



NURSING

UNIVERSITY of HAWAI'I at MĀNOA

Leadership • Excellence • Innovation

Graduate Nursing Programs Student Handbook August 2015 - July 2016

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INTRODUCTION

WELCOME TO THE DEPARTMENT OF NURSING OHANA!

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

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 Hawai'i's unique cultural diversity and heritage, the SONDH is committed to increasing the representation of Native Hawaiian and other underserved people in all nursing and dental hygiene programs.

Program Outcomes and Program Competencies

The Department of Nursing program outcomes are located in Appendix A and program competencies are located in Appendix B.

Accreditation:

The baccalaureate, master's, and DNP degree programs in nursing at UH Mānoa are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

UH Mānoa Catalog

The information contained in this handbook is supplemental to, but does not replace, the information in the UH Mānoa Catalog at <http://www.catalog.hawaii.edu/> and the UH Mānoa Academic Policies and Procedures <http://www.studentaffairs.Mānoa.hawaii.edu/policies/>

The University of Hawai'i at Mānoa (UHM) Equal Opportunity and Affirmative Action Policy

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

For employment-related EEO issues:

Mie Watanabe, Director EEO/AA
Administrative Services Bldg1-102
Phone: (808) 956-7077 (voice/text)
Email: eeo@hawaii.edu

For student/educational EEO issues:

Lori Ideta, Interim Vice Chancellor for Students
Queen Lili'uokalani Center for Student Services, Room 409
Phone: (808) 956-3290 (voice/text)
Email: vcs@hawaii.edu

UH MĀNOA CAMPUS RESOURCES

Campus Security

To contact a security officer in the Campus Security Office, call (808) 956-6911, Monday-Friday 7:45 a.m. - 5:00 p.m.; and for after-hours access dial 0. Emergency call boxes indicated by a blue light, are located strategically throughout the campus. These phones connect you immediately with the Campus Security Office. During the hours of darkness, an escort service is available on Campus by calling (808) 956-8211. 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 thefts to Campus Security. Lock cars and motorbikes. Do not walk on campus alone at night.

UH Mānoa Catalog

The UH Mānoa Catalog includes undergraduate and graduate requirements, academic standards, regulations, financial aid information, and school programs. The catalog is available for purchase at the UHM Bookstore. This publication is also available in an alternate format on the Web at <http://www.catalog.hawaii.edu>. 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.

Career Services

The UHM Career Services Office is located in Queen Lili'uokalani Center for Student Services Room 212, phone (808) 956-8136. The Career Services Office offers the following programs to provide assistance in career searches: 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.

The 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 Lili'uokalani Center for Student Services Room 312, phone (808) 956-7927.

Student ID

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

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

E-mail – UH email account

Students in the Department of Nursing have the opportunity to communicate with faculty and other students via a UH e-mail account. New students request a username via the MyUHportal. UH Information Technology Services will notify students of account activation. Passwords are required for all UH email accounts. After receiving your email address, you access your UH email via personal electronic devices or you may use the computers in the Student Lounge (Webster 206).

If you do not have a UH email account you may request one from the Information Technology Services website at <http://www.hawaii.edu/account>. You will need to use your email username and password to log in to myuhportal at <https://myuh.hawaii.edu/cp/home/displaylogin>.

Virus Protection

University of Hawaii (UH) Information Technology Services (ITS) provides software, services, and technical support to protect the UH community against computer viruses and security threats: To download the anti-virus software free of charge, please visit this website <http://www.hawaii.edu/askus/1254>

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. The office is located in the Queen Lili'uokalani 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.

Information about financial aid is available at the OSS, School of Nursing and Dental Hygiene, Webster Hall 201, telephone (808) 956-8939. The University of Hawaii's Computer-Assisted Scholarship Help (CASH) is available at <http://dbserver.its.hawaii.edu/cash/>.

KOKUA Program

KOKUA 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, email, at (808) 956-7511 or (808) 956-7612 (voice and text), or kokua@hawaii.edu or visit the office at Queen Lili'uokalani Center for Student Services 013.

UH Information Technology

Information Technology Services (ITS) offer a HELP DESK Email: help@hawaii.edu Phone: (808) 956-8883. Toll Free (neighbor isles): (800) 558-2669. System Status: (808)956-6168. The UH ITS office provides technical assistance and general information about campus computing services. Visit the web address for further information including hours of operation: <http://www.hawaii.edu/help>.

Lost and Found

The UHM Lost and Found Office is located in the Campus Center, Room 211, phone (808) 956-7236. There is also a SONDH Lost and Found in the OSS, Webster 201, (808) 956-8939.

Name, Address & Telephone Changes

The Office of Admissions & Records, Queen Lili'uokalani Center for Student Services Room 001, (808) 956-8975, and the OSS must be informed of name, address, telephone number, and e-mail address changes. Official change of information with the Admissions & Records Office may be registered in person or online by using the myUHportal website "View/Update My Address(es) and Phone(s)" option at <http://myuhportal.hawaii.edu>. Additionally, change of information should be registered with the School of Nursing, OSS. This may be accomplished in person at Webster 201 or by printing out a "Change of Vital Information Form" online at http://www.nursing.hawaii.edu/oss_forms, then submitting by mail.

Outreach College

The Outreach College is commissioned with enhancing access to quality life-long learning opportunities for traditional and nontraditional students at the University of Hawai'i. 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 webpage. 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 myUHportal website at <http://myuhportal.hawaii.edu>, Fax (808) 956-3752, by mail, or in person. For additional information on credit programs contact the Outreach College at (808) 956-6780.

Schedule of Classes

The UHM Schedule of Classes is distributed 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 at <https://www.Star.hawaii.edu/scholarship>. 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: www.hawaiicommunityfoundation.org.

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 Hawai'i Libraries

The UHM's Hamilton, Sinclair and John A. Burns School of Medicine Health Sciences libraries comprise the largest collection of research materials in the state and Pacific Basin. Collections total more than 25,000 journals and periodical titles. ScienceDirect and EBSCOhost databases provide searchable full text access to more than 5,000 journals and magazines; full text access is limited to UH students and faculty. More than 150 electronic databases covering a variety of subjects are searchable (by topic or title) from the Library's "Databases and Indexes" link at <http://libweb.hawaii.edu/uhtmlib/index.htm>. Relevant nursing and allied health databases, including CINAHL, ERIC, PsychINFO, and PubMed, may also be searched from the Science & Technology Reference web site <http://www.hawaii.edu/libraries/>

Hamilton Library and the Hamilton Library Annex are located on Maile Way, next to Paradise Palms restaurant. Information is available from the University of Hawai'i Libraries home page at <http://libweb.hawaii.edu/uhtmlib/index.htm>. In addition, Caroline Dennison, the SONDH librarian, is available to assist students via appointment, phone, or distance technology. Contact information: (808) 956-2541 or cdenniso@hawaii.edu.

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 (<http://www.sinclair.hawaii.edu/wavc/>) 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.

The Hamilton and Sinclair libraries are important resources for UHM students. New students activate their library account after obtaining student IDs from the Campus Center ID/Information Window. New students must bring their new ID to the circulation desk of either Hamilton or Sinclair library and fill out the application form. Incoming graduate students who opened their UHM library account as an undergraduate should present their

new ID card to take advantage of graduate classification. Returning students with activated UHM library account do not need to file any new forms at the beginning of each semester unless they have new contact information to report. For students who do not reside on Oahu, upon receiving your UHM bar code by mail, activate the account via the internet (<http://library.manoa.hawaii.edu/>

John A. Burns School of Medicine Health Sciences Library 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 Hawai'i's Hamilton Library and with the newly-formed Medical Libraries Consortium of Hawai'i.

Features Include:

- Convenient location: ground floor, Medical Education Building, 651 Ilalo St., Honolulu, Hawai'i 96813.
- Computer workstations are available for public as well as student use in the main library.
- Computer lab/classroom equipped with 30 computers for individual or classroom use.
- Individual study carrels in stack area.
- Wireless capability throughout the library for UHM affiliates.

Services include:

- Reference assistance for the following: telephone service, assistance with literature searching, provision of quick answers, and help/advice with more in- depth inquiries.
- Individual and classroom instruction in the use of the resources.
- Reserve collection
- Assistance with interlibrary loan requests and document delivery. For more information, please visit <http://www.hawaii.edu/hslib/>

SCHOOL OF NURSING AND DENTAL HYGIENE RESOURCES

Office of Student Services

The **Office of Student Services** (OSS) provides a variety of student services for the School of Nursing & Dental Hygiene from pre-admission to graduation and beyond. The services of this office include: responding to inquiries, processing/tracking admissions, academic advisement, facilitation of scholarships/awards, monitoring progress toward degree and certification of graduation. OSS also maintains and monitors records of student's information (i.e., records of immunization, CPR, active registered nurse licensure, and others) required by clinical agencies affiliated with UHM nursing programs.

Nursing Veteran's Services

The program is designed to facilitate veteran student success in the nursing program from admission to graduation and beyond. The program aims to increase the number of BS prepared nurses in Hawai'i, improve employment opportunities for veterans, and provide support services. Veteran students participating in the Veterans to Nurses program may enroll in any of the UH Mānoa Nursing pathways. Veterans with military medical training and experience may be able to receive academic credit towards completion of a nursing program with the goal to decrease time to graduation. For additional information visit <http://www.nursing.hawaii.edu/veteranstudentresources>

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 for word processing needs. Hours of operation are Monday - Friday, 8:00 a.m. to 10:00 p.m.

Information Services

The School of Nursing and Dental Hygiene 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 UH login and printing accounts for students. 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 (UH THSSC), located in Webster Hall third floor, provides a place for students to learn and practice skills perform in the clinical setting. The UH THSSC utilizes state-of-the-art simulation equipment such as beds, training mannequins, hospital-type equipment, audio-visual materials, computer programs, and a limited reference library. In addition, the UH THSSC is home to high fidelity patient simulators which 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. Signup 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 agreement 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 who have class sessions 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.

For a virtual tour and more information on the UH THSSC please visit <http://thssc.nursing.hawaii.edu/>

‘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 School of Nursing and Dental Hygiene (SONDH) in 2001 and the goal is to provide Native Hawaiian and Pacific Islander students with access to quality nursing education at the baccalaureate, graduate and doctoral level. 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. For more information please visit <http://www.nursing.hawaii.edu/IKEAOPONO>

ACADEMIC INFORMATION GENERAL INFORMATION FOR ALL 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. For specific information refer to [University of Hawai‘i at Mānoa Academic Grievance Procedures](#), May 1993.

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.

Academic Progression

The goal of all SONDH programs is to ensure the successful and timely completion of degree requirements.

The graduate nursing curricula are based upon a framework for students to gain knowledge in logical progression, where one course builds on another. Courses are taken in sequence so learning from one course supports a student's work in the next or concurrent courses. Students are expected to follow the curriculum pathway in place upon their formal admission with the guidance of the Specialty Program Director (SPD) for or their assigned Doctoral Advisor/Chair.

The Office of Graduate Education (OGE) sets forth the academic policies for graduate students. It is the student's responsibility to be knowledgeable about the OGE's Academic Policies. These policies relate to the following areas: registration, withdrawal, enrollment and course loads, course applicability, transfer of credits, credits by exam, undergraduate excess credits, 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 OGE's Graduate Division website and are available to students for review and further clarification at <http://manoa.hawaii.edu/graduate/content/enrollment-policies>

Student Advisement

Procedure New classified graduate students should meet with their SPD or PhD Advisor for advice about their academic schedule prior to registering for their first semester courses. Continuing classified graduate students should arrange a meeting with their SPD or PhD Advisor once each semester thereafter. Advising may occur face-to-face, by telephone or online. Making appointments with faculty for advising sessions is the responsibility of the student.

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 School of Nursing and Dental Hygiene.
- Monitoring their grades and academic progression and reviewing these with their SPD or PhD Advisor during advising sessions
- Contacting their SPD or PhD Advisor to schedule advising sessions

Specialty Program Directors'/PhD Advisors' services are as follows:

- Review of the program's pathway with the student
- Approval for various courses outside of the set pathways, such as course transfers or waivers
- Approval of changes in the student's pathway including student requests for course waivers or transfer of credits
- Requirements for credentialing/certification/examinations
- Advise graduate students regarding their academic progress every semester, and more frequently as indicated (e.g., when students are in academic jeopardy)
- Confirm completion of required coursework and requirements for the graduate degree
- Confirm academic progress and graduation certification with the Graduate Chair (GC)

Students enrolled in the PhD Program should review Appendix J. PhD Faculty Advisor Responsibilities, and those enrolled in the DNP Program should also review Appendix I. DNP Project Chair and Content Experts' Roles and Responsibilities

Program Director (PD) The respective PD is available for advising when the SPD or PhD Advisor is unavailable. Additionally, if the student requires assistance with any problems not resolved by the SPD or PhD Advisor, the PD should be contacted.

Graduate Chair (GC) The GC is also available for advising when the student's SPD or PhD Advisor and/or the PD are unavailable. Additionally, if the student requires assistance with any problems not resolved by the SPD or PhD Advisor and/or the PD, the GC should be contacted.

Graduate Academic Advisor Graduate academic advising is also available by the OSS, Webster Hall 201, gradnurs@hawaii.edu or (808) 956-3519. The Graduate Academic Advisor is available to assist students' progress through the program and can assist with matters related to the Office of Graduate Education.

Changing Advisors Master's and DNP students are advised by their individual SPD; therefore, changing advisors is not an option. However, Master's students who are in need of further guidance can contact the Graduate Chair.

Doctoral students' (PhD & DNP) Dissertation or Project interests may change as they progress through their programs. Therefore, it is possible to change PhD Advisors and DNP Project Chairs. Students may change these Advisors/Chairs throughout their program. To do so, the student should:

- First, consult with their current PhD Advisor or DNP Project Chair;
- Second, speak with the potential new PhD Advisor or DNP Project Chair; and
- Third, notify the Doctoral PD in writing or email when consensus is reached between the student, and former and new Advisors/Chairs.

The Doctoral Advisor/Chair may also institute a change of advisor using the same process with the student. Specific to DNP students, Content Experts may also be changed with the agreement of the student and the DNP Project Chair and Content Expert.

New Student Orientation

Attendance at new student orientation session in the Graduate Entry Program in Nursing (GEPN), Master's, and doctoral programs is mandatory. The information presented in these sessions 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 Program Director in advance. The graduate PDs will determine what arrangements can 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 Intensives).

Computer Requirements

Some courses in various programs may be delivered via 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. Students are expected to utilize the assigned UHM email address for all email correspondence, and maintain access to a computer and the Internet while enrolled in courses offered via the web. Every entering student is expected to own a laptop computer with wireless internet capabilities meeting published minimum performance standards. Recommendations and requirements for computer hardware and software configuration are listed at <http://www.hawaii.edu/askus/585>. If you are considering purchasing a computer, visit [UH ITS computer recommendations](#).

Graduate Course Registration Process

Registration is accomplished by connecting electronically to the MyUHportal at <http://www.myuh.hawaii.edu>.

Per the OGE, all graduate students must maintain enrollment of at least one credit each Fall and Spring semester or they will be regarded as withdrawn from the program and must apply for readmission to continue their programs of study. DNP students must register for a minimum of seven credits each Fall and Spring semester and a minimum of one N776 credit during each Summer session. Per the OGE, PhD students are not required to register for Summer course work. However, some required courses in the graduate nursing pathways are only offered during the Summer sessions. Student must register for the courses when offered. Refer to the current UHM Catalog at <http://www.catalog.hawaii.edu/grad-ed/enrollmentreq.htm> for additional information.

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 licensure from their State Board of Nursing) no later than the end of the first semester of their graduate courses. If a student is unsuccessful in passing the NCLEX-RN and is without evidence of licensure as a RN by the end of their first

semester, the student must apply for a leave of absence [LOA] until successful passing of the NCLEX-RN examination. Students should refer to the policy on leave of absences and maximum amount of time allowed for LOAs. Students with loans who are required to take an LOA should contact the UH Mānoa Financial Aid Services to explore possible options related to scheduling student loan repayment.

Only students accepted in majors in nursing (Classified Students) are allowed to register for clinical nursing courses. Classified graduate nursing students may only register for the courses listed in their Program's 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, and certified nurse-midwives) enrolling in graduate nursing courses must provide evidence of current national certification in addition to a current RN licensure.

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".

Orientation to Courses

Each course taught in the SONDH has a syllabus that provides essential information specific to the course (e.g., student learning objectives, required texts and readings, required assignments, faculty contact information, etc.). 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

According to the OGE, all graduate students must maintain an overall GPA of 3.0. If a graduate student does not maintain a GPA of 3.0 she/he will be placed on academic probation by the OGE Graduate Division (refer to Academic Jeopardy section of this Handbook).

SONDH Graduate Program Grading Policy

All courses in the SONDH graduate nursing curricula (clinical and 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. The OGE does not accept credit/non-credit (CR/NC) as applicable towards a graduate degree.

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
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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.

SONDH Graduate Program Policy

Graduate students receiving less than 80% (the minimum percent for a grade of “B-”) in a nursing course may not progress in their program and must repeat and pass the course with at least 80% as soon as it is offered again. For courses requiring a “pass”/“fail” or “credit”/“no credit”, students must receive either a “pass” or “credit” otherwise they must repeat and successfully complete the course when it is next offered. The faculty of the course in which a student is enrolled and is receiving less than 80%, a “fail” or “no credit” grade will notify the student’s PD (for MS students) or their faculty advisor (for doctoral students), and the GC about the student’s status. Students receiving less than 80% in more than one nursing course (including a course they are repeating) will be dismissed from the nursing program and are not eligible for readmission.

Academic Progression – conditions for being at risk of failing a didactic or clinical course, not progressing or being dismissed from the program

Graduate students who fail to meet the minimum overall GPA of 3.0 are placed on academic probation by the Office of Graduate Education (OGE). Students who fail to attain a 3.0 GPA during a probationary semester will be unable to register for courses. Refer to the current OGE policy at: <http://manoa.hawaii.edu/graduate/content/academic-progress>

All graduate nursing students 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. The student who earns less than 80% or Fail in more than one course 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 Leave of Absence (LOA) and may be able to take the course when it is next offered with the next incoming cohort of students.

Learning contracts are developed to identify student performance problems and help the student understand expectations for success in the course. When a student is not meeting the expectations of a clinical/fieldwork course, the faculty will develop a learning contract defining the problem and defining student performance to meet the expected learning outcomes of the course learning contract will specify the consequences of not meeting the outlined expectations. The student’s signature indicates evidence of acknowledgment of the content of the contract.

SONDH Procedure When a Student is Not Passing a Course

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

- Faculty will notify the student’s SPD or PhD Advisor and the GC when a student is placed on a learning contract as well as the reasons for establishing the contract, the expected outcomes, and consequences if the student does not meet the outcomes.
- 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” in a P/F course) will notify the student in writing and provide guidance for improvement. The faculty will also immediately notify the student’s SPD or PhD Advisor and the GC.
- When a student receives a grade of less than 80% or fail in two courses, the GC and PD will meet with the student to inform the student about the dismissal.
- The GC will notify the Director of the OSS who will send a letter to the student confirming the dismissal, and OSS will notify the OGE.

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 should 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 their performance as needed through faculty guidance.

Academic Grievances

When there is an issue or concern with 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 Department Chair 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 Department Chair will provide the student with a written final decision within 10 work 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 Department Chair's decision.

See the following UHM websites for details:

http://www.studentaffairs.manoa.hawaii.edu/policies/academic_grievance/

The OGE <http://manoa.hawaii.edu/graduate/content/academic-grievance> 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 dissertation committee,
- final defense of the thesis or dissertation,
- infringement of intellectual property.

The student with a non-grade related concern must discuss the matter with the course faculty. If the student is not satisfied with resolution of the matter, the student may file a formal grievance by following the Office of Graduate Education (OGE) formal grievance procedure and filing deadline described at the following website:

<http://manoa.hawaii.edu/graduate/content/formal-grievance>

Professional Conduct Grievance

Grievances involving *professional conduct or dismissal* within the nursing graduate program are handled by SONDH; the final decision making authority rests with the SONDH Dean.

Student Academic Records

Students' academic records are maintained in the OSS for the duration of their enrollment in their programs. Continuing 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 OGE. You may review your academic record online on STAR at

<https://star.hawaii.edu/>

Transcripts

To request a transcript, you must contact the University of Hawai'i at Mānoa, Office of Admissions & Records. Transcript Request Forms are available in the SONDH OSS (Webster 201), Office of Admissions & Records (Queen Lili'uokalani Center for Student Services 001), the University Cashier's Office, (Queen Lili'uokalani Center for Student Services 105), or online at <http://manoa.hawaii.edu/records/transcripts.html>

Student Evaluation of Faculty, Courses and Programs

Effective learning environments evolve from the contributions of faculty and students. This partnership extends to evaluating the effectiveness of courses and SONDH programs. Student feedback is critical to this process and serves as a basis for faculty to make adjustments to courses and our programs. It is considered a part of each student's professional obligation to participate in course and program evaluations. In response to input from students, the DON revises course delivery. In addition to course and program specific evaluations, individual faculty use the eCAFE survey process to gather information to assist them in their continuing professional development. However, the results of the eCAFE surveys are shared with the Department Chair at the discretion of the faculty (i.e., the results are not reviewed by anyone other than the faculty unless the

faculty chooses to share them with the Department Chair). ALL STUDENT EVALUATION INPUT IS CONFIDENTIAL AND ONLY AGGREGATE INFORMATION (i.e., NO STUDENT IDENTIFIERS ARE USED) OR SHARED WITHIN THE DEPARTMENT OF NURSING.

Faculty and Course Evaluation The student DON course evaluation report data is collated by the Office of the Associate Dean for Academic Affairs (ADAA) and then forwarded to the GC. The GC reviews the information and those evaluations not meeting school benchmarks are referred to the appropriate Curriculum and Evaluation Committee (for course deficiencies, possible revisions) or, if faculty issues are evident, to the Department Chair. Action plans to improve these courses are developed, implemented and evaluated when the courses are next offered.

Annual Program Evaluation During the spring semester, the Annual Program Evaluation will be distributed to all students. The purpose of this survey is to capture students' experiences of the program in which they are enrolled. 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 results are reviewed by the SONDH administrative team (Dean, Associate Dean and Department Chair) as well as 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 PD or designee.

PROGRESSION TOWARD DEGREE

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

Transfer of previously completed graduate and PBU credits for any of the Master's program's courses must follow the OGE Graduate Division's policy. For more detailed information about the procedures for transfer of Master's credits from another higher institution of learning to the Master's program at UH, refer to the OGE Graduate Division website at <https://manoa.hawaii.edu/graduate/content/transfer-pbu-credits>.

The official policy of the OGE regarding the transfer of credits is stated in the Graduate Division website as follows: "Transfer credits and UHM PBU credits are NOT applicable toward doctorate requirements" (UHM Office of Graduate Education, Graduate Division; <https://manoa.hawaii.edu/graduate/content/transfer-pbu-credits>). However, the following exemptions for SONDH doctoral students are allowed as follows:

- NEXus (elective course options for DNP and PhD nursing students): The UHM is a member of [NEXus](#) (The Nursing Education Xchange). NEXus is a collaboration between participating doctoral programs in nursing (DNP, PhD) that allows 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. The UHM NEXus staff liaison is the DNP and PhD Program Coordinator who serves to coordinate course offerings and facilitate faculty and student selection of courses that are appropriate. For more information: <http://www.nursing.hawaii.edu/nexus>
- DNP students may enroll in electives at institutions other than UHM once admitted to the DNP program. Since the DNP is a SONDH professional degree, the OGE will review and consider the transferring of credits completed as electives from another institution, other than NeXUS, that have not been applied to another degree through the following procedure:
 - Student discusses elective graduate course with faculty advisor to determine if it is in alignment with the student's program of study/goals.
 - Student enrolls in the graduate level course and successfully completes it.
 - 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.
 - Once the transcript is received by the OSS, it is reviewed by the faculty advisor and the DNP PD.
 - A copy of the transcript is placed in the student's file in the UHM SONDH OSS.
 - The original copy is forwarded to the OGE 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.

- The original copy of the transcript will be kept with the student's file in the Graduate Division.
- When the student requests a transcript(s) from UHM Graduate Division/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 at the other institution(s) in addition to the UHM transcripts.

Course Waivers

All UHM policies regarding waiving or substitution of coursework in the graduate program will be adhered to by the Department of Nursing graduate programs (Refer to <http://manoa.hawaii.edu/graduate/content/credit-policies>). During the first semester of enrollment in the Master's or doctoral programs, the student should confer with his/her advisor (for doctoral students) or the student's program director (for Master's students) to review the course pathway for the program. At that time, any requests for course waivers or substitutions will be identified at that time. However, when a course is waived, the total number of credits for a degree will remain the same. Therefore, another graduate course of equal number of credits will need to be taken and accepted by the program and the OGE Graduate Division. Refer to Appendix K. Course Waiver and Substitution Definitions, Policies and Procedures for additional information about the SONDH course waiver and substitution policies and procedures for graduate students. The DNP Program does not allow for course waivers.

Nursing 699 (N699) Directed Study or Research Course

This variable credit course is a faculty guided course that addresses nursing theory and practice (UHM 2013-2014 Catalog, p. 473). Graduate students planning to enroll in N699 must confirm this plan with their Program Director or academic advisor 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 N699, determine the number of credits for the course, and obtain the proper course reference number (CRN) and registration override required to enroll in the N699 course.

Student Directed Professional Portfolio

The preparation of Registered Nurses requires evidence of successful completion of an educational process that provides the knowledge, skills, and professional role development essential to become a competent and safe Advanced Practice Nurse (APN). The Master's and DNP program curricula at the UHM Department of Nursing (DON) include ongoing professional development of the student.

A student-directed portfolio is a purposeful collection of work providing evidence of the student's ongoing acquisition of knowledge and skills, achievements and contributions, and self-reflection and critical analysis to enhance their professional growth. The portfolio is a document illustrating and cataloging the student's progressive growth in his/her knowledge, skills and abilities, as well as maturation of understanding and attitudes about professional nursing practice in the respective chosen graduate program specialty. Refer to Appendix E. Student Directed Professional Portfolio.

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 faculty advisor 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 <https://myuh.hawaii.edu/cp/home/displaylogin> to register for the agreed upon number of credits (e.g., NURS N675, NURS 693, NURS 699, NURS 776, etc).

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 OGE Graduate Division website for more information about double-counting of graduate credits at <http://manoa.hawaii.edu/graduate/content/double-counting-credits>

Withdrawal from Courses

Students should be familiar with withdrawal procedures and dates. UH course dates are posted in the University of Hawai'i at Mānoa Catalog. The catalog is for sale at the campus bookstore and is available online at <http://www.catalog.hawaii.edu>. 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 (<http://www.outreach.hawaii.edu/myuh/registration.asp#withdraw>). Specific deadlines must be met in order to receive refunds for credits prior to posted deadlines. If deadlines are passed, students will not be reimbursed.

Incomplete (I) Grades

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

The implications of an incomplete grade in a nursing course are as follows:

- Incomplete (I) grades received in graduate nursing courses must be cleared by earning a grade of "B-" or better before the student enrolls in the next required nursing course in their program of study (e.g., for nurse practitioner and clinical nurse specialist students, an incomplete in N613 Advanced Pathophysiology must be resolved before the student is allowed to enroll in N612 Advanced Health Assessment).
- Incomplete (I) grades for courses not "completed" by the deadline follow the academic procedures outlined in the UH Mānoa catalog (<http://www.catalog.hawaii.edu>).

Incomplete grades can be entered for DNP students, but the incomplete work must be completed with a grade entered by the first day of the subsequent semester in order to maintain good standing in the cohort pathway. If the incomplete is not resolved by the first day of the next semester, the DNP student will be required to submit a request for an LOA (see LOA section).

Leave of Absence (LOA)

Graduate students can request a LOA a semester **prior to** the date of when the LOA is to begin. The LOA can be requested for a period of time no longer than one calendar year and may be granted to currently enrolled students in good standing (minimum GPA of 3.0) 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 Graduate Chair for the SONDH, and with the approval of the Office of Graduate Education. The date of return from a LOA must be set at the time the LOA is requested. Forms are available in the self-service rack outside Spalding 352 and on the website at <http://www.manoa.hawaii.edu/graduate/>

Since the GEPN and DNP 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 contact their Program Director and the SONDH OSS to review the procedure. Information about withdrawing from a program is also available through the OGE website at <http://manoa.hawaii.edu/graduate/content/withdrawal>. In addition, the student should schedule an exit interview with her/his PD and the GC.

Time to Complete Course Work and Degree Requirements

The OGE policy regarding time to complete graduate course work is as follows:

Master's Programs. Time to completion is typically two years with full-time enrollment. Effective Spring 2015, failure to complete the master's degree after seven years will result in the student being placed on probation, *i.e.*, at the beginning of the eighth year the student automatically will be placed on probation. The student completes the degree within by then end of the eighth year. Students who do not complete the degree within eight years are subject to dismissal. 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 student's GC submits a petition to the Office of Graduate Student Services. If the program does not support the extension, the student will be dismissed.

The extension request should provide a timeline for completion that includes the expected graduation date and the reason(s) necessitating the extension" (OGE Graduate Division retrieved from <http://manoa.hawaii.edu/graduate/content/time-allowed-completion-degree>).

Doctoral Programs. Time to degree is typically four years with full-time enrollment. Beginning in Spring 2015, a doctoral student has not advanced to candidacy (i.e., filing Form II) by the beginning of the eighth year will be placed on probation. If the student does not advance to candidacy by the end of the first semester of the eighth year the student shall be dismissed.

A doctoral student who does not complete his/her degree at the end of seven years will be placed on probation, i.e., at the beginning of the eighth year the student automatically will be placed on probation by the OGE. The probation notice will be rescinded if the student completes the degree within ten years. The probation notice will be rescinded if the student completes the degree within ten years. Students who do not complete the degree within ten years are subject to dismissal by OGE. Approved leaves of absence do not count toward these time limits.

If at the end of year ten more time is needed for completion of the doctoral degree due to circumstances beyond the student's control, and the student has completed all degree requirements except the dissertation, an extension may be requested. Similarly, 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. To request an extension, the student's GC submits a petition to the Office of Graduate Student Services. If the program does not file for an extension, the student will be dismissed.

The extension request should provide a timeline for completion that includes the expected graduation date and the reason(s) necessitating the extension." (OGE Graduate Division retrieved from <http://manoa.hawaii.edu/graduate/content/time-allowed-completion-degree>)

Although the OGE timeline for completion of a doctoral degree is based on a full-time pathway and SONDH has part-time pathways to the PhD and Post-Master's DNP degrees, the timeline for completion of a doctoral degree remains the same as described above. Specific milestones for doctoral students at the SONDH have been developed to guide and monitor students' progression (refer to Appendix G. Academic Progression in the SONDH Doctoral Programs).

CLINICAL/FIELDWORK

Orientation to Agencies/Organizations Outside of UHM

Successful achievement of practicum, fieldwork, research, and project (e.g., DNP project) objectives is directly related to knowledge about the setting in which the learning activities occur. Consequently, all students are required to participate in orientation to any agencies/organizations in which these activities will take place.

Attendance Policy: Class & Clinical Laboratory

Regular attendance at class and clinical laboratory/fieldwork is expected for all courses. Notify your faculty of absences from class and notify the clinical unit and faculty of absences from the clinical area. Unavoidable absence should be explained to the instructor 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.

Student Conduct in Clinical Settings

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

1. Be on time.
2. Report to the appropriate people.
3. Let the faculty or clinical unit know if you are ill and cannot be there before the assigned clinical time.
4. Follow the dress code (refer to Graduate Student Dress Code below).
5. Act in a professional manner at all times, including the safeguarding of patient information.
6. Respect the policies of the agencies. Remember that you represent the UHM Department of Nursing.

Graduate Student Dress Code

Appropriate and professional attire is required for all laboratory and clinical experiences. Open toed 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 and recorded as an unexcused absence. A laboratory coat and UH student ID should be worn at all times during clinical experience. 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 Course Evaluations and Grading

Students enrolled in clinical courses (e.g., N675, N693) are evaluated a minimum of twice during their clinical courses. Written evaluations occur at the mid-point and endpoint of the clinical course; and are reviewed and signed by students and faculty during meetings that are held to confer with students about their progress. The responsibility rests on both faculty and student to arrange a meeting time for these evaluations. Students are expected to improve 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 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:

- a. Failure to maintain an expected level of competency for a Registered Nurse
- b. Behavior jeopardizing the emotional or physical safety of the patient or family member
- c. Failure to maintain professional interactions with staff at clinical sites and clinical faculty
- d. Violation of the principles of asepsis
- e. Charting incomplete or inaccurate information
- f. Using words or gestures that suggest disapproval of a patient or clinical site staff
- g. Coercive actions to solicit patient decisions/actions
- h. Using a communication style that confronts or attacks the patient, family member, staff at clinical sites, or clinical faculty
- i. Failure to handle one's own emotions in the clinical setting in a manner that negatively impacted patients
- j. A breach in ethical behavior including: A violation of the Patient's Bill of Rights as issued by the American Hospital Association (1992); A breach of confidentiality if 1) the patient's right to privacy has been violated, or 2) the consequence of disclosure of information about a patient has a negative impact on the patient's life.

Refer to the section on Academic Progression for SONDH policy and procedure.

Student Health Requirements & CPR

In addition to satisfying the health clearance requirements set by UHM Health Services, all nursing students enrolled in a clinical course must clear 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 OSS.

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 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.

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 liable for all care received, including emergency care charges.

Criminal Background Checks and 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 Department Chair will be notified by the clinical agency when negative information results in the student not being allowed to come to the agency. The DON will contact the student and inform them. Such refusals may impact the ability of the student to continue in the nursing program.

Affiliation Agreements

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 UHM and a facility where SONDH students fulfill course-related and graduate required off-campus practicum and fieldwork experiences. Refer to Appendix L. Affiliation Agreement Process.

Malpractice Insurance

All classified nursing students at the SONDH are covered by malpractice insurance of at least \$2,000,000 per incident/ \$4,000,000 aggregate.

STUDENT CONDUCT AND 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. To become familiar with the Code see Appendix D or visit <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses>.

Student Conduct Code

Nursing students are preparing for or are already participating in profession that expects members of its community to adhere to a high ethical and moral standard. All students must abide by the UHM Student Conduct Code available at http://studentaffairs.Mānoa.hawaii.edu/policies/conduct_code/system_scc. ***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.***

HIPAA and Protection of Human Subjects Certification

Students are required to provide documentation of current HIPPA 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 (refer to Appendix H. Protection of Human Subjects).

Violation of Student Professional Standards

Violations 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
- Incivility or lack of respect for faculty, staff (e.g., hospital, clinical agency, UHM Department of Nursing) and fellow students

Faculty may dismiss a student from the day's activity based on any of the above actions. Refer to Appendix C. SONDH Policy DON-6 for additional information on Guidelines on Resolving Student Professional Conduct Issues.

Social Networking and Electronic Communication Guidelines

Students are expected to utilize the assigned UHM 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).

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

image.

Be thoughtful about how you present yourself. The UH Mānoa (UHM) School of Nursing and Dental Hygiene (SONDH) and future employers hold you to a high standard of behavior. By identifying yourself as 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 is consistent with your professional goals. If you are a new SONDH student, be sure to update your social profiles to reflect our guidelines.

Protect confidential information. While you are posting to your friends, many of the sites are open to anyone browsing or searching. Be thoughtful about what you publish. Do not disclose or use confidential information or that of any other person or agency. Respect the Health Insurance Portability and Accountability Act (HIPAA) regulations. Do not post any information about your clinical rotations or clients in any online forum or webpage.

Respect your audience and your coworkers. Remember that UH Mānoa SONDH is an organization whose students, faculty, and clients have a diverse set of customs, values, and points of view. Do not be afraid to be yourself, but respect others. *For more information, see the American Nurses Association Social Networking Toolkit at <http://www.nursingworld.org/socialnetworkingtoolkit>*

Illegal Drugs & Substance Abuse

The Office of the Vice-President for Student Affairs, the Alcohol & Substance Abuse Task Force, and the Director of Planning and Policies <http://www.hawaii.edu/apis/ep/e11/e11203.pdf> state:

In conformance with the existing law, students are not permitted to manufacture, distribute, possess, use, dispense or be under the influence of illegal drugs as prohibited by State and Federal law, at university-sponsored or approved events or on university property or in buildings used by the university for education, research or recreational programs. Consistent with its mission, the university will cooperate with law enforcement agencies responsible for enforcing laws related to the use of illegal drugs.

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 are found on the UHM website at <http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm>

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, carrying out other assignments or test taking;
- 3) The acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student, or other sources.
- 4) Submission of the same written or oral material in one or more than one course without obtaining authorization from the instructors involved.

PLAGIARISM includes, but is not limited to the use by paraphrase or direct quotation, of the published (hard copy or online) 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 materials, and the submission of the same written or oral material in more than one course without obtaining authorization from the instructors involved.

Note: This definitional material is taken from page 9 of 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.”

Documented acts of dishonesty will result in a failure for the course and possibly dismissal from the nursing program.

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 (ICMJE, 2008) 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. Students and faculty working on documents planned for publication submission must review the policy and complete the forms prior to beginning this work. Refer to Appendix F Student Faculty-Authorship Policy.

Gifts to Faculty & 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 employee's part” (<http://ethics.hawaii.gov/wp-content/uploads/2013/08/Chapter-84.pdf>).

SCHOOL/WORK ENVIRONMENT SAFETY

UH Executive Policy E9.210 on Workplace Non-Violence

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 University of Hawai'i 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:

1. hitting;
2. pushing and shoving;
3. throwing or breaking objects;
4. shouting or yelling in a threatening or hostile manner;
5. threatening gestures or remarks;
6. disruptive or hostile actions;
7. abusive or belligerent language;
8. sabotage of equipment;
9. making or sending harassing or threatening telephone calls, letters or other forms of written or electronic communications;
10. stalking, etc.

For additional information:

<http://www.hawaii.edu/policy/?action=viewPolicy&policySection=ep&policyChapter=9&policyNumber=210>

E1.203 Policy on Sexual Harassment and Related Conduct

This policy reflects the University of Hawai'i's system-wide commitment to eliminate sexual harassment. Sexual harassment is a form of sex discrimination. It is the policy of the University of Hawai'i that harassment based on sex is prohibited and will not be tolerated in any part of the University's programs, activities, or employment. Acts of sexual harassment undermine the trust and mutual respect essential to the mission and function of the academy.

Sexual harassment constitutes illegal discrimination under [Title IX of the Educational Amendments of 1972](#), [Title VII of the Civil Rights Act of 1964](#), as amended, and the [Hawai'i State Fair Employment Practices Act, Chapter 378 HRS](#), as amended.

For more information about this policy: <http://www.hawaii.edu/svpa/ep/e1/e1203.pdf>

Students who have concerns can discuss this with the SONDH Department Chair, Associate Dean of Academic Affairs or Dean. Students may also contact any of the following: [Title IX Coordinator](#), [Gender Equity Specialist](#), [UH Mānoa Office of the Dean of Students](#), or [EEO/AA Office](#).

CONFIDENTIAL INFORMATION

Confidentiality of Student Records and FERPA

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

For additional information on FERPA and Confidentiality of Student Records:

<http://manoa.hawaii.edu/records/pdf/FERPAnotice.pdf>

Patient Confidential Information, 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 a number of 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.

PREPARATION FOR GRADUATION

Graduation Check

The preliminary check is performed by the OSS, Webster 201 and the student's Specialty PD. The final check and clearance for graduation is completed by the UHM OGE after certification by the GC.

In order for a student to be approved to graduate by the OGE, evidence of successful completion of all SONDH program course work is required. SONDH Master's students must successfully pass either a Plan A (a thesis) or Plan B (a capstone); PhD students must successfully pass their comprehensive examinations, pass their research proposal defense, and the public defense of their dissertation; and DNP students must

successfully complete their project proposal defense and the final public defense of their DNP Project. Refer to Degree Requirements presented on the OGE website <http://manoa.hawaii.edu/graduate/content/current-students/>.

For Master's students enrolled in Plan A (Thesis), DNP, and PhD students, [Form II](#) (Proposal Defense), [Form III](#) (Final Defense), and [Form IV](#) (Signatory Page of Final Thesis paper, Final Dissertation paper or DNP project paper) must be submitted to and approved by the OGE in order to graduate. There are specific deadlines each semester for submitting these documents to the OGE. The OSS graduate advisor (for Master's students) and the Coordinator of the DNP and PhD Programs can assist with these processes to meet the deadlines. Refer to Appendix X. Office of Graduate Education Student Progression Forms.

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

Recognition Ceremony

The SONDH offers a special Recognition Ceremony for graduates of all nursing programs either prior to or immediately after the scheduled University Commencements.

This ceremony marks the beginning of the professional career and is a memorable time for family and friends to help 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 Lili'uokalani Center for Student Services Center 001.

PROFESSIONAL ORGANIZATIONS

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

UHM Graduate Student Organization

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

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

The GSO functions through a Graduate Student Assembly composed of representatives selected from each of the graduate programs and an Executive Council elected by members of the assembly. The GSO maintains a permanent office in Hemenway Hall.” (Retrieved from <http://manoa.hawaii.edu/graduate/content/graduate-student-organization>).

Additional information about the GSO is available at [www.http://gso.hawaii.edu/gso2/index.html](http://www.gso.hawaii.edu/gso2/index.html)

Hawaii State Center for Nursing (HSCN)

Through collaborative partnerships, the Center provides accurate 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 Hawaii. Visit the website at: <http://hawaiiicenterfornursing.org/>

Sigma Theta Tau, Gamma Psi Chapter-at-Large (STTI)

Sigma Theta Tau International is the nursing honor society and promotes excellence in academic scholarship, research and clinical nursing. Students must be nominated to become a member. For membership criteria visit the website: <http://gammapsi.nursingsociety.org/GammaPsiChapter/aboutus/howtojoin/>

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 alumni of the School of Nursing and Dental Hygiene 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 UHM Nursing. Established in 2012, the UHMNAA is an alumni chapter organization of the University of Hawaii Alumni Association, a 501(c)3 nonprofit organization. Contact the chapter at nursalum@hawaii.edu or visit <http://www.nursing.hawaii.edu/uhmnaa>.

Graduate Entry Program in Nursing (GEPN)

GRADUATE ENTRY PROGRAM IN NURSING

Program Description

The Graduate Entry Program in Nursing is designed for adult learners:

- Who have not attended an RN educational program
- Who have a baccalaureate degree in a field other than nursing
- Who are leadership bound and seeking a career in advanced nursing

The purpose of the GEPN program is to prepare advanced nurses with excellent clinical and leadership skills. The program consists of a GEPN pre-licensure year of study that is delivered across three continuous semesters. The students then transition into one of several advanced nursing specialties and to obtain their master's or doctoral degrees. 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.

GEPN Progression Policy

The first year of the GEPN program constitutes the pre-licensure coursework of the program. This course work is taken full time and most of the course work is in person. Successful completion of this pre-licensure coursework does not lead to a degree but, rather, to progression into a specific graduate program. A certificate is awarded after the successful completion of the pre-licensure year. Once the first year of the GEPN program is completed, all other requirements for graduate progression apply.

1. The GEPN pre-licensure coursework curriculum is based upon a logical progression, where each course builds upon the successful completion of previous course work.
2. The courses in the GEPN program are offered only once per cohort and in a specific sequence.
3. 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.
4. All didactic courses must be taken for a grade (A-F). Clinical courses (including laboratories [L]) must be taken for credit/no credit.
5. 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 repeat of both courses.
6. Students will work with the GEPN PD to complete a "Progress towards Degree" form each semester during the first year of the GEPN program.
7. 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 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 during their first semester of their graduate program courses, they will be required to take a leave of absence until they successfully pass the NCLEX-RN.
8. Upon graduation, the GEPN graduate will demonstrate competency in basic undergraduate as well as graduate level nursing in a chosen specialty area.

Failure to maintain GPA and/or pass each course in the GEPN pre-licensure year:

1. The student will consult with the GEPN PD regarding options that are consistent with the OGE policy.
2. A student who fails to maintain an overall "B" average during the GEPN pre-licensure year will be placed on probation by the OGE and may not continue in the program with her/his cohort.
3. A student who does not pass a course in the pre-licensure nursing curriculum may not continue in the program with his/her cohort. The student will have to take a leave of absence and repeat the course when it is offered during the subsequent cohort's pre-licensure year.
4. Failure of a second course in the GEPN pre-licensure curriculum will result in dismissal from the program. The student will not be admitted to other UHM nursing programs.

GEPN Dress Code – Pre licensure Year

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

1. Only the official Department of Nursing (DON) uniforms (white logo top) with hunter green pants should be worn to the acute care clinical setting. For the community setting, the green polo logo shirt with long slacks (no jeans or leggings type pants) is worn. Uniforms are available for purchase at the UHM Bookstore.
2. 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 appropriate in any clinical setting.
3. Uniforms must be clean and free from stains.
4. The DON patch and School of Nursing and Dental Hygiene (SONDH) ID badge are required. The ID badge is purchased at the UHM Bookstore.
5. Make-up, if used, is to be worn in moderation.
6. Stud earrings, wedding bands, and watches can be worn. No dangling earrings or long neck chains are to be worn.
7. Hair must be kept neat and confined above the collar.
8. White lab coats or lab jackets with SONDH ID badge must be worn in the clinical setting even when students are NOT assigned to patient care.
9. The general appearance of the student must conform to expectations of the profession as determined by the faculty and clinical agencies.
10. When a sweater or T-shirt under a white logo top is worn, it must be white in color.
11. Fingernails must be conservative in length, neatly trimmed, and without artificial nails.
12. 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) for Graduate Entry Program in Nursing students

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

1. Obtain an application for License by Exam from the SONDH OSS or the [Hawai'i Board of Nursing](#).
2. Submit a request for official transcript (green form) to the Office of Admissions and Records, University of Hawai'i at Mānoa.
 - 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 UH Mānoa 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 Board of Nursing will determine your eligibility.
5. You will be mailed an NCLEX Candidate Bulletin and registration form. Follow instructions to register with the NCLEX/CAT Data Center. You will receive a response from Vue/Pearson. They will mail you an Authorization to Test Letter and a list of centers where you can schedule an appointment to take the NCLEX/CAT exam.
6. The Hawai'i State Examining Board will send the 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 and cost of renewal.
7. If you wish to take the nursing licensure exam in another state you must contact the state's board of nursing directly. Addresses of State Boards of Nursing are available by calling the State of Hawai'i, Board of Nursing at (808) 586-3000.

Web link to the Graduate Entry Program in Nursing information:
<http://www.nursing.hawaii.edu/graduate/gepn>

MASTER'S NURSING SPECIALTY PROGRAMS

SONDH offers the master's degree in the two specialty areas described below. The specialty programs focus on addressing the health needs of specific patients, families and communities. Master's graduates are prepared to take the appropriate credentialing exam for their specialty area.

Adult-Gerontology Clinical Nurse Specialist The Adult-Gerontology Clinical Nurse Specialist (AGCNS) Program prepares registered nurses for advanced practice in a variety of clinical practice areas. Generally, the practice focuses in a clinical area that may be identified in terms of a setting, disease, or medical subspecialty (e.g. diabetes, oncology, critical care). In addition to providing advanced patient care, the CNS improves patient outcomes through research, education, consultation, and program management. Students successfully completing the AGCNS Program will receive a Master's of Science Degree.

Advanced Public Health Nursing The Advanced Public Health Nursing (APHN) Program is an online program for registered nurses who wish to practice in Hawai'i, the U.S. Affiliated Pacific Islands and the continental United States. 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. Students successfully completing the APHN Program will receive a Master's of Science Degree.

Professional Certification

Graduates of the advanced nursing programs are encouraged to apply for professional certification. Academic advisors can provide information about other national certification organizations as appropriate. To obtain information regarding professional certification contact:

1. **Advanced Public Health Nursing**
American Nurses Credentialing Center
8515 Georgia Avenue Suite 400
Silver Spring, Maryland 20910-3492
2. **Adult-Gerontology Clinical Nurse Specialist**
American Nurses Credentialing Center
8515 Georgia Avenue Suite 400
Silver Spring, Maryland 20910-3492

Web links to Nursing Specialty Program information:

Advanced Public Health: <http://www.nursing.hawaii.edu/master/specialties>

Adult-Gerontology CNS: <http://www.nursing.hawaii.edu/master/specialties>

Doctor of Nursing Practice (DNP)

DOCTOR OF NURSING PRACTICE (DNP)

Program Description

The program is designed as a post-master's program or a post-baccalaureate/GEPN program and incorporates the AACN Essentials for Doctoral Education for Advanced Nursing Practice as the foundation for the curriculum, integrating evidence based practice, quality improvement, and systems leadership to prepare experts in specialized advanced nursing practice. For detailed competencies see AACN Essentials of Doctoral Education for Advanced Practice Nursing: <http://www.aacn.nche.edu/DNP/pdf/Essentials.pdf>.

The specialty programs focus on addressing the population health needs of specific patients, families and communities. DNP graduates are prepared to take the appropriate credentialing exam for their specialty area.

Nurse Practitioner This option prepares students to be primary care nurse practitioners (NPs) in either the Adult-Gerontology or Family specialties. Currently, we are transitioning from the master's to DNP degree. Enrolled students can complete the NP specialty and receive the Master's or elect to complete the DNP program. As of Fall 2015 enrollment, all new NP students will enroll in the DNP program.

- **Adult-Gerontology:** The Adult/Gerontology Primary Care Nurse Practitioner (AGPCNP) specialty prepares students to provide comprehensive primary, acute and chronic care services to young, older and elderly adult patients in a variety of community and long-term care settings. This program prepares students to take a national certification examination upon graduation.
- **Family:** The Family Nurse Practitioner specialty prepares nurses to meet the primary care needs of individuals and families across the life span. Family nurse practitioners provide comprehensive, holistic health care, including a broad range of preventative, acute, and chronic disease services, to patients of both sexes and all ages within the context of family and community.

Nursing Executive Leadership The Nursing Executive Leadership (NEL) program prepares nurses to assume leadership positions within complex integrated healthcare delivery systems. The executive hybrid format, cohort model is tailored to the working professional and gives Registered Nurses the knowledge and skills to lead in the development of improvements in patient safety and quality of care to ensure clinical and financial outcomes are met. The program begins with a multi-day face-to-face orientation followed by intensive class sessions that are primarily online with the addition of in-person classes in a compressed format that results in students completing two classes (6 credits) over a 7-8 week period. This format allows students to complete the required courses for their degree within 18 months. Students successfully completing the NEL Program will receive a Doctor of Nursing Practice Degree.

Academic Advising

Academic advising for all graduate nursing students is discussed earlier in the Handbook. In addition to this information, the roles and responsibilities of DNP Project Chairs and Content Experts for DNP students are presented in Appendix I. DNP Advisors' Roles and Responsibilities.

Changing Advisors

Refer to "Changing Advisors" information in the Handbook.

Academic 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 (see Appendix G Academic Progression in the Doctoral Programs).

Two-year post-Master's DNP Program is as follows:

- Summer year 1 and 2
 - Attendance at Summer Intensives
- Year 1
 - Completion of year 1 course work
 - Complete writing of first 3 chapters of DNP Project document

- Confirmation of DNP Project committee members
- DNP Project proposal defense (no later than last week of Summer session)
- Form II filed
- Implement DNP project
- Year 2
 - Completion of year 2 course work
 - Completion of implementation, evaluation of DNP project
 - Complete writing of chapters 4 and 5 of DNP Project document
 - Schedule DNP project presentation
 - Successful public presentation/defense of DNP project
 - Filing of Form III and Form IV to Graduate

Three-year post-baccalaureate/GEPN DNP Program is as follows:

- Summer year 1 and 2?
 - Attendance at Summer Intensives
- Year 1
 - Completion of year 1 course work
 - Identification of area of interest for DNP Project
- Year 2
 - Completion of year 2 course work
 - Complete writing of first 3 chapters of DNP Project document
 - Confirmation of DNP Project committee members
 - DNP Project proposal defense (no later than last week of Summer session)
 - Form II filed
 - Implement DNP project
- Year 3
 - Completion of year 3 course work
 - Completion of implementation, evaluation of DNP project
 - Complete writing of chapters 4 and 5 of DNP Project document
 - Schedule DNP project presentation
 - Successful public presentation/defense of DNP project
 - Filing of Form III and Form IV to Graduate

Cohort Model

The DNP Program is offered as a cohort model where the curriculum pathway is based upon a logical progression, where each course 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. When students receive less than 80% or NC for any course, the course will not be applied towards progression of degree. The student will be required to take a leave of absence until the course is offered again, usually the next year, and a place will be saved for the returning student.

If students are in good standing with the DNP Program's required didactic coursework and choose to continue work on their DNP Project, they must be registered for a minimum of one credit of the NURS 776 DNP Project course.

Credit Hour Requirements and Tracking of Hours

The [Essentials of Doctoral Education for Advanced Nursing Practice](#) (The American Association of Colleges of Nursing, 2006) requires that DNP graduates obtain "a minimum of 1,000 hours of practice post-baccalaureate as part of a supervised academic program" (p. 19).

Credit Hour Calculation To meet this graduation requirement, post-baccalaureate academically-supervised practice hours will be calculated Doctoral Program Coordinator and validated by the 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:

- Clinical Nurse Specialist Track: NURS 693
- Nursing Administration Track: NURS 664 & 775
- Nurse Practitioner Tracks: NURS 675
- Public Health Track: NURS 672
- Other fieldwork, as appropriate and as specified in the catalog or course description for the course

Students enrolled in the post-baccalaureate/GEPN DNP Program will have all of the required academically supervised practice hours included in their pathway (http://www.nursing.hawaii.edu/dnp_home)

Credit Hour Tracking In order to graduate from the DNP program, students must demonstrate that they've 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 can include those hours spent on the Project as part of the student's job requirements, but shall not include time spent on class assignments.

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/GEPN DNP students will also have clinical practicum credit hours that will be documented per the requirements that are outlined in their specific clinical practicum syllabi.

Formation of the DNP Project Committee

In consultation with their DNP Project Chair, each DNP student is responsible for forming her/his DNP Project committee: for post-master's students this should be completed by the Spring semester of year one; for post-baccalaureate/GEPN students this should be completed by the end of Spring semester of year two. Members of the DNP Project committee are responsible for reviewing and approving the oral and written DNP Project proposal and end-product of the NURS 776 DNP Project. The student is responsible for keeping the committee informed of the scope, plan, and progress of their DNP Project and products.

The committee will consist of a minimum of three representatives: (1) the student's DNP Project Chair; (2) the student's Content Expert; and (3) a UHSONDH faculty member as third reader. The student's Project Chair and Content Expert are selected before entering or early in the program; the third committee member is selected as a result of discussion between the student and the Project Chair.

DNP Project Proposal Defense

The purpose of the Proposal Defense is to provide the student with the opportunity to demonstrate depth and breadth of proficiency in a practice-based content area and in their ability to develop a sound and feasible plan (or proposal) for the implementation and evaluation of a needed evidence-based practice change to improve the quality of care. The Proposal Defense also provides the DNP Committee members with the opportunity to assess whether or the student is ready to proceed with implementation of the DNP project. Refer to Appendix O. Doctoral Student Proposal and Final Defenses – Purposes, Procedures, Evaluation Criteria and Timelines.

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 Defense at the DNP Project site. Only the student's

committee members are to be present for the DNP Project Proposal Defense to ensure adequacy of preparation. If the student and/or the committee members are off-site, a [Petition for Remote Committee Participation](#) must be filed two weeks prior to the scheduled date for the proposal defense.

DNP Project Final Defense

The purpose of the DNP Project Final Defense is to provide the student with the opportunity to present the results of her/his DNP Project to the student's committee and to the public. The student and/or committee members can be off-site; however, if this option is selected a [Petition for Remote Committee Participation](#) must be filed as noted above.

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 be dismissed from the program. Refer to Appendix O. Doctoral Student Proposal and Final Defenses – Purposes, Procedures, Evaluation Criteria and Timelines

Protection of Human Subjects

Refer to Appendix G Protection of Human Subjects.

Graduation

Information about the requirements for graduation is discussed earlier in the Student Handbook.

Web link to the Doctor of Nursing Practice Program information:
<http://www.nursing.hawaii.edu/graduate/dnp>

Application for Advanced Practice Registered Nurse (APRN) Recognition (for Nurse Practitioners and Clinical Nurse Specialists)

The following process should be followed for graduate nursing students who are applying for APRN recognition and certification:

1. Review the criteria for licensure as an APRN in Hawaii
2. Obtain an application for APRN Recognition from the [Hawai'i Board of Nursing](#).
3. 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 notification and cost of renewal.

Professional Certification

Graduates of the advanced nursing programs are encouraged to apply for professional certification. Academic advisors can provide information about other national certification organizations as appropriate. To obtain information regarding professional certification contact:

3. [American Nurses Credentialing Center](#)
600 Maryland Avenue SW Suite 100 W
Washington DC, 20024-2571
(202) 651-7000
(808) 284-2378 toll free http: www.nursingworld.org
4. [American Association of Nurse Practitioners Certification Program](#)
Capitol Station
P. O. Box 12926
Austin, TX 78711
Phone: (512) 442-5202
Fax: (512) 442-5221
Email: certification@aanp.org
5. [American Organization of Nurse Executives \(AONE\) Credentialing Center](#)

155 N. Wacker Drive
Suite 400
Chicago, IL 60606
Phone: 312-422-2800
Fax: 312-278-0861
Email: aone@aha.org

Web links to Nursing Specialty Program information:

Nurse Practitioner: <http://www.nursing.hawaii.edu/nursing-practitioner.html>

AGPCNP Program: <http://www.nursing.hawaii.edu/master/specialties>

FNP Program: <http://www.nursing.hawaii.edu/master/specialties>

NEL: <http://www.nursing.hawaii.edu/master/specialties>

NEL/MBA: <http://www.nursing.hawaii.edu/master/specialties>

Doctorate of Philosophy (PhD) in Nursing

DOCTORATE OF PHILOSOPHY (PhD) IN NURSING

Program Description

The University of Hawai'i at Mānoa School of Nursing's online PhD program is designed to prepare visionary scholars capable of conducting research and generating new knowledge to improve the health of culturally diverse populations, especially in Hawai'i and the Pacific Basin regions and countries. The curriculum will establish 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 (refer to Appendix P). 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.

- RNs that have a baccalaureate or higher degree in nursing or another field
- Graduate Entry Program in Nursing (GEPN) non-nurse with a baccalaureate degree in a field other than nursing

Academic Advising

Academic advising for all graduate nursing students is discussed earlier in the Student Handbook. In addition to this information, the responsibilities of PhD students' academic advisors are presented in Appendix J. PhD Faculty Advisor Responsibilities and Appendix Q. Engaged Advisor.

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 (see Appendix G. Academic Progression in the SONDH Doctoral Programs for more detailed list of milestones). The timeline for graduate students completing their specific programs and academic jeopardy is presented earlier in the Student Handbook.

A general overview of the timeline for progression in the PhD program is as follows:

- Summer year 1, 2 and 3
 - Attendance at Summer Intensives
- Year 1 (Fall semester) –Year 3 (Spring semester)
 - Enrollment in and successful completion of all required courses
- Year 2 – Year 3 (Summer semester)
 - Preparation of two publishable papers to be considered for the Comprehensive Examination
 - Selection of members of dissertation committee members
- Year 3 – Year 4
 - Comprehensive examination is scheduled and successfully passed
 - Defense of dissertation proposal (chapters 1 – 3) is successfully passed
 - Confirm chair of dissertation committee
 - Submission of institutional review board (IRB) application to conduct dissertation study; approval by IRB
 - Advance to Candidacy (Form II filed and approved by OGE Graduate Division)
- 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

- Successful public defense of dissertation (Form III)
- Submit dissertation to Graduate Division (Form IV)

Selection of the Dissertation Committee

A student who has advanced to the comprehensive examination stage is responsible for forming her/his dissertation committee. In The Department of Nursing, 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 M. Selection and Composition of a PhD Dissertation Committee

In addition to the successful completion of courses, there are three distinct reviews by a student's dissertation committee that the student must pass in order to receive the PhD degree: the comprehensive examination, the proposal defense and the final public defense of the student's dissertation research. The evaluation of the student by the dissertation committee members is guided by the Comprehensive, Proposal and Dissertation Defense Rubric (refer to Appendix R), which is based on the program learning outcomes and core competencies.

Comprehensive Examination

The comprehensive examination will occur after the student has completed all of the required coursework (i.e., 45 credits) and has written two publishable papers in their research topic area. 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.

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. An oral comprehensive exam is conducted by the graduate faculty or a sub-committee. For the School of Nursing, it is usually composed of members of the student's dissertation committee. Refer to Appendix N Purpose of, Procedure and Timeline for the PhD Comprehensive Examination. If a student does not pass the Comprehensive Exam, the student may petition to repeat it once. Students who fail the Comprehensive Exam twice will be dismissed from the program.

The Proposal Defense

Students passing the comprehensive exam may proceed with the preparation for the research dissertation proposal defense. When the advisor determines the student is ready, the student negotiates a date and time for the proposal defense. All committee members must be present at the proposal defense. If the distance modality is required, the PhD program office must be notified. The PhD program office must be included in scheduling the date and time of the Proposal Defense.

In some cases and 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. In this case, the student is required to schedule the comprehensive exam and the proposal defense with all committee members.

Purpose While the OGE's Graduate Division does not describe the proposal defense, it is a written and oral presentation of the student's proposed dissertation plan (the first three chapters of the dissertation) to the student's doctoral committee. The purpose of the proposal defense is to provide the student the opportunity to demonstrate depth and breadth of proficiency in content, design, and methodology for the proposed dissertation research. Refer to Appendix O. Doctoral Student Proposal and Final Defenses – Purposes, Procedures, Evaluation Criteria and Timelines.

THE DISSERTATION

Dissertation Course (N800)

Once the student has completed all required classes; has passed the comprehensive examination and the dissertation proposal defense; has obtained IRB approval; and has advanced to candidacy (i.e., the, Form II has been submitted and approved by the OGE's Graduate Division, he/she may register for N800. The N800

course is taken every semester (this may include summer extension if the chair is an 11 month faculty) until successful completion of the dissertation study and public defense of the dissertation.

The Dissertation

According to the OGE's Graduate Division, "The thesis or the dissertation will be a scholarly contribution to knowledge and present research conducted by the student under the supervision of the thesis/dissertation committee chair. The student must be the sole author of the manuscript, co-authored thesis or dissertation is not permitted. In addition, the dissertation should exhibit originality in the sense that it does not duplicate someone else's work." <http://manoa.hawaii.edu/graduate/content/thesis-dissertation>

The Dissertation Defense

Once the student's dissertation is complete, the chair of the committee will recommend the scheduling of the defense. Refer to Appendix O. Doctoral Student Proposal and Final Defenses – Purposes, Procedures, Evaluation Criteria and Timelines.

Topic Change

Recognizing that students' interests may change as they progress through the program, although not recommended, it is possible to change the research topic anytime during the program. To do so, the student shall:

- Consult with their advisor,
- Consider changing advisor, to one whose expertise better matches the new topic.
- Negotiate with the potential new advisor
- Notify PhD Program Director about the plan.

APPENDICES

Appendix A

Program Outcomes for MS, PhD and DNP students

MS	DNP	PhD
A. Provider of Care Definition: Advocate and provide high quality care to improve and maintain the health of a diverse society.		
1. Engage in professional advanced nursing specialty practice for individuals, groups, and communities in a variety of settings	1. Demonstrate leadership in organizations and health care systems to promote safe, efficient care delivery to both individuals and populations.	1. Assume a leadership role in the development of clinical practice models to improve outcomes to meet health care needs of culturally diverse populations.
2. Integrate concepts, theories, and research from nursing and related disciplines as a basis for expert judgments within a specialized area of practice.	2. Design, influence and implement health care policies that affect health care financing, practice regulation, access to care, safety, quality, and efficacy of care.	2. Systematically investigate a clinically focused area of nursing to advance health care in culturally diverse populations.
3. Deliver an advanced practice level of nursing care or service appropriate for diverse cultures.		
B. Coordinator of Care Definition: Direct, supervise and collaborate with others to organize care.		
1. Collaborate with individuals, groups, communities, colleagues, and interdisciplinary member to direct the delivery of quality, culturally competent advanced nursing specialty practice.	1. Collaborate with interdisciplinary professionals and teams to improve patient and population health outcomes.	1. Assume a leadership role in conducting and using research findings and other health information to design and evaluate systems of care for culturally diverse populations.
	2. Utilize technology and informatics to improve health care and to implement change in health care systems.	
C. Member of a Profession Definition: Advancing the profession through lifelong learning, participating in professional organizations and practicing in a confident, competent, compassionate and accountable manner.		

1. Demonstrate accountability for advanced nursing specialty's legal scope of professional standards of practice and code of ethics.	1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical and organizational sciences.	1. Develop educational programs that are accountable to the community of interest in preparation of professional nurses.
2. Participate in professional organizations to establish policy and standards to refine advanced nursing specialty practice.		2. Lead efforts in professional organizations to develop policy and standards for nursing practice.
3. Participate in the political process to improve quality of care		3. Assume a leadership role in the political process to improve the quality of health care and nursing education.
D. Knowledge Developer Definition: Develop culturally appropriate clinical knowledge by examining, processing and disseminating knowledge to improve and maintain the health of a diverse society.		
1. Use information technologies for the management and processing of data, information, and knowledge to guide advanced nursing specialty practice.	1. Assumes a leadership role in the translation and application of research and clinical practice models to improve outcomes to meet health care needs of culturally diverse populations.	1. Use information technologies to further nursing knowledge.
2. Critically examine data-based sources and individual experience to make professional advanced nursing specialty decisions.		2. Critically examine data-based sources and individual experience to analyze and develop leadership strategies for dealing with social, ethical, cultural, economic and political issues related to nursing, health care and research.
3. Identify advanced nursing specialty practice problems relevant to Research.		3. Develop and use existing and evolving knowledge to improve nursing education and practice.
4. Critically analyze research findings to determine advanced nursing specialty practice implications.		4. Conduct research to improve and maintain the health of a diverse society.

Appendix B

MS, DNP and PhD in Nursing

AACN Competencies

The competencies arise from the understanding of nursing as a theory-guided, 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 and may share with members of other professions; the nursing care competencies define relationship capabilities that nurses need to work with clients and colleagues, the knowledge and skills of practicing nursing and competencies that encompass understanding of the broader health care system.

In all cases, the client is defined as the recipient of care, is considered an active participant in care, and includes the individual, family or community. Nursing care competencies recognize that a competent nurse provides safe care across the lifespan directed toward the goals of helping clients (individuals, families or communities) promote health, recover from acute illness and/or manage a chronic illness and support a peaceful and comfortable death. The following document describes the key competencies within the context of professional expectations for baccalaureate, masters, 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.

COMPETENCIES

Professional actions are based on core nursing values, professional standards of practice, and the law.
Develops insight through reflective practice, self-analysis, and self care
Engages in ongoing self-directed learning and provides care based on evidence supported by
Demonstrates leadership in nursing and health care
Collaborates as part of a health care team
Practices within, utilizes, and contributes to the broader health care system
Practices client-centered care
Communicates effectively and uses technology
Demonstrates clinical judgment/critical thinking in the delivery of care of clients while maintaining Safety

MASTERS IN NURSING	DOCTOR OF NURSING PRACTICE	PHILOSOPHY DOCTORATE IN NURSING
1. A competent nurse's professional actions are based on core nursing values, professional standards of practice, and the law.		
<p>1.1 The Master's prepared nurse demonstrates accountability for specialist legal scope of practice, professional standards and code of ethics.</p> <p>1.2 It is a responsibility of the Master's prepared nurse to participate in professional organizations to support nursing practice.</p> <p>1.3 Ethical analysis and clinical reasoning are required for advanced nursing practice.</p> <p>1.4 The Master's prepared nurse articulates and actualizes a personal philosophy of nursing that incorporates ethics, values, and professional standards.</p>	<p>1.1 The DNP prepared nurse integrates nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.</p> <p>1.2 Uses science-based theories and concepts to:</p> <ul style="list-style-type: none"> • determine the nature and significance of health and health care delivery phenomena; • describe the actions and advanced strategies to enhance, alleviate and ameliorate health and health care delivery phenomena as appropriate; and • evaluate outcomes. <p>1.3 Develops and evaluate new practice approaches based on nursing theories and theories from other disciplines.</p> <p>1.4 Develops and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences as well as organizational, political, and economic sciences.</p> <p>1.5 Develops and evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.</p> <p>1.6 Provides leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.</p> <p>1.7 Advocates for social justice, equity, and ethical policies within all healthcare arenas.</p> <p>1.8 Designs, implements, and evaluates therapeutic interventions based on nursing science and other sciences.</p>	<p>1.1 It is expected that the nurse prepared at the PhD level will lead efforts in professional organizations to develop policy and standards for nursing practice.</p> <p>1.2 In positions of responsibility, the PhD prepared nurse advocates for the ethical conduct of practice.</p>
2. A competent nurse develops insight through reflective practice, self-analysis, and self care through the understanding that...		

2.1 The Master's prepared nurse continually engages in self reflection in order to design strategies that promote lifelong learning of self to guide advanced practice.	2.1 The DNP nurse critically examines data-based sources and individual experiences to analyze and develop leadership strategies for dealing with social, ethical, cultural, economic and political issues related to nursing, health care, and research.	2.1 The PhD nurse critically examines data-based sources and individual experiences to analyze and develop leadership strategies for dealing with social, ethical, cultural, economic and political issues related to nursing, health care, and research.
3. A competent nurse engages in ongoing self-directed learning and provides care based on evidence supported by research with the understanding that . . .		
3.1 The Master's prepared nurse critically examines and utilizes evidence-based sources to support advanced practice. 3.2 In specialist nursing, the practitioner is able to identify problems amenable to research. 3.3 The Master's prepared nurse participates in the process of evaluating evidence in collaboration with other members of the health care team. 3.3 The Master's prepared nurse maintains competency through the development of a personal plan for lifelong learning and continued professional development. 3.4 Professional practice obligations dictate that one will demonstrate initiative and self-direction in seeking ways to improve health and health care.	3.1 The DNP nurse 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 knowledge-generating research. 3.3 Analyzes epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.	3.1 The PhD nurse develops and uses existing and evolving knowledge to improve nursing education and practice. 3.2 The PhD nurse conducts research to improve and maintain the health of a diverse society. 3.3 The PhD nurse employs translational models for applying research evidence to nursing practice. 3.4 The PhD nurse disseminates innovative outcomes and findings from evidence-based research improve practice and health care outcomes.
4. A competent nurse demonstrates leadership in nursing and health care through the understanding that ...		
4.1 The Master's prepared nurse is expected to demonstrate 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 Assuming a leadership role for patient safety and quality improvement initiatives is expected from a master's prepared nurse. 4.3 Advanced nursing	4.1 The DNP nurse ensures accountability for quality of health care and patient safety for populations with whom they work. <ul style="list-style-type: none"> • 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. • Develops and/or monitor budgets 	4.1 The PhD nurse 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 The PhD nurse assumes a leadership role in conducting and using research findings and other health information to design and evaluate systems of care for culturally diverse populations.

<p>requires an understanding of how healthcare delivery systems are organized and financed and how this affects patient care.</p> <p>4.4 The Master's prepared nurse articulates to a variety of audiences the evidence base for practice decisions.</p> <p>4.5 Leadership skills are required to teach, coach, and mentor other members of the healthcare team.</p>	<p>for practice initiatives.</p> <ul style="list-style-type: none"> Analyzes the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes. Demonstrates sensitivity to diverse organizational cultures and populations, including patients and providers. <p>4.2 Demonstrates leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.</p> <p>4.3 Influences policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.</p> <p>4.4 Advocates for the nursing profession within the policy and healthcare communities.</p> <p>4.5 Develops, evaluates, and provides leadership for health care policy that shapes health care financing, regulation, and delivery.</p> <p>4.6 Guides, mentors, and supports other nurses to achieve excellence in nursing practice.</p>	
<p>5. A competent nurse collaborates as part of a health care team.</p>		
<p>5.1 Collaborative strategies are required in the design, coordination, and evaluation of patient-centered care.</p> <p>5.2 The Master's prepared nurse understands other professions' scope of practice, and demonstrates highly developed strategies to support communication among team members, patients, and health care professionals.</p> <p>5.3 The Master's prepared nurse demonstrates critical skills in leading inter-professional teams and partnerships.</p> <p>5.4 Coordinating comprehensive care for patients within and across settings and among care providers is expected of the master's prepared nurse.</p>	<p>5.1 The DNP nurse employs effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.</p> <p>5.2 Leads interprofessional teams in the analysis of complex practice and organizational issues.</p> <p>5.3 Employs consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.</p>	<p>5.1 The PhD nurse participates in collaborative team(s) to generate empirical knowledge that improves practice, health care outcomes, and policy change.</p>

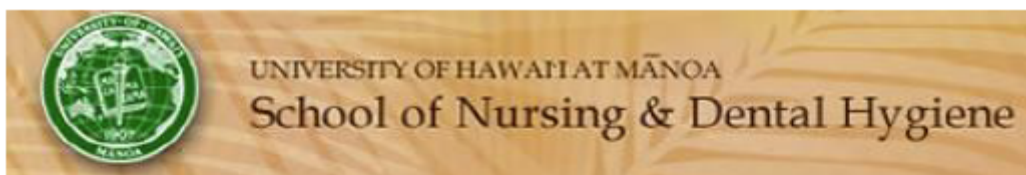
6. A competent nurse practices within, utilizes, and contributes to the broader health care system.		
<p>6.1 The Master's prepared nurse is charged with bringing the nursing perspective to policy development by advocating for policies that improve the health of the public and the profession of nursing.</p> <p>6.2 Practice guidelines to improve practice and the care environment are developed by the Master's prepared nurse.</p> <p>6.3 The Masters' prepared nurse is expected to analyze how policies influence the structure and financing of health care practice and health outcomes on an institutional, local, and state level.</p> <p>6.4 Examining the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes is the responsibility of the Master's prepared nurse.</p> <p>6.5 The Master's prepared nurse advances equitable and efficient prevention services through population based health promotion and disease prevention services.</p>	<p>6.1 The DNP nurse designs and implements processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.</p> <p>6.2 Applies relevant findings to develop practice guidelines and improve practice and the practice environment.</p> <p>6.3 Disseminates findings from evidence-based practice and research to improve healthcare outcomes.</p> <p>6.4 Designs, selects, uses, and evaluates programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.</p> <p>6.5 Educates others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.</p> <p>6.6 Synthesizes concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.</p> <p>6.7 Evaluates care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.</p> <p>6.8 Conducts a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.</p> <p>6.9 Educates and guides individuals and groups through complex health and situational transitions.</p>	<p>6.1 The PhD nurse assumes a leadership role in the political process to improve the quality and safety of health care and advance nursing education.</p> <p>6.2 The PhD nurse develops educational programs that are accountable to the community of interest in preparation of professional nurses.</p>
7. A competent nurse practices client-centered care.		
<p>7.1 Advanced nursing includes advocating for patients, families, caregivers, and members</p>	<p>7.1 The DNP nurse designs, directs, and evaluates quality improvement methodologies to promote safe, timely, effective, efficient,</p>	<p>7.1 The PhD nurse generates nursing knowledge about health care systems and care models.</p>

<p>of the healthcare team.</p> <p>7.2 Preparing clinical practice guidelines appropriate for diverse cultures is expected of the advanced practice nurse.</p> <p>7.3 Advanced knowledge of the effects of bio/psycho/social determinants of health is required to design, evaluate, and implement patient care.</p>	<p>equitable, and patient-centered care.</p> <p>7.2 Evaluates consumer health information sources for accuracy, timeliness, and appropriateness.</p> <p>7.3 Critically analyzes health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.</p>	
<p>8. A competent nurse communicates and uses technology effectively through the understanding that ...</p>		
<p>8.1 The Master's prepared nurse demonstrates effective communication across and within all professional spheres including the interdisciplinary team, peers, clients and the community.</p> <p>8.2 The Master's prepared nurse uses information technology and research methods appropriately to identify gaps in evidence for practice and collect appropriate and accurate data to generate evidence for nursing practice.</p> <p>8.3 The Master's prepared nurse analyzes current and emerging technologies to optimize patient safety, cost effectiveness, and outcomes of care.</p> <p>8.4 The Master's prepared nurse in a leadership position implements the use of information technologies to coordinate and integrate patient care and transitions of care across settings and among healthcare providers.</p> <p>8.5 The Master's prepared nurse holds the responsibility of ensuring the use of ethical principles and legal policies in the integration and use of patient care and information technologies into care</p>	<p>8.1 The DNP nurse uses information technology and research methods appropriately to collect appropriate and accurate data to generate evidence for nursing practice; inform and guide the design of databases that generate meaningful evidence for nursing practice; analyze data from practice; design evidence-based interventions; predict and analyze outcomes; examine patterns of behavior and outcomes; identify gaps in evidence for practice.</p> <p>8.2 Analyzes and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.</p> <p>8.3 Demonstrates the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.</p> <p>8.4 Develops and sustains therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.</p>	<p>8.1 The PhD nurse participates in collaborative team(s) to generate empirical knowledge that improves practice, health care outcomes, and policy change.</p>

delivery.		
9. A competent nurse demonstrates clinical judgment/critical thinking in the delivery of care of clients while maintaining safety through...		
<p>9.1 The Master's prepared nurse must critically analyze the best evidence to determine practice implications.</p> <p>9.2 The delivery of advanced nursing care to diverse populations requires an integration of knowledge of nursing and related sciences.</p> <p>9.3 The Master's prepared nurse is equipped to design care for a clinical or community-based population.</p> <p>9.4 The Master's prepared nurse uses quality improvement practices to ensure patient safety and the highest quality nursing care.</p> <p>9.5 A professional environment with high level communication skills is required for peer review, advocacy for patients and families, reporting of errors, and professional writing.</p> <p>9.6 The Master's prepared nurse is expected to identify factors to mitigate risks in the practice setting.</p> <p>9.7 The Master's prepared nurse uses epidemiological, social, and environmental data for drawing inferences regarding the health status of patient populations and interventions to promote and preserve health and healthy lifestyles.</p>	<p>9.1 The DNP nurse demonstrates advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.</p> <p>9.2 Uses conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.</p>	<p>9.1 The PhD nurse systematically investigates a clinically focused area of nursing to advance health care in culturally diverse populations.</p>

Appendix C

Student Professional Conduct



Policy Number DON 6

Policies & Procedures

General Information		
Title		Category
Student Professional Conduct		Department of Nursing
Responsible Committee/Office	Responsible Person	Effective Date
Department of Nursing	Department Chair, Nursing	8/1/2014

Approval Process (signatures required)	
Department Chair, Nursing	Date
<i>Clementine A. Cerna-Wlep</i>	8/1/14
Associate Dean for Academic Affairs	Date
<i>[Signature]</i>	8/1/14
Dean	Date
<i>Mary Belsand</i>	8/1/14

I. General Scope

This policy applies to all students in the Department of Nursing

II. Scope Details

The following categories of the SONDH community should be familiar with this policy:

- | | |
|---|--|
| <input type="checkbox"/> Administrative Officers | <input checked="" type="checkbox"/> Dean |
| <input checked="" type="checkbox"/> Associate Deans | <input checked="" type="checkbox"/> Directors/Department & Graduate Chairs |
| <input type="checkbox"/> Full-time Staff | <input checked="" type="checkbox"/> Full-Time Faculty |
| <input type="checkbox"/> Part-time Staff | <input checked="" type="checkbox"/> Part-Time Faculty |
| <input type="checkbox"/> Student Employees | <input type="checkbox"/> Entire School Community |
| <input checked="" type="checkbox"/> Students | |

III. Policy Summary

This policy provides guidelines for students, faculty and administration to address student professional conduct issues. Nursing students are preparing for a service profession which expects members of its community to adhere to a high ethical and moral standard. In order to effectively prepare nurses, the UH Manoa School of Nursing and Dental Hygiene (SONDH) requires that students abide by the Student Conduct Code of the University of Hawai'i at Manoa, the ANA Code of Ethics for Nurses (2001), and the Department of Nursing rules relating to nursing professional standards (DON Student Handbook).

IV. Policy History

03/17/04: Revision of policy

04/01/10: Significant revisions and reformatting

7/30/14: Revision of title, procedures and supporting documents

V. Policy

On admission to the Department of Nursing all students are provided a copy of the Student Handbook defining students' rights and responsibilities and school policies and procedures regarding professional behavior. All students are required to attend the student orientation that includes a review of the Handbook and a focus on professional conduct. All Course syllabi in the School of Nursing & Dental Hygiene contain explicit guidelines regarding expected behavior. Students are expected to adhere to these standards and policies. If professional conduct issues arise in either the classroom or clinical setting, the following procedure is activated.

VI. Procedures

When a faculty member or administrator suspects or receive an allegation of a violation in student professional conduct, the following procedures will be followed:

1. The Department Chair will be notified of the incident immediately by the faculty member via verbal or written communication, followed by a written report. An investigation will be initiated to fully explore the issue from the perspective of all parties involved (faculty member, student, administration, or other). This investigation may take up to 10 working days.
2. If the violation involves allegations that are potentially harmful or serious in nature, the Dean may temporarily suspend a student from clinical and/or didactic coursework. If the matter is resolved in the student's favor, they will receive full support to complete course and/or clinical requirements.
3. Once the investigation is complete, the Department Chair will meet with all involved parties to discuss the outcome of the decisions. Copies of this report will be provided to the Associate Dean for Academic Affairs and the Dean.
 - a. If, in the judgment of the Department Chair, the report submitted is unfounded or warrants no formal action, no action shall be taken and no record shall be made of the matter in the student's academic record. The student shall be informed of the Department Chair's decision via certified letter, and the matter will be closed.
 - b. If, in the judgment of the Department Chair, the report submitted appears to warrant immediate failure in the course, dismissal from the program, or other action, the student will be notified of the outcome via certified letter. If the student does not agree with the decision, he/she may appeal the decision, in writing, to the Associate Dean for Academic Affairs (ADAA) within 10 working days after receipt of the certified letter.
4. If the student appeals, the ADAA will, within 5 working days, review the report, conduct a further investigation, and provide a recommendation to the Dean regarding the disposition of this appeal.
5. The Dean will make and communicate, via certified mail, the final decision regarding the actions and outcomes of the case to the parties involved.

VII. Collaborations

Nursing Students
Office of Student Services
Department Chair
Associate Dean for Academics
Vice Chancellor for Students

VIII. Contact Information

Department Chair, Nursing
808-956-8523

IX. Appendices

N/A

X. Supporting Documents

UHM Student Conduct Code
(http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/)
DON Student Handbook
(<http://www.nursing.hawaii.edu/sites/web41.its.hawaii.edu/www.nursing.hawaii.edu/files/documents/Student%20Handbook%202010-2011%20-%20Final%20%283%29.pdf>)
ANA Code of Ethics for Nurses
(<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/2110Provisions.aspx>)
ANA's Principles for Social Networking
(<http://www.nursingworld.org/FunctionalMenuCategories/AboutANA/Social-Media/Social-Networking-Principles-Toolkit/6-Tips-for-Nurses-Using-Social-Media-Poster.pdf>)
UHM Workplace NonViolence
(<http://www.hawaii.edu/svpa/ep/e9/e9210.pdf>)
UHM Policy on Sexual Harassment and Related Conduct
(<http://www.hawaii.edu/svpa/ep/e1/e1203.pdf>)
UHM Official Notice to Faculty, Staff and Students Regarding Substance Abuse in University Campus Communities and Worksites
(<http://www.hawaii.edu/ohr/download/drug/uh-subab.pdf>)

Appendix D

Code of Ethics for Nurses

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

American Nurses Association, *Code of Ethics for Nurses with Interpretive Statements*, © 2001 By American Nurses Association. Reprinted with Permission. All rights reserved. Available at <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/2110Provisions.aspx>

Appendix E

University of Hawai'i at Mānoa

Department of Nursing

Student-Directed Professional Portfolio

Introduction

The preparation of registered nurses requires that there is evidence of successful completion of an educational process that provides the knowledge, skills, and professional role development essential to become a competent and safe advanced practice nurse. The Master's and Doctor of Nursing Practice program curricula at the University of Hawai'i at Mānoa (UHM) Department of Nursing (DON) includes ongoing professional development of the student.

Policy

At the UHM DON, student professional development is to be cultivated, demonstrated and monitored through the student professional portfolio development system in the DON.

Definition

A student-directed portfolio is a purposeful collection of work that provides evidence of the student's ongoing acquisition of knowledge and skills, achievements and contributions, and self-reflection and critical analysis to enhance their professional growth. The portfolio is a document that illustrates and catalogues the student's progressive growth in his/her knowledge, skills and abilities, as well as maturation of understanding and attitudes about professional nursing practice in the respective chosen graduate program specialty.

Purpose

The purpose of the portfolio is: 1) to provide evidence that the concepts and principles of the student's learning experiences are applied in the practice setting; 2) to document the student's ongoing professional development; and 3) to provide a means for evaluating the students progress in the program and assessing any gaps that should be addressed in subsequent coursework or during the student's capstone experience. At the end of the students program, a completed portfolio should reflect achievement of all required competencies for the specific program.

Portfolio Format

The UHM DON will utilize a standard format for the student-directed portfolio in order to articulate progressive growth in the core competencies. In addition, each specialty program will have additional competencies/ achievements that are relative to that particular specialty as outlined by the professional credentialing / certification organization for that specialty. The portfolio will contain the core competency section as well as the specialty section. It should be noted that there are multiple ways in which professional competency can be demonstrated, and while students must address the required elements, the ways competency is demonstrated may vary by specialty and student.

Procedure

1. When a student is first enrolled in a UHM DON master's degree, post masters certificate program specialty track program, or Doctor of Nursing Practice program, s/he will initiate the development of a student centered portfolio.*
2. The portfolio will be introduced to the student at the new student orientation program which is conducted at the beginning of the first semester for each student.
3. The Professional Nursing Roles course (N625) (master's program) and the Capstone Course (N776) (DNP program) is to be taken during the first year of the program. In that course, the theoretical basis of development of a student portfolio will be covered.
4. Throughout the program, in each of the courses, where applicable, specific work will be assigned to the students which will contribute to the portfolio.
5. All portfolio elements are required and must be completed before graduation. However, those with an ** are optional elements.
6. At least once per year, the Program Director for the student's specialty will review with the student his/her portfolio, and identify gaps and goals for portfolio completion and plan the remainder of coursework to assure that goals and gaps are addressed.
7. Throughout the program, the Program Director or Faculty Advisor for the student's specialty will review the portfolio with the student, and assist the student will reviewing his/her portfolio progress, and articulate a plan for coursework and other professional endeavors to complete the master's degree competencies.
8. The portfolio must be determined to be complete by the Program Director or Faculty Advisor for the student's specialty. If a student completes all coursework and there are still significant gaps in the portfolio, the student will be required to take additional coursework to address such gaps.

STUDENT DIRECTED PROFESSIONAL PORTFOLIO ELEMENTS

It should be noted that there are many methods in which to demonstrate competency and achievement of critical educational milestones in the masters and post masters certificate program in nursing at the School of Nursing and Dental Hygiene. The Program Director for the student's specialty will work with the student to tailor the portfolio to best reflect their accomplishments, and additional elements may be included.

I. Introduction

- A. Personal philosophy of nursing statement (updated)
- B. Statement about the role of the professional nurse in chosen specialty
- C. Resume or CV (updated)
- D. List of courses completed
- E. Professional goals (1 to 5 years) and predicted role challenges
 - a. Scope of practice
 - b. Proposed job description
- F. Summary of academic, work and other relevant experience
- G. Letters of recommendations (can be professional or academic recommendation letters)

II. Ethical Practice

- A. Reflection on ethical practice (2 personal reflection papers (1-2 pgs each that articulates an ethical dilemma/ situation and how it was addressed
- B. Evidence of advocacy role in school work, and community
- C. HIPPA and human subjects protection (attach certificates from online courses)

III. Evidence-Based Practice/ Clinical or Fieldwork Accomplishments

A. Student's clinical /fieldwork experiences

- a. Summary of the total number of clinical/fieldwork hours, preceptors and rotation sites
- b. List of special competencies acquired
- c. Description of the population of interest (Patients managed, students taught, populations worked with)

B. Professional Competencies

- a. Copy of professional license and certifications
- b. Verification of completion of specialized training (ACLS etc.)

C. Scholarship and Research Accomplishments

- a. Scholarly papers, publications, or presentations during student's academic education**
- b. Significant awards or certificates**
- c. Summary of capstone project which demonstrates understanding of an issue, explanation of the work of the project and the outcome

D. Service Accomplishments

- a. Professional organization membership and activities including level involvement within the organization
- b. Community service (volunteer work, community board, school org)

E. Lifelong learning

- a. Lifelong learning: Professional continuing education courses completed (minimum of one per semester of enrollment in the MS program)
- b. Evidence of reflection and critical analysis of professional role, activities and development (1-2) pages
- c. Identification of strengths and needs with plan to address gaps

F. Health Policy

- a. Demonstrate understanding of health policy and legislation (encounter with legislator, letter or personal submit a summary of the issue, description of the encounter as well as explanation of outcome)
- b. Demonstrate ability to serve in leadership/advocacy role- 1 page summary of such

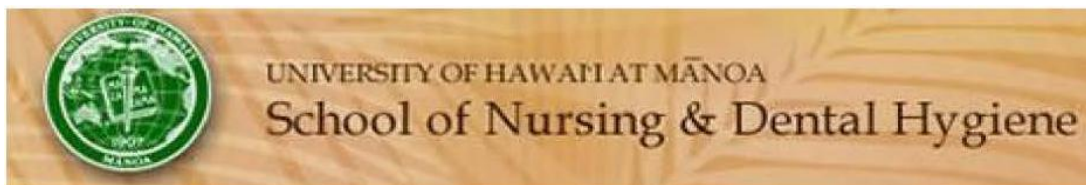
IV. Other

Program specific portfolio elements are developed by the Program Directors for the MS specialty tracks and the Program Director for the DNP Program.

Appendix F

University of Hawai'i at Mānoa Department of Nursing

Student-Faculty Authorship Policy



Policy Number Research 1

Policies & Procedures

General Information		
Title Student-Faculty Authorship	Category Research	
Responsible Committee/Office Department of Nursing	Responsible Person Chair, DON	Effective Date December 2, 2013

Approval Process (signatures required)	
Associate Dean for Academic Affairs 	Date 12/6/13
Dean 	Date 12/6/13

I. General Scope

This policy pertains to all SONDH faculty preparing manuscripts for publication in collaboration with SONDH students.

II. Scope Details

The following categories of the SONDH community should be familiar with this policy:

- | | |
|---|---|
| <input type="checkbox"/> Administrative Officers | <input checked="" type="checkbox"/> Dean |
| <input checked="" type="checkbox"/> Associate Deans | <input checked="" type="checkbox"/> Directors/Department Chairs |
| <input type="checkbox"/> Full-time Staff | <input checked="" type="checkbox"/> Full-time Faculty |
| <input type="checkbox"/> Part-time Staff | <input checked="" type="checkbox"/> Part-time Faculty |
| <input checked="" type="checkbox"/> Student Employees | <input type="checkbox"/> Entire School Community |
| <input checked="" type="checkbox"/> Students | |

III. Policy Summary

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.

IV. Policy History

This is a new policy, created Spring 2013.

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

VI. 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.

VII. Collaborations

Chair, Department of Nursing
Graduate Chair
UH Honors Department
Faculty

Student Nurse Organization Leadership
SONDH Honors Committee
Graduate Division
Students

VIII. Contact Information

Chair, Department of Nursing
Graduate Chair
Chair, Research Committee

IX. Appendices

A. Memorandum of Understanding

X. Supporting Documents

Link to [International Committee of Medical Journal Editors](#)

Appendix F – Continue

Student-Faculty Authorship Policy



UNIVERSITY
of HAWAII
MĀNOA

School of Nursing and Dental Hygiene
Department of Nursing

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's Advisor: _____

Entire Agreement.

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

Signatures:

First Author: _____ Date: _____

Second Author: _____ Date: _____

Third Author: _____ Date: _____

Fourth Author: _____ Date: _____

Appendix G

Protection of Human Subjects

As required by federal, state and university regulations, SONDH students who intend to conduct projects that involve the use of human subjects as defined below must check with their respective academic departments, the Committee on Human Studies, and the appropriate office(s) listed below for approval and guidance.

The Committee on Human Studies (CHS) functions as the federally mandated Institutional Review Board (IRB) for the UH system. All proposals involving the use of human subjects or the university's non-public information to identify or contact subjects need to be reviewed and approved by the CHS. Federal guidelines allow for some projects to be exempt from IRB review. However, only the CHS may grant such exemptions.

Anytime human subjects are involved in projects, faculty and students at UH must obtain approval by the UH Committee on Human Studies' Institutional Review Board (<http://www.hawaii.edu/irb/>) prior to starting any project. If the project is conducted off campus, an additional IRB approval is usually required from the project site.

A human subject is a living individual about whom an investigator obtains data through intervention or interaction with the individual or identifiable private information. Students should consult with the faculty of record, their adviser, and/or UH CHS to determine if an IRB application is required for their project.

CITI Training. Graduate students shall pass the [UH-required Collaborative Institutional Training Initiative \(CITI\) course or courses](#) before the start of the first summer intensive.

Environmental, Health, and Safety Office. The [Environmental, Health and Safety Office](#) (EHSO) ensures safe campus environments through the development and administration of health and safety programs critical to the university experience. Projects involving radioactive materials, biological "commodities" (including micro-organisms, plants, animals, biological toxins, cell or tissue samples, recombinant DNA), compressed gas (scuba) diving, certain chemicals and hazardous materials, and the disposal of hazardous materials need to be reviewed and approved by the EHSO.

Screening Tool. Once the Dissertation, DNP Project, or Thesis is adequately developed, students shall determine if their project would be considered human subjects research and meets the requirements for an IRB approval. If the student answers yes to any of the questions in Table 2, the student should consider submitting an IRB application in consultation with their Academic Advisor.

Human Subjects Research Screening Tool (The Queen's Medical Center, n.d.)

Screening Questions	Yes	No
Are you assigning participants (faculty, students, staff, patients, etc.) to groups that will receive different types of procedures, treatments or interventions?		
Does the project target members of a protected group: under 18 years of age, developmentally or cognitively disabled, prisoner, HIV + status, pregnant female?		
Does the project involve interventions, procedures, tests or hospital stays beyond what is standard practice (non-experimental)?		
Does the project pose additional risk to participants (faculty, students, staff, patients, etc.) beyond what is standard practice?		
Does the project pose any risk to participant confidentiality?		
Will your data be linked to a person by name, medical record number, social security number, date of birth, date of admission, or any other identifiers?		

Examples of projects that are considered human subjects research and require IRB approval are:

- Research that evaluates an experimental drug or device
- Research that evaluates a behavioral intervention (e.g., smoking cessation)
- Research involving surveys performed on paper or online
- Research involving interviews or focus groups (sometimes)
- Analyses of existing information in which individuals can be identified
- Graduate-level theses and dissertations
- Oral histories (sometimes)
- Case studies (sometimes)
- Studies that collect and/or analyze identifiable biological materials
- Collection of data from voice, video, digital, or image recordings
- Evaluations of programs, curricula, etc. (sometimes)

If the student determines that human subjects will be at risk, an IRB application is required. Depending on the location of the project/study, an application will be submitted to UH and to the project/study site. Depending on the methods and level of risk to participants, one of two applications will be required:

- Application for Approval of a New Study
- Application for Approval of Research as Exempt

If is unclear as to which application to submit, contact CHS staff prior to completing an application. Refer to the UHM CHS website for additional information at:
<http://www.hawaii.edu/irb/>

Appendix H

DNP Advising Roles and Responsibilities

Students are ultimately responsible for their own education and are held responsible 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 University of Hawai'i at Mānoa (UHM) and the School of Nursing and Dental Hygiene (SONDH);
- Complete the Academic Progression Plan (see Appendix G) 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 Program Coordinator at the end of each semester; and
- Meet with the Specialty Program Director or Project Chair at least once each semester before registering for courses either in person, by phone, or electronically (e.g., email, Skype, Google Hangout).

Specialty Program Directors. The Specialty Program Director (SPD) is a faculty member who holds credentials and has the expertise required of an Advanced Practice specialty i.e., Adult Gerontology Primary Care Nurse Practitioner (AGPCNP), Family Nurse Practitioner (FNP), or Nurse Executive Leadership (NEL).

Responsibilities. His/her main responsibility is to advise and assist the *post-baccalaureate* student advisee's progression through the specialty program curriculum. The SPD's responsibilities include:

- Completing the Academic Progression Plan (see Appendix G) with the assigned student advisee. This Plan is completed semi-annually and negotiated with the advisee to ensure the student is on track with their plan of study and progression through the program;
- Submitting a completed Progression Plan to the Graduate Chairperson (GC) each spring semester;
- Advising students about the advanced practice licensing exam requirements;
- Monitoring required clinical hours for certification;
- Meeting with the student advisee at least once each semester before the student registers for their courses either in person, by phone, or electronically (e.g., email, Skype, Google Hangout);
- Assisting with paperwork completion, advising on deadlines and forms, and signing progress and other forms as required;
- Working with the Graduate Chair, DNP Project Chair, DNP Program Director, and OSS regarding coursework transfers, leaves of absences, and other process issues;

Qualifications. Preferably, the Specialty Program Director will be prepared at the doctoral level, preferably a DNP. He/she will have a minimum of two years experience working in an academic environment and a minimum of one year experience advising advanced practice students.

DNP Project Chairs. 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.

Responsibilities. His/her main responsibility is to advise and assist the *post-master's* student advisee's progression through the DNP Project. The DNP Project Chair's responsibilities include:

- Completing the Academic Progression Plan (see Appendix G) with the assigned student advisee. This Plan is completed semi-annually and negotiated with the advisee to ensure the student is on track with their plan of study and progression through the program;
- Submitting a completed Progression Plan to the Graduate Chairperson (GC) each spring semester;
- Advising and approving the selection of elective course(s) i.e., NEXus courses;
- Meeting with the Content Expert and the student advisee at least once each semester for a DNP Project update;
- Assisting with paperwork completion, advising on deadlines and forms, and signing progress and other forms as required;
- Working with the Graduate Chair, DNP Program Director, SPD, and OSS regarding coursework transfers, leaves of absences, and other process issues;
- Advising and overseeing the development of the DNP Project proposal;
- Assisting student in scheduling DNP Project proposal and final defense meetings;
- Co-chairing the DNP Project committee with the student's Content Expert and the third committee member;
- Overseeing the DNP Project products and activities in collaboration with the student's Content Expert;
- 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, as possible.

Qualifications. The DNP Project Chair will be prepared at the doctoral level, preferably a DNP. He/she will have a minimum of two years experience working in an academic environment and a minimum of one year experience advising doctoral students.

Content Experts. The Content Expert is a healthcare expert who has the experience to function as the primary mentor for the student's DNP Project.

Responsibilities. The Content Expert's primary responsibility is to advise and assist the student advisee's progression through their DNP Project. In collaboration with the DNP Project Chair, the Content Expert's responsibilities include:

- Meeting with the Content Expert and the student advisee at least once each semester for a DNP Project update;
- 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;
- Co-chairing the DNP Project committee with the student's DNP Project Chair and the third committee member;

- Overseeing the DNP Project products and activities in collaboration with the student's DNP Project Chair;
- Determining grades for the DNP Project products each semester in consultation with the student's DNP Project Chair; and
- Assisting students in acquiring funding for the DNP Project, as possible.

Qualifications. Preferably, the Content Expert will be prepared with a terminal degree in their healthcare profession. At a minimum, he/she will have a minimum of three years experience working in the student's DNP Project topical area.

DNP Program Director. The DNP Program Director is available for advising when the student's DNP Project Chair is unavailable. Additionally, if the student requires assistance with any problems that cannot be resolved by the DNP Project Chair, the DNP Program Director should be contacted.

Graduate Chairperson. The GC is available for advising when the Program Director is unavailable. Additionally, if the student requires assistance with any problems that cannot be resolved by the DNP Project Chair and the Program Director, the GC should be contacted.

Graduate Academic Advisor. Graduate academic advising is also available by the OSS, Webster Hall 201, (808) 956-8939. The Graduate Academic Advisor is available to assist students' progress through the program and can assist with matters related to the Office of Graduate Education.

Appendix I

PhD Faculty Advisor's Responsibilities

Faculty Advisor. The faculty advisor is responsible for academic advising and is the primary mentor throughout the graduate process. The advisor's responsibilities include:

- Holding regular meetings with students to oversee and guide progression through the program;
- Assisting with paperwork completion, advising on deadlines and forms, and signing progress forms and other forms as required;
- Working with the GC, PhD Program Director, and OSS regarding waivers/substitution of courses and other process issues;
- Advising and assisting the student's progression through the program;
- Advising and overseeing the development of the dissertation proposal;
- Assisting student in scheduling comprehensive exams/reviews and dissertation proposal and final defense meetings;
- Chairing the Comprehensive Exam/Review Committee;
- If chairing the dissertation committee, assisting student in determining composition of the dissertation committee;
- Conducting the review of student progression and completing the milestone form each fall and spring semester (see Appendix G);
- Overseeing research and writing, as appropriate; and
- Assisting students in acquiring funding for the dissertation.

PhD Program Director. The PhD Program Director is available for advising when the student's faculty advisor is unavailable. Additionally, if the student requires assistance with any problems that cannot be resolved by the faculty advisor, the PhD Program Director should be contacted.

Graduate Chairperson. The GC is available for advising when the Program Director is unavailable. Additionally, if the student requires assistance with any problems that cannot be resolved by the faculty advisor and the Program Director, the GC should be contacted.

Graduate Academic Advisor. Graduate academic advising is also available by the OSS, Webster Hall 201, (808) 956-8939. The Graduate Academic Advisor is available to assist students' progress through the program and can assist with matters related to the Office of Graduate Education.

Appendix J

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

Policy: Substitution or waiver of a course in the Department of Nursing masters and post-masters programs and doctoral programs.

Introduction: 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 that is on a pathway 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 OGE 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 on the student's program pathway 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:

1. 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:

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

- d. 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:

- a. 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: For information about transferring of credits into a program, please refer to page 16 of this Handbook.

Appendix K

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.

Faculty have access to the most current list of active affiliation agreements at T:\Shared\Affiliation Agreements - Faculty Resource. A printed copy is also posted on the bulletin board in the 4th floor mailroom.

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. 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 Program Coordinator will email a copy to the organization, cc'ing 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 L

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 and student proceeding to proposal defense, review the student's research proposal and sign Student Progress Form II. 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* outside the School of Nursing and a full member of the regular UHM graduate faculty. Please refer to the Graduate Division website for a description of the roles and functions of the chair and committee members. <http://manoa.hawaii.edu/graduate/content/committee-composition-potential-members>

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

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

- CV (inclusive of peer reviewed research publications) of the qualified committee member is required by the PhD program director.
- The PhD program director nominates the qualified individual for affiliate status.
- The PhD faculty votes on approving the nomination.
- The nursing graduate chair sends a memo for affiliate status approval with a copy of the CV to the Graduate Division.
- If approved/disapproved, the UH Graduate Division notifies the graduate chair and the committee member.

The graduate chair delivers copy of approval from Graduate Division to the PhD program office.

The Dissertation Chair

The chair of the dissertation committee serves as the supervisor of the research and must be a full member of the graduate faculty in the student's field of study. It is the responsibility of the chair and the student to see that all members of the committee are kept informed of the scope, plan, and progress of both the research and dissertation. A handbook on instructions for preparation of the dissertation can be obtained from Graduate Division or on the Web Site (<http://manoa.hawaii.edu/graduate/>).

Selection of Dissertation Committee 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.

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 UH Graduate Division website: <http://manoa.hawaii.edu/graduate/files/forms/remote.pdf>

Useful steps in selecting committee members include:

- Identify the topic for the dissertation.
- Consider the expertise of potential committee members.
- Discuss possible committee members with the committee chair/ advisor.
- Ask the chair/ advisor if potential committee members have graduate faculty status. This information can be found in the University of Hawai'i Catalog under the appropriate department heading.

<http://manoa.hawaii.edu/graduate/content/select-eligible-committee-members>

Appendix M

Comprehensive Examination Purpose of, Procedure and Timeline for 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. An oral comprehensive exam is conducted by the graduate faculty or a sub-committee. For the School of Nursing, it is usually composed of members of the student's dissertation committee.

The comprehensive examination will occur after all the coursework is completed and the student has written two publishable papers in their research topic area. 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.

At the comprehensive examination, students are expected to conduct a 45 minute session consisting of presentation and discussion based on the two scholarly papers and then, answer questions developed by their committee based on the scholarly papers. During the comprehensive examination, the committee has both the opportunity and obligation to require the student to demonstrate broad knowledge of the field of study and sufficient depth of understanding within the student's area of specialization and research. The two papers submitted by the student to the committee before the comprehensive examination serve as the vehicle by which the student's knowledge and understanding of the field of study is assessed

Scoring Criteria

The criteria for passing the comprehensive examination include:

1. Soundness of logic and rationale in developing ideas.
2. Significance of the work to the discipline of nursing.
3. Soundness of methodological approaches used or described.
4. Adequacy of documentation.
5. Demonstrate breadth and depth in the field.

The student will be evaluated using the review criteria above. Scores will be "pass or fail". A majority vote is required to pass. If a student does not pass the comprehensive examination, the student may petition to repeat it once. Students who fail the exam twice will not be permitted to remain in the program.

Procedure

When all course work is completed, students 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 with chair and committee members. The student must contact the PhD Program to schedule the comprehensive exam. If the student will be requiring Collaborate session assistance, they are required to schedule the equipment and/or technical

assistance through the PhD Program office prior to scheduling the comprehensive examination date.

Time Line for Students

1. Four weeks before the comprehensive examination the student will:
 - Contact PhD Program to schedule comprehensive exam.
 - Schedule a Collaborate session if needed.
 - Schedule Collaborate training sessions for participants if needed at least one week prior to comprehensive exam date.
 - Reserve an appropriate conference room and equipment necessary for the exam.
 - Confirm the location, date, and time of the comprehensive examination with all committee members.
 - Complete comprehensive examination template information and send out to committee members
 - Forward or submit copies of the two publishable papers to all committee members.
2. Comprehensive examination day:
 - Make sure all committee members have copies of the necessary materials.

Time Line for Committee Members

1. Four weeks before the comprehensive examination: the committee members will:
 - Review the two 'publishable' papers.
 - 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

- All committee members and the student must participate.
- The chair asks the student to leave the room so committee members can make final preparations if necessary.
- The chair invites the student to enter the room.
- The student gives a 45 minute presentation of and discussion about the two scholarly papers.
- The committee members ask questions.
- The student orally answers the questions.
- The student then steps out of the room while the committee discusses the results.
- A majority of the committee must vote "pass" in order for the student to pass.
- The Chair invites the student to return to the room.
- A student who fails the comprehensive examination may repeat it once. The Graduate Chair (GC) shall report the results of the repeated exam to the Graduate Records Office via a copy

of Form II. A student who fails any portion of the comprehensive examination twice will be dismissed from both the graduate program and the Graduate Division.

Appendix N

Doctoral Student Proposal and Final Defenses – Purposes, Procedures, Evaluation Criteria and Timelines

Proposal Defense

The purpose of the proposal defense is to ensure that the PhD student's research proposal and the DNP Project plan (proposal) is appropriate to the state of the science and problem or question, lacks bias, maximizes precision, 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 product/s of the dissertation or DNP Project follows the SONDH tradition of the American Psychological Association (APA) publication guidelines and the [University of Hawaii's Style & Policy Guide](#). It is suggested that the student prepare these written products in accordance with these [guidelines](#) from the beginning of the program. Since these guides are intended for Theses and Dissertations, DNP students shall refer to the NURS 776 syllabus and these dissertation directions only as appropriate.

DNP Project Proposal Defense. 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 Defense at the DNP Project site. Typically, only the student's committee members will be present for the DNP Project Proposal Defense to ensure adequacy of preparation. If the student and/or the committee members are off-site, a [Petition for Remote Committee Participation](#) is filed.

The purpose of the proposal defense is to provide the student with the opportunity to demonstrate depth and breadth of proficiency in a practice-based content area and in their ability to develop a sound and feasible plan (or proposal) for the implementation and evaluation of a needed evidence-based practice change to improve the quality of care. The Proposal Defense also provides the DNP Committee members with the opportunity to assess whether or not the student is ready to proceed with implementation of the DNP project.

Procedure. The proposal defense consists of a written and oral presentation of the student's proposed DNP Project plan. In preparation for the Proposal Defense during spring or summer semester of Year One for post-Master's students and Year Two for post-Baccalaureate students of the DNP Program, the DNP student will:

- Discuss their level of readiness with the DNP Project Chair,
- Determine the modality of comprehensive examination (Distance or Face-to-Face),
- Confirm committee membership,
- Negotiate and determine the date/time of the proposal defense with the committee members,
- Contact the Doctoral Program Coordinator to schedule Information Technology (IT) support and to make room reservations for a two-hour block of time, and
- Four weeks before the scheduled proposal defense, send committee members the written completed DNP Project Proposal (Chapters I – III).

The DNP Project Chair will complete and distribute the proposal defense information to the committee members).

During the Proposal Defense:

- All committee members and the student must participate/be present;
- First 10 minutes: DNP Project Chair asks the student to leave the room so committee members can make final preparations;
- DNP Project Chair invites the student to enter the room;
- Next 20 minutes: Student delivers a 20 minute oral presentation of the DNP proposal;
- Next 40 minutes: Student orally answers committee member questions;
- Next 10 minutes: DNP Project Chair asks student to leave the room while the committee discusses the results and determines if the student met the evaluation criteria;
- Next 5 minutes: DNP Project Chair invites the student to return to the room and informs the student if they passed or failed;
- Committee provides feedback and recommends/requests revisions; and
- Student, DNP Project 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. The student failing the Proposal Defense may repeat it once with the approval from both the graduate program and the Office of Graduate Education. A student failing for a second time is dismissed from both the SONDH graduate program and the UH Office of Graduate Education.

Evaluation Criteria. Boyer's (1996) *Criteria for Evaluation of Scholarship* in conjunction with the DNP Project Rubric (see NURS 776 Syllabus & DNP Defense Rubric) will be used to determine that the project meets the level of scholarship required of a DNP degree and the grade for the Proposal Defense. Boyer's Criteria include the following rating schema:

- Are the goals of the project clearly stated?
- Are the procedures well defined and appropriate for the project?
- Are resources adequate for the stated goals of the project and utilized effectively?
- Did the student communicate and collaborate effectively with others?
- Are the results of the project significant?
- Is there evidence of self-reflection and learning? (Zaccagnini & White, 2011)

DNP Proposal Defense. The purpose of the proposal defense is to provide the student the opportunity to demonstrate depth and breadth of proficiency in content, design, and methodology for the proposed dissertation research. Students passing the Comprehensive Examination may proceed with the preparation for the dissertation proposal.

In some cases and with the approval of the Chair, the student may proceed with the Proposal Defense immediately after the passing the comprehensive examination. Students who decide to complete their comprehensive examination and proposal defense in the same time period must provide a draft of their proposal (Chapters I - III) to their committee members prior to the comprehensive examination.

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

- Discuss their level of readiness with the committee Chair
- Determine the modality of the proposal defense (distance or face-to-face)
- Negotiate and determine the date/time of the exam with chair and committee members
- Contact the Doctoral Program Coordinator to schedule Information Technology (IT) support and to make room reservations for a two-hour block of time and
- Four weeks before the scheduled proposal defense the student will send committee members the dissertation proposal (Chapters I - III).

The Chair will complete and distribute the proposal defense information to the committee members.

During the proposal defense:

- All committee members and the student must participate/be present;
- First 10 minutes: Chair asks the student to leave the room so committee members can make final preparations;
- Chair invites the student to enter the room;
- Next 45 minutes: Student delivers a 45 minute oral presentation of the Dissertation Proposal;
- Next 40 minutes: Student orally answers committee member questions;
- Next 15 minutes: Chair asks student to leave the room while the committee discusses the results;
- Committee determines if the student met the evaluation criteria;
- Remaining 10 minutes: Chair invites the student to return to the room and informs the student if they passed or failed;
- 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; and
- 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.

Evaluation Criteria. During the proposal defense, the committee has both the opportunity and obligation to require the student to demonstrate broad knowledge of the field of study and sufficient depth of understanding within the student's area of specialization and research. The proposal submitted by the student to the committee serves as the vehicle by which breadth and depth proficiency is assessed. The criteria for passing the Proposal Defense are:

- Soundness of logic and rationale in developing ideas,
- Significance of the work to the discipline of nursing,
- Soundness of methodological approaches used or described,
- Adequacy of documentation, and
- Demonstration of breadth and depth in the field.

Scores will be "pass or fail". A majority vote is required 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 be dismissed from the program.

Once all required course work is completed, the comprehensive examination passed, the Proposal Defense passed, the IRB application approved, and Form II has been submitted and approved by Office of Graduate Education, the DNP 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 summer session credits of NURS 800 if substantive Dissertation work is continuing through the summer months.

Final Defense The Final defense is an oral presentation open to the public, during which the author of the PhD dissertation or DNP Project 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 and DNP Project.

The written product/s of the dissertation or DNP project follows the [University of Hawaii's Style & Policy Guide](#). It is suggested that written products are prepared in accordance with these guidelines from the beginning of the program. Since this guide is intended for theses and dissertations, DNP students shall refer to the dissertation directions only as appropriate.

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

DNP Project Final Defense. An oral and written presentation of the DNP Project Final defense is a required activity of the DNP program. The student has the option of conducting the oral final defense at the DNP project site; this event is open to the public. If the student and/or the committee members are off-site, a [Petition for Remote Committee Participation](#) is filed.

The purpose of the final defense is to provide the student with the opportunity to demonstrate depth and breadth of proficiency in a practice-based content area and in their ability to implement and evaluate an evidence-based practice change to improve the quality of care. The final defense also provides the DNP committee members with the opportunity to assess whether or not the student has met the DNP Program degree requirements.

Procedure. The final defense consists of a written and oral presentation of the student's completed DNP project. All coursework must be completed or the student must be enrolled in the last remaining required coursework prior to the DNP project final defense. In preparation for the final defense during spring semester of year two of the DNP Program, the DNP student will:

- Discuss their level of readiness with the DNP Project Chair,
- Determine the modality of the defense (distance or face-to-face),
- Confirm committee membership,
- Negotiate and determine the date/time of the proposal defense with the committee members,
- Contact the Doctoral Program Coordinator to schedule Information Technology (IT) support and to make room reservations for a two-hour block of time, and

- Four weeks before the scheduled final defense, send committee members the written completed DNP project (Chapters I – V).

The DNP Project Chair will distribute a letter with information about the final defense to committee members.

During the Final Defense:

- All committee members and the student must participate/be present;
- First 10 minutes: DNP Project Chair asks the student to leave the room so committee members can make final preparations;
- DNP Project Chair invites the student to enter the room;
- Next 20 minutes: Student delivers a 20 minute oral presentation of the DNP Proposal;
- Next 40 minutes: Student orally answers committee member questions and public members in attendance;
- Next 10 minutes: DNP Project Chair asks student to leave the room while the committee discusses the results and determines if the student met the evaluation criteria;
- Next 5 minutes: DNP Project Chair invites the student to return to the room and informs the student if they passed or failed;
- Committee provides feedback and recommends/requests revisions; and
- Student, DNP Project Chair, and committee members sign [Form III](#) if the student passes the final defense. If the committee gives a failing score, members indicate what must be done for the student to progress. The student failing the final defense may repeat it once with the approval from both the graduate program and the Office of Graduate Education. A student failing for a second time is dismissed from both the SONDH graduate program and the UH Office of Graduate Education.

Evaluation Criteria. Boyer's (1996) *Criteria for Evaluation of Scholarship* in conjunction with the DNP Project Rubric (see NURS 776 Syllabus) will be used to determine that the project meets the level of scholarship required of a DNP degree and the grade for the final defense. Boyer's Criteria include the following rating schema:

- Are the goals of the project clearly stated?
- Are the procedures well defined and appropriate for the project?
- Are resources adequate for the stated goals of the project and utilized effectively?
- Did the student communicate and collaborate effectively with others?
- Are the results of the project significant?
- Is there evidence of self-reflection and learning? (Zaccagnini & White, 2011)

PhD Final Dissertation Defense. The purpose of the final defense is to provide the student the opportunity to demonstrate their ability to conduct research and command of all aspects of the work presented and other related subjects, if applicable.

Procedure. The final defense consists of a written and oral presentation of the student's completed dissertation. In preparation for the final defense, the PhD student will:

- Discuss their level of readiness with the committee chair
- Determine the modality of the defense (distance or face-to-face)
- Negotiate and determine the date/time of the exam with chair and committee members

- Contact the Doctoral Program Coordinator to schedule Information Technology (IT) support and to make room reservations for a two-hour block of time, and
- Four weeks before the scheduled final dissertation defense the student will send committee members the written completed Dissertation (Chapters I - V).

The chair will distribute a letter with information about the final defense to the committee members.

During the PhD final defense:

- All committee members and the student must participate/be present;
- Chair asks the student to leave the room so committee members can make final preparations;
- Chair invites the student to enter the room;
- First 45 minutes: Student delivers a 45 minute oral presentation of the completed Dissertation;
- Next 40 minutes: Committee member ask questions, seek clarification, and offer suggestions. Participants then have an opportunity to do the same.
- Next 10 minutes: Chair asks student and participants to leave the room while the committee discusses the results;
- Committee determines if the student met the evaluation criteria; and
- Chair invites the student and participants to return to the room and informs the student if they passed or failed.
- Committee provides feedback and recommends/requests revisions. If substantive changes are needed, the revised dissertation will be reviewed as determined by the committee.
- Student, chair, and committee members sign [Form III](#) if the student passes the final defense. If the committee gives a failing score, members indicate what must be done for the student to progress. The student failing the dissertation defense may repeat it once with the approval from both the graduate program and the Office of Graduate Education. A student failing for a second time is dismissed from both the SONDH graduate program and the UH Office of Graduate Education.

Evaluation Criteria. During the final defense, the committee has both the opportunity and obligation to require the student to demonstrate broad knowledge of the field of study and sufficient depth of understanding within the student's area of specialization and research. The completed written Dissertation submitted by the student to the committee serves as the vehicle by which breadth and depth proficiency is assessed. The criteria for passing the final defense are:

- Soundness of logic and rationale in developing ideas,
- Significance of the work to the discipline of nursing,
- Soundness of methodological approaches used or described,
- Adequacy of documentation, and
- Demonstration of breadth and depth in the field.

Scores will be "pass or fail". A majority vote is required to pass. If a student does not pass the final defense, the student may petition to repeat it once. Students who fail the final defense twice will be dismissed from the program.

Forms. Office of Graduate Education [forms](#) are available online. Refer to Appendix X. Office of Graduate Education Progression Forms.

Timeline

The timeline for each of the major events of the PhD dissertation and DNP Project is essentially the same. Therefore, in preparation for the proposal defense, or final defense, the student will *ideally* adhere to this timeline to ensure adequate preparation for the student and committee members and optimize success:

Eight (8) weeks before the event, the student shall:

- Discuss level of readiness with the committee/project chair,
- Determine the modality of the defense (distance or face-to-face),
- Negotiate and determine the date/time of the exam with chair and committee members, and
- Contact the Doctoral Program Coordinator to schedule Information Technology (IT) support and to make room reservations for a two-hour block of time.

Eight (8) weeks before the event, the chair shall distribute the proposal or final defense information letter to the committee members.

Four (4) weeks before the event, the student shall:

- Send committee members the required written documents,
- Confirm the date and time for the event with the Doctoral Program Coordinator and committee members, and
- File a [Petition for Remote Committee Participation](#) if the student or any committee members are off-site.

Four (4) weeks before the event, the committee members shall:

- Review the submitted written work;
- Determine the student's readiness to proceed;
- Notify the committee chair if there are concerns regarding the student's readiness;

Two (2) weeks before the event, the student shall:

- For the final defense, complete a [Defense Announcement](#) for placement in the University Events Calendar,
- Contact committee members prior to the exam to discuss potential questions or problems and for guidance on areas they think the student should review for the exam, and
- Prepare and submit a power point presentation to the committee members for their review and recommendations.

Two (2) weeks before the event, the committee members shall:

- Submit at least two questions relevant to the written work to the committee chair; and

- Respond to the student's request for guidance. Committee members are asked not to disclose their specific questions, but to offer guidance on areas they think the student should review.

Appendix O

PhD Program Learning Objectives and Core Competencies Grid

Program Goal

Graduate independent nursing scholars capable of conducting research that generates new knowledge focusing on the health and well-being of diverse populations primarily from Hawaii and the Asia/Pacific region.

Research Competencies (Development of the Science)

Program Learning Objective	Core Competencies (References)	Direct Measures of Student Learning			
		Courses	Comprehensive Exam Completed Year 3/4)	Dissertation Proposal (Chapter.section) Completed Year 4	Dissertation Defense (Chapter.section) Completed Year 5
1. Knowledge and ability to integrate theory, philosophy, and ethical principles in research	A. Describe foundation of theory and philosophy (1)	NURS702 NURS751	Describe foundation of theory and philosophy	1.4 Conceptual Framework 2.5 Theoretical Model(s) / Conceptual Framework	5.3.1 Concordance with the literature/ conceptual framework
	B. Master in-depth knowledge in a substantive area (1, 2, 3)	NURS739 NURS751	Master in-depth knowledge in a substantive area	1.2 Problem 1.3 Significance of the Problem 1.4 Conceptual Framework 1.5 Background 2.2 Literature Review 2.2.1 Search strategies 2.2.2 Selection of studies for review 2.3 Literature Synthesis 2.4 Literature Critique 2.6 Gaps in the Literature	

Program Learning Objective	Core Competencies (References)	Direct Measures of Student Learning			
		Courses	Comprehensive Exam Completed Year 3/4)	Dissertation Proposal (Chapter.section) Completed Year 4	Dissertation Defense (Chapter.section) Completed Year 5
	C. Critique and integrate different perspectives including theoretical/ conceptual frameworks in the conduct of research (1, 3, 9)	NURS702 NURS739 NURS751		1.4 Conceptual Framework 2.3 Literature Synthesis 2.4 Literature Critique 2.5 Theoretical Model(s) / Conceptual Framework 2.6 Gaps in the Literature	5.3 Interpretation of Findings 5.3.1 Concordance with the literature/ conceptual framework 5.3.2 Limitations of the study 5.4 Conclusions 5.4.1 Implications for future research/ direction 5.4.2 Recommendations
	D. Adhere to standards of integrity and apply ethical principles in use of human subjects in research (1, 9, 10)	Ethics Course CITI certification	Adhere to standards of integrity and apply ethical principles in use of human subjects in research	3.5 Human Subjects Considerations 3.3 Participants 3.3.1 Sample 3.3.2 Inclusion/Exclusion Criteria 3.3.3 Recruitment Plan 3.3.4 Power Analysis	4.3 Description of Sample 4.4 Description of Responses 4.5 Analysis of Responses 5.3 Interpretation of Findings 5.3.1 Concordance with the literature/ conceptual framework 5.3.2 Limitations of the study 5.4 Conclusions

Program Learning Objective	Core Competencies (References)	Direct Measures of Student Learning			
		Courses	Comprehensive Exam Completed Year 3/4)	Dissertation Proposal (Chapter.section) Completed Year 4	Dissertation Defense (Chapter.section) Completed Year 5
					5.4.1 Implications for future research/ direction 5.4.2 Recommendations
2. Ability to apply skills in research operations, design, and analysis	A. Master in-depth scientific knowledge in a substantive area, identifying gaps in knowledge amenable to the conduct of a study (1, 2, 3, 9)	NURS739 NURS702 NURS751	Master in-depth scientific knowledge in a substantive area, identifying gaps in knowledge amenable to the conduct of a study	1.2 Problem 1.3 Significance of the Problem Chapter 2	Chapter 4 5.3 Interpretation of Findings 5.3.1 Concordance with the literature/ conceptual framework 5.3.2 Limitations of the study 5.4 Conclusions 5.4.1 Implications for future research/ direction 5.4.2 Recommendations
	B. Conduct a literature search, critique, and synthesis, noting strengths, weaknesses, limitations, and gaps in the evidence	NURS739	Conduct a literature search, critique, and synthesis, noting strengths, weaknesses, limitations, and gaps in the evidence	Chapter 2	Chapter 5

Program Learning Objective	Core Competencies (References)	Direct Measures of Student Learning			
		Courses	Comprehensive Exam Completed Year 3/4)	Dissertation Proposal (Chapter.section) Completed Year 4	Dissertation Defense (Chapter.section) Completed Year 5
	C. Design pragmatic and high quality studies that are consistent with the problem, purpose, and theoretical/conceptual framework (3, 8, 9, 10)		Design pragmatic and high quality studies that are consistent with the problem, purpose, and theoretical/conceptual framework	Chapter 3	5.3.2 Limitations of the study 5.4 Conclusions 5.4.1 Implications for future research/direction 5.4.2 Recommendations
	D. Identify, critique, and apply strategies for conceptualizing and operationalizing variables (9)	NURS739 NURS751 NURS741 NURS721 NURS742 NURS741	Identify, critique, and apply strategies for conceptualizing and operationalizing research variables	Chapter 2 Chapter 3	
	E. Address measurement issues related to design methods* (10)	NURS739 NURS751 NURS741 NURS721	Address measurement issues related to design methods	Chapter 3	5.3.2 Limitations of the study 5.4 Conclusions 5.4.1 Implications for future research/direction 5.4.2 Recommendations
	F. Write a research proposal to	Proposal course		Chapter 1 Chapter 2	Chapter 4 Chapter 5

Program Learning Objective	Core Competencies (References)	Direct Measures of Student Learning			
		Courses	Comprehensive Exam Completed Year 3/4)	Dissertation Proposal (Chapter.section) Completed Year 4	Dissertation Defense (Chapter.section) Completed Year 5
	delineate area of research focus (9, 10)			Chapter 3	
	G. Implement the study designed, using appropriate technical and IT skills (2, 3)	NURS777 NURS800		3.3.3 Recruitment Plan 3.3.4 Power Analysis 3.4.1 Study Design 3.4.2 Setting (i.e., Social, Economic, Physical, Political Environment) 3.4.3 Data Collection 3.4.5 Timeline 3.4.7 Instruments 3.4.8 Data Management & Analysis 3.5 Human Subjects Considerations	4.3 Description of Sample 4.4 Description of Responses 4.5 Analysis of Responses 4.6 Testing of Hypothesis 5.3 Interpretation of Findings 5.3.1 Concordance with the literature/ conceptual framework 5.3.2 Limitations of the study 5.4 Conclusions 5.4.1 Implications for future research/ direction 5.4.2 Recommendations
	H. Develop a systematic approach to data	NURS777 NURS800	Develop a systematic approach to data management including	3.4.8 Data Management & Analysis 3.5 Human Subjects	4.5 Analysis of Responses 4.6 Testing of

Program Learning Objective	Core Competencies (References)	Direct Measures of Student Learning			
		Courses	Comprehensive Exam Completed Year 3/4)	Dissertation Proposal (Chapter.section) Completed Year 4	Dissertation Defense (Chapter.section) Completed Year 5
	management including development of dataset, data entry, cleaning, tracking, and maintaining confidentiality (9)		development of dataset, data entry, cleaning, tracking, and maintaining confidentiality	Considerations	Hypothesis
	I. 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 (3, 9, 10)	NURS741 NURS752 NURS753 NURS742 NURS743 NURS777 NURS800	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	3.4.8 Data Management & Analysis 3.5 Human Subjects Considerations	Chapter 4
	J. Interpret the results in light of existing literature, noting implications for practice, education, research, and policy (3, 9, 10)	NURS739 NURS800	Interpret the results in light of existing literature, noting implications for practice, education, research, and policy		5.3 Interpretation of Findings 5.3.1 Concordance with the literature/ conceptual framework 5.3.2 Limitations of the study 5.4 Conclusions 5.4.1 Implications for future research/ direction

Program Learning Objective	Core Competencies (References)	Direct Measures of Student Learning			
		Courses	Comprehensive Exam Completed Year 3/4)	Dissertation Proposal (Chapter.section) Completed Year 4	Dissertation Defense (Chapter.section) Completed Year 5
					5.4.2 Recommendations
	K. Communicate research findings including peer-reviewed publications and presentations to target audiences lay and professional audiences both within and outside the discipline (1, 4, 6, 9, 10)				Dissemination – post dissertation Public Defense
3. Ability to work collaboratively with interdisciplinary research teams	A. Engage colleagues from nursing and other disciplines to gain their perspectives on research agendas and approaches to develop multidisciplinary research frameworks (2, 3, 4)	NURS767 NURS777 NURS800 comps		1.2 Problem 1.3 Significance of the Problem 1.4 Conceptual Framework 1.5 Background 2.3 Literature Synthesis 2.4 Literature Critique 2.5 Theoretical Model(s) / Conceptual Framework 2.6 Gaps in the Literature 3.2 Purpose 3.2.1 Aims & Objectives 3.2.2 Research Question(s) /	4.5 Analysis of Responses 4.6 Testing of Hypothesis 5.1 Rationale for the study 5.2 Background of the study 5.3 Interpretation of Findings 5.3.1 Concordance with the literature/

Program Learning Objective	Core Competencies (References)	Direct Measures of Student Learning			
		Courses	Comprehensive Exam Completed Year 3/4)	Dissertation Proposal (Chapter.section) Completed Year 4	Dissertation Defense (Chapter.section) Completed Year 5
				Hypotheses 3.4 Methods 3.4.1 Study Design 3.4.2 Setting (i.e., Social, Economic, Physical, Political Environment) 3.4.3 Data Collection 3.4.4 Chronology 3.4.5 Timeline 3.4.6 Variables / operational definitions 3.4.7 Instruments 3.4.8 Data Management & Analysis 3.5 Human Subjects Considerations 3.6 Limitations	conceptual framework 5.3.2 Limitations of the study 5.4 Conclusions 5.4.1 Implications for future research/ direction 5.4.2 Recommendations
	B. Participate as a contributory member of multidisciplinary research (1, 3, 4)	NURS777	Discuss how to participate as a contributory member of multidisciplinary team		
	C. Develop interprofessional skills in communication, professionalism, shared problem-			Entire proposal	Entire dissertation

Program Learning Objective	Core Competencies (References)	Direct Measures of Student Learning			
		Courses	Comprehensive Exam Completed Year 3/4)	Dissertation Proposal (Chapter.section) Completed Year 4	Dissertation Defense (Chapter.section) Completed Year 5
	solving, shared decision making, and conflict resolution (APEC, 2011) (2)				

* replaced “Master principles of instrument design to measure research constructs and establish the reliability and validity of the instrument”

Disciplinary Competencies (Stewardship of the Discipline)

Program Learning Objective	Core Competencies (References)	Direct Measures of Student Learning			
		Courses	Comprehensive Exam Completed Year 3/4	Dissertation Proposal (Chapter.section) Complete Year 4	Dissertation Defense (Chapter.section) Complete Year 5
1. Knowledge of the evolving roles and responsibilities of a nurse scholar	A. Ability to learn, to identify the relevant information and to adapt in order to maintain a level of scientific excellence within the evolving nature of the nursing discipline (1, 2)			1.2 Problem 1.3 Significance of the Problem 1.4 Conceptual Framework 1.5 Background **Engaged discussions with advisor	5.1 Rationale for the study 5.2 Background of the study 5.3 Interpretation of Findings 5.3.1 Concordance with the literature/ conceptual framework 5.3.2 Limitations of the study 5.4 Conclusions 5.4.1 Implications for future research/ direction 5.4.2 Recommendations **Engaged discussions with advisor
	B. Integrate components of scholarship: research, teaching, mentoring, and service to the profession (1, 4)			**Engaged discussions with advisor	**Engaged discussions with advisor

Program Learning Objective	Core Competencies (References)	Direct Measures of Student Learning			
		Courses	Comprehensive Exam Completed Year 3/4	Dissertation Proposal (Chapter.section) Complete Year 4	Dissertation Defense (Chapter.section) Complete Year 5
	C. Lead interprofessional and interdisciplinary collaborative research (1, 3)			**Engaged discussions with advisor	**Engaged discussions with advisor
	D. Provide professional and research mentorship to others (1,4,5, 6,7)			**Engaged discussions with advisor	**Engaged discussions with advisor
2. Ability to extend scientific knowledge	A. Build a focused program of research inclusive of culturally diverse populations (4, 11)	NURS 767		**Engaged discussions with advisor	**Engaged discussions with advisor
	B. Integrate advanced knowledge from nursing and other disciplines to gain depth of understanding of theoretical and research frameworks (4)			**Engaged discussions with advisor 2.3 Literature Synthesis 2.4 Literature Critique 2.5 Theoretical Model(s) / Conceptual Framework	**Engaged discussions with advisor 5.3 Interpretation of Findings 5.3.1 Concordance with the literature/ conceptual framework
	C. Develop and/or test theories guiding improvements in the quality of healthcare for culturally diverse			**Engaged discussions with advisor 3.2 Purpose 3.2.1 Aims & Objectives 3.2.2 Research Question(s) /	**Engaged discussions with advisor

Program Learning Objective	Core Competencies (References)	Direct Measures of Student Learning			
		Courses	Comprehensive Exam Completed Year 3/4	Dissertation Proposal (Chapter.section) Complete Year 4	Dissertation Defense (Chapter.section) Complete Year 5
	populations (4, 11)			Hypotheses	
3. Ability to develop personal aptitudes/interpersonal skills through self-reflection and personal growth and development	A. Maintain creativity, open-minded approach, motivation / involvement, adaptability, ability to self-assess; properly knowing and appraising oneself, and knowing what one is worth (2)			**Engaged discussions with advisor	**Engaged discussions with advisor

** Engaged discussions with advisors – content areas will begin to be covered at the onset of the program

References:

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9. University of North Carolina Chapel Hill, School of Nursing. *Research Competencies and Terminal Objectives*.
10. University of Florida, Department of Pharmaceutical Outcomes & Policy. *PhD Degree Competencies for PhD studies*.
11. University of Hawaii, School of Nursing and Dental Hygiene. (2013) *PhD Goal Statement*. <http://www.nursing.hawaii.edu/phd>

Appendix P

Engaged Advisor

An engaged advisor considers the needs of the whole student by: (A) understanding the intersections of academic, social, and communication via technology and purposeful face-to-face interactions and (B) helping the student to create the logic of their curriculum. (9)

Research Supervision:

1. Create the logic of the student's curriculum. Guide the student to be a truly independent researcher. Guide students' research, e.g., feasibility, topic selection, proposal development, research performance, and dissertation activities (1, 3, 5, 6, 7, 8, 10)
2. Advise students on current graduate program requirements, e.g., criteria for the comprehensive exam, dissertation proposal and dissertation (2, 3, 4, 5, 7)
3. Get students involved in the wider research community, e.g. introducing students to colleagues, collaborating on research projects, attending conferences with students, encouraging students to publish papers, and nominating them for awards and prizes (4, 5, 7, 8, 10)
4. Find sources of funding, e.g. small grants, TA/RA-ships (7, 10)

Assure students' long-term success:

1. Discuss the student's future with them; facilitate student's identification of their interests, concerns, and goals. Provide personal interactions and psychological support, e.g. advice on career and development of program of research (4, 7, 10)
2. Identify ways of achieving the students' long-term and short-term goals by working as a team with the student. Encourage students to develop relationships with other faculty members, peers, colleagues in order to get different perspectives and feedback (2, 3, 4, 8)
3. Find or support their position after graduation, e.g. applications for postdoctoral positions, faculty positions, helping the student may contacts (3, 4, 7)

Interactions with students:

1. Maintain an open, honest relationship. Relate to PhD advisees as individuals. Get to know students personally and professionally. Know what the student is working on, and what was discussed at the last meeting (2, 4, 7, 8, 9, 10)
2. Individualize the amount and type of feedback, e.g. general directions versus specific suggestions for improvement. Determine the frequency of interaction, e.g. several times over a semester versus once a semester. Provide student with opportunities to extend themselves (2, 3, 5, 7, 8, 9)
3. Provide honest evaluations of their work and performance. Give productive feedback, not just a noncommittal "okay, sure" or destructive feedback "why do you want to do that." Help students identify their strengths and weaknesses, building on the former and working on overcoming the latter. When reviewing a student's paper or proposal, write comments on the paper

itself instead of providing verbal comments (2, 4, 5, 7, 8, 9, 10)

4. Be accessible to the student for consultation in timely manner. Give feedback promptly; establish a timeline for deliverables. Give specific, concrete suggestions on what to do next especially if little progress has occurred. Establish key academic milestones (2, 5, 6, 9)
5. Encourage students to choose a topic that you're both interested in and that you're knowledgeable about. Know your strengths, attributes, weaknesses, and limitations (2, 5, 8, 9)
6. Develop the student's overall oral/written and research communication skills (1, 9, 10)
7. Refer students to professional campus resources when the situation calls for it (2, 4, 9)

References:

1. Mack, R.N. (n.d.). Role as a Graduate Student Advisor. Retrieved from http://sbs.wsu.edu/mack/Graduate_Advisor.htm
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10. Edmonds, M. (2010). What Makes a Great PhD Supervisor? Science, Science and Society. Retrieved from <http://sciblogs.co.nz/molecular-matters/2010/11/10/what-makes-a-great-phd-supervisor/>

Appendix Q

PhD Comprehensive, Proposal and Dissertation Rubric

Program Goal

Graduate independent nursing scholars capable of conducting research that generates new knowledge focusing on the health and well-being of diverse populations primarily from Hawaii and the Asia/Pacific region.

Purpose:

1. To use Bloom's taxonomy to provide feedback to PhD students about their academic progress and achievements in keeping with student-centered learning approach.
2. To identify PhD program strengths and weaknesses and pedagogy best practices to ensure continuous quality improvement.

Scoring Instructions: Indicate Met or Unmet and provide a short supporting statement for each applicable cell						
PhD Program Learning Objectives (derived from PhD Program Learning Objectives and Core Competencies Grid)	<i>Educational Objectives for PhD Comprehensive Exam</i>		<i>Educational Objectives for PhD Proposal Defense</i>	<i>Educational Objectives for PhD Dissertation Defense</i>		
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
	Recall or recognition of terms, ideas, procedure, theories, etc.	Translate, interpret, extrapolate, but not see full implications or transfer to other situations, closer to literal translation.	Apply abstractions, general principles, or methods to specific concrete situations.	Separation of a complex idea into its constituent Parts and an understanding of organization and relationship between the parts. Includes realizing the distinction between hypothesis and fact as well as between relevant and extraneous variables.	Creative, mental construction of ideas and concepts from multiple sources to form complex ideas into a new, integrated, and meaningful pattern subject to given constraints.	To make a judgment of ideas or methods using external evidence or self-selected criteria substantiated by observations or informed rationalizations.

I. Research Competencies (Development of the Science)

PhD Program Learning Objectives (derived from PhD Program Learning Objectives and Core Competencies Grid)	<i>Educational Objectives for PhD Comprehensive Exam</i>		<i>Educational Objectives for PhD Proposal Defense</i>	<i>Educational Objectives for PhD Dissertation Defense</i>		
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
1. Knowledge and ability to integrate theory, philosophy, and ethical principles in research						
1.a. Describe foundation of theory						

PhD Program Learning Objectives (derived from PhD Program Learning Objectives and Core Competencies Grid)	<i>Educational Objectives for PhD Comprehensive Exam</i>		<i>Educational Objectives for PhD Proposal Defense</i>	<i>Educational Objectives for PhD Dissertation Defense</i>		
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
and philosophy (1)						
1.b. Critique and integrate different perspectives including theoretical/ conceptual frameworks in the conduct of research (1, 3, 9)						
1.c. Adhere to standards of integrity and apply ethical principles in use of human subjects in research (1, 9, 10)						
1.d. Adhere to standards of integrity and apply ethical principles in use of human subjects in research (1, 9, 10)						
2. Ability to apply skills in research operations, design, and analysis						
2.a. Master in-depth scientific knowledge in a substantive area, identifying gaps in knowledge amenable to the conduct of a study (1, 2, 3, 9)						
2.b. Conduct a literature search, critique, and synthesis, noting strengths, weaknesses, limitations, and gaps in the evidence						
2.c. Design pragmatic and high quality studies that are consistent with the problem, purpose, and theoretical/ conceptual framework (3, 8, 9, 10)						
2.d. Identify, critique, and apply strategies for conceptualizing and						

PhD Program Learning Objectives (derived from PhD Program Learning Objectives and Core Competencies Grid)	<i>Educational Objectives for PhD Comprehensive Exam</i>		<i>Educational Objectives for PhD Proposal Defense</i>	<i>Educational Objectives for PhD Dissertation Defense</i>		
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
operationalizing research variables (9)						
2.e. Address measurement issues related to design methods (10)						
2.f. Write a research proposal to delineate area of research focus (9, 10)						
2.g. Implement the study designed, using appropriate technical and IT skills (2, 3)						
2.h. Develop a systematic approach to data management including development of dataset, data entry, cleaning, tracking, and maintaining confidentiality (9)						
2.i. 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 (3, 9, 10)						
2.j. Interpret the results in light of existing literature, noting implications for practice, education, research, and policy (3, 9, 10)						
2.k. Communicate research findings including peer-reviewed publications and presentations to target audiences lay and professional audiences both within						

PhD Program Learning Objectives (derived from PhD Program Learning Objectives and Core Competencies Grid)	<i>Educational Objectives for PhD Comprehensive Exam</i>		<i>Educational Objectives for PhD Proposal Defense</i>	<i>Educational Objectives for PhD Dissertation Defense</i>		
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
and outside the discipline (1, 4, 6, 9, 10)						
3. Ability to work collaboratively with interdisciplinary research teams						
3.a. Engage colleagues from nursing and other disciplines to gain their perspectives on research agendas and approaches to develop multidisciplinary research frameworks (2, 3, 4)						
3.b. Participate as a contributory member of multidisciplinary research (1, 3, 4)						
3.c. Develop interprofessional skills in communication, professionalism, shared problem-solving, shared decision making, and conflict resolution (APEC, 2011) (2)						

II. Disciplinary Competencies (Stewardship of the Discipline)

PhD Program Learning Objectives (derived from PhD Program Learning Objectives and Core Competencies Grid)	<i>Educational Objectives for PhD Comprehensive Exam</i>		<i>Educational Objectives for PhD Proposal Defense</i>	<i>Educational Objectives for PhD Dissertation Defense</i>		
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation

PhD Program Learning Objectives (derived from PhD Program Learning Objectives and Core Competencies Grid)	<i>Educational Objectives for PhD Comprehensive Exam</i>		<i>Educational Objectives for PhD Proposal Defense</i>	<i>Educational Objectives for PhD Dissertation Defense</i>		
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
1. Knowledge of the evolving roles and responsibilities of a nurse scholar						
1.a. Ability to learn, to identify the relevant information and to adapt in order to maintain a level of scientific excellence within the evolving nature of the nursing discipline (1, 2)						
1.b. Integrate components of scholarship: research, teaching, mentoring, and service to the profession (1, 4)						
1.c. Lead interprofessional and interdisciplinary collaborative research (1, 3)						
1.d. Provide professional and research mentorship to others (1,4,5, 6,7)						
2. Ability to extend scientific knowledge						
2.a. Build a focused program of research inclusive of culturally diverse populations (4, 1)						
2.b. Integrate advanced knowledge from nursing and other disciplines to gain depth of understanding of theoretical and research frameworks (4)						
2.c. Develop and/or test theories						

PhD Program Learning Objectives (derived from PhD Program Learning Objectives and Core Competencies Grid)	<i>Educational Objectives for PhD Comprehensive Exam</i>		<i>Educational Objectives for PhD Proposal Defense</i>	<i>Educational Objectives for PhD Dissertation Defense</i>		
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
guiding improvements in the quality of healthcare for culturally diverse populations (4, 11)						

3. Ability to develop personal aptitudes/interpersonal skills through self-reflection and personal growth and development						
3.a. Maintain creativity, open-minded approach, motivation / involvement, adaptability, ability to self-assess; properly knowing and appraising oneself, and knowing what one is worth (2)						

III. Quality Criteria

	Unmet	Met	Exceed
Quality of Writing	Poorly written, unorganized and contains major grammatical errors. Not consistent with scientific writing (e.g. not sufficiently substantiated by scientific literature). References inconsistent and poorly written and/or omitted.	Overall thoughts communicated would benefit from some reorganization. Free from major grammatical errors. Legible but difficult to follow at times, appropriate use of grammar inconsistent. References to justify most statements.	The quality of writing is professional and scientific (e.g. well substantiated by the scientific literature). The document is well organized, logical flow, easy to read and is free of spelling, punctuation and grammatical errors. Solid references to justify statements.
Quality of Oral Presentation	Presentation is poorly organized poorly	The presentation at times was	The presentation was interesting,

	articulated. Responses to questions were insufficient. Presentation not consistent with scientific presentation (e.g. not sufficiently substantiated by scientific literature).	difficult to follow, presenter's ability to convey a command of the topic was inconsistent. Responses to questions were inconsistent.	well organized, logical and professional. Audience was engaged. Student demonstrated comprehensive knowledge of the scientific literature that was well integrated into presentation.
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IV. Comments (synopsis of strengths/improvement needed)

1. Written

2. Oral Presentation

Student Signature: _____

Date: _____

Chair/Advisor Signature: _____

Date: _____

