



# Chaminade University

School of Nursing and Health Professions

Doctor of Nursing Practice Program

NUR 872

Management of Pediatric/ Adolescent Care

Location meeting and Class meeting schedule: Online Asynchronous

Credits: 3

Term: Spring 2026

## Instructor Information



**Instructor:** Linda Malone, DNP, MS, APRN, CPNP-PC

**Email:** linda.malone@chaminade.edu

**Phone:** 808-739-7406

**Time Zone:** HST

**Office Location:** Henry Hall 118E

**Office Hours:** online, in person, by appointment

## Communication

Questions for this course can be emailed to the instructor and must be sent using your Chaminade email. Online and phone conferences can also be arranged. Response time is usually within 24 hours, but weekends and University holidays may extend response time.

## School & Department Information

### School of Nursing and Health Professions

Office Location: Henry Hall 110

Phone: (808) 739-8347

If you have questions regarding the Doctor of Nursing Practice Program, reach out to the DNP Director at the School of Nursing and Health Professions.

## Course Description & Materials

### Catalog Course Description

#### **NUR-872 Management of Pediatric/Adolescent Care (3)**

This advanced practice didactic course focuses on the health assessment of newborns, well children, adolescents in the primary care setting. There is a continued focus on anticipatory guidance and health promotion as related to care of the well child/adolescent. Emphasis is placed on the utilization of an evidence-based approach to care by examining the current trends and up to date practices in delivery of well care to pediatric/adolescent patients. Topics include but are not limited to routine health care maintenance, screening, developmental

issues, genetic implications, family dynamics, self-care and common health concerns encountered in pediatric care settings.

### Time Allocation

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

### *How This Course Meets the Credit Hour Policy*

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 60 hours reviewing and studying modules (4 hours for each module x 15 weeks), 4 hours studying for quiz 1, 8 hours studying for exam one, 8 hours studying for exam 2, 2 hours completing each discussion board (there are 2) and 2 hours completing each case study (there are 3). There will be an additional 49 hours of work required beyond what is listed here (course readings, assignments, learning activities, etc.), averaging 3.2 hours each week.

### Required Materials

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Harper Collins. Required in All Courses.

Dang, D., Dearholt, S.L., Bisset, K., Ascenzi, J., & Whalen, M. (2021). *Johns Hopkins evidence-based practice for nurses and healthcare professionals: Model and guidelines* (4<sup>th</sup> ed.). Sigma Theta Tau International. Required in All Courses.

**Course Specific:**

Burns, C.E., Dunn, A.M., Brady, M.A., Starr, N.B., & Blosser, C.G. (latest edition). *Pediatric Primary Care. (latest edition)*. Elsevier.

Duderstadt, K (latest edition). *Pediatric Physical Examination: An Illustrated Handbook*. St Louis: Mosby-Elsevier.

**Online Resources:**

Lecturio. (2024). *E-Learning platform* [Online course]. Lecturio. [Online course]. Lecturio.

<https://www.chaminade.lecturio.com>

Access included in tuition fees

Sentinel U. (2024). *Simulation module set* [Online simulation]. Sentinel U.

<https://www.sentinelu.com>

Access included in tuition fees

**Recommended Items**

Hagan, J.F., Shaw, J.S., & Duncan, P.M. Eds. (latest edition). *Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents*. Elk Grove Village, IL: American Academy of Pediatrics. (pocket guide was provided fall semester)

Hughes, Helen K., and Lauren K. Kahl, editors: *The Harriet Lane Handbook: A Manual for Pediatric House Officers*. Harriet Lane Handbook, 23rd ed., Elsevier, 2024.

**Technology**

A computer with the following technology is required in order to complete courses in the DNP Program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Installation of proctoring software may be required.

**Teaching / Learning Strategies**

This course is online. Online learning resources, discussion forums, individual and small group work, case studies, application assignments, and independent study are teaching-learning strategies that may be utilized in this course. Students are expected to take an active role in their learning process through reading, research, online discussions, and sharing enriching experiences. Students should follow standard Netiquette guidelines, including but not limited to using the same common courtesy, politeness, and appropriate online behaviors as would be used in a face-to-face environment.

### Canvas (<https://chaminade.instructure.com>)

Chaminade uses Canvas as the online learning management system (LMS) platform. Please review the Student Tutorial located on the Canvas course dashboard regarding instructions on accessing and submitting materials and assignments. If you are unable to find answers using the student tutorial, you may also contact the assigned faculty with questions regarding course navigation.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

### Library

The Sullivan Family Library link is available on the CUH website:

<http://www.chaminade.edu/library> Phone: (808) 735-4725. Tai Arakawa is the dedicated SONHP librarian: [tai.arakawa@chaminade.edu](mailto:tai.arakawa@chaminade.edu)

## Learning Outcomes

### DNP Program Learning Outcomes (PLOs)

Upon completion of the DNP program:

| DNP Program Learning Outcomes                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.Integrate Nursing and Transdisciplinary Knowledge for Advanced Practice</b><br>Synthesize nursing science with knowledge from the biophysical, psychosocial, analytical, ethical, and organizational sciences to guide clinical reasoning, care innovation, and complex decision-making across diverse populations. |
| <b>2.Lead Systems-Based Practice for Quality and Safety Improvement</b><br>Design, implement, and evaluate evidence-informed strategies to promote high-quality, safe, and equitable care within complex and evolving healthcare systems, locally and globally.                                                          |
| <b>3.Translate and Integrate Evidence for Nursing Practice</b><br>Critically appraise and apply research and quality improvement methodologies to improve healthcare delivery and outcomes; disseminate findings to advance nursing practice and population health.                                                      |

|                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4.Leverage Information and Healthcare Technologies</b><br>Integrate informatics, data analytics, and emerging health technologies to optimize care delivery, support clinical decision-making, and improve health outcomes.                                                                                                                                 |
| <b>5. Advance Person-Centered, Equitable Care</b><br>Promote culturally responsive, person-centered care and advocate for policies that improve access, reduce health disparities, and promote social justice.                                                                                                                                                 |
| <b>6.Foster Interprofessional Collaboration for Health Outcomes</b><br>Build and sustain collaborative partnerships across disciplines to improve individual and population health outcomes, with a focus on culturally distinct communities and high-priority health needs.                                                                                   |
| <b>7.Promote Population Health and Address Social Determinants of Health</b><br>Assess and respond to the social, cultural, economic, and environmental determinants of health; design population-based interventions that advance health equity and resilience across communities.                                                                            |
| <b>8.Demonstrate Clinical Expertise and Professional Leadership in Advanced Practice Nursing</b><br>Provide evidence-based, independent clinical care through advanced assessment, diagnosis, and management of diverse individuals and populations; model professional integrity, ethical leadership, and lifelong development in the advanced practice role. |

### Course Learning Outcomes (CLOs) and Alignment

Upon completion of NUR 872, the student will:

| CLOs                                                                                                                                                                                                                                                 | Links to PLOs | Method of Measurement                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------------|
| 1. Describe an age-appropriate comprehensive health assessment of well infants, children, adolescents, and their families, within their communities, through the analysis of evidence and synthesis of knowledge from nursing and other disciplines. | 1,7,8         | Case study #1, quiz, exams, discussion boards |
| 2.Document risk assessment of the patient lifestyle, and other risk factors.                                                                                                                                                                         | 5,7           | Case study, exams, discussion boards          |

|                                                                                                                                                                                                                                        |              |                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------------------------------------|
| <b>3. Identify normal and abnormal findings in well child/ adolescent care utilizing evidence-based screening tools</b>                                                                                                                | <b>3,8</b>   | <b>Case studies, exams, discussion boards</b> |
| <b>4. Develop Comprehensive Health Maintenance Plans</b><br>Create individualized health maintenance and screening schedules that address age-appropriate immunizations, nutritional needs, and preventive care for well-child visits. | <b>5,7,8</b> | <b>Case studies, exams, discussion boards</b> |
| <b>5. Integrate Evidence-Based Practice</b><br>Utilize current research and evidence-based guidelines to develop care strategies that promote health and well-being in pediatric and adolescent populations.                           | <b>1,3</b>   | <b>Case studies, exams, discussion boards</b> |

### **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

In alignment with the Marianist values of providing an integral, quality education and educating for service, justice, and peace, students examine pediatric health from developmental, cultural, and equity perspectives. Through case studies and discussions, learners develop the critical thinking and advocacy skills necessary to address health disparities and promote the well-being of children and families.

## Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

## Course Activities

### Assignments

Students must complete all assignments to achieve a passing grade in this course.

### Discussions

#### Online Class Discussion Board (DB):

Discussion board assignments allow students to reflect thoughtfully and exchange ideas on the topics covered in this course. Students will interact on discussion boards during select identified weeks during the term. Each discussion board assignment will have an identified question or prompt. Each student must reply in an initial thread post and then continue in the discussion of the topic with a minimum of two response posts to student peers and/or course faculty. All postings should be substantive and graded based on the provided discussion board rubric.

#### DB General Guidelines:

- Read through the entire discussion board question or prompt before making your initial thread post. Many topics are broken down into multiple components, each of which must be addressed in your initial reply.

- Be constructive and substantive in your posts and peer feedback. Use an example from the original post to build on, use examples from your current workplace or work experience, stimulate further discourse by asking questions when responding to your peers.
- Use good netiquette. Although there is a minimum of three substantive posts to discussion boards, each student should consider replying to any and all questions posed to them by peers or faculty; just as you would in a live conversation.
- Support your work. You must have a minimum of four citations for every post. Citations should include your course textbook or other supplied course resources, as well as other high-level evidence. At least two citations should be from sources not provided in course resources. Citations should follow APA 7<sup>th</sup> edition formatting.
- Be sure to post on time (see posting requirements below). Late postings limit the depth of the discussions and make it difficult for peers to provide timely feedback to you. *Late posts will have a 5-point deduction per day up to 48 hours after the due date. Posts more than 48 hours late will receive 0 credit for the assignment.*

#### DB Posting Requirements:

- Initial Thread Post is due by 11:59 pm on TUES of the week. This post must be a minimum of 250 words unless otherwise specified.
- Response Post #1 is due by 11:59 pm on THURS of the week. This post can incorporate responses to any initial thread post from one of your peers or in reply to a question or comment from one of your peers or course faculty who commented on your initial thread post.
- Response Post #2 is due by 11:59 pm on SAT of the week. This post can incorporate responses to any initial thread post from one of your peers or in reply to a question or comment from one of your peers or course faculty who commented on your initial thread post.

#### **Additional Assignments**

Quiz: There will be one quiz in this course.

Examinations: There will be two, timed examinations in the course. The first examination will take place during week seven and will cover content for the first six weeks of the course. The second examination will take place at the end of the course and will cover content from weeks seven through fourteen. The examinations will be open for completion for the calendar week and must be completed in one sitting. Examinations are to be completed individually and working in groups is not permitted.

Case studies: Three case studies will be completed during the course. Two case studies will be done via the sentinel U platform. An additional case study will be done as a written assignment. Case studies are to be completed individually and working in groups is not permitted.

Other: Other assignments as outlined in module. These assignments are meant to augment the module readings and lectures.

## Course Policies

### Attendance and Participation

Regular online attendance and participation/engagement is expected for student success. Therefore, students are expected to attend every class, arrive on time for any scheduled synchronous activities, complete all assigned readings, actively participate in class discussions, complete all class assignments, and always behave appropriately and professionally. Online participation is evident through posting to a discussion board, wiki, virtual office, or classroom meeting, drop box submissions, attending virtual seminars, completing real-time activities or quizzes, and/or other course-related activities (synchronous or asynchronous). Failure to meet attendance and participation expectations may result in grade reduction, remediation requirements, or administrative withdrawal from the course.

Students should notify their instructors when illness or other extenuating circumstances prevent them from participating in class and make arrangements to complete missed assignments. It is the instructor's prerogative to modify deadlines of course requirements accordingly.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### Academic Conduct Policy

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Chaminade University of Honolulu Student Handbook and the DNP Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog and realizing that students are subject to the

University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Chaminade University of Honolulu Student Handbook and DNP Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7<sup>th</sup> Edition* format. The faculty of the School of Nursing and Health Professions at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. Students may be asked to submit course assignments through an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

### **Student Conduct Policy**

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life. For further information, please refer to the Chaminade Catalogue.

### **Late Work**

It is expected that assignments will be submitted on time. Late assignments will be subject to a deduction of 5% per day. No late assignments will be accepted after 48 hours. Extensions on writing assignments are not provided unless prior arrangements have been made with faculty at least a week prior to the assignment due date or unless there are extenuating circumstances.

Requests made within the week prior to the due date will not be granted unless there is an emergency.

### **Writing Policy**

All written assignments should be formatted to APA 7<sup>th</sup> edition standards and must be submitted as MS word documents. No google docs, pdf, pages, or other formats will be accepted. Use the following format for naming your assignments: lastname(s).assignmentname

### **Guidance for Generative Artificial Intelligence (AI)**

The use of Generative AI should be seen as a tool to enhance academic research, not as a replacement for critical thinking and originality in assignments. Students are not permitted to submit assignments that have been fully or partially generated by AI unless explicitly stated in the assignment instructions. All work submitted must be the original work of the student.

Students are cautioned to disable the automatic generative AI features of their word processing programs. Students may be required to rewrite assignments that demonstrate substantive use of generative AI.

### **Grades of Incomplete**

An *Incomplete* grade is granted at the discretion of the faculty of record and must be aligned with the University policies. Receiving an "Incomplete" for a nursing course that is a prerequisite for a forthcoming nursing course must be completed prior to the start of the new course.

### **Changes to the Syllabus**

While every attempt has been made to prepare this syllabus and class schedule in final form, it may be necessary for the course leader to make changes as may be deemed essential to meet the learning outcomes of the course. Students will be notified in writing via Chaminade email and/or Canvas announcements of any changes. It is recommended that you check your email and the course Canvas site frequently for announcements. All students will be held responsible to read, understand, and clarify the content within this document.

### **Evaluation Methods and Grading Scale**

Students must achieve a final grade of B or higher to pass this course. As per the Chaminade University Graduate Catalog, students who fail a course (i.e., receive a grade of C, F, or NC) must repeat the course within 12 months and receive a CR or a grade of B or higher.

.

| Evaluation Method              | % of Total Grade | Grading Scale*                                                                                     |
|--------------------------------|------------------|----------------------------------------------------------------------------------------------------|
| Quiz                           | 10%              | <b>A</b> = 90-100 %<br><b>B</b> = 80-89%<br><b>C</b> = Below 80%<br>and a failing<br>course grade. |
| Exam #1                        | 30%              |                                                                                                    |
| Exam #2                        | 30%              |                                                                                                    |
| Case Studies (3 x 10%)         | 30%              |                                                                                                    |
| Discussion boards              | P/F              |                                                                                                    |
| Lecturio videos                | P/F              |                                                                                                    |
| Other weekly module activities | P/F              |                                                                                                    |
| <b>TOTAL</b>                   | <b>100%</b>      |                                                                                                    |

\*The College of Nursing and Health Professions does not round grades. For example, a score of 89.7 will be recorded as 89% and a B grade.

## Important Information

### Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a university official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### TITLE IX AND NONDISCRIMINATION STATEMENT:

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

### **Nondiscrimination Policy & Notice of Nondiscrimination**

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### **Hazing Prevention Resources and Athlete Helpline:**

Assists athletes, parents, coaches, and any allies interested in ensuring physical and mental safety for sports communities by offering confidential emotional support, crisis intervention,

informational athlete-focused resources, and guidance related to concerns about any type of abuse—including hazing.

Chaminade University's Hazing Policy:

<https://catalog.chaminade.edu/studenthandbook/codeofconduct>

<https://hazingpreventionnetwork.org/athlete-helpline/>

<https://hazingpreventionnetwork.org/how-to-report-hazing/>

**Basic Needs Resources:** <https://chaminade.edu/basic-needs/>

### **Campus Safety/ SafeSwords**

A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events. [SafeSwords Webpage](#)

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **Assessment for Student Work**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### **Student with Disabilities Statement**

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Kōkua ‘Ike: Tutoring & Learning Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua ‘Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### **Course Schedule**

Course content may vary from this outline at the discretion of the instructor to meet the needs of each class.

\*See module for readings/ assignments

|                     |                                                                                                                                                                                                                                                             |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Module 1<br>1/12/26 | Review Syllabus, Overview of class<br>Pediatric Primary Care- the who, what, why and when<br><i>Bright Futures: Guidelines for Health Supervision of Infants, Children, &amp; Adolescents</i><br>Well Child Protocols – What are they? Why do we need them? |
| Module 2<br>1/19/26 | Approach to the Newborn/ Infant/ Toddler Well Exam<br>Common Issues During Well Exam<br>Phone triage<br>Review :Anticipatory Guidance/Developmental Screens                                                                                                 |
| Module 3<br>1/26/26 | Immunization Update<br>International Adoption and Travel: Role of PNP and Implications                                                                                                                                                                      |
| Module 4<br>2/2/26  | Approach to the School Age/Adolescent Well Exam<br>Common Issues During Well Exam<br>Telehealth<br>Review: Anticipatory/ Developmental screens                                                                                                              |

|                      |                                                                     |
|----------------------|---------------------------------------------------------------------|
|                      |                                                                     |
| Module 5<br>2/9/26   | Genetics                                                            |
| Module 6<br>2/16/26  | Common labs in Primary Care                                         |
| Module 7<br>2/23/26  | Respiratory issues in the primary care setting                      |
| Module 8<br>3/2/26   | HEENT Issues in the Primary Care Setting                            |
| Module 9<br>3/9/26   | Behavioral Health<br>Anxiety/ Depression                            |
| 3/16/26              | Spring Break                                                        |
| Module 10<br>3/23/26 | Adolescent Health Issues Including Birth control and GYN Assessment |
| Module 11<br>3/30/26 | LGBTQIA Youth/ Gender Affirming Care                                |
| Module 12<br>4/6/26  | Risky Behaviors in Child and Adolescent<br>Substance Abuse          |
| Module 13<br>4/13/26 | Special Topics                                                      |
| Module 14<br>4/20/26 | Special topics continued                                            |
| Module 15<br>4/27/26 | Review- putting it all together                                     |
| 5/4/26               | Final Exam                                                          |