NURSING

UNIVERSITY of HAWAI'I at MĀNOA

Leadership · Excellence · Innovation

Graduate Nursing Programs Student Handbook August 2017 - July 2018

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Table of Contents

List of Appendices

Table of Abbreviations

DON   Department of Nursing

GC   Graduate Chairperson

ITS   Information Technology Services

LOA   Leave of Absence

OGE   Office of Graduate Education

OSS   Office of Student Services

PD   Program Director

SLIP   Student Learning Improvement Plan

SONDH   School of Nursing and Dental Hygiene

SONDHIS   School of Nursing and Dental Hygiene Information Services

THSSC   Translational Health Science Simulation Center

UH   University of Hawai'i

UHM   University of Hawaiʻi Mānoa

Introduction

Vision and Mission
OUR VISION is to be the leader in nursing and dental hygiene education and research in Hawaiʻi with outreach to Asia and the Pacific Basin.

OUR MISSION is to provide an innovative, caring and multicultural environment in which faculty, students and staff work together to generate and transmit knowledge, wisdom and values to promote quality of life and health for present and future generations. To better reflect Hawaiʻi's unique cultural diversity and heritage, the 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/

UH Equal Opportunity and Affirmative Action Policy
The University of Hawaiʻi (UH) 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 UH Mānoa (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:
Mark Au, Director EEO/AA
Administrative Services Bldg1-102
Phone: (808) 956-7077 (voice/text)
Email: eeo@hawaii.edu

For student/educational EEO issues:
Lori Ideta, Vice Chancellor for Students
Queen Liliʻuokalani Center for Student Services, Room 409
Phone: (808) 956-3290 (voice/text)
Email: vcs@hawaii.edu

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 (808)956-6911. 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 theft to Campus Security. Lock cars and motorbikes. Do not walk on campus alone at night.

UH Mānoa Catalog

The UHM Catalog includes undergraduate and graduate requirements, academic standards, regulations, financial aid information, and school programs. The catalog is available online 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 Liliʻuokalani 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.

Counseling and Student Development Center

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

Student ID

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

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. 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.

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

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 Liliʻuokalani Center for Student Services Room 112, phone (808) 956-7251. A limited number of tuition waivers and scholarships are awarded by the

Department of Nursing to selected students who demonstrate outstanding academic and clinical ability and/or meet additional criteria stipulated by the scholarship.

Information about these resources is available at the University of Hawaii at Mānoa Financial Aid Services website at http://www.hawaii.edu/fas/info/scholarships.php.

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 at (808) 956-7511 or (808) 956-7612 (voice and text), email at kokua@hawaii.edu or https://www.hawaii.edu/kokua/. The KŌKUA Program is located at Queen Lili'uokalani Center for Student Services 013.

Information Technology
The UH Information Technology Services (ITS) office provides technical assistance and general information about campus computing services. The ITS can be contacted through their HELP DESK by: email at help@hawaii.edu; phone at (808) 956-8883 (Oahu) or toll free for neighbor isles at (800) 558-2669; or System Status support at (808) 956-6168. Visit the ITS web address for further information including hours of operation: http://www.hawaii.edu/its/

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

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/sites/www.nursing.hawaii.edu/files/image/oss.form_.changevital.12-11.pdf 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. The Outreach College offers credit/noncredit programs and community and international programs, as well as conference center operations. Interested students are encouraged to review the listing of available courses each session. Information is available in the online catalog through the Outreach College website. The Outreach College maintains a separate calendar of class dates than UHM main campus. Students must adhere to Outreach College requirements when registering for Outreach courses. Registration is available via the myUHportal website at https://myuh.hawaii.edu/cp/home/displaylogin., 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. http://www.studentaffairs.manoa.hawaii.edu/departments/health.php

University of Hawaiʻi at Mānoa Library
The University of Hawaiʻi at Mānoa (UHM) Library comprises the largest collection of research materials in the state and Pacific Basin. The collection includes more than 48,000 currently received journals and periodical titles. The Library provide searchable full text access to more than 27,000 journals and magazines; full text access is limited to UH students and faculty. More than 400 electronic databases covering a variety of subjects are listed from the Library's '"Databases" link at http://libweb.hawaii.edu/uhmlib. Relevant nursing and allied health databases, including CINAHL, ERIC, PsycINFO, and PubMed, may also be searched.

The UHM Library has two physical buildings on the Mānoa campus: Hamilton Library and Sinclair Library. **Hamilton Library** and the Hamilton Library Annex are located on Maile Way, next to Paradise Palms Café. Hamilton Library houses most of the UHM Library's print collection. The Library has study areas, presentation practice rooms, and a computer lab for students. More information about the UHM Library's resources and services is available from its home page at http://library.manoa.hawaii.edu/. In addition, Carolyn Dennison is the Science & Technology Librarian who can assist students on an as needed basis. She can be reached by calling (808) 956-2541 or emailing her at 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 UHM Library is an important resource for UHM students. New students activate their library account after obtaining their student ID 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 so they can take advantage of their graduate classification. Returning students who have already activated their 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, activation of the account can be achieved via the internet (http://library.manoa.hawaii.edu/research/databases/IDReg2.php?campus=manoa)

John A. Burns School of Medicine Health Sciences Library (HSLib) serves as an information resource for the John A. Burns School of Medicine, as well as the University of Hawaiʻi 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 Medical Libraries Consortium of Hawai'i. The HSLib staff provides assistance for all including the following: telephone service, assistance with literature searching, provision of quick answers, and help/advice with more in- depth inquiries.

Features Include:
- Convenient location on the ground floor of the Medical Education Building, 651 Ilalo St., Honolulu, Hawai`i 96813-5534.
- Computer workstations are available for public as well as student use in the main library.
- Individual study carrels in stack area.
- Wireless capability throughout the library for UH Mānoa affiliates.

School of Nursing & Dental Hygiene Resources

Office of Student Services
The Office of Student Services (OSS) provides a variety of student services for the SONDH from pre-admission to graduation and beyond. The services of this office include: responding to inquiries about application processes and UH deadlines for students, processing/tracking admissions, academic advisement, facilitation of scholarships/awards, monitoring progress toward degree and certification of graduation. The OSS 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. For graduate students, the program provides support services. For more information, please 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. Hours of operation are Monday - Friday, 8:00 a.m. to 10:00 p.m.

Information Services
The SONDH Information Services (SONDHIS) group provides technology support and maintenance for the student computer lounge located on the 2nd floor of Webster Hall. SONDHIS also maintains the SONDH-specific login and printing accounts for students' use of the computers/printers in the Student Lounge. For questions please contact the SONDHIS group at sondhis@hawaii.edu, by phone at 956-0981 or stop by the office at Webster Hall 202.

UH Translational Health Science Simulation Center
The UH Translational Health Science Simulation Center (THSSC), located in Webster Hall third floor, provides a place for students to learn and practice skills perform in the clinical setting. The 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 THSSC is home to high fidelity patient simulators that are used to enhance student learning through clinical scenarios and debriefing sessions. There are scheduled classes where students learn and practice clinical skills in a supervised environment. Students can also sign up for unsupervised practice during open practice times. The THSCC is open from 8 a.m. to 4 p.m., Monday through Friday during the fall and spring semesters. Sign-up sheets for open practice dates/times and instructions to reserve a time in the Center are located on the door to the Student Lounge located in Webster Hall Room 206.

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

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

`IKE AO PONO means to envision a lasting improvement, advancement, and promotion of health within the individual, family and the whole community. The program was established at the SONDH in 2001. The goal is to provide Native Hawaiian and Pacific Islander students with access to quality nursing education at the Baccalaureate and graduate levels. The mission of 'IKE AO PONO is to increase the number of Native Hawaiian and Pacific Islander nurses in Hawai'i in order to improve health and healthcare, with special attention to at-risk, under-represented and under-served communities with the full support of the SONDH, the UH Administration and the Board of Regents, the Native Hawaiian Councils of Kūali'i and Pūko'a, and community health partners such as Papa Ola Lōkahi, Kamehameha Schools and the Queen's Medical Center. The 'IKE AO PONO program is designed to promote, mentor, and prepare nursing professionals to return to their home communities to support the health, well-being and recovery of native islanders and all peoples throughout Hawai'i nei.

Graduate student services for graduate students in the GEPN, Masters, DNP and PhD programs are offered. These services include mentoring and writing, resume and financial aid assistance. If you are interested in learning more please contact Dr. Jackie Ng-Osorio at jno@hawaii.edu.

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.

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

Masters' or DNP Students' PD or PhD Advisor/Chair is required to complete a record of academic progression each semester. This milestone document records the academic progression of each doctoral student to ensure on-time graduation (see Appendix S).

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

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

Program Director (PD). The MS specialty PD, the DNP PD and the PhD Advisor/Chair are the primary academic advisor of students in their respective programs. When the MS or DNP PD is unavailable to advise students, a faculty member with experience in the program can be designated to assume this responsibility with approval of the GC and DC. Alternatively, the GC can assume this responsibility. When the PhD Advisor/Chair is unavailable for advisement of the student, the PhD PD assumes this responsibility. The GC can assume this responsibility when the PhD PD is unavailable. The MS PDs', DNP PD's and PhD Advisors'/Chairs' responsibilities 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;
- Review of the student's academic progression every semester and more frequently, as indicated (e.g., when students are in academic jeopardy);
- Confirm academic progress and graduation certification with the Graduate Chair (GC) (responsibility of the doctoral PDs)

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

Graduate Academic Advisor. Graduate academic advising to assist students' progress through the program and with matters related to the Office of Graduate Education (OGE) is available through the OSS, Webster Hall 201, gradnurs@hawaii.edu or (808) 956-3519. DNP students should direct their questions about the program to the DNP Program Coordinator.

Changing Advisors. Master's and DNP students are advised by their individual PDs. Since an individual PD advises a specific group of Master's/DNP students, it is not possible for a Master's/DNP student to change advisors.

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

- First, consult with their current DNP Project chair or PhD advisor;
- Second, speak with the potential new DNP Project chair or PhD advisor; and
- Third, notify their respective doctoral PD in writing or email when consensus is reached between the student, and former and new chairs/advisors.

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

New Student Orientation
Attendance at new student orientation sessions in the Graduate Entry Program in Nursing (GEPN), Master's, and doctoral programs is mandatory. The information presented 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 respective graduate program PD 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 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. Every entering student is expected to have access to a laptop computer with wireless internet capabilities that meet the minimum performance standards set by the UH ITS Department. Recommendations and requirements for computer hardware and software configuration are listed at http://www.hawaii.edu/askus/585.

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

Graduate Course Registration
Registration is accomplished by connecting electronically to the MyUHportal

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. The DNP students must register for all courses each semester as indicated in their respective cohort's pathway. 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; therefore, it is expected that students will register for such courses in order to be able to make their programs' milestones for progression in the program. Refer to the current UHM Catalog 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 they successfully pass the NCLEX-RN examination and have an active RN license.

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

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

evidence of current national certification in addition to a current RN license.

Financial Obligations

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

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.). The syllabus is posted at the beginning of the semester and requirements for assignments or grading are not subject to change. The faculty teaching a course will review the contents of the syllabus with students; however, it is the student's responsibility to be familiar with the course requirements contained in the syllabus. The course syllabus is considered to be an agreement of understanding (i.e., a contract) between the faculty and the student regarding course expectations.

Grading Policy

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

> **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.

Failure to Progress

Monitoring of student progression in a didactic or clinical course is the responsibility of the faculty for the course. Course/clinical evaluations of student progression 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 her/his performance, as needed, through faculty guidance.

According to the UHM OGE, all graduate students must maintain an overall GPA of 3.0 to be in good standing with the Graduate Division. If a graduate student does not maintain a GPA of 3.0 she/he will be

placed on academic probation by the OGE and must receive a GPA of 3.0 or higher by the end of the next semester. If the student's GPA does not improve to 3.0 or higher, the student will be dismissed by the OGE (refer to Academic Jeopardy section of this Handbook and 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 in a single graduate program (e.g., GEPN, Master's DNP, or PhD) will be dismissed from the program. Students enrolled in a program with a cohort model who receive less than 80% or "Fail" for a course will be required to take an LOA and must repeat the course when it is next offered.

Students enrolled in a program that is based on a cohort model (e.g., GEPN, DNP-NP) that receive less than 80% as a final course grade and also have a GPA that is less than a 3.0 must complete course work and improve the GPA to at least 3.0 in the subsequent academic semester. Most of the graduate programs courses (especially those in the GEPN and DNP) are only offered once a year. Therefore, in order to meet the OGE requirements to improve the GPA, students will need to enroll as unclassified students in the next academic semester but will not be able to take courses in their Nursing graduate program until the Nursing course that they received <80% in is offered again. Students who are in this situation must meet with their Program Director and the Graduate Chair for further advisement.

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

> **Course failure procedure.** The following procedure is initiated when a graduate nursing student is in jeopardy of receiving a course grade of less than 80%, a "fail" or "no credit":
> 1. The faculty of the course for which there is evidence a student is at risk for receiving less than 80% as a final grade (or "fail" in a P/F course, or "no credit") will notify the student in writing and provide guidance for improvement via the SLIP. The SLIP outlines the reasons for establishing the plan, the expected outcomes, and consequences if the student does not meet the outcomes. The faculty will also immediately notify the student's PD or DNP or PhD Advisor/Chair and the GC.
> 2. In the event a student does not earn a grade of at least 80% due to performance at the end of the semester (e.g., final examination, final clinical evaluation), the development of a SLIP may not be feasible.
> 3. The first time that a student who receives less than 80% as a final course grade, OGE will be notified by the GC and a request will be submitted to OGE to place the student on probationary status regardless of GPA. When a student receives a grade of less than 80%, a "fail" or "no credit" in two courses in her/his program, they will be dismissed from the program. The GC and PD will meet with the student to inform the student about dismissal from the program and OGE will send notification of her/his dismissal from the nursing program.

Academic Grievances
> **Course grade grievance.** 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 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, and/or
- infringement of intellectual property.

Non-grade related grievance. The student with a non-grade related concern must discuss the matter with the relevant faculty or administrator. If the 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.

Student Academic Records
Students' academic records are maintained in the OSS for the duration of their enrollment in their programs. Graduate student files will be kept for a period of five (5) years after graduation. Files will be kept for one (1) year after date of last attendance for students who have not maintained continued enrollment without an approved LOA from the OGE. Students may review their academic record online on STAR at https://star.hawaii.edu/

Transcripts
To request a transcript, students must contact the UHM, Office of Admissions & Records. Transcript Request Forms are available in the SONDH OSS (Webster 201), Office of Admissions & Records (Queen Liliʻuokalani Center for Student Services 001), the University Cashier's Office, (Queen Liliʻuokalani Center for Student Services 105), or http://www.studentaffairs.manoa.hawaii.edu/help/faq/faq_academic.php

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. 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 for Academic Affairs and Department Chair), the GC (for graduate courses), the program directors and the faculty that are members of the undergraduate and/or the graduate curriculum evaluation committees. Major themes and action plans for improvement are shared with students enrolled in each program by the PD or designee. All student evaluation input is confidential and only aggregate information (i.e., no student identifiers are used) or shared within the Department of Nursing.

eCAFE evaluations. 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).

Faculty and course evaluations. The aggregated graduate course evaluation 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 (e.g. 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.

Annual Student Experience Survey. During the spring semester, the annual Student Experience Survey is sent electronically to all students to capture students' experiences at UH Manoa Nursing. In their final semester, students will receive the "End of Program" evaluation.

Progression Toward Degree

Transfer of Graduate and Post Baccalaureate Unclassified (PBU) Credits

Transfer of previously completed graduate and post-Baccalaureate unclassified (PBU) credits for any of the Master's nursing programs' courses must follow the 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 programs at UHM, 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:

- 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:
    1. Student discusses the selected elective graduate course with the PD to determine if it is in alignment with the student's program of study/goals.
    2. Student enrolls in the graduate level course and successfully completes it.
    3. Student requests an official transcript from the institution from which the course was taken be sent to the UHM SONDH OSS. The transcript should document the course title, number of credits, final grade, and whether or not it was a semester or quarter long course.
    4. Once the transcript is received by the OSS, it is reviewed by the DNP PD.
    5. A copy of the transcript is placed in the student's file in the UHM SONDH OSS.
    6. The original copy is forwarded to the 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.
    7. The original copy of the transcript will be kept with the student's file in the Graduate Division.
    8. 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 from 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 PhD programs, the student should confer with his/her PD or PhD Advisor/Chair to review the course pathway for the program. At that time, any requests for course waivers or substitutions should be identified. However, when a course is waived, the total number of credits for a degree will remain the same. Therefore, another graduate course of equal number of credits will need to be taken and accepted by the program and the OGE Graduate Division (see Appendix I). 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. Graduate students planning to enroll in N699 must confirm this plan with their PD or PhD Advisor/Chair to receive approval prior to enrollment. After this has been accomplished, the student must contact the instructor of the course to confirm the plan for the 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 RNs 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 (see Appendix E).

Variable Credit Courses
These are courses allowing students to specify the number of credits earned from a selected course during the semester. To register for the specific number of credits, students should contact their PD or PhD Advisor/Chair and the instructor for the course to determine the number of credits for which the student will be able to register. Once this is determined, the student can utilize the "Change Class Options" feature on the registration portion of MyUH portal website https://myuh.hawaii.edu/cp/home/displaylogin to register for the agreed upon number of credits (e.g., NURS 675, 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 course withdrawal procedures and dates. The UH academic calendar is posted in the University of Hawai'i at Mānoa Catalog. The catalog 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, the tuition and fees paid will not be refunded.

Incomplete (I) Grades

According to the OGE, a grade of an incomplete ("I") may be given to a student who fails to complete a small, but important, part of a semester's work and if the instructor believes the failure to complete was caused by extenuating circumstances beyond the control of the student. http://manoa.hawaii.edu/graduate/content/grading-policies

Incomplete ("I") grades received in graduate nursing courses must be cleared by earning a grade of "B-" (minimum of 80%) or better before the student enrolls in the next required nursing course in their program of study. For example, for nurse practitioner 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 grades for courses not "completed" by the deadline follow the academic procedures outlined in the OGE website (http://manoa.hawaii.edu/graduate/content/grading-policies)

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

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 (i.e., minimum GPA of 3.0; not on probation) after the following criteria are met: (1) completion of at least one semester of course work relevant to the degree as a classified graduate student; and (2) based on the recommendations of the PD and the GC for the DON, and with the approval of the OGE. The date of return from a LOA must be set at the time the LOA is requested. The time that a student is on an approved LOA is not counted as part of the students' time limit to complete their graduate degrees. Forms are available in the self-service rack outside Spalding 352 and on the website at http://manoa.hawaii.edu/graduate/content/leave-absence . Students with loans who are required to take an LOA should contact the UHM Financial Aid Services to explore possible options related to scheduling student loan repayment.

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 PD 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, PD shall arrange for an exit interview.

Time to Complete Course Work & Degree Requirements

The time to complete coursework in the GEPN and DNP program is prescribed by the cohort model. For other graduate programs, the OGE policy regarding time to complete graduate course work applies to other Master's programs and the PhD program at SONDH.

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

> **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 by the end of the eighth year. Students who do not complete the degree within eight years are subject to dismissal by OGE. 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 OGE. If the program does not support the extension or OGE does not approve the request for extension, the student will be dismissed. The extension request should provide a timeline for completion of the degree that includes the expected graduation date and the reason(s) necessitating the extension (see http://manoa.hawaii.edu/graduate/content/time-allowed-completion-degree).

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

PhD program. Time to degree is typically four years with full-time enrollment. Beginning in Spring 2015, a PhD student who has not filed Form II and advanced to candidacy by the end of the seventh year, will be placed on probation at the beginning of the eighth year. If the student does not advance to candidacy by the end of the first semester of the eighth year, the student shall be dismissed. Students who do not complete the PhD degree within ten years are subject to dismissal by OGE. Approved leaves of absence do not count toward these time limits.

If more time is needed for advancement to candidacy (i.e., the filing of Form II) due to circumstances beyond the student's control, an extension may be requested. Similarly, if at the end of year ten more time is needed for completion of the PhD degree due to circumstances beyond the student's control, and the student has completed all degree requirements except the dissertation defense, an extension may be requested. To request an extension, the GC submits a petition to the OGE. If the extension is not filed or is not approved by OGE, 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. (see http://manoa.hawaii.edu/graduate/content/time-allowed-completion-degree).

Although the OGE timeline for completion of a PhD degree is based on a full-time pathway and SONDH has part-time pathways for the Master's and PhD degrees, the timeline for completion of a PhD degree remains the same as described above. Specific milestones for PhD students at the SONDH have been developed to guide and monitor students' progression (see Appendix S).

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.

Role of Students in Site Placement
Students will communicate to their Program Director by a specified deadline, the names and contact information for potential preceptors in their geographic area.

Students are not allowed to contact clinical sites or preceptors directly to prevent confusion and miscommunication for both the School and Clinical Agency.

Students are responsible for transportation to their clinical sites, must coordinate their clinical rotation based on the preceptor's schedule, and should take these factors into consideration when calculating their

educational expenses and personal schedule.

A clinical site may be able to provide only a portion of the necessary clinical hours. In such instances, the student may be placed in more than one clinical site (up to two different clinical sites) per semester.

Attendance Policy: Class & Clinical Laboratory
Regular attendance at class and clinical laboratory/fieldwork is expected for all courses. Notify your faculty of absences from clinical and notify the clinical unit and clinical faculty of absences from the clinical area. Unavoidable absence should be explained to the faculty and make-up arrangements discussed. Make-up arrangements may not be possible in certain courses.

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

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:
- be on time;
- report to the appropriate individuals;
- let the faculty or clinical unit know if you are ill and cannot arrive before the assigned clinical time;
- follow the dress code (refer to Graduate Student Dress Code below);
- act in a professional manner at all times, including the safeguarding of patient information; and
- respect the policies of the agencies. Students' actions represent the UHM Department of Nursing.

Graduate Student Dress Code
Appropriate and professional attire is required for all laboratory and clinical experiences. Open toe shoes, high heels, midriff or low cut tops, and shorts are unacceptable attire. In addition, make-up, if used, is to be worn in moderation; facial jewelry is limited to earring posts; and hair must be neatly kept and away from the face. Inappropriate and/or unprofessional attire will result in dismissal from the clinical area and recorded as an unexcused absence. A laboratory coat and UH student ID should be worn at all times during clinical 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 & 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 midpoint 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:
- failure to maintain an expected level of competency for an RN;
- behavior jeopardizing the emotional or physical safety of the patient or family member;
- failure to maintain professional interactions with staff at clinical sites and clinical faculty;
- violation of the principles of asepsis;
- charting incomplete or inaccurate information;

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

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 & 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. PhD students, prior to the conduct of any research (e.g., N777; N800), must inquire whether the organization/ site requires the establishment of an affiliation agreement. If the organization does require an affiliation agreement the UH SONDH Guidelines for Establishment of Affiliation Agreement must be followed (see Appendix J).

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 & Expectations

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

Student Conduct Code
Nursing students are preparing for or are already participating in a profession that expects members of its community to adhere to a high ethical and moral standard. All students must abide by the UHM Student Conduct Code available at http://www.studentaffairs.manoa.hawaii.edu/policies/conduct_code/ It is the responsibility of the student to familiarize themselves with the contents of the UHM Student Conduct Code. Failure to adhere to this code may result in course failure and/or dismissal from the nursing program.

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

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; and/or
- 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 activities based on any of the above actions or others that are considered breaches of professional standards. If a violation involves allegations that are potentially harmful or serious in nature, the Dean may temporarily suspend a student from clinical and/or didactic coursework and the Department of Nursing Chair will initiate an investigation as described in Appendix C.   If the matter is resolved in the student's favor, they will receive full support to complete course and/or clinical requirements. Complaints may require investigation with fact finding.

Social Networking and Electronic Communication Guidelines
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 that your material reflects your professional identity and image.

Be thoughtful about how you present yourself. The UHM SONDH and future employers hold you to a high standard of behavior. By identifying yourself as 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 UHM 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*

UH Executive Policy EP 11.201 on Illegal Drugs & Substance Abuse

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

In the event that a faculty member in the Department of Nursing observes, by appearance or behavior, that a nursing student may be under the influence of any substance* which impairs judgment, the faculty will question the student and 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.*

19

Academic Dishonesty

Acts of academic dishonesty as defined by the UHM Student Conduct Code (http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/) include but are not limited to cheating and plagiarism.

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

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

Student-Faculty Authorship Policy
The SONDH is committed to student faculty authorship that offers student-faculty collaborations and mentoring while at the same time safeguarding student rights. The school adopted the International Committee of Medical Journal Editors definition of authorship, which defines an author as an individual who made significant contributions to the entirety of the document, including contributions to the conception, design, data collection, analysis and interpretation of data, and/or drafting or critical revisions of the document (ICMJE, 2008). Students and faculty working on documents planned for publication submission must review the policy and complete the agreement forms prior to beginning this work (see Appendix F).

Gifts to Faculty and Staff
Faculty and staff of the SONDH are subject to the gifts section of the State Ethics Code, Chapter 84, Hawaiʻi 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/2013/09/GiftsGuidelines.pdf).

Campus/School/Work Environment Safety

UH Executive Policy E9.210 on Workplace Non-Violence
The University of Hawaiʻi 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 Hawaiʻi'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 Hawaiʻi implemented a Workplace Non-violence Policy to increase awareness and protect its employees and the public against violence. Similarly, the University believes that students, faculty, staff, employees of contractors, and visitors to the campus must be able to learn and work in a safe environment.

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

20

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

For additional information, refer to
http://www.hawaii.edu/policy/?action=viewPolicy&policySection=ep&policyChapter=9&policyNumber=210.

UH Executive Policy E1.203 Policy on Sexual Harassment and Related Conduct
This policy reflects the UH's system-wide commitment to eliminate sexual harassment. Sexual harassment is a form of sex discrimination. It is the policy of the University 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 institution.

Sexual harassment constitutes illegal discrimination under Title IX of the Educational Amendments of 1972

For more information about this policy refer to https://manoa.hawaii.edu/genderequity/policiesprocedures.html Students who have sexual harassment and related conduct 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 Student Services, or EEO/AA Office.

UH Executive Policy EP 1.203 on Consensual Relationships
The University prohibits initiating or engaging in a new consensual relationship between employees and between employees and students wherein a power and control differential exists, including but not limited to situations in which one member has an evaluative and/or supervisory responsibility for the other. The University views these consensual relationships where a power and/or control differential exists as inadvisable and fraught with risk, especially when students are involved. It is important to note that the potential for sexual harassment exists in consensual relationships when there is a power and/or control differential.

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

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

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

For more information about this policy: http://www.hawaii.edu/titleix/ep1203/

Confidential Information

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

For additional information on FERPA and Confidentiality of Student Records, refer to
https://manoa.hawaii.edu/records/fac_staff/ferpa.html

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 and the student's PD or Program Coordinator. 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 also successfully pass either a Plan A (a thesis) or Plan B (a capstone); DNP students must successfully pass the proposal defense and the final public defense of their DNP Project; and PhD students must successfully pass the comprehensive examination, the proposal and final public defense of their dissertation. 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 students, and PhD students, Form II (Proposal Defense – Advancement to Candidacy), Form III (Final Defense), and Form IV must be submitted to and approved by the OGE in order to graduate. See http://manoa.hawaii.edu/graduate/content/forms . 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.

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

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

This ceremony marks attaining the specific degree and the beginning of the professional career. It is a

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

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

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

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

Application for Advanced Practice Registered Nurse (APRN) Recognition (for Nurse Practitioners & 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 Hawai`i, and
2. Obtain an application for APRN Recognition from the Hawai'i Board of Nursing.

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

Professional Certification
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:

- 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

- 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

- Advanced Public Health Nursing
  American Nurses Credentialing Center
  8515 Georgia Avenue Suite 400
  Silver Spring, Maryland 20910-3492

- [Adult-Gerontology Clinical Nurse Specialist](#)
  American Nurses Credentialing Center
  8515 Georgia Avenue Suite 400
  Silver Spring, Maryland 20910-3492

Professional Organizations

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

UHM Graduate Student Organization
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 Hawaiʻi at Mānoa" (Constitution of the GSO). Its primary functions are to:

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

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).

Hawaii State Center for Nursing (HSCN)
Through collaborative partnerships, the HSCN provides nursing workforce data for planning, disseminates nursing knowledge to support excellence in practice and leadership development, promotes a diverse workforce, and advocates for sound health policy to serve the changing health care needs of the people of Hawaiʻi. http://www.hawaiicenterfornursing.org/

Sigma Theta Tau, Gamma Psi Chapter-at-Large (STTI)
Sigma Theta Tau International is the nursing honor society that promotes excellence in academic scholarship, research and clinical practice. 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 UHM 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.

Department of Nursing Graduate Nursing Programs

Graduate Entry Program in Nursing

Program Description

The Graduate Entry Program in Nursing (GEPN) is designed for adult learners who:

- have not attended an RN educational program,
- have a Baccalaureate or higher degree in a field other than nursing, and
- 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 GEPN program consists of a pre-licensure year of study that is delivered across three continuous semesters after which students are eligible to take the National Council Licensure Examination (NCLEX-RN) and transition into one of several advanced nursing specialties 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.

Progression Policy

The first year of the GEPN program constitutes the pre-licensure coursework of the program. **Due to the intensive nature of the GEPN program and the requirements of the Hawai'i State Board of Nursing, students must attend all didactic and clinical courses as scheduled.** This course work is taken full-time with most of the course work delivered face-to-face (i.e., in the classroom). Successful completion of this pre-licensure coursework meets the didactic and clinical requirements that are necessary for students to take the NCLEX and, once successfully passed, apply for and obtain a RN license. Successful completion of the pre-licensure year also leads to the student's progression into a specific graduate program that they identified when applying to the GEPN 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.

- The GEPN pre-licensure coursework curriculum is based upon a logical progression, where each course builds upon the successful completion of previous course work.
- The courses in the GEPN program are offered only once per cohort and in a specific sequence.
- The student cannot move into his/her graduate nursing specialty area until all courses (didactic and clinical) in the pre-licensure year are successfully completed.
- All didactic courses must be taken for a grade (A-F). Clinical courses (including laboratories [L]) must be taken for credit/no credit.
- Students must maintain at least a "B" average (3.0 GPA) in the pre-licensure year in order to maintain good graduate academic standing and to continue on to their graduate courses. Each course must be passed with at least 80% (or a "B- grade"). Receiving less than 80% for any course will result in the course not being applied towards progression in the program. In addition, the course must be repeated at the next course offering. If a didactic course has a clinical course (i.e., laboratory or clinical rotation), then failure in one of these courses requires repeat of both courses.
- If a GEPN student fails to maintain the GPA required by OGE policy (i.e., a GPA of 3.0 or higher) the student will be placed on probation by the OGE. According to OGE policy, the student must improve the GPA to at least 3.0 by the end of the academic semester following the semester that the student was placed on probation.
  NOTE: If a student is placed on probation by the OGE, then s/he cannot take a LOA but must enroll in courses in order to improve the GPA so it is at or above the 3.0 minimum required by the OGE.
- Upon successful completion of the pre-licensure year, the student is eligible to take the NCLEX-RN examination. The GEPN PD will inform the PD of the student's graduate nursing specialty about the NCLEX result and its potential impact on her/his progression. GEPN students must pass the NCLEX-RN by the end of the first academic semester following completion of the pre-licensure coursework. If a student does not take or pass the NCLEX-RN and obtain evidence of licensure as an RN by the end of their first semester after completion of the GEPN pre-licensure

year, they will be required to take a LOA until they successfully pass the NCLEX-RN.

- Upon graduation, the GEPN graduate will demonstrate competency in basic undergraduate as well as graduate level nursing in a chosen specialty area.

Attendance - Didactic / Clinical

Attendance is required for all clinical hours, including Skills Lab and Sim Lab. Advance notification of absence or tardiness is mandatory.

- Notification must be made directly to the appropriate clinical instructor.

1. More than one instance of an EXCUSED absence* per course will result in the implementation of a Student Learning Improvement Plan (SLIP). Because GEPN is an intense pre-licensure year, there is no time availability at the hospitals or facilities to make-up clinical time. The Program must abide by the guidelines accreditation rules and regulations of the Hawaii State Board of Nursing Administrative Rules and complete all the required clinical hours of each course.

2. More than one instance of UNEXCUSED tardiness or UNEXCUSED absence per course will result in failure of the course.

3. There will be NO exam make-ups unless there is an excused absence* by the coordinator of the course.

* An excused absence consists of: 1) a student who is sick and can obtain a health care provider's note to return to clinical and/or didactic; or 2) a student's immediate family member is sick and/or has died (the student must obtain documentation of such an incidence).

Dress Code – Pre-licensure Year

The following is the dress code for GEPN students during the pre-licensure year of their program:
- Only the official Department of Nursing (DON) uniforms (white logo top) with hunter green pants should be worn to the acute care clinical setting. Uniforms are available for purchase at the UHM Bookstore. For the N518 community setting, the green polo logo shirt with long slacks (no jeans or legging type pants) is worn. For the N507 psychiatric setting, course specific guidelines will be provided.
- White athletic or white/black nursing shoes with white socks are required. Shoes should be clean and polished. Open-toed and/or open-back shoes are not permissible in any clinical setting.
- Uniforms must be clean and free from stains.
- The DON patch and SONDH ID badge are required. The ID badge is purchased at the UHM Bookstore.
- Make-up, if used, is to be worn in moderation.
- Stud earrings, wedding bands, and watches can be worn. No dangling earrings or long neck chains are to be worn.
- Hair must be kept neat and confined above the collar.
- 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.
- The general appearance of the student must conform to expectations of the profession as determined by the faculty and clinical agencies.
- When a sweater or T-shirt under a white logo top is worn, it must be white in color.
- Fingernails must be conservative in length, neatly trimmed, and without artificial or gel nails.
- Tattoos cannot be visible when on the clinical units. Long sleeve plain white T-shirt and/or band-aids can be worn to cover exposed tattoos.

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

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

1. Obtain an application for License by Exam from the SONDH OSS or the Hawai'i Board of Nursing.
2. Submit a request for official transcript (green form) to the UHM Office of Admissions and Records,
   a. Check the box that says "Send after summer semester grades are posted (Allow 2-4 weeks after end of semester)"
   b. OSS will send the lists to the State Board of Nursing AFTER FINAL GRADES are submitted to that office. This will serve as the initial verification of graduation until UHM sends the official transcript.
3. DO NOT SEND the "Student Final Record" form in the application packet to your nursing school. The graduation list replaces this form.
4. The Hawai'i Board of Nursing will determine your eligibility to take the NCLEX.
5. You will be mailed the NCLEX Candidate Bulletin and registration form. Follow instructions to register with the NCLEX/CAT Data Center. You will receive a response from Vue/Pearson. They will mail you an Authorization to Test Letter and a list of centers where you can schedule an appointment to take the NCLEX/CAT exam.
6. The Hawai'i State Examining Board will send the tests results to you directly. Your license will come separately. Licensure is for a 2-year period and is renewable on June 30 in odd-number years. The Department of Commerce and Consumer Affairs (the department responsible for licensure) sends you notification about and the cost of the renewal.
7. If you wish to take the nursing licensure exam in another state you must contact the state's board of nursing directly. Addresses of State Boards of Nursing are available by calling the State of Hawai'i, Board of Nursing at (808) 586-3000.

Master's Nursing Specialty Programs and Professional Certification

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 examinations 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 in nursing as an adult-gerontology clinical nurse specialist. Additional information may be found at: http://www.nursing.hawaii.edu/graduate/masters/agcns

Advanced Population Health Nursing

The Advanced Population Health Nursing (APHN) Program is an online program for registered nurses who wish to practice in Hawai'i, the continental United States, or in global settings. The program focuses on population-level health, wellness, and health promotion & disease prevention. The student learns critical population health skills such as community and population assessment, complex project/program management, health services research, and health policy analysis. Students successfully completing the APHN Program will receive a Master's of Science Degree in nursing with a specialty in community/public health nursing. Additional information may be found at: http://www.nursing.hawaii.edu/graduate/masters/

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:

- Advanced Public Health Nursing
  American Nurses Credentialing Center
  8515 Georgia Avenue Suite 400
  Silver Spring, Maryland 20910-3492

- Adult-Gerontology Clinical Nurse Specialist
  American Nurses Credentialing Center
  8515 Georgia Avenue Suite 400
  Silver Spring, Maryland 20910-3492

Doctor of Nursing Practice (DNP) Program

Program Description
The DNP graduate will be competent in the eight Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) that provide the foundation for a leadership role in the larger healthcare system. The DNP graduates will be prepared to serve as leaders in clinical and executive positions, translating emerging science and applying it to clinical care and policy directions to improve patient and population-based care delivery. The program is designed as a post Baccalaureate or post-Master's program and consists of four different pathways leading to the DNP degree, each with a requirement to complete scholarship in the form of a DNP Project. http://www.aacn.nche.edu/publications/position/DNPEssentials.pdf

Post baccalaureate adult gerontology primary care nurse practitioner. The Adult/Gerontology Primary Care Nurse Practitioner (AGPCNP) pathway is a 3-year, full-time pathway and prepares students to take the national certification examination upon graduation. It consists of 77 credits, inclusive of didactic and clinical coursework.

Post baccalaureate family nurse practitioner. The Family Nurse Practitioner (FNP) pathway is a 3-year, full-time pathway and prepares students to take the national certification examination upon graduation. It consists of 77 credits, inclusive of didactic and clinical coursework.

Master's to DNP. The Master's to DNP pathway is designed for individuals with an RN license and a Master's in nursing or related field. This 2-year, part-time pathway consists of 36-53 credits for the degree.

Master's in business administration in health care to DNP. The Master's in Business Administration in Health Care (MBA-HC) and Doctor of Nursing Practice (DNP) pathway follows completion of the 48 credit distance MBA-HC degree through the Shidler Business College. The Shidler MBA-HC graduate can enroll in post-master's courses to obtain the post MBA-HC DNP degree. The 29 credits for the DNP can be completed part-time.

Master's in business administration to DNP. The Master's in Business Administration (MBA) and Doctor of Nursing Practice (DNP) pathway is designed for individuals who are MBA graduates. Similar to the Shidler College of Business graduates, these students would be required to take a minimum of nine (9) didactic credits and a varying number of 776 DNP Project credits, depending on practicum hours obtained in the student's respective MBA program. Additionally, a review of the MBA transcripts by the DNP Program Director will indicate which additional courses each student will need to take, if any, to meet the Essentials; each student's pathway will be tailored accordingly. Per the University of Hawaii at Manoa Office of Graduate Education requirements, the students would complete a minimum of three academic semesters in order to obtain the DNP degree. This DNP pathway can be completed part-time.

Academic Advising
Academic advising for all graduate nursing students is discussed earlier in the Handbook. In addition to this information, there are unique advising roles that pertain to the DNP Project.

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

29

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

Project Chair. The DNP project chair is a faculty member who has the expertise to function as the primary mentor throughout the development, implementation, and evaluation of the DNP Project.

The Project Chair's main responsibility is to advise and assist the student advisee's progression through the DNP Project. The project chair's responsibilities include:
- 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 related to the DNP Project, as required;
- Advising and overseeing the development of the DNP Project proposal;
- Assisting student in scheduling DNP Project proposal and final presentation meetings;
- Reviewing and providing editorial feedback to the student on their written and oral products of the DNP Project;
- Co-chairing the DNP Project committee with the student's content expert;
- Evaluating the DNP Project products and activities in collaboration with the student's content expert and the third committee member to ensure compliance with CCNE requirements;
- Entering grades for the DNP Project products each semester in consultation with the student's content expert; and
- Assisting students in acquiring funding for the DNP Project, as possible.

Content Expert. The content expert is a healthcare expert who has the experience to function as the primary mentor for the student's DNP Project, preferably at the project site.

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 project chair 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;
- Reviewing and providing editorial feedback to the student on their written and oral products of the DNP Project;
- Co-chairing the DNP Project committee with the student's project chair;
- Evaluating the DNP Project products and activities in collaboration with the student's Project Chair and Third Committee Member to ensure compliance with CCNE requirements; and
- Assisting students in acquiring funding for the DNP Project, as possible.

Third Committee /Team Member. The Third Committee/Team Member is a faculty member with a terminal degree and graduate faculty status who is eligible to sit as a member on DNP committees.

The Third Committee/Team Member's primary responsibility is to review and provide feedback to the student's DNP Project proposal and final product. In collaboration with the DNP project chair and content expert, the third committee/team member's responsibilities include:

- Reviewing and providing editorial feedback to the student on their written and oral products of the DNP Project;
- Serving as the third voting member at the proposal and final presentation of the student's DNP Project; and
- Evaluating the DNP Project products and activities in collaboration with the student's project chair and content expert to ensure compliance with CCNE requirements.

Cohort Model

The DNP Program is offered as a cohort model where the curriculum pathway builds upon previous course work to facilitate the development, implementation, and evaluation of the DNP Project. The courses in the DNP program are offered only once per student cohort and in a specific sequence. If students have completed the required coursework of the DNP program, they may choose to continue work on their DNP Project by registering for a minimum of one NURS 776 credit each semester. The DNP Project shall be completed within two (2) semesters following completion of the DNP program's required coursework; if not, the student must withdraw from the program.

DNP Project

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

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

Credit hour calculation. To meet the graduation requirement, post Baccalaureate academically-supervised practice hours will be calculated by the Doctoral Program Coordinator and validated by the 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,
- Nurse Practitioner Tracks: NURS 675,
- Public Health Track: NURS 672, or
- Other fieldwork, as appropriate and as specified in the catalog or course description for the course.

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

Credit hour tracking. In order to graduate from the DNP program, students must demonstrate that they have met the 1,000 hours of academically supervised practice

requirement. DNP Project hours include the time spent planning, implementing, and evaluating the DNP project (see NURS 776 DNP Project syllabus). DNP Project hours 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 DNP students will also have clinical practicum credit hours that will be documented per the requirements that are outlined in NURS 675 Advanced Practice Clinical syllabus.

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

The written product/s of the DNP Project follows the American Psychological Association (APA) publication guidelines and the University of Hawaii's Style & Policy Guide. In addition, review the OGE Guidelines when preparing your written products. Since these guides are intended for Theses and Dissertations, DNP students shall refer to the NURS 776 syllabus and the above theses/dissertation directions, only as appropriate.

An oral and written presentation of the DNP Project proposal is a required activity of the DNP program. The student has the option of conducting the oral proposal presentation at the DNP project site. Only the student's committee members will be present for the proposal presentation to ensure adequacy of preparation. If the student and/or the committee/team members are off-site, a Petition for Remote Committee Participation is filed.

DNP Proposal and Final Presentation (See Appendix O)

Protection of Human Subjects (See Appendix G)

Doctor of Philosophy in Nursing Program

Program Description

The Department of Nursing's PhD program is designed to prepare visionary scholars capable of conducting research and generating new knowledge to improve the health of culturally diverse populations, especially in Hawai'i and the Pacific Basin regions and countries. The curriculum 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 Appendix N, PhD Program Learning Outcomes and Core Competencies). It requires students demonstrate strong critical thinking and writing skills that allow them to coherently and logically communicate their course assignments, and ultimately, their dissertation.

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

Academic Advising
Academic advising for all graduate nursing students is discussed earlier in the Graduate Student Handbook. In addition to this information, the engagement of the academic advisor and the PhD advisor's responsibilities presented in Appendix H, PhD Faculty Advisor Responsibilities and Appendix O, 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 R, Academic Progression in the SONDH Doctoral Program) The timeline for graduate students' completion of 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
  - Attend Summer Intensives
- Year 1 (Fall semester) –Year 3 (Spring semester)
  - Enroll in and successful complete all required courses
- Year 2 – Year 3 (Summer semester)
  - Prepare two scholarly papers eligible for peer review to be considered for the comprehensive examination
  - Select members of dissertation committee members
- Year 3 – Year 4
  - Complete the comprehensive
  - Defend dissertation proposal (chapters 1 – 3)
  - Confirm dissertation committee chair
  - Submit institutional review board (IRB) application to conduct dissertation study; obtain approval by IRB
  - File Form II (Advance to Candidacy); obtain approval by OGE
- Year 4 – Year 5
  - Conduct study, collect data, and complete data analysis
  - Complete writing of chapters 4 and 5
  - Schedule final dissertation defense
- Year 4 – Year 5
  - Public defense of dissertation (Form III)
  - Submit dissertation to OGE's Graduate Division (Form IV)

Selection of the Comprehensive Examination and Dissertation Committees
A student who has advanced to the comprehensive examination stage is responsible for forming her/his dissertation committee. In the Department of Nursing, the student's comprehensive examination committee typically serves as the dissertation committee, although the student may elect to constitute a separate dissertation committee. Members of the committee approve the student's comprehensive examination; and, subsequently, when the student proceeds to 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 K. Selection and Composition of a PhD Dissertation Committee). The evaluation of the student by the committee members is guided by the rubrics for the comprehensive examination, proposal defense and dissertation defense rubrics (refer to Appendix P).

PhD Comprehensive Examination (see Appendix L)
The comprehensive examination will occur after the student has completed all of the required coursework (i.e., 45 credits) and has written two scholarly papers eligible for peer review in their field of study. Enrollment in N699 "Proposal Development" is not considered a part of the student's coursework. When the advisor determines the student is ready, the student negotiates a date and time for the comprehensive examination when all committee members can be present.

33

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

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

Purpose
The proposal defense 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.

The Dissertation
Registration in N800 is reserved for students who have completed all required classes, passed the comprehensive examination and the dissertation proposal defense, obtained IRB approval; and have advanced to candidacy (i.e., the, Form II has been submitted to and approved by the OGE. The N800 course is taken every semester (with the exception of Summer except if the student intends to graduate in Fall semester) until successful completion and public defense of the dissertation.

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

The Dissertation Defense
Once the student's dissertation is completed, the chair of the committee will recommend the scheduling of the defense. (refer to Appendix M, PhD Proposal and Final Defense).

Research 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 current advisor
- Consider changing to another advisor whose expertise is a stronger fit with the new topic
- Negotiate with the potential new advisor
- Notify PhD Program Director about the plan.

APPENDICES

Appendix A
Program Outcomes for MS, DNP, and PhD 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.

36

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.

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 research
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.		
1.1 The Master's prepared nurse demonstrates accountability for specialist legal scope of practice, professional standards and code of ethics. 1.2 It is a responsibility of the Master's prepared nurse to participate in professional organizations to support nursing practice. 1.3 Ethical analysis and clinical reasoning are required for advanced nursing practice. 1.4 The Master's prepared nurse articulates and actualizes a personal philosophy of nursing that incorporates ethics, values, and professional standards.	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. 1.2 Uses science-based theories and concepts to: • 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. 1.3 Develops and evaluate new practice approaches based on nursing theories and theories from other disciplines. 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. 1.5 Develops and evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research. 1.6 Provides leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology. 1.7 Advocates for social justice, equity, and ethical policies within all healthcare arenas. 1.8 Designs, implements, and evaluates therapeutic interventions based on nursing science and other sciences.	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. 1.2 In positions of responsibility, the PhD prepared nurse advocates for the ethical conduct of practice.
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 requires an understanding of how healthcare delivery	4.1 The DNP nurse ensures accountability for quality of health care and patient safety for populations with whom they work. • Uses advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems. • Employs principles of business, finance, economics, and health policy to practice initiatives that will improve the quality of care delivery. • Develops and/or monitor budgets for practice initiatives. • Analyzes the cost-effectiveness of practice initiatives accounting	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.

systems are organized and financed and how this affects patient care. 4.4 The Master's prepared nurse articulates to a variety of audiences the evidence base for practice decisions. 4.5 Leadership skills are required to teach, coach, and mentor other members of the healthcare team.	for risk and improvement of health care outcomes. • Demonstrates sensitivity to diverse organizational cultures and populations, including patients and providers. 4.2 Demonstrates leadership in the development and implementation of institutional, local, state, federal, and/or international health policy. 4.3 Influences policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes. 4.4 Advocates for the nursing profession within the policy and healthcare communities. 4.5 Develops, evaluates, and provides leadership for health care policy that shapes health care financing, regulation, and delivery. 4.6 Guides, mentors, and supports other nurses to achieve excellence in nursing practice.	

5. A competent nurse collaborates as part of a health care team.

5.1 Collaborative strategies are required in the design, coordination, and evaluation of patient-centered care. 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. 5.3 The Master's prepared nurse demonstrates critical skills in leading inter-professional teams and partnerships. 5.4 Coordinating comprehensive care for patients within and across settings and among care providers is expected of the master's prepared nurse.	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. 5.2 Leads interprofessional teams in the analysis of complex practice and organizational issues. 5.3 Employs consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.	5.1 The PhD nurse participates in collaborative team(s) to generate empirical knowledge that improves practice, health care outcomes, and policy change.

6. A competent nurse practices within, utilizes, and contributes to the broader health care system.

41

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.	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.	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.
6.2 Practice guidelines to improve practice and the care environment are developed by the Master's prepared nurse.	6.2 Applies relevant findings to develop practice guidelines and improve practice and the practice environment.	6.2 The PhD nurse develops educational programs that are accountable to the community of interest in preparation of professional nurses.
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.	6.3 Disseminates findings from evidence-based practice and research to improve healthcare outcomes.	
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.	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.	
6.5 The Master's prepared nurse advances equitable and efficient prevention services through population based health promotion and disease prevention services.	6.5 Educates others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.	
	6.6 Synthesizes concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.	
	6.7 Evaluates care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.	
	6.8 Conducts a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.	
	6.9 Educates and guides individuals and groups through complex health and situational transitions.	

7. A competent nurse practices client-centered care.

7.1 Advanced nursing includes advocating for patients, families, caregivers, and members of the healthcare team. 7.2 Preparing clinical	7.1 The DNP nurse designs, directs, and evaluates quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.	7.1 The PhD nurse generates nursing knowledge about health care systems and care models.

practice guidelines appropriate for diverse cultures is expected of the advanced practice nurse. 7.3 Advanced knowledge of the effects of bio/psycho/social determinants of health is required to design, evaluate, and implement patient care.	7.2 Evaluates consumer health information sources for accuracy, timeliness, and appropriateness. 7.3 Critically analyzes health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.	
8. A competent nurse communicates and uses technology effectively through the understanding that …		
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. 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. 8.3 The Master's prepared nurse analyzes current and emerging technologies to optimize patient safety, cost effectiveness, and outcomes of care. 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. 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 delivery.	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. 8.2 Analyzes and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology. 8.3 Demonstrates the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases. 8.4 Develops and sustains therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.	8.1 The PhD nurse participates in collaborative team(s) to generate empirical knowledge that improves practice, health care outcomes, and policy change.

43

9. A competent nurse demonstrates clinical judgment/critical thinking in the delivery of care of clients while maintaining safety through …		
9.1 The Master's prepared nurse must critically analyze the best evidence to determine practice implications. 9.2 The delivery of advanced nursing care to diverse populations requires an integration of knowledge of nursing and related sciences. 9.3 The Master's prepared nurse is equipped to design care for a clinical or community-based population. 9.4 The Master's prepared nurse uses quality improvement practices to ensure patient safety and the highest quality nursing care. 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. 9.6 The Master's prepared nurse is expected to identify factors to mitigate risks in the practice setting. 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.	9.1 The DNP nurse demonstrates advanced levels or clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes. 9.2 Uses conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.	9.1 The PhD nurse systematically investigates a clinically focused area of nursing to advance health care in culturally diverse populations.

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School of Nursing & Dental Hygiene
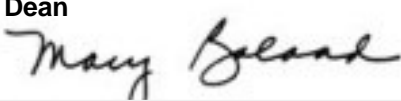
Policy Number <u>DON 6</u>

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**
Clementina D. Ceria-Ulep	**8/1/14**
Associate Dean for Academic Affairs	**Date**
[signature]	**8/1/14**
Dean	**Date**
Mary Boland	**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:

☐ Administrative Officers   ☑ Dean

☑ Associate Deans   ☑ Directors/Department & Graduate Chairs

☐ Full-time Staff   ☑ Full-Time Faculty

☐ Part-time Staff   ☑ Part-Time Faculty

☐ Student Employees   ☐ Entire School Community

☑ Students

45

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/docu
   ments/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 Wokplace 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

Provisions of the Code of
Ethics for Nurses with
Interpretive Statements

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

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

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

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

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

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

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

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

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

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 Hawaiʻi 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 system.

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: (a) to provide evidence that the concepts and principles of the student's learning experiences are applied in the practice setting, (b) to document the student's ongoing professional development, and (c) 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. Throughout the program, in each of the courses, where applicable, specific work will be assigned to the students which will contribute to the portfolio.
4. All portfolio elements are required and must be completed before graduation. However, those with an ** are optional elements.
5. 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.

6. 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.

7. 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.

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 student's Program Director will work with the student to tailor the portfolio to best reflect their accomplishments, and additional elements may be included.

1. 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
      i. Scope of practice
      ii. Proposed job description
      iii. Summary of academic, work and other relevant experience
      iv. Letters of recommendations (can be professional or academic recommendation letters)
2. 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. HIPPAA and human subjects protection (attach certificates from online courses)
3. Evidence-Based Practice / Clinical or Fieldwork Accomplishments
   a. Student's clinical / fieldwork experiences
      i. Summary of the total number of clinical/fieldwork hours, preceptors and rotation sites
      ii. List of special competencies acquired
      iii. Description of the population of interest (Patients managed, students taught, populations worked with)
   b. Professional competencies
      i. Copy of professional license and certifications
      ii. Verification of completion of specialized training (ACLS etc.)
   c. Scholarship and research accomplishments
      i. Scholarly papers, publications, or presentations during student's academic education**
      ii. Significant awards or certificates**
      iii. Summary of capstone project which demonstrates understanding of an issue, explanation of the work of the project and the outcome
   d. Service accomplishments
      i. Professional organization membership and activities including level involvement within the organization
      ii. Community service (volunteer work, community board, school org)

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

f. Health Policy
   i. 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)
   ii. Demonstrate ability to serve in leadership/advocacy role- 1 page summary of such
g. Other
   i. Program specific portfolio elements are developed by the Program Directors.

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School of Nursing & Dental Hygiene
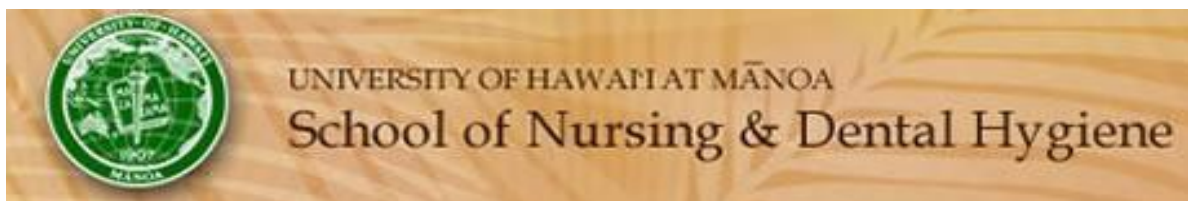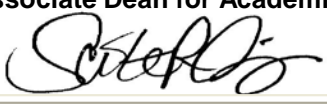
Policy Number <u>Research 1</u>

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:

☐ Administrative Officers   ☒ Dean
☒ Associate Deans   ☒ Directors/Department Chairs
☐ Full-time Staff   ☒ Full-time Faculty
☐ Part-time Staff   ☒ Part-time Faculty
☒ Student Employees   ☐ Entire School Community
☒ 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	Student Nurse Organization Leadership
Graduate Chair	SONDH Honors Committee
UH Honors Department	Graduate Division
Faculty	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

Student-Faculty Authorship Policy (cont.)

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MĀNOA

MEMORANDUM OF UNDERSTANDING BY AND BETWEEN
THE TEAM MEMBERS OF THE

Title of Project: _____

Date: _____

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

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

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

Authorship: Authorship is designated as follows in accordance with ICJME

      First Author: _____

      Second Author: _____

      Third Author: _____

      Fourth Author: _____

Specific project activities are agreed upon as follows:

      First Author:

_____

      Second Author:

_____

      Third Author:

_____

      Fourth Author:

_____

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

      Senior Faculty Member signature: _____

      Student signature: _____

      Student' Advisor: _____

55

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

<u>Signatures:</u>

First Author: _____ Date: _____

Second Author: _____ Date: _____

Third Author: _____ Date: _____

Fourth Author: _____ Date: _____

Appendix 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 Thesis, DNP Project, or Dissertation is adequately developed, students and their respective PD/Chair 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.

Table 2. *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, and/or
- Evaluations of programs, curricula, etc. (sometimes).

If the student and his/her PD/Chair 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.

Appendix H
PhD Faculty Advisor's Responsibilities

Faculty Advisor. The faculty advisor is responsible for academic advising and is the primary mentor throughout the graduate process. See Appendix O for a description of the Engaged Advisor. 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 the student in scheduling comprehensive examinations/reviews and dissertation proposal and final defense meetings;
- Chairing the comprehensive examination 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 S);
- Overseeing research and writing, as appropriate; and
- Assisting students in acquiring funding for the dissertation.

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

Graduate Chairperson. The GC is available for advising when the PD is unavailable. Additionally, if the student requires assistance with problems that cannot be resolved by the faculty advisor and the PD, 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
Course Waiver and Substitution Definitions, Policies and
Procedures for Graduate Programs

Policy: Substitution or waiver of a course in the Department of Nursing Master's and post Master's 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 Progression Toward Degree of this handbook.

Appendix J
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.

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

If an MOU with a facility is not currently on the "Affiliation Agreement List", students and faculty will submit a request to Office of the ADAA, Academic Program Coordinator, Ms. Ashley Spencer at aes@hawaii.edu with the following information:

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

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

Upon execution of an agreement, the Academic Affairs Project Coordinator will email a copy to the organization, 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 K
Selection and Composition of PhD Dissertation Committee

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

Committee Composition
The committee consists of at least five members of the graduate faculty. The chair and the majority of the committee should be from the student's field of study. One member *must be* from outside the Department of Nursing and a full member of the regular UHM graduate faculty. Please refer to the Office of Graduate Education (OGE) 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 OGE for qualified individuals as long as they have a doctoral degree (DNP, DrPH, PhD, MD, JD, DPHARM, etc.) and peer reviewed publications from another university or associated clinical setting.
The approval process of an affiliate committee member is as follows:
- The nursing graduate chair (GC) nominates the qualified individual for affiliate status.
- The PhD faculty votes on approving the nomination.
- The nursing GC sends a memo for affiliate status approval with a copy of the nominated individual's CV to the OGE.
- If approved/disapproved, the OGE notifies the graduate chair and the committee member. This decision is transmitted by the GC to the PhD program office.

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

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

Change in Committee Membership
If the membership of the committee changes, the Petition to Revise Thesis or Dissertation Committee Form must be completed (accessible from the OGE website: http://manoa.hawaii.edu/graduate/sites/manoa.hawaii.edu.graduate/files/documents/forms/revise_committee_phd.pdf.

Useful considerations in selecting committee members include:
- Expertise of potential committee members.
- Discuss possible committee members with the committee chair/ advisor.

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

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

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

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

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

Time Line for Students
1. Four weeks before the comprehensive examination the student will:
   - Contact the Doctoral Program Coordinator to schedule the comprehensive examination (e.g., date, time, location),arrange for IT support and any equipment that might be needed..
   - Contact the Doctoral Program Coordinator to schedule Information Technology (IT) support for a two-hour block of time if any committee member will not be attending in person so remote access can be arranged. This includes completion of the remote access request form.
   - Submit copies of the two scholarly papers eligible for peer review to all committee members.

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

3. Day of the comprehensive examination:

Make sure all committee members have copies of the necessary materials**.**

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

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

Appendix M
PhD Proposal and Final Defense

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

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

Scoring Evaluation Criteria (see Appendix Q Proposal Defense rubric)

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

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

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

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

Time Line for Committee Members

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

Procedure for the Proposal Defense

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

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

Dissertation Defense

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

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

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

Scoring Evaluation Criteria (see Appendix P Dissertation Defense Rubric)

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

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

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

Time Line for Students
1. Four weeks before the dissertation defense, the student will:
    - Contact Doctoral Program Coordinator to schedule the dissertation defense. Provide the date, time (2 hours).
    - Contact the Doctoral Program Coordinator to schedule Information Technology (IT) support for a two-hour block of time if any committee member will not be attending in person.
    - Reserve any equipment necessary for the dissertation defense.
    - Submit a copy of the completed Dissertation manuscript (Chapters I - V) to all committee members.
2. One week before the dissertation defense, the student will:
    - Schedule training sessions for committees who are attending on-line (if needed).
    - Confirm the location, date, and time of the dissertation defense with all committee members.
3. Day of the Dissertation Defense:
    - Make sure all committee members have copies of the necessary materials.

Time Line for Committee Members
1. Four weeks before the dissertation defense: the committee members will:

69

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

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

Appendix N
PhD Program Learning Outcomes and Core Competencies

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.

I. Research Competencies (Development of the Science)

Program Learning Outcome	Core Competencies	Comps	Dissertation proposal	Dissertation defense
1. Knowledge and ability to integrate theory, course content, philosophy, and ethical principles in research	Describe foundation of theory, philosophy and concepts	X		
	Master knowledge across course content			
	A. Quantitative	X		
	B. Qualitative	X		
	C. Instrumentation	X		
	D. Research design	X		
	Master in-depth knowledge in a substantive area	X	X	X
	Critique and integrate different perspectives including theoretical/ conceptual frameworks in the ongoing conduct of research	X	X	X
	Adhere to standards of integrity and apply ethical principles in use of human subjects in research	X	X	X

71

Program Learning Outcome	Core Competencies	Comps	Dissertation proposal	Dissertation defense
2. Ability to apply skills in research operations, design, and analysis	Study Design			
	A. Conduct a literature search, critique, and synthesis, noting strengths, weaknesses, limitations, and gaps in the evidence	X	X	X
	B. Identify measurement and conceptualization issues of studies		X	X
	C. Design pragmatic and high quality studies that are consistent with the problem, purpose, and theoretical/conceptual framework		X	
	D. Critique and apply strategies for conceptualizing and operationalizing variables		X	X
	Data Management/Analysis			
	A. Develop a systematic approach to data management including development of dataset, data entry, cleaning, tracking, and maintaining confidentiality		X	X
	B. Use appropriate data analysis techniques and/or new forms of data processing (e.g., big data) consistent with the purpose and design of a study		X	X
	Study Implementation			
	A. Implement the study, using appropriate technical and IT skills			X
	B. Interpret the results in light of existing literature, noting implications for practice, education, research, and policy			X

72

Program Learning Outcome	Core Competencies	Comps	Dissertation proposal	Dissertation defense
	Communication			
	A. Use audience-appropriate strategies including peer-reviewed publications and presentations to target lay and professional audiences both within and outside the discipline			X
	B. Engage colleagues from nursing and other disciplines to gain their perspectives on research agendas and approaches to develop multidisciplinary research frameworks		X	X
	C. Use perspectives from nursing and other disciplines to inform research agendas and approaches for the development of multidisciplinary research frameworks		X	X
3. Ability to work collaboratively with interdisciplinary research teams	Use interprofessional skills in communication, professionalism, shared problem-solving, shared decision making, and conflict resolution as a contributory member of multidisciplinary teams	X	X	X

II. Disciplinary Competencies (Stewardship of the Discipline)

Program Learning Outcome*	Core Competencies	Comps	Dissertation proposal	Dissertation defense
1. Engage in knowing the evolving roles and responsibilities of a nurse scholar	Maintain a level of scientific excellence within the evolving nature of the nursing discipline	X	X	X
	Integrate scholarship: research, teaching, mentoring, and service to the profession			X

73

Program Learning Outcome*	Core Competencies	Comps	Dissertation proposal	Dissertation defense
	Lead interprofessional and interdisciplinary collaborative research			X
2. Ability to extend scientific knowledge	Build a focused program of research inclusive of culturally diverse populations		X	X
	Improve the quality of healthcare for culturally diverse populations by developing/testing theories and integrating advanced knowledge from nursing and other disciplines		X	X
3. Ability to develop personal aptitudes & interpersonal skills	Use self-reflection to Maintain creativity, an open-minded approach, personal growth and development	X	X	X

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

References:

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2. APEC/Deloitte. (2010a). *Skills and competencies needed in the research field: Objectives 2020.* Joint report by the APEC Studies and Research Department and Deloitte Consulting Public Sector, P. Lamblin and C. Etienne, co-directors and authors, with input from M. C. Meunier, M. Bancal, O. Lenot, and J. Davo. Paris, France: L'Association Pour l'Emploi des Cadres and Deloitte Consulting. November 2010, 118 pp.
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6. Dunbar-Jacob J. *AACN (2010). The Research-Focused Doctoral Program in Nursing Pathways to Excellence.*
7. Melynk BM. (2013). *Distinguishing the preparation and roles of doctor of philosophy and doctor of nursing practice graduates: National implications for academic curricula and health care systems.* Journal of Nursing Education, 52(8), 442-448.
8. University of North Carolina Chapel Hill, School of Nursing. *Research Competencies and Terminal Objectives.*

9. University of Florida, Department of Pharmaceutical Outcomes & Policy. *PhD Degree Competencies for PhD studies.*

10. University of Hawaii, School of Nursing and Dental Hygiene. (2013) *PhD Goal Statement.* http://www.nursing.hawaii.edu/phd

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Appendix O
DNP Proposal and Final Presentation

Procedure. The proposal presentation has two parts: a written and oral presentation. In preparation for the proposal presentation during spring or summer semester of Year One for post Master's students and Year Two for post Baccalaureate students, the DNP student will:

1. discuss their level of readiness with the DNP project chair,
2. determine the modality (distance or face-to-face),
3. confirm committee/team membership,
4. negotiate and determine the date/time of the proposal presentation with the committee/team members,
5. contact the Doctoral Program Coordinator to schedule Information Technology (IT) support and to make room reservations for a two-hour block of time, and
6. send committee/team members the written completed DNP Project proposal (Chapters I – III) four weeks before the scheduled proposal presentation.

The procedure for the proposal presentation is as follows:

1. All committee/team members and the student must participate/be present;
2. First 10 minutes: DNP project chair asks the student to leave the room so committee/team members can make final preparations;
3. DNP project chair invites the student to enter the room;
4. Next 20 minutes: Student delivers a 20 minute oral presentation of the DNP proposal;
5. Next 40 minutes: Student orally answers committee/team member questions;
6. Next 10 minutes: DNP project chair asks student to leave the room while the committee/team discusses the results and determines if the student met the evaluation criteria;
7. Next 5 minutes: DNP project chair invites the student to return to the room and informs the student if they passed or failed;
8. Committee/Team provides feedback and recommends/requests revisions; and
9. Student, DNP project chair, and committee/team members sign Form II if the student passes the proposal presentation. If the committee/team gives a failing score, members indicate what must be done for the student to progress. The student failing the proposal presentation may repeat it once with the approval from both the GC and the OGE. A student failing for a second time is dismissed from both the SONDH graduate program and the UHM by the OGE.

Evaluation criteria. Boyer's (1996) *Criteria for Evaluation of Scholarship* in conjunction with the DNP Project rubric (see NURS 776 syllabus & Appendix T) will be used to determine that the project meets the level of scholarship required of a DNP degree and the final pass/fail grade for the proposal presentation. 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)

Final Presentation. The purpose of the final presentation 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 that seeks to improve the quality of care. The final presentation also provides the DNP committee/team members with the opportunity to assess whether or not the student has met the DNP program degree requirements in accordance with the American Association of Colleges of Nursing Essentials of Doctoral Education.

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

The written product/s of the DNP Project follows the SONDH tradition of the American Psychological Association (APA) publication guidelines and the University of Hawaii's Style & Policy Guide. In addition, review the OGE Guidelines when preparing your written products. Since these guides are intended for Theses and Dissertations, DNP students shall refer to the NURS 776 syllabus and the above theses/dissertation directions, only as appropriate.

A final presentation announcement in the University Events Calendar is *required* for the final presentation. The presentation 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 presentation. The announcement must specify title, date, time and place of the presentation. It must be signed by the student's Committee/Team Chair.

Procedure. The final presentation 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 presentation. In preparation for the final presentation during spring semester of year two of the DNP Program for post-Master's students or year three of the DNP Program for post Baccalaureate students, the DNP student will:

1. discuss their level of readiness with the DNP Project Chair,
2. determine the modality of the presentation (distance or face-to-face),
3. confirm committee/team membership,
4. negotiate and determine the date/time of the proposal presentation with the committee/team members,

5. contact the Doctoral Program Coordinator to schedule Information Technology (IT) support and to make room reservations for a two-hour block of time, and

6. send committee/team members the written completed DNP project (Chapters I – V) four weeks before the scheduled final presentation.

The procedure for the final presentation is as follows:

1. All committee/team members and the student must participate/be present;

2. First 10 minutes: DNP project chair asks the student to leave the room so committee/team members can make final preparations;

3. DNP project chair invites the student to enter the room;

4. Next 20 minutes: Student delivers a 20 minute oral presentation of the DNP project;

5. Next 40 minutes: Student orally answers committee/team member questions and public members in attendance;

6. Next 10 minutes: DNP project chair asks student to leave the room while the committee/team discusses the results and determines if the student met the evaluation criteria;

7. Next 5 minutes: DNP project chair invites the student and public to return to the room and informs the student if they passed or failed;

8. Committee/Team provides feedback and recommends/requests revisions; and

9. Student, DNP project chair, and committee/team members sign Form III if the student passes the final presentation. If the committee gives a failing score, members indicate what must be done for the student to progress. The student failing the final presentation may repeat it once with the approval from both the GC and the OGE. A student failing for a second time is dismissed from both the SONDH graduate program and the UHM by the OGE.

Evaluation criteria. Boyer's (1996) *Criteria for Evaluation of Scholarship* in conjunction with the DNP Project Rubric (see NURS 776 syllabus & Appendix T) will be used to determine that the project meets the level of scholarship required of a DNP degree and the final pass/fail 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)

Presentation time line. Each presentation must follow a timeline to ensure the best possible presentation. Students and committee/team members have responsibilities to meet this timeline.

Students.

1. Four weeks before the presentation:
   - contact committee/team members to schedule the date and time of the defense,
   - contact DNP Program to schedule the room and IT equipment once the date and time are confirmed, and
   - submit the proposal or final written product to all committee/team members.

2. Two weeks before the presentation:
   - submit the power point presentation to the project chair.

Committee/Team members.

1. Four weeks before the presentation:
   - agree to a date and time for the presentation
   - review the proposal or final product of the DNP Project, and
   - determine the student's readiness to proceed. If the written product is not ready for presentation, notify the project chair immediately.

2. Two weeks before the presentation:
   - notify the project chair immediately if there are concerns regarding the student's readiness.

Appendix P
PhD Comprehensive Examination, Proposal Defense
and Dissertation Defense Rubrics

PhD Comprehensive Examination Rubric

UNIVERSITY OF HAWAII
DEPARTMENT OF NURSING

PhD Program
Comprehensive Exam Rubric

Research Competencies (Development of the Science)

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

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

Disciplinary Competencies (Stewardship of the Discipline)

Program Learning Outcomes	Expected Performance	Rating: – **Does not meet** – **Meets** – **N/A**	Comments
Engage in knowing the evolving roles and responsibilities of a nurse scholar	Maintain a level of scientific excellence within the evolving nature of the nursing discipline		

Program Learning Outcomes	Expected Performance	Rating: – **Does not meet** – **Meets** – **N/A**	Comments
Ability to develop personal aptitudes & interpersonal skills	Use self-reflection to maintain creativity, an open-minded approach, personal growth and development		

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Proposal Defense Rubric

UNIVERSITY OF HAWAII
DEPARTMENT OF NURSING

**PhD Program
Dissertation Proposal Rubric**

Research Competencies (Development of the Science)

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

83

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

84

Disciplinary Competencies (Stewardship of the Discipline)

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

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Dissertation Defense Rubric

UNIVERSITY OF HAWAII
DEPARTMENT OF NURSING

**PhD Program
Dissertation Defense Rubric**

Research Competencies (Development of the Science)

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

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

87

Disciplinary Competencies (Stewardship of the Discipline)

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

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

Appendix Q
Student Learning Improvement Plan

UNIVERSITY OF HAWAII
DEPARTMENT OF NURSING

GRADUATE PROGRAM
Student Learning Improvement Plan

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

Course Title/Other _____

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

Required steps for student success in order of priority*

Student comments

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

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

Final Outcome/Resolution:

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

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

UNIVERSITY OF HAWAII AT MĀNOA
School of Nursing & Dental Hygiene
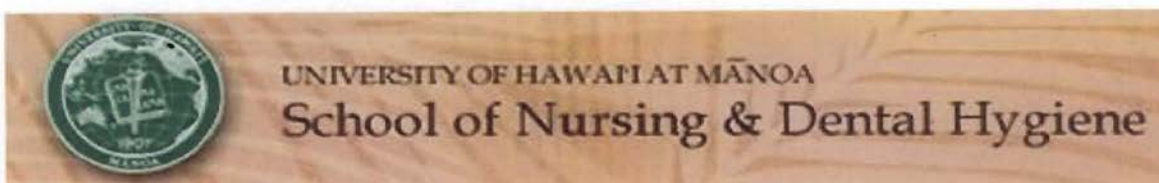
Policy Number SA 3

Policies & Procedures

General Information

Title	Category
Academic Progression in the SONDH Doctoral Programs	Student Affairs

Responsible Committee/Office	Responsible Person	Effective Date
PhD and DNP	Chair, PhD Committee Chair, DNP Committee	May 2, 2014

Approval Process (signatures required)

Associate Dean for Academic Affairs	Date
	5/8/14
Dean	Date
	5/9/14

I. General Scope

This policy pertains to all SONDH doctoral (DNP/PhD) students and SONDH doctoral (DNP/PhD) faculty advisors

II. Scope Details

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

- ☐ Administrative Officers
- ☑ Associate Deans
- ☐ Full-time Staff
- ☐ Part-time Staff
- ☐ Student Employees
- ☑ Students
- ☑ Dean
- ☑ Directors/Department & Graduate Chairs
- ☑ Full-Time Faculty
- ☑ Part-Time Faculty
- ☐ Entire School Community

III. Policy Summary

This policy outlines the recommendation for annual review of doctoral student progression and milestones. The purpose of this policy is to promote timely progression in the SONDH doctoral programs

IV. Policy History

This is a new policy, created Spring 2014

Academic progression in the School of Nursing and Dental Hygiene (SONDH) doctoral programs is dependent upon the student's ability to meet established standards set by the University of Hawaii at Mānoa (UHM) Office of Graduate Education (OGE) at http://manoa.hawaii.edu/graduate/content/academic-progress and the attached SONDH milestone requirement. Review of milestone progress provides for targeted advisement and direction to the student's doctoral study.

Academic Standing
According to the OGE policy, a student must maintain at least a "B" average (3.0 GPA) to be in good academic standing and continue as a graduate student at UHM. A student may be denied continued registration in the graduate program if their academic performance is unsatisfactory.

Grading
DNP & PhD students in the SONDH must achieve a course grade of 80% or higher to receive credit for a course and continue to progress in their programs. Students who receive a grade of < 80% in two courses will be dismissed from the program and are not eligible for readmission. The DON follows the grading procedures of the OGE at http://www.manoa.hawaii.edu/graduate/content/grading-policies.

Incomplete Grades
Students are expected to complete all program course requirements. An incomplete (I) is given to students who fail to complete a small, but important, part of a semester's work before the semester grades are determined if the faculty believes the failure to complete the required work was caused by conditions beyond the student's control and not by carelessness or procrastination.

As soon as the faculty teaching a course is concerned that a student may not be able to complete all required assignments, they shall contact the student to determine what is contributing to the student's inability to complete the course work. At that time, faculty should specify what the student must do to receive a passing grade or whether or not an "I" is an option.

Students receiving an "I" are expected to contact the instructor to determine the steps to be taken to remove the "I". In addition, as soon as course faculty assigns an "I" grade to a student, they shall notify the student's Advisor/Chair, Program Director and the Graduate Chair (GC) in writing.

DNP Students
All required courses in the DNP program with an "I" entry must be converted to a passing grade no later than the day **prior to the start of the subsequent semester** in order to progress in the program. If the result is not a passing grade, a leave of absence must be requested until the course is offered, which may be one year later.

PhD Students
All required courses in the PhD program with an "I" entry must be converted to a passing grade in compliance with OGE policy. According to OGE, the deadline for removing an "I" received in the fall semester is the following **April 1**; for removing an "I" received in the spring semester or the summer session, the deadline is the following **November 1**. If the result is not a passing grade, a leave of absence must be requested until the course is offered next, which may be one year later. Elective courses not completed, converted to a passing grade, and/or retaken, must be replaced with another completed elective course to meet the credit requirement prior to comprehensive exams.

Review of Doctoral Student Progression and Milestones
Doctor of Nursing Practice (DNP) and Doctor of Philosophy in Nursing (PhD) students are expected to be in compliance with UHM OGE progression policies and specific School of Nursing and Dental Hygiene (SONDH) milestone requirements. The student's Advisor/Chair will conduct the review of student progression and complete the milestone form each fall and spring semester (see attached). More frequent evaluations can be completed as needed.

During these reviews, student progression towards meeting degree requirements and areas of strengths and those needing improvement will be identified. The review may result in recommendations regarding academic progression. The original signed milestone document will become a part of the student's SONDH record and a copy will be provided to the student.

When the Advisor/Chair identifies a student is failing to progress, the faculty will notify and consult with the Program Director, and Graduate Chair. The Advisor, Program Director, Graduate Chair will develop an action plan and a timeline as well as a learning contract, as needed. Depending on the student's situation, strategies may include but are not limited to:

- The use of a tutor and/or writing coach
- Deceleration (for PhD students only)
- Leave of Absence
- Probation
- Dismissal from Program

The Advisor will contact the student and discuss the action plan and timeline. If the student does not successfully complete the action plan according to the timeline, the student may not continue in the doctoral program.

Students can petition to continue after failing to meet the action plan and timeline. The student works with the SONDH Office of Student Services to prepare the *Petition to Continue* according to the following process:

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

Annual Doctoral Student Progression Report

The Graduate Chair will submit a report to the Department Chair and ADAA summarizing the progression of all doctoral students by June 30th each year. The report documents students attainment of doctoral milestones and will include the action plans for those students not meeting the programs milestones.

VI. Procedures

When the faculty teaching a course becomes aware a student is not meeting course requirements and may be receiving a final grade of < 80% ("C+" or lower), the faculty shall notify the student in writing and indicate the steps required to improve the grade. In addition, the faculty teaching the course shall notify the student's Advisor/Chair and their respective Program Director in writing.

A student who receives a course grade of < 80% (C+ or lower) must meet with their Advisor/Chair. In addition, a student who has a GPA less than 3.0 must meet with their

Advisor/Chair and may be placed on academic probation in accordance with the UHM Graduate Education Academic Policies at http://manoa.hawaii.edu/graduate/content/academic-progress

A faculty who enters an "I" for graduate courses 600-799 (excluding 700/800) has the option of recording an alternate grade at the time of the entry of the "I". This grade will automatically replace the "I" if the work is not made up by the deadline. When the faculty enters an "I" for a graduate course with no alternate grade included and the student completes the required course work by the respective program deadline. The faculty who entered the "I" can submit a Change-of-Grade Form to the OGE Office of Student Services , with the grade computed on the basis of work completed by the deadline noted above.

PhD Student-Advancement to Candidacy
In accordance with UHM OGE 's Academic Policies, PhD students must complete their proposal defense and advance to candidacy (Form II submitted/approved) no later than five (5) years from admission to the program. Once approved, students are authorized to use the 'candidate' credential i.e., PhDc.

Students not advanced to candidacy by this deadline will be placed on probation. Probation will be rescinded if the student advances to candidacy prior to seven (7) years. Students not filing the Form II within 7 years shall be dismissed from the program. Approved leaves of absence do not count toward these time limits. If more time is needed for advancement to candidacy due to circumstances beyond the student's control, an extension may be requested. To request an extension, the Graduate Chair 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.

Completion of Degree
In accordance with UHM OGE 's Academic Policies, a doctoral student who has not completed his/her degree after seven years will be placed on probation, i.e., at the beginning of the eighth year the student automatically will be placed on probation. 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.

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. To request an extension, the Graduate Chair 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.

VII. Collaborations

Chair, Department of Nursing
Graduate Chair
Faculty Advisers

Associate Dean for Academic Affairs
Office of Graduate Education
Doctoral Students

VIII. Contact Information

Chair, Department of Nursing
Graduate Chair, Department of Nursing
DNP and PhD Program Directors

IX. Appendices

Appendix A: Annual Review of Student Progression and Milestones form for DNP students
Appendix B: Annual Review of Student Progression and Milestones form for PhD students

X. Supporting Documents

Link to UHM Graduate Education Academic Policies (UHM 2013-2014 Catalog)
http://manoa.hawaii.edu/graduate/content/academic-progress

Link to Office of Graduate Education Enrollment Policies
https://manoa.hawaii.edu/graduate/content/time-allowed-completion-degree

Appendix S
Annual Review of Student Progression and Milestone form for DNP Students

Completed __ NURS 776 hours		Year 2, Spring				
SIP Project Presentation		Year 2, Spring or Summer?				
Submit Form III	☐ 7 years ☐ Probation	Year 2, Spring				
Submit Form IV	7 years	Year 2, Spring				

Strengths

Areas to Improve	Plan of Action

_____

Advisor/Chair   Date

Annual Review of Student Progression and Milestones form for PhD Students

<table>
<tr>
<td colspan="2">Review Date:

___ / ___ / ___
MM / DD / YY</td>
<td></td>
<td colspan="5"><i>PhD</i> Student Name: _____

Year Entered Program: _____

Advisor/Chair: _____</td>
</tr>
<tr>
<td rowspan="2">Milestone</td>
<td>UH OGE</td>
<td>SONDH</td>
<td>Completion</td>
<td colspan="2">Reviewed</td>
<td>Comments</td>
</tr>
<tr>
<td>Progression</td>
<td>Requirement</td>
<td>Date</td>
<td>Met</td>
<td>Unmet</td>
<td></td>
</tr>
<tr>
<td>Engage Advisor</td>
<td></td>
<td>Minimum, Biannually</td>
<td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>Required Year 1 coursework completed</td>
<td></td>
<td>Year 1, Spring</td>
<td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>Literature synthesis</td>
<td></td>
<td>Year 2, Fall</td>
<td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>Purpose statement</td>
<td></td>
<td>Year 2, Fall</td>
<td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>Research question(s)/ hypothesis</td>
<td></td>
<td>Year 3, Spring</td>
<td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>Publishable papers (2)</td>
<td></td>
<td>Year 3, Summer</td>
<td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>All coursework completed</td>
<td></td>
<td>Year 3, Summer</td>
<td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>Comprehensive Exam</td>
<td></td>
<td>Year 3/4</td>
<td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>Methods section</td>
<td></td>
<td>Year 3, Summer</td>
<td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>Chapters 1, 2 and 3 of dissertation written and reviewed</td>
<td></td>
<td>Year 4, Fall</td>
<td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>Proposal Defense</td>
<td></td>
<td>Year 4, Fall/Spring</td>
<td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>IRB approval(s)</td>
<td></td>
<td>Year 4, Fall/Spring</td>
<td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>Submit UHM Form II (Advance to Candidacy)</td>
<td>☐ 5 years
☐ Probation</td>
<td>Year 4-5</td>
<td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>Implement study</td>
<td></td>
<td>Year 4-5</td>
<td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>Data collection</td>
<td></td>
<td>Year 4-5</td>
<td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>Data Analysis</td>
<td></td>
<td>Year 4-5</td>
<td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>Analyses completed</td>
<td></td>
<td>Year 4-5</td>
<td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>Chapter 5 written and reviewed</td>
<td></td>
<td>Year 4-5</td>
<td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>Results interpreted & applied</td>
<td></td>
<td>Year 4-5</td>
<td></td><td></td><td></td><td></td>
</tr>
</table>

Dissertation defense		Year 4/5				
Submit UHM Form III	☐ 7 years ☐ Probation	Year 4/5				
Submit UHM Form IV	7 years	Year 4/5				

Strengths	

Areas to Improve	Areas to Improve

_____   _____

Advisor/Chair   Date

DNP Defense Rubric

Requirement	No Credit	Credit
Background/Problem	Problem is not clearly articulated. Literature review is disorganized and incomplete; impact of project is questionable and not feasible.	DNP Project topic clearly identified; Rationale for Project is/are supported in the literature and with baseline data; Scope of Project demonstrates potential impact and is feasible
Conceptual Framework & Literature Synthesis	Conceptual framework is inappropriate for the Project and not utilized to organize the paper; Literature review is limited, inadequately critiqued & synthesized.	Conceptual Framework is appropriate for the Project and utilized to organize the paper; Literature review is thorough, correctly critiqued, and synthesized.
Innovation/Practice Change Objectives	Objectives for the Project are not measurable or logically derived from the literature synthesis; Weak rationale for selection of practice change/s	Objectives for the Project are measurable and logically derived from the literature synthesis; Solid rationale for selection of practice change/s
Methods	Methods for the Project are inappropriate to the objective/s with unclear rationale for their selection. Description of the practice change is not detailed, chronologic, and/or organized. Operational definitions for key variables are unclear and incomplete. The sampling plan fails to include a complete description of the setting, sample size, inclusion/exclusion criteria, and marketing plan. Data collection procedures do not explicate the required resources, process and outcome variables, instruments, and a project timeline. The program evaluation provides inadequate detail and does not include a data analysis and data management plan that is consistent with the design and objectives of the Project. Human subjects considerations are inadequately described.	Methods for the Project are appropriate to the objective/s with clear rationale for their selection. Description of the practice change is detailed, chronologic, and organized. Operational definitions for key variables are clear and complete. The sampling plan includes a complete description of the setting, sample size, inclusion/exclusion criteria, and a marketing plan. Data collection procedures thoroughly explicate the required resources, process and outcome variables, instruments, and a project timeline. The program evaluation provides adequate detail and includes a data analysis and data management plan that is consistent with the design and objectives of the Project. Human subjects considerations are thoroughly described. Limitations of the Project design are thoroughly discussed.

	Limitations of the Project design are inadequately discussed.			
Results	The Project sample is inadequately described. Measurement of process and outcome variables fails to demonstrate success or failure of the Project. Facilitators and barriers of Project implementation are limited.		The Project sample is thoroughly described. Measurement of process and outcome variables clearly represents success or failure of the Project. Facilitators and barriers of Project implementation are thoughtful and thorough.	
Discussion	Interpretation of the findings is not logically derived from the results and limited in scope. Implications for each of the AACN Essentials are not fully addressed and are not linked to the Project.		Interpretation of the findings is logically derived from the results and thoughtful. Implications for each of the AACN Essentials are clearly discussed and directly linked to the Project.	
Quality of Writing Notes: APA format	Poorly written, unorganized, and contains grammatical errors. Not consistent with scientific writing (e.g. not sufficiently substantiated by scientific literature).	Overall, would benefit from some reorganization. Legible but difficult to follow at times. Appropriate use of grammar inconsistent.	Overall, thoughts well communicated. Free from obvious grammatical errors. Solid references to justify statements.	The quality of writing is professional and scientific (e.g. well substantiated by the scientific literature). The document is well organized, has a logical flow, is easy to read, and is free of grammatical errors.
Quality of Presentation Notes: Voice projection, conversational, appearance, and demeanor	Presentation is poorly organized and poorly articulated. Responses to questions are insufficient. Presentation not consistent with scientific presentation (e.g. not sufficiently substantiated	At times, the presentation was difficult to follow, presenter did not have a command of the topic, and responses to questions were vague.	Overall, the presentation flowed well. Ability to convey command of the topic was mostly consistent. Responsive to questions.	The presentation was interesting, well organized, logical, and professional. Audience was engaged. Questions were answered thoroughly. Student demonstrated comprehensive knowledge of the scientific

	by scientific literature).			literature that was well integrated into the presentation.
Comments				