



# NURSING

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UNIVERSITY *of* HAWAI'I *at* MĀNOA®

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**Graduate Nursing Programs  
Student Handbook  
August 2025 - July 2026**

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[www.nursing.hawaii.edu](http://www.nursing.hawaii.edu)

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## LIST OF ABBREVIATIONS

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

# 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

The School of Nursing & Dental Hygiene (SONDH) 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. The school is dedicated to enriching its programs by embracing Hawaii's rich cultural heritage and values.

### Graduate Nursing Program Outcomes/Competencies

The University of Hawai'i (UH) Mānoa Nursing program graduate is prepared to practice within complex healthcare systems and assume the roles of provider of care; designer/manager/coordinator of care; and member of a profession as described in *The Essentials of Master's Education in Nursing (2011)* and *The Essentials of Doctoral Education for Advanced Nursing Practice (2006)*. Planning is underway to transition the curriculum to address the 2021 AACN The Essentials: Core Competencies for Professional Nursing Education. The Program Outcomes/Competencies are mapped to the novice competencies for the Master's and the DNP based on national standards.

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

### Accreditation

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

### UH Mānoa Catalog

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

## **University of Hawai'i Equal Opportunity**

The Equal Employment Opportunity Office promotes the University's commitment to nondiscrimination for Employees of the Mānoa Campus and System Offices\*. Undergraduate and Graduate student issues should be directed to the appropriate office below. This office assists with the development and implementation of policies and procedures for the UH System including:

- Advising departments and search committees
- Auditing personnel practices
- Investigating and resolving [employee complaints](#)
- Sponsoring educational programs to ensure an environment free from discrimination and harassment

\*The EEO office does not have system wide jurisdiction. Please see the "Campus Coordinators" section below to find your Equal Opportunity (EEO) coordinator.

### **EEO Campus Coordinators**

#### ***For Students:***

Kapā Oliveira, Ph.D.  
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](mailto:vpss@hawaii.edu)

#### ***For UH Employees:***

Jennifer Solidum Rose, J.D.  
EEO Coordinator for UH Employees  
Interim Title IX Coordinator (Mānoa)  
Executive Director, UH Office of Equity Assurance  
2500 Campus Rd, Hawaii Hall #110  
Honolulu, HI 96822  
Phone: (808) 956-7077  
Email: [eeo@hawaii.edu](mailto:eeo@hawaii.edu)

# RESOURCES

## UH Mānoa Campus Resources

### **Mānoa Career Center**

The [Mānoa Career Center](#)'s Primary Mission is to partner with both on-campus and off-campus employers to empower UH Mānoa students to engage in career life planning through awareness, exploration, experience, and reflection. The MCC is located in the Queen Lili'uokalani Center for Student Services Room 212, phone (808) 956-7007. Their major programs and services include: career counseling, career planning sessions and workshops, graduate school planning, co-operative Education and internships, part-time and full-time employment including Federal Work Study and campus recruitment, information sessions, and career fairs.

### **Catalog - UH Mānoa**

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

### **Counseling and Student Development Center (CDSC)**

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

### **E-mail – UH Email Account**

Students are expected to utilize their assigned UH email address for all UH-related email correspondence. Students must request a UH username from the [Information Technology Services website](#). After receiving your email address, you may access your UH email via personal electronic devices or you may use the computers available throughout Campus. The UH username is needed to log in to your UH email, Lamakū, 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. The Financial Aid office now has [virtual front desk](#) and in-person hours. Questions may also be emailed to [finaid@hawaii.edu](mailto:finaid@hawaii.edu).

### **ID Card – UH Mānoa One Card ID**

All new/incoming UH Manoa Students, Faculty, and Staff members must obtain a UH Manoa ID card, now known as the [Mānoa One Card](#). Each card is specific to the individual's status at the University and allows the cardholder certain university privileges and benefits; which may vary according to the type of fees associated with the account.

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

The UHM ID Office is located at Campus Center, Room 212. View their website for more information.

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

### **Information Technology**

The UH Information Technology Services (ITS) office provides technical assistance and general information about campus computing services. ITS can be contacted through their [HELP DESK](#) by: emailing [help@hawaii.edu](mailto:help@hawaii.edu); or calling (808) 956-8883 (Oahu) or toll free for neighbor isles at (800) 558-2669; or System Status support at (808) 956-6168.

The UH ITS provides software, services, and technical support to protect the UH community against computer viruses and security threats. To download the anti-virus software free of charge, please visit this [website](#).

### **Internet Access**

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

### **KOKUA Program**

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

The DPS also has the Mānoa Guardian campus safety app. Use it to set a safety timer while you are walking on campus, contact DPS via phone or text, view a content directory or important UH phone numbers, and view emergency plans and other information. To download, search for “Rave Guardian” in your phone’s app store. For information and to watch a short video, visit: <http://manoaguardian.com/>.

Do not walk on campus alone in deserted areas or at night. The DPS provides UH students, faculty, and staff with an escort service on campus by calling (808) 956-SAFE (7233). In case of emergency call 911 or (808) 956-6911.

### **Class Availability**

The UH Mānoa Class Availability is prepared by the UHM Office of Admissions & Records approximately 10 working days prior to each registration period and available [online](#). Included in the publication are specific information on courses, and times offered for the semester.

### **Schedule of Classes (via Coursedog)**

The UHM Schedule of Classes is built based on the previous year’s schedule, for any courses still active in the current [UHM Catalog](#). Departments can make changes to their SOC via [Coursedog](#).

### **Scholarships and Tuition Waivers**

The PRIORITY deadline for application for [FAFSA \(Free Application for Federal Student Aid\)](#) is February 1st for the following academic year that you will be attending college. The University School Code is 001610. Contact the Financial Aid Services Office for more information.

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. See Appendix C for SONDH policy on Tuition Waivers that apply to faculty. Information about the [Department of Nursing and UH Foundation scholarships](#) is available on the SONDH website. Additional [scholarship resources](#) are also available.

### **Sinclair Student Success Center - [Academic Resource Center \(ARC\)](#)**

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 to Webster Hall Room 112 while the Sinclair Building is under renovation. Please also see [ARC](#) link for more information, or call 808-956-5656; email at [uhmssc@hawaii.edu](mailto:uhmssc@hawaii.edu).

## **University Health Services Mānoa**

The [University Health Services Manoa \(UHSM\)](#) is located at 1710 East-West Road, phone (808) 956-8965. Services are offered in the following areas: general medicine; specialty clinics including women's health, sports medicine, orthopedics, dermatology, psychiatry; 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 now offers telemedicine appointments by calling (808) 956-8965.

## **University of Hawai'i at Mānoa Library**

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

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

### **Hamilton Library**

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

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

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

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

## **Veterans Services**

The [UH Mānoa Office of Veteran Student Services](#) (OVSS) is dedicated to empowering student veterans by providing comprehensive, holistic support through the transition from military service to academic and personal achievement through campus collaborations to create an environment where student veterans feel valued, respected, and equipped to achieve their fullest potential.

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.

## School of Nursing and Dental Hygiene Resources

### Office of Student Services

The [Office of Student Services](#) (OSS) provides a variety of student services for SONDH 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 also maintains and monitors records of student's information (i.e., records of immunization, CPR, active registered nurse licensure, and others) required by clinical agencies affiliated with UHM nursing programs. SONDH, via OSS, has a collaborative arrangement with [University Health Partners \(UHP\)](#) 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 inquire at the SONDH Office of Student Services, Webster Hall 201; (808) 956-8939; or email: [nursing@hawaii.edu](mailto:nursing@hawaii.edu) for further information as needed.

### Information Services

The SONDH Information Services (SONDH IS) group provides technology support and maintenance for the student computer lounge located on the 2nd floor of Webster Hall.

SONDH IS also maintains the SONDH-specific login and printing accounts for students' use of the computers/printers in the Student Lounge. For questions please contact the SONDHIS group at [sondhis@hawaii.edu](mailto:sondhis@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 SONDH Office of Student Services, Webster Hall 201; (808) 956-8939; or email: [nursing@hawaii.edu](mailto:nursing@hawaii.edu).

### UH Translational Health Science Simulation Center

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

### ʻIKE AO PONO

[ʻIKE AO PONO](#) means to envision a lasting improvement, advancement, and promotion of health within the individual, family and the whole community. The program was established in SONDH in 2001.

The goal of ʻIKE AO PONO is to provide Native Hawaiian and Pacific Islander students with access to quality nursing education at the baccalaureate and graduate (master's/doctoral) levels.

The mission of 'IKE AO PONO is to increase the number of Native Hawaiian and Pacific Islander Nurses in Hawai'i to improve health and healthcare, with special attention to at-risk, under-represented and under-served communities. With the full support of SONDH, 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. 'IKE AO PONO means to envision a lasting improvement, advancement, and promotion of health within the individual, family and the whole community

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.

For more information please visit the ['IKE AO PONO website](#).

### **Research and Scholarship Resources**

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

All research conducted by students will be in compliance with the University of Hawai'i's Human Protection Program (HRPP), an institutional-wide program administered by the UH Human Studies Program (HSP) under the [Office of Research Compliance](#). The HSP works together with the UH research community to ensure the health, welfare, rights, and dignity of people who participate in UH research. The HSP provides guidance and administrative support to its three UH Institutional Review Boards (IRB).

The UH HRPP is accredited by the Association for the Accreditation of Human Research Protection Programs (AAHRPP).

### **Crisis Resources**

24/7 Supports:

- Suicide and Crisis Lifeline
  - Call 988 or Text "Aloha" to 741741
    - you are not calling from an 808 area code number and want to be supported If you are not in the state of Hawai'i, text HOME to 741741
    - If locally, call Hawai'i CARES directly (O'ahu: 808-832-3100 and Neighbor islands: 1-800-753-6879)
  - The Trevor Project (suicide prevention for LGBTQ+ Youth):
    - Call 1-866-488-7386 or Text 678678
  - Veterans Crisis Line
    - Call 988 and Press "1" or Text 838255
- 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

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

## Violation of Student Professional Standards

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

- failure to comply with the SONDH 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 SONDH 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 SONDH you will have clinical laboratories in several health care agencies that provide services to individuals and families. As a member of the healthcare 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 SONDH Nursing students must complete the [HIPAA training module](#) (access provided by Office of Student Services) prior to the start of the clinical experience. Failure to adhere to HIPAA guidelines may result in course failure and/or dismissal from the nursing program and, possibly, the University.

### **Protection of Human Subjects Certification**

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

### **Social Networking and Electronic Communication Guidelines**

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

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

Students should be mindful that what is published is public for anyone to see and may be linked back to the student. Students should ensure that material posted to social media networks or other websites reflect their professional identity and image.

Material posted on your online accounts are a reflection of the student and may impact how UHM SONDH and future employers see you. Prospective employers could search a student's name to view online content posted online. Clinical agencies use electronic alerts to notify them when their name is posted on any public platform. Remember that the SONDH 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.

**Student can seek additional information from:**

- [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](#) (2024).

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

The purpose of the Illegal Drugs & Substance Abuse Policy ([EP 11.201](#)) 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 will dismiss him/her from that day's activity. This applies in the classroom, the UH THSSC, and the clinical sites.

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

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

**Academic Dishonesty**

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

CHEATING includes but is not limited to:

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

PLAGIARISM includes but is not limited to the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of AI technology and/or materials prepared by another person or agency available publicly or through a purchase.

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. In addition, 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**

SONDH 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 D).

### **Gifts and the State Ethics Code**

Under the Hawai'i State Ethics Commission, faculty and staff of SONDH 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 EP 9.210](#))**

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;
- stalking; and/or
- possession or use of firearms, ammunition or dangerous concealed or unconcealed weapon on campus, as defined in the Hawai'i Revised Statutes (HRS) Chapter 134

### **Sex and Gender Based Misconduct Policy ([UH Executive Policy EP 1.204](#))**

The University of Hawai'i (the "University") is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that is free from discrimination on the basis of sex.

This [policy](#) establishes an impartial, integrated and consistent approach to preventing, reporting, and promptly responding to sex discrimination and gender-based violence across all campuses and centers at the University of Hawai'i. This policy also applies to sexual harassment under Title IX of the Education Amendments of 1972 as implemented and defined by the relevant sections of 34 C.F.R. §§ 106.30 and other related conduct as defined on the [policy](#).

### **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 psychologists or licensed counselors). Violations of this policy include, but are not limited to:

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

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

## **CONFIDENTIAL INFORMATION**

### **Confidentiality of Student Records & FERPA**

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

# **ACADEMIC INFORMATION**

## **GENERAL INFORMATION FOR ALL GRADUATE STUDENTS**

### **Educational Rights and Responsibilities**

#### **Responsibilities of Students**

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

#### **Responsibilities of Faculty**

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

### **Student use of AI Technologies**

For detailed guidelines and expectations, please refer to the [SONDH AI Guidance](#).

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

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

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

### **Academic Progression**

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

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

## Student Advisement

### Star Balance

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

### Student Advising Procedure

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

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

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

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

### Student's Primary Advisor - Program Director (PD)

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

The responsibilities of the MS PDs, DNP PDs and PhD PD are as follows:

- Review of the program's pathway with the student;
- Approve changes in the student's pathway including student requests for course waivers or transfer of credits or adding/dropping courses or change of grade
- Review requirements for credentialing/certification/examinations, as appropriate;
- Review requirements for MS Thesis/ DNP Project/PhD Comprehensive Exam, Proposal Defense & Dissertation
- Review the student's academic progression every semester and more frequently, as indicated (e.g., when students are in academic jeopardy, learning agreement, leave of absence, switching between programs);
- Confirm academic progress and graduation certification with the GC (responsibility of the PDs).

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

### **Graduate Chairperson (GC)**

The GC is also available for information when the MS student's PD, the DNP or the PhD Chair are unavailable.

### **OSS Program Coordinator**

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

### **Changing PhD Chairs**

PhD students are advised by their PhD chairs. PhD students' dissertation interests may change as they progress through their programs. Therefore, it is possible to change PhD dissertation chairs. To do so, the student should:

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

Doctoral committee members may also be changed with the agreement of the student, the doctoral chair and the committee members. The PhD chair may institute a change of chair or committee member after discussing the change with the student and the PhD PD using a [Kuali Form](#) - Doctorate petition to Revise Dissertation Committee.

## **Enrollment Requirements**

### **New Student Orientation**

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

### **Computer Requirements**

Every entering Nursing student is expected to have access to a laptop or surface pro computer with a web camera and wireless internet capabilities that meet the [minimum performance standards](#) set by the UH ITS Department. Please note that chrome books and iPads are not recommended for some courses as they are not compatible with the software required. Recommendations 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 equipment is available.

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

## **Graduate Course Registration**

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

## **Registration for Courses and Nursing Licensure**

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

If a student is unsuccessful in passing the NCLEX-RN and is without evidence of licensure as a RN by the start of the spring 2026 semester, the student may not continue in their program and must apply for a [leave of absence](#). The student may return when they successfully pass the NCLEX-RN examination and have an active RN license. Based on the program, returning students in cohort programs may need to reenter with the next cohort. Students who are in this situation must meet with their PD and the GC for further advisement.

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

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

## **Financial Obligations**

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

## **Attendance**

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

## **Academic Calendar**

The 2025-2026 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.

## Grade and GPA Requirements

### Course Syllabus

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

### Grading Policy

All UHM SONDH grading and program progression policies will be followed.

1. Demonstrating knowledge competency in graduate courses requires a passing grade of B- (80%) or equivalent of 80% in Credit/No Credit courses. A grade of C+ or less will not count towards degree requirements, unless otherwise specified.
2. Clinical courses are evaluated on a Credit/No Credit (CR/NC) basis. Students must demonstrate a minimum of 80% on point and/or percentage based assignments to receive CR in CR/NC courses.
3. 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.
4. 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.

Letter grades are assigned as follows:

#### *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

### 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 course faculty of record makes the decision.

When the final grade will be rounded:

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

### **Student Access to View Grades**

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

### **Incomplete (I) Grades**

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

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

Incomplete grades for courses not "completed" by the deadline follow the academic procedures outlined in the [GD website](#). If students register for the subsequent semester without resolving the incomplete grade, they shall withdraw from the course/s and forfeit any tuition refund.

### **Failure to Progress**

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

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

### **Nursing course required grades**

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

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

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

### **Non-nursing required course grades**

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

### **Student Learning Agreement**

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

### **Communication**

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

### **Formal Grievances**

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

### **Academic Grievances**

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

### **Professional Practice Grievances**

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

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

Examples of such grievances:

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

### **Student Academic Records**

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

### **Transcripts**

To request a transcript, students must contact the UHM, Office of the Registrar. 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 SONDH programs. Student feedback is invaluable to the school effort to continuously improve our academic programs. Survey questions solicit student's experiences of nursing courses, clinical/fieldwork, the admission process, progression through the program and their experience of campus services. Student feedback is anonymous and students are encouraged to provide honest helpful comments intended to support program improvements.

Student survey results are collated by the Office of the Associate Dean for Academic Affairs and then forwarded to the appropriate group for action. Courses not meeting school benchmarks will be referred to the appropriate Curriculum and Program Development 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 their graduate program.

## Progression Toward Degree

### Policy on Tuition Waiver

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

1. Per the University of Hawaii [Tuition Waiver](#) policy, faculty or staff seeking tuition waivers must register after the regular student registration period, during the late registration period designated for faculty and staff at the campus where the course is offered. Employees must secure the authorization from their respective supervisors for any adjustments to work schedules.
2. For DON graduate nursing courses, a minimum of 10 (non-tuition waiver) students must be enrolled in the course before a waiver is granted. For the PhD program courses, the minimum number of students will be 5 (non-tuition waiver) students.
3. Requests for Tuition Waivers will be reviewed by the DON Course Faculty in consultation with the Department Chair to ensure the course enrollment meets the required enrollment numbers.
4. If approved, the DON Course Faculty will enroll the student into their course.
5. Note: the policy on graduate assistant tuition waivers may change beginning Spring 2025. Notification will be provided by administration prior to changes being implemented.

### Transfer of Graduate and Post Baccalaureate Unclassified (PBU) Credits

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

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

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

- The UHM is a member of The Nursing Education Xchange (NEXus), a collaboration between participating nursing schools that provides opportunity for doctoral students enrolled at member colleges and universities to take elective courses that may not be offered at his/her home institution for a common price. For more information, visit the [NEXus website](#).
- DNP and PhD students may enroll in elective courses at institutions other than UHM or NEXus once admitted to the DNP program. Since the DNP is a SONDH professional degree, the GD will review and consider the transferring of credits completed as electives that have not been applied to another degree. The procedure is as follows:
  1. Student discusses the selected elective graduate course with the PD to determine if it is in alignment with the student's program of study/goals.
  2. Student enrolls in the graduate level course and successfully completes it.
  3. Student requests an official transcript from the institution from which the course was taken be sent to the UHM SONDH OSS. The transcript should document the course title, number of credits, final grade, and whether or not it was a semester or quarter long course.
  4. Once the transcript is received by the OSS, it is reviewed by the DNP PD.
  5. A copy of the transcript is placed in the student's file in the UHM SONDH OSS.

6. The original copy is forwarded to the GD with a memo from the SONDH GC indicating that the student's elective course work was reviewed by the above faculty and approved for acceptance for "X" number of elective credits for the course.
7. The original copy of the transcript will be kept with the student's file in the GD.
8. When the student requests a transcript(s) from UHM GD/Registrar's Office, the copy of the transcript documenting the course(s) taken at another institution (while enrolled in the UHM DNP program) will be sent along with the UHM transcript. It is suggested that the student also directly request a copy of the transcript of the course and credits completed from the other institution(s) in addition to the UHM transcripts.

### **Course Waivers**

The DON graduate programs follow all [UHM Graduate Division policies](#) regarding waiving or substitution of coursework in the graduate program. The SONDH Graduate Program allows for a maximum of 6 credits for course waiver during the program pathway. During the first semester of enrollment in the Master's, or doctoral programs, the student must confer with his/her PD and instructor for the course to determine the number of credits and to review the course pathway for the program. At that time, any requests for course waivers or substitutions should be identified. However, when a course is waived, the total number of credits for a degree will remain the same. Therefore, another graduate course of equal number of credits will need to be taken and accepted by the program and the GD.

### **Variable Credit Courses**

These are courses allowing students to specify the number of credits earned from a selected course during the semester. To register for the specific number of credits, students should contact their PD. The PD may direct the student to seek further guidance from the instructor for the course to determine the number of credits for which the student will be able to register and /or to seek advisement from the advisor of the doctoral project/dissertation. Once this is determined, the student may register for the agreed upon number of credits. Some variable credit courses in the graduate nursing program include NURS 672 – Advanced Practice Population Health Nursing Practicum, NURS 748 – Nursing Education & Leadership Capstone Practicum, NURS 756 – DNP Project B: Implementation, and NURS 699 – Directed Study

### **Double-Counting of Credits Policy**

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

### **Academic Calendar**

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

### **Withdrawal from Courses**

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

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

## **Leave or Withdrawal from Program**

### **Voluntary Leave of Absence (LOA)**

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

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

Students who do not return from LOA on the specified date must apply for readmission through the Graduate Student Services Office. Students who are readmitted will be subject to the degree requirements in effect at the time of readmission. Graduate nursing students who are returning from a LOA will inform SONDH Office of Student Services a semester prior to their return in writing. Semester of return deadline: Summer Session - February 1, Fall Semester - April 1, Spring Semester - October 1.

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

### **Withdrawal from a Program**

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

## **Time Allowed for Completion of Degree**

The GD policy regarding time to complete graduate course work, can be found on the GD website.

### **GEPN Program**

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

### **Master's Program**

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

If at the end of year seven more time is needed for completion of the Master's degree due to circumstances beyond the student's control, and the student has completed all of the degree requirements except the thesis or capstone experience, an extension may be requested. To request an extension, the GC submits a petition to the GD. If the program

does not support the extension or GD does not approve the request for extension, the student will be dismissed. The extension request should provide a timeline for completion of the degree that includes the expected graduation date and the reason(s) necessitating the extension. For more information, visit the [GD website](#).

### **DNP Program**

The time to complete coursework in the DNP program is prescribed by the student's specific specialty pathway which is based on a cohort model.

### **PhD Program**

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

## **Clinical/Fieldwork Responsibilities and Requirements**

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

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

- All students are required to adhere to the requirements of the agency. Direct any questions to your clinical faculty.
- Students are responsible to pay any fees required by the agency for background checks or other clearance.
- Some clinical sites may be able to provide only a portion of the necessary clinical hours. In such instances, the student may be placed in more than one clinical site per semester.
- Students cannot have ongoing conflicts of interests with the clinical site that may impact learning outcomes, this includes but is not limited to, being related to the preceptor, employed by preceptor, etc.
- Students who are experiencing ongoing conflict of interest with the clinical site that may impact their learning outcomes (i.e. with preceptor, clinical site) are asked to meet with the Program Director of the graduate specialty.

Please see GEPN, MS, DNP Clinical/Fieldwork Responsibilities & Requirements in the DNP section below.

## **Attendance Policy: Class & Clinical Laboratory**

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

### **Assignment Lab Sections**

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

### **Transportation**

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

### **Neighbor Island Students**

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

## **Clinical Laboratory/Fieldwork Course**

When the first clinical day occurs on the first day of instruction for the semester, it may be held on campus. Please consult your course website for details.

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

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

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

## **Clinical Dress Code**

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

- UH issued ID badges must be worn at all times in an easy to view area of the uniform.
- Uniforms must be clean, and free from stains and wrinkles.
- Shoes must be clean and polished. Open-toed and/or open back shoes are not permissible in any clinical setting.
- Make-up, if used, is to be worn in moderation.

- No perfume may be used.
- One set of stud earrings, wedding band, and watch may be worn. No dangling earrings or long neck chains are to be worn.
- Hair must be kept neatly away from the face and confined above the collar (pulled back in a bun; no hair touching shoulders or obscuring vision) and comply with agency policies.
- 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 needed during clinical.
- Fingernails must be conservative in length, neatly trimmed, and without artificial nails.
- All visible tattoos must be covered if required by the facility.

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 SONDHNAWSON 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.

## Clinical Grading

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

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

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

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

### **Student Health Requirements, CPR and Requirements by Clinical Agencies**

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

#### **Health Insurance**

All undergraduate and graduate nursing students enrolled in the SONDH are required to have their own personal health insurance.

#### **Professional Liability Insurance**

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

#### **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. Please review the [Health Clearance Requirements and Immunizations](#) required for all SONDH students.

### **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) and their families. 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 the student is able to function in the setting for the time required and perform the clinical learning activities expected of them in providing patient care. This health clearance must be provided to the faculty prior to engaging in patient care activities.

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

### **Emergency Care**

Students enrolled in the SONDH 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 must notify their course faculty and are financially responsible for all care received, including emergency care charges.

### **Criminal Background Checks & Drug Testing**

Hospitals and other clinical agencies may require a criminal background check and drug testing of students in order to meet their accreditation requirements. The Department of Nursing will not collect or maintain this information. It is the student's responsibility to pay for and provide required information in accordance with the requirements of the clinical facilities, if requested. 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 DON Program Director, DC and GC will be informed and will contact the student to discuss the situation. Such refusals may impact the ability of the student to continue in the nursing program.

### **Affiliation Agreements**

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

## Preparation for Graduation

The SONDH recommends that students maintain an electronic file of each nursing course syllabi (classroom and laboratory) on an external drive or computer. This information may be needed by employers or graduate schools to validate whether 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, therefore keeping personal records of these documents is important.

### Graduation Check

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

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

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

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

### Recognition Ceremony

SONDH offers a Recognition Ceremony at the end of the Spring semester for graduates of all nursing programs.

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

### UHM Commencement Exercise

Commencement is a "rite of passage" for students and a memorable experience. The official UH graduation attire/regalia is required for purchase at the [UH Bookstore](#), if a student is participating in commencement. The OSS will provide information about commencement at least six weeks prior to commencement. All graduating nursing students are encouraged to participate in the commencement ceremony. All students must complete the [Graduate Application for Degree](#) form. Please refer to the form for more information and details.

## **Diplomas**

[Diplomas](#) for students are obtained from the Office of the Registrar, Queen Lili'uokalani Center for Student Services Center (QLCSS) 010. All UH Mānoa graduates receive: diploma (both in English and Hawaiian versions), diploma cover, and CeDiploma (certified electronic diploma). Paradigm will ship your diploma directly to you about 10-12 weeks after graduation and email graduates an email notification to their UH email address once it is mailed. Diplomas are mailed to the address graduates provided on the Graduation Application for Degree.

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

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

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

### **Professional Certification**

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

To obtain information regarding professional certification contact:

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

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

## **Professional Organizations**

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

### **UHM Graduate Student Organization (GSO)**

The University of Hawai'i at Mānoa [Graduate Student Organization](#)'s kuleana (responsibility) is to serve, advocate for, and support graduate students at UH Mānoa; to foster community engagement; to facilitate positive change, and to encourage a Hawaiian place of learning.

The UH Mānoa GSO currently represents the academic interests of graduate students attending the flagship campus of the UH system. They place a particular emphasis on fostering excellence in research at both the PhD and Master's levels. As such, they endeavor to facilitate research initiatives through their Grants & Awards program, as well as other funding and networking opportunities.

The GSO also provides input on all issues affecting UH Mānoa graduate students. With representatives sitting on over 40 university committees, and sustained participation in a wide variety of graduate student, campus, and community events, we strive to provide students with a supportive academic environment.

### **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](#).

### **School of Nursing and Dental Hygiene Alumni Association**

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

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

### **Sigma Theta Tau International Honor Society of Nursing**

Founded in 1922 by six nursing students, Sigma Theta Tau International Honor Society of Nursing ([Sigma](#)) has more than 100,000 active members and 600 chapters at institutions of higher education and healthcare partners from Armenia, Australia, and Botswana to Thailand, the United States, and Wales. Sigma members include clinical nurses and administrators, academic nurse educators and researchers, policymakers, entrepreneurs, and others working to fulfill the organization's vision of connected, empowered nurse leaders transforming global healthcare.

#### **Sigma Gamma Psi at-Large Chapter**

The [Gamma Psi](#) Chapter at-Large is the Hawaii chapter of the honor society in nursing developing nurse leaders anywhere to improve healthcare everywhere. Visit the [website](#) for ways to join.

## **ACADEMIC INFORMATION SPECIFIC GRADUATE PROGRAMS**

### **Graduate Entry Program in Nursing**

#### **Program Description**

The Graduate Entry Program in Nursing ([GEPN](#)) currently offers post-baccalaureate entry to the Master's in the Online Advanced Population Health Nursing (APHN), Master's in Nursing Education & Leadership Program (NE&L), and Doctor of Nursing Practice (DNP). At the time of application to GEPN, the student selects a specialty area and graduate degree (i.e., MS and DNP). Once admitted, a student may change a specialty track within the MS or within the DNP if space is available, but may not switch between the MS and DNP programs. The length of time necessary to complete the graduate degree is dependent upon the specialty selected by the student and the degree that will be conferred upon completion of all of their course work and clinical practicum or fieldwork hours.

#### **Pre-Licensure Year**

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

The GEPN student is a graduate student who after completing the first 12 months will then move on to their specialty graduate nursing courses. The Board of Nursing - State of Hawaii has made provisions to allow GEPN graduate nursing students to sit in for the NCLEX exam after completing the first 12 Months prior to moving onto their advanced graduate specialty areas. In addition, students who meet the UHM requirements may apply for the award of the bachelor's degree with a major in nursing with consultation with the advanced nursing specialty PD.

#### **Pre-Licensure Year Program Outcomes/Competencies**

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

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

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

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

### **Progression Information and Requirements**

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

*NOTE:* If a student is placed on probation by the GD, then they cannot take a LOA but must enroll in non-nursing graduate level courses in order to improve the GPA so it is at or above the 3.0 minimum required by the GD.

- Upon successful completion of the pre-licensure year, the student is eligible to take the NCLEX-RN examination. The GEPN PD will inform the PD of the student's graduate nursing specialty of the student's NCLEX result. GEPN students must pass the NCLEX-RN by the end of the first academic semester following completion of the pre-licensure coursework. If a student does not take or pass the NCLEX-RN and obtain evidence of licensure as an RN by the end of their first semester after completion of the GEPN pre-licensure year, they will be required to take a LOA until they successfully pass the NCLEX-RN and obtain an RN license.
- Upon graduation, the GEPN graduate will demonstrate competency in basic undergraduate as well as graduate level nursing in a chosen specialty area.

### **Attendance - Didactic / Clinical**

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

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

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

### **Clinical Dress Code**

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

- ID badges must be worn at all times in an easy to view area (above the waist) of the uniform.
- Uniforms must be clean and free from stains.
- The Department of Nursing (DON) patch and SONDH ID badge are required. The DON patch ID badge is purchased at the UHM Bookstore
- Only the official Department of Nursing (DON) uniforms (white logo top) with hunter green pants should be worn to the acute care clinical setting. Uniforms are available for purchase at the UHM Bookstore. For the NURS 507 psychiatric setting, course specific guidelines will be provided.
- White athletic or white/black nursing shoes with white socks are required. Shoes must be clean and polished. Open-toed and/or open-back shoes are not permissible in any clinical setting.
- Make-up, if used, is to be worn in moderation.
- No perfume

- One set of stud earrings, wedding bands, and watches can be worn. No dangling earrings or long neck chains or necklaces are to be worn.
- Hair must be kept neatly away from the face and confined above the collar and must comply with agency protocols and dress codes.
- Hair color must be natural colors and professional styles that meet the standards of the clinical settings.
- The general appearance of the student must conform to expectations of the profession as determined by the faculty and clinical agencies.
- When a sweater or T-shirt under a white logo top is worn, it must be white in color.
- A waist pack may be used to hold equipment.
- Fingernails must be conservative in length, neatly trimmed, and without artificial or gel nails.
- All visible tattoos must be covered if required by the facility. Students will follow facilities dress code.

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

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

Upon completion of the pre-licensure year, detailed steps to apply for your NCLEX-RN will be provided.

## **Master's Degree Program**

### **Online Advanced Population Health Nursing**

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

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

### **Master's in Nursing Education & Leadership Program**

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

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

## Doctor of Nursing Practice (DNP) Program

### Program Description

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

### DNP Specialty Tracks

- **Adult Gerontology Primary Care Nurse Practitioner Track**  
The Adult/Gerontology Primary Care Nurse Practitioner ([AGPCNP](#)) pathway is a 3-year, full-time pathway and prepares students to take the national certification examination prior to graduation. (For certification timeline, see Appendix I). It consists of 77 credits, inclusive of didactic and clinical coursework.
- **Family Nurse Practitioner Track**  
The Family Nurse Practitioner ([FNP](#)) pathway is a 3-year, full-time pathway and prepares students to take the national certification examination prior to graduation. (For certification timeline, see Appendix I). It consists of 77 credits, inclusive of didactic and clinical coursework.
- **Psychiatric Mental Health Nurse Practitioner Track**  
The [Psychiatric Mental Health Nurse Practitioner \(PMHNP\)](#) pathway is a 3-year, full-time program preparing students to obtain national board certification as a PMHNP. (For certification timeline, see Appendix I). A total of 74 credits\* are required to complete the program, inclusive of 810 supervised specialty clinical hours. *\*For master's prepared APRNs, 62 credits are required, pending verification of completion of APRN foundational coursework.*

- **Post-Master's in Organizational Leadership**

The Post-Master's in Organizational Leadership program is a part-time, online cohort program designed to meet the statewide demand for a highly competent nursing workforce equipped with skills to ensure the delivery of safe, quality nursing care in Hawaii. Special emphasis is placed on leadership and implementation of evidence-based practice in nursing and healthcare.

- **Master's in Business Administration in Health Care to DNP**

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

### **Cohort Model**

The DNP Program is offered as a cohort model where the curriculum pathway builds upon previous course work to facilitate the development, implementation, and evaluation of the DNP Project. The courses in the DNP program are offered only once per student cohort and in a specific sequence. Specific student learning outcomes for each semester will be used to measure the student's progress and if these are not met the student will be placed on probation by the DNP Program and may be in jeopardy of not completing the degree.

### **DNP Specific Progression Information and Requirements**

All Nurse Practitioner track students must maintain an active Registered Nurse license in the state of Hawaii by the start of the second semester (prior to entering NURS 612 and NURS 612L) through graduation. If there is a lapse in RN licensure, students may be required to take a leave of absence or withdraw from the program until an active RN license is reinstated or earned.

### **DNP Student Advising**

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

### **DNP Specific Clinical/Fieldwork Requirements**

- Students may submit and/or suggest requests for clinical sites and preceptors to the Program Director and/or the Director for Clinical Placement, and are subject to approval
- Students are accountable to developing realistic scheduling goals to ensure clinical hours are met. Students cannot be guaranteed clinical site placements based on scheduling or transportation requests.
- Students may be required to complete clinical hours on any of the Hawaii Islands, and are expected to adhere to the transportation policy outlined below

- The student may initially reach out to a potential preceptor to gauge whether an individual preceptor is willing to precept. In this case, students must notify their PD and the Director for Clinical Placement if a potential preceptor is found. This step is to prevent confusion and miscommunication for both the School and Clinical Agency.
  - Students must coordinate their clinical rotation based on the preceptor's schedule, and should take these factors into consideration when calculating their educational expenses and personal schedule.
- Students may only undertake their clinical rotation at an agency which has a current Affiliation Agreement with the NAWSON.
- All students are required to participate in orientation to any agencies/organizations in which clinical learning or fieldwork will take place.

### **DNP Program Attendance Policy for Didactic Coursework and Clinical Rotations**

Students must abide by the Attendance Policy outlined above in addition to the DNP specific guidance noted below.

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

- An excused absence\* that results in missing more than 10% of a course will result in the implementation of a Student Learning Agreement.
- An unexcused absence that results in missing more than 10% of a course will result in failure of the course.
- A pattern of unexcused tardiness may result in Learning Agreement and/or course failure if more than 10% of course has been missed
- There will be NO accommodations for the following activities unless a documented excused absence is approved by the instructor. Absence may result in failure of the course
  - Quizzes or Exams
  - Simulations
  - Signature Assignments
  - Other high stakes didactic synchronous content as determined by the course instructor

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

Documentation must be provided within 1 week of absence. In the case of an emergency, students must notify instructors of their reason for absence within 1 week.

### **DNP Project**

For students who entered the program prior to Fall 2025, please reference the handbook of the year that you started your program to reference DNP Project handbook guidance.

## Doctor of Philosophy in Nursing Program

### Program Description

The Department of Nursing's PhD program is not admitting students in Academic Year 25-26. Plans to restart admissions are in process for Fall 2026. The PhD program is designed to prepare visionary scholars capable of conducting research and generating new knowledge to improve the health of culturally diverse populations, especially in Hawai'i and the Pacific Basin regions and countries. The curriculum establishes a strong foundation in research methodologies with each course contributing to the development of the dissertation study. The program is rigorous and based on specific program learning outcomes which lead to skills to conduct independent research upon graduation.

Students can apply for the PhD program through one of the following pathways: 1) as RNs or others people from health-oriented fields that have a baccalaureate or higher degree; 2) Graduate Entry Program in Nursing (GEPN) student with a baccalaureate degree in a field other than nursing, 3) MS in Nursing (APHN or MS in NE & Leadership), and DNP. If there are any questions, please contact the PhD Program Director, Dr. Molly Altman at 808-956-5017 or email: [phdnurs@hawaii.edu](mailto:phdnurs@hawaii.edu) or [mollyalt@hawaii.edu](mailto:mollyalt@hawaii.edu)

# APPENDICES



## NURSING

UNIVERSITY of HAWAI‘I at MĀNOA®

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# Appendix A



## NURSING

UNIVERSITY of HAWAII at MĀNOA

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

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

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

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

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

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

<p>6.5. Advances equitable and efficient prevention services through population-based health promotion and disease prevention services.</p>	<p>care systems, and quality improvement including consumer use of healthcare information systems.</p> <p>6.5. Educates others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.</p> <p>6.6. Synthesizes concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.</p> <p>6.7. Evaluates care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.</p> <p>6.8. Conducts comprehensive and systematic assessments of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.</p> <p>6.9. Educates and guides individuals and groups through complex health and situational transitions.</p>	
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7. A competent nurse in an advanced role practices client-centered care.		
<p>7.1. Advocates for patients, families, caregivers, and members of the healthcare team.</p> <p>7.2. Develops clinical practice guidelines appropriate for diverse cultures.</p> <p>7.3. Utilizes advanced knowledge of the bio/psycho/social determinants of health when designing, evaluating or implementing care.</p>	<p>7.1. Designs, directs, and evaluates quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.</p> <p>7.2. Evaluates consumer health information sources for accuracy, timeliness, and appropriateness.</p> <p>7.3. Critically analyzes health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.</p>	<p>7.1 Generates new knowledge that supports client centered care for individuals, families and/or communities.</p>
8. A competent nurse in an advanced role communicates effectively and uses technology to support the delivery of health services.		
<p>8.1. Demonstrates effective communication across and within all professional spheres including the interdisciplinary team, peers, clients and the community.</p> <p>8.2. Uses information technology and research methods appropriately to identify gaps in evidence for practice and collect appropriate and accurate data to generate evidence for nursing practice.</p> <p>8.3. Analyzes current and emerging technologies to optimize patient safety, cost effectiveness, and outcomes of care.</p> <p>8.4. Works with a team to implement information technology systems to coordinate and integrate patient care and transitions of care across settings and among healthcare providers.</p>	<p>8.1. Uses information technology to collect appropriate and accurate data to:</p> <ul style="list-style-type: none"> <li>● generate evidence for nursing practice;</li> <li>● inform and guide the design of databases which generates meaningful evidence for nursing practice;</li> <li>● design evidence-based interventions;</li> <li>● predict and analyze outcomes;</li> <li>● examine patterns of behavior and outcomes;</li> <li>● identify gaps in evidence for practice.</li> </ul> <p>8.2. Analyzes and communicates critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.</p>	<p>8.1. Participates in interdisciplinary and interprofessional collaborative team(s), using information technology to generate empirical knowledge that improves practice, health care outcomes, and policies.</p>

<p>8.5. Ensures the use of ethical principles and legal policies in the integration and use of patient care and information technologies into care delivery.</p>	<p>8.3. Demonstrates the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.</p> <p>8.4. Develops and sustains therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.</p>	
<p>9. A competent nurse in an advanced role demonstrates clinical judgment and critical thinking in the delivery of care of clients while maintaining safety.</p>		
<p>9.1. Critically analyzes the best evidence to determine practice implications.</p> <p>9.2. Integrates knowledge of nursing and related sciences.</p> <p>9.3. Designs care for a clinical or community-based population.</p> <p>9.4. Uses quality improvement practices to ensure patient safety and the highest quality nursing care.</p> <p>9.5. Demonstrates the communication skills required for peer review, reporting of errors, and professional writing.</p> <p>9.6. Identifies factors to mitigate risks in the practice setting.</p> <p>9.7. Uses epidemiological, social, and environmental data for drawing inferences regarding the health status of patient populations and interventions to promote and preserve health and healthy lifestyles.</p>	<p>9.1. Demonstrates advanced levels of clinical judgment, systems thinking, and accountability when designing, delivering, and evaluating evidence-based care to improve patient outcomes.</p> <p>9.2. Uses conceptual and analytical skills when evaluating the links among practice, organizational, population, fiscal, and policy issues.</p>	<p>9.1. Systematically investigates a focused area of inquiry to advance knowledge about health care in culturally diverse populations.</p>

\*Reviewed and reaffirmed Graduate Curriculum and Evaluation Committee May 2018

## Appendix B



### NURSING

UNIVERSITY of HAWAII at MĀNOA

#### Code of Ethics Provisions\*

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 recipient(s) of nursing care, whether an individual, family, group, or community, or population.
3. The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.
4. Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.
5. The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.
6. Nurses, through the individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.
7. Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.
8. Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.
9. Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.
10. Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

\*American Nurses Association, Code of Ethics for Nurses, 2025. Available at <https://codeofethics.ana.org/home>

## Appendix C



SCHOOL of  
NURSING & DENTAL HYGIENE  
UNIVERSITY of HAWAII at MANOA

### Tuition Waiver Policy (effective April 27, 2023)

#### Purpose

This tuition waiver policy is for faculty and staff registering for DON courses.

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

The DON graduate nursing courses must have a minimum enrollment of non-tuition waiver students prior to granting of tuition waivers.

#### Policy

University of Hawaii (UH) faculty and staff who are interested in registering for DON courses are required to meet the UH tuition [eligibility](#) requirements . In addition, if the UH faculty or staff are registering for a graduate nursing course, the UHM Graduate Division, UHM Faculty Admission [policy](#) will also apply

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

1. Per the University of Hawai'i [Tuition Waiver](#) requirement , those seeking tuition waivers must register after the normal student registration period, during the late registration period designated for faculty and staff at the campus where the course is offered.
2. For DON graduate nursing courses, a minimum of 10 (non-tuition waiver) students must be enrolled in the course before a waiver is granted. For the PhD program courses, the minimum number of students will be 5 (non-tuition waiver) students.
3. Requests for Tuition Waivers will be reviewed by the DON Course Faculty in consultation with the Department Chair.

If approved, the DON Course Faculty will enroll the student into their course.

SONDH Policy No: DON 14

## Appendix D



SCHOOL of  
NURSING & DENTAL HYGIENE  
UNIVERSITY of HAWAII at MANOA

### 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 SONDH 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 SONDH course.
2. Co-publication of SONDH 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 SONDH student will always be listed as first author.
5. To be listed as a co-author for student coursework, a faculty member must contribute to the publication effort substantively and over and above editing and manuscript revision that would be considered part of coursework. The faculty's contribution must include contributions to the conception, design, data collection, analysis and interpretation of data, drafting or critical revisions of the document (ICMJE, 2008).
6. Students coauthoring with faculty must be provided with information for a course of action to take should they need assistance with renegotiating a MOU with their faculty co-author. Options for this are to first speak with the faculty who is co-authoring the manuscript and if resolution cannot be reached then to contact their program director/advisor, Graduate Chair (if a graduate student) or Department Chair (if an undergraduate student) if assistance with negotiation is needed.

## **Procedures**

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

1. If the student is taking a course from the faculty member at the time the project is being considered, a timeline will be identified so that negotiation of the MOU takes place after the course grade has been submitted.
2. A Memorandum of Understanding will be negotiated and signed by both parties.
3. Prior to the time of MOU signing, the student co-author will be provided with a copy of the policy for student-faculty co-authorship and inform her/his faculty advisor about the plan to be a co-author.
4. The signed MOU is sent to the SONDH 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 SONDH 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.

SONDH Policy No: Research 1



**MEMORANDUM OF UNDERSTANDING BY AND BETWEEN THE COMMITTEE MEMBERS OF  
THE DNP, PHD OR MS Thesis**

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 E



### NURSING

UNIVERSITY of HAWAI'I at MĀNOA\*

#### **Policy on Essential Functions Required by the Nursing Program for Student Admission, Continuation, Graduation, and Disability Accommodation<sup>1\*</sup>**

##### **Purpose**

The School of Nursing and Dental Hygiene (SONDH) is committed to training competent, caring nurses through quality undergraduate and graduate education. To ensure that SONDH 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 SONDH 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 SONDH 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. Contact the KOKUA Program, Office for Students with Disabilities at 808-956-7511; or Voice/TTY at 808-956-7612. Email: [kokua@hawaii.edu](mailto:kokua@hawaii.edu).

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<sup>1\*</sup>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 SONDH 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 SONDH 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 SONDH. 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](http://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 SONDH 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 Hawaii John A. Burns School of Medicine. (2016). Policy on essential functions required for the MD program for admissions, continuation, and graduation and disability accommodation. Honolulu, HI.

# Appendix F



## NURSING

UNIVERSITY of HAWAI'I at MĀNOA'

### Department of Nursing 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 issues<sup>1</sup>.

*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.

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

### **Student Responsibilities**

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

### **Transmission of the Learning Agreement**

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

University of Hawai'i at Mānoa  
**School of Nursing and Dental Hygiene**  
Departments of Dental Hygiene and Nursing

**LEARNING AGREEMENT FORM**

**Student** \_\_\_\_\_  
**Date** \_\_\_\_\_

**Faculty** \_\_\_\_\_  
**Course #** \_\_\_\_\_

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

**A. Select one of the below:**

- 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 success<sup>1</sup> (attach additional pages if this space is full)**

---

<sup>1</sup> 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 1<sup>st</sup> re-evaluation meeting:** \_\_\_\_\_

**Signatures:**

\_\_\_\_\_  
**Signature of student**

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

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

\_\_\_\_\_  
**Signature of faculty**

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

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

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

Date sent via UH FileDrop: \_\_\_\_\_

Student's UH email address used \_\_\_\_\_

for the UH FileDrop: \_\_\_\_\_

University of Hawai'i at Mānoa  
**School of Nursing and Dental Hygiene**  
Departments of Dental Hygiene and Nursing

**1<sup>ST</sup> RE-EVALUATION**

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

**Student** \_\_\_\_\_ **Faculty** \_\_\_\_\_ **Course #** \_\_\_\_\_

**Date of 1<sup>ST</sup> 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\*

**Feedback<sup>1</sup>**

**Faculty (attach additional pages if this space is full)**

**Student (attach additional pages if this space is full)**

---

<sup>1</sup> 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 2<sup>nd</sup> re-evaluation meeting:** \_\_\_\_\_

**No 2<sup>nd</sup> meeting needed**

**Signatures:**

\_\_\_\_\_  
**Signature of student**

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

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

\_\_\_\_\_  
**Signature of faculty**

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

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

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

Date sent via UH FileDrop: \_\_\_\_\_

Student's UH email address used for the UH FileDrop: \_\_\_\_\_

University of Hawai'i at Mānoa  
**School of Nursing and Dental Hygiene**  
Departments of Dental Hygiene and Nursing

**2<sup>nd</sup> RE-EVALUATION**

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

**Student** \_\_\_\_\_ **Faculty** \_\_\_\_\_ **Course #** \_\_\_\_\_

**Date of 2<sup>nd</sup> re-evaluation Meeting:** \_\_\_\_\_

Evaluate the specific required steps for student success and recommendations for improvement from the 1<sup>st</sup> 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\*

**Feedback<sup>1</sup>**

**Faculty (attach additional pages if this space is full)**

**Student (attach additional pages if this space is full)**

---

<sup>1</sup> 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 3<sup>rd</sup> re-evaluation meeting:** \_\_\_\_\_

**No 3<sup>rd</sup> meeting needed**

**Signatures:**

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

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

\_\_\_\_\_  
**Signature of faculty**  
*My signature indicates I have discussed the contents of the form with the student*

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

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

Date sent via UH FileDrop: \_\_\_\_\_

Student's UH email address used \_\_\_\_\_

for the UH FileDrop: \_\_\_\_\_

University of Hawai'i at Mānoa  
**School of Nursing of Nursing and Dental Hygiene**  
Departments of Dental Hygiene and Nursing

**3<sup>rd</sup> RE-EVALUATION**

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

**Student** \_\_\_\_\_ **Faculty** \_\_\_\_\_ **Course #** \_\_\_\_\_

**Date of 3<sup>rd</sup> re-evaluation Meeting:** \_\_\_\_\_

Evaluate the specific required steps for student success and recommendations for improvement from the 2<sup>nd</sup> 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

**Feedback<sup>1</sup>**

**Faculty (attach additional pages if this space is full)**

**Student (attach additional pages if this space is full)**

---

<sup>1</sup> After discussing feedback, enter relevant notes. Documentation should be:

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

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

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

**Signatures:**

---

**Signature of student**

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

---

**Date**

---

**Signature of faculty**

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

---

**Date**

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

Date sent via UH FileDrop: \_\_\_\_\_

Student's UH email address used  
for the UH FileDrop: \_\_\_\_\_

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

## Appendix G



SCHOOL of  
NURSING & DENTAL HYGIENE  
UNIVERSITY of HAWAII at MANOA

### Affiliation Agreement Process

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

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

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

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

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

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

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

## Appendix H



### NURSING

UNIVERSITY of HAWAII at MĀNOA

### Timeline for Certification Examination for Nurse Practitioner DNP Students

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

- a = Documented in Graduate Student Handbook, entered/monitored by Program Director
- b = UH NAWSON Office of Student Services Graduation Eligibility Check
- c = Graduate Chair Graduation Eligibility Final Review and Approval

# Appendix I



NURSING

UNIVERSITY of HAWAI'I at MĀNOA

**University of Hawai'i at Mānoa (UHM)  
School of Nursing and Dental Hygiene (SONDH)  
Doctor of Nursing Practice Preceptor and Student Clinical Handbook**

**On behalf of the University of Hawai'i at Mānoa (UHM) School of Nursing and Dental Hygiene (SONDH), thank you for your continuing support of our Doctorate in Nursing Practice (DNP) Students in their Advanced Practice Registered Nurse Practitioner Clinical Rotations!**

### **Who are we?**

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

### **Our Mission**

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

## DEFINITIONS

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

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

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

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

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

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

## ROLES & RESPONSIBILITIES

### Student Responsibilities

#### **Graduate Students should:**

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

#### **Students should not:**

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

## Preceptor Responsibilities

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

## Preceptor Training

- [Welcome to Precepting FAQ](#) from the National Organization of Nurse Practitioner Faculties (NONPF)
- [Teaching in the Clinical Environment](#): This document from the Association for Medical Education in Europe is full of information on role definition, theory, and strategies
- [Precepting Graduate Nursing Students: eLearning Lessons](#) by Loyola University Chicago, Marcella Neihoff School of Nursing
- [Strategies for Providing Constructive Feedback to Students](#) from Nurse Educator, May/June 2016, v 41:3, pp 118-119.
- Guidelines: the do's, don'ts and don't knows of feedback for clinical education. Lefroy et. al., (2015) *Perspect Med Educ* 4:284-299.
- [Interprofessional Preceptor](#) by University of Washington (2025)
- [Hawaii Preceptor Tax Credit](#)

## **Agency Responsibilities**

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

## **DNP Program Responsibilities**

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

### **Clinical Course Coordinator/Program Director**

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

### **Clinical Faculty**

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

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

## CLINICAL COURSE INFORMATION AND POLICIES

### Graduate Student Handbook:

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

### Clinical Evaluations:

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

### Individual Student Learning Plan

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

### Clinical Grade

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

### Preceptor and Site Evaluation

Students must complete an evaluation of the Preceptor and Clinical site at the midpoint and final site visit. The student is evaluating the rotation based on its ability to provide opportunities for the student to meet the course student learning objectives. Students upload completed forms to Lamakū, clinical faculty reviews evaluations. Clinical faculty may initiate performance or quality improvement plans in collaboration with the Agency, Preceptor, Course Coordinator, DNP Program Director, and/or DNP Program.

### Clinical Levels:

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

### **Student Documentation:**

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

### **Clinical Attendance and Behavior:**

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

- If a student needs to be absent from a scheduled clinical date - the student must notify the preceptor AND clinical faculty within 24 hours of the scheduled date.
- If the student encounters an emergency and the student cannot attend clinical - the student must notify the preceptor AND clinical faculty 2 hours prior to the shift starting.
- If the student needs to be absent on a scheduled Clinical Faculty Site Visit date- the student must notify the Clinical Faculty AND the Clinical Course Faculty Coordinator and schedule another date.
- Routine absences will need to be reported and discussed with the Clinical Faculty, Clinical Course Faculty Coordinator, and the DNP Program Director.
- Students must record their clinical activities in Typhon utilizing Case and Time Logs by 11:55p on the Friday after hours are completed.

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

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

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

- Clinical agency requests removal of student from clinical site for a cause
- Student demonstrates unsafe performance and makes questionable decisions
- Student requires frequent guidance into insight and understanding of own behaviors and behavior of others

- Student needs continuous specific and detailed supervision
- Student requires frequent guidance to adapt to new ideas and an advanced role
- Student does not submit required written clinical assignments or falsifies documents in a timely manner
- Student violates UHM, SONDHN and/or Agency policies
- Student violates the law, including privacy violations
- Student practices outside of their scope of practice

#### **Identified Academic or Professional Difficulties**

- Preceptor to notify, support and/or collaborate with clinical faculty and students to develop a Student Learning Agreement if academic or professional issues are identified. See SONDH Graduate Student Handbook for further information.

## **Attachment A: Common Acute and Chronic Conditions in Primary Care**

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

### **Acute/Symptomatic Complaints**

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

### **Chronic Conditions**

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

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

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

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