NURSING

UNIVERSITY of HAWAIʻI at MĀNOA

Leadership · Excellence · Innovation

Graduate Nursing Programs
Student Handbook
August 2019 - July 2020

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TABLE OF ABBREVIATIONS

AGPCNP	Adult-Gerontology Primary Care Nurse Practitioner
APHN	Advanced Population Health Nursing
DC	Department Chair
DNP	Doctor of Nursing Practice
DON	Department of Nursing
FNP	Family Nurse Practitioner
GC	Graduate Chairperson
GD	Graduate Division
GEPN	Graduate Entry Program in Nursing
GSO	Graduate Student Organization
ITS	Information Technology Services
LOA	Leave of Absence
NPSTC	Nurse Practitioner Specialty Track Coordinator
OSS	Office of Student Services
PD	Program Director
PhD	Doctor of Philosophy
SLIP	Student Learning Improvement Plan
SONDH	School of Nursing and Dental Hygiene
SONDHIS	School of Nursing and Dental Hygiene Information Services
THSSC	Translational Health Science Simulation Center
UH	University of Hawai'i
UHM	University of Hawai'i Mānoa

INTRODUCTION

WELCOME TO THE DEPARTMENT OF NURSING ʻOHANA

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

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

Graduate Nursing Program Outcomes/Competencies

The University of Hawaiʻi (UH) Mānoa Nursing program graduate is prepared to practice within complex healthcare systems and assume the roles of provider of care; designer/manager of care/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). The Program Outcomes/Competencies are based on national standards and mapped to the novice competencies for the Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) and Family Nurse Practitioner (FNP).

The competencies arise from the understanding of nursing as a theory-guided, evidenced-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, and recognized by the Hawaiʻi Board of Nursing.

UH Mānoa Catalog

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

University of Hawaiʻi Equal Opportunity and Affirmative Action Policy

The University of Hawaiʻi is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, age, religion, color, national origin, ancestry, disability, marital status, arrest and court record, sexual orientation, or veteran status. This policy covers admission and access to, and participation, treatment and employment in, the University's programs and activities. Sexual harassment is prohibited under this policy. The University strives to promote full realization of equal opportunity through a

positive, continuing program on each campus in compliance with the affirmative action in employment mandates of federal Executive Order 11246 and the Governor's Administrative Directives. For information regarding UHM equal opportunity policies, affirmative action plan, the filing of complaints, or to request a copy of UHM's complaint procedures, contact the following persons:

For employment-related EEO issues:	**For student/educational EEO issues:**
Mark Au, Director EEO/AA	Lori Ideta, Vice Chancellor for Students
Administrative Services Bldg1-102	Queen Liliʻuokalani Center for Student Services #409
Phone: (808) 956-7077 (voice/text)	Phone: (808) 956-3290 (voice/text)
Email: eeo@hawaii.edu	Email: ideta@hawaii.edu

Office of Title IX
Dee Uwono, Director and Title IX Coordinator
Hawaiʻi Hall #124
Phone: (808) 956-2299
Email: t9uhm@hawaii.edu

RESOURCES

UH Mānoa Campus Resources

Career Center

The [UHM Career Center](#) is located in Queen Liliʻuokalani Center for Student Services Room 212, phone (808) 956-7007. The Career Center offers the following programs to provide assistance in job-search skill workshops and videotapes; employment opportunity information; career fairs; and a library of relevant information. Credential files (letters of recommendation) may be established to assist in graduate school or employment applications. Letters are mailed directly to the organization or institution on a student's request.

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

The [Counseling and Student Development Center](#) provides counseling and mental health consultation. Testing and learning assistance services are also available. The Center is located in the Queen Liliʻuokalani Center for Student Services Room 312, phone (808) 956-7927.

E-mail – UH Email Account

Students in the Department of Nursing communicate with faculty and other students via their UH Email account. If you do not have a UH Email account you may request one from the [Information Technology Services website](#).

UH Information Technology Services will notify students of account activation. After receiving your email address, you may access your UH Email via personal electronic devices or you may use the computers in the Student Lounge (Webster 206). Students are expected to utilize the assigned UH Email address for all UH-related email correspondence, and maintain access to a computer and the Internet while enrolled in courses.

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 staff will work with students to create a package of loans, grants, or scholarships to help students finance their education. Information about these resources is available at the University of Hawaiʻi at Mānoa [Financial Aid Services](#) website.

The office is located in the Queen Liliʻuokalani Center for Student Services Room 112, phone (808) 956-7251. A limited number of tuition waivers and scholarships are 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.

ID Card – UH Mānoa ID Card

Many of the services and resources available to students at the UHM require a valid student ID card. The UHM ID card confirms a student's status as an undergraduate or a graduate student, enrollment history, and contains the UHM bar code number. Incoming graduate

students with an undergraduate UHM ID card should obtain a new ID reflecting their change in status.

The Campus Center ID/Information Window processes and validates ID cards. New and returning students must pay their tuition before requesting a new ID or re-validation. New students must present at least one form of photo ID (e.g., a driver's license, state ID, passport) when requesting a new ID. Returning students need only bring their ID card for validation after paying tuition.

New students who do not reside on Oʻahu will receive a UHM bar code number via mail from the SONDH Office of Student Services (OSS). For returning students who do not reside on Oʻahu, 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 Oʻahu.

Information Technology

The UH Information Technology Services (ITS) office provides technical assistance and general information about campus computing services. The ITS can be contacted through their HELP DESK by emailing *help@hawaii.edu*; or calling (808) 956-8883 (Oahu) or toll free for neighbor isles at (800) 558-2669; or accessing System Status support at (808) 956-6168. Visit the ITS web site to learn about the ITS services at UHM.

The UH ITS provides software, services, and technical support to protect the UH community against computer viruses and security threats. Active UH faculty, staff, and students may install McAfee anti-virus software **free of charge** via the ITS site license agreement.

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 at kokua@hawaii.edu. The KOKUA Program is located at Queen Liliʻuokalani Center for Student Services 013.

Lost and Found

The UHM Lost and Found Office is located in the Campus Center, 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 UHM Office of Admissions & Records, Queen Liliʻuokalani Center for Student Services Room 001, (808) 956-8975, must be informed of name, address, telephone number, and Email address changes. Official change of information with the Admissions & Records Office may be registered in person or online by using the MyUH Portal website "View/Update My Address(es) and Phone(s)" option.

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 UHM main campus. Students must adhere to Outreach College requirements when registering for

Outreach courses. Registration is available via the MyUH portal website, fax (808) 956-3364, by mail, or in person. The Outreach College credit programs extends Mānoa academic resources to the community, call (808) 956-6780.

Public Safety Department

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

To prevent theft, mark your personal property for identification. Do not leave purses, wallets or books unattended. Lockers are available in the student lounge, Webster 206. The Student Lounge in Webster 206 is open from Monday to Friday from 8:00 AM to 10:00 PM. Report all theft to the UHM DPS. Lock cars and motorbikes. View the DPS website for safety tips.

Schedule of Classes

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

Scholarships

Information about scholarships for graduate nursing students is available online through the STAR system. For those seeking financial aid from the University Financial Aid Office, the deadline for application for FAFSA (Free Application for Federal Student Aid) is March 1st for the following academic year. Students hoping for maximum opportunities should plan in advance to complete applications. For other scholarship opportunities, visit the Hawaiʻi Community Foundation's website.

University Health Services

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

University of Hawaiʻi at Mānoa Libraries

The University of Hawaiʻi at Mānoa Library system comprises the largest collection of research materials in the state and Pacific Basin. The collection includes more than 48,000 currently received journals and periodical titles. The Library provide searchable full text access to more than 27,000 journals and magazines; full text access is limited to UH students and faculty. More than 400 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, may also be searched.

The UHM Library is an important resource for UHM students. New students activate their library account after obtaining their UHM Student ID. Library ID registration is available through an online reservation form or in person at the circulation counter during service hours. Assistance is available by phone at Hamilton Library (956-7203) or Sinclair Library (956-8308).

Hamilton Library

Hamilton Library and the Hamilton Library Annex are located on Maile Way, next to Paradise Palms Café. Hamilton Library houses most of the UHM Library's print collection. The Library has study areas, presentation practice rooms, and a computer lab for students.

Carolyn Dennison is the Science & Technology Librarian who can assist students on an as needed basis. She can be reached by calling (808) 956-2541 or via email.

Sinclair Library

The Sinclair Library specializes in providing services to undergraduates. Sinclair Library is on Campus Road, next to Hemenway Hall. Sinclair includes the Reserve Book Room, the Wong Audiovisual Center, Music Collections, storage of older bound periodicals, and study areas. The Wong Audiovisual Center is located in Sinclair Library on the 3rd floor. Tapes, records, films, slide/tape programs, videocassettes, and multimedia kits are available for use with proper identification.

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

The John A. Burns School of Medicine Health Sciences Library (HSLib) serves as an information resource for the John A. Burns School of Medicine, as well as the University of Hawai`i at Mānoa campus, the UH system, and the State. Emphasis is on Web-accessible materials, and collections include a wide variety of print and electronic resources, primarily in the clinical sciences. The electronic collection is greatly enhanced by cooperative purchasing arrangements with University of Hawaiʻi's Hamilton Library and with the Medical Libraries Consortium of Hawaiʻi. The HSLib staff provides assistance for all including the following: telephone service, assistance with literature searching, provision of quick answers, and help/advice with more in- depth inquiries.

Veterans Services

The UH Mānoa Office of Veteran Student Services (OVSS) is committed to enhancing the veteran and military-connected student experience, supporting academic success, and providing services that assist in the transition from military service to higher education. Veteran Student Services supports military connected students with services designed to promote career readiness, veteran health and wellness, and advocacy needed to succeed at the University of Hawaiʻi at Mānoa. Our vision is that all veterans and military connected students succeed in higher education, attain their academic goals, and gain meaningful careers. The Veterans Student Lounge is located in Saunders Hall, Room 222 and is open 0800 to 2030, Monday to Friday. Times may vary during the summer sessions.

At the University of Hawaiʻi 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 & Dental Hygiene Resources

Office of Student Services

The [Office of Student Services](#) (OSS) provides a variety of student services for the 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 advisement, facilitation of scholarships/awards, monitoring progress toward degree and certification of graduation. The OSS maintains students' records, i.e., CPR, active registered nurse licensure, and others. OSS has a collaborative arrangement with the University Health Services to maintain and monitor student's health records, i.e., records of immunization required by clinical agencies affiliated with UHM nursing programs.

Nursing Veteran's Services

The [Veterans to Nurses program](#) is designed to facilitate veteran student success in the nursing program from admission to graduation and beyond. For graduate students, the program provides support services.

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. Individual lockers are available on a first come, first serve basis for all classified nursing students. A microwave, refrigerator, tables, and chairs are provided for students' use during study sessions. Additionally, printers and computers are available. Hours of operation are Monday - Friday, 8:00 a.m. to 10:00 p.m.

Information Services

The SONDH Information Services (SONDHIS) group provides technology support and maintenance for the student computer lounge located on the 2nd floor of Webster Hall. SONDHIS 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, by phone at 956-0981 or stop by the office at Webster Hall 202.

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. A [virtual tour of the THSSC](#) is available.

The THSSC utilizes state-of-the-art simulation equipment such as beds, training mannikins, hospital-type equipment, audio-visual materials, computer programs, and a limited reference library. In addition, the THSSC is home to high fidelity patient simulators that are used to enhance student learning through clinical scenarios and debriefing sessions. There are scheduled classes where students learn and practice clinical skills in a supervised environment. Students can also sign up for unsupervised practice during open practice times. The THSSC is open from 8 a.m. to 4 p.m., Monday through Friday during the fall and spring semesters. Sign-up sheets for open practice dates/times and instructions to reserve a time in the Center are located on the door to the Student Lounge located in Webster Hall Room 206.

A loan may be arranged for a limited supply of educational resources and medical equipment. These resources may be loaned to graduate students (with a faculty signature) and are to be utilized for educational purposes. Faculty will arrange an orientation to the Simulation Center early in the semester to clarify the sign-out system and other policies on audiovisual and computer use. Also, in order to maintain reasonable costs, students will be expected to

use and re-use equipment. Cooperation and consideration of others is very much appreciated.

`IKE AO PONO

`IKE AO PONO means to envision a lasting improvement, advancement, and promotion of health within the individual, family and the whole community. The program was established at the SONDH in 2001. The goal is to provide Native Hawaiian and Pacific Islander students with access to quality nursing education at the baccalaureate and graduate levels. The mission of 'IKE AO PONO is to increase the number of Native Hawaiian and Pacific Islander nurses in Hawai'i in order to improve health and healthcare, with special attention to at-risk, under-represented and under-served communities with the full support of the 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. The 'IKE AO PONO program is designed to promote, mentor, and prepare nursing professionals to return to their home communities to support the health, well-being and recovery of native islanders and all peoples throughout Hawai'i nei. Services are available for graduate students in the GEPN, Masters, DNP and PhD programs include mentoring and writing, resume and financial aid assistance.

Research Resources

The vision for research at the SONDH is to stimulate and develop a cadre of researchers 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; (2) supporting academic research activities for faculty and students; (3) advancing collaborative research 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 Studies Program. This includes obtaining CITI certification and the University of Hawai'i's Committee on Human Studies review and approval prior to the initiation of a research project. SONDH faculty and students research activities are supported by the SONDH Research Committee, the John A. Burns School of Medicine (JABSOM) Grants Development Office and the Honors Program.

The SONDH Research Committee is comprised of faculty, students, and community members to facilitate the School's research agenda. The SONDH Research Committee addresses achieving benchmarks in accordance with the School's strategic plan, reviewing and evaluating proposals, abstracts, and other scholarly endeavors as requested, and monitoring and evaluating the research support system within the School.

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.

HIPAA and Protection of Human Subjects Certification

Students are required to provide documentation of current HIPAA certification to the OSS. In addition, current CITI/NIH Protection of Human Subjects certification is required for all doctoral students and any Master's students who will be involved in research activities/projects.

Violation of Student Professional Standards

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

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 temporarily suspend a student from clinical and/or didactic coursework and the Department Chair 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. Complaints may require investigation with fact finding.

Social Networking and Electronic Communication Guidelines

Use your UH Email for school communications.
Students are expected to utilize their assigned UH email address for all email correspondences related to UHM. This includes any communication related to all UHM learning activities at any outside agency (e.g. clinical). Do not use your personal email address for school communications.

You are responsible for your online content.
Students are personally responsible for the content they publish on blogs, wikis, social networks, forum boards, or any other form of user-generated media. Be mindful that what you publish is public for anyone to see and may be linked back to you. If you participate in social networking such as Facebook, Twitter, Snapchat, Instagram, YouTube, LinkedIn, etc., - make sure that your material reflects your professional identity and image.

Be careful about what you publish.
Assume that all content can be found. While you may think your posts are private, many sites are open to anyone browsing or searching. Your post may be screenshot and forwarded.

Be thoughtful about how you present yourself.
The UHM SONDH and future employers hold you to a high standard of behavior. By identifying yourself as a UHM SONDH student through postings and personal web pages, you are connected to your colleagues, clinical agencies, and even clients/patients. Ensure content associated with you on your personal social media accounts are consistent with your professional goals.
Activities outside of school that are posted on your online accounts are still a reflection of you and may impact how UHM SONDH and future employers see you. Assume that a prospective employer could search for your online content.
If you are a new UHM SONDH student, be sure to update your online accounts to reflect our guidelines. Delete old posts that you think may be inappropriate, but be aware that content may still exist online even after it has been deleted.

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. Don't speak about your clients/patients in public areas, including online and electronic forms of communication. Do not post about your clinical site, the clinical site employees, your clients/patients or anything confidential. This includes content that may or may not directly identify your site or your clients/patients.

You may post about your personal experience.
You may post about how your experiences have impacted you, your professional goals, and how you felt about those experiences.

No photos or videos of clinical sites.
Do not share photos or videos taken at any clinical site. This includes inside buildings, the parking lot, in front of exterior signs, etc. Each clinical site has their own policy about students taking photos or video on their property. 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. If your preceptor or instructor wants to take a photo of you, and you consent – that is fine. Although you should not share those photos on your online accounts.

Respect your audience and your coworkers.
Remember that UHM SONDH is an organization whose students, faculty, and clients/patients have a diverse set of customs, values, and points of view. Do not be afraid to be yourself, but respect others.

If you have doubts, don't post.
Think twice before you post. If you have doubts, be cautious and don't post it.

Additional resources

- The American Nurses Association provides a Social Networking Toolkit
- This May 2019 American Nurse Today article "Social media: new communication platform, but old rules still apply" provides 8 rules of communication etiquette for nurses.
- The National Council of State Boards of Nursing provides a brochure "A nurse's guide to the use of social media" with examples.

Illegal Drugs & Substance Abuse (UH Executive Policy 11.201)
The purpose of the Illegal Drugs & Substance Abuse Policy is to establish the University's values and its expectations of all faculty, staff, and students regarding substance abuse and, in particular, the use of illegal drugs; and to comply with the Drug-Free Schools and Communities Act Amendments of 1989, and the Drug Free Workplace Act of 1988, as may be amended from time to time, which set forth requirements for continued receipt of federal funding.

In the event that a faculty member in the Department of Nursing observes, by appearance or behavior, that a nursing student may be under the influence of any substance* which impairs judgment, the faculty will question the student and may dismiss him/her from that day's activity. This applies in the classroom, the UH THSSC, and the clinical sites. ***Students found in violation shall be subject to the provisions of the student conduct code and could face dismissal from the nursing program.***

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

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

CHEATING includes but is not limited to:
1) the use of any unauthorized assistance in taking quizzes, tests or examinations;
2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments;
3) the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student, or another source.

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

This definitional material 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.

Student-Faculty Authorship Policy

    The 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 C).

Gifts to Faculty and Staff

    Faculty and staff of the 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 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; and/or
- stalking, etc.

Sex Discrimination and Gender-Based Violence (UH Executive Policy 1.204)

The purpose of the [Sex Discrimination and Gender Violence Policy](#) is to maintain and promote safe and respectful campus environments that are free from sex discrimination and gender-based violence and to establish an integrated and consistent approach to preventing, reporting, and promptly responding to incidents of sex discrimination and gender-based violence across all campuses and centers at the University of Hawaii. The University of Hawaii is committed to maintaining and promoting a safe and respectful campus environments that are free from sex discrimination and gender-based violence. This includes: sex discrimination; sexual harassment; gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual exploitation; sexual assault; domestic violence; dating violence; and stalking. Any person believing that they have been subjected to sex discrimination; sexual harassment; gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual exploitation; sexual assault; domestic violence; dating violence; or stalking should report the prohibited behavior immediately to the respective campus [Title IX Coordinator](#).

Consensual Relationships (UH Executive Policy 1.203)

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

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

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

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

Confidential Information

Confidentiality of Student Records & FERPA

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

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 a profession you have both a legal and an ethical obligation to ensure that the privacy of patients is respected. Although the ethical obligation of privacy has always existed, the Department of Nursing will provide you with training about the law and its implications for your clinical education and practice. In addition, we are required to maintain documentation that you have received this training and agreed to abide by the principles of confidentiality. All students enrolled in clinical courses and all Doctoral students must complete the HIPAA training module prior to the start of the clinical experience.

ACADEMIC INFORMATION

General Information for Graduate Nursing Students

Educational Rights and Responsibilities

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

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

Essential Functions Required by the Nursing Program for Admission, Continuation, Graduation, and Disability Accommodation
The 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.

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

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 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.

Student Advisement

Procedure
New classified graduate students should meet with 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.

Masters' or DNP Students' PD 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:

- Knowing the degree requirements and progression policies of the UHM and the SONDH;
- Monitoring their grades and academic progression and reviewing these with their PD or PhD Advisor/Chair during advising sessions; and
- Contacting their PD or PhD Advisor/Chair to schedule advising sessions.

Student's Primary Advisor

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

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

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

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

Graduate Chairperson (GC)

The GC is also available for information when the MS PD, the DNP PD and the PhD Advisor/Chair are unavailable.

OSS Program Coordinator

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

Changing DNP or PhD Advisors

DNP and PhD students are advised by their individual PDs. However, DNP students' projects or PhD students' dissertation interests may change as they progress through their programs. Therefore, it is possible to change DNP project chairs or PhD dissertation advisors/chairs. To do so, the student should:

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

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

Enrollment Requirements

New Student Orientation

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

Computer Requirements

Some courses may be delivered via blended or distance methods (i.e., web-based, or videoconferencing to the Neighbor Islands) and some exams may require the use of a laptop during scheduled class time. Every entering student is expected to have access to a laptop computer with wireless internet capabilities that meet the minimum performance standards set by the UH ITS Department.

Students are expected to utilize the assigned UHM Email address for all UH-related email correspondence. Students must also maintain access to a computer and the Internet while enrolled in courses.

Graduate Course Registration

Registration is accomplished by connecting electronically to the MyUH Portal. 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 program of study (Graduate Division Enrollment Policy).

Doctoral students must register for all courses each semester as indicated in their respective cohort's pathway. Although the Graduate Division (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 the enrollment requirements.

Registration for Courses, Nursing Licensure and Certification Requirements

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 program. If a student is unsuccessful in passing the NCLEX-RN and/or is without evidence of licensure as a RN by the end of their first semester, the student cannot continue in their program and must apply for a leave of absence. The student can return when they successfully pass the NCLEX-RN examination and have an active RN license. Returning students in cohort programs may have 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) can 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".

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

Grading Policy

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

SONDH Grading Scale

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

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

Student Access to View Grades

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

Incomplete ("I") Grades

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

Incomplete ("I") grades received in graduate nursing courses must be cleared by earning a grade of "B-" (minimum of 80%) or better before the student enrolls in the next required nursing course in their program of study. For example, for nurse practitioner students, an incomplete in NURS 613 Advanced Pathophysiology must be resolved before the student is allowed to enroll in NURS 612 Advanced Health Assessment.

Incomplete grades for courses not "completed" by the deadline follow the academic procedures outlined in the GD website. Incomplete grades can be entered for doctoral students, but the incomplete work must be completed with a grade entered by the first day of the subsequent semester in order to maintain good standing in the cohort pathway.

If the incomplete is not resolved by the first day of the next semester, the doctoral student will be required to submit a request for a Leave of Absence (LOA) (see LOA section). If students register for the subsequent semester without resolving the incomplete grade, they shall withdraw from the course/s and forfeit any tuition refund.

Failure to Progress

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

According to the UHM GD, all graduate students must maintain an overall 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.

All graduate nursing students, other than students beginning the PhD Program in Fall 2018, must receive a grade of 80% or higher or a "pass" rating in pass/fail (P/F) courses to continue to progress in their programs. If a student receives less than 80% (or "fail") in a course s/he must repeat the course when it is next offered. A student who receives less than 80% in a Master's core course may not enroll in additional courses until the core course is repeated successfully. If the student does not pass the repeated course, s/he will be dismissed from the program and denied readmission.

Students enrolled in the PhD Program beginning Fall 2018 must be in good academic standing according to the UHM GD (e.g., GPA of 3.0 or higher). If the student does not remain in good academic standing with the UHM GD the student will be placed on probation by the GD and must have a GPA of 3.0 or higher by the end of the next semester (refer to Academic Jeopardy section of this Handbook and current GD policy at: http://manoa.hawaii.edu/graduate/content/academic-progress).

The student who earns less than 80%, "Fail" or no credit" in more than one course in a single graduate program (e.g., GEPN, Master's, DNP, or PhD) will be dismissed from the program. Students enrolled in a program with a cohort model who receive less than 80% or "Fail" for a course will be required to take a LOA and must repeat the course when it is next offered.

Students enrolled in the GEPN and DNP-NP cohorts who receive less than 80% as a final course grade and have a GPA that is less than a 3.0 must complete course work and improve the GPA to at least 3.0 in the subsequent academic semester. Most of the graduate program's courses (especially those in the GEPN and DNP) are only offered once a year. Therefore, in order to meet the GD requirements to improve the GPA, students will need to enroll as unclassified students in the next academic semester but will not be able to take courses in their nursing graduate program until the nursing course that they received <80% in is offered again. Students who are in this situation must meet with their PD and the GC for further advisement.

Student Learning Improvement Plan

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

Course Failure Procedure

The following procedure is initiated when a graduate nursing student is in jeopardy of receiving a course grade of less than 80%, or a "fail" or "no credit":

1. The faculty of the course for which there is evidence a student is at risk for receiving less than 80% as a final grade (or "fail" or "no credit") will notify the student in writing and provide guidance for improvement via the SLIP. The faculty will also immediately notify the student's PD or PhD Advisor/Chair, GC and the DC.
2. In the event a student does not earn a grade of at least 80% due to performance at the end of the semester (e.g., during the final examination or during the final clinical evaluation), the development of a SLIP may not be feasible.
3. The first time a student receives less than 80% as a final course grade, the GC will notify the GD and request to place the student on probationary status regardless of the student's overall GPA.
4. When a student receives a grade of less than 80%, a "fail" or "no credit" in two courses in her/his program, they will be dismissed from the program. The GC and PD will meet with the student to inform the student about dismissal from the program. The GD will send the student a written notice of dismissal from the nursing program.

Academic Grievances

Course Grade Grievance

The course grade grievance relates to a disagreement about grading in a didactic or clinical nursing course. The student will discuss the matter with the course faculty. If the matter is not resolved to the student's satisfaction, the student can submit a written statement to the DC within 10 working days after the faculty provided their final decision. The Department Chair will review the matter and meet with the faculty and student (separately or jointly, as needed). The DC will provide the student with a written final decision within 10 working days of receipt of the formal student statement. If the matter is not resolved to the student's satisfaction, the student can file a written appeal to the Chair of the Academic Grievance Committee via the UHM Dean of Students within 10 working days after receiving the DC's decision.

Graduate Student Grievances

The GD policies and procedures apply to grievance situations unique to graduate students, such as grievances involving:

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

Non-grade Related Grievance

The student with a non-grade related concern must discuss the matter with the relevant faculty or administrator. If the matter is not resolved to the student's satisfaction, the student can submit a written statement to the SONDH Dean. If the student is not satisfied with resolution of the matter, the student may file a formal grievance by following the UHM GD formal grievance procedure.

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 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. Information on other Academic and Enrollment Resources is available through the UHM Office of Student Affairs.

Transcripts

To request a transcript, students must contact the UHM, Office of Admissions & Records. Transcript Request Forms are available in the SONDH OSS (Webster 201), Office of Admissions & Records (Queen Liliʻuokalani Center for Student Services 001), the University Cashier's Office, (Queen Liliʻuokalani Center for Student Services 105).

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.

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

Course/Teaching Evaluation

A student will receive a form for each course during the last weeks of the semester. In addition, individual faculty may use the UH CES form for their individual instructional development.

Annual Student Experience Survey

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

End of Program Survey

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

Progression Toward Degree

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. The official policy of the GD indicates that 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.
- DNP students may enroll in electives 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. However, it may be prudent for the student to also directly request a copy of the transcript of the course and credits completed from the other institution(s) in addition to the UHM transcripts.

Course Waivers

The DON graduate programs follow all UHM policies regarding waiving or substitution of coursework in the graduate program. During the first semester of enrollment in the Master's, DNP, or PhD programs, the student must confer with his/her PD or PhD Advisor/Chair to review the course pathway for the program. At that time, any requests for course waivers or substitutions should be identified. However, when a course is waived, the total number of credits for a degree will remain the same. Another graduate course of equal number of credits will need to be taken and accepted by the program and the GD (see Appendix F). The DNP Program does not allow for course waivers.

Variable Credit Courses

These are courses allowing students to specify the number of credits earned from a selected course during the semester. To register for the specific number of credits, students should contact their PD or PhD Advisor/Chair and the instructor for the course to determine the number of credits for which the student will be able to register. Once this is determined, the student can utilize the "Change Class Options" feature on the registration portion of MyUH Portal website to register for the agreed upon number of credits (e.g., NURS 675, NURS 693, NURS 699, NURS 776, etc.).

Nursing 699 (NURS 699) Directed Study or Research Course

This faculty-guided variable credit course addresses nursing theory and practice. Graduate students planning to enroll in a NURS 699 must confirm this plan with their PD or PhD Advisor/Chair to receive approval prior to enrollment. After this has been accomplished, the student must contact the instructor of the course to confirm the plan for the NURS 699, determine the number of credits for the course, develop objectives that are to be approved by the NURS 699 faculty, and obtain the proper course reference number (CRN) and registration override required to enroll in the NURS 699 course.

Double-Counting of Credits

Credits previously awarded and applied to completion of another degree cannot be transferred/counted toward a graduate degree. Refer to the GD website for more information about double-counting of graduate credits.

Withdrawal from Courses

Students should be familiar with course withdrawal procedures and dates. The UH academic calendar is posted in the UHM 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 webpage. 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.

Leave or Withdrawal from Program

Leave of Absence (LOA)

Graduate students must request a leave of absence (LOA) a semester prior to the date of when the LOA is to begin. The LOA may be requested for a period of time no longer than one calendar year and may be granted to currently enrolled students in good standing (i.e., minimum GPA of 3.0; not on probation) after the following criteria are met: (1) completion of at least one semester of course work relevant to the degree as a classified graduate student; and (2) based on the recommendations of the PD and the GC for the DON, and

with the approval of the GD. The date of return from a LOA must be set at the time the LOA is requested. The time that a student is on an approved LOA is not counted as part of the students' time limit to complete their graduate degrees.

Unless a leave of absence has been approved in advance, a student who fails to maintain continuous enrollment (excluding summer session) is considered withdrawn from the university.

Students with loans who are required to take a LOA should contact the UHM Financial Aid Services to explore possible options related to scheduling student loan repayment. Per GD policy, students on academic probation (i.e., GPA less than 3.0) cannot take a LOA.

Since the GEPN and doctoral programs admit students on an annual basis and maintain cohort models for their pathway, students receiving a LOA will have a space reserved for them to resume their coursework with the following year's incoming cohort.

Withdrawal from a Program

A student who decides to withdraw from their program should consult the GD website, contact their PD and the SONDH OSS to review the procedure. In addition, the PD shall arrange for an exit interview.

Time to Complete Course Work & Degree Requirements

The time to complete coursework in the GEPN and doctoral programs is prescribed by the cohort model. For other graduate programs, the GD policy regarding time to complete graduate course work applies.

GEPN Program

The time to complete coursework in 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. Approved leaves of absence do not count toward these time limits. 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.

DNP Program

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

PhD Program

As of August 2018, the PhD program is a full-time three-year cohort model. PhD students who enrolled in the program prior to Fall 2017 and have not filed Form II and advanced to candidacy by the end of the seventh year will be placed on probation at the beginning of the eighth year. If the student does not advance to candidacy by the end of the first semester of the eighth year, the student shall be dismissed by the GD. Students who do not complete the PhD degree within ten years are subject to dismissal from the University by the GD. Approved LOAs do not count toward these time limits.

If more time is needed for advancement to candidacy (i.e., the filing of Form II) due to circumstances beyond the student's control, an extension may be requested. The extension request should provide a timeline for completion that includes the expected graduation date and the reason(s) necessitating the extension. Similarly, if at the end of year ten more time is needed for completion of the PhD degree due to circumstances beyond the student's control, and the student has completed all degree requirements except the dissertation defense, an extension may be requested. To request an extension, the GC submits a petition to the GD. According to the time allowed for completion of degree, if the extension is not filed or is not approved by GD, the student will be dismissed from the University by the GD.

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 in January or August prior to the beginning of the Spring or Fall semester must be completed by each student to begin the clinical rotation at that site.

SONDH maintains affiliation agreements with over 200 agencies. PDs and faculty determine the requirements for specific clinical experiences to achieve Course, Student and Program Outcomes. Students must abide by the following:

- Students may not contact clinical sites or solicit preceptors directly. This is to prevent confusion and miscommunication for both the School and Clinical Agency.

- Students may only undertake their clinical rotation at an agency which has a current Affiliation Agreement with the SONDH.

- All students are required to participate in orientation to any agencies/organizations in which clinical learning or fieldwork will take place.

- Students are responsible to pay any fees required by the agency for background checks.

- 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.

- A clinical site 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 (up to two different clinical sites) per semester.

Attendance Policy: Class & Clinical Laboratory

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

Transportation

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

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 the Laulima course web site for details.

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

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

1. Be on time.
2. Report to appropriate people.
3. Notify faculty and preceptor/field supervisor and/or clinical unit if you are ill and cannot be there before the assigned clinical time.
4. Follow the dress code.
5. Act in a professional manner always, including safeguarding of patient information.
6. Adhere to the policies of the agencies. Remember you represent the University of Hawaiʻi at Mānoa Department of Nursing.

Clinical Dress Code

Appropriate and professional attire is required for all laboratory and clinical experiences. Open toe shoes, high heels, midriff or low-cut tops, and shorts are unacceptable attire. In addition, make-up, if used, is to be worn in moderation; facial jewelry is limited to earring posts; and hair must be neatly kept and away from the face. Inappropriate and/or unprofessional attire will result in dismissal from the clinical area and recorded as an unexcused absence. A laboratory coat and UH Student ID should be worn at all times during clinical experiences. Tattoos cannot be visible when on the clinical units. Long sleeve plain white T-shirt and/or band-aids can be worn to cover exposed tattoos

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

Clinical Grading

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

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

Unsafe behavior in a clinical practicum or a breach in ethical conduct will result in an "F" grade for the course 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 Health Services Mānoa, all nursing students enrolled in a clinical course must meet all health clearance requirements specified by the clinical agency before starting a clinical experience and remain clear for duration of that term. In addition, all nursing students must be certified for BLS/Healthcare Provider CPR by an American Heart Association trainer (or equivalent). All health clearance documents and BLS CPR certification must be submitted to the SONDH Office of Students Services.

Health Insurance

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

Health Risks

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

Health Clearance - Illness or Injury

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

Emergency Care

Students enrolled in the 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 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 hospital accreditation requirements. The Department of Nursing will not collect this information. It is the student's responsibility to provide information in accordance with the requirements of the clinical facilities. The

following statement has been issued by the UH Legal Counsel:

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

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

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

Affiliation Agreements
An affiliation agreement is required any time a student conducts any course requirement at a site other than UHM. 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. PhD students, prior to the conduct of any research (e.g., NURS 777; NURS 800), must inquire whether the organization/site requires the establishment of an affiliation agreement. If the organization does require an affiliation agreement the UH SONDH Guidelines for Establishment of Affiliation Agreement must be followed (see Appendix G).

Preparation for Graduation

Graduation Check

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

In order for a student to be approved to graduate by the GD, evidence of successful completion of all SONDH program course work 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. The Degree Requirements are presented on the GD website.

The appropriate forms must be submitted to the GD in order to graduate. 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.

There are specific deadlines each semester for submitting these documents to the GD. The OSS graduate advisor (for Master's students) and the Coordinators of the DNP and PhD Programs can assist with these processes to meet the deadlines.

Applications for graduation from the graduate programs are obtained from and filed at the GD, Spalding Hall 352; and fees are paid at the UHM Cashier's Office. Applications are filed during the first two weeks of the student's final semester.

Recognition Ceremony

The SONDH offers an annual Recognition Ceremony for graduates of all nursing programs either prior to or immediately after the scheduled University Commencement.

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.

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

Commencement Exercise

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

Diplomas

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

Application for Advanced Practice Registered Nurse (APRN) Recognition (for Nurse Practitioner, Clinical Nurse Specialist)

   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 Hawaiʻi 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 and AGPCNP) are eligible for the certification examination after completing requirements specified by the ANCC. The school requires completion of the appropriate examination in the final semester of the program. See Appendix I 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/

Professional Organizations

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

UHM Graduate Student Organization (GSO)

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

According to the GD, "The purpose of the Graduate Student Organization is to provide classified graduate students, through the graduate programs, with official representation at the University of Hawaiʻi at Mānoa (Constitution of the GSO). Its primary functions are to:

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

Hawaiʻi 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 Hawaiʻi. Additional information is available through the HSCN website.

School of Nursing and Dental Hygiene Nursing Alumni Association

The School of Nursing and Dental Hygiene 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.

Sigma

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

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

ACADEMICS: DEPARTMENT OF NURSING GRADUATE PROGRAMS

Graduate Entry Program in Nursing

Program Description
The [Graduate Entry Program in Nursing](#) (GEPN) offers post-baccalaureate entry to the Master's in Advanced Population Health Nursing (APHN), Doctor of Nursing Practice (DNP), and PhD in Nursing programs. At the time of application to GEPN, the student selects a specialty area and graduate degree (i.e., MS, DNP, PhD). Once admitted, transfer from one specialty area to another is not encouraged. Transfer into or between the FNP or AGPCNP specialties is not permitted. Once enrolled in GEPN, a student is ineligible for admission to other SONDH graduate programs.

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

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

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

Pre-Licensure Year Program Outcomes/Competencies
The outcomes/competencies arise from the understanding of nursing as a theory-guided, evidenced-based discipline. The professional competencies--define the values, attitudes and practices that competent nurses embody and may share with members of other professions; the nursing care competencies--define relationship capabilities that nurses need to work with clients and colleagues, the knowledge and skills of practicing nursing and competencies that encompass understanding of the broader health care system. In all cases, the client is defined as the recipient of care, is considered 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. The competencies are located in Appendix H.

Progression Information and Requirements

- The GEPN pre-licensure coursework curriculum is based upon a logical progression, where each course builds upon the successful completion of previous course work.

- The courses in the GEPN program are offered only once per cohort and in a specific sequence.

- The student cannot move into his/her graduate nursing specialty area until all courses (didactic and clinical) in the pre-licensure year are successfully completed.

- All didactic courses must be taken for a grade (A-F). Clinical courses (including laboratories [L]) must be taken for credit/no credit.

- Students must maintain at least a "B" average (3.0 GPA) in the pre-licensure year in order to maintain good graduate academic standing and to continue on to their graduate courses. Each course must be passed with at least 80% (or a "B- grade"). Receiving less than 80% for any course will result in the course not being applied towards progression in the program. In addition, the course must be repeated at the next course offering. If a didactic course has a clinical course (i.e., laboratory or clinical rotation), then failure in one of these courses requires repeating both courses.

- If a GEPN student fails to maintain the GPA required by GD policy (i.e., a GPA of 3.0 or higher) the student will be placed on probation by the GD. According to GD policy, the student must (improve the GPA to at least 3.0) by the end of the academic semester following the semester that the student was placed on probation.

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

- Upon successful completion of the pre-licensure year, the student is eligible to take the NCLEX-RN examination. The GEPN PD will inform the PD of the student's graduate nursing specialty about the NCLEX result and its potential impact on her/his progression. 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 clinical hours. Advance notification of absence or tardiness is mandatory and must be made directly to the appropriate clinical instructor.

- More than one instance of an EXCUSED absence* per course will result in the

implementation of a Student Learning Improvement Plan (SLIP). Because GEPN is an intense pre-licensure year, there is no make-up time availability at the hospitals or facilities. 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 one instance of UNEXCUSED tardiness or UNEXCUSED absence per course will result in failure of the course.

- There will be NO 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; and 3) death of a family member. The student must obtain documentation of such an incidence.

Clinical Dress Code

The following is the dress code for GEPN students during the pre-licensure year of their program:

- 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 should be clean and polished. Open-toed and/or open-back shoes are not permissible in any clinical setting.

- Uniforms must be clean and free from stains.

- The DON patch and SONDH ID badge are required. The ID badge is purchased at the UHM Bookstore.

- Make-up, if used, is to be worn in moderation.

- Stud earrings, wedding bands, and watches can be worn. No dangling earrings or long neck chains are to be worn.

- Hair must be kept neat and confined above the collar.

- 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.

- Fingernails must be conservative in length, neatly trimmed, and without artificial or gel nails.

- Tattoos cannot be visible when on the clinical units. Long sleeve plain white T-shirt and/or band-aids can be worn to cover exposed tattoos.

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

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

1. Obtain an application for License by Exam from the Hawaiʻi Board of Nursing.

2. Submit a request for official transcript (green form) to the UHM Office of Admissions and Records,
   a. Check the box that says "Send after summer semester grades are posted (Allow 2-4 weeks after end of semester)"
   b. OSS will send the lists to the State Board of Nursing AFTER FINAL GRADES are submitted to that office. This will serve as the initial verification of graduation until UHM sends the official transcript.

3. DO NOT SEND the "Student Final Record" form in the application packet to your nursing school. The graduation list replaces this form.

4. The Hawaiʻi Board of Nursing will determine your eligibility to take the NCLEX.

5. You will be mailed the NCLEX Candidate Bulletin and registration form. Follow instructions to register with the NCLEX/CAT Data Center. You will receive a response from Vue/Pearson. They will mail you an Authorization to Test Letter and a list of centers where you can schedule an appointment to take the NCLEX/CAT exam.

6. The Hawaiʻi State Examining Board will send the tests results to you directly. Your license will come separately. Licensure is for a 2-year period and is renewable on June 30 in odd-number years. The Department of Commerce and Consumer Affairs (the department responsible for licensure) sends you notification about and the cost of the renewal.

7. If you wish to take the nursing licensure exam in another state, you must contact the state's board of nursing directly. Addresses of State Boards of Nursing are available by calling the State of Hawaiʻi, Board of Nursing at (808) 586-3000.

Master's Degree Program

Advanced Population Health Nursing

The Advanced Population Health Nursing (APHN) Program is an online program for registered nurses who wish to practice in Hawaiʻi, 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.

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 eight [Essentials](#) through the completion of a DNP Project and submission of a DNP Project report that reflects scholarship at a doctoral level.

Adult Gerontology Primary Care Nurse Practitioner

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

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.

Post-Master's in Organizational Leadership

The [Post-Master's in Organizational Leadership](#) program pathway is designed for individuals with an RN license and a Master's in nursing or related field. This 2-year, part-time pathway consists of 36-53 credits for the degree.

Post-Master's in Organizational Leadership – Master's of Business Administration Health Care Management to DNP

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

Cohort Model

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

DNP Student Advising – NP Specialty Track Coordinators (NPSTC)

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

DNP Project Committee Roles and Responsibilities

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

Students

Students are ultimately responsible for their own education and are held accountable for knowing and successfully completing all requirements of the DNP program. Each student contributes to the success of the advising system and the advisee-advisor relationship by assuming the following responsibilities:

- Know the degree requirements and progression policies of the UHM and the SONDH;
- Meet with the project chair and content expert at least once each semester for a DNP Project Update.
- Complete the Academic Progression Plan with the project chair. This plan is completed semi-annually and negotiated with the project chair to ensure the student is on track with his/her plan of study and progression through the program;
- Write a summary of his/her progress to date, including any publications, presentations, results of any DNP Project activities, etc. prior to the semi-annual meeting;
- Track academically-supervised DNP Project hours and submit to the project chair and DNP Program Coordinator at the end of each semester
- Collaborate with project committee and schedule DNP Project proposal and final presentation meetings
- Meet with the PD at least once each semester either in person, by phone, or electronically (e.g., email, Skype, Google Hangout) before registering for courses.

Project Chair

The DNP project chair is a faculty member who has the expertise to function as the primary mentor throughout the development, implementation, and evaluation of the DNP Project. The Project Chair's main responsibility is to advise and assist the student advisee's progression through the DNP Project. The project chair's responsibilities include:

- Meeting the student advisee at least once each semester for a DNP Project update;

- Meeting with the content expert and the student advisee for a DNP Project update as needed
- Assisting with paperwork completion, advising on deadlines and forms, and signing progress and other forms related to the DNP Project, as required;
- Advising and overseeing the development of the DNP Project proposal;
- Along with the DNP Program Coordinator, assisting student in scheduling DNP Project proposal and final presentation meetings;
- Reviewing and providing editorial feedback to the student on their written and oral products of the DNP Project;
- Evaluating the DNP Project products and activities in collaboration with the student's content expert and the third committee member to ensure compliance with CCNE requirements;
- Entering grades for the DNP Project products each semester in consultation with the student's content expert; and
- Assisting students in acquiring funding for the DNP Project, whenever possible.
- Meet with the PD as needed to facilitate student progression

Content Expert

The content expert is a healthcare expert who has the experience to function as the primary mentor at the site or within the system where the student's DNP Project will occur. The content expert's primary responsibility is to advise and assist the student advisee's progression through their DNP Project at the site and/or system. In collaboration with the DNP project chair, the content expert's responsibilities include:

- Meeting with the project chair and the student advisee for DNP Project updates as needed;
- Advising and overseeing the development of the DNP Project proposal;
- Validating the advisee's academically-supervised DNP Project hours at the end of each semester;
- Reviewing and providing editorial feedback to the student on their written and oral products of the DNP Project;
- Serving as a voting committee member at the proposal and final presentation of the student's DNP Project
- Identify availability to attend DNP Project proposal and final presentation meetings
- Evaluating the DNP Project products and activities in collaboration with the student's Project Chair and Third Committee Member to ensure compliance with CCNE requirements; and
- Assisting students in acquiring funding for the DNP Project, whenever possible.

Third Committee Member

The Third Committee Member is a Nursing faculty member with a terminal degree and graduate faculty status who is eligible to sit as a member on DNP committees. The Third Committee Member's primary responsibility is to review and provide feedback to the student about the DNP Project proposal and final product. In collaboration with the DNP project chair and content expert, the third committee/team member's responsibilities include:

- Reviewing and providing editorial feedback to the student on their written and oral products of the DNP Project;

- Identifying availability to attend DNP Project proposal and final presentation meetings;
- Serving as the third voting member at the proposal and final presentation of the student's DNP Project; and
- Evaluating the DNP Project products and activities in collaboration with the student's project chair and content expert to ensure compliance with CCNE requirements.

Per the UHM GD, there can only be three DNP Project Committee members with two of these faculty members from the DON. The third committee member is the content expert for the student's DNP project who must have, as a minimum, a Master's degree.

DNP Project

The purpose of the DNP Project is to make a scholarly contribution to the improvement of patient outcomes through integration of evidence-based practice, quality improvement, and systems leadership. It can be any form of nursing intervention that influences healthcare outcomes through the provision of direct care or management of care or indirect care such as nursing administration, health policy, informatics, or population health (AACN, 2015).

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

Credit Hour Requirements and Tracking of Hours

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

Credit Hour Calculation

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

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

If the post master's DNP student is a graduate of the UHM SONDH Master's program, the following courses are considered academically-supervised practice courses:
- Nurse Practitioner Tracks: NURS 675,
- Population Health Track: NURS 672, or
- Other fieldwork, as appropriate and as specified in the catalog or course description for the course.

The post baccalaureate pathways are designed to meet the AACN credit hour

requirements for academically supervised practice hours.

Credit Hour Tracking

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

DNP Project hours shall be maintained by the DNP student and submitted to the DNP project chair and DNP Program Coordinator each semester. Any form of tracking mechanism can be devised to track these hours; an excel spreadsheet is one option. The DNP student's content expert needs to sign the form each semester to validate the hours.

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

Members of the DNP Project Committee/team are responsible for reviewing and approving the oral and written proposal and final products of the NURS 776 DNP Project. The student is responsible for keeping the Committee/team informed of the scope, plan, and progress of their DNP Project and products.

The written product/s of the DNP Project follows the American Psychological Association (APA) publication guidelines and the [University of Hawaii's Style & Policy Guide](#). In addition, students should review the [GD Guidelines](#) when preparing written products. These guides are intended for Theses and Dissertations; however, DNP students shall refer to the NURS 776 syllabus and the above theses/dissertation directions in order to comply with the GD's requirements for the formatting of the DNP Project scholarly product. Students should consult with their Project Chairs and the DNP PD if they have questions about this aspect of the DNP Project products.

An oral and written presentation of the DNP Project proposal is a required activity of the DNP program. The student has the option of conducting the oral proposal presentation at the DNP project site. Per GD policy, only the student's committee members will be present for the proposal presentation to ensure adequacy of preparation. The final DNP Project presentation is open to the public. If the student and/or the committee/team members are planning to participate off-site, a [Petition for Remote Committee Participation](#) must be completed and filed two weeks prior to the date of the presentations.

Doctor of Philosophy in Nursing Program

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

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

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

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

Program Progression for Students Admitted Prior to 2017 (Part-time Pathway)
A general overview of the timeline for progression in the PhD program for students who were admitted to and enrolled in the program prior to 2017 is as follows:
- Summer year 1, 2 and 3
  - Attend Summer Intensives
- Year 1 (Fall semester) –Year 3 (Spring semester)
  - Enroll in and successful complete all required courses
- Year 2 – Year 3 (Summer semester)
  - Prepare two scholarly papers eligible for peer review to be considered for the comprehensive examination
  - Select members of dissertation committee members
- Year 3 – Year 4
  - Complete the comprehensive examination
  - Defend dissertation proposal (chapters 1 – 3)
  - Confirm dissertation committee chair
  - Submit institutional review board (IRB) application to conduct dissertation study; obtain approval by IRB
  - File Form II (Advance to Candidacy); obtain approval by GD
- Year 4 – Year 5
  - Conduct study, collect data, and complete data analysis
  - Complete writing of chapters 4 and 5
  - Schedule final dissertation defense

- Year 4 – Year 5
  - Public defense of dissertation (Form III)
  - Submit dissertation to the GD (Form IV)

Program Progression for Students Admitted Beginning in August 2018 (Three Year Full-time, Cohort Pathway)

A general overview of the timeline for progression in the PhD program for students who were admitted to and enrolled in the program beginning in 2018 is as follows:

- Summer year 1, 2 and 3
  - Attend Summer Intensives
- Year 1 (Fall semester) through Year 2 (Summer semester)
  - Enroll in and successfully complete all required courses for the first year
  - Work with advisor/chair to identify possible committee members
  - Begin to draft a manuscript for submission for publication
  - Begin to identify possible sources of funding for the dissertation research
- Year 2 (Fall semester through Summer semester)
  - Enroll in and successfully complete all required courses for the second year
  - Submit at least one manuscript for publication
  - Draft and submit, with advisor's/chair's approval, proposals for funding
  - Select members of dissertation committee members
  - Take written comprehensive examination during Summer Session II
  - Prepare dissertation proposal
  - Defend dissertation proposal during Summer Session II
  - Submit IRB application for dissertation proposal review and approval
  - Submit Form II (advance to candidacy) with IRB approval letter to GD for approval
- Year 3 (Fall semester through Spring/Summer semester)
  - Conduct study, collect data, and complete data analysis
  - Complete writing of dissertation chapters
  - Schedule final dissertation defense
  - Submit dissertation with all required documents (e.g., Forms III and IV) to GD

Selection of the Comprehensive Examination and Dissertation Committees

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

PhD Comprehensive Examination

The comprehensive examination (see Appendix K) will occur after the student has completed all of the required coursework. Enrollment in NURS 699 "Proposal Development" is not considered a part of the student's coursework. Students enrolled in the PhD Program prior to Fall 2017 must prepare two scholarly papers eligible for peer review in their field of study. Students who enroll in the program after Fall 2017 will be required to complete a written examination.

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

The Proposal Defense

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

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

The Dissertation

Registration in NURS 800 is reserved for students who have completed all required classes, passed the comprehensive examination and the dissertation proposal defense, obtained IRB approval; and have advanced to candidacy (i.e., the, Form II has been submitted to and approved by the GD. The NURS 800 course is taken every semester (with the exception of Summer except if the student intends to graduate in Fall semester) until successful completion and public defense of the dissertation.

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

The Dissertation Defense

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

APPENDICES

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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: • determine the nature and significance of health and health care delivery phenomena;	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.

MASTER OF SCIENCE IN NURSING	DOCTOR OF NURSING PRACTICE	PHILOSOPHY DOCTORATE IN NURSING
1.4 Articulates and actualizes a personal philosophy of nursing that incorporates ethics, values and professional standards.	• describe the actions and advanced strategies to enhance, alleviate and ameliorate health and health care delivery phenomena as appropriate; and • evaluate outcomes. 1.3 Develops and evaluates new practice approaches based on nursing theories and theories from other disciplines. 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. 1.5 Develops and evaluates effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research. 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. 1.7 Advocates for social justice, equity, and ethical policies within all healthcare arenas. 1.8 Designs, implements, and evaluates therapeutic interventions based on nursing science and other sciences.	

2. A competent nurse in an advanced role develops insight through reflective practice, self-analysis, and self care through the understanding of the law.		
2.1 Continually engages in self-reflection, self-care and lifelong learning to contribute to professional development and advanced practice.	2.1 Critically evaluates data-based sources and individual experiences to develop leadership strategies for addressing social, ethical, cultural, economic and political issues related to nursing practice and health care delivery.	2.1 Critically evaluates data-based sources and individual experiences to generate new knowledge that can contribute to the development of strategies for addressing social, ethical, cultural, economic and political issues impacting health care.
3. A competent nurse in an advanced role engages in ongoing self-directed learning and provides care based on evidence supported by research.		
3.1 Critically examines and utilizes evidence-based sources to support advanced practice. 3.2 Identifies amenable to research. 3.3 Participates in the process of evaluating evidence in collaboration with other members of the health care team. 3.3 Maintains competency through the development of a personal plan for lifelong learning and continued professional development. 3.4 Demonstrates initiative and self-direction for seeking ways to improve health and health care.	3.1 Uses analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence of practice. 3.2 Functions as a practice specialist/consultant in collaborative teams that apply current evidence to health care delivery system. 3.3 Critically analyzes epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.	3.1 Develops and uses existing and evolving knowledge to improve nursing education and practice. 3.2 Conducts research to improve and maintain the health of a diverse society. 3.3 Employs translational models for applying research evidence to nursing practice. 3.4 Disseminates innovative outcomes and findings from evidence-based research to improve practice and health care outcomes.
4. A competent nurse in an advanced role demonstrates leadership in nursing and health care.		
4.1 Demonstrates leadership skills and decision making in the provision of nursing care, team coordination, and accountability for care delivery at the micro-systems level. 4.2 Assumes a leadership role for patient safety and quality improvement initiatives. 4.3 Understands how healthcare delivery systems are organized and financed and how this affects patient care. 4.4 Educates a variety of audiences regarding	4.1 Ensures accountability for quality of health care and patient safety for populations with whom they work. • Uses advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems. • Employs principles of business, finance, economics, and health policy to practice initiatives that will improve the quality of care delivery.	4.1 Assumes a leadership role in the development of research and clinical practice models to improve outcomes to meet health care needs of culturally diverse populations. 4.2 Assumes a leadership role when conducting and using research findings and other health information to design and evaluate systems of care for culturally diverse populations. 4.3 Guides, mentors, and supports nursing and other health care professionals in

evidence base for practice decisions. 4.5 Demonstrates the leadership skills required to teach, coach, and mentor other members of the healthcare team.	• Develops and/or monitors budgets for practice initiatives. • Analyzes the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes. • Demonstrates sensitivity to diverse organizational cultures and populations, including patients and providers. 4.2 Demonstrates leadership in the development and implementation of institutional, local, state, federal, and/or international health policy. 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. 4.4 Advocates for the nursing profession within the policy and healthcare communities. 4.5 Develops, evaluates, and provides leadership for health care policy that shapes health care financing, regulation, and delivery. 4.6 Guides, mentors, and supports other nurses to achieve excellence in nursing practice.	the design, conduct and critical analysis of research studies.

5. A competent nurse in an advanced role collaborates as part of a health care team.

5.1 Collaborates to design, coordinate and evaluate patient care. 5.2 Understands other professions' scope of practice, and demonstrates highly developed strategies to support communication among team members, patients, and health care professionals. 5.3 Demonstrates ability to lead inter-professional teams and partnerships.	5.1 Employs effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products. 5.2 Leads interprofessional teams in the analysis of complex practice and organizational issues.	5. Participates in interdisciplinary and interprofessional collaborative team(s) to generate empirical knowledge that improves practice, health care outcomes, and policy change.

5.4 Coordinates comprehensive care for patients within and across settings and among care providers.	5.3 Employs consultative and leadership skills when engaging with interprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.	
6. A competent nurse in an advanced role practices within, utilizes, and contributes to the broader health care system.		
6.1 Brings the nursing perspective to policy development by advocating for policies that improve the health of the public and the profession of nursing. 6.2 Develops and utilizes practice guidelines to improve practice environment. 6.3 Analyzes how policies influence the structure and financing of health care practice and health outcomes on the institutional, local, and state levels. 6.4 Examines the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes. 6.5 Advances equitable and efficient prevention services through population-based health promotion and disease prevention services.	6.1 Designs and implements processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community using national benchmarks to determine variances in practice outcomes and population trends. 6.2 Applies relevant findings to develop practice guidelines and improve practice and the practice environment. 6.3 Disseminates findings from evidence-based practice and research to improve healthcare outcomes. 6.4 Designs, implements and evaluates programs that monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems. 6.5 Educates others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes. 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	6.1 Assumes a leadership role in the political process to improve the quality and safety of health care and advanced nursing education. 6.2 Develops evidence-based educational programs that are accountable to the community of interest in preparation of professional nurses. 6.3 Generates research that analyzes multi-factoral components of health care systems.

	individuals, aggregates, or populations. 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. 6.8 Conducts comprehensive and systematic assessments of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches. 6.9 Educates and guides individuals and groups through complex health and situational transitions.	
7. A competent nurse in an advanced role practices client-centered care.		
7.1 Advocates for patients, families, caregivers, and members of the healthcare team. 7.2 Develops clinical practice guidelines appropriate for diverse cultures. 7.3 Utilizes advanced knowledge of the bio/psycho/social determinants of health when designing, evaluating or implementing care.	7.1 Designs, directs, and evaluates quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care. 7.2 Evaluates consumer health information sources for accuracy, timeliness, and appropriateness. 7.3 Critically analyzes health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.	7.1 Generates new knowledge that supports client centered care for individuals, families and/or communities.
8. A competent nurse in an advanced role communicates effectively and uses technology to support the delivery of health services.		
8.1 Demonstrates effective communication across and within all professional spheres including the interdisciplinary team, peers, clients and the community. 8.2 Uses information technology and research methods appropriately to identify gaps in evidence for practice and collect appropriate and accurate data to generate	8.1 Uses information technology to collect appropriate and accurate data to: • generate evidence for nursing practice; • inform and guide the design of databases which generates meaningful evidence for nursing practice; • design evidence-based interventions;	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.

evidence for nursing practice. 8.3 Analyzes current and emerging technologies to optimize patient safety, cost effectiveness, and outcomes of care. 8.4 Works with a team to implement information technology systems to coordinate and integrate patient care and transitions of care across settings and among healthcare providers. 8.5 Ensures the use of ethical principles and legal policies in the integration and use of patient care and information technologies into care delivery.	• predict and analyze outcomes; • examine patterns of behavior and outcomes; • identify gaps in evidence for practice. 8.2 Analyzes and communicates critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology. 8.3 Demonstrates the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases. 8.4 Develops and sustains therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.	
9. A competent nurse in advanced role demonstrates clinical judgment and critical thinking in the delivery of care of clients while maintaining safety.		
9.1 Critically analyzes the best evidence to determine practice implications. 9.2 Integrates knowledge of nursing and related sciences. 9.3 Designs care for a clinical or community-based population. 9.4 Uses quality improvement practices to ensure patient safety and the highest quality nursing care. 9.5 Demonstrates the communication skills required for peer review, reporting of errors, and professional writing. 9.6 Identifies factors to mitigate risks in the practice setting. 9.7 Uses epidemiological, social, and environmental data for drawing inferences regarding the health status of patient populations and interventions to promote and preserve health and healthy lifestyles.	9.1 Demonstrates advanced levels or clinical judgment, systems thinking, and accountability when designing, delivering, and evaluating evidence-based care to improve patient outcomes. 9.2 Uses conceptual and analytical skills when evaluating the links among practice, organizational, population, fiscal, and policy issues.	9.1 Systematically investigates a focused area of inquiry to advance knowledge about health care in culturally diverse populations.

Appendix B

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

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community, or population.

3. The nurse promotes, advocates for, and protects the right, health, and safety of the patient.

4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

6. The nurse, through the individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

7. The nurse, in all roles and settings, advances the profession through the research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Appendix C

SCHOOL OF NURSING & DENTAL HYGIENE

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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,

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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

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MEMORANDUM OF UNDERSTANDING BY AND BETWEEN
THE TEAM MEMBERS OF THE

Title of Project: _____

Date: _____

The purpose of this agreement is to clearly delineate authorship and contribution to 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: _____

<u>Entire Agreement.</u>
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).

<u>Signatures:</u>

       First Author: _____   Date: _____

       Second Author: _____   Date: _____

       Third Author: _____   Date: _____

       Fourth Author: _____   Date: _____

Appendix D

SCHOOL OF NURSING & DENTAL HYGIENE

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**Policy on Essential Functions Required by the Nursing Program
for Student Admission, Continuation, Graduation, and Disability Accommodation[*]**

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 Nursing program that must be met for admissions, continuation, graduation, and disability accommodation.

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

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

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[*]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. <u>Motor Skills</u>. 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. <u>Cognitive Abilities</u>. 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. <u>Behavioral Health</u>. 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.   <u>Emotional Health</u>. 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.

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/.../Fit%20for%20Duty%20w%20Demands_6_5_2014.docx
    The Alabama College System Nursing Programs Essential Functions. (2016) Accessed April 20, 2018.
        http://www.jeffersonstate.edu/wp-content/uploads/sites/108/2015/04/Nursing-Essential-Functions-2016.pdf
    University of Hawaii John A. Burns School of Medicine. (2016). *Policy on essential functions required for the MD program for
        admissions, continuation, and graduation and disability accommodation.* Honolulu, HI.

Appendix E

NURSING
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Department of Nursing Graduate Program
Student Learning Improvement Plan (SLIP)

The purpose of the Student Learning Improvement Plan is to explicitly clarify expectations and identify what is required for the student to be successful.

Course Title/Other _____

Description of event(s) e.g., dates of event, objective report of circumstances of the event(s), student behavior and responses, academic progression per milestones, requirements of the code of conduct, or other issues and expected outcome:

Required steps for student success in order of priority*

Student comments

I have read the above, have discussed it with the faculty, understand the performance expectations, and I agree to carry out the required steps above to fulfill the performance expectations and have received a copy.

Student:	Faculty:
_____	_____
Name (print) Signature Date	Name (print) Signature
Date	

Final Outcome/Resolution:

Student:	Faculty:
_____	_____
Name (print) Signature Date	Name (print) Signature Date

*Additional pages may be added for re-evaluation, as necessary

Approved by the DNP CESA Committee 12/07/15, MCESA 1/25/16 and PhD 1/29/16
Original: Faculty
Copy: Student, Program Director, Graduate Chair, Department Chair, OSS

Appendix F

SCHOOL OF NURSING & DENTAL HYGIENE

UNIVERSITY of HAWAI'I at MĀNOA

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

Purpose

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

Definition

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

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

Policy

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

Course Waiver Policy & Procedure

Course Waiver Policy

1. Only those courses taken within the past seven years may be waived, if all other criteria are met.

2. The prior course that is the basis for the waiver request must:

    a. Have at least the same number of credits as the course that is being considered for the waiver
    b. The student must have received a grade of B or higher in the course, OR a grade of Pass - if the course was a practicum and offered only for a Pass / Fail grade at the

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former university (as indicated in the course catalogue)

3. Courses may not be used for credit if they have been used for acquiring another degree (e.g., undergraduate, graduate degree).

4. Courses may not be waived on the basis of prior experience.

Course Waiver Procedure

1. When a student decides that s/he wishes to have a course waived, s/he should make the request to the Program Director for their specialty area. The student will present the Program Director with the following materials:

    a. A copy of the syllabus for the previously completed coursework AND a transcript for the course with illustrates the grade
    b. A copy of the syllabus for the UHM Department of Nursing program course
    c. A completed copy of the UHM Graduate Division *Petition to Substitute or Waive a Course* form

2. The Program Director will review the submitted materials and compare to the program course that is being considered for waiver to the UHM course, make a determination and a recommendation to the Graduate Chairperson.

3. The Graduate Chairperson will also review the documents, consider the recommendation and (1) enter the decision on the UHM Graduate Division Petition to Substitute or Waive a Course form; (2) communicate the decision to the Program Director; (3) forward the original completed, signed form to the UHM Graduate Division, and a copy to the Department of Nursing Office Student Services.

4. The Program Director will notify the student about the decision regarding the course waiver and review and or revise the student's program pathway accordingly.

Substitution of a Course Policy & Procedure

Substitution of a Course Policy

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

Substitution of a Course Procedure

1. The Student will discuss their program pathway with their Program Director and determine if there is a need to substitute a course in their program. If yes, then the UHM Graduate Division *Petition to Substitute or Waive a Course* form will be completed.

2. The Program Director will communicate this recommendation to the Graduate Chairperson.

3. The Graduate Chairperson will (1) enter a final decision on the UHM Graduate Division Petition to Substitute or Waive a Course form; (2) communicate the decision to the Program Director; (3) forward the original completed, signed form to the UHM Graduate Division, and a copy to the Department of Nursing Office Student Services.

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

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

SONDH Policy No: SA 2

Appendix G

SCHOOL OF NURSING & DENTAL HYGIENE
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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 SONDH students fulfill course-related and graduate required off-campus fieldwork experiences.

All graduate students conducting fieldwork (i.e., Master's thesis or Capstone, DNP Project, or Dissertation) are required to have a signed Memorandum of Understanding (Affiliation Agreement) with the project site. PhD students, prior to the conduct of any research (e.g., N777; N800), must inquire whether the organization/ site requires the establishment of an affiliation agreement. If the organization does require an affiliation agreement the UH SONDH Guidelines for Establishment of Affiliation Agreement must be followed.

If an MOU with a facility is not currently on the "Affiliation Agreement List", students and faculty will submit a request to Office of the ADAA, Academic Program Coordinator, Ms. Ashley Spencer at aes@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 Academic Affairs Project Coordinator 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 Academic Program Coordinator for a status update. If the organization has not yet returned the agreement to the Academic Program Coordinator, it is the responsibility of the requesting faculty member to contact the organization.

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

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GEPN Pre-licensure Program Outcomes/Competencies

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 health care 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 client.

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 health care 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 health care 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.

Appendix I

Timeline for Certification Examination for Nurse Practitioner DNP Students

500 Hours of Advanced Nurse Practicum (NP) Completed (NURS 675, 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 Last Day of Instruction	DNP NP Specialty Program Coordinators DNP PD	Year 3 SS1, Week 1	DNP Program Coordinator to schedule	Year 3 SS1, Week 1	Year 3 End of SS1	Students to apply DNP NP Specialty Coordinators & DNP PD confirm application and examination date	a, b, c

SS1 = Summer Session 1
a = Documented in Graduate Student Handbook, entered/monitored by Program Director
b = UHM SONDH Office of Student Services Graduation Eligibility Check
c = Graduate Chair Graduation Eligibility Final Review and Approval

Appendix J

Selection and Composition of PhD Dissertation Committee

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

Committee Composition

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

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

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

The Dissertation Chair

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

It is the responsibility of the chair and the student to keep all members of the committee informed of the scope, plan, and progress of both the research and dissertation. A dissertation style-guide for preparation of the dissertation can be obtained from GD Web.

Change in Committee Membership

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

Useful considerations in selecting committee members include:

- Expertise of potential committee members.
- Discuss possible committee members with the committee chair/ advisor.
- Determine Graduate status of potential committee members. This information can be found in the University of Hawai'i Catalog under the appropriate department heading. http://manoa.hawaii.edu/graduate/content/select-committee-member

Appendix K

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**PhD Program
Comprehensive Examination Rubric**

Research Competencies (Development of the Science)

Program Learning Outcomes	Expected Performance	Rating: – Does not meet – Meets – N/A	Comments
Knowledge and ability to integrate theory, course content, philosophy, and ethical principles in research	Describe foundation of theory, philosophy and concepts		
	Master knowledge across course content: A. Quantitative		
	B. Qualitative		
	C. Instrumentation		
	D. Research design		
	Master in-depth knowledge in a substantive area		
	Critique and integrate different perspectives including theoretical/ conceptual frameworks in the ongoing conduct of research		

Program Learning Outcomes	Expected Performance	Rating: − **Does not meet** − **Meets** − **N/A**	Comments
	Adhere to standards of integrity and apply ethical principles in use of human subjects in research		
Ability to apply skills in research operations, design, and analysis	Study Design: Conduct a literature search, critique, and synthesis, noting strengths, weaknesses, limitations, and gaps in the evidence		
Ability to work collaboratively with interdisciplinary research teams	Use interprofessional skills in communication, professionalism, shared problem-solving, shared decision making, and conflict resolution as a contributory member of multidisciplinary teams		

Stewardship of the Discipline

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

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

Appendix L

NURSING
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PhD Program
Dissertation Proposal Rubric

Development of the Science

Program Learning Outcomes	Expected Performance	Rating: – **Does not meet** – **Meets** – **N/A**	Comments
Knowledge and ability to integrate theory, course content, philosophy, and ethical principles in research	Master in-depth knowledge in a substantive area		
	Critique and integrate different perspectives including theoretical/ conceptual frameworks in the ongoing conduct of research		
	Adhere to standards of integrity and apply ethical principles in use of human subjects in research		
Ability to apply skills in research operations, design, and analysis	Study Design: A. Conduct a literature search, critique, and synthesis, noting strengths, weaknesses, limitations, and gaps in the evidence		
	B. Identify measurement and conceptualization issues of studies		
	C. Design pragmatic and high quality studies that are consistent with the problem, purpose, and theoretical/conceptual framework		

Program Learning Outcomes	Expected Performance	Rating: – **Does not meet** – **Meets** – **N/A**	Comments
	D. Critique and apply strategies for conceptualizing and operationalizing variables		
	Data Management/Analysis A. Develop a systematic approach to data management including development of dataset, data entry, cleaning, tracking, and maintaining confidentiality		
	B. Use appropriate data analysis techniques and/or new forms of data processing (e.g., big data) consistent with the purpose and design of a study		
	Communication A. Engage colleagues from nursing and other disciplines to gain their perspectives on research agendas and approaches to develop multidisciplinary research frameworks		
	B. Use perspectives from nursing and other disciplines to inform research agendas and approaches for the development of multidisciplinary research frameworks		
Ability to work collaboratively with interdisciplinary research teams	Use interprofessional skills in communication, professionalism, shared problem-solving, shared decision making, and conflict resolution as a contributory member of multidisciplinary teams		

Stewardship of the Discipline

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

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

Appendix M

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**PhD Program
Dissertation Defense Rubric**

Research Competencies (Development of the Science)

Program Learning Outcomes	Expected Performance	Rating: – Does not meet – Meets – N/A	Comments
Knowledge and ability to integrate theory, course content, philosophy, and ethical principles in research	Master in-depth knowledge in a substantive area		
	Critique and integrate different perspectives including theoretical/ conceptual frameworks in the ongoing conduct of research		
	Adhere to standards of integrity and apply ethical principles in use of human subjects in research		
Ability to apply skills in research operations, design, and analysis	Study Design: A. Conduct a literature search, critique, and synthesis, noting strengths, weaknesses, limitations, and gaps in the evidence		
	B. Identify measurement and conceptualization issues of studies		
	C. Critique and apply strategies for conceptualizing and operationalizing variables		
	Data Management/Analysis: A. Develop a systematic approach to data management including development of dataset, data entry, cleaning, tracking, and maintaining confidentiality		

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Program Learning Outcomes	Expected Performance	Rating: – **Does not meet** – **Meets** – **N/A**	Comments
	B. Use appropriate data analysis techniques and/or new forms of data processing (e.g., big data) consistent with the purpose and design of a study		
	Study Implementation A. Implement the study, using appropriate technical and IT skills		
	B. Interpret the results in light of existing literature, noting implications for practice, education, research, and policy		
	Communication A. Use audience-appropriate strategies including peer-reviewed publications and presentations to target lay and professional audiences both within and outside the discipline		
	B. Engage colleagues from nursing and other disciplines to gain their perspectives on research agendas and approaches to develop multidisciplinary research frameworks		
	C. Use perspectives from nursing and other disciplines to inform research agendas and approaches for the development of multidisciplinary research frameworks		
Ability to work collaboratively with interdisciplinary research teams	Use interprofessional skills in communication, professionalism, shared problem-solving, shared decision making, and conflict resolution as a contributory member of multidisciplinary teams		

Stewardship of the Discipline

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

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

Appendix N

PhD Comprehensive Examination

Purpose

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

Evaluation Criteria

The student will be evaluated using the criteria of "pass or fail" (see Appendix K - PhD Comprehensive Exam Rubric). A majority vote of the committee is required to pass. A student who fails any portion of the comprehensive examination twice will be dismissed from both the graduate program and the UHM by the Office of Graduate Division.

Students Enrolled Prior to Fall 2017

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

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

Procedure

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

Timeline for Students

1. Four weeks before the comprehensive examination the student will:
   - Contact the Doctoral Program Coordinator to schedule the comprehensive examination (e.g., date, time, location), arrange for IT support and any equipment that might be needed.

- Contact the Doctoral Program Coordinator to schedule Information Technology (IT) support for a two-hour block of time if any committee member will not be attending in person so remote access can be arranged. This includes completion of the remote access request form.
- Submit copies of the two scholarly papers eligible for peer review to all committee members.

2. One week before the comprehensive examination, the student will:
    - Schedule training sessions for committee members who are attending on-line (if needed).
    - Confirm the location, date, and time of the comprehensive examination with all committee members.

3. Day of the comprehensive examination:
    - Make sure all committee members have copies of the necessary materials**.**

Timeline for Committee Members

1. Four weeks before the comprehensive examination: the committee members will:
    - Review the two scholarly papers eligible for peer review.
    - Determine the student's readiness to proceed.
    - Agree to a date and time for the defense.

2. Two weeks before the comprehensive examination the committee members will:
    - Notify the committee chair if there are concerns regarding the student's readiness.

3. One week before the comprehensive examination the committee members will:
    - Submit at least two questions relevant to the two publishable papers to the committee chair.

4. Comprehensive examination day
    - Be prompt and be prepared.

Procedure for the Comprehensive Examination

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

Students Enrolled After Fall 2017

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

Procedure

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

Students are responsible to:

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

Appendix O

PhD Proposal and Final Defense

Proposal Defense

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

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

Scoring Evaluation Criteria

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

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

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

Timeline for Students

1. Four weeks before the comprehensive examination the student will:
   - Contact Doctoral Programs' Coordinator to schedule the proposal defense. Provide the date, time (2 hours).
   - Contact the Doctoral Programs' Coordinator to schedule Information Technology (IT) support for a two-hour block of time if any committee member will not be attending in person.
   - Reserve any equipment necessary for the proposal defense.
   - Submit copy of the proposal to all committee members.
2. One week before the proposal defense, the student will:
   - Schedule training sessions for committees who are attending on-line (if needed).
   - Confirm the location, date, and time of the proposal defense with all committee members.

3. Day of the Proposal Defense:
   - Make sure all committee members have copies of the necessary materials.

Timeline for Committee Members

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

Procedure for the Proposal Defense

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

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

Dissertation Defense

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

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

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

Scoring Evaluation Criteria (see Appendix M Dissertation Defense Rubric)

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

Procedure

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

1. Discuss their level of readiness with the committee chair.
2. Determine the modality of the dissertation defense (distance or face-to-face).
3. Negotiate and determine the date/time (2 hours) with chair and committee members. The student must notify the Doctoral Program Coordinator with the date, time and location of their comprehensive exam. The student must also notify the Doctoral Program Coordinator if any of the committee members will be attending the dissertation defense remotely.

Timeline for Students

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

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

Timeline for Committee Members

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

Procedure for the Dissertation Defense

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