



School of Nursing and Health Professions
Nursing: Undergraduate
NUR-403: Leadership in Nursing

Location: Hale Hoaloha 301

Meeting Schedule: M 0830-1100 or M 12-1430

Credits: 3

Term: Fall 2026



Instructor: Jen Nafarrete EdD, MSN, RN, CNE

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Phone: 808.440.4201

Office Location: Henry Hall 118, Room G

Office Hours: By appointment - Tues 1330-1530, Thurs 0900-1100 1330-1530

Use this [LINK](#) to appointment (scroll to the week you would like to meet, if there is an appointment slot available it will be available to click, if not then email me)

Communication

Questions for this course can be emailed to the instructor at the email address listed above using your Chaminade student email account. Demonstrate professionalism by including a subject line that properly summarizes the contents of the message. Proper salutation is appreciated. Online, in-person and phone conferences can be arranged. Response time will take place up to 48 hours on business days, [responses may be delayed on weekends or holidays].

School & Department Information

School of Nursing & Health Professions

If you have questions regarding the Undergraduate nursing programs, reach out to your instructor or the School of Nursing and Health Professions.

Office Location: Student Services Support Building Rm 101 nursing@chaminade.edu

Phone: (808) 739-8340

Course Description & Materials

Catalog Course Description

Management and leadership skills are essential for all professional nurses. These skills are “community based” in that it is the community in which we serve that defines the needed abilities of managers and leaders in healthcare systems. The focus of this course is an introduction to varied theoretical frameworks that support principles of leadership and management in nursing and in all types of organizational settings. Emphasis is placed on developing, enhancing, and demonstrating leadership skills. Students are exposed to practical situations in the management of patient care in various healthcare settings.

This course provides an opportunity for the senior nursing student to investigate the role of nurse managers and leaders and to prepare for the practice of nursing management within various healthcare settings. Organizational structure, methods of nursing care delivery, comparison of management and nursing processes, decision-making, change, communication skills, collaboration, team building, ethical considerations, interpersonal skills of effective nursing leadership and management, and organizational issues related to the quality of client, family, and personnel outcomes are integrated in the course.

PREREQUISITES: All 300-level Nursing courses completed.

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 15 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 Credit Hour Policy breaks down for this course:

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 28 hours in class, 10 hours preparing for in-class debate, 10 hours preparing for Quality Improvement project, 6 hours of a community service event, 24 hours learning and completing the Sigma Nurse Manager Certificate program, 16 hours studying for exams. There will be an additional hours of work required beyond what is listed here (course readings, homework assignments, etc.), averaging 5.1 hours each week.

Required Materials

Assessment Technologies Institute (ATI) is an online educational learning system used throughout the nursing courses at CUH SON. Website: <https://www.atitesting.com>. Complete system requirements are available on the log on page. For all inquiries during office hours use: 1-800-667-7531. After hours technical support, send an email to helpdesk@atitesting.com.

Recommended Items

All other nursing program resources.

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. 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.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the BSN program, the graduate will be able to:
PLO#1: Integrate nursing science with the best evidence and knowledge from other disciplines to guide nursing practice and clinical decision-making and enhance effective, ethical, and equitable healthcare delivery. (Domains 1,4, 9)
PLO#2: Manage population health issues by engaging in effective partnerships to demonstrate advocacy strategies, equitable health policy, and disaster preparedness while considering the socioeconomic impact of healthcare delivery. (Domain 3,6,7)
PLO#3: Contribute to the safety and quality improvement of person-centered care considering the cultural context of the individual, family, and community. (Domains 2,3,5)
PLO#4: Ethically utilize information systems, patient care technologies, inter-professional communication, collaboration, and leadership skills to optimize client safety and improve outcomes. (Domains 5,6,8,9)
PLO#5: Contribute to healthcare system quality by utilizing performance metrics to reduce cost, improve outcomes, and evaluate the effectiveness of care. (Domain 5,7)
PLO #6: Demonstrate nursing practice based on ethical and legal principles, professional nursing standards, and leadership concepts while developing a professional identity. (Domains 9,10)

Course Learning Outcomes (CLOs) and Alignment to Program Learning Outcomes (PLOs) and [AACN Essentials: Core Competencies for Professional Nursing Education](#)

Upon completion of NUR 403 the student will be able to:

CLO	PLO(s)	AACN Essentials Domain(s)	AACN Essentials Competencies	AACN Essentials Sub Competencies	Assessment Measures
1. Analyze nursing care delivery models and organizational structures across diverse healthcare settings to evaluate their impact on care quality, patient outcomes, and workforce effectiveness.	2 3 7	5 7	5.3 7.1 7.3	5.3 abd 7.1 a 7.3 a	● Civility Module ● Debate ● Exams ● Quality Improvement Project ● Safety Module ● Sigma Nurse Manager Certificate

2. Apply principles of delegation, prioritization, and interprofessional collaboration to coordinate safe, effective, and equitable care for diverse patient populations across the healthcare continuum.	2 4	2 5 6 7 9	2.2 2.5 2.9 5.1 5.2 5.3 6.1 6.2 7.1 7.2 9.2	2.2 abf 2.5 a 2.9 ab 5.1 abefg 5.2 abcdef 5.3 abd 6.1 a 6.2 ac 7.1 acd 7.2 bcd 9.2 abcdefg	● Debate ● Exams ● Implicit Bias Assessment ● Informatics Assign ● Quality Improvement Project ● Sigma Nurse Manager Certificate
3. Integrate evidence-based leadership and management frameworks with clinical judgment to design, implement, and evaluate strategies that improve care delivery, team performance, and patient outcomes.	1 6	2 3 4 10	2.5 3.1 3.4 4.1 4.2 10.2 10.3	2.5d 3.1 e 3.4 ab 4.1 adeg 4.2 ace 10.2 a 10.3 a	● Civility Module ● Debate ● Exams ● Portfolio ● Quality Improvement Project ● Sigma Nurse Manager Certificate
4. Apply information and communication technologies to support clinical decision-making, resource management, and quality monitoring in diverse healthcare settings.	2 4 5	7 8	7.1 7.2 7.3 8.1 8.2 8.4 8.5	7.1 acd 7.2 adef 7.3 a 8.1 abde 8.2 ab 8.4 cd 8.5 bd	● Exams ● Informatics Assign ● Quality Improvement Project ● Sigma Nurse Manager Certificate
5. Lead quality improvement initiatives using data-driven methods to identify system-level problems, implement evidence-based solutions, and evaluate outcomes across the healthcare continuum.	2 3 4 5	3 5 6 7	3.1 3.2 3.4 3.5 3.6 5.1 5.2 5.3 6.3 6.4 7.3	3.1 df 3.2 ab 3.4 abcd 3.5 abcde 3.6 acde 5.1 abefg 5.2 abcdef 5.3 abd 6.3 abc 6.4 abc 7.3 abcd	● Debate ● Disaster Module ● Exams ● Quality Improvement Project ● Safety Module ● Sigma Nurse Manager Certificate
6. Demonstrate ethical, accountable, and culturally responsive leadership practices that promote a professional practice environment, support workforce well-being, and advance health equity for diverse populations and communities.	2 3 4 6	2 3 6 7 9 10	2.1 2.2 3.1 3.2 3.3 6.3 6.4 7.3 9.1 9.2 9.3 9.4 9.5 10.1 10.2	2.1 e 2.2 d 3.1 bg 3.2 a 3.3 ab 6.3 abc 6.4 abc 7.3 d 9.1 a 9.2 abcdefg 9.3 acefh 9.4 abcdg 9.5 abce 10.1 ab 10.2 abcdef 10.3d	● Civility Module ● Community Service ● Debate ● Exams ● Implicit Bias Assess ● Portfolio ● Quality Improvement Project ● Safety Module ● Sigma Nurse Manager Certificate

Integrated AACN Concepts:

Clinical Judgment 1 2 3 5 6

Communication 2 3 4 5 6

Compassionate Care 2 6

Diversity/Equity/Inclusion 1 2 3 6

Ethics 1 2 6

Evidence-Based Practice 1 2 3 4 5 6

Health Policy 1 3 5 6

AACN Essentials Undergraduate Reference Key**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.

This course specifically addresses Marianist values #2, 4, and 5. During the course, students are guided by quality educational principles to apply critical thinking and translational research principles to create a quality improvement project aimed at service to the community. Inherent to this process is an examination of healthcare systems and problems and development of strategies for adaptation and change.

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

Alignment of Course Learning Outcomes (CLOs) to Marianist and Native Hawaiian Values

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
Marianist Values	x	x	x		x	x
Native Hawaiian Values	x	x	x	x	x	x

Course Activities

Assignment/assessment instructions and rubrics can be found in the appropriate modules on Canvas. Students are required to review the expectations of each assignment/assessment prior to completion.

- Civility Module
- Community Service
- Debate
- Emotional Intelligence Assessment
- Exams
- Health Informatics Assignment
- Implicit Bias Assessment
- Portfolio
- Quality Improvement Project
- Safety Module
- Sigma Nurse Manager Certificate

Assignment Policy

All assignments (including pass/fail) in didactic and clinical must be successfully completed and graded as “pass” to pass the course.

Students are responsible for making sure that uploaded assignments are in their final version. Any resubmissions may be subject to late penalty.

Assignments are to be completed on an individual basis, unless otherwise specified.

Course Grading

Undergraduate (BSN) students must achieve a final grade of C or higher to pass this course.

Students in the undergraduate (BSN) program must also have a weighted testing average score from all exams and quizzes of 75% or above to successfully pass the course.

Assessment Measures	Percent % of Total Grade	Grading Scale*
Civility Module	2.5	A = 90% and above B = 80-89% C = 70-79% D = 60-69% F = 59% and below
Community Service	2.5	
Debate	10	
Emotional Intelligence Assessment	2.5	
Exams (20% each)	40	
Health Informatics Assignment		

Implicit Bias Assessment	2.5	
Portfolio	5	
Quality Improvement Project	10	
Safety Module	5	
Sigma Nurse Manager Certificate	20	
	100%	

*The School 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.

The School of Nursing may choose to utilize an online exam proctoring technology at any time during this course. This technology enables students to take proctored exams at a location that is off campus. This technology provides a secure test environment that promotes academic integrity and provides data security. The process identifies a student and records video, audio, and screen capture during the student's exam. This information is communicated to secure servers and reviewed. The video, audio, and screen capture are used solely for the purpose of ensuring academic integrity during the testing process.

Testing Policy

See additional testing policies in the SNHP BSN Student Handbook

ATI Grading Policy

The school of nursing has a program wide policy related to ATI grading. See the SNHP BSN Student Handbook.

- A. Required Preparation:
1. Prior to taking a proctored ATI examination, students are required to complete both non-proctored 2023 versions of the exam.
 2. Utilize the non-proctored exams to study. When you take the non-proctored exams the first time, study the areas that you missed by utilizing the focused review tool provided by ATI.
 3. On the Individual Performance Profile complete the ATI Focused Review. Select "all missed topics" to review. Read and view all the material provided by ATI to study.
 4. Once you have read and viewed all the material provided by ATI, complete the active Learning Templates for the 3 lowest topics (at a minimum) for exams identified by the instructor. Upload to Canvas by the due date. Your instructor will provide additional guidance on Canvas if further templates are required for the specific course.
 5. Once you have turned in the active learning templates, your instructor will turn on the rationales for the right and wrong answers for the non-proctored ATI examinations.
 6. If required, take the exams again and this time read the rationales provided by ATI for the right and wrong answers (even if you obtained the correct answer); this will help you study the material.
 7. Once you have completed the study requirements delineated above, you may take the proctored RN Leadership ATI examination which is tentatively scheduled as indicated on schedule below.

Prior to taking any proctored ATI examination students are required to complete both non-proctored practice exams and remediation activities. Students are not permitted to take the proctored exam unless completed practice. See full policy in student handbook.

- Grading & Required Remediation:

1. The following scoring criteria applies to the first attempt on the proctored ATI exam for the portion of the grade assigned to the ATI exam.
 - a. Level 3: 100%
 - b. Level 2: 90%
 - c. Level 1: 50%
 - d. Below Level 1: 0%
2. The benchmark of all ATI content mastery exams is a level 2. If the student obtains below level 2; the student has not been able to demonstrate mastery of the content and is not meeting course expectations.
3. Therefore, if the student obtains a level 1 or below a level 1 on the ATI content mastery examination, the student must complete a focused review, submit active learning templates, and retake the mastery examination.
4. The following scoring criteria applies to the second attempt (retake) on the proctored ATI exam for the portion of the grade assigned to the ATI exam. The students' scores would change to the following based on their retake scores.
 - a. Level 3: 75%
 - b. Level 2: 75%
 - c. Level 1: 50%
 - d. Below Level 1: 0%
5. If the student obtains a level 1 on the retake examination, the ATI grade will not change based on the retake examination.
6. If the student is unable to achieve at least a level 1 on the retake exam, the student will fail the course.
7. The final ATI score will be included as part of the weighted 75% exam average.
 - a. NUR 204 & NUR 303 ONLY: The course specific proctored ATI examination will be worth 5% of the final assessment grade in this course (if the student meets the 75% weighted exam average).
 - b. All other NUR Courses administering Mastery Exams: The course specific proctored ATI examination will be worth 10% of the final assessment grade in this course (if the student meets the 75% weighted exam average).

Course Policies

Attendance

Regular attendance and participation/engagement is expected for student success. Therefore, students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class activities, and complete all class assignments.

Students should notify their instructors when illness or other extenuating circumstances prevent them from participating in class and make arrangements to complete missed work.

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.

See additional attendance guidelines in the SNHP BSN Student Handbook

Late Work

All assignments are expected to be submitted **on time** as designated on the syllabus/course schedule.

Students must inform the instructor via email of any late assignments. Late written assignments in the didactic component of a course will receive an automatic **10%** deduction per day **past the due date and time**. Late assignments (e.g. weekly clinical reflection, etc.) in the clinical portion of a course will result in an unsatisfactory rating. Any unsatisfactory rating after midpoint may result in the failure of the course.

In the rare occurrence that submission in Canvas is not accessible, please contact the Help Desk Support and report any technical issues. The student is responsible for getting a reference number from Help Desk Support as evidence of any technical issues as requested by the faculty. If Canvas cannot be accessed to submit assignments on time, the student should email the instructor prior to the assignment deadline and attach the word document assignment. This procedure must only be used if the Help Desk informs the student that Canvas is not accessible. The student is also responsible for posting the completed assignment in Canvas when the site is accessible for grading purposes.

If requesting an extension on an assignment, the request must be formally submitted to the instructor prior to the due date unless there are extenuating circumstances. Extensions may be subject to the deduction of points as stipulated above in the late assignments section.

Extra Credit

Extra credit is not permitted in the Nursing Program.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

Refer to the Chaminade University Student Handbook

Recording

Students may not record or distribute any class activity without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use.

Writing Policy

Papers are to be written in a scholarly manner and formatted in APA 7th edition style.

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.

Confidentiality, Unacceptable Practice (unsafe, unethical, or illegal)

See additional guidelines in the SNHP BSN Student Handbook

Clinical Requirements, Attendance, and Participation

See additional clinical guidelines in the SNHP Student Handbook

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.

Quick Reference-Absence Thresholds:

Excused Absence. See guidelines in the SNHP BSN Student Handbook

Unexcused Absence. See guidelines in the SNHP BSN Student Handbook

Warning Threshold. See guidelines in the SNHP BSN Student Handbook

Grade Penalty. See guidelines in the SNHP BSN Student Handbook

Course Failure. See guidelines in the SNHP BSN Student Handbook

Late Arrival / Early Departure. See guidelines in the SNHP BSN Student Handbook

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Students are expected to:

- Come prepared — complete readings and activities before each session.
- Participate actively in discussions and group work, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives.
- Use personal devices for course purposes only unless otherwise directed.
- Submit work by established deadlines to support course pacing.

SNHP Academic Conduct Policy

Nursing students are responsible for promoting academic honesty in all educational settings. **Any behavior that impedes assessment of course outcomes is considered academic dishonesty by the CUH SNHP.** Nursing students represent Chaminade University and the School of Nursing and Health Professions and as such are expected to demonstrate professional, ethical behavior in the classroom, in laboratory settings, in the clinical setting, and in the community. The Chaminade student nurse shall be committed to the Marianist values and the core values of the School of Nursing. **Violations of the principle of academic honesty are extremely serious and will not be tolerated.** Students are responsible for promoting academic honesty by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty by others to an instructor or to a university official. Academic dishonesty may include but not limited to: cheating, accessing or distributing test banks or test questions, plagiarism, unauthorized collaboration, deliberate interference with the integrity of the work of others, falsification of data, and submitting work for evaluation as one's own that was produced in whole or substantial part through the use of artificial intelligence tools or other tools that generate artificial content without permission from the instructor. Infractions may result in a reduced grade, repeating the assignment/ exam, course failure or dismissal from the program. Please refer to “*Professional Behavior*” in the **SNHP BSN Student Handbook** for an in-depth explanation.

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, plagiarism, and unauthorized and/or undisclosed AI usage, in addition to more obvious dishonesty. See catalog section Student Use of Artificial Intelligence in Academic Work for further information.

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

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student's own analysis, reasoning or written expression – without explicit instructor approval is considered

academic misconduct and will be dealt with according to the University's Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion in class work, or completion of an alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section Student Use of Artificial Intelligence in Academic Work for further information.

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

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.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/ . File a report via the Campus Incident Report Form.

Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus

and community resources. Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome. Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>.

Learn more at <https://chaminade.edu/career-services>.

Assessment for Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations Accessibility Services Sign up
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	https://chaminade.edu/tutoring-academic-coaching-services

Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

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
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Readings & Due Dates

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

NOTE: Assigned readings, pre-assigned modules, and Study Plan content are to be completed prior to class.

Refer to course Canvas shell modules for complete lesson plan.

Wk of	Theme	Readings/ Assignments
8/17	Review of syllabus Canvas and ATI review Leading and Managing Client Care ● Basic Leadership and Management Principles ● Establishing Priorities/Time mgmt ● Assigning, Delegating, and Supervising	ATI Leadership: Chapter 1
8/24	Leading and Managing Client Care ● Staff Development ● Performance Appraisal, peer review, disciplinary action ● Quality Improvement	Suggested: Study for Nutrition, Start Sigma Nurse Manager Certificate.
8/31	Management of Care and Coordinating Client Care ● Conflict mgmt ● Communication ● Change ● Resource mgmt	ATI Leadership: Chapters 1
9/7	HOLIDAY: Labor Day	

9/14	Coordinating Client Care • Client's Rights • Advocacy • Informed Consent/AD • IT/ Security/Confidentiality	ATI: Chapter 2
9/21	Professional Practice • Legal and Ethical Principles • Disruptive Behavior	ATI Leadership: Chapters 1, 2, and 3
9/28	EXAM 1 (chapters 1, 2, 3) After exam: Work on Debates and Quality Improvement Projects	
10/5	Work on Assignments (portfolio, debates, QI)	
10/12	HOLIDAY: Indigenous People's Day (Wellness Week)	
10/19	Evidence-based Care Environment • Equity and Inclusivity • SDOH	ATI Leadership: Chapters 4 and 5
10/26	Maintaining a Safe Environment • Safe use of Equipment • Accident & Injury Prevention • Handling Infectious & Hazardous Materials • Home Safety • Ergonomic Principles • Facility Protocols • Incident Reporting • Disaster planning	ATI Chapter 5
11/2	Continuation of Safety Lecture Work on debates and QI presentations	DUE: Portfolios
11/9	Exam 2 (ATI Chapters 4 and 5)	
11/16	Debates and Quality Improvement Presentations	DUE: ATI Leadership Practice Assessment A and B (2023) Reflection & Remediation (all templates on 1 st take results) DUE: Sigma Nurse Manager Certificate
11/23		DUE: Community Service Reflection
11/30	ATI Leadership Proctored Exam	
12/7	Makeup as needed	