



Online and In Person Graduate Nursing
Handbook

Academic Year
2024 - 2025

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INTRODUCTION

About This Handbook

The Graduate Student Nurses' Handbook is designed to assist students in becoming acquainted with the history, philosophy, and theoretical framework of Hawai'i Pacific University's (HPU) School of Nursing. It is intended to serve as a guide as you journey along the road to obtain your Master of Science in Nursing (MSN) or Doctor of Nursing Practice (DNP) degree.

Students pursuing board certification as a family nurse practitioner (FNP), psychiatric mental health nurse practitioner (PMHNP), or adult-gerontology acute care nurse practitioner (AGACNP) will need to pass the national credentialing exam. Just as you became a registered nurse by passing the NCLEX exam, you will become a board-certified FNP, PMHNP, or AGACNP when you pass the credentialing exam for your specialty. The BSN to MSN and BSN to DNP program at HPU will prepare you to sit for your board certification exam as well as to practice in your field of expertise.

This Handbook pertains exclusively to graduate nursing students. For general HPU information such as policies and procedures, please refer to the HPU catalog and other materials.

ABOUT GRADES: Faculty members award grades based on performance. Final grades are based on parameters within the syllabi for each course.

STUDENTS are expected to be self-directed, responsible, and accountable for the learning process. For those students participating in face-to-face classes, class participation and attendance are required. Advance notification of absences to the instructor, and where appropriate, clinical agency, are the students' responsibility.

FACULTY MEMBERS serve as mentors, role models, educators, facilitators, and evaluators of learning. The faculty is here to work closely with you as you move towards your goal of earning a graduate nursing degree.

POLICIES AND PROCEDURES are subject to change. Be sure to carefully read emails sent to your my.hpu email address. Other resources include but are not limited to:

- Class syllabi and faculty
- Class representatives, TBD each academic year.

Accreditation

ACCREDITATION: The Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC) has fully accredited HPU.

Address: Western Association of Schools and Colleges
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
(510) 748-9001

CCNE: The Nursing programs are accredited by the American Association of Colleges of Nursing Commission on Nursing Education (CCNE). This is voluntary and serves as national validation of a quality educational experience. CCNE evaluators visited the HPU School of Nursing after they reviewed a self-study report prepared by the Dean and faculty. The CCNE accreditation is valid through June 30, 2027 for the BSN, MSN and post graduate certificate. The DNP-MSN program has its original accreditation on Oct 17, 2018.

Address: 655 K Street, NW, Suite 750
Washington, DC 20001
P: (202) 463-6930
F: (202) 785-8320

STATE: Approval by the State of Hawai'i, conducted by the Hawai'i State Board of Nursing, is mandatory for the continuance of the HPU School of Nursing and enables graduates to apply for the FNP, PMHNP, and AGACNP board certification exams. The School of Nursing at HPU is approved in accordance with the laws and regulations of the state of Hawai'i.

Address:
Hawai'i Board of Nursing
DCCA, PVL Licensing
335 Merchant Street, Room 301
Honolulu, HI 96813
(808) 586-3000

OR

Hawai'i Board of Nursing DCCA, PVL Licensing
P.O. Box 3469 Honolulu, HI 96801

Letter from the Dean

Welcome to the School of Nursing at Hawai'i Pacific University (HPU). The School of Nursing includes Public Health. The two departments will build on each other strengths.

Nursing is a very exciting and rewarding major. Learning on becoming a nurse should be taken seriously as there are many challenges that may come your way. One of the challenges is being able to balance your studies with family and work life. Making time to study efficiently is the key. Critical thinking is crucial to one's preparation to pass the NCLEX exam to be able to practice as a future nurse. Each semester in your nursing education allows you to build the necessary knowledge and skills to succeed. I suggest that at the beginning of every semester set some measurable goals for your self and at the end of every semester evaluate your progress.

Who are you? Why did you want to become a nurse? These questions should help you refocus when you are having one of those challenging moments in your nursing journey. Lean on your peers and faculty who should understand what you are going through. Surround yourself with positive people who will always uplift you and be honest with you. Take advantage of all the opportunities you are provided. Try something new even if you are uncomfortable. Be active in co-curricular activities and service to your community. Be involve in student research. Seek mentorship of your peers and/or faculty. There is always a growth in any activities one gets involved intentionally.

As a nursing student, your actions of Kuleana (shared responsibility), Pono (integrity), Aloha (kindness and humility) are the pillars of your identity as a future HPU nurse. We expect that your commitment to these values are exemplified in your actions towards your peers, faculty, patients and community. It is a privilege and a gift to be a nurse.

As part of the HPU School of Nursing ohana (family), we wish you a very smooth sailing nursing journey!

Always grateful,
Dr. Edna Magpantay-Monroe

History of the School of Nursing

Hawai'i Pacific University began in 1965 as Hawai'i Pacific College, an independent, non-sectarian liberal arts college. In 1973 the university received its first WASC accreditation. The college continued to grow and by 1990 had approximately 30 associate and bachelor's programs/fields of study and two masters programs when it was renamed Hawai'i Pacific University.

In the summer of 1992, Hawai'i Pacific University merged with another independent liberal arts college on Oahu, Hawai'i Loa College (HLC). The merger added an additional contingent of liberal arts students, a major in marine science, pre-professional programs, and a Bachelor of Science in nursing program that included an RN to BSN completion program, an LPN to BSN completion program, and a four-year BSN program.

The Division of Nursing also expanded to off-campus classes, offering satellite programs at The Queens Medical Center and Tripler Army Medical Center. In March of 1992, the National League for Nursing (NLN) accredited the program for five years. A second visit of the NLN in November of 1996 resulted in an eight-year re-accreditation. The next visit in February 2005 resulted in another eight-year re-accreditation.

A Master of Science in Nursing (MSN) program was initiated in the fall of 1998. Accreditation by NLNAC for the MSN program was achieved in October 2000. The next combined BSN/MSN site visit by the NLNAC was held in February 2005 and resulted in a recommendation for re-accreditation for another eight years, until 2013. CCNE accreditation was also attained for the MSN programs in 2011.

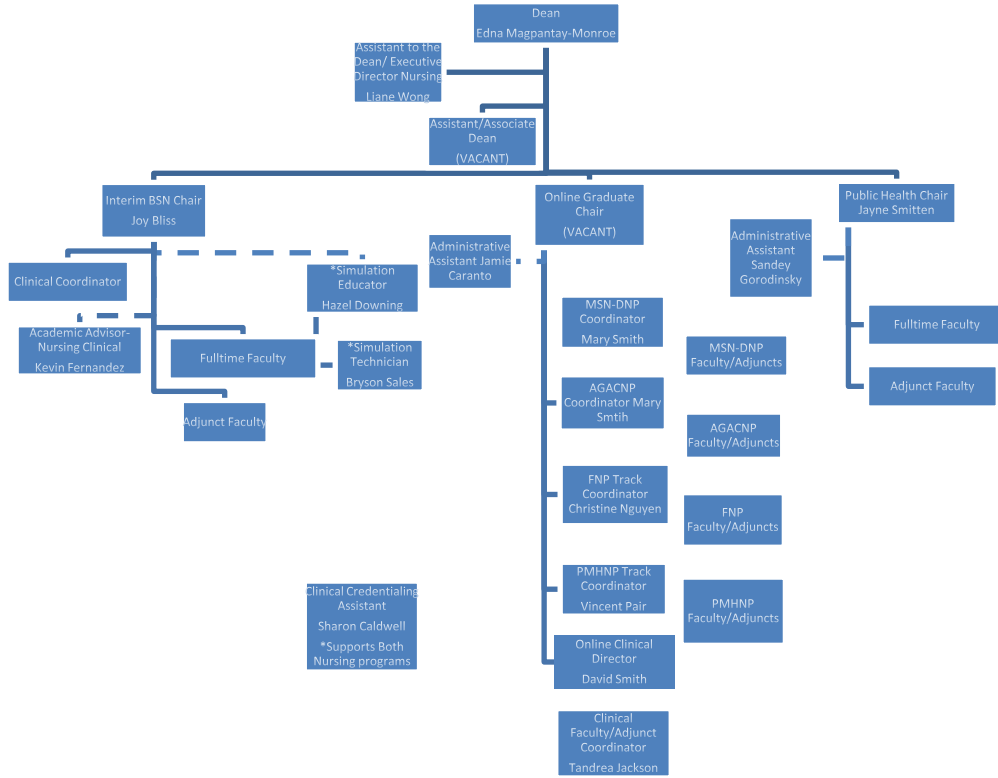
In June 2017, the Hawai'i Pacific University's School of Nursing – bachelor, master, and post-master received reaccreditation through 2027 from the Commission on Collegiate Nursing Education (CCNE). The CCNE reaccreditation came on the heels of the exciting news that HPU's first doctoral program, a Doctor of Nursing Practice (DNP), had been accredited by the Western Association of Schools and Colleges (WASC) Senior College and University Commission. In fall 2017, the HPU DNP program admitted its inaugural cohort of diverse DNP students.

In fall 2019, the School of Nursing moved from the Hawaii Loa campus in Kaneohe to the downtown Honolulu campus located at Waterfront Plaza. The new consolidated urban campus allows students to easily commute to clinicals, community events, and Aloha Tower Marketplace. The Waterfront Plaza campus is also home to a newly designed simulation center with two large skills and health assessment labs as well as five high-fidelity simulation rooms for experiential student learning.

In 2021, the School of Nursing created a fully online graduate program leading to master's degree and Doctor of Nursing Practice, expanding the reach of the nursing program to numerous states.

In January 2022, the School of Nursing separated out from the College of Health and Society and became a stand-alone school. A new permanent Dean was hired in December 2022. The School of Public Health joined the School of Nursing under the same deanship.

School of Nursing Organizational Chart: Academic Year 2024-2025



School of Nursing (SON) Directory

SON Administration & Staff	Email
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Jo Wakayama, MSN, APRN, FNP-BC Lecturer	jowakayama@hpu.edu

Adjunct faculty primarily supports our online graduate nursing course. It is preferred that our DNP courses are taught by doctoral prepared faculty or at least achieve their doctoral degree within one year of employment. All adjuncts teaching in specific specialties must be certified and experience in the specialty.

Mission, Vision and Values

HAWAI'I PACIFIC UNIVERSITY

MISSION: Hawai'i Pacific University is an international learning community set in the rich cultural context of Hawai'i. Students from around the world join us for an American education built on a liberal arts foundation. Our innovative undergraduate and graduate programs anticipate the changing needs of the community and prepare our graduates to live, work, and learn as active members of a global society.

VISION: Hawai'i Pacific will be consistently ranked among the United States' top 10 Western, independent, comprehensive universities, leveraging its geographic position between the Western and Eastern hemispheres and its relationships around the Pacific Rim to deliver an educational experience that is distinct among American campuses.

VALUES: The faculty, staff, students and overall university community of Hawai'i Pacific embrace the following values as representative of the spiritual, ethical and philosophical principles that support our community as well as of the aspirational ideals to which we collectively aspire. Expressed both in Hawaiian and English, they are as follows:

ALOHA: meaning hello, goodbye, love, kindness and grace, unity, humility, patience and waiting for the right moment. *Within the Hawai'i Pacific University community, it also stands for shared future/goals, collaboration, decisive, disciplined, culture of accomplishment and valuing university communities.*

PONO: meaning righteous, honest and moral and an energy of necessity. *Within the Hawai'i Pacific University community, it also stands for truth and ethics, trust and respect, civility, transparency, gratitude, acceptance and purposefulness.*

KULEANA: meaning responsibility and rights and concern for all interests, property and people. *Within the Hawai'i Pacific University community, it also stands for sustainability, student focused, value added, academic rigor, state of the art, stewardship and shared governance*

SCHOOL OF NURSING

MISSION: Hawai'i Pacific University School of Nursing is committed to educating competent and caring professionals in the practice of health promotion and healthcare. Graduates are life-long learners and leaders dedicated to delivering holistic care in the spirit of aloha for a global community.

VISION: The School of Nursing will be ranked in the top nursing and health science programs delivering a distinct transcultural healthcare educational experience.

PHILOSOPHY: The philosophy of the School of Nursing is in harmony with the University's mission and is based on the metaparadigms of people, environment, health, learning, and nursing.

People: We believe patient centered care incorporates respectful, compassionate, coordinated care based on patient preferences, values, and needs. Our goal is to facilitate patient autonomy, independence, and self-determination in a quest to control their own health.

Environment: We believe in creating an environment that supports cultural competence, collaboration, and collegiality. We believe in empowering people by delivering health education and nursing care that enhances wellness and quality of life. Our goal is to achieve health equity, eliminate disparities in healthcare and improve the health of all.

Health: We believe health is a state of complete physical, mental, and social well-being and not merely the absence of disease. Nursing focuses on the optimization of health throughout the lifespan. We believe there are individual and cultural variations in health and health care. We believe health is a personal responsibility and all individuals have the right to quality health care and/or end of life care.

Learning: The faculty believes that learning is a collaborative effort between teacher and student with the recognition that learners are unique with individual learning styles, abilities, and goals. Students are responsible for their learning and must demonstrate honesty, integrity, and accountability.

Nursing: We believe nursing to be a caring profession exemplifying collaboration, honesty, and integrity. Based on evidence-based practice and cultural competency, nursing promotes optimization of health, prevention of illness and injury, and advocacy in the care individuals, families, communities and populations. Within a holistic world view, nurses use critical thinking and ethical considerations in collegial relationships with other professions.

GRADUATE PROGRAM OUTCOMES

These guiding concepts are foundational to all courses. All course outcomes are linked directly to these program outcomes. Some courses may not include all elements. The program outcomes are based on integration of the concepts derived from the:

- University and School of Nursing Mission and Visions
- National Organization of Nurse Practitioner Core Competencies (2022)
- Common Advanced Practice Registered Nurse Doctoral-Level Competencies (October 2017)
- American Association of Colleges of Nursing: The Essentials: Core Competencies for Professional Nursing Education (2021)
- Quality and Safety Education for Nursing Graduate Competency (2012)

MSN Program Learning Outcomes	DNP Program Learning Outcomes
<p>Nursing Knowledge Examine the translation and application of established and evolving nursing and health science knowledge in the care of the client and community.</p>	<p>Nursing Knowledge Translate and apply established and evolving nursing and health science knowledge in the care of the client and community.</p>
<p>Person Centered Care Create individualized, person - centered approaches that are holistic, just, respectful, compassionate, coordinated, evidenced-based, and developmentally appropriate.</p>	<p>Person Centered Care Create individualized, person - centered approaches that are holistic, just, respectful, compassionate, coordinated, evidenced-based, and developmentally appropriate.</p>
<p>Population Health Evaluate community resources to improve equitable population health outcomes.</p>	<p>Population Health Integrate community perspectives to improve equitable population health outcomes.</p>
<p>Scholarship Synthesize, translate, and apply nursing knowledge to improve health and transform health care.</p>	<p>Scholarship Generate, synthesize, translate, apply, and disseminate nursing knowledge to improve health and transform health care.</p>
<p>Quality and Safety Evaluate current evidence in order to enhance quality of care and minimize risk to patients and providers.</p>	<p>Quality and Safety Integrate current evidence in order to enhance quality of care and minimize risk to patients and providers.</p>
<p>Interprofessional Partnerships Collaborate with intention across professions and with care team members, patients, families, and communities to optimize care and enhance the healthcare experience.</p>	<p>Interprofessional Partnerships Collaborate with intention across professions and with care team members, patients, families, communities, and stakeholders to optimize care and enhance the healthcare experience and strengthen outcomes.</p>
<p>Systems-Based Practice Coordinate resources to provide safe, quality, and equitable care to diverse populations.</p>	<p>Systems-Based Practice Design resources to coordinate and provide safe, quality, and equitable care to diverse populations.</p>
<p>Informatics and Healthcare Technologies Use informatics processes and technologies to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.</p>	<p>Informatics and Healthcare Technologies Evaluate informatics processes and technologies used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.</p>

<p>Professionalism Cultivate and demonstrate a sustainable professional identity that reflects nursing’s characteristics and values.</p>	<p>Professionalism Demonstrate a sustainable professional identity that reflects nursing’s characteristics and values and cultivate this in others.</p>
<p>Personal, Professional, and Leadership Development Participate in activities and self-reflection that foster personal health, resilience, and well-being in self and others.</p>	<p>Personal, Professional, and Leadership Development Participate in activities and self-reflection that foster personal health, resilience, and well-being in self and others, and support the acquisition of nursing expertise and the assertion of leadership.</p>

GRADUATE NURSING PROGRAMS

MSN Program

The School of Nursing offers three concentration tracks in the Master of Science in Nursing degree, Adult-Geriatric Acute Care Nurse Practitioner, Family Nurse Practitioner, and Psychiatric-Mental Health Nurse Practitioner. These are offered online. The concentration tracks in the Master of Science in Nursing degree, Adult-Geriatric Acute Care Nurse Practitioner and Family Nurse Practitioner are also currently offered in person.

The online MSN program offers the independent learner the opportunity to learn with asynchronous 8-week courses taken one at a time. There are no mandatory synchronous sessions in the online program making this an ideal option for out of state and working students. Some faculty may offer optional synchronous office hours.

The in-person MSN program offers traditional in-person, on-campus, 16-week semesters. Students meet weekly with faculty and attendance in lectures is expected. The first year of the in-person modality is available to students in all three APRN concentration tracks. Only the FNP concentration is offered for the full duration of the in-person program. Students in the AGACNP and PMHNP concentration can choose to do the first year in person but would then transfer to the online program for their second year.

Program length and credits vary depending on the concentration. The first year of the MSN program, students in all concentrations enroll in the same core courses. There are 18 credits of core course work prior to beginning the concentration specific courses.

- AGACNP concentration is 43 credits taken over 5 semesters (online 7 semesters)
- FNP concentration is 42 credits taken over 5 semesters (online 6 semesters)
- PMHNP program is 45 credits taken over 6 semesters (online 7 semesters)

Post Master’s Certificate Program

For advanced nurse practitioners who have earned an MSN previously in their educational journey, The School of Nursing offers Post Masters Certificates online only. The online program offers AGACNP, FNP, and PMHNP concentrations. The Post Masters Certificate programs follow the MSN program curriculum with the expectation that PMC students are not required to complete the first year of core courses and they are not expected to complete the capstone course (NUR 7000 Professional Paper/Project).

- AGACNP concentration is 25 credits taken online over 3 semesters
- FNP concentration is 24 credits taken online over 3 semesters
- PMHNP program is 27 credits taken online over 4 semesters

BSN to DNP Program

Students can choose full-time or part-time courses of study. The BSN to Doctor of Nursing Practice (DNP) program is designed to be completed over three years (full-time) or four years (part-time). Students enter and progress in learning cohorts. The program integrates the MSN curriculum with the DNP curriculum. The first year is comprised of DNP courses and the MSN core courses. Students start planning the DNP Project during the first year of the program. Once the MSN core courses have been completed students begin the nurse practitioner concentration courses (FNP, AGACNP, and PMHNP). The Doctoral Project courses require meeting (virtually) with DNP Project Chair, Content Expert, and documented clinical hours at the site of DNP project implementation.

- AGACNP concentration is 73 credits taken over 7 semesters (online 8 semesters full time, 11 semesters part-time)
- FNP concentration is 72 credits taken over 7 semesters (online 8 semesters full time, 11 semesters part-time)
- PMHNP program is 75 credits taken over 8 semesters full time, 11 semesters part-time online

Post Master's DNP Program

The online Post-Master's Doctor of Nursing Practice program has 33 credit and is designed to be completed in 5 semesters (about 1 and a half years). Students enter and progress in learning cohorts. The didactic courses are delivered online, taken one at a time, for 8 weeks (about 2 months) each. Students start the DNP Project during the first year of the program. The Doctoral Project courses require meeting (virtually) with DNP Project Chair, Community Content Expert, and documented clinical hours at the site of DNP project implementation.

GRADUATE COURSE DESCRIPTIONS

MSN Core Course Descriptions

NUR 6000 Advanced Practice Roles (3 CR)

The definitions of advanced practice nursing (APN) roles in community environments. Theoretical content includes ethics, multicultural population-focused care, community, coordination strategies, and interdisciplinary collaboration, critical thinking, problem solving, creativity, and leadership. Roles of the nurse as case manager, administrator, educator, researcher, consultant, and practitioner are explored. Communication issues including assertive behavior, conflict resolution, and the dynamics of change are examined. Prerequisite: Graduate standing in nursing.

NUR 6010 Advanced Pathophysiology (3 CR)

The student will explore selected complex topics in pathophysiology involved in processes affecting the body's optimal functioning. Students will enhance their abilities to implement diagnostic reasoning, critical thinking, and the integration of scientific concepts with psychosocial and spiritual aspects of the human condition across the lifespan. Students will incorporate current health care practice into their learning using an evidence-based research approach, including use of online access to the most current information.

NUR 6020 Advanced Nursing Research (3 CR)

As a part of the core curriculum, this course explores a broad range of quantitative and qualitative methods of inquiry. These methods of inquiry are used to encourage the student to investigate nursing phenomena and incorporate research into advanced clinical nursing practice.

NUR 6025 Applied Drug Therapies for the APRN (3 CR)

This course is designed to prepare advanced practice nurses for prescribing drugs within the scope of their practice. Basic and advanced pharmacologic principles and pharmacological actions of major drugs classes will be discussed and explored in relation to physiologic systems. Prerequisite: Graduate standing in nursing.

NUR 6030 Advanced Physical Assessment (3 CR)

This course expands upon health assessment skills and diagnostic reasoning concepts to determine the health status of clients across the life span. Focuses on the collection and interpretation of clinical data derived from the history and physical exam. Prerequisite: Graduate standing in nursing.

NUR 7000 Professional Paper/Project (3 CR)

This course is the culmination and synthesis of prior graduate learning in which the student develops an evidence-based Clinical Project Proposal. Students will identify a doctorly prepared faculty member to serve as an advisor and make a request to that advisor. The student works independently in communication with their faculty advisor. An oral presentation is required at the end of the capstone semester. Prerequisite: Completion of graduate nursing core and majority of concentration courses

FNP Concentration Course Descriptions**NUR 6960 Advanced Theory: Primary Care of Children (3 CR)**

Disease prevention, health promotion, and illnesses in children and adolescents are comprehensively analyzed for the individual and within the context of their families and community. Prerequisite: Completion of core courses.

NUR 6962 Advanced Theory: Primary Care of Women (3 CR)

Disease prevention, health promotion, and illnesses in women are comprehensively analyzed for the individual and within the context of their families and community. Prerequisite: Completion of core courses.

NUR 6964 Episodic Conditions in Primary Care (3 CR)

Health promotion, disease prevention, and illnesses of the adult are comprehensively analyzed for the individual and in the context of their families and community. Prerequisite: Completion of core courses.

NUR 6966 Chronic Conditions in Primary Care (3 CR)

Health promotion, disease prevention, and illnesses of geriatric adults are comprehensively analyzed for the individual and within the context of their family and community. Prerequisite: Completion of core courses

NUR 6961 Practicum I (3 CR)

Applied advanced practice nursing knowledge, reasoning, and intervention skills for the prevention of disease, health promotion, and illness appropriate to children, their families, and community are developed within this laboratory and clinical experience. Required clinical hours: 126 hrs. Prerequisite: Completion of core courses and NUR 6960

NUR 6963 Practicum II (3 CR)

Advanced practice nursing knowledge, reasoning, and appropriate intervention skills for the prevention of disease, health promotion, and illnesses appropriate to women, their families, and community are developed within this laboratory and clinical experience. Required clinical hours: 126 hrs. *Prerequisite: Completion of core courses and NUR 6962*

NUR 6965 Practicum III (3 CR)

Advanced practice nursing knowledge, reasoning, and intervention skills for the prevention of disease, health promotion, and illness appropriate to the adult, their families, and community are developed within this laboratory and clinical experience. Required clinical hours: 126 hrs. Prerequisite: Completion of core courses and NUR 6964

NUR 6967 Practicum IV: Primary Care of the Geriatric Adult (3 CR)

Advanced practice knowledge, reasoning, and intervention skills for the prevention of disease, health promotion, and illness appropriate to the older adult, their families, and community are developed within this laboratory and clinical experience. Required clinical hours: 126 hrs. Prerequisite: completion of core courses and NUR 6966

AGACNP Concentration Course Descriptions**NUR 6980 Fundamentals of Acute Care I (3 CR)**

This evidence-based course investigates the evaluation and management of adult and gerontologic populations experiencing acute and critical illnesses, including disease classification, epidemiology, pathogenesis, clinical manifestations, assessment, and diagnostic evaluation. An emphasis is placed on advanced clinical decision making integrating advanced pharmacology, psychosocial, cultural, spiritual factors, genetics, and the impact of aging.

NUR 6982 Advanced Clinical Diagnostics & Technology (3 CR)

This didactic and Sim Lab course focuses on critical care diagnostics and management technologies to include ABG analysis and ventilation management, cardioversion and pacing, lab, radiology, and CT interpretation. Emphasis is on performance of a comprehensive history and examination, analysis of biotechnological data trends, differential diagnosis and clinical decision making in critically ill adults.

NUR 6983 Fundamentals of Acute Care II (3 CR)

This evidence-based course investigates the evaluation and management of adult and gerontologic populations experiencing acute and critical illnesses, including disease classification, epidemiology, pathogenesis, clinical manifestations, assessment, and diagnostic evaluation. An emphasis is placed on advanced clinical decision making integrating advanced pharmacology, psychosocial, cultural, and spiritual factors.

NUR 6984 AGACNP Practicum I (3 CR)

This first practicum course will explore and apply the Adult-Gerontological ACNP role within the infrastructure of American Health Care. The focus will be on the development of ACNP competencies and clinical decision making. Discussions will include reimbursement, billing role development, nursing and medical interventions and other activities implemented in the clinical practicum. Required clinical hours: 126 hrs.

NUR 6985 Advanced Practice Acute Care III (1 CR)

This third evidence-based course investigates the evaluation and management of adult and gerontologic populations experiencing acute and critical illnesses, including disease classification, epidemiology, pathogenesis, clinical manifestations, assessment, and diagnostic evaluation. An emphasis is placed on advanced clinical decision making integrating advanced pharmacology, psychosocial, cultural, and spiritual factors.

NUR 6986 AGACNP Practicum II (6 CR)

This second practicum course will explore the expansion and development of ACNP clinical competencies and clinical decision making. Clinical experiences will explore governmental, social, and clinical resources to manage the acutely ill populations. The application of advanced nursing, medical, psychosocial, and interdisciplinary communication in patient management will be emphasized. Required clinical hours: 252 hrs.

NUR 6987 AGACNP Practicum III (6 CR)

The third practicum course will solidify the ACNP role with the expansion of advanced clinical competencies and clinical decision making. Clinical experiences will focus and substantiate the utility of comprehensive patient assessment, management, and intervention strategies across the continuum of acute care. Seminars will focus on a variety of professional role development. Required clinical hours: 252 hrs.

PMHNP Concentration Course Descriptions**NUR 6026 Psychopharmacology across the Lifespan (3 CR)**

Facilitates the Psychiatric/Mental Health APRN through complex role of prescribing psychotropic medications to clients in differing settings. The application of evidence-based knowledge of psychopharmacological principles to treat specific psychiatric conditions is emphasized. Management of iatrogenic/trophicogenic problems caused by pharmacologic agents is explored. Neuropsychiatric development, brain function, neuroanatomy and neurophysiology are examined relational to pharmacologic agents. The relationship between specific psychopathological and neurological conditions and psychopharmacological treatments is examined. Prescribing, management, and monitoring of psychopharmacotherapeutics including complementary and alternative agents are emphasized. The role of the Psychiatric/Mental Health APRN as prescriber for the patient with psychiatric conditions including therapeutic challenges such as medication compliance, outcomes, ethical responsibilities, legalities, financial realities, cultural and genetic diversity and practical considerations are incorporated throughout this course.

NUR 6970/6971 Advanced Psychiatric/Mental Health Nursing I – theory and practicum (3 CR / 5 CR)

Facilitates the Psychiatric/Mental Health APRN for the complex role of providing mental health care and crisis intervention to adults/geriatric adults of differing social, economic, and cultural backgrounds within a recovery framework. Cultural assessment, psychiatric assessment and diagnosis, differential diagnosis, and co-morbidities are incorporated throughout the course. Treatment and management of mental health disorders using a variety of modalities and interventions with an emphasis on pharmacotherapy are explored. Synthesis of evidence-based, recovery-focused management in concert with the social, cultural, environmental, spiritual, and physical needs of the patient and family are emphasized. Required clinical hours (NUR 6971): 210 hrs.

NUR 6972/6973 Advanced Psychiatric /Mental Health Nursing II - theory and practicum (3 CR / 5 CR)

Facilitates Psychiatric/Mental Health APRN students in the complex role of providing recovery-focused, mental health nursing care to clients with chronic, and complex psychiatric needs of differing social, economic, and cultural backgrounds. Emphasis on psychotherapeutic management of clients across the lifespan while integrating evidence-based, recovery-focused approaches. Examination of the forensic, social, cultural, physical, economic, familial, spiritual, and societal impacts of severe mental illness incorporates local and world views as well as advocacy opportunities for the Psychiatric/Mental Health APRN. Synthesis of evidence-based, recovery-focused management in concert with the social, cultural, environmental, spiritual, and physical needs of these clients is explored. Required clinical hours (NUR 6973): 210 hrs.

NUR 6974/6975 Advanced Psychiatric/Mental Health Nursing III - theory and practicum (3 CR/ 5 CR)

Facilitates the Psychiatric/Mental Health APRN for the complex role of providing mental health nursing care and crisis intervention to children, adolescents, and families of differing social, economic, and cultural backgrounds within a recovery framework. Cultural assessment, psychiatric assessment and diagnosis, differential diagnosis, and co-morbidities are incorporated throughout t course. Treatment and management of mental health disorders using a variety of modalities and interventions are explored. Synthesis of evidence-based, recovery-focused management in concert with the social, cultural, environmental, spiritual, and physical needs of children, adolescents, and families are emphasized. Required clinical hours (NUR 6975): 210 hrs.

Doctor of Nursing Practice Course Descriptions

NUR 8000 Evidence-Based Practice for Advanced Nursing (3 CR)

This course is delivered online as a 5-day intensive. It is designed to provide learners with the theoretical and practical foundation for evidence-based practice. Evidence based conceptual models, refining skills in searching and critique the literature for application to practice change and synthesizing a body of literature to design interventions pertinent to a practice problem will be emphasized.

NUR 8010 Leadership and Systems Management (3 CR)

In this course the doctoral student will prepare to assume complex and advanced leadership roles to guide change as a practitioner, clinical executive, educator, clinical scientist, and clinical scholar, among others.

NUR 8020 Informatics and Technology for Advanced Practice (3 CR)

In this course the doctoral student will acquire competencies in using technology systems that capture data on variables for the evaluation of health care, integrating appropriate technologies to translate evolving technical and scientific information. The student will demonstrate information literacy skills in complex decision-making and the ability to contribute to the design of clinical information systems that promote safe, quality, and cost-effective care.

NUR 8030 Optimizing Quality in Health Care Systems (3 CR)

In this course the doctoral student will acquire competencies to continuously improve the quality of systems practices focusing on day-to-day responsibilities and realities of guiding change. The student will evaluate the impact of access, cost, quality, and safety on proposed changes. The interaction of organizational structure, care processes, financing, marketing and policy decisions, and regulatory pressures will be examined in relation to quality improvement decisions.

NUR 8040 Business & Finance Essentials for the DNP (3 CR)

The student will develop knowledge and skills towards the DNP essentials regarding organizational leadership and systems thinking. The topics of health care economics and the business of practice will be examined. Economic concepts and tools will be used to examine issues, costs and solve problems pertaining to health care delivery.

NUR 8050 Development & Implementation of Health Care Policy (3 CR)

In this course the DNP student will develop knowledge, skills and tools towards the DNP terminal competencies related to policy, policy development, and change to maintain high quality care while remaining accessible and using scarce resources wisely. An understanding of the interdependence of policy and practice and how the DNP-prepared nurse contributes to health policy development will be the primary emphasis. Application of ethical principles in consideration of access, equity, quality, and cost are included. The student will also analyze legal and social factors influencing policy development.

NUR8070 Scholarly Writing and Writing for Publication (3 CR) [For BSN-DNP Students only]

This course is designed to introduce students to scholarly writing and dissemination for clinicians. The four areas of scholarly writing covered will be argument, evidence, paragraphs, and academic voice. The course provides students with practical information, exercises, and resources for successful clinical manuscript preparation, journal article abstract preparation, and clinical conference poster and oral presentation. This course prepares graduate students for a lifelong approach to integrating scholarship into clinical practice.

NUR8080 Analytical Methods for Evidence-Based Practice (3 CR)

This course is designed to provide the foundation for applying and implementing research by exploring the nature of inquiry and evaluating designs, methods, and measurements of evidence. Topics of validity, reliability, generalizability, rigor, and trustworthiness will be addressed in this course. Appropriate statistical analysis used to

predict and analyze health care outcomes will be presented. Evaluating and using output from statistical computing software are also addressed.

NUR 9010 Doctoral Project I: Development (3 CR)

Under the guidance of their DNP project chair and content expert, the doctoral student will design and develop their scholarly DNP project and prepare for implementation and evaluation. This course is repeatable one time for a maximum of 7 credits. Students are required by AACN to complete a minimum of 1000 post-baccalaureate hours of academically supervised practice. The number of credits needed will be calculated on admission.

NUR 9020 Doctoral Project II: Implementation (3 CR) *

Under the guidance of their DNP project chair and content expert, the doctoral student will implement their practice change/innovation. This course is repeatable one time for a maximum of 7 credits. Students are required by AACN to complete a minimum of 1000 post-baccalaureate hours of academically supervised practice. The number of credits needed will be calculated on admission.

NUR 9030 Doctoral Project III: Data Analysis and Dissemination (3 CR) *

Under the guidance of their DNP project chair and content expert, the doctoral student will analyze the results of their selected project by analyzing data, evaluating project outcomes, and disseminating results within the organization, the university, and the professional community. This course is repeatable one time for a maximum of 7 credits. Students are required by AACN to complete a minimum of 1000 post-baccalaureate hours of academically supervised practice. The number of credits needed will be calculated on admission.

* Completion of all 8000-Level courses is required prior to advancement to NUR9020 and NUR9030 courses.

PRACTICUM POLICIES AND PROCEDURES

Clinical and practicum experiences take place in a variety of health care agencies and private practices. Facility use is a cooperative arrangement with a signed, legal “Memorandum of Understanding” (MOU) with the various agencies. The Clinical Director of Graduate Nursing **serves as the liaison with the agencies and will review and approve all clinical and practicum placements for HPU graduate nursing students.** Clinical and practicum placements are based on several factors including agency availability, course requirements, students’ needs, preceptor, and faculty preferences.

Graduate students are encouraged to discuss practicum placement interests well in advance with the Clinical Director as this process can be time consuming. Some practicum arrangements must be made close to the class start date, and students might have to wait until the first-class meeting to confirm the location of the practicum. Early preparation is often the key to good practicum placements. A positive attitude is essential.

Ongoing communication and feedback are maintained throughout the practicum experience among the faculty members, students, and preceptor. The student’s practicum grade is based on fulfillment of the student’s practicum goals and objectives and is determined by the faculty member in consultation with the preceptor. The student evaluates the preceptor and agency upon completion of the practicum experience.

New Practicum Email: Practicum@hpu.edu

This new email will serve as a platform to ask questions, seek clarification, and exchange information concerning your practicums.

Expectations

Prior to sending an email the students are expected to utilize provided resources such as Nursing Handbook, Blackboard (learning resources), EXXAT support, and the HPU website platform. The email subject should include the following: STUDENTS NAME/ID/CURRENT COURSE (NUR).

Adhering to the detailed **expectations and requirements**, will expedite your response from the clinical team.

Email Requirements

All emails must include the following:

S (status of practicum): Provide all details of your current/upcoming practicum status

B (brief question): Provide DETAILED/DIRECT questions; Factors/Context contributed to the issue

A (appraisal): How do you assess the impact of this issue? How have you attempted to solve this issue?

R (recommendation): What recommendations would you make to repair this issue? What recommendations would you suggest the clinical team make to repair this issue?

HPU CLINICAL FAQs

These questions were asked by nurse practitioner (NP) students and answered by David Smith, DNP, clinical director for the graduate nursing program. NP track coordinators and subject matter experts responded to track-specific questions.

Clinic Site Questions

1. Can I use a clinic that I do not work at but is owned by the same company?

Answer: Yes, if it is not the one you work at.

2. I live out of state; how difficult is it to get a site to accept me as a preceptor?

Answer: It depends on state requirements, but most facilities are familiar with this process in any state. We must ensure the site and HPU agree on the vocabulary and conditions of the MOU. This can be a process sometimes.

3. I work for a hospital, but we have a clinic associated with the hospital. Can I find a preceptor there?

Answer: That should be fine if you are not compensated for your time and do not work with the individual preceptor in your regular position.

4. Since I want to work with adult populations, can I focus mainly on adult patients for all my clinical work?

Answer: No. Our curriculum is focused on lifespan. You must get experience caring for individuals from childhood to adulthood to be a well-rounded provider and succeed in your board exam.

5. I am interested in Aesthetics. Can I do a clinical rotation there? How many hours can I have in this specialty?

Answer: No, students are required to treat patients across their lifespan. You can specialize once you are certified.

6. Can I use my employer and/or friend with their practice as my preceptor and clinical site?

Answer: Students may not do their practicum in the same unit in which they work. Additionally, they should not use a “friend” as a preceptor.

7. Is it okay if we combine hours with a dermatology or orthopedic office to fulfill hours, along with a family practice office?

Answer: FNP students cannot combine dermatology or orthopedic office hours. These facilities are not authorized or will be approved for use. FNP students can obtain hours through a primary care facility/organization. They may also gain clinical hours through pediatrics, women's health, or geriatric-specific providers. FNP students need to see patients throughout their lifespan.

8. Does a website show the HPU partnering clinical locations in Oahu?

Answer: Once you access Prism, you will see most sites students have precepted. You first have access to Prism after your clinical site is approved and Castlebranch is signed off.

9. Would I be able to follow a Pediatric Neurologist for pediatrics? I work in Neurology.

Answer: No, because it is a specialty. Students should gain experience in all patient populations across the lifespan. You may pursue a specialty after you are certified.

10. For FNP, I could not find a pediatric preceptor for practicum I, but I found a primary care doctor specializing in geriatrics. Would it be okay to use the senior doctor for practicum I and then find a pediatric preceptor for practicum IV?

Answer: You should speak with your track coordinator to determine if this patient population is appropriate for the practicum rotation.

11. How do I know the affiliation agreement for my requested site has been approved?

Answer: A MOU affiliation agreement will be sent to the practicum site once you submit the preceptor request form. The practicum site must sign and return all pages to Hawaii Pacific University once all parties have reviewed the agreement legally and signed. We will verify that the students' CastleBranch is all green. Then, we will build the site and the students into Prism. The student will get an email from Prism to pay the fee and log into their account.

12. After submitting the preceptor information form, what steps must I take to ensure the MOU is being completed?

Answer: Once the preceptor/Site request form has been submitted, the site will receive an email with the MOU affiliation agreement attached. We usually copy the student on these emails and any other correspondence with the site. If the clinical site does not return the agreement promptly, we may ask the student to intervene. Once we receive the signed agreement with all pages, it will go to legal for review and signatures. This can be a lengthy process for some agreements. The student should work on completing their CastleBranch requirements. When the agreement is finalized, they will be built into Prism and receive an email to pay the fee and register.

13. I am a FNP student. Can I do practicums with a preceptor at a specialty clinic or practice?

Answer: FNP students may not perform practicums with a preceptor at a specialty clinic or practice. FNP students should precept in appropriate sites such as Family practice or Primary care where patients are seen across the lifespan.

Preceptor Questions

14. When are preceptor forms due?

Answer: Generally, submitting the HPU Student/Preceptor Information Form as early as possible is a good idea since establishing agreements between HPU and the chosen clinic site can take months for some sites. Students must submit the form as an assignment in a few core courses to ensure this happens early in the program.

15. Many PMHNP practitioners working in the field do not have a certificate. Can they be preceptors?

Answer: Our accreditation governing body requires certification in the psych/mental health specialty. They also must have at least one year's experience in their specialty.

16. Can a PA serve as a preceptor?

Answer: Yes, a PA, NP, MD, or DO may serve as a preceptor. However, some State Boards of Nursing will not allow it. You must know your state regulations.

17. Can a PMHNP student have an LCSW or Psychologist as a preceptor?

Answer: No, PMHNP students must precept with providers with prescribing authority. You may have opportunities to shadow an LCSW and/or Psychologist after you become certified.

18. A friend told me I would be assigned a preceptor; is that still true?

Answer: HPU has a list of previously used practicum sites and preceptors. HPU may secure one of these sites for a student, but the student may need to travel to it. Students are encouraged to work with HPU on securing a local practicum site and preceptor. HPU also suggests not using paid preceptors. The clinical director will work with you and the clinical site to get all agreements in place.

19. Can I have a preceptor who works with a prior employer of mine?

Answer: Yes.

20. Can I ask my family doctor to be a preceptor?

Answer: That is a great place to start. You could ask them to be a preceptor or start networking with your family doctor.

21. Can I use the same preceptor for all my hours?

Answer: Students should seek experiences with different preceptors treating patients across their lifespan. Students should attempt to find other preceptors to work with during their practicum experiences. One preceptor may be used for an entire 16-week term.

22. If I can't find a preceptor before the start of the semester, can I still enroll in my clinical course until I can acquire a preceptor and clinical site?

Answer: It is not recommended for a student to start the term without a preceptor and clinical site in place. If the student continues without a preceptor, they should know the cut-off date to receive a tuition refund.

23. Can I continue my enrollment in my didactic course if I can't find a clinical preceptor?

Answer: The student should consult with their track coordinator and clinical director on a case-by-case basis.

24. Would a CNS with an emphasis in psych and prescribing privileges work as a preceptor for a PMHNP student?

Answer: Unfortunately, a CNS with an emphasis in psych who has prescribing privileges cannot be a PMHNP preceptor.

25. What happens if I cannot secure a preceptor for this term?

Answer: Unfortunately, if a clinical preceptor cannot be secured for a term, the student must postpone the clinical course and continue with the didactic course.

26. Should we defer for a semester if we do not have a clinical preceptor lined up?

Answer: If a student does not have a clinical site one month before the start of the term and does not have any leads, we recommend postponing the term. However, if we are in touch with a clinical site and working on affiliation agreements, we can wait until the drop with a refund date, usually the second Monday of the term. Check the academic calendar for the definite date. Speak with your track coordinator about options.

27. Can we have multiple sites per practicum? I have one preceptor for the following clinical, and he will be gone, so can we use multiple preceptors to complete the needed hours?

Answer: You may use two different preceptors per term. Best practices suggest students should learn under different practitioners to broaden their skills. We will need an agreement with both sites and go through the affiliation process with both sites.

Clinical Questions

28. I'm not sure what my first clinical course will be. How do I know what setting to look for?

Answer: The Success Coach or Track Coordinator will email a Program of Study that lists all your courses. Course descriptions are in the School of Nursing Online Graduate Student Handbook.

29. When are the due dates?

Practicum and Compliance Deadlines		
Term	Practicum Application Deadline	Prism Approve Deadline
Fall	June 1 st	July 1st
Spring	October 1 st	November 1st
Summer	March 1 st	April 1st

30. Are students responsible for the fee to access Prism?

Answer: Students are responsible for the associated fees for access to the Prism software and the Prism Approve module.

31. Does telehealth count towards your clinical hours?

Answer: The PMHNP track is the only track that allows telehealth. PMHNP students are allowed to perform telehealth practicums for one semester.

32. If I work more than the required clinical hours, will the extra hours count toward next semester's clinical hours?

Answer: No, the hours can only count for the current semester.

33. If I attend practicum for eight hours, does this time count as my patient contact hours, although I only had three patients for the day?

Answer: Only time spent with a patient counts toward practicum hours. Activities such as chart review, researching diagnoses and medications, and charting the patient visit are also acceptable.

34. How soon must I put all my patient entries into Prism?

Answer: Students should enter their patient and time logs as soon as possible. At a minimum, they should be entered within 48-72 hours.

35. I have one or two Prism Approve Compliance requirements to complete. Can I proceed to enroll in clinicals?

Answer: No. Students must submit their submissions in the Prism Approve Module by the deadline to be cleared for practicum.

36. Does it matter how we get our hours in? Does it have to be a certain amount each week, or can we get 40 hours in one week if we have a week off work?

Answer: You will need to coordinate with your clinical professor. The practicum is set up for a sixteen-week semester.

37. Are there specifics for PMHNP on the number of hours for each age group?

Answer: Speak with your track coordinator or clinical professor about patient-specific requirements.

Other Questions

38. As a Post-Master Certificate (PMC) student, can I participate in graduation?

Answer: Post-Master certificate students may participate in Graduation. Contact your track coordinator for more information.

39. If I relocate to Hawai'i, can I transfer to the local campus?

Answer: Hawaii Pacific University does not currently have an on-campus program. If the program returns, some paperwork will be required.

40. Does a DNP student follow an MSN np for PMHNP?

Answer: You are considered in a post-master certificate program if you have a DNP.

41. So, although I don't start clinical till next year, should I do all this now?

Answer: You should secure your practicum site as soon as possible. Some sites can take up to six months or longer to get an agreement. Review the Prism Approve Compliance requirements and upload any items that will not expire before you start practicums. Background checks are only good for a year. Most sites require flu vaccinations yearly, so if possible, get background checks and updated vaccinations done three months before practicum.

NP STUDENT CLINICAL PREPARATION CHECKLIST

Getting Started!

- Read the ENTIRE Online NP Student Clinical resources page, noting deadlines for requirements.
- Fill out the Prism, our practicum tracking and documentation software, access request form:
<https://forms.hpu.edu/view.php?id=2113636>
- Activate your Prism account.
 - You will receive an email invite.
 - There is a fee for access to Prism.
 - Verify and complete your profile in Prism, including your address.
- Review the clinical sites in the Prism database.

- The link is found on the student dashboard.
- Order Student ID/Name Tag if needed.
 - Contact Jamie Caranto at jacaranto@hpu.edu
- Order your Required Nurse Supplies and PPE
- Have an updated resume for your preceptor if requested.
- Review the Clinical Practicum Resources on the Nursing Resource Page in BlackBoard.
- Read your State Board of Nursing requirements for Nurse Practitioner students, practicums, and preceptors. It is the student's responsibility to understand what is required for their State Board of Nursing.

Review Your Program's Clinical Objectives and Patient Population Requirements

- Review course description and clinical objectives depending on your specialty area.
 - Found in Online Graduate Student Handbook
 - Contact your track coordinator for the course syllabus if required by the preceptor site.
- Review clinical hours requirements for your NP Specialization Track.
 - Found in Online Graduate Student Handbook

Identify and Contact Your Potential Preceptors

- Review Preceptor guidelines in the Online Graduate student handbook. Accessible on the School of Nursing website and nursing resources page in BlackBoard.
- Prepare cover letters, copies of résumé, and copies of the Preceptor Program Overview to distribute if the preceptor requests.
 - Review the practicum section of the Online Graduate Student Handbook.
- Network and research for potential preceptors/sites (fill in Preceptor Efforts Log), contact them/their office for availability to precept, interview with preceptors, and schedule your clinical experience.
- Submit your preceptor and preceptor site information to the Preceptor Request form:
<https://forms.hpu.edu/view.php?id=1494494>

Submit Your Requests

- Submit your Preceptor and Clinical Site (Preceptor request Form) without delay:
<https://forms.hpu.edu/view.php?id=1494494>
- Confirm your submission is pending in the system. You should get a PDF sent to your email if successful.
- The clinical program director prepares a clinical practicum affiliation agreement (MOU) between the college and the site. This can take some time, depending on the volume of requests.
- Approval will take 6-8 weeks to begin your clinical placement if the standard Hawaii Pacific University agreement is used. The process can take 6-8 months if sites require their own agreement. Depending on the agreement, VA and Federal agreements can take 6-12 months to establish.**

Prism Approve Compliance

- Upload all requested Compliance documents to the Prism Approve Compliance module.
- Order Background check from Prism Approve Compliance module. Required of every student.
- Order Drug Screen, if required by the practicum site, from Prism Approve Compliance.
- Complete any training or orientations required by the clinical placement site.
- Complete, sign, and return any documents the clinical placement site requires.

Know Your Site Submission Approval Process

- You can expect approval to begin your clinical placement once the following steps are complete.
- **Step 1 – Your Prism Approve Compliance Module items are complete** (All clinical requirements marked “Complete”).
 - **Step 2 - You entered your preceptor and practicum site request information is complete in the preceptor request form.**
 - **Step 3 - Your site and preceptor were approved.**
- (NOTE: It takes 6-8 weeks for an approval to begin your clinical placement)*
- **Step 4 - HPU and the clinical site signed a clinical site agreement.**
 - **Step 5 - All site-required documents, orientations, and training are complete.**

Preceptors

The selection of preceptors is a collaborative effort among the Clinical Director, the health care agency, and students. If students know of providers who say they would serve as preceptors for those students, the students must inform the Clinical Director, so it can be determined if HPU has an MOU or if the providers’ employer’s permission must be secured first. If the provider is the sole proprietor, HPU can pursue the MOU with that provider. If the provider is an employee, then it is the employer who determines if the provider can take a student, and if there will be a fee imposed (provider/employer compensation agreement). The final decision regarding the appropriateness and qualifications of a preceptor is made by the Clinical Director.

Preceptors are required to meet the following criteria.

Academic Preparation

- Educational preparation appropriate to MSN-Level clinical teaching: Minimum of MSN NP degree, Physician’s Assistant, or Medical Doctor or Doctor of Osteopathy Degree

Professional Preparation

- Current, active and unencumbered licensure
- Current and active Prescriptive Authority
- Current national certification in their specialty
- Professional work experience: appropriate to the area of clinical teaching and at least one year of recent clinical experience

Additional Qualifications

- This includes the ability and willingness to assist students in achieving clinical goals and role modeling that demonstrates expert judgment, professional attitudes and values, and ethical behavior.
- However, the following exclusion criteria will be applied:
 - ***Preceptors cannot be a direct employer, personal friend, peer, or relative of the student***
 - ***Any other reasons that could induce a biased evaluation of students' performance***

Documentation of preceptor qualification and contact information is maintained in the School of Nursing. Collecting and maintaining the documents will be the responsibility of the Clinical Director.

Preceptors Responsibilities

Preceptors are expected to understand the outcomes of program and the course objectives. A preceptor guides the student's clinical learning experience while acting as a role model. The clinical practitioner-preceptor-educator promotes NP role socialization, facilitates student autonomy, and promotes self-confidence that leads to clinical competency (Hayes and Harrell, 1994). Preceptors perform direct supervision of students' clinical practice, communicate with practicum faculty for any issues regarding learning of the students, and evaluate students with the form provided from School of Nursing.

In general, clinical faculty oversee six NP students per clinical group while preceptors have one student at a time. There are some instances where a setting is multi-disciplinary, and the preceptor may utilize a group or interprofessional education learning approach on some days.

Student evaluation forms are completed by both the preceptor and the faculty at mid-term and practicum completion. The preceptor evaluations are submitted along with the final Clinical Log for each clinical/practicum to the faculty for final review and approval prior to filing in the student file in the School of Nursing.

Student Responsibilities in NP Practicum Courses

1. Castle Branch is the central clearing house for your health and clinical documentation requirements. Students are responsible for purchasing this platform and completing all requirements
2. EXXAT is an educational management company that the School of Nursing uses to track student clinical activities. Students will receive an invitation to register once the Clinical Director has input the student in the EXXAT system. Once the student receives the invitation, s/he should register, which requires a one-time purchase, and complete the user profile. EXXAT is used to request clinical placements, complete clinical evaluations, log patients and procedures, and complete time logs. Additional information is provided in your clinical syllabi.
3. Complete course requirements as outlined in the practicum syllabi
4. Complete all end of semester evaluations
5. Maintaining professional, collaborative relationships with patients, preceptors, as well as fellow health care providers, and other health care staff is imperative for all health care professionals. Should a conflict present itself, students must make every effort to resolve the situation in a professional and positive manner and always in the best interest of the patient.

EXXAT/PRISM

EXXAT/PRISM is an educational management company that the School of Nursing uses to track NP student clinical activities. Students will receive an invitation to register once the Clinical Director has input the student in the EXXAT/PRISM system. Once the student receives the invitation, s/he should register, which requires a one-time purchase, and complete the user profile. EXXAT/PRISM is used to request clinical placements, complete clinical evaluations, log patients and procedures, and complete time logs. Additional information is provided in your clinical syllabi.

Documentation Requirements

Required documentation for entry into the school of nursing and clinical practicums is managed by Castle Branch. In addition to the items outlined there, it is expected that students have the following:

- RN License: RN licensure is required for entry into the DNP program. RNs and international nurses must show proof of license renewal annually/biannually depending on the jurisdiction's renewal procedure.
- Malpractice insurance: Every HPU nursing student is required to carry malpractice insurance. Malpractice insurance is an essential financial protection. A malpractice insurance policy is *included* in your tuition and fees. This policy only covers students during the semester and between semesters if you are registered in the following semester. It does not cover students working in any capacity outside of the HPU nursing program

Illness or Injury during the Practicum Experience

Each clinical agency has a policy for staff members who become ill or injured in the work setting. Basically, an ill or injured student should immediately notify the preceptor and faculty member, and then follow the agency protocol for staff members. The student should advise the preceptor if it becomes necessary to leave the facility. An injury must be reported to the Program Chair or Dean School of Nursing within 24 hours of the injury as an Incident Report, and a follow-up from the student's health care provider is required to be filed in the School of Nursing Office within 30 days of the incident. Students should know what costs will be covered by their own insurance plan and have insurance information readily available in case of injury or illness in the clinical setting.

GETTING CLEARED

To maintain, track, and submit your health records, you must create a profile with **Castle Branch**. Your profile will serve as your individualized document management system during your time as a nursing student. Through your account, you will be able to upload and update your health and clinical documentation requirements, maintain your records in one secure location, track upcoming due dates, and view any outstanding requirements.

To be cleared to attend a clinical facility, you must:

- Upload your health requirements to Castle Branch
- Make sure each record receives a "**Cleared**" status by the submission deadline.
- If a record is "**Rejected**" or "**Overdue**", work with Castle Branch to make the appropriate correction.

If your profile is complete and all records are approved (CLEARED) in castle branch, your information will:

- Be reviewed by nursing department administrators, who will use it to prepare additional paperwork required by each facility.
- Be passed on to the facility once all documents have been cleared and approved (both in Castle Branch, and by the nursing department)

If your profile has missing documents (REJECTED or OVERDUE items) by the submission deadline:

- Your profile will be considered incomplete
- It will not be reviewed by nursing department administrators
- You will not be eligible to participate in the clinical course for the semester
- You will be dropped from your clinical course(s), and you will not be allowed to reregister for the semester.

Remember:

- It is YOUR responsibility to manage your clinical records profile in Castle Branch and provide updates as needed
- Check your account regularly and well-before the deadline each semester. **Do not wait** for an alert from Castle Branch to check your profile.
- You are liable for maintaining current and accurate health records throughout your enrollment in the nursing program

- Specific requirements are determined per individual facility and are subject to change; some facilities may require additional testing and/or paperwork
- You must meet all deadlines, so the nursing department has enough time to get you cleared with the appropriate site
- Without proper documentation, you will not be eligible to participate in clinical courses and you will be administratively deregistered from your course(s)

INSURANCE, LICENSURE AND IDENTIFICATION

Health Insurance

The Hawai'i Pacific University School of Nursing requires health insurance coverage for all nursing students. Each student will be required to provide proof of insurance coverage by the health requirement deadline and upload this information to Castle Branch. Coverage must be maintained throughout the semester and the student must report any change of provider at the time of change (Spring Semester: January 1 to May 14; Summer: May 15 – August 20; and Fall: August 20 to December 31). Acceptable insurance coverage includes the type of coverage provided through Hawaii employer-based plans, QUEST, or TRICARE. The mandatory health insurance will be managed as a clinical health requirement with the same consequences. The minimum level of mandatory health care insurance is as follows:

Plans must meet the following requirements:

- Valid coverage dates for the entire term
- Coverage for outpatient care, hospitalization, emergency room, accidents, medical and surgery in Hawaii
Non-reimbursement policy
- Minimum \$100,000 USD coverage
- Medical benefits of at least \$50,000 per accident or illness
deductible not to exceed \$500 per accident or illness
- At least 75% coverage for each accident or illness

Plans that are NOT acceptable include:

- Life insurance policies
- Travel insurance plans
- Accident or hospitalization only plans
- Reimbursement policies

Malpractice Insurance

Every HPU nursing student is required to carry malpractice insurance. Malpractice insurance is an essential financial protection for you and your family. **A malpractice insurance policy is included in your tuition and fees.** This policy only covers you in your student role during the semester and between semesters if you are registered in the following semester. It does not cover you in the course of employment or any other circumstance outside of being a student.

Licensure

Current, valid RN licensure is required for entry into the MSN program. RNs and international nurses must show proof of license renewal annually/biannually (depending on the jurisdiction's renewal procedure).

THE DNP PROJECT

DNP Project Team

In consultation with the DNP Project Chair, the DNP student is responsible for forming the DNP Project Team. Members of the DNP Project Team are responsible for reviewing and approving the final oral and written components of the DNP Project. The student is responsible for keeping the committee informed of the scope, plan, and progress of the DNP Project and products. The committee will consist of a minimum of two representatives: (1) the student's DNP Project Chair; and (2) the student's Content Expert. A third Team Member and reader can be selected at the student's request.

DNP Project Chair

The DNP Project Chair will serve as academic advisor and will have the expertise to function as the primary mentor throughout the development, implementation, and evaluation of the DNP Project. The project Chair is prepared at the doctoral level and has a minimum of two years' experience working in an academic environment. The DNP Project Chair's main responsibility is to advise and assist the student advisee's progression through the DNP Project.

The DNP Project Chair's responsibilities include:

- Meeting with the Content Expert and the student advisee at least once each semester for a DNP Project update
- Assisting with paperwork completion, advising on deadlines and forms, and signing progress and other forms as required
- Advising and overseeing the development of the DNP Project proposal
- Assisting student in scheduling DNP Project proposal and final defense meetings
- Overseeing the DNP Project products and activities in collaboration with the student's Content Expert
- Entering grades for the DNP Project products each semester in consultation with the student's Content Expert
- Assisting students in acquiring funding for the DNP Project, as possible

DNP 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, the Content Expert has a terminal degree in their healthcare profession. At a minimum, the content expert will have a minimum of three years' experience working in the student's DNP Project topical area. The Content Expert must have affiliate status with the graduate department. 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 DNP 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
- Overseeing the DNP Project products and activities in collaboration with the student's DNP Project Chair
- Assisting students in acquiring funding for the DNP Project, as possible

DNP Final Project

The DNP Project is the culminating experience that spiraled throughout the program. Discussion of the project starts during the first course, NUR 8000 Evidence Based Practice for Advanced Practice. Students learn skills in team leadership as they endeavor to improve practice either directly or indirectly. DNP project milestones are linked with didactic course work. There are two important evaluation points:

The DNP project proposal. The purpose of the Proposal Defense is to provide the student with the opportunity to demonstrate depth and breadth of proficiency in a practice-based content area and in their ability to develop a sound and feasible plan (or proposal) for the implementation and evaluation of a needed evidence-based practice change to improve the quality of care. The Proposal Defense also provides the DNP Committee an opportunity to assess whether the student is ready to proceed with implementation of the project. As the final component of NUR 9010, the student will submit the project proposal to their DNP Project Chair and the DNP Committee. The DNP Project Chair, along with the DNP committee, will review project proposals and determine if students are adequately prepared to proceed. Students who do not pass the DNP project proposal will fail 9010 and repeat it the following semester to revise the project and resubmit. The proposal defense does not require face to face meeting.

The DNP Project Final Presentation. The purpose of the DNP Project Final Defense is to provide the student with the opportunity to present the results of the DNP Project to committee members and to the public. The DNP project final presentation will occur as the final component of NUR 9030. The students and/or committee members can be off-site.

DNP Project Milestones. The sequence of the DNP coursework is intended to achieve the necessary knowledge and skills coinciding with the requirements of the developing DNP Project. The DNP Project is intended to demonstrate the student's scholarly growth over the course of the DNP program, culminating in a significant contribution to direct or indirect healthcare delivery. Evidence Based Practice Principles will be spiraled through courses to ensure successful completion of the DNP project. Students are required to successfully meet academic milestones each semester to progress in the program.

The DNP Project Final Paper. As part of the final components of NUR 9030 the student will complete and submit their final manuscript.

STUDENT CONDUCT AND EXPECTATIONS

Expectations of all Students

- **Active Learning.** As a graduate level student, students are expected to identify strengths and areas for improvement, set personal goals that address the areas for improvement, and continue to actively seek learning opportunities to attain set goals. As students delve into practicum locations, past students have found it helpful to discuss ideas and goals with clinical faculty and seek feedback. It is also expected that students actively prepare for each practicum day and set aside time at the end of each practicum day to identify any challenges or unfamiliar topics to review, and then take time during the week to get that learning done
- **Time Management.** Socialization into the new expanded Advanced Practice role will require time and perseverance. It is essential to keep a healthy equilibrium between the program, work, and life by balancing personal and professional responsibilities. Graduate students should look at current obligations outside of school to identify ways to be successful in managing the program requirements. Students may wish to seek resources and formulate a plan now so that success is ensured and to get the most out of this experience.

- **Communication with Faculty.** Each practicum has a designated clinical faculty member who is responsible for practicum “instruction” to include site evaluations, clinical performance evaluations and overall point of contact for the duration of the practicum semester. It is expected that students keep their designated clinical faculty member informed of any change in practicum site schedule, as well as any unanticipated events that occur during the practicum experience, e.g., illness requiring absence or illness/injury directly related to practicum experience (on the job illness/injury).
- **Professionalism.** Professionalism begins with excellent communication, a positive attitude, respect, and meaningful productive interactions. Being a great health care provider does not only mean you possess the knowledge, skills, and ability but that students possess the heart and soul of a nurse exhibiting compassion, care, empathy, as well as the willingness and ability to lead with humility. School of Nursing professors can help you network and develop connections within the profession, so the impact of your professional image is also important to consider. Faculty is held to the to the same expectation.

Student Rights and Responsibilities

Hawai'i Pacific University and the School of Nursing strive to treat students and student organizations consistently and fairly while respecting their rights and responsibilities as members of the Hawai'i Pacific University community. We are committed to balancing the interest of the individual student or student organization with the needs of the community at large. Our goal is to uphold our institutional values. All students who attend HPU should be aware of their rights and responsibilities. The most recent version is downloadable online at: <https://www.hpu.edu/student-life/files/student-handbook.pdf>

Essential Functions of Nurse Practitioner Students

Based on cognitive, psychomotor, and affective activities, the essential functions of graduate nursing students are crucial to the successful completion of the program and encompasses multiple areas noted below.

- a) **Motor/Physical Strength.** Possess the physical strength and mobility to safely carry out nursing procedures and provide routine and emergency care and treatment to patients of all ages in all assigned health care settings.
- b) **Perceptual/Sensory.** Use their senses to make accurate clinical assessments and judgments. Accurately calculate medication/solution dosages and any needed information specific to patient care.
- c) **Behavioral/Interpersonal (relationships)/Emotional Stability.** Develop mature, sensitive, and effective therapeutic relationships with individuals, families, and groups of various social, emotional, cultural, and intellectual backgrounds. Adhere to Hawai'i Pacific University policies, procedures, and requirements as described in the university academic catalog, student handbook, and course syllabi. Demonstrate ethical behavior, including adherence to professional and student university honor codes.
- d) **Communication.** Communicate effectively and accurately in English using speech, reading, writing, language skills, and computer literacy. Command of appropriate nonverbal communication is also essential.
- e) **Problem Solving/Critical Thinking.** Collect, analyze, prioritize, integrate, and generalize information and knowledge to make sound clinical judgments and decisions to promote positive patient outcomes.
- f) **Punctuality/Work Habits.** Adhere to the classroom and practicum schedules. Complete classroom and practicum assignments and submit assignments in a timely manner.
- g) **General Health.** Work in an environment that puts one at risk for infection. Meet all health and safety requirements to perform patient care in assigned practicum facilities.

Code of Ethics for Nursing Students

The American Nursing Association (ANA) Code of Ethics statement serves as the guiding principle for the nursing profession. Therefore, in addition to the HPU Student Code of Conduct within these environments, we embrace these professional codes:

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate, and professional manner.
5. Communicate client care in a truthful, timely, and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for your actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nurse practitioner students.
11. Encourage faculty, clinical staff, and peers to mentor nurse practitioner students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates an unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse in ensuring that there is full disclosure, and those proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse or mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.
19. Abstain from accepting gifts from patients/clients.

Professional Boundaries

Professional codes of conduct are the foundation for caring relationships. These relationships exist primarily during the student's education within the timeframe of their enrollment in the nursing program. These relationships are developed between client-nurse, student-faculty, faculty-faculty, student-administrator, and student-student. The student-client relationship exists within the timeframe of the nursing course. The National Council of State Boards of Nursing has developed a document that provides the basis for understanding the boundaries for such relationships. It is available at https://www.ncsbn.org/ProfessionalBoundaries_Complete.pdf

HIPAA Guidelines

As health care providers and covered entities, which includes nurses, it is incumbent on the individual provider to be knowledgeable about the various aspects of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). HPU SN offers the guidance below to ensure compliance with those requirements and requires that all students sign the HIPAA Confidentiality Agreement.

- a) Sign the HIPAA Confidentiality Agreement before any involvement in a clinical agency.
- b) Attend HIPAA training or in-classroom clinical instruction on requirements relating to patient privacy.
- c) Attend any and all required practicum site training to know and adhere to practicum site's privacy policy and procedures before undertaking any activities at the site.
- d) Maintain the confidentiality of any patient information at all times.
- e) Promptly report any violation of those procedures, applicable law, or HIPAA Confidentiality Agreement by a nursing student, faculty, or staff member to the appropriate clinical faculty or clinical faculty member.
- f) Understand that a violation of the clinical site's policies and procedures, of applicable law, or HIPAA Confidentiality Agreement will subject the student to disciplinary action. Students and faculty are not to do the following:
 - g) Discuss, use, or disclose any patient information while in the clinical setting or outside of clinical unless it is part of the clinical setting.
 - h) Remove any record from the clinical site without the prior written authorization of that site.
 - i) Disclose patient information to anyone other than the health-care staff of the clinical site.
 - j) Use patient information in the context of a learning experience, classroom case presentation, class assignment, or research without attempting to exclude as much of the following information as possible:
 - Names (Initials are sufficient)
 - Geographical subdivisions smaller than a state
 - Dates of birth, admission, discharge, death
 - Telephone and fax numbers
 - E-mail addresses
 - Social security numbers
 - Medical records or account numbers
 - Certificate/license numbers
 - Vehicle or device numbers
 - Web locators/Internet protocols
 - Biometric identifiers xii Full face identifiers
 - Any other unique identifying number, characteristic, or code
 - All ages over 89
 - Access any patient information unless the patient is part of your clinical assignment.
 - Disclose any Personal Health Information (PHI) to any entity not requiring PHI for health care purposes without their consent.

It should be noted that violation of these policies may also result in criminal charges. This includes any discussion on social media. The State of Hawai'i views failure to follow confidentiality and HIPAA guidelines as a Class C felony and convicted violators face not only criminal, but civil penalties.

OSHA Guidelines

Students are responsible for reviewing OSHA training for Healthcare training at this OSHA site <https://www.osha.gov/healthcare>. You should review all topics across the ribbon including Culture of Safety, Infectious Disease, Safe Patient Handling, Workplace Violence, Other Hazards, and Standards/Enforcement.

Professional Dress and Behavior

Students must obtain and wear a lab coat or other attire as appropriate to the practicum setting. Students will always wear their HPU official identification badge whenever on-site in the student role. Students should order this badge as early as possible, but no later than eight weeks prior to the start of any practicum experience. Your HPU badge can be obtained from the School of Nursing. Nursing students have a specific dress code. All students are expected to present themselves as representatives of Hawai'i Pacific University School Nursing. All students are expected to be respectful to

faculty, student colleagues, staff, patients, and their families. Reports of unprofessional behavior will result in counseling by the clinical faculty and/or the Clinical Director and initiation of a Code of Conduct violation which is subject to review by the School of Nursing. You are expected to follow Hawai'i Pacific University's official Code of Conduct policy identified in the University Handbook and be familiar with HPU Unacceptable Practice Policy.

Graduate nursing students are expected to be clear of any felony convictions at the time of admission into the School of Nursing and to remain free of felony convictions for the duration of the program. If the prospective student or enrolled student is charged with a felony, or another undesignated offense either before formal admission or during the program, he/she must notify Graduate Program Chair and the Clinical Director.

Graduate Student Clinical Attire

A nursing student should have professional attire for all practicum experiences and immersions. Any deviations in dress at practicum will result in clinical warning or the student being sent home from practicum and placed on clinical probation. Proper identification MUST be worn at all times in all practicum settings. The uniform and identification requirements of the HPU School of Nursing are to be followed unless practicum facility policy dictates otherwise, in that case practicum facility policy will be followed.

The HPU School of Nursing uniform will consist of:

1. Wrinkle-free white lab jacket of students preferred length.
2. Wrinkle-free scrubs, or other professional attire as noted below in professional appearance.
3. HPU Name badge. Will be provided by the School of Nursing. The name badge will show your picture, legal first and last name, and "RN" followed by "Graduate Nursing Student." The name badge must be worn while attending any clinical or immersion activity. Name badges will not be worn outside of the clinical agency or campus.
4. The following items (or equivalent) will be required for your health assessment course and can be purchased online or at a local medical supply store. The list is suggestive and not exhaustive and lists the common reusable diagnostic and reference tools
 - a) MDF MDF777 MDF - One™ - Stainless Steel Stethoscope (any medical grade)
 - b) Prestige C-512 512Hz Frequency Tuning Fork
 - c) Prestige S210 Disposable Penlight
 - d) Prestige 45 60" (150cm) Tape Measure
 - e) Prestige 3909 Snellen Pocket Eye Chart 18.5cm x 10cm
 - f) Prestige 25 7.5" PVC Taylor Percussion Hammer
 - g) ADC 5110e Diagnostix™ 5110e - Pocket Diagnostic Set

Professional Appearance

Students represent Hawai'i Pacific University and the School of Nursing. Your appearance must be clean, neat, and professional.

Acceptable Examples:

- Wrinkle-free dress pants, button down shirts, polo shirts (short-sleeved shirts with a collar), blouses, blazers, cardigans, knee length or longer skirts and dresses, clean low-heeled closed toe and closed heel shoes
- If issued, the practicum facility's ID must be worn whenever in that facility. Students who do not wear this ID may be asked to leave the facility.
- Hair must be clean and neat in appearance and secured in barrettes or bands sufficient to prevent obstruction of the student's view or interference with patient care and to meet agency standards. For safety, students with long hair should put their hair up in a tight bun so as not to be grasped by patients. Students will be clean-shaven or have neatly trimmed beards and/or mustaches.

- Hair must be clean and neat in appearance and secured in barrettes or bands sufficient to prevent obstruction of the student's view or interference with patient care and to meet agency standards. For safety, students with long hair should put their hair up in a tight bun so as not to be grasped by patients. Students will be clean-shaven or have neatly trimmed beards and/or mustaches.
- Fingernails should be neatly trimmed and free of cracked nail polish with no longer than a 1/4th inch free edge. Only clear or neutral nail polish may be used if desired. Acrylic nails or any other nail enhancements pose infection control risks and are not permitted.
- Permitted jewelry includes one pair of studded earrings, a watch, and a plain ring band.

Unacceptable Examples:

- Denim/jean material
- Anything see-through, short, tight, or revealing
- Low or unfinished neck lines or visible midriffs
- Flip-flops or footwear not appropriate for practicum setting.
- Jewelry is not acceptable other than as described. Clear spacers may not be worn in place of facial piercings. Tattoos and any other body art must be covered during practicum hours.
- Heavy or offensive perfume, scented lotions, after-shave lotion, and heavy makeup are not acceptable in the clinical area.
- Gum chewing is not acceptable.
- Clothing worn in non-clinical setting activities not requiring student uniform should adhere to professional standards
- Cell phone use is not permitted in the patient clinical setting. Students are expected to follow agency guidelines and clinical faculty directions regarding the appropriateness of cell phone usage in the clinical setting.

PROGRESSION IN THE GRADUATE NURSING PROGRAM

Graduation Requirements

Graduate Requirements vary between the nursing graduate programs. More information about Degree Requirements can be found online at HPU Registrar's Office: <https://www.hpu.edu/registrar/academic-catalog/index.html>

Petition to Graduate. Students who are completing their degree requirements by the end of a given term must submit a Petition to Graduate (PTG) application by the published deadline to have their degree conferred. You must file your PTG at the beginning of the preceding Spring term to have your degree conferred in Fall (December) or Winter (January), and at the beginning of the preceding Fall term to have your degree conferred in Spring (May) or Summer (August). The submission of the PTG is a graduation requirement and students must complete the process to have their HPU degree conferred. Failing to submit your PTG on-time will delay your degree conferral date. A PTG is required whether you intend to participate in the Graduation Ceremony. Please submit your PTG for the term in which you will complete all your courses and degree requirements, **NOT** the term you want to participate in the Graduation Ceremony.

The default Graduation Ceremony for all Spring (May) and Summer (August) graduates is the Spring (May) ceremony; the default graduation ceremony for all Fall (December) and Winter (January) graduates is the Fall (December) ceremony.

Example: You will complete all your classes and degree requirements for degree conferral at the end of the Fall term, but you wish to participate in the following Spring ceremony. You will want to submit your PTG for Fall (the term in which you will complete all your degree requirements) and let your Faculty Advisor know you wish to attend a different ceremony other than December, or by emailing ptg@hpu.edu.

More information about the Petition to Graduate form, steps to complete, and deadline dates can be found online at the Registrar's Office <https://www.hpu.edu/registrar/petition-to-graduate.html>

Grades. Students must complete the nursing program with a minimum GPA (of nursing courses) of 3.0. Transferred course grades are not calculated into the HPU GPA.

Probation

Students are expected to maintain a nursing GPA of 3.0 or greater. If a student's cumulative GPA drops below 3.0 or they fail any nursing course, they will be placed on academic probation. Students will need to meet with their academic advisor to develop a plan to improve GPA and academic performance. Failing a course can affect progression in the graduate program. See progression policy for additional information.

Transfer Credits

Students wishing to transfer course credits from an outside institution will need to meet with their Program Chair to review transcripts, course syllabi and fill out appropriate forms. A maximum of 12 semester credits of graduate work is transferrable if the following requirements are met:

- a) The institution is accredited
- b) Official transcripts and syllabi are available for review
- c) The courses are deemed to be equivalent in level, content, objectives, and competencies to the HPU graduate course it will be replacing
- d) The proficiency attained is equivalent to a "B" grade or higher
- e) Courses were completed within five calendar years of admission to HPU graduate nursing

The following courses cannot be transferred to HPU for credit:

- a) Final project/paper or Capstone course
- b) Courses taken as part of a granted degree. For example, if a student has had a Master's degree in Public Health conferred, a health policy course taken during that curriculum may not be transferred in and applied to another degree requirements.

Graduate-level attainments completed at institutions or through programs or examinations, evaluated by the ACE (American Council on Education) will be considered for appropriate transfer credit on the same basis as prospective transfer credit from graduate programs at U.S. colleges and universities. The Program Chair will use the ACE credit award recommendation as the starting point for the deliberation of credit award; in no case will more credits be awarded than the ACE recommends; usually the award will be more stringent.

Grading Scale

The HPU basic grading scale for the lecture components of nursing courses is listed below:

93 - 100	A (4.0 Grade Points)
90 - 92.99	A- (3.7 Grade Points)
87 - 89.99	B+(3.3 Grade Points)
83 - 86.99	B (3.0 Grade Points)
80 - 82.99	B- (2.7 Grade Points)
< 80	F (0 Grade Points)

Letter grades are assigned to the lecture component. Students must obtain a B- or better in ALL graduate nursing courses.

Practicum components are awarded a “pass” or “fail” designation and the transcript reflects the appropriate number of credit hours. Incompletes are rarely granted, except for documented medical reasons. A grade of “no credit” might be granted in a case of incomplete clinical hours, which requires the student to register and pay for the practicum course again, and on a space- available basis.

Incomplete Grades

An Incomplete may be granted in extreme circumstances, if documentation is provided as a valid reason for failure to complete the course requirements and the student has completed over 51% of the required coursework. After being assigned an incomplete grade, the student must complete the work within the specified time frame (and no later than the end of the following semester – 6 months) or the “I” will be automatically converted to an “F”. Receiving two Fs while matriculating in the graduate nursing program will be dismissed from the graduate nursing program.

Dismissal Policy

Specific causes for dismissal from the Graduate Nursing Program are:

- Failure of a clinical nursing course (practicum)
- Failure of any two theory nursing courses
- Failure to regain a cumulative GPA of 3.0 or greater while on probation

In addition, the School of Nursing reserves the right to dismiss a student who does not maintain a satisfactory level of scholarship in course work and capstone or DNP project, who demonstrates unsafe practice in the clinical setting, or who, in the judgment of the Track Coordinator and Program Chair of Online Graduate Nursing fails to live up to professional standards and regulations.

The Track Coordinator and/or Program Chair will notify the student of decision for dismissal. The student may appeal the dismissal based on the university policy.

Withdrawal Policy

Any degree-seeking student discontinuing studies at Hawai'i Pacific University is required to withdraw officially or apply for a leave of absence. See university course catalog for the withdrawal or leave of absence policy

Administrative Withdrawal. Students are administratively withdrawn if:

- They have not registered for classes within one year from the last term attended;
- They have not returned to HPU when the approved period of the leave of absence has expired and have not applied for a continuation leave or regular withdrawal; or
- They have not returned to HPU after the specified time from academic or disciplinary suspension, and the period of suspension has not been extended.

Medical Withdrawal. Upon the recommendation by a certified health care provider, a medical withdrawal may be granted by HPU. A medical/health clearance is required before the student can be considered for re-admission. A medical withdrawal cannot be an approved withdrawal unless documentation and proper paperwork is submitted. After the drop without a W grade deadline, all grades turn to W's; if NOT approved, all grades turn to F's.

Voluntary Withdrawal. It is a student's responsibility to file a notice of withdrawal with the Registrar's Office. Failure to do so may result in fees and unsatisfactory grades on a student's transcript and will be taken into consideration should the student apply for re-admission.

Inactive/Leave of Absence. A student with previous admission status in the School who has achieved satisfactory clinical and/or academic performance, yet for reasons other than academic, has decided to deviate from the planned curricular sequence, is considered to have inactive School status for up to a year. After a year has passed, this student will need to re-apply. Again, see the University's Policy on Re-admission.

Requirements for Withdrawal or Leave of Absence

1. Complete the appropriate withdrawal or leave of absence form, bearing appropriate signatures.
2. Drop all classes.
3. Confirm with financial aid and the business office regarding payment policies.
4. International students must meet with International Student Services to process the proper immigration paperwork.
5. Submit supplemental paperwork if needed.

The above steps must be completed before action can be taken on your withdrawal or leave of absence application. Completion of all proper paperwork is the responsibility of the student.

ACADEMIC POLICIES AND PROCEDURES

Academic Grade Appeal: Procedures for Students

Students have a right to appeal a final course grade when the student believes that the assigned grade does not reflect what the student has earned according to the criteria for grading as outlined by the instructor of the course. It is the responsibility of the instructor of each course to define his/her grading policy and criteria at the beginning of the semester and as explicitly as possible. If there is any deviation from this original statement of grading criteria due to extenuating circumstances, all affected students must be informed. It is assumed that the final course grade assigned is correct; thus the student appealing that grade must justify the need for a change of the grade assigned. Students who desire to appeal a final course grade must follow the process described below:

The university will not consider grade appeals initiated more than six months after the final course grade has been posted.

A student who believes s/he has been assigned an improper grade initiates an appeal by sending a written request to the instructor. The instructor will meet with the student, review the grading procedures used to determine the grade assigned to the student, decide whether to grant the appeal, and inform the student in writing of his or her decision.

If, after careful review of the grading procedures, the student is still dissatisfied, or if the instructor refuses to review the grading procedures with the student, the student may initiate the formal grade appeal procedure within five days of the instructor's decision through Program Chair. If the faculty member is the Program Chair, the formal appeal shall be made to the Dean, School of Nursing. Students must submit a letter and provide supporting documents.

The Program Chair will meet with the student and the faculty member, either individually or collectively, to review the grading procedures within five days.

The Program Chair will make a recommendation to the faculty member based on his/her assessment of the situation within three days.

If, after consideration of the Program Chair recommendation, the faculty member does not change the grade and the student is still dissatisfied, the Dean will be notified within three days.

The Dean will try to mediate a resolution between the faculty member and student within five days.

If, after the Dean has met with the student and faculty member and the student is still dissatisfied, the student may petition for a hearing board. If the student wishes to appeal the Dean's decision, s/he may request a hearing. A petition letter and all supporting documents must be filed with the Office of the Provost within 10 working days of receiving the Dean's response.

If the Provost approves the petition, s/he will empanel an Academic Conduct Review Board. The Dean of Students or his or her designee serves as the non-voting Board facilitator and the Board will be comprised of an academic dean chosen by the provost, two faculty members and two representatives from the Student Government Association. The provost or his or her designee reserves the right to alter the composition of the Board at his or her professional discretion, with the expectation that the committee will comprise both faculty and students. If the Provost elects not to approve the student petition, then the process is concluded, and the academic dean's decision is upheld.

The members of the Academic Conduct Review Board will review all relevant documents and meet separately with both the student and the instructor. At their sole discretion, the Board may also call other individuals who are deemed to possess relevant information. All decisions made by the Board will be made by majority vote of all members.

The recommendation of the Academic Conduct Review Board will be final. The provost will notify the student of the Board's decision within three working days.

If the student's complaint is based on sex discrimination, refer to the Sexual Discrimination and Sexual Misconduct Policy in the Student Handbook (www.hpu.edu/studenthandbook).

Academic Grievances: Procedures for Students

Students with individual grievances concerning unfair treatment during their studies must follow these procedures:

The student should first discuss and seek to resolve the problem with the instructor of the course.

The student may choose to consult with an academic advisor to clarify the problem and receive advice on the procedures available to them. The academic advisor may consult with the instructor but has no authority to determine a resolution to the problem.

If these measures fail to resolve the problem, the student should consult with the appropriate department chair, who will attempt to mediate the dispute informally to the satisfaction of both the student and the instructor.

Should informal mediation be unsuccessful; the student should initiate a formal grievance by submitting a letter to the Dean School of Nursing describing the nature of the complaint and attaching all supporting documents.

The grievance letter and all supporting documents will be forwarded by the Dean to the instructor within five working days, with a request for a response to be submitted no more than five working days later. At his or her

discretion, the Dean may also attempt to mediate the dispute and seek an informal resolution satisfactory to all parties.

When the instructor's response is returned, the Dean will send a copy to the student within five working days. If the student then wishes to request a hearing, his or her request must be in writing and filed with the Office of the Provost within 10 working days of receiving the instructor's response.

If the Provost approves the petition, he or she will empanel an Academic Conduct Review Board. The Dean of Students or his or her designee serves as the Board facilitator and the Board will be comprised of an academic dean chosen by the Provost, two faculty members and two representatives from the Student Government Association. The Provost or his or her designee reserves the right to alter the composition of the Board at his or her professional discretion, with the expectation that the committee will comprise both faculty and students. If the Provost elects not to approve the petition, then the process is concluded, and the grievance is not upheld.

The members of the Academic Conduct Review Board will review all relevant documents and meet separately with both the student and the instructor. At their sole discretion, the Board may also call other individuals who are deemed to possess relevant information. All decisions made by the Board will be made by majority vote of all members.

The recommendation of the Academic Conduct Review Board will be final. The Provost will notify the student of the Board's decision within three working days. If the student's complaint is based on sex discrimination, refer to Policy 3.13.1 in the Academic Affairs Policies and Procedures Manual, and to the Sexual Discrimination and Sexual Misconduct Policy in the Student Handbook (www.hpu.edu/studenthandbook).

Academic Integrity Policy

GENERAL STATEMENT: It is Hawai'i Pacific University's policy that any act of academic dishonesty will incur a penalty up to and including expulsion from the university. A student who cheats on an academic exercise, lends unauthorized assistance to others or who hands in a completed assignment that is not his or her work will be sanctioned. The term academic exercise includes all forms of work submitted either electronically or on paper for points, grade or credit.

DEFINITIONS: academic dishonesty involves the following:

Cheating

- The intentional use of or attempted use of unauthorized assistance, materials, information and/or study aids in completing an academic exercise.
- The act of collaborating and working together on any academic exercise without the approval of the instructor, producing an exercise which is similar in content and form, so as to create doubt as to whether the work was truly the product of individualized effort.
- Examples of cheating include, but are not limited to:
- Giving or receiving unauthorized assistance during examinations.
- Submitting an assignment that is so similar in appearance, content and form to an assignment submitted by another person that it could not have been independently produced.

Plagiarism

- The use or reproduction of ideas, words or statements of another as one's own without proper acknowledgement or citation.
- Examples of plagiarism include, but are not limited to:

- Using verbatim or paraphrased text without proper citation.
- Paraphrasing to mislead the reader regarding the source.
- Submitting, without permission, the same written or oral material in more than one course.
- Obtaining research or laboratory data from another individual or source but presenting it as one's own.

Facilitating Academic Dishonesty

- This is defined as intentionally or knowingly helping or attempting to help another to commit an act or acts of academic dishonesty as defined in this policy. Those who help others to commit acts of academic dishonesty are in violation of the Code of Student Conduct, 11.11, and may be subject to the penalties described in that section of the Student Handbook.

Fabrication

- The intentional or unauthorized falsifying or inventing of any information or citation in an academic exercise or university document.
- Examples of fabrication include, but are not limited to:
- Falsifying data or signatures of an official university document (e.g., registration form, college record and/or transcript).
- Misrepresenting a fact to obtain a course exemption, waiver or withdrawal.

Academic Dishonesty Procedures

Instructor Action: Incidents of academic dishonesty substantiated by evidence may be dealt with by the instructor in any number of ways. Suggested penalties are:

- Require the student to redo the exercise or do a new exercise as a condition for continuing in the course or avoiding one of the other penalties below.
- Give the student an F or a 0 for the exercise and permit it to be redone with or without a penalty at the instructor's discretion. For example, the grade on the new exercise could replace the F or 0, or it could be averaged with it or lowered by one letter grade.
- Give the student an F or a 0 for the exercise and not permit it to be redone. Lower the course grade or assign a course grade of F.
- A Report of Academic Dishonesty must be submitted to the Dean School of Nursing in any instance in which academic dishonesty is alleged. The report should detail the dishonest act and the penalty assigned. If the student disagrees with the instructor's decision, the student may make a written appeal to the Dean School of Nursing in accordance with this policy.

Academic Dishonesty Reports: The Office of the Dean of Students maintains files and a confidential tracking system of all acts of academic dishonesty. The Dean School of Nursing will forward the Report of Academic Dishonesty to the Assistant Dean of Students. The Assistant Dean of Students will notify the Dean School of Nursing if the student is a repeat offender.

Timeline for Academic Dishonesty Incidents

Instructor Action: The Report of Academic Dishonesty should be submitted to the Dean School of Nursing within 5 working days of discovery of the incident.

Dean School of Nursing Action: The Dean will review the instructor's Report of Academic Dishonesty and forward it to the Office of the Dean of Students within 5 working days. The Assistant Dean of Students will tell the Dean if the student is or is not a repeat offender within another 3 working days.

If a student has violated the Academic Integrity Policy in the past, the Dean or his or her designee will invite the student to be interviewed within 5 working days. If the student cannot meet in this time period, the Dean or his or her designee may proceed to the next step immediately or choose to make a reasonable delay to accommodate the student. If the dean decides to take punitive action beyond that recommended by the instructor, the Dean or his or her designee will decide on appropriate action and inform the student within an additional 10 working days. If the student refuses to be interviewed without a verifiable reason (e.g., a documented medical emergency), then this will be noted in all future correspondence regarding the case. If the student is unsatisfied with the response and wishes to request a hearing, the student's request must be in writing and must be filed with the Office of the Provost within 10 working days of receiving the Dean's response.

The student who has violated the academic integrity policy for the first time may appeal the instructor's decision to the Dean. The appeal letter and any supporting documentation submitted by the student will be forwarded by the Dean School of Nursing or his or her designee to the instructor within five working days, with a request for a response to be submitted no more than five working days later. When the instructor's response is returned, the Dean or his or her designee will send a letter to the student and instructor within five working days indicating his or her findings and recommendations. If the student is unsatisfied with the response and wishes to request a hearing, the student's request must be in writing and must be filed with the Office of the Provost within 10 working days of receiving the Dean's response. The instructor may also appeal the recommendation of the Dean to the Office of the Provost within 10 working days.

Office of The Provost Action: In all student appeals, the Provost has 10 working days to decide on the appropriate penalty or to convene the Academic Conduct Review Board.

Academic Conduct Review Board Action: Within 10 working days of notification of convening, Board members, as identified in the "Student Handbook," will meet with the offending student and conduct a hearing to decide on an outcome regarding the student's appeal.

Results of the Board recommendation will be presented to the Provost for consideration and final determination of the penalty will be made within 10 working days of receiving the Board's report. The Provost will notify the student, concerned Dean and instructor of the outcome.

Procedures for students with academic grievances involving issues other than academic dishonesty can be found in the Student Handbook under Academic Grievance Procedures for Students (www.hpu.edu/studenthandbook). The Student Handbook states that grievances typically involve "allegations of unfair treatment in coursework or other academic concerns."

Unacceptable Practice Policy

The School of Nursing faculty members are academically committed to preparing APRNs who are competent in the skills of nursing practice: technical, diagnostic, therapeutic, and interpersonal. Faculty members have an ethical and legal responsibility and accountability for the protection of others within the health care and larger community from unsafe nursing practice on the part of HPU students and graduates. Therefore, students may be disciplined or dismissed from the Graduate Nursing program for practice or behavior which threatens, or has the potential to threaten, the safety of a client, family member, authorized representative, student peer, faculty member, health care provider, and/or self, or is unethical or illegal. Unacceptable practice may be a one-time event or a series of events.

Definition: Unacceptable practice is defined as:

- An act(s) or behavior(s) of the type that violates the *Hawai'i Nurse Practice Act, Chapter 457 Hawai'i Revised Statutes* and/or *Title 16, Chapter 89, Hawai'i Administrative Rules*.

- An act(s) or behavior(s) that violates the American Nurses' Association (ANA) *Code of Ethics for Nurses* or the *ANA Standards of Clinical Practice*.
- An act(s) or behavior(s) that threatens, or has the potential to threaten, the physical, emotional, mental, or environmental safety of a client, family member or designate, student peer, a faculty member, health care provider, or self.
- An act(s) or behavior(s) that constitutes nursing practice for which the student is not authorized to perform, or has not been taught, at the time of the incident.
- An act(s) or behavior(s) that is illegal or unethical.
- Unauthorized entry into the computer or misuse of clinical records. Violation of laws or rules relating to patient record confidentiality.
- A pattern of behavior is often characterized by being unprepared or inadequately prepared for practicums.
- Continued inability to perform safely, ethically, or legally without immediate/close instructor supervision (in this case, there may not be a single isolated incident of unsafe practice).

Policy: All students are expected to be familiar with the principles of safe, legal, and ethical practice and are expected to perform accordingly. **If an “Unacceptable Practice” investigation is imminent, in progress /or if a student receives an “Unacceptable practice” citation in a nursing (NUR) course, the student may not withdraw from the course. Students will need to have a clearance (signature on the withdrawal form) from the Dean or designee to withdraw from nursing (NUR) courses.**

Procedure: When an incident occurs that a faculty member or preceptor believes to be unacceptable nursing practice, or when such an incident is discovered, the student will be notified immediately (when feasible) and may be required to leave the clinical setting (if appropriate). When a pattern of behaviors constituting unsafe practice becomes evident, the student will be notified as soon as is feasible and may be instructed to leave the clinical setting. Failure to leave the clinical setting when instructed to do so is grounds for dismissal from the Graduate Nursing program. If a student is removed from the clinical setting for an unacceptable practice, the student will not return to that clinical setting unless cleared to do so by the graduate nursing faculty member and online nursing graduate chair.

The unacceptable practice incident or pattern of behaviors will be reported to the Clinical Coordinator/Track Coordinator and Online Graduate Nursing Program Chair. The incident will be investigated and the Graduate Nursing Program Chair and the Dean will then determine the consequences of the unacceptable action, in accordance with HPU policy. The student has the right to appeal by following the university's grievance policy. Consequences may include:

1. Remedial work and/or instruction
2. Physical and/or mental evaluation
3. Award of grade of “F” for the course
4. Withdrawal from the course
5. Immediate dismissal from the online nursing program

Student Problem Resolution System

Policy: Problems or disputes involving assigned course grades or other course-related matters as well as School of Nursing policies and procedures are to be resolved using mediation, arbitration, and negotiation whenever possible. In professional conflict resolution, it is important to follow a specific course of action and to begin by clearly identifying and defining the problem. The problem should first be discussed with the person with

whom you have the conflict. If you have unsuccessfully tried to resolve the problem with the individual involved, then your concerns should be presented to the next level of authority within the School of Nursing.

Step 1: Schedule a meeting with the faculty member to discuss the problem. If unresolved, proceed to Step 2.

Step 2: Schedule a meeting with the track coordinator. If unresolved, proceed to Step 3.

Step 3: Schedule a meeting with Online Graduate Nursing Chairperson. If unresolved proceed to Step 4.

Step 4: Schedule a meeting with the Dean.

When these measures do not result in a resolution, a student should follow the formal HPU grievance procedure as outlined in the HPU Academic Catalog and HPU Student Handbook.

Student Code of Conduct

In addition to the policies in this handbook, graduate nursing students are subject to the policies of Hawai'i Pacific University.

HIPAA and Use of Social Media

While social media allows the University to reach many audiences including faculty, staff, and students, use of social media by School of Nursing students presents special concerns for privacy and confidentiality. The general use of social media by School of Nursing students is not affected by the following policy. Its use related to confidential information about the School and Department (including faculty, staff, and students), patients or School of Nursing clinical affiliates agencies with which the School of Nursing has entered a contractual relationship to provide clinical experiences/opportunities is notably restricted.

Social media sites/apps are defined as, but not limited, to web-based or mobile technologies used for interactive communication. Examples of social media include but are not limited to collaborative projects (e.g., Wikipedia), blogs and microblogs (e.g., Twitter), content communities (e.g., YouTube), social networking sites (e.g., Facebook), virtual game worlds (e.g., World of Warcraft), and virtual social worlds (e.g., Second Life). Regardless of how these forms of media are used, faculty/staff and students are responsible for the content they post and promote. Content contributed on these platforms is immediately searchable and shareable, regardless of whether that is the intention of the contributor. Once posted online, the content leaves the contributing individual's control forever and may be traced back to the individual in perpetuity.

Communication: Official School of Nursing electronic communication, regarding academic classes or academic schedules, will occur through University-sanctioned channels (e.g., HPU email, listservs, Blackboard and HPU websites. Electronic communication outside of these channels is not endorsed for academic courses.

Social Media: School of nursing students and faculty/staff are prohibited from disclosing the following through social media:

Protected Health Information (PHI) as defined by the Health Insurance Portability and Accountability Act (HIPAA) for example, individuals may not disclose patient names or otherwise refer to patients in any way that identifies them individually, including by initials or by their location (e.g., hospital name or unit).

Confidential Personnel Information, as defined by the State Personnel Act. Faculty/staff may not disclose confidential information regarding other faculty/staff. Confidential, non-public or proprietary information about:

- Families, clinical facility staff or clinical institutions;
- The University, its faculty/staff and students;

- Copyright or intellectual property, belonging to the University,

Comments that express or imply sponsorship or endorsement by the School or the University, unless you are officially authorized to act in this capacity for this purpose on behalf of the University or the School.

The use of social media for clinical discussions that includes identifiable information related to patients or Nursing Department-affiliated clinical facilities is prohibited.

If a student identifies themselves as such online (e.g., list affiliation with the University or School in their Facebook profile); a disclaimer should be added that any opinions or views expressed do not represent the opinions of the Nursing Department or the University.

Students in violation of this policy may be considered as having violated the HPU Honor Code. However, students may face disciplinary action, up to and including, termination from the University and BSN program.

Photography, Videotaping and Audio Recording: Students are prohibited from photographing, videotaping and/or audio recording faculty, patients or students without written consent.

Disclosure (posting/upload) of photographed or videotaped images of faculty, patients and clinical facilities on social media is strictly prohibited.

Violation of these policies may also result in criminal charges. This includes any discussion on social media.

* The State of Hawai'i views failure to follow confidentiality and HIPAA guidelines as a Class C felony and you are subject to both criminal and civil penalties for violating the law

RESOURCES FOR STUDENT SUCCESS

Student Success Coach

Success Coach help students set and achieve their academic and personal goals. They are available to assist students with registration needs, assistance with academic progress, creating an academic plan, tracking progress toward graduation, and understanding your degree plan and requirements.

Counseling & Behavioral Health Services (CBHS)

CBHS provides current HPU students with free and confidential psychological counseling. Sometimes the stress of school along with personal issues can be too much to handle. CBHS provides the opportunity for students to discuss any personal problems or concerns and explore solutions. Appointments can be scheduled by phone at (808) 687-7076 or in person at the Waterfront Plaza campus, 500 Ala Moana Blvd., Building 6, Suite 402. Office hours are Monday – Friday, 9:00 a.m. – 5:00 p.m.

Accessibility Services

Under the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act Amendments Act 2008 (ADAAA), and Title III (Public Accommodations) Hawai'i Pacific University does not discriminate against individuals with disabilities. Any student who feels he/she may need an accommodation based on the impact of a disability is invited to contact Accessibility Services at HPU (808-544-1197), access@hpu.edu, or at the Accessibility Office (Waterfront Plaza, 500 Ala Moana Blvd., Building 6, Suite 440).

This is a necessary step in order to ensure reasonable accommodations in a course. Students are not expected to disclose their specific disability to the faculty member; Accessibility Services will provide a letter for an instructor explaining the accommodations and not the nature of the disability. If you would like to discuss other concerns, such as medical emergencies or arrangements in the event of an emergency evacuation, please make an appointment to talk with the faculty member as soon as possible.

Military Service Member Support

Sometimes, the transition from military to civilian life, managing school, and other personal issues can be challenging. MVC has one full time mental health provider from the Veterans Administration who offers confidential psychological counseling to military veterans. An onsite provider is present at the downtown campus and appointments can be scheduled by phone at (808) 940-4287. Office hours are by appointment only. Virtual appointments are available Tuesday - Thursday, 8:00am - 5:00pm. On-campus appointments are reserved for Fridays, 8:00am - 5:00pm.

HPU Library Services

HPU Libraries provides services and resources to serve the research needs of the HPU community. Print books, periodicals, and audiovisual materials are available at the Library at Waterfront Plaza (500 Ala Moana Blvd., Building 6, Suite 302) and at Atherton Library at the Hawai'i Loa Campus (45-045 Kamehameha Hwy, Kaneohe). The Gulab and Indru Watumull Learning Commons at Aloha Tower Marketplace (1 Aloha Tower Drive, Honolulu) is also available to students to conduct academic work. All locations have study rooms, study tables, computer stations, printers, media equipment and Wi-Fi.

Online resources, such as articles, eBooks, and streaming videos are available from the Library's homepage at hpu.edu/libraries. Off-campus access to online content will require users to input their my.hpu.edu credentials. Students can stop by the reference desk at any Library location for research assistance. Librarians are also available over the phone (808.544.1133), via email (reference@hpu.edu), and through the Libraries' 24/7/365 online chat service (<https://hpu.on.worldcat.org/chat/librarian>). To schedule a research consultation with a subject specialist, visit hpu.libcal.com/appointments.

Security and Safety

We want all students to help keep our campus safe and secure. For emergency situations, call 911; for non-emergencies, contact HPU security (808-544-1400). Timely reports of observations to security and the police can go a long way in preventing future crimes. Also, HPU security provides a walking escort known as SafeWalk for anyone walking alone on foot to any university parking lot, facility, or city bus stop. Call 808-236-3515 (Hawaii Loa) or 808-544-1400 (for all other locations). A security officer will be sent to your location. Also, HPU has installed two emergency blue light call stations at Aloha Tower. The first is on Fort St. at the Nimitz Entrance by the stop light and the second is at Pier 6 at the entrance to the ATM campus. To use these call boxes simply push the big red button and it will call the Security Operation Center at ATM. When the officer answers simply let them know where you are and what kind of help you need, and an officer will be dispatched to assist.

At military base locations, call Base Security at (808) 474-2222. To receive critical information via text messaging, update your mobile number with Rave Alert (<http://phone.hpu.edu>), HPU's emergency text program. Go to <https://www.hpu.edu/security/index.html> for more information about campus security and emergency preparedness.

Title IX – Sexual Discrimination and Sexual Misconduct Policy

HPU is committed to providing an educational environment free from sexual discrimination. Students, faculty and staff must report violations of sexual harassment, sexual assaults, stalking, domestic violence, dating violence, and retaliation to trigger corrective and preventative actions as well as victim support services. Victim support services include assistance with filing police reports, referrals to counseling and medical providers, assignment of a victim advocate, and assistance with academic accommodations. Faculty and students who become aware of such violations should contact the Title IX Coordinator (808-544-0276), complete the Report Sexual or Relationship Violence Form, or file a report an anonymous report using the Compliance Hotline (877-270-5054 or www.tnwinc.com/hpu). More details can be found in the Student Handbook.

Take Care of Yourself (Health and Wellness Resources)

Success at HPU depends heavily on your personal health and wellbeing. Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. We strongly encourage you to reframe challenges as an unavoidable pathway to success. Reflect on your role in taking care of yourself throughout the term, before the demands of exams and projects reach their peak.

Do your best to live a healthy lifestyle throughout the academic year. In addition to eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and relaxing, utilize support resources before the situation becomes overwhelming: Participate in co-curricular and extra-curricular activities; make an appointment with counseling services; visit the student health center if you are feeling unwell; utilize the online peer to peer support network; visit the student pantry; find tips and tools on how to thrive and succeed at YOU@HPU; and/or contact HPU's Chaplain. More resources are available here.

Nursing Honor Society

Sigma Theta Tau International Honor Society (STTI) is the nursing honor society established in 1922 by six nursing students at the Indiana University College of Health and Society to:

- Recognize superior achievement;
- Recognize the development of leadership qualities;
- Foster high professional standards;
- Encourage creative work;
- Strengthening commitment to the ideals of the profession.

The criterion for individual membership is the demonstration of academic excellence by students in baccalaureate and graduate nursing programs. Graduates of baccalaureate programs who demonstrate excellence in leadership positions in the community are also eligible for membership.

The School of Nursing at Hawai'i Pacific University, the School of Nursing at the University of Hawai'i at Manoa, and the School of Nursing at the University of Hawaii at Hilo and the School of Nursing at Chaminade University along with nurse community leaders make up the Gamma Psi Chapter- at-Large of STTI. HPU nursing students may be candidates to join the Gamma Psi Chapter-at-Large.

Once students have completed 25% of their MSN coursework (12 credits) and have a GPA of 3.5 or higher, they will be considered for eligibility in STTI, and an invitation to join will be emailed to qualified students. STTI invitations are sent only in the spring semester and include both the invitation to join the national honor society and to attend the induction luncheon in Honolulu.