, wendyy@hawaii.edu: [Improve your Preceptor Skills: Best Practices \(0.75\) CE](#)**
- **Review:**
 - [Power point from the American Academy of Nurse Practitioners](#) overviews the benefits of being a preceptor, expectations, barriers, and strategies
 - [AANP toolkit](#) by American Academy of Nurse Practitioners overviews the benefits of being a preceptor, expectations, barriers, and strategies.
 - [Welcome to Precepting FAQ](#) from the National Organization of Nurse Practitioner Faculties (NONPF)
 - [Teaching in the Clinical Environment](#): This document from the Association for Medical Education in Europe is full of information on role definition, theory, and strategies
 - [Precepting Graduate Nursing Students: eLearning Lessons](#) by Loyola University Chicago

- [Strategies for Providing Constructive Feedback to Students](#)
- [Guidelines: the do's, don'ts and don't knows of feedback for clinical education](#)
- [Hawaii Preceptor Tax Credit](#)

Agency Responsibilities

1. Retain ultimate responsibility for the care of clients
2. Retain responsibility for preceptor's salary, benefits, and liability
3. Communicate the preceptor, program, and expectations of the student to other agency personnel who are not directly involved with preceptorship.

DNP Program Responsibilities-

1. Identify clinical sites and preceptors
2. Initiate and/or ensure an active site affiliation agreement exists between the NAWSON and the clinical site
3. Ensure the students placed at the clinical site are in good academic standing
4. Ensure there are written documentation which delineate the functions and responsibilities of the affiliating agency, clinical preceptor and nursing program
5. Ensure student compliance with standards on immunization, screening, HIPAA standards, CPR, and current liability insurance coverage, and other requirements, as needed

Clinical Course Coordinator/Program Director

1. Recommend and affirm student site placement assignments; assists the Director for Clinical Placement as needed
2. Ensure that clinical experiences using preceptors occur only after the student has received applicable theory necessary to safely provide care to clients (within course or curriculum) as appropriate
3. Ensure that all preceptors meet qualifications
4. Provide the preceptor an orientation to the philosophy, curriculum, course, and clinical student learning outcomes of the nursing education program
5. Evaluate the clinical sites for appropriateness of learning experiences
6. Ensure completion of the site evaluation, preceptor's evaluation and *Student Clinical Performance Evaluation Forms*
7. Based on evaluation/feedback regarding preceptor or clinical site, initiate quality improvement process if the situation warrants.

Clinical Faculty

1. Work collaboratively with the preceptor and the agency to determine student learning needs and appropriate assignments
2. Confirm with preceptor the receipt of *Preceptor Packet*
3. Inform the preceptor of the skill level of the student to guide the preceptor's expectations of the student
4. Assist the preceptor with making appropriate student assignments as necessary
5. Assist the preceptor (if needed) to accomplish the student's clinical learning outcomes
6. Initiate, complete and re-assess Student Learning Agreements as needed
7. Communicate assignments, student outcome and education goals, and other essential information to the preceptor and agencies
8. Engage in scheduled faculty site visits to the site to collaborate with the preceptor to evaluate the student.

- a. Perform a minimum of 3 site visits (beginning, midpoint, and end) to evaluate the student, discuss needs with the preceptor, and provide overall support to the student, preceptor, and clinical site.
9. Monitor student progress through rounds, student clinical seminars, student-faculty-preceptor conferences and/or review of student clinical assignments
10. Be readily available (e.g., telephone, cell or email) for consultation when students are in the clinical area
11. Collaborate with the preceptor on the performance of the student's midpoint and final evaluations; evaluate and document the student's progress and specify satisfactory/unsatisfactory completion of clinical competencies
12. Solicit and receive feedback from the preceptor regarding student performance
13. Provide an environment for student success in the clinical setting
14. Ensure that the student adheres to the course objectives and SLO's
15. Promote student growth and learning through constructive feedback on the student's clinical experience, SOAP note evaluations and clinical learning situations
16. Promote the mission of UHM NAWSON
17. Complete course evaluations at midpoint and end of semester
18. Obtain feedback from students, preceptors and report the feedback to Clinical Course Coordinator/Program Director for continuous quality improvement.
19. Provide feedback to preceptor regarding the preceptor's performance and the clinical learning experience
20. Assist the Office of the Dean in providing preceptor recognition

CLINICAL COURSE INFORMATION AND POLICIES

Graduate Student Handbook:

Students are responsible and accountable to NAWSON Graduate Student handbook, which is publicly available: <https://nursing.hawaii.edu/nursing-student-resources/>.

Clinical Evaluations:

Student Clinical Performance Evaluation Forms are sent as an attachment via email in the *Preceptor Packet* as form-fillable PDFs and used for clinical courses to assess student performance, communicate progress and identify learning needs. The student should complete the *Individual Student Learning Plan* section of the *Student Clinical Performance Evaluation Form* by the completion of the 2nd week of clinical. Preceptors and clinical faculty should complete a *Student Clinical Performance Evaluation Form* at midterm/midpoint (when students have completed about half of their scheduled hours) and at the end of the rotation. The form should be reviewed with the student and signed by the preceptor and clinical faculty. Submission guidelines are located on the *Student Clinical Performance Evaluation Form*.

Individual Student Learning Plan

As part of the *Student Evaluation Form*, students will use Bloom's Taxonomy to compose and implement an Individual Student Learning Plan consisting of at least 3 (three) personal clinical course- and clinical site-based outcomes to be met by the end of the clinical rotation.

Clinical Grade

Students must pass the precepted component of the clinical (lab) course. Preceptors and clinical faculty complete a student evaluation. The completion of the *Student Evaluation Form* by the student's preceptor(s) is/are required at mid-point of clinical hour completion and at the end of the clinical. The Clinical Preceptor will complete and sign the evaluation forms and return the forms to the student who will upload the form to Laulima- the student's course portal. The clinical faculty reviews all evaluation material and issues the final grade.

Clinical Levels:

UHM NAWSON is committed to providing students with exceptional knowledge-based clinical experiences to our students. The clinical course series are integrative and meant to augment each other allowing spiraled student progressions throughout their educational career from Beginning (N676L), to Intermediate (N677L), to Specialty (Pediatric, Women's Health, Gerontology: N678L) to Advanced (N679L). Please review the attached syllabus concerning your students' current semester goals and recommendations.

Student Documentation:

Students are expected to learn EBP patient documentation when possible. Students are allowed to document within a site's electronic medical record system if they are granted access by the site. This documentation should not be submitted as the final documentation for the patient encounter, as the student is not licensed as an APRN. The preceptor must provide direct clinical oversight. The student's documentation can be contributory as an initial step towards official documentation but is performed primarily for the educational experience of the student. Student documentation must be reviewed by the preceptor for accuracy, quality, and sufficiency. Any final documentation submitted to the patient's record should be considered to be the preceptor's evaluation of the patient encounter and recommendation for the patient plan of care.

Clinical Attendance and Behavior:

Students negotiate their clinical hours with their preceptor and clinical faculty, as needed. They are required to attend all clinical experiences as scheduled. The student must complete all required course hours during the semester, no clinical hours may be collected during semester or holiday breaks. Professional role behavior is expected. Students are to be prompt, prepared, and appropriately attired. A student who is unable to attend a clinical experience must contact the preceptor and clinical faculty prior to the scheduled clinical experience via the method agreed upon between the student, preceptor and clinical faculty.

- If a student needs to be absent from a scheduled clinical date - the student must notify the preceptor AND clinical faculty within 24 hours of the scheduled date.
- If the student encounters an emergency and the student cannot attend clinical - the student must notify the preceptor AND clinical faculty 2 hours prior to the shift starting.
- If the student needs to be absent on a scheduled Clinical Faculty Site Visit date- the student must notify the Clinical Faculty AND the Clinical Course Faculty Coordinator and schedule another date.
- Routine absences will need to be reported and discussed with the Clinical Faculty, Clinical Course Faculty Coordinator, and the DNP Program Director.

Photos in the clinical setting, reference Social Media and Photography Policy in Graduate Student Handbook:

- At no point should a student or faculty post any information or take photos of clinical rotations or clients/patients
- Students and faculty are not to take photos or videos at a clinical site unless they have direct permission of the agency or clinic owner. This includes inside buildings, the parking lot, in front of exterior signs, etc. Sharing photos or videos taken at the clinical site may jeopardize the students standing in the program and with the agency as a student.

The following situations require immediate notification of the UHM clinical faculty by the preceptor:

- Clinical agency requests removal of student from clinical site for a cause
- Student demonstrates unsafe performance and makes questionable decisions
- Student requires frequent guidance into insight and understanding of own behaviors and behavior of others
- Student needs continuous specific and detailed supervision
- Student requires frequent guidance to adapt to new ideas and an advanced role
- Student does not submit required written clinical assignments or falsifies documents in a timely manner
- Student violates UHM, NAWSON and/or Agency policies
- Student violates the law, including privacy violations
- Student practices outside of their scope of practice

Identified Academic or Professional Difficulties

- Preceptor to notify, support and/or collaborate with clinical faculty and student to develop a Student Learning Agreement if academic or professional issues are identified. See NAWSON page 18 of the Graduate Student Handbook for further information.

Attachment A: Common Acute and Chronic Conditions in Primary Care

The purpose of this list is to provide general suggestions of commonly encountered acute and chronic conditions in the primary care setting as a guide for general types of patient encounters and medical evaluations that would benefit the student nurse practitioner. This is in no way an exhaustive list of conditions

Acute/Symptomatic Complaints

- Musculoskeletal injuries and pain
- Dermatologic infectious and inflammatory differential diagnoses (e.g. cellulitis, fungal infections, atopic and contact dermatitis)
- Upper respiratory infectious differential diagnoses (e.g. sinusitis, pharyngitis)
- Dysuria differential diagnoses (e.g. UTI, nephrolithiasis, pyelonephritis, BPH)
- Ear pain differential diagnoses (e.g. acute otitis media, otitis externa)
- Ophthalmic differential diagnoses (e.g. conjunctivitis, blepharitis, hordeolum, foreign body, corneal abrasion)
- Lower respiratory infectious differential diagnoses (e.g. bronchitis, pneumonia, asthma exacerbation, COPD exacerbation)
- Evaluation and workup of acute gastrointestinal complaints (e.g. nausea, diarrhea, abdominal pain)
- Headache differential diagnoses (e.g. migraine, tension, cluster)

Chronic Conditions

- Type 2 Diabetes Mellitus
- Hypertension
- Hyperlipidemia
- Gout
- Asthma
- COPD
- Congestive heart failure
- Atrial fibrillation
- Chronic back pain
- Depression
- Anxiety
- Osteoarthritis
- Thyroid disease
- Chronic kidney disease
- Anemia
- Gastrointestinal reflux disease
- Chronic pain
- Counseling on lifestyle modification/risk factors (tobacco, alcohol, obesity)
- Healthcare maintenance counseling (screening tests, immunizations)

Attachment B:
Skill-Based Procedure Guidelines for the DNP Student

The NAWSON DNP Program encourages students to seek out clinical skill-based procedure experiences during their practicum rotations. If a procedure is identified:

1. The student will communicate with the site preceptor about wanting to perform the procedure
 - a. "Skill-based procedures" include but are not limited to: Speculum exams, laceration repair, incision and drainage, lumbar puncture, etc.
2. The student and preceptor will discuss the appropriate procedural concepts and steps
3. The student and preceptor will notify the patient of their roles as a UHM NAWSON student and preceptor, and at a minimum, obtain verbal consent to perform the procedure from the patient. This consent must be documented in the medical record and in the procedure notes submitted to clinical faculty for review. Verbal consent must be notified to the preceptor who will need to verify the consent. The preceptor may obtain verbal consent for the student.
4. If a policy stands that requires a procedure to have written consent. This must be done in accordance with the organizations/site standard protocol, and the procedure forms must be completed by the preceptor- NOT the student, although the student may participate in obtaining consent.
5. To obtain consent, the procedure must be explained in full detail to the patient, all questions must be answered, risks and benefits explained (if applicable) and understanding of the procedure with risks/benefits must be obtained via teach-back method from the patient and documented in the patient medical record and/or on the consent form.
6. If the procedure requires a Time-Out, this must be initiated by the preceptor (or designated staff) initiated and documented accordingly. The student may not initiate the Time-Out.
7. The preceptor must be present in the room with the student during the entirety of the procedure
8. The student may document the procedure in the medical record (if they have access) and /or work with the preceptor to ensure appropriate documentation is complete. This includes details of the procedure including but not limited to: type of procedure, type of consent and that consent was obtained, who the procedure was performed by, who was present in the procedure, complications, and follow up.
9. UHM NAWSON clinical faculty may not serve in lieu of the preceptor for procedures, unless the clinical faculty and preceptor are the same person AND they are currently working. This means that the clinical faculty may not assume a procedure, even in their own institution, unless they are on shift as a billing provider.

Appendix J



UNIVERSITY of HAWAI'I at MĀNOA'
NANCY ATMOSPHERA-WALCH
SCHOOL of NURSING

Selection and Composition of PhD Dissertation Committee

A student who has advanced to the dissertation stage is responsible for forming a dissertation committee. In the Department of Nursing, members of the committee approve the student's comprehensive exam, the student's proposal defense, and dissertation defense. The student must keep the committee informed of the scope, plan, and progress of the thesis or dissertation research and manuscript.

Committee Composition

The committee consists of at least five members of the graduate faculty. The chair and the majority of the committee should be from the student's field of study. One member *must be* from outside the Department of Nursing and a full member of the regular UHM graduate faculty. Please refer to the [Office of Graduate Division \(GD\) website](#) for a description of the roles and functions of the chair and committee members.

In some cases, Affiliate graduate status may be sought from the GD for qualified individuals as long as they have a doctoral degree (DNP, DrPH, PhD, MD, JD, PHARM, etc.) and peer reviewed publications.

The approval process of an affiliate committee member is as follows:

- The nursing graduate chair (GC) nominates the qualified individual for affiliate status.
- The PhD faculty votes on approving the nomination.
- The nursing GC sends a memo for affiliate status approval with a copy of the nominated individual's CV to the GD.
- If approved/disapproved, the GD notifies the graduate chair and the committee member. This decision is transmitted by the GC to the PhD program office.

The Dissertation Chair

The dissertation committee chair holds a regular full graduate status and may be the student's advisor. However, the student may decide to select someone else who seems to be more appropriate for his/her area of research. The committee chair is the person with whom the student will work very closely through the remainder of their dissertation activities. While the other committee members each have something important to contribute, the chair directly supervises the student's dissertation at all stages.

It is the responsibility of the chair and the student to keep all members of the committee informed of the scope, plan, and progress of both the research and dissertation. A dissertation style-guide for preparation of the dissertation can be obtained from GD Web Site (<http://manoa.hawaii.edu/graduate/>).

Change in Committee Membership

If the membership of the committee changes, the Petition to Revise Thesis or Dissertation Committee Form must be completed (accessible from the GD website:

https://manoa.hawaii.edu/graduate/sites/manoa.hawaii.edu/graduate/files/documents/forms_page/revise_committee_phd.pdf

Useful considerations in selecting committee members include:

- Expertise of potential committee members.
- Discuss possible committee members with the committee chair/ advisor.
- **Determine [Graduate status of potential committee members](#). This information can be found in the University of Hawai'i Catalog under the appropriate department heading.**

Appendix K



PhD Program Comprehensive Examination Rubric

Research Competencies (Development of the Science)

| Program Learning Outcomes | Expected Performance | Rating: – Does not meet – Meets – N/A | Comments |
|---|---|--|----------|
| Knowledge and ability to integrate theory, course content, philosophy, and ethical principles in research | Describe foundation of theory, philosophy and concepts | | |
| | Master knowledge across course content: A. Quantitative | | |
| | B. Qualitative | | |
| | C. Instrumentation | | |
| | D. Research design | | |
| | Master in-depth knowledge in a substantive area | | |
| | Critique and integrate different perspectives including theoretical/ conceptual frameworks in the ongoing conduct of research | | |
| | Adhere to standards of integrity and apply ethical principles in use of human subjects in research | | |
| Ability to apply skills in research operations, design, and analysis | Study Design: Conduct a literature search, critique, and synthesis, noting strengths, weaknesses, limitations, and gaps in the evidence | | |
| Ability to work collaboratively with interdisciplinary research teams | Use interprofessional skills in communication, professionalism, shared problem-solving, shared decision making, and conflict resolution as a contributory member of multidisciplinary teams | | |

Stewardship of the Discipline

| Program Learning Outcomes | Expected Performance | Rating: – Does not meet – Meets – N/A | Comments |
|--|--|--|----------|
| Engage in knowing the evolving roles and responsibilities of a nurse scholar | Maintain a level of scientific excellence within the evolving nature of the nursing discipline | | |
| Ability to develop personal aptitudes & interpersonal skills | Use self-reflection to maintain creativity, an open-minded approach, personal growth and development | | |

Approved PhD CESA 2/22/16, rev 4/25/16

Appendix L



NURSING

UNIVERSITY of HAWAII at MĀNOA

PhD Program Dissertation Proposal Rubric

Development of the Science

| Program Learning Outcomes | Expected Performance | Rating: – Does not meet – Meets – N/A | Comments |
|---|---|--|----------|
| Knowledge and ability to integrate theory, course content, philosophy, and ethical principles in research | Master in-depth knowledge in a substantive area | | |
| | Critique and integrate different perspectives including theoretical/ conceptual frameworks in the ongoing conduct of research | | |
| | Adhere to standards of integrity and apply ethical principles in use of human subjects in research | | |
| Ability to apply skills in research operations, design, and analysis | Study Design: | | |
| | A. Conduct a literature search, critique, and synthesis, noting strengths, weaknesses, limitations, and gaps in the evidence | | |
| | B. Identify measurement and conceptualization issues of studies | | |
| | C. Design pragmatic and high quality studies that are consistent with the problem, purpose, and theoretical/conceptual framework | | |
| | D. Critique and apply strategies for conceptualizing and operationalizing variables | | |
| | Data Management/Analysis | | |
| | A. Develop a systematic approach to data management including development of dataset, data entry, cleaning, tracking, and maintaining confidentiality | | |
| | B. Use appropriate data analysis techniques and/or new forms of data processing (e.g., big data) consistent with the purpose and design of a study | | |
| | Communication | | |
| | A. Engage colleagues from nursing and other disciplines to gain their perspectives on research agendas and approaches to develop multidisciplinary research frameworks | | |
| | B. Use perspectives from nursing and other disciplines to inform research agendas and approaches for the development of multidisciplinary research frameworks | | |
| Ability to work collaboratively with interdisciplinary research teams | Use interprofessional skills in communication, professionalism, shared problem-solving, shared decision making, and conflict resolution as a contributory member of multidisciplinary teams | | |

Stewardship of the Discipline

| Program Learning Outcomes | Expected Performance | Rating: – Does not meet – Meets – N/A | Comments |
|--|---|--|----------|
| Engage in knowing the evolving roles and responsibilities of a nurse scholar | Maintain a level of scientific excellence within the evolving nature of the nursing discipline | | |
| Ability to extend scientific knowledge | Build a focused program of research inclusive of culturally diverse populations | | |
| | Improve the quality of healthcare for culturally diverse populations by developing/testing theories and integrating advanced knowledge from nursing and other disciplines | | |
| Ability to develop personal aptitudes & interpersonal skills | Use self-reflection to maintain creativity, an open-minded approach, personal growth and development | | |

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Appendix M



UNIVERSITY of HAWAII at MĀNOA NANCY ATMOSPHERA-WALCH SCHOOL of NURSING

PhD Comprehensive Examination

Purpose

The purpose of the comprehensive examination is to enable the student's committee to assess the readiness of the student to progress to the dissertation stage. For the Department of Nursing, it is usually composed of members of the student's dissertation committee.

Evaluation Criteria (see Appendix J - PhD Comprehensive Exam Rubric)

The student will be evaluated using the criteria of "pass or fail". A majority vote of the committee is required to pass. A student who fails any portion of the comprehensive examination twice will be dismissed from both the graduate program and the UHM by the Office of Graduate Division.

Students Enrolled Prior to Fall 2017

The comprehensive examination will occur after all the coursework is completed and the student has written two scholarly papers eligible for peer review in their field of study. Enrollment in N699 "Proposal Development" is not considered a part of the student's coursework. When the advisor determines the student is ready, the student negotiates a date and time for the comprehensive examination when all committee members can be present.

During the comprehensive examination, the committee has both the opportunity and obligation to require the student to demonstrate broad and in-depth knowledge of the field of study based on the two scholarly papers, coursework and sufficient depth of understanding of research.

Procedure

When all course work is completed, the student will:

1. Decide whether to elect their advisor as committee chair or designate a new committee chair.
2. Select the committee members with input from the committee chair.
3. Approach committee members to serve on the committee.
4. Discuss level of readiness for the comprehensive exam with the committee chair.
5. Determine modality of comprehensive exam (distance or face-to-face).
6. Negotiate and determine the date/time of the examination (2 hours) with the chair and committee members. The student must notify the PhD Program Coordinator and the Program Director with the date, time and location of their comprehensive exam. The student must also notify the PhD Program Coordinator if any of the committee members will be requiring an on-line modality to attend.

Time Line for Students

1. Four weeks before the comprehensive examination the student will:
 - Contact the Doctoral Program Coordinator to schedule the comprehensive examination (e.g., date, time, location), arrange for IT support and any equipment that might be needed.
 - Contact the Doctoral Program Coordinator to schedule Information Technology (IT) support for a two-hour block of time if any committee member will not be attending in person so remote access can be arranged. This includes completion of the remote access request form.
 - Submit copies of the two scholarly papers eligible for peer review to all committee members.
2. One week before the comprehensive examination, the student will:
 - Schedule training sessions for committee members who are attending on-line (if needed).
 - Confirm the location, date, and time of the comprehensive examination with all committee members.
3. Day of the comprehensive examination:
 - Make sure all committee members have copies of the necessary materials.

Time Line for Committee Members

1. Four weeks before the comprehensive examination: the committee members will:
 - Review the two scholarly papers eligible for peer review.
 - Determine the student's readiness to proceed.
 - Agree to a date and time for the defense.
2. Two weeks before the comprehensive examination the committee members will:
 - Notify the committee chair if there are concerns regarding the student's readiness.
3. One week before the comprehensive examination the committee members will:
 - Submit at least two questions relevant to the two publishable papers to the committee chair.
4. Comprehensive examination day
 - Be prompt and be prepared.

Procedure for the Comprehensive Examination

1. All committee members and the student must participate.
2. The chair asks the student to leave the room so committee members can make final preparations if necessary.
3. The chair invites the student to re-enter the room.
4. The student gives a 30-45 minute presentation of the two scholarly papers. .
5. The committee members ask questions.
6. The student orally answers the questions.
7. The student then steps out of the room while the committee discusses the results.
8. The committee evaluates the student's performance and votes.
9. The committee chair invites the student to return to the room and announces the committee's decision.

Students Enrolled After Fall 2017

The comprehensive examination will occur after all the coursework is completed. The examination will consist of a set of questions that the student must respond to in writing. The purpose of the questions is to allow the student to demonstrate fundamental knowledge and principles required to proceed with designing and conducting their dissertation research.

Procedure

Students will sit for the comprehensive examination when all required course work has been completed, specifically at the beginning of Summer Session II in year two of the program. The date, time and location for the examination will be provided by the PhD PD during the Fall semester of year two so that students can plan accordingly.

Students are responsible to:

1. Decide whether to elect their advisor as committee chair or designate a new committee chair.
2. Select the committee members with input from the committee chair.
3. Approach committee members to serve on the committee.
4. Discuss their level of readiness for the comprehensive exam with the committee chair to determine students' strengths and areas in need in order to further prepare for the examination.

Appendix N



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PhD Program Dissertation Defense Rubric

Research Competencies (Development of the Science)

| Program Learning Outcomes | Expected Performance | Rating: – Does not meet – Meets – N/A | Comments |
|---|--|--|----------|
| Knowledge and ability to integrate theory, course content, philosophy, and ethical principles in research | Master in-depth knowledge in a substantive area | | |
| | Critique and integrate different perspectives including theoretical/ conceptual frameworks in the ongoing conduct of research | | |
| | Adhere to standards of integrity and apply ethical principles in use of human subjects in research | | |
| Ability to apply skills in research operations, design, and analysis | Study Design: A. Conduct a literature search, critique, and synthesis, noting strengths, weaknesses, limitations, and gaps in the evidence | | |
| | B. Identify measurement and conceptualization issues of studies | | |
| | C. Critique and apply strategies for conceptualizing and operationalizing variables | | |
| | Data Management/Analysis: A. Develop a systematic approach to data management including development of dataset, data entry, cleaning, tracking, and maintaining confidentiality | | |
| | B. Use appropriate data analysis techniques and/or new forms of data processing (e.g., big data) consistent with the purpose and design of a study | | |
| | Study Implementation A. Implement the study, using appropriate technical and IT skills | | |
| | B. Interpret the results in light of existing literature, noting implications for practice, education, research, and policy | | |
| | Communication A. Use audience-appropriate strategies including peer-reviewed publications and presentations to target lay and professional audiences both within and outside the discipline | | |
| | B. Engage colleagues from nursing and other disciplines to gain their perspectives on research agendas and approaches to develop multidisciplinary research frameworks | | |
| | C. Use perspectives from nursing and other disciplines to inform research agendas and approaches for the development of multidisciplinary research frameworks | | |

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|---|---|--|--|
| Ability to work collaboratively with interdisciplinary research teams | Use interprofessional skills in communication, professionalism, shared problem-solving, shared decision making, and conflict resolution as a contributory member of multidisciplinary teams | | |
|---|---|--|--|

Stewardship of the Discipline

| Program Learning Outcomes | Expected Performance | Rating: – Does not meet – Meets – N/A | Comments |
|--|---|--|----------|
| Engage in knowing the evolving roles and responsibilities of a nurse scholar | Maintain a level of scientific excellence within the evolving nature of the nursing discipline | | |
| | Integrate scholarship: research, teaching, mentoring, and service to the profession | | |
| | Lead interprofessional and interdisciplinary collaborative research | | |
| Ability to extend scientific knowledge | Build a focused program of research inclusive of culturally diverse populations | | |
| | Improve the quality of healthcare for culturally diverse populations by developing/testing theories and integrating advanced knowledge from nursing and other disciplines | | |
| Ability to develop personal aptitudes & interpersonal skills | Use self-reflection to maintain creativity, an open-minded approach, personal growth and development | | |

Approved PhD CESA 2/22/16, rev 4/25/16

Appendix 0



UNIVERSITY of HAWAI'I at MĀNOA
NANCY ATMOSPHERA-WALCH
SCHOOL of NURSING

PhD Proposal and Final Defense

Proposal Defense

The purpose of the proposal defense is to ensure the PhD student's research proposal is appropriate to the state of the science, is soundly designed, lacks bias, and minimizes risk to human subjects. It is also important that the plan is feasible and considered worthy of academic merit. Oversight and guidance is provided throughout this process by the student's respective chair/advisor and committee members.

The written dissertation proposal uses the current edition of the American Psychological Association (APA) publication guidelines and the [University of Hawaii's Style & Policy Guide](#). It is required that the student use these [guidelines](#).

Scoring Evaluation Criteria (see Appendix K Proposal Defense Rubric)

The student will be evaluated using the review criteria of "pass" or "fail". A majority vote of the committee is required for a student to pass. If a student does not pass the proposal defense, the student may petition to repeat it once. Students who fail the proposal defense twice will not be permitted to remain in the program.

The PhD proposal defense consists of a written and oral presentation of the student's proposed dissertation plan. Upon passing the comprehensive examination, and in preparation for the proposal defense, the PhD student will:

1. Discuss their level of readiness with the committee chair.
2. Determine the modality of the proposal defense (distance or face-to-face).
3. Negotiate and determine the date/time (2 hours) with chair and committee members.
4. The student must notify the Doctoral Programs' Coordinator with the date, time and location of their comprehensive exam.
5. The student must notify the PhD Program office if any of the committee members will be requiring remote modality to attend and complete the remote access request form.

Timeline for Students

1. Four weeks before the comprehensive examination the student will:
 - Contact Doctoral Programs' Coordinator to schedule the proposal defense. Provide the date, time (2 hours).
 - Contact the Doctoral Programs' Coordinator to schedule Information Technology (IT) support for a two-hour block of time if any committee member will not be attending in person.
 - Reserve any equipment necessary for the proposal defense.
 - Submit copy of the proposal to all committee members.

2. One week before the proposal defense, the student will:
 - Schedule training sessions for committees who are attending on-line (if needed).
 - Confirm the location, date, and time of the proposal defense with all committee members.
3. Day of the Proposal Defense:
 - Make sure all committee members have copies of the necessary materials.

Timeline for Committee Members

1. Four weeks before the proposal defense: the committee members will:
 - Review the dissertation proposal.
 - Determine the student's readiness to proceed.
 - Agree to a date and time for the defense.
2. Two weeks before proposal defense, the committee members will:
 - Notify the committee chair if there are concerns regarding the student's readiness.
3. One week before the proposal defense, the committee members will:
 - Submit at least two questions relevant to the proposal to the committee chair.
4. Comprehensive examination day:
 - Be prompt and be prepared.

Procedure for the Proposal Defense

1. All committee members and the student must participate.
2. The chair asks the student to leave the room so committee members can make final preparations, if necessary.
3. The chair invites the student to re-enter the room.
4. The student gives a 30-45 minute presentation of the proposal.
5. The committee members ask questions.
6. The student orally answers the questions.
7. The student then steps out of the room while the committee discusses the results.
8. The committee evaluates the student's performance and votes.
9. The chair invites the student to return to the room and announces the committee's decision.
10. Committee provides feedback and recommends/requests revisions. If substantive changes are needed, the revised proposal will be reviewed as determined by the committee. Form II may be signed once the revised proposal is approved by the committee members and IRB approval is obtained or, in some cases, the committee may sign Form II and the chair will hold it until IRB approval is obtained.
11. Student, chair, and committee members sign [Form II](#) if the student passes the proposal defense. If the committee gives a failing score, members indicate what must be done for the student to progress. A student who fails the proposal defense may repeat it once. A student who fails the exam for the second time is dismissed from both the graduate program and the UHM by the GD.

Upon completion of the required course work, successful passing of the comprehensive examination and the proposal defense, approval of the IRB application, and submission to and approval of the Form II by GD (i.e., student is advanced to candidacy), the PhD student may register for NURS 800. The NURS 800 course is taken every fall and spring semester until successful defense of the dissertation. The student must also register for the summer session prior to graduation if the anticipated graduation date will be the following fall semester.

Dissertation Defense

The Dissertation Defense is an oral presentation open to the public, during which the author of the PhD dissertation demonstrates to his or her committee satisfactory command of all aspects of the work presented and other related subjects, if applicable. The final defense is required for the PhD dissertation.

The written dissertation proposal uses the current edition of the American Psychological Association (APA) publication guidelines and the [University of Hawaii's Style & Policy Guide](#). It is required the student use these [guidelines](#).

[Defense announcement](#) in the University Events Calendar is *required* for the final defense. The defense must be one hour or more in length. It may be scheduled between 8:00 am to 4:30 pm on any work day, during both instructional and non-instructional periods. The student must submit an announcement to the Office of Graduate Student Services no later than two weeks prior to defense. The announcement must specify title, date, time and place of the defense. It must be signed by the student's committee chair.

Scoring Evaluation Criteria (see Appendix L Dissertation Defense Rubric)

The student will be evaluated using the review criteria of "pass or fail". A majority vote of the committee is required to pass. A student failing the final defense for the first time may repeat it only with approval from both the dissertation committee and the GD. A student failing for the second time is dismissed from both the graduate program and the UHM by the GD.

Procedure

The PhD dissertation defense is an oral examination open to the public, during which the author of a thesis or dissertation demonstrates to his or her committee satisfactory command of all aspects of the work presented. Upon passing the proposal defense, and in preparation for the dissertation defense, the PhD student will:

1. Discuss their level of readiness with the committee chair.
2. Determine the modality of the dissertation defense (distance or face-to-face).
3. Negotiate and determine the date/time (2 hours) with chair and committee members.

The student must notify the Doctoral Program Coordinator with the date, time and location of their comprehensive exam. The student must also notify the Doctoral Program Coordinator if any of the committee members will be attending the dissertation defense remotely.

Time Line for Students

1. Four weeks before the dissertation defense, the student will:
 - Contact Doctoral Program Coordinator to schedule the dissertation defense. Provide the date, time (2 hours).
 - Contact the Doctoral Program Coordinator to schedule Information Technology (IT) support for a two-hour block of time if any committee member will not be attending in person.
 - Reserve any equipment necessary for the dissertation defense.

- Submit a copy of the completed Dissertation manuscript (Chapters I - V) to all committee members.
2. One week before the dissertation defense, the student will:
 - Schedule training sessions for committees who are attending on-line (if needed).
 - Confirm the location, date, and time of the dissertation defense with all committee members.
 3. Day of the Dissertation Defense:
 - Make sure all committee members have copies of the necessary materials.

Timeline for Committee Members

1. Four weeks before the dissertation defense: the committee members will:
 - Review the dissertation manuscript.
 - Determine the student's readiness to proceed.
 - Agree to a date and time for the defense.
2. Two weeks before dissertation defense, the committee members will:
 - Notify the committee chair if there are concerns regarding the student's readiness.
3. Day of the dissertation defense:
 - Be prompt and be prepared.

Procedure for the Dissertation Defense

1. All committee members and the student must participate.
2. The chair asks the student to leave the room so committee members can make final preparations if necessary.
3. The chair invites the student to re-enter the room.
4. The student gives a 30-45 minute presentation of the dissertation manuscript.
5. The committee members ask questions.
6. The student orally answers the questions.
7. The audience may ask questions.
8. The student orally answers the questions.
9. The student then steps out of the room while the committee discusses the results.
10. The committee evaluates the student's performance and votes.
11. The Chair invites the student to return to the room and announces the committee's decision.
12. Committee provides feedback and recommends/requests revisions. If substantive changes are needed, the revised proposal will be reviewed as determined by the committee.
13. Forms III and IV may be signed once the revised dissertation manuscript is approved by the committee members, or, in some cases, the committee may sign Forms III and IV and the chair will hold the signed forms until the manuscript is revised.