



NURSING

UNIVERSITY *of* HAWAI'I *at* MĀNOA®

**Undergraduate Nursing Program
Student Handbook
August 2024 - July 2025**

www.nursing.hawaii.edu

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TABLE OF ABBREVIATIONS

ADAA	Associate Dean for Academic Affairs
DC	Department Chair
DON	Department of Nursing
ITS	Information Technology Services
LOA	Leave of Absence
NAWSON	Nancy Atmospera-Walch School of Nursing
NAWSONIS	Nancy Atmospera-Walch School of Nursing Information Services
OSS	Office of Student Services
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 2024-2025 academic year in response to 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 Hawai'i, 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 the 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, addresses social determinants of health through equity, eliminates social and racial injustices through inclusion, and increases access to care for all patients.

Baccalaureate Nursing Program Outcomes/Competencies

The competencies arise from the understanding of nursing as a theory-guided, evidence-based discipline. Graduates from the UH Mānoa BS in Nursing curriculum 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 baccalaureate competencies are located in Appendix A.

The University of Hawai'i (UH) at Mānoa BS Nursing program graduate is prepared to practice as a generalist nurse in the role of provider of care; designer/manager/coordinator of care; and member of a profession as described in [The Essentials of Baccalaureate Education for Professional Nursing Practice](#) (AACN, 2008). Planning is underway to transition the curriculum to address the 2021 AACN [The Essentials: Core Competencies for Professional Nursing Education](#)

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, 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 Student Affairs 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 departments:

EEO issues (Students)

Kapā Oliveira
EEO Coordinator for Students
Interim Vice Provost for Student Success
Office of the Vice Provost for Student Success
Queen Lili'uokalani Center for Student Services, 409
Phone: (808) 956-3292 (voice/text)
Email: vpss@hawaii.edu

Student/Educational EEO issues

Kapā Oliveira
EEO Coordinator for Students
Interim Vice Provost for Student Success
Office of the Vice Provost for Student Success
Queen Lili'uokalani Center for Student Services, 409
Phone: (808) 956-3292 (voice/text)
Email: vpss@hawaii.edu

Office of Title IX

Jennifer Solidum Rose
Interim Title IX Coordinator (Mānoa);
Executive Director, UH Office of Equity Assurance
2500 Campus Rd, Hawaii Hall #112
Honolulu, HI 96822
Phone: (808) 956-2299
Email: t9uhm@hawaii.edu

RESOURCES

UH Mānoa Campus Resources

Career Center

The [Mānoa 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 (CSDC)

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, Laulima, 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 ID Card

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.

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 Information and 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 accessing 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 their [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](mailto: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 must adhere to Outreach College requirements when registering for Outreach courses. Registration is available via the [MyUH portal website](#). For additional information on credit 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 or books 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](#) is temporarily moved while the Sinclair Building is under renovation. Please see link for more information.

University Health Services Mānoa

The [University Health Services Mānoa \(UHSM\)](#) 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](#) system 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, PubMed and DynaMed, may also be searched.

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) or Sinclair Library (808-956-5656).

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 their [website](#).

[Carolyn Dennison](#) is the Science & Technology Librarian who is familiar with students from NAWSON. 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 [John A. Burns School of Medicine Health Sciences Library](#) (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.

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's 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 Hall, 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 advising, facilitation of scholarships/awards, monitoring progress toward degree, and certification of graduation. The OSS maintains students' records, i.e., CPR, active registered nurse licensure, and others required by clinical agencies affiliated with UHM nursing. NAWSON, via OSS has a collaborative arrangement with CastleBranch 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. It is located in Webster 206.. Please direct any questions about the use of the lounge to the NAWSON Office of Student Services, Webster Hall 201; (808) 956-8939; nursing@hawaii.edu.

Information Services

The NAWSON Information Services (NAWSONIS) group provides technology support and maintenance for the student computer lounge located on the 2nd floor of Webster Hall. Please direct any questions to the NAWSON Office of Student Services, Webster Hall 201; (808) 956-8939; nursing@hawaii.edu.

NAWSONIS 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 NAWSONIS 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 on the UH THSSC 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 at the 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 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 Human Studies Program. This includes obtaining CITI certification and the University of Hawai'i 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 Research Committee, the Office of Research under the guidance of the Associate Dean for Research, and the Honors Program.

Crisis Resources

24 Hour Hotlines

- Crisis Text Hotline:
 - If you are not in the state of Hawai'i, text HOME to 741741
- Disaster Distress Helpline:
 - Provides crisis counseling for support to anyone in the U.S. experiencing distress from natural or human caused disasters and public health emergencies.
 - 1-800-985-5990 or text TalkWithUs to 66746
- Hawai'i CARES:
 - O'ahu: 808-832-3100
 - Neighbor islands: 1-800-753-6879
- Hawai'i Text Hotline:
 - Text ALOHA to 741741
- National Suicide Prevention Lifeline:
 - 1-800-273-8255
- The Trevor Project (suicide prevention for LGBTQ Youth):
 - 1-866-488-7386

The School of Nursing Honors Program

The NAWSON Honors Program, jointly sponsored with the [UHM Honors Program](#), offers an outstanding educational experience for qualified students who wish to enhance their undergraduate education and prepare for further research activity and academic study post-graduation.

Students enrolled in the program have the opportunity to investigate a topic of interest to them and to work closely with a Senior Honors Project adviser to enhance their understanding of the research process. Under the guidance of a faculty mentor, the honors nursing student designs, implements, and reports on findings from a research study or project of their choosing.

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 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](#). It is the responsibility of the student to familiarize themselves with the contents of the UHM Student Conduct Code. Failure to adhere to this code may result in course failure and/or dismissal from the nursing program and, possibly, the University.

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 these guidelines 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 Department Chair (DC) will initiate an investigation. If the matter is resolved in the student's favor, they will receive full support to complete course and/or clinical requirements. If the matter is not resolved in the student's favor, they may be dismissed from clinical and/or didactic coursework.

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 undergraduate students who are involved in research activities/projects..

Social Networking and Electronic Communication Guidelines

Students are required to use their 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, X.com, 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 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 (EP11.201))

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 another 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, A-I (such as chat gpt) 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, etc.

Sex Discrimination and Gender-Based Violence ([UH Executive Policy EP1.204](#))

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 Hawai'i. The University of

Hawai'i 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 a 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 (FERPA). 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 Undergraduate Nursing 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

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 (See Appendix D). Students are expected to maintain the requirements of the Essential Functions Policy throughout the nursing program.

Student Advisement

The goal of all NAWSON programs is to ensure the successful and timely completion of degree requirements. Undergraduate academic advising is available in the Office of Student Services, Webster 201, (808) 956-8939. All nursing students are expected to meet with their [academic advisors](#) regarding progress towards their degree.

Advisors are available to assist students as they progress through their programs. Students are ultimately responsible for their own education. Each student is held responsible for being aware of and successfully completing all the curriculum requirements in their program pathway. Each student contributes to the success of the advising system and the advisor-advisee relationship by assuming the following responsibilities:

1. Know the degree requirements and progression policies of the University of Hawai'i at Mānoa and the Nancy Atmospera-Walch School of Nursing.
2. Contacting their Academic Advisor for advising.
3. Completing the Progress toward Degree Form (for undergraduate students only).

Star Balance

Star Balance allows faculty and Office of Student Services (OSS) advisors 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 @ starhelp@hawaii.edu.

Enrollment Requirements

New Student Orientation

All orientation sessions are mandatory for new undergraduate students. The information presented in these sessions is to inform students about policies and procedures that are applicable to their specific program, as well as to review current University of Hawai'i at Mānoa undergraduate policies and procedures. Undergraduate students who are unable to attend a mandatory orientation session must contact the Office of Student Services in advance. The Office of Student Services 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 they are unable to attend mandatory orientation sessions.

Computer Requirements

Some courses may be delivered via blended or distance methods (i.e., asynchronous, web-based, or videoconferencing) and some exams may require the use of a laptop during scheduled class time. Every student is expected to have access to a laptop computer with 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.

Academic Progression

The goal of all NAWSON programs is to ensure the successful and timely completion of degree requirements. The undergraduate nursing curriculum is 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 at the time of their enrollment.

Registration

Undergraduate students are assigned specific appointment times in which to register. All registration activity is conducted electronically. The [MyUH Portal](#) website provides the UH community with secure, personalized access to enrollment services such as registration, payment and grades.

Each student's registration time will be available through the [MyUH Portal](#) approximately two weeks before registration. Registration is not complete unless all tuition and fees are paid by the payment deadline. Students must pay their tuition and fees by the designated deadlines as published in the UHM Schedule of Classes each semester. Nonpayment will mean cancellation of registration without notice. Students with canceled registration will be allowed to register for nursing courses on a space available basis. If a student does not submit payment or establish a payment installment plan by the scheduled deadline in a given semester for a clinical nursing course, the student will no longer be able to remain in that (those course(s) for that semester. The student can then return to those courses in the subsequent semester or year on a space available basis.

The Department of Nursing reserves the right to reassign students for such reasons as balancing the number of students in each section and other considerations. Please avoid waiting until late registration. Early registrants avoid limited section choice for courses and a late registration fee. Registering early also allows the Department of Nursing to make decisions about openings for enrollment in courses.

If you need to register for a nursing course that is closed or restricted, or if you are experiencing other registration difficulties, please contact your respective [Advisor/Coordinator](#) or email the [Office of Student Services](#) or (808) 956-8939.

Registration for NURS 399: Students enrolling in NURS 399 must contact the course instructor to obtain a course registration override.

Variable Credit Classes: These are courses that allow students to specify the number of credits they will earn from that course based on the recommendations of the student's advisor and the faculty teaching the course. To register for the specific number of credits, students should utilize the "Change Class Options" feature on the registration portion of [MyUH Portal](#) website.

The UHM admission website contains information about [transfer of credits for undergraduate students](#).

Classified Status in the Department of Nursing

Only students accepted (classified) to the major in nursing are eligible to register for clinical nursing courses.

Failure to Register for a Course

All undergraduate students who do not register for any given semester, who are not on Leave of Absence, and who wish to register for a subsequent semester must submit a [UH System Application Form](#). This form must be submitted to the UHM Office of Admissions & Records, Queen Lili'uokalani Center for Student Services 001, to process admission before registration forms can be generated. Failure to register for a semester may have an impact on progression through the program. Please contact the Office of Student Services for assistance. The readmitted student will adhere to all policies that apply on the new enrollment date.

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.

Academic Calendar

The 2024-2025 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 Catalog.

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.

Course, Grading and GPA Requirements

HSDEN Prerequisite Year

HSDEN prerequisite year Baccalaureate Policy on Grading:

To promote success with courses in the nursing program, HSDEN students are required to maintain all of the following in the prerequisite year:

1. G.P.A. of 3.0 or higher each semester
2. B , (not B-)or higher in the following courses:
 - a. MICR 130 General Microbiology (DB) (3)
 - b. PHYL 141 Human Anatomy and Physiology (DB) (3)
 - c. PHYL 141L Human Anatomy and Physiology Lab (DY) (1)
 - d. PHYL 142 Human Anatomy and Physiology (DB) (3)
 - e. PHYL 142L Human Anatomy and Physiology Lab (DY) (1)
 - f. Math/ Quantitative Reasoning (FS/FQ) (3)
3. C (not C-) or higher, no Credit/No Credit or Pass/Fail grading in all other college courses.

Petition to continue in the HSDEN prerequisite year

For HSDEN students in the prerequisite year the petition to continue policy applies to the following:

1. Achieving a G.P.A. less than 3.0 in a semester in the prerequisite year
2. Earning a grade less that B- in any one of the following courses: MICR 130, PHYL 141, PHYL 141L, PHYL 142, PHYL 142L, Math/ Quantitative reasoning (FS/FQ)
3. Earning a grade of C- or less in any other college courses in a semester in the prerequisite year.

The student works with the Office of Student Services to prepare the Petition to Continue according to the following process:

1. The student completes the Petition to Continue form no later than two weeks from the last day of final examination week.
2. The Office of Student Services provides information related to the student's failure to the Undergraduate Student Affairs Committee.
3. The Undergraduate Student Affairs Committee reviews the Petition to Continue and makes recommendations for acceptance or denial of the petition. The student may be placed on a learning agreement or contract, with specific conditions that must be met for the Petition to Continue to be accepted.
4. The Office of Student Services notifies the student by mail of the Committee's action.
5. A student may request reconsideration of a decision by submitting a written statement in support of such action to the Undergraduate Student Affairs Committee within seven calendar days of receipt of written notification.

Academic Grievance (HSDEN prerequisite courses)

The course grade grievance relates to a disagreement about grading in HSDEN prerequisite courses. The student will discuss the matter with the course faculty. For grievances involving course grades, refer to the UHM Academic Grievance Procedures.

Baccalaureate Program

Nursing Course Baccalaureate Policy on Grading (includes RN to BS program)

Graded (A-F) Courses

All UHM School of Nursing and Dental Hygiene grading and program progression policies will be followed.

1. To receive a passing grade in undergraduate nursing courses, students must demonstrate knowledge competency by obtaining an average passing grade of “C” or 74% on course exams, AND an overall course grade of “C” or 74% when combined with all other assignments. If a student is in potential or actual academic jeopardy in a didactic nursing course, the student will receive a written academic learning agreement.
2. Clinical lab courses are graded as credit/no credit. Students are required to meet all learning outcomes to receive a passing grade of “Credit” (CR) for that course. If a student is in potential or actual clinical jeopardy in a clinical nursing course, the student will receive a written clinical learning agreement.
3. A grade of “C-” (73% or less) in a didactic course that has a corresponding clinical course will require that the clinical course be repeated at the same time as the didactic course, regardless of the grade received in the clinical course.
4. A “No Credit” (NC) grade in a clinical course will require that the corresponding didactic course be repeated at the same time as the clinical course, regardless of the grade received in the didactic course.
5. A student who receives NC in a clinical lab course prior to the end of the semester must withdraw from the co-requisite didactic course.
6. Students receiving a grade of “C-” (73% or less) or NC in a critical nursing course must submit a *Petition to Continue* (available from your academic advisor) in the nursing program.

Grading Scale

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

Credit/No Credit Courses

The student is required to meet all student learning outcomes satisfactorily and safely as specified in the syllabus and clinical evaluation tool in order to receive credit for the course.

Credit: The student demonstrates growth in application of principles and actual practice of nursing care. Care is consistently delivered safely. The student recognizes the need for and seeks supervision and guidance of nursing activities. The student’s level of performance increases throughout the semester, culminating in fulfillment of the student learning outcomes as determined by the clinical instructor. The student meets the

minimum requirement for the scores on each section of the evaluation tool. The student completes and receives a passing score on all written and clinical assignments.

No Credit: The student is unable to demonstrate an acceptable, safe level of performance with any one of the clinical expectations. There is an inability to function safely without close supervision. Performance is inconsistent, demonstrating little transfer of knowledge from one situation to the other. Performance by the end of the semester is not at a level which demonstrates fulfillment of the student learning outcomes as determined by the clinical instructor. The student fails to meet the minimum requirement for scores on one or more sections of the clinical evaluation tool.

A “No Credit” (NC) grade in a clinical course will require that the co-requisite didactic course be repeated at the same time as the clinical course, regardless of the grade received in the didactic course.

A student who receives NC in a clinical lab course prior to the end of the semester must withdraw from the co-requisite didactic course.

A failing grade in a didactic course that has a co-requisite clinical course will require that the clinical course be repeated at the same time as the didactic course, regardless of the grade received in the clinical course.

Course Syllabus - Department of Nursing Courses

Each course taught in NAWSON has a syllabus that provides essential information specific to the course (e.g., student learning outcomes, required texts and readings, required assignments, grading, faculty contact information, etc.). The syllabus is posted on the course Lulima 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.

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.

Academic Jeopardy

The student will be placed on academic jeopardy in a course (1) when an exam score falls below 74% for the exam, or when the cumulative exam score to date falls below 74%; (2) if the student’s clinical performance is not meeting one or more student learning outcomes; or (3) if the student violates the academic conduct code or professional behavior.

In order to assist the student to improve their course performance, the course faculty may issue a written academic learning agreement. The clinical faculty may issue a written clinical learning agreement to assist the student to improve their clinical performance.

A student receiving a “C- or less” or “NC” (no-credit) grade in a critical nursing course may not progress to the next nursing course. A student receiving an “I” grade in a required nursing course must complete the work required for the course grade before the start of the next semester.

Students who receive a grade of “C-“(73%) or less or “NC” in a critical nursing course must *Petition to Continue* in the nursing program.

Actions Related to Earning a “C- or less” or “NC” for Critical Nursing Courses:

The critical nursing courses are: NURS 211, NURS 212, NURS 213 and all courses with a clinical co-requisite: NURS 210, NURS 210L, NURS 220, NURS 220L, NURS 321, NURS 321L, NURS 322, NURS 322L NURS 360, NURS 360L, NURS 450, NURS 450L, NURS 451, NURS 451L, NURS 460, NURS 460L, NURS 465, NURS 465L.

SITUATION	ACTION
Earns a “C- or less” or “NC” in one or more critical nursing courses in the same semester.	The student must petition the Department of Nursing to continue in the nursing program. The decision will be to either accept or deny the petition.
Earns a “C- or less” or “NC” for the second time in the same critical nursing course.	The student may not continue in the nursing program.
Earns a “C- or less” or “NC” in any of the critical nursing courses in two different semesters.	The student may not continue in the nursing program.

Actions related to earning a “C- or less” or “NC” for Non-Critical Nursing courses:

The non-critical courses are: NURS 200, NURS 201, FSHN 185, FSHN 475, NURS 306, MATH 115, PSY 225, SOCS 225, NREM 310, ECON 321, PH 350, EDEP 429, NURS 363, NURS 452, NURS 453, NURS 461, NURS 364, and any Nursing electives.

SITUATION	ACTION
Earns a C- or less in a non-critical nursing course	Student will repeat the course at the next available offering
Earns a C- or less for the second time of same non-critical nursing course	The student must petition the Department of Nursing to continue in the nursing program. The decision will be to either accept or deny the petition. If accepted, the student will repeat the course at the next available offering.
Earns a C- or less for the third time in the same non-critical nursing course	The student may not continue in the nursing program.

Petition to Continue After Earning a Grade of a “C- or Less” or “NC” in a Critical and/ or Non- Critical Nursing Course

The student contacts the Office of Student Services for assistance in preparing the *Petition to Continue* according to the following process:

- a. The student completes the *Petition to Continue* form no later than two weeks from the last day of final examination week.
- b. The Office of Student Services provides information related to the student’s failure to the Undergraduate Student Affairs Committee.
- c. The Undergraduate Student Affairs Committee reviews the Petition to Continue and makes recommendations for acceptance or denial of the petition.
- d. The Office of Student Services notifies the student by mail of the Committee’s action. The student is also advised that registration in the course for which enrollment is requested is contingent upon the availability of space.
- e. During the summer if no committee members are available, the decision will be made by the Director of Student Services, the Academic Advisor, the Department Chair, Undergraduate Program Director, and the Associate Dean for Academic Affairs.
- f. The student may request reconsideration of a decision by submitting a written statement in support of such action to the Undergraduate Student Affairs Committee within seven calendar days of receipt of written notification.

Progression Toward Degree

Undergraduate Nursing Program Student Progression Timeline for Completion of BS Degree

Stated length of time to completion of the BS degree for HSDEN and HSNC students:

The maximum time to complete/graduate from all undergraduate BS Nursing programs will be 5 years.

- o All Bachelor of Science degree requirements must be completed within the time frame established by the program unless an extension is granted case by case basis. The time frame established by the program shall not exceed 2 additional years from the expected date of graduation.

Grade and Progression Requirements

According to the curriculum pathway, as provided by the OSS advisor, specific prerequisite courses required for the nursing curriculum must be completed with a “B” (not B-) grade or higher. All other prerequisite courses must be completed with a “C” (not C-) grade or higher. All coursework used toward a nursing major and BS degree, including electives, must be taken for a grade (A-F) unless those courses are offered only as a CR/NC option.

1. Students must attain at least a “C” (not C-) or “CR” grade in all nursing and other required courses each semester to continue to progress to the following semester. All courses in each semester must be successfully completed before progression is permitted.
2. Students must maintain a minimum GPA of 2.0 throughout the nursing program.
3. Students complete each required nursing course (including nursing electives) with a grade of “C” (not C-) or better or “CR” to qualify for the B.S. degree.
4. Change in Progression Toward Degree:
 - a. The B.S. (Nursing) program has an established course sequence for full-time and decelerated students. A student may request a change in the sequence of course progression by:
 - i. contacting the Office of Student Services, Webster 201 for assistance in writing the request
 - ii. preparing the request so that it identifies the change requested and the reasons for the request

- iii. submitting the request to the Office of Student Services
- iv. the Office of Student Services forwards the request to the Department Chair
- v. the Department Chair, with consultation from the Undergraduate Program Director and Academic Advisor, will approve or deny the request
- vi. the request is returned to the Academic Advisor who notifies the student and completes the necessary record.

Withdrawal

When a student withdraws from a nursing course(s) for any reason, the DON offers continued progression into the next semester on a space available basis; the courses are offered following the last successfully completed semester when the student returns. If an undergraduate student withdraws from the same critical course two times or withdraws from more than three different critical nursing courses, the student cannot continue in the program. If the student feels that the circumstances are exceptional and extraordinary, the student may petition the Undergraduate Student Affairs Committee with a statement as to why the committee should consider the exception to this policy.

A student who withdraws from a didactic course or its affiliated clinical lab in a given semester must withdraw from both courses. If a student earns a “NC” (no credit) or failure in the clinical lab course prior to the end of the semester, the student must withdraw from the affiliated didactic course.

Students should be familiar with withdrawal procedures and dates by reading the University of Hawai‘i at Mānoa Catalog.

Leave of Absence (LOA)

A request for a [LOA](#) must be made to the Office of Student Services. The student will be placed into the next semester that the courses are offered following the last successfully completed semester when the student returns. Continuing classified undergraduate students may apply for a LOA for a specified period of one or two semesters if they: (1) have just completed their prior semester (fall or spring) at UH Mānoa; (2) are in good standing (neither on probation nor subject to suspension or dismissal); and (3) are not enrolled in classes at any other college/university. If a student takes an official LOA (two semesters maximum), upon return, the student must resume clinical course work. Students who do not re-enroll at UH Mānoa at the end of their leave of absence will be considered to have withdrawn without notice; they will be required to apply for readmission to UH Mānoa and will be subject to the core, major, and graduation requirements in effect at the time of readmission.

The committee responsible for undergraduate student progression assigns available space in consultation with the Undergraduate Program Director and the Department Chair.

Incomplete (I) Grades (Undergraduate Students)

According to the UHM Catalog a grade of an Incomplete (I) may be given to a student who failed to complete a small but important part of a semester’s work, and if the instructor believes the failure to complete was caused by conditions beyond the control of the student.

Incomplete (I) grades received in undergraduate nursing courses must be cleared by earning a grade of “C” (not C-) or better before the student enrolls in the next required nursing course.

Communication

Most issues can be resolved with open informal communication between student and faculty. If a student has an academic concern in a course, the first step is to talk to the course faculty.

The undergraduate 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) course coordinator 2) Program Director; 3) Department Chair; 4) Associate Dean of the Academic Unit in which the undergraduate student is enrolled.

Formal Grievances

Academic Grievance

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 Dean.

Student Access to View Grades

Students may 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 will be initiated and completed by the faculty member who recorded the initial grade or by the Department Chair only with consultation with the faculty of record or if the faculty of record is not available along with notification to the UG PD.

Student Academic Records

Students’ academic records are maintained in the OSS for the duration of their enrollment in their programs. Undergraduate 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. Students may review their academic record online on [STAR](#). Students may review their academic record online on STAR at <https://star.hawaii.edu/>.

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.

The student DON 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.

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 the BS program.

Clinical/Laboratory Course Responsibilities and Requirements

Attendance Policy: Class & Clinical Laboratory

Regular attendance at class and clinical laboratory is expected for all courses. Notify your faculty of absences from class and notify the clinical unit and faculty of absences from the clinical area. Unavoidable absence must be explained to the instructor and make-up discussed. Make-up may not be possible in certain courses.

Assignment to Clinical and Lab Sections

In some courses students are randomly assigned to clinical and lab sections. Clinical and lab assignments will not be altered to meet a student's request.

Transportation

All transportation required to participate in the nursing program is the responsibility of the student. Class or clinical sections will not be altered to meet a student's transportation needs.

Orientation to Clinical Agencies

Successful achievement of clinical 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. Each clinical agency's required orientation session prior to the beginning of the Spring or Fall semester must be completed by each student as scheduled to begin the clinical rotation at that site.

Clinical Laboratory Course

The first clinical day may be held on campus. Please consult the [Laulima course web site](#), the coordinator of the course, or the Department of Nursing at (808) 956-8523 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. An unexcused absence may result in a failure in the course.

A mid-semester and a final conference are held for faculty to confer with each student 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 performance throughout the semester, and from semester to semester. This improvement should be reflected in the clinical evaluations that are based on the student learning objectives found in each course syllabus. Unsatisfactory performance in the clinical course will result in the use of a clinical learning agreement with specific required expectations to assist the student in

successfully meeting the course student learning outcomes. If the student is not able to meet the criteria of the clinical learning agreement in a designated period of time, the student may be dismissed from the clinical unit and given a grade of "NC" for the course.

Unsafe behavior in a clinical practicum or a breach in ethical conduct will result in an "NC" grade for the course and may result in dismissal from the program. Unsafe behavior in the clinical practicum may include but is not limited to the following:

1. Failure to maintain an expected level of competency for a professional nursing student
2. Behavior that jeopardize the emotional or physical safety of the patient
3. Violation of the principles of asepsis
4. Charting incomplete or inaccurate information
5. Using words or gestures that suggest disapproval of the patient
6. Coercive actions to get the patient to cooperate
7. Using a communication style that confronts or attacks the patient
8. Failure to handle one's own emotions in the clinical setting in a manner that may negatively impact patients
9. A breach in ethical behavior includes: A violation of the Patient's Bill of Rights as issued by the American Hospital Association (1992); A breach of confidentiality if 1) the patient's right to privacy has been violated, or 2) the consequence of disclosure of information about a patient has a negative impact on the patient's life.

Student Conduct in Clinical Settings

Students are expected to meet health requirements, dress codes, and all applicable policies of the clinical facility. Students must:

1. Be on time.
2. Report to appropriate individuals.
3. Notify the faculty and clinical unit before the assigned clinical time if they are ill and cannot be there.
4. Follow the dress code.
5. Act in a professional manner at all times, including safeguarding of patient information.
6. Respect the policies of the agencies.

Undergraduate Nursing Student Dress Code

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.

- NAWSON ID badge must be worn at all times and in an easy to view area of the uniform.
- Uniform must be clean and free from stains and wrinkles.
- Shoes must be clean and polished.
- Make-up, if used, is to be worn in moderation.
- No perfume may be used.
- One set of stud earrings, wedding band, and watch may be worn. No dangling earrings or long neck chains.
- Hair must be kept neatly away from the face and confined above the collar (pulled back in a bun; no 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.
- A waist pack may be used to hold equipment.

- Fingernails must be conservative in length, neatly trimmed, and without artificial nails or artificial coloring.
- All visible tattoos must be covered.

The dress code for clinical session/lab includes two uniforms: Scrub and Polo Uniform. Students must wear the complete uniform. Wearing only a partial uniform at any time will not be accepted and students may be asked to leave and receive an unexcused absence for that session. The clinical faculty will inform the students if the clinical agency requires a different dress code.

- Polo Uniform for clinical sessions that are group/case study, UH Campus active learning activities, community-based activities or specified by off campus clinical sites:
Green polo shirt, black dress pants (no jeans, legging type pants, skinny pants, baggy pants or jogger-type pants) black or white covered/closed shoes with white socks. Closed toe dark colored athletic type shoes or nursing shoes are acceptable (no boots or fancy designs on shoes; open-toed and/or open-back shoes are not permissible).
- Scrub Uniform for activities in the THSSC (Simulation Lab) and clinical lab sessions:
UH scrub with the DON patch (available for purchase at the bookstore), white nursing shoes with white socks (or white covered/closed shoes). Open-toed and/or open-back shoes or boots are not permissible. When a sweater or T-shirt under a scrub top is worn, it must be white in color with no words or logos of any kind.

White lab coats or lab jackets with NAWSON ID badge and covered/closed shoes must be worn in the clinical setting when students are NOT assigned to patient care, unless notified otherwise by clinical course faculty or the agency has other requirements.

Undergraduate Students Employed at a Specific Clinical Unit

A student who is actively employed at a specific clinical unit may not register or be assigned to a clinical lab rotation in the same unit. The student who is employed at a unit in a clinical facility must alert the academic advisor and the clinical course coordinator of the specific course in the previous semester or prior to the beginning of the semester. This ensures that the course coordinator is aware of the student's employment status and assures that the student is assigned to a clinical rotation other than the unit where the student is employed.

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 course must meet all health clearance requirements specified by the clinical agency before starting a clinical experience and remain clear for the duration of that term. Failure to comply with Health requirements on a timely basis may jeopardize the student's ability to enroll in a clinical section. 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 health clearance documentation site 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 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 liable for all care received, including emergency room charges.

Criminal Background Checks and Drug Testing

Hospitals and other clinical agencies may require a criminal background check and drug testing of students to meet their hospital accreditation requirements. The Department of Nursing will not maintain this information. It is the student's responsibility to provide required information in accordance with the requirements of the clinical facilities, if requested. For clinical agencies requesting that the Department of Nursing transmit the student's documents in one batch, the Department of Nursing has one staff member who is authorized to manage the confidential file transfer.

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 Department Chair will be notified by the clinical agency when negative information results in the student not being allowed to come to the agency. The Department Chair will contact the student and inform them. 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.

Preparation for Graduation

During your nursing program, we recommend that the student maintains an electronic file for each nursing course syllabi (classroom and laboratory) on an external drive or computer. Depending upon your future plans, you may need this information to validate a certain course was completed in the nursing curriculum. Many graduate schools and employers require the information and it may be difficult to re-create the information at the time of your request.

Standardized Exams for NCLEX-RN Preparation

Direct Entry (DEN) and Mānoa HSNC students are required to prepare for and take standardized exams in specified courses throughout the curriculum. This requirement does not apply to the RN to BS students. In the final semester of the curriculum, each student is required to attend a Live Review session (3 days) after completing their final Spring semester. The live review is usually held shortly after graduation from the program.

Graduation Check

At least one semester before your scheduled graduation date, check with the NAWSON Academic Advisor that all requirements will be met. Schedule a final graduation check with the Office of Student Services to determine necessary credits, grades, and courses for graduation. This should be done at the time of filing the graduation application within the first three weeks of the semester the student intends to graduate.

Graduation with Distinction

Graduating seniors who have completed 30 or more credit hours of work at UH Mānoa with the following cumulative GPA are eligible for [graduation with distinction](#). The appropriate designations will be recorded on the diploma and transcripts.

Graduation Application

An application for graduation must be obtained from the Offices of Student Services, Webster 201, and then submitted with a degree fee to the Mānoa Cashier's Office. This should be done during the first three weeks of the semester that the student plans to graduate.

Recognition Ceremony

NAWSON offers a May Recognition Ceremony for graduates of all nursing programs that occurs close to scheduled University Commencement.

This ceremony marks the beginning of the professional career and is a memorable time when family and friends celebrate your 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 student faculty committee is formed by the events coordinator and coordinated by the Office of the Dean to plan the recognition event. The committee keeps students informed of the ceremony's progress and final plans.

Undergraduate students must have evidence that they have successfully met all of their program and degree requirements in order to participate in the Recognition Ceremony.

Commencement Exercise

Commencement is a "rite of passage" for students and a memorable experience. Caps, gowns, and announcements are obtained from the UHM bookstore. The Office of Student Services 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 undergraduate 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 the National Council Licensure Examination (NCLEX-RN)

Refer to the [Hawaii Board of Nursing website](#) for [application process](#)

Upon completion of the nursing program, detailed steps to apply for your NCLEX-RN will be provided

Professional Organizations

It is important to your career and development of leadership abilities to become active and involved in student and professional organization. The following are listed as examples.

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](#).

UH Mānoa Nursing Alumni Association

NAWSON has a proud tradition of producing caring and skilled professionals who 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 across 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 Hawai'i Alumni Association, a 501(c)3 nonprofit organization.

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 Hawai'i 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.

The Hawai'i Association of Professional Nurses (HAPN)

It is the purpose of [HAPN](#) to provide a forum through which licensed Registered Nurses (RNs) in the State of Hawai'i may contribute knowledge and opinion to establish a consensus which will promote and expand the practice of Nursing. HAPN's mission is to be the chosen voice of the nursing profession in establishing policy, regulation and legislation which affects the development and practice of professional nursing in Hawai'i.

The National Student Nurses' Association (NSNA)

The [National Student Nurses' Association](#) (NSNA) is a nonprofit organization for students enrolled in associate, baccalaureate, diploma, and pre-licensure graduate nursing programs. NSNA is dedicated to fostering the professional development of nursing students. Pre-nursing and RN to BSN students are also eligible for membership. NSNA's mission is to mentor students preparing for initial licensure as registered nurses, and to convey the standards, ethics, and skills that students will need as responsible and accountable leaders and members of the profession.

Members of the NSNA make up the School Constituents and State Constituents. Through school constituents and state constituents, the members have representation in the House of Delegates, the major decision-making body of NSNA, which meets each year during the Annual Convention. The House sets direction for the association, and elects the members of the Board of Directors and Nominating and Elections Committee.

The Hawai'i Student Nurses' Association (HISNA)

Founded in 2013, the [Hawai'i Student Nurses' Association](#) is the state constituent of the National Student Nurses Association (NSNA), and is comprised of seven schools across the State of Hawai'i. HISNA is dedicated to the personal and professional development of students at the School, Community, and State level.

The Student Nurses' Association at the University of Hawai'i at Mānoa (SNA)

The Student Nurses' Association at the University of Hawai'i at Mānoa (SNA) is the school chapter of the National Student Nurses Association (NSNA) and the Hawai'i Student Nurses' Association (HISNA). The goal of the SNA is to provide students with opportunities to develop leadership skills and enhance their professional nursing identity. Members of this student-led organization participate on school committees and plan various community service, social, and scholarly activities. All activities carried out by the SNA uphold the six core values of the NSNA, which are Leadership and Autonomy, Quality, Education, Advocacy, Professionalism, Care, and Diversity.

APPENDICES



NURSING

UNIVERSITY of HAWAI'I at MĀNOA®

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Appendix A



NURSING

UNIVERSITY of HAWAI'I at MĀNOA

UH Mānoa Bachelor of Science 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. The University of Hawai'i (UH) Mānoa BS Nursing program graduate is prepared to practice as a generalist nurse in the role of provider of care; designer/manager of care/coordinator of care; and member of a profession as described in the *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008). Planning is underway to transition the curriculum to address the 2021 AACN The Essentials: Core Competencies for Professional Nursing Education

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. 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.

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.

*Reviewed and reaffirmed August 2018

Appendix B



NURSING

UNIVERSITY of HAWAI'I at MĀNOA*

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



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

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 co-authoring 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



UNIVERSITY
of HAWAII
MĀNOA

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



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

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 Nursing 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).

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

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, 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. <https://www.jeffersonstate.edu/wp-content/uploads/2020/09/JSCC-UAB-RN-Essential-Functions-9-5-20.pdf>

University of Hawai'i 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'

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](#))

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:

- Didactic-Related** (potential or actual academic jeopardy for exam average or course grade) *select all that apply*
- Written assignment
 - Exam grade
 - Professional Conduct (see syllabus or student handbook)
 - Other: (describe)

- Clinical-Related** (Potential or actual clinical-related jeopardy for course success) *select all that apply*
- Written assignment
 - Safety
 - Preparation
 - Professional Conduct (see syllabus or student handbook)
 - 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 this space is full)

Date(s) of occurrence(s)

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

Student's self-expectations at this level (attach additional pages if this space is full)

Faculty and student developed required steps for student success¹ (attach additional pages if this space is full)

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 this space is full)

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: _____

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: _____

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: _____

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).