



**School of Nursing**

**Graduate Student Handbook**

**2022-2023**

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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.

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.

We are very happy that you decided to continue your nursing education here at HPU. Over the past couple of decades, we have seen the health of Americans decrease, whether due to obesity, living longer, environmental issues, or infectious diseases. Therefore, our society is in desperate need of more health care providers who are committed to promoting health and preventing disease. With your graduate education, you will be positioned to impact society's health in Hawaii, throughout the United States, and globally.

As you know from your undergraduate work, the personal and professional outcomes you achieve from this education are directly proportional to the time and effort that you can invest. I must warn you that the nursing program is a serious and time-consuming one, even if offered online. I encourage you to reduce your other commitments as much as possible to be able to focus on the learning opportunities that our faculty will provide for you.

I also should let you know that a graduate degree has the potential to change your life. For example, when I earned my Master's degree in nursing, I had no idea that I would enjoy teaching undergraduate students so much. This resulted in my seeking a PhD (in Physiology) and this changed my life and that of my family. With this degree, we moved across the country for me to teach at the University of Colorado Health Sciences Center. From here I became an Associate Dean for Research at the University of Florida, which positioned me to become the Dean of the School of Nursing at the University of Nevada, Las Vegas. And, after retiring from that, I now find myself here in Hawaii. Life can be very unpredictable, and you never know what additional opportunities you will have with your graduate education!

As nurses, we have the unique privilege of helping patients and their families through very difficult times. This involves taking responsibility for providing the best care that you can and, in some cases, actively assessing, proposing, and implementing changes in our health care systems to improve care. The world needs you and your extraordinary gifts, and our faculty are dedicated to facilitating the growth and usage of those gifts.

Wishing you all the best as you assume the challenges of graduate nursing.

Carolyn Yucha, RN, PhD  
Interim Dean and Professor

## 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.

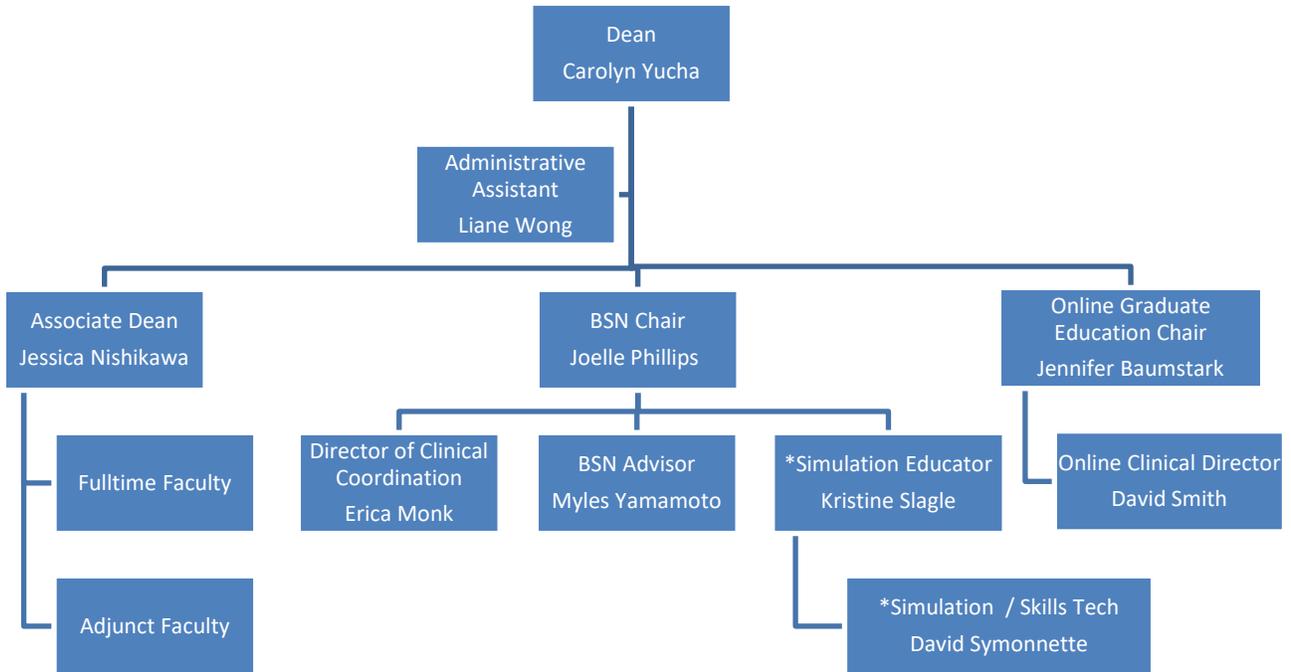
In June 2017, the Hawai'i Pacific University's School of Nursing – bachelor, master, and post-master received re-accreditation through 2027 from the Commission on Collegiate Nursing Education (CCNE). The CCNE re-accreditation came on the heels of the exciting news that HPU's first doctoral program, a 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 2020, the School of Nursing created fully online programs leading to master's degree and Doctor of Nursing Practice, expanding the reach of the nursing program to numerous states.

## School of Nursing Organizational Chart

School of Nursing Organizational Chart: Academic Year 2022-23



## School of Nursing Directory

Administration and Staff	Email
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## 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 College of Health and Society Mission and Visions
- National Organization of Nurse Practitioner Core Competencies (2012)
- 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><b>Nursing Knowledge</b> Examine the translation and application of established and evolving nursing and health science knowledge in the care of the client and community.</p>	<p><b>Nursing Knowledge</b> Translate and apply established and evolving nursing and health science knowledge in the care of the client and community.</p>
<p><b>Person Centered Care</b> Create individualized, person - centered approaches that are holistic, just, respectful, compassionate, coordinated, evidenced-based, and developmentally appropriate.</p>	<p><b>Person Centered Care</b> Create individualized, person - centered approaches that are holistic, just, respectful, compassionate, coordinated, evidenced-based, and developmentally appropriate.</p>

<p><b>Population Health</b> Evaluate community resources to improve equitable population health outcomes.</p>	<p><b>Population Health</b> Integrate community perspectives to improve equitable population health outcomes.</p>
<p><b>Scholarship</b> Synthesize, translate, and apply nursing knowledge to improve health and transform health care.</p>	<p><b>Scholarship</b> Generate, synthesize, translate, apply, and disseminate nursing knowledge to improve health and transform health care.</p>
<p><b>Quality and Safety</b> Evaluate current evidence in order to enhance quality of care and minimize risk to patients and providers.</p>	<p><b>Quality and Safety</b> Integrate current evidence in order to enhance quality of care and minimize risk to patients and providers.</p>
<p><b>Interprofessional Partnerships</b> Collaborate with intention across professions and with care team members, patients, families, and communities to optimize care and enhance the healthcare experience.</p>	<p><b>Interprofessional Partnerships</b> 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><b>Systems-Based Practice</b> Coordinate resources to provide safe, quality, and equitable care to diverse populations.</p>	<p><b>Systems-Based Practice</b> Design resources to coordinate and provide safe, quality, and equitable care to diverse populations.</p>
<p><b>Informatics and Healthcare Technologies</b> 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><b>Informatics and Healthcare Technologies</b> 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><b>Professionalism</b> Cultivate and demonstrate a sustainable professional identity that reflects nursing's characteristics and values.</p>	<p><b>Professionalism</b> Demonstrate a sustainable professional identity that reflects nursing's characteristics and values and cultivate this in others.</p>
<p><b>Personal, Professional, and Leadership Development</b> Participate in activities and self-reflection that foster personal health, resilience, and well-being in self and others.</p>	<p><b>Personal, Professional, and Leadership Development</b> 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 and 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.

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**

The BSN to Doctor of Nursing Practice (DNP) program is designed to be completed over 3 years. 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. During the second-year students begin the nurse practitioner concentration courses (FNP, AGACNP, and PMHNP). During the third year, students complete the nurse practitioner practicum course and complete the DNP Project. Students can choose full-time or part-time course of study. 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.

- 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 in a Diverse Society (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 Assessment and Diagnostic Reasoning (2 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 6031 Advanced Assessment and Diagnostic Reasoning Lab (1 CR)**

Clinical lab for advanced practice nursing focusing on health history taking, examination techniques, diagnostic reasoning, and practicum readiness. 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/trophic 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 emphasis on communication theory and group theory focused on recovery are explored. Synthesis of evidence-based, recovery focused management in concert with 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 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 course. Treatment and management of mental health disorders using a variety of modalities and interventions with emphasis on communication theory focused on recovery are explored. Synthesis of evidence-based, recovery focused management in concert with social, cultural, environmental, spiritual, and physical needs of children, adolescents and families are emphasized. Required clinical hours (NUR 6973): 210 hrs.

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

Facilitates Psychiatric/Mental Health APRN student 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 medication and therapeutic management of clients across the lifespan while integrating evidence-based, recovery-focused approaches. The student builds upon the knowledge and concepts developed/learned in NUR6970 and NUR6972 and more in-depth exploration of treating those with complex psychiatric/mental health needs with a view toward recovery-focused interventions. 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 social, cultural, environmental, spiritual, and physical needs of these clients is explored. 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 faculty 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 a must.

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.

## Preceptors

The selection of preceptors is a collaborative effort among the Clinical Director, the NP Coordinators, 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 a sole proprietor, HPU can pursue the MOU with that provider. But if that 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 NP Coordinators.

Preceptors are required to meet the following criteria.

### ACADEMIC PREPARATION

- Educational preparation appropriate to MSN-Level clinical teaching: Minimum of MSN NP degree or Medical Doctor or Doctor of Osteopathy Degree

### PROFESSIONAL PREPARATION

- Current and active RN and APRN, or Physician License
- 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 NP Coordinator.

## 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 review prior to filing in the student file in the School of Nursing.

### **Student Responsibilities**

Practicum time is best spent seeking learning opportunities to enrich and reinforce the student's knowledge base and to discovering areas of interest for future practice. Practicum rotations can involve a variety of activities that include direct and indirect patient care experiences. Direct patient care refers to activities provided at the point of patient care, such as a clinic or hospital setting. Indirect patient care refers to a variety of activities such as quality improvement, development of policies, chart review, care coordination, collaboration with other healthcare providers and documentation. Individual practicum experiences and specific expectations are outlined in the practicum syllabus for the section being attempted. Coursework is tied directly to the learning objectives for a practicum course and is part of meeting the overall program competencies based on the program standards.

Integrity, character, and strong moral values are pillars of the nursing profession. Maintaining professional, collaborative relationships with patients, doctors, 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. Nursing students tend to be natural leaders, and HPU encourages students to explore and discover the power of positive leadership as they progress forward in their education, profession, and future. Many human communities are defined by their faith, religion, and spirituality and this provides the ability for individuals to make sense of their experiences. Nursing students must possess and maintain the ability to understand and support those different from them and exhibit sensitivity to those beliefs in the role of a caring, compassionate health care provider.

During a practicum course students maintain a Clinical Log through the Exxat platform and are expected to create an account with Exxat.

Students are directed in the practicum course syllabi to submit weekly SOAP notes and prescription forms to faculty for feedback. These should be kept on file with course documentation.

Students complete an evaluation form for the preceptor and for the site at the end of the course and submit these to the faculty.

### **In summary:**

- Students are responsible for providing their own transportation to practicum sites. Parking fees are the students' responsibility.
- Students may request a certain provider as a preceptor, but the NP Coordinator will make all arrangements for the placement per the MOU agreement and described procedures.
- Students will arrange their practicum schedule directly with their preceptor.
- Students are required to fulfil all practicum hours.
- Meeting and documenting clinical health requirements are the students' responsibility. Students will not be able to attend their practicum if they don't meet the requirements.
- *The preceptor is inviting you into their private practice with their patients – please express your gratitude to them for this incredible privilege.*

Practicum courses are a mandatory part of the nursing program, so students must comply with health and clinical documentation requirements to meet the graduate degree requirements. It is the student's responsibility to ensure that all the appropriate immunizations and titers are completed, and the documentation has been submitted to the designated online site. If students do not clear the health and clinical documentation requirements, facilities will not allow them onsite. Records are audited and students will not be allowed to register or may be administratively withdrawn from courses if records are not up to date.

### Documentation Requirements

**Criminal Background Checks** are required by many clinical agencies. The online certified background agency can also do the criminal background check if needed. You will be required to turn the background check into the clinical agency directly.

**Licensure:** 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.

**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. 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. Mandatory health insurance will be managed as a clinical health requirement with the same consequences.

**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

### Mandatory Health Requirements for Practicum Courses

**COVID.** Students are expected to be fully vaccinated against COVID.

**Blood-borne pathogens workshop.** All students must attend a virtual in-service on blood-borne pathogens on a yearly basis to meet OSHA requirements. You can substitute documentation of a Blood borne pathogen in-service from your employer to meet this requirement.

**AHA CPR certification.** The student must demonstrate current basic cardiac life support for health care providers (BLS-C) certification. The course must include adult, child, and infant CPR and choking victims in both one- and two-rescuer modes, as well as information on AED's. Renewal and documentation of certification is the student's responsibility. Please note: Online course certificates will not meet requirements.

**Immunizations and screening tests.** Evidence of current immunizations (check with the Nursing Department for the latest requirements) is required prior to starting your first clinical practicum. The student must have documentation of two (2) MMRs and a positive titer for mumps, rubella and rubeola, polio series with booster, hepatitis B series (or a positive hepatitis titer), Tdap immunizations (within the last 10 years). Positive Varicella (chicken pox) screens/titers are required. If a screen(s)/titer(s) is/are negative for, Varicella, and/or Hepatitis B, the student must receive the immunizations (see the immunization documentation form at the end of the Handbook). If any are negative, then the student must get the appropriate immunizations. The screen/titer should then be redrawn a month or so after the appropriate immunization(s). If the screen is still negative, a letter from the student's health care provider is required. The letter should state that the appropriate immunizations were done, and that the student is considered immune.

**TB testing.** A "two-step" PPD test for tuberculosis (two PPD tests completed within two weeks) is required on entry into nursing clinical courses unless you can document serial negative PPD tests over several years. If the student has a history of a positive PPD, then evidence of two annual negative chest x-rays is required.

## **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)

### **Castle Branch**

Castle Branch is a web-based company that serves as a central clearing house for your health and clinical documentation requirements. The SCHOOL OF NURSING reviews your records and prepares paperwork for each clinical partner by viewing your health records in Castle Branch. Once your records are approved by both Castle Branch and the SCHOOL OF NURSING, your health record information is passed on to the appropriate facility for clearance. You must have clearance for the following records in order to participate in clinical courses. Start your profile early to make sure you get cleared on time! All records must remain current for the duration of the term.

Once you have been officially accepted to HPU's nursing program, you can create your Castle Branch profile. You will need to purchase two items from Castle Branch:

1. A Medical Document Manager
2. A Background Check (once complete, download and turn into the facility directly)

When ordering your background check and medical document manager, you will need to select an HPU package so the department can access your records. To place your order visit: <https://portal.castlebranch.com/hf84> and click "Place Order". Use the dropdown menu to choose your Castle Branch package. If you have been living in the US in the last 7 years, please choose the regular package. If you have lived outside of the US in the last 7 years, please choose the international package.

Once you create your account, you can:

- Upload, store, and submit all your required documents
- Receive notices from Castle Branch about upcoming due dates, deadlines, and renewals
- See if a record is rejected, why it was not accepted, and what you need to do to gain approval

### ***Required Castle Branch Submissions***

#### **MMR and Varicella**

- MMR stands for Measles (Rubeola), Mumps, and Rubella; Varicella is commonly known as the Chicken Pox
- Proof of a positive titer is required

- If you have a negative or equivocal titer, you must receive the appropriate immunization
- Submit each record to Castle Branch as you progress through the immunizations
- Re-draw the titer one month after your final immunization and submit the positive result
- If negative or equivocal, submit the result, along with a note from your doctor stating you are a non-responder
- Submit all tests and records from your healthcare provider; no special form is needed

### Hepatitis B

- Proof of a positive titer is required
- If you have never taken a 3-series Hepatitis B immunization, you must begin the series of 3 shots
- Submit each record to Castle Branch as you progress through the immunizations
- Draw your titer; if positive, submit your record
- If negative, you must retake the series of 3 shots within a 6-month period
- Re-draw the titer one month after your final immunization and submit the positive result
- If the titer is again negative, submit the result, along with a note from your doctor stating you received 2 series (a total of 6 shots) and you are a non-responder
- Submit all tests and records from your healthcare provider; no special form is needed

### TDAP

- TDAP stands for Tetanus, Diphtheria and Pertussis
- Immunization within the past 10 years is required
- The TDAP must remain current throughout your enrollment in the nursing program
- If your TDAP has an expiration that falls during a semester, you must renew prior to the start of the term
- Submit all tests and records from your healthcare provider; no special form is needed
- This is a one-time submission unless your expiration date occurs during your time in the nursing program

### Health Insurance

- Proof of current health insurance is required; submit a copy of the front and back of your card that includes your name and any other personal information
- If you are covered under another person's policy, you must submit a copy of that card, along with a letter from the insurance company stating you are covered under the policy
- If you are purchasing health insurance through HPU, you will need to submit an "Intent to Purchase" form; after your purchase is complete, you must then turn in a copy of the receipt and copy of your insurance card
- If you are active military, you must schedule an appointment with a nursing department administrator to complete a Health Insurance Verification Form in person; you must bring your military ID with you for this appointment
- If you are a military dependent, you must submit a copy of your military ID and Tri-Care card (or a letter from DEERS)
- If your health insurance changes, contact Castle Branch so you can upload your new proof of insurance
- This is a one-time submission unless your health insurance changes during your time in the program

### Physical Exam

- Complete HPU's Physical Exam Form
- The form must be stamped and cleared by your healthcare provider

### Social Security Number Release

- Submit a copy of the SSN Release Form

### **TB Skin Test: Negative Result**

- A negative, 2-step PPD test is required upon entry into the nursing program
- The 2-step must be current, and must remain current for the duration of the term
- Thereafter, a 1-step renewal is required each year
- The 1-step must be placed annually, no more than 365 days from your last test
- If you fall outside of the 365-day renewal period, you must have another 2-step test placed
- Submit all tests and records from your healthcare provider; no special form is needed
- This must be renewed annually, but you may need to complete this twice a year depending on your expiration dates

### **TB Skin Test: Positive Result**

- If you have ever tested positive for TB, you must submit the following instead of the above:
- A record of the date of your positive result, along with the amount listed in mm (one-time submission)
- A clear chest x-ray from the year you started Level 1 of the nursing program (one-time submission)
- A clear TB Monitoring Form, submitted annually
- You may only submit the above if you have tested positive for TB!
- You must submit a TB Monitoring Form annually; if documented correctly, your original, positive TB record and chest x-ray are a one-time submission

### **AHA BLS Card**

- An American Heart Association (AHA) BLS Healthcare Provider card is required
- Castle Branch will not accept any other CPR certification, per our clinical partner requirements
- BLS cards remain current for 2 years, but must remain current for the duration of the semester
- If your card has an expiration date that falls during a semester, you must renew prior to the start of the term
- Submit a copy of the front and back of your card
- You will need to submit more than once, depending on your expiration date

### **Flu Vaccination**

- All students are required to submit an Influenza Vaccine Form, and proof of vaccination for the current flu season
- The flu vaccine is not available until late August or early September:
- To meet the Fall semester deadline, indicate your intention to get the vaccine by checking "Will be Receiving"
- Once the vaccine for the new season is available, get your vaccination and add your record to Castle Branch
- If you have documented, medical contraindications and *cannot* receive this vaccine, complete the form as directed and have it signed by your healthcare provider
- Without the vaccine, you will be required to always wear a mask while onsite at the clinical facility
- You will need to submit this form twice (once for Fall, once for Spring) and renew annually

### **HIPAA and BBP Certification**

- Submit proof that you have watched and completed the HIPAA and BBP training modules and post-tests
- Follow these instructions to complete both modules (note: if you are unable to access the HPU network on your PC, you may need to log-in from an HPU computer to complete the training)
- Be sure to submit both pages at once to get cleared
- You will need to renew the training and submit this form annually

### **Confidentiality Statement**

- Complete and sign the Confidentiality Statement
- You may have anyone sign as your witness, as long as they are present at the time you sign
- You will need to submit this form annually

### **Declaration of Fitness and Background Check**

- Complete and sign the Declaration of Fitness and Background Check Form
- You will need to submit this form annually

### **Background Check Renewal**

- Your background check must be issued within 12 months of the semester's start date to be considered current
- To renew your background check, click here or visit the Castle Branch order page and enter **package code HB83re**
  - You will need to renew your background check annually

### **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 NP Coordinator or the 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.

## **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. 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 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  
A 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 because students are responsible for their own actions and could potentially be sued. 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 post-master's student advisee's progression through the DNP Project.

The DNP Project Chair's responsibilities include:

- Completing the Academic Progression Plan with the assigned student advisee. This Plan is completed semi-annually and negotiated with the advisee to ensure the student is on track with their plan of study and progression through the program
- Submitting a completed Progression Plan to the Graduate Chairperson (GC) each spring semester
- 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 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 enroll in additional credits of 9010 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 student 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 each of the first-year didactic courses and second year practicum courses to ensure successful completion of the DNP project. Students are required to successfully meet benchmarks for DNP Project products each semester to progress in the program.

***The DNP Project Final Paper.*** Below is a suggested template for the DNP Project final manuscript. Parts of the manuscript will be completed throughout the program (see DNP project milestones). As part of the final components of NUR 9030, Student complete and submit their final manuscript.

## **STUDENT CONDUCT AND EXPECTATIONS**

### **Expectations of all Students**

- a. **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
- b. **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.
- c. **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).
- d. **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](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 start of any on site practicum experience. Your HPU badge can be obtained from the School of Nursing. Nursing students have a specific dress code described below. 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 NP Coordinator 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 either their NP Coordinator or 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 to 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 badge will not be worn outside of the clinical agency or campus.
4. The following items are optional 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. In most clinical settings, business casual is acceptable and can be interpreted as:

Women: wrinkle-free slacks (dress pants), skirts (mid-calf to about two inches above the knee), blouses, shells, cardigans, blazers or dresses, clean low-heeled closed toe and closed heel shoes.

Men: wrinkle-free dress pants, button down shirts, polo shirts (short-sleeved shirts with a collar), blazers, clean low-heeled closed toe and closed heel shoes

Do not wear:

- 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.

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 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, a plain ring band. No other visible jewelry is acceptable, including tongue rings or other facial jewelry. 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 in order to have your degree conferred in Fall (December) or Winter (January), and at the beginning of the preceding Fall term in order 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 or not 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](mailto: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. 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 15 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 75% \*\*\*\*\*

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” ISMISSAL and WITHDRAWAL 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, who demonstrates unsafe practice, or who, in the judgment of the Program Coordinator and Department Chair of Online Graduate Nursing fails to live up to professional standards and regulations.

## 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.

**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 NP Coordinator. If the faculty member is the NP Coordinator, the formal appeal shall be made to the Dean, School of Nursing. Students must submit a letter and provide supporting documents.

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

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

If, after consideration of the NP Coordinator's 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 to the Dean's decision, he/she 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, he or she 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](http://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](http://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](http://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:** Within nursing courses, counseling and advising processes and other instructional forums, students will be provided the opportunity to discuss the policy on unsafe practice and its implications. 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 an unacceptable practice, the student will not return to that clinical setting unless cleared to do so by the graduate nursing faculty member.

### 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; when these measures do not result in resolution, then the student may follow the formal HPU grievance procedure (found in the HPU Catalog and the Advising Handbook) Follow link: [http://www.hpu.edu/academic\\_catalog/index.html](http://www.hpu.edu/academic_catalog/index.html)

### 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 are 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

## **STUDENT PROGRAMS AND RESOURCES**

### **Counseling and Behavior Health Services**

Counseling and Behavioral Health Services provide quality behavioral health services for currently registered HPU students to assist them in improving the quality of their lives and achieving academic success. We are committed to the development of the whole person: academically, personally, and socially.

#### ***PRIMARY FUNCTIONS***

Provide direct individual counseling services to students who are having difficulty with life stressors. Provide support to students who require assistance with interpersonal relationships in the form of individual, couples, and family counseling.

Offer group counseling services to assist the needs of students on campus.

Offer referral services to community and private providers to students who require additional mental health assistance.

Provide crisis support and response services to students and the university community who require immediate behavioral health assistance related to personal safety, health, and wellness issues.

### **HPU Academic Resources**

**ONLINE RESOURCES:** HPU has online access to most nursing and allied health journals and books, see the Library Tab on Pipeline for the Online Cumulative Index to Nursing and Allied Health (CINAHL), PUBMED, and any of number of other search engines and indexes appropriate to the topic.

**EDUCATIONAL TECHNOLOGY CENTER:** Support is provided for both computing classes and student word processing. For a listing of open hours, available times, and assistance, see the staff in the Educational Technology Center (ETC).

### **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.