



School of Nursing and Health Professions
Nursing: Undergraduate
NUR 302 Complex Disease II

Location: See registration and Canvas

Meeting Schedule: Tuesday or Thursday; section times are 8:30–11:00 a.m., 11:30 a.m.–2:00 p.m., or 2:30–5:00 p.m. See registration and Canvas for the assigned day and time.

Credits: 6

Section: See registration

Term: Fall 2026

Clinical Days: Variable schedule. Clinical days and times may vary by facility and activity; see the clinical assignment grid.



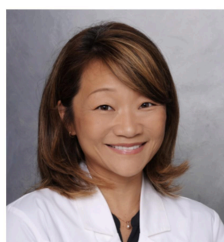
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Office Location: Henry Hall 118J

Office Hours: Tuesdays: 9 am to 12pm and Wednesdays: 9 am to 12 pm

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 within 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

NUR-302 Medical-Surgical Nursing I (6); 3 Credits Didactic, 3 Credits Clinical

This course focuses on the application of the nursing process in the care of adult medical/surgical patients. A holistic approach will be emphasized in studying specific body systems (Respiratory, Cardiovascular, Hematology, Renal/Urinary, Oncology, Sensory), as well as concepts of genetics, fluid and electrolyte balance, and perioperative nursing care. Each topic will include study of diseases and pathological processes associated with them, including their etiology, diagnosis, signs and symptoms, treatment and nursing considerations. Students will apply this nursing knowledge to practice effectively in clinical settings.

Prerequisite: CH-254/L, PSY-200 & all 100 and 200-level nursing courses.

Corequisite: NUR-315

Course Snapshot

Modality: Face-to-Face

Time Commitment

This six-credit course requires a minimum of 270 clock hours of student engagement, per the official CUH Credit Hour Policy. Students will complete 135 hours in the clinical component of the course. These hours consist of ten 12-hour clinical shifts (120 hours), one five-hour clinical shift, and one 10-hour Clinical Day on Campus, for a total of 135 clinical hours. The Clinical Day on Campus occurs during a week in which students also complete a 12-hour clinical shift, resulting in 22 hours of clinical engagement during that week.

In the didactic component, students are anticipated to spend 37.5 hours in class and approximately 22.5 hours completing designated assignments and assessments. These include ATI practice assessments, ATI Mastery remediation templates, ATI assignments, ATI Medical-Surgical targeted assessments, required CoursePoint pre-course tutorials and case studies, clinical reflection and clinical worksheet work, and designated competency-based assignments, including the renal whole-person activity and individual hematology/transfusion unfolding case. A minimum of 75 additional hours will be required for course readings, recorded PowerPoint presentations, routine course preparation, and studying for quizzes and examinations, averaging approximately 5 hours per week. Actual time may vary according to the topic and individual student learning needs.

Required Materials

1. Assessment Technologies Institute, LLC. (ATI). (2019). The most current edition of the following:
Fundamentals for nursing review
RN adult medical surgical nursing
RN pharmacology for nursing review
Nutrition for nursing review
Assessment Technologies Institute - For all inquiries during office hours use: (800) 667-7531. After hours technical support, send an email to helpdesk@atitesting.com.
2. ELNEC MODULES -> purchased in N204. If you need to purchase, please do so using the link below. This semester, your cohort will continue using the ELNEC Undergraduate online palliative care curriculum in your NUR 302 Course. ELNEC is an acronym for the End-of-Life Nursing Education Consortium. For more information, please visit: <https://www.aacnnursing.org/ELNEC/About>.
3. CoursePoint+ Hinkle, J.L., Cheever, K.H., & Overbaugh, K. (2026). Brunner & Suddarth's Textbook of Medical-Surgical Nursing. (16th ed.). Philadelphia, PA: Wolters Kluwer. ISBN 13: 9781975274429

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

This course is delivered through Canvas. 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.

Hardware requirements: Canvas is accessible from most PCs and Macintosh computers with a reliable Internet connection. Canvas is accessible on all computers available for use on campus.

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 302, the student will be able to:

CLO	PLO(s)	AACN Essentials Domain(s)	AACN Essentials Competencies	AACN Essentials Sub Competencies	Assessment Measures
1. Apply comprehensive and holistic care to manage and prioritize the nursing needs of adult medical/surgical patients across diverse populations.	3	2, 9	2.1; 9.6	2.1a–c; 9.6a–c	Beyond the Labs—Dialysis and the Whole Person Prompt-specific Clinical Reflections for Weeks 2–7 Clinical Worksheets Clinical Day on Campus
2. Utilize the nursing process to demonstrate clinical judgment in the care of patients with conditions related to specific body systems.	1, 4	1, 2, 8	1.3; 2.3; 2.4; 2.5; 2.6; 2.7; 2.9; 8.2	1.3a–c; 2.3c,e; 2.4a,c; 2.5c–e; 2.6a–b; 2.7b; 2.9e; 8.2a,c	Sickle Cell Disease, Transfusion Safety, and Genetics Unfolding Case Clinical Worksheets and selected prompt-specific Clinical Reflections Program clinical evaluation and direct observation. ATI Adult Medical-Surgical assessments provide reinforcing knowledge evidence. Clinical Day on Campus

CLO	PLO(s)	AACN Essentials Domain(s)	AACN Essentials Competencies	AACN Essentials Sub Competencies	Assessment Measures
3. Enhance safe and ethical clinical decision-making by analyzing data and patient information to prioritize care for patients with complex medical-surgical needs.	1	4	4.2	4.2c	Sickle Cell Disease, Transfusion Safety, and Genetics Unfolding Case Clinical Worksheets and the Weeks 8–9 Clinical Reflection Quizzes, the cumulative final, and ATI assessments reinforce knowledge application Clinical Day on Campus
4. Collaborate effectively with an interprofessional healthcare team to ensure comprehensive care and optimal outcomes for patients with multifaceted health issues.	4	6	6.3; 6.4	6.3a,c; 6.4b	Weeks 8–9 Clinical Reflection Program clinical evaluation, and direct observation in clinical practice Clinical Day on Campus provides formative SBAR, teamwork, delegation, and role-practice evidence Clinical Day on Campus
5. Educate patients and families about disease processes, management, and prevention while advocating for rights and access to necessary resources.	2, 3	2	2.8	2.8a–d	Beyond the Labs—Dialysis and the Whole Person Sickle Cell Disease, Transfusion Safety, and Genetics Unfolding Case Clinical Worksheets provide patient-teaching evidence. Clinical Day on Campus
6. Apply principles of quality and safety that enhance patient outcomes by utilizing resources to provide safe and equitable care.	5	5, 7	5.1; 7.3	5.1e,f; 7.3c	Sickle Cell Disease, Transfusion Safety, and Genetics Unfolding Case Clinical Evaluation Clinical Day on Campus provides formative practice in safety advocacy, escalation, and systems thinking
7. Exhibit professionalism in clinical practice, upholding ethical standards and continuous personal and professional development.	6	9, 10	9.5; 10.2	9.5b–e; 10.2a–d	Beyond the Labs—Dialysis and the Whole Person Sickle Cell Disease, Transfusion Safety, and Genetics Unfolding Case Prompt-specific Clinical Reflections, Clinical Worksheets, and the program clinical evaluation Clinical Day on Campus
Integrated AACN Concepts: Clinical Judgment – CLO 1, 2, 3, 7 Communication – CLO 3, 4, 5					

CLO	PLO(s)	AACN Essentials Domain(s)	AACN Essentials Competencies	AACN Essentials Sub Competencies	Assessment Measures
Compassionate Care – CLO 1, 2, 7 Diversity/Equity/Inclusion – CLO 1, 5 Ethics – CLO 3, 5, 7 Evidence-Based Practice – CLO 3 Health Policy – CLO 6 Social Determinants of Health – CLO 1, 2, 5					

[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.

In NUR 302, we strive to provide you with a quality nursing education through the lens of the Marianist value of service, justice, and peace. The following attitudes, skills and knowledge related to social justice are expected in this course:

- Demonstrate the professional standards of moral, ethical, and legal conduct.
- Assume accountability for personal and professional behaviors.
- Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.
- Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.
- Reflect on one's own beliefs and values as they relate to professional practice.
- Identify personal, professional, and environmental risks that impact personal and professional choices and behaviors.
- Communicate to the healthcare team one's personal bias on difficult healthcare decisions that impact one's ability to provide care.
- Recognize the impact of attitudes, values, and expectations on the care of the very young, frail older adults, and other vulnerable populations.
- Protect patient privacy and confidentiality of patient records and other privileged communications.
- Access interprofessional and intraprofessional resources to resolve ethical and other practice dilemmas.
- Act to prevent unsafe, illegal, or unethical care practices.
- Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development.

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

Insert numbers in the CLO boxes that correlate to Marianist and Native Hawaiian Values

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7
Marianist Values	2,4,5	2,5	2,4	3,4	2,3,4	2,4,5	1,2,4,5
Native Hawaiian Values	2,4,5	2,5	2,4	3,4	2,3,4	2,4,5	1,2,4,5

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.

Unless an activity is expressly identified as collaborative, submitted work must represent the individual student's own performance. Clinical work must be fully deidentified and protect patient, family, staff, and agency confidentiality.

Competency-Based Assessment Methodology

Competency-based assessments use Canvas rubrics aligned with the NUR 302 CLOs, BSN PLOs, and selected AACN Essentials domains, competencies, and subcompetencies. Each rubric defines the course-appropriate standard for the evidence being assessed. Because NUR 302 is students' first acute-care medical-surgical course, Developing or Proficient may meet the competency expectation on designated clinical and reflective work; safety-critical criteria may require Proficient. A passing numeric total does not replace a required criterion-level standard.

- When performance is below the standard stated in the rubric, faculty provide criterion-specific feedback and a deadline for correction or reassessment. Students normally revise only the affected evidence. Clearly unsafe performance on a designated critical criterion may require focused review and, when specified in the assignment, additional demonstration before competency is recorded. Formative simulation feedback is handled through coaching and debriefing as described under Clinical Day on Campus.

Assessment Measures

Beyond the Labs—Dialysis and the Whole Person

Format and timing: Individual two-part assignment completed during the renal unit. Part 1 is a 200–300-word written clinical-reasoning response. Part 2 is a patient-facing video of approximately four minutes that may not exceed five minutes. The patient statement, complete instructions, submission directions, due date, and rubric are provided in Canvas.

Student evidence: The student analyzes two concerns identified in the patient statement and explains how each could affect dialysis participation and health outcomes. The student develops an open-ended assessment question, examines a potential nursing assumption or bias, and identifies an action to reduce its influence. In the video, the student responds with empathy and respect, compares in-center hemodialysis and peritoneal dialysis in understandable language, and identifies a relevant healthcare team member or resource.

Evaluation and competency standard: The 40-point Canvas rubric evaluates four areas: patient concerns and clinical reasoning; bias awareness and equitable care; patient-centered dialysis education and communication; and resource support. Competency is met when all four criteria are rated Developing or Proficient. The numeric score is worth 2.5% of the final course grade. Professional communication and the five-minute recording limit remain assignment requirements.

Feedback and reassessment: A Novice or No Evidence rating requires correction of only the affected written section or recorded evidence. The correction is due within seven calendar days of feedback or as directed by the course instructor.

Competency assessment narrative: The written portion requires students to connect the patient's work and food concerns with dialysis participation and health outcomes, providing evidence of person-centered clinical reasoning. The patient-facing video evaluates empathetic communication, an understandable comparison of dialysis options, respect for

self-determination, and use of an appropriate healthcare resource. Bias analysis and a concrete mitigation strategy provide evidence of equitable practice and professional growth.

Sickle Cell Disease, Transfusion Safety, and Genetics Unfolding Case

Format and timing: Individual homework released after the hematology and blood-transfusion content and available for approximately two weeks. Expected active work time is 90–120 minutes. The assignment is completed independently through Canvas or the faculty-provided student document.

Student evidence: The fictional case progresses from symptomatic anemia through blood-transfusion preparation, a suspected acute transfusion reaction, outcome evaluation, genetics application, and analysis of a verification near miss. Nine numbered questions with structured subparts address cue recognition and prioritization, pretransfusion safety, reaction response, evaluation and escalation, SBAR communication, objective EHR documentation, genetics and genomic reasoning, ethical person-centered communication and self-determination, and systems-based safety improvement. One assigned course source supports the student's safety reasoning.

Evaluation and competency standard: The 100-point Canvas rubric evaluates six areas: clinical cue recognition, analysis, and prioritization; transfusion safety, including preparation, verification, and response; outcome evaluation, escalation, communication, and documentation; genetics and genomic reasoning; ethical person-centered communication and self-determination; and systems-based safety improvement. Criterion 2 is the critical transfusion-safety criterion. Competency is met when Criterion 2 is Proficient and Criteria 1 and 3–6 are Developing or Proficient. The numeric score is worth 5% of the final course grade.

Feedback and reassessment: A rating below Proficient on Criterion 2 requires the student to complete the assigned transfusion-safety correction before competency is recorded. The primary reassessment is the ATI Video Case Studies RN 3.0 Immunity—Blood Transfusion Reaction activity, including the written response and reflection, first and final post-lesson quiz reports, rationales for initially missed items, and a final quiz score of at least 80%. If this evidence does not demonstrate the required safety reasoning, the student completes a simulated blood-administration and transfusion-reaction demonstration in open lab. A Novice or No Evidence rating on another criterion requires revision of only the affected section. Corrections are due within seven calendar days of feedback or by the Canvas deadline, whichever is earlier.

Competency assessment narrative: The unfolding case requires students to recognize and analyze cues, prioritize the patient problem, sequence transfusion-safety actions, and evaluate outcomes using the Clinical Judgment Measurement Model. SBAR and the simulated EHR/DAR documentation assess whether students can select relevant patient data, communicate urgent changes clearly, and objectively document assessment findings, nursing actions, notifications, and patient responses. The genetics and ethical response assesses understandable education, autonomy, and noncoercive communication. Analysis of the verification near miss and a feasible workflow change assesses quality-improvement and systems-based reasoning; Criterion 2 provides the direct evidence of safe transfusion preparation and reaction response.

Clinical Day on Campus—Formative Simulation Learning Experience

Format and timing: A required 10-hour clinical learning day consisting of prebriefing; focused-assessment and clinical-judgment activities; medical-surgical skills practice; communication, teamwork, civility, de-escalation, and medication-safety activities; an unfolding medical-surgical simulation; and structured debriefing. The Clinical Day occurs during a week in which students also complete a regularly scheduled 12-hour clinical shift. The detailed schedule, preparation requirements, equipment, and activity instructions are provided in Canvas.

Student participation: Students participate in individual and team activities that provide opportunities to practice cue recognition, focused assessment, clinical judgment, medical-surgical skills, medication safety, escalation and Rapid Response, interpretation of patient data and simulated MAR or EHR information, SBAR communication, teamwork, patient advocacy, teaching, de-escalation, and caring professional conduct.

Evaluation and feedback: The Clinical Day is a formative learning experience and is not used to assign a numeric course grade or an individual Pass/No Pass competency determination. Facilitators use activity-specific materials and the simulation coordinator's customized evaluation form to guide observation, coaching, structured debriefing, and program-level data collection. Errors and areas for improvement are addressed through feedback and debriefing within the psychologically safe simulation environment. The simulation evaluation form is used for feedback and program-level data collection and is not used as a Canvas grading rubric. The only required post-CDOC submission is the brief Reflective Log described below.

Reflective log: Each student completes a brief Clinical Day on Campus Reflective Log following the experience. Completion is recorded as Complete/Incomplete. The reflection is complete when the student responds meaningfully to all required questions. It is not assigned a numeric grade and is not used to determine simulation competency or clinical Pass/No Pass status. An incomplete or missing reflection must be completed by the deadline established by faculty.

Formative alignment: The Clinical Day provides opportunities for students to integrate knowledge, clinical judgment, person-centered care, communication, teamwork, patient safety, informatics, professionalism, and reflective practice in simulated medical-surgical situations. Facilitator observation, feedback, structured debriefing, and student reflection support continued competency development but do not independently establish summative competency achievement.

Clinical Reflections

Format and evidence: Six brief individual, deidentified written reflections are completed across Clinical Weeks 1–11. Each Canvas prompt identifies the evidence and competency focus for that period. Students use a specific clinical example to analyze preparation and growth; caring, empathy, and social justice; values and bias; an individualized plan of care and team coordination; or professional values, feedback, and continued development.

Evaluation and competency standard: Each reflection is evaluated with its prompt-specific 12-point Canvas rubric. Competency is met when every criterion is rated Developing or Proficient. No confidentiality violation may occur; a privacy concern is addressed under course and program policy.

Feedback and reassessment: A student who does not meet an assigned criterion revises only the affected section or submits an alternate deidentified clinical example, as directed. The correction is due within seven calendar days of feedback or by the Canvas deadline, whichever is earlier. Confidentiality concerns are also addressed under course and program policy.

Competency assessment narrative: Each prompt requires a specific, deidentified clinical example, allowing faculty to evaluate how students interpret experiences and connect didactic knowledge with care. The prompt-specific rubrics assess caring, values and bias, plan-of-care development and modification, team coordination, professional conduct, and integration of feedback at the expected first-semester medical-surgical level. A required future-practice action makes reflective learning and professional growth observable.

Clinical Worksheets

Format and evidence: Students complete the full six-page clinical worksheet for assigned 12-hour clinical days and the abbreviated three-page Week 11 worksheet for the five-hour clinical day. The full worksheet includes patient assessment, medication clinical judgment, laboratory and diagnostic interpretation, a priority problem and individualized plan, professional documentation, and a concept map. The Week 11 version uses the evidence appropriate to the shortened day and does not include the medication-table or laboratory-trend pages.

Evaluation and competency standard: The full worksheet is evaluated with the reusable 18-point Canvas rubric; the Week 11 worksheet uses its separate 12-point rubric. Competency is met when every criterion is rated Developing or Proficient. Rubric results provide feedback and outcome evidence but are excluded from calculation of the final course grade.

Feedback and correction: A Novice or No Evidence rating requires the student to redo only the affected worksheet portion by the faculty-set deadline. This correction is not a formal remediation plan.

Competency assessment narrative: The full worksheet requires students to organize patient-specific assessment, medication, laboratory, diagnostic, planning, and documentation evidence into a coherent clinical picture. The concept map evaluates whether disease processes, findings, risks, interventions, teaching, and evaluation are logically connected. The shortened Week 11 rubric evaluates the same level of reasoning using only the evidence available during the five-hour clinical day.

Required Didactic Learning and Assessment Activities

The didactic component of NUR 302 includes structured preparation and assessment measures that facilitate the development of core competencies through knowledge practice and clinical judgment remediation. For many ATI and CoursePoint assignments, a final score of at least 80% or a completion report serves as the established benchmark. These formative activities provide evidence of engagement with complex course concepts and readiness for safe clinical practice. Unless an analytic rubric or specific performance standard is provided, these scores document preparation and knowledge application rather than direct, performance-based competency.

CoursePoint Pre-Course Tutorials and Case Studies

Required CoursePoint preparation is assigned by the content unit and may include Interactive Tutorials, Practice and Learn, PrepU, Concepts in Action, Watch and Learn, case studies, and other faculty-selected activities. Students complete the assigned activities before or after class as directed and submit the required completion report or final score in Canvas. These activities reinforce priority concepts, patient data interpretation, and clinical judgment before classroom, simulation, clinical, examination, or performance-based activities.

ATI Learning Modules, Video Cases, and Targeted Assessments

Students complete the ATI activities identified in the course schedule, including assigned learning modules, video cases, practice activities, and targeted assessments. Targeted assessments are completed individually and closed book. Canvas states the benchmark, documentation requirement, deadline, and remediation when applicable. ATI activities reinforce adult medical-surgical concepts, safety, prioritization, delegation, therapeutic communication, and clinical judgment.

ELNEC Modules and Discussion

Students complete the assigned End-of-Life Nursing Education Consortium modules and associated discussion or learning activity. The work supports competency development in compassionate care, symptom management, communication, ethical reasoning, advocacy, family-centered care, and reflection related to serious illness and end-of-life care.

Completion requirements are **Pass/No Pass** and are posted in Canvas.

Quizzes and Cumulative Final Examination

Three course quizzes and the cumulative final examination assess students' competence in applying adult medical-surgical knowledge and clinical judgment. Questions may require recall, interpretation of clinical data, nursing-process application, prioritization, safe decision-making, and outcome evaluation. Testing percentages and the required weighted testing average are provided in the grading section.

ATI Proctored Content Mastery Examination and Remediation

Students complete the proctored RN Fundamentals examination as noted in the course schedule/Canvas. The benchmark, course-grade conversion, focused review, active learning templates, retake process, and consequences follow the School of Nursing ATI policy below. Students below the benchmark complete targeted remediation and submit required verification or retake evidence by the Canvas deadline.

Required Clinical Assessments and Documentation

Medication Dosage Calculation Assessment

Each student must demonstrate medication-calculation competency before administering medications in clinical. A score of 100% is required. Students have the number of attempts authorized by the current School of Nursing policy; unsuccessful attempts require directed review and reassessment.

Clinical Worksheet

Clinical worksheets document preparation and nursing-process application to assigned patient care and must be legible, timely, and fully deidentified. The full worksheet and the shortened Week 11 worksheet are evaluated with the respective Canvas rubrics described under Competency-Based Assessment Measures. Rubric scores are used for feedback and outcome tracking and do not affect the final course-grade calculation.

Clinical Performance and Clinical Evaluation Tool

Clinical faculty evaluate student clinical competencies through direct observation, coaching, documentation, required forms, and the program-approved midterm and final evaluation process. Students must complete all 135 clinical hours and demonstrate proficiency as defined by NUR 302 course-level expectations on the final clinical evaluation tool. Faculty use the clinical evaluation process to determine whether the student's performance meets the expected level for safe, professional, and developmentally appropriate medical-surgical nursing practice. The final program clinical evaluation tool and any required improvement plan are provided in Canvas when issued by the nursing program.

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*
Quiz 1 (15%)	45%	A = 90% and above B = 80-89% C = 70-79% D = 60-69% F = 59% and below
Quiz 2 (15%)		
Quiz 3 (15%)		
Cumulative Final Examination	30%	
ATI Proctored RN Fundamentals 2026 Mastery Examination	10%	
Students must have a weighted testing average score (above) of 75% for the items above.		
Sickle Cell Disease, Transfusion Safety, and Genetics Unfolding Case	5%	
Beyond the Labs—Dialysis and the Whole Person	2.5%	
ATI Assignments (homework or pre-course work)	2.5%	
CoursePoint Assignments (homework or pre-course work)	2.5%	
ATI Proctored Report and Remediation Templates	2.5%	
ELNEC Modules 3 and 4	Pass/No Pass	
Total percentage	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.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu)

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

Clinical Course Grading

Clinical Performance	Percentage/equivalent
Medication Dosage Calculation Assessment	Pass/No Pass
Clinical Day on Campus: required formative simulation and debriefing	Required participation; not graded
Clinical Evaluation by Faculty or Preceptor	Satisfactory/Unsatisfactory
Overall Evaluation by the Instructor of Record	Satisfactory/Unsatisfactory

*Completion of all 135 clinical hours and all required clinical forms is mandatory. Clinical Day on Campus is a required formative simulation learning experience. The customized simulation evaluation form supports feedback and program data collection and does not produce a course grade or Pass/No Pass decision. Students must participate in the scheduled activities and debriefing; clinical attendance and professional-conduct requirements remain applicable.

Missing clinical hours or required clinical work may result in an Incomplete or an Unsatisfactory clinical course outcome under current program policy.

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 the proctored RN Fundamentals 2023 ATI examination you will be required to submit remediation templates for the proctored RN Fundamentals 2023 ATI completed in N204 by the following date: see course schedule.
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 the required preparation is complete, the student may take the proctored RN Fundamentals 2026 ATI examination, tentatively scheduled for Week 14.

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 they have completed practice. See full policy in student handbook.

B. Grading & Required Remediation:

1. The following scoring criteria apply 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 & In-Class Participation

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 continued 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

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:

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

Late Work

All assignments are expected to be submitted on time as designated in the syllabus, course schedule, or Canvas. Students must inform the instructor by email of any late assignment. Late written assignments in the didactic component receive an automatic **10% deduction per calendar day** after the due date and time. Late assignments in the clinical component (for example, weekly clinical reflections) result in an unsatisfactory rating. Any unsatisfactory rating after midpoint may result in course failure.

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.

Clinical Policies

This course includes both a didactic and corresponding clinical section. **Students must meet the requirements of both the didactic and corresponding clinical section in order to pass this course.** Failure in either the didactic or corresponding clinical section will result in failure for the entire course. Repeating the course means repeating both didactic and clinical sections. The clinical practicum evaluation is a passing score as noted on the clinical evaluation tool. You must pass the didactic portion of this course with a grade of "C" or better as well as receive a satisfactory evaluation in clinical practicum to pass the course.

Students are responsible for MEETING ANY REQUIREMENTS OF THEIR ASSIGNED clinical health/facility and preparation as determined by the Clinical Coordination team by the respective due dates. Students are expected to keep email/telephone contact information updated in the School of Nursing Office as this is the main form of contact that the Clinical Coordination Team will use to contact students. Failure to keep this information updated may result in the student not receiving pertinent clinical information.

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 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.

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.

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.

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

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](#).

Student with Disabilities Statement

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

NUR 302: Complex Disease II – Course Calendar – Fall 2026

Course calendar notes

- Course content may vary from this outline at the discretion of the instructor to meet the needs of each class.
- Assigned readings, pre-assigned modules, and Study Plan content are completed before the student's scheduled class. Post-lecture homework is released in Canvas after that section's lecture. Due dates are listed in Canvas unless otherwise noted.
- ATI chapter numbers reflect the 2023 version; numbers in parentheses reflect the 2019 version when provided in the inherited outline.
- Clinical Day on Campus (CDOC), when assigned: review preparation materials and schedule, participate in assigned activities and debriefing, and upload the completed CDOC Reflective Log to Canvas within 48 hours.

Concepts / Week	Lecture Topics	Preparation & Assignments
Pre-Semester Sunday 8/16 OR Tuesday 8/18 Math DCA Tutorial <i>Required: attend one Zoom session</i>	Math DCA Tutorial Zoom – required to attend one session <i>Preparation focus</i> › Review tutorial PowerPoint slides 2–31 before the session › Complete the practice problems › Special concentration: heparin flow rates and weight-based calculations on slides 26–31	READING: Math dosage tutorial at home BEFORE the virtual session RESOURCE: - Tutorial LINK & Answer Key - Additional Practice Problems Please pick one: Zoom: Sunday 8/16 @ 09:00 AM – https://zoom.us/j/97415985199 Zoom: Monday 8/17 @ 2:00 PM – https://zoom.us/j/92298893383 Zoom: Tuesday 8/18: 3:30 PM - https://zoom.us/j/96182291626
Week 1 Week of 8/17/2026 Course Orientation	DCA Test #1 (in class) › Syllabus › Course Outline › Assignments › Course Expectations › ELNEC › CDOC › Resources: Lippincott / ATI	Assignment due dates – per Canvas TO DO: › Upload signed syllabus to Canvas › Upload Clinical Course Knowledge Form › Complete ELNEC › Sign up for CDOC › Practice How to look up a patient and give report
Week 2 Week of 8/24/2026 Renal / Urinary Fluid & Electrolytes / Acid-Base	Kidney & Urinary › Assessment of kidney & urinary function › Management of patients with kidney disorders › Dialysis and kidney transplant › Polycystic kidney disease, AKI, CKD › Glomerulonephritis Fluid, Electrolytes & Acid-Base › Fluid & electrolyte review › Metabolic acidosis / alkalosis › Electrolyte emphasis: hyperkalemia, hyperphosphatemia, hypocalcemia	RECORDED: View recorded lecture READING: Hinkle Ch 48: Assessment of Kidney ATI: Med/Surg 2023: Ch 58 Renal Diagnostic Procedure; Ch 59 Hemodialysis & Peritoneal Dialysis; Ch 60 Kidney Transplant; Ch 61 Polycystic Kidney, AKI, CKD; Ch 62 Glomerulonephritis READING: Hinkle Ch 49: Management of Patients with Kidney D/O PHARM: ATI Pharmacology 2023: Ch 18 Medications Affecting Urinary Output NUTRITION: ATI Nutrition 2023: Ch 15 Renal Disorders READING: Hinkle Ch 10 Fluid & Electrolytes review. Focused pages: Hypovolemia 233–236; Hypervolemia 237–238; Sodium 239–241; Potassium 243–245; Calcium 247–250; Magnesium 251–253; Phosphorus 254–256; Acid-Base 258–263 ATI: Med/Surg 2023: Ch 44 Fluid Imbalances; Ch 45 Electrolyte Imbalances; Ch 46 Acid-Base Imbalances To Do - CoursePoint Practice & Learn – AKI - CoursePoint Interactive Tutorial – Kidney Failure - ATI TARGETED: ATI RN Targeted Med/Surg: Renal & Urinary; - ATI TARGETED: Fluid/Electrolyte & Acid-Base - Practice: metabolic ABG problems - Study for Quiz #1 - COMPETENCY: Beyond the Labs—Dialysis and the Whole Person: individual recorded response + 40-point Canvas rubric requirements Those with <100%: DCA retest – study if applicable; date/time TBD

Concepts / Week	Lecture Topics	Preparation & Assignments
Week 3 Week of 8/31/2026 Perioperative Nursing	Care of Surgical Patients › Preoperative nursing › Intraoperative nursing › Postoperative nursing › Surgical asepsis / sterile technique › Potential intraoperative complications › Malignant hyperthermia › Postanesthesia care › Pain management	RECORDED: View recorded lecture READING: Hinkle Ch 14 Preoperative Nursing Management. Focused pages: informed consent 401; preop assessment 402–407; preop nurs interv 408–415 ATI: Med/Surg 2023 (2019): Ch 96 (95) Preoperative Nursing Care READING: Hinkle Ch 15 Intraoperative Nursing Management. Focused pages: surgical asepsis/sterile technique 422; potential intraoperative complications 430–431; malignant hyperthermia 432 ATI: Med/Surg 2023 (2019): Ch 95 (94) Anesthesia and Moderate Sedation READING: Hinkle Ch 16 Postoperative Nursing Management. Focused pages: PACU 437–442; care of postoperative patient in hospital 444–458 ATI: Med/Surg 2023 (2019): Ch 96 (97) Postoperative Nursing Care PHARM: ATI Pharmacology 2023: Ch 33 (35) Non-Opioid Analgesics; Ch 34 (36) Opioid Agonists & Antagonists; Ch 35 (37) Adjuvant Medications; Ch 36 (38) Miscellaneous Pain Medications TO DO: - ATI Skills Module 3.0 – Surgical Asepsis: pretest/lesson/posttest; upload report to Canvas - ATI TARGETED: ATI RN Targeted Med/Surg Periop - Study for Quiz #1 (Week 4)
Week 4 Week of 9/7/2026 Cardiovascular Assessment Rhythm Introduction	Quiz #1: Renal, F/E, ABG, Periop › Assessment of cardiovascular function (except hemodynamic monitoring) › Introduction to cardiac rhythms Clinical Day on Campus rotations begin this week	RECORDED: View recorded lecture READING: Hinkle Ch 22: Assessment of CV Function ATI: Med/Surg 2023 (2019): Ch 28 (27) Cardiovascular Diagnostics & Procedures; Ch 29 (28) EKG and Dysrhythmia TO DO: - CoursePoint Concepts in Action – Cardiac Cycle - Course Point: Ch 22: PrepU: Assessment of Cardiovascular Function - Practice EKG test strips CDOC: CDOC as assigned – follow the course calendar note above
Week 5 Week of 9/14/2026 Coronary / Inflammatory Cardiac Heart Failure	Coronary vascular disease › CAD › Angina › Introduction to cardiac catheterization Infectious & inflammatory cardiac disorders › Endocarditis › Pericarditis › Myocarditis › Rheumatic fever › Cardiomyopathy Complications of heart disease › Heart failure › Electrolyte emphasis: hyper/hypokalemia, hyper/hyponatremia, hyper/hypocalcemia	RECORDED: View recorded lecture READING: Hinkle Ch 24: Management of Coronary Vascular Disease. Focused pages: CAD & atherosclerosis 725–732; angina 732–735; lab tests 740; invasive coronary procedures 745–747 ATI: Med/Surg 2023 (2019): Ch 31 (30) Invasive Cardiovascular Procedures; Ch 32 (31) Angina PHARM: ATI Pharmacology 2023: Ch 21* (22) Angina & Antilipemic; Ch 22 (23) Medications Affecting Cardiac Rhythm – Class II, III, IV; Ch (24) Antilipemic Medications NUTRITION: ATI Nutrition 2023 (2019): Ch 13 (12) CV & Hematologic Disorders READING: Hinkle Ch25: Infectious & Inflammatory Cardiac D/O. Focused pages: nursing process cardiomyopathy 782–784; infectious disease of heart 784–789 ATI: Med/Surg 2023 (2019): Ch 33 (32) Cardiac Tamponade; Ch 35 (34) Inflammatory Disorders READING: Hinkle Ch 26: Complications of Heart Disease. Focused pages: Heart Failure 794–811 ATI: Med/Surg 2023 (2019): Ch 33 (32) Heart Failure PHARM: ATI Pharmacology 2023: Ch 20 (21) Cardiac Glycosides & Heart Failure TO DO: - CoursePoint Practice & Learn: Angina - CoursePoint Practice & Learn: MI - ATI Video Case Studies RN 3.0 – Perfusion: Cardiac Catheterization with Stent - Study for Quiz #2 (Week 8) CDOC: CDOC as assigned – follow the course calendar note above
Week 6 Week of 9/21/2026 Hypertension / Vascular Disorders	› Assessment & management of HTN › HTN urgency › HTN crisis › Vascular disorders & peripheral circulation › Skip AA and aortic dissection	RECORDED: View recorded lecture; focus reading on bullet points READING: Hinkle Ch 27: Assessment and Management of Patients with Vascular Disorders and Problems of Peripheral Circulation. Hinkle Ch 28: Assessment and Management of Patients with HTN. Hinkle Ch 26: Vascular & Peripheral Circulation (skip AA & aortic dissection) ATI: Med/Surg 2023 (2019): Ch 37 (36), focus on HTN crisis ATI: Med/Surg 2023 (2019): Ch 36 (35) Peripheral Vascular Disease PHARM: ATI Pharmacology 2023: Ch 19 (20) HTN PHARM: ATI Pharmacology 2023: Ch 23 (25) Medications Affecting Coagulation TO DO: - CoursePoint Practice & Learn – Coronary Artery Disease - CoursePoint Practice & Learn – Heart Failure - PrepU: Assessment and Management of Pt with Vascular Disorder+Perip... - ATI TARGETED: ATI RN Targeted Med/Surg Cardiovascular - Study for Quiz #2 (Week 8) CDOC: CDOC as assigned – follow the course calendar note above

Concepts / Week	Lecture Topics	Preparation & Assignments
Week 7 Week of 9/28/2026 Respiratory Respiratory Acid-Base	Assessment / upper respiratory › Assessment of respiratory function › Acute pharyngitis › Peritonsillar abscess › Upper airway obstruction & trauma / OSA › Laryngeal cancer Chest / lower respiratory › Atelectasis › Aspiration › Tuberculosis › Lung abscess › Pleural effusion › Empyema › Lung cancer Acid-base › Respiratory acidosis / alkalosis	RECORDED: View recorded lecture; focus reading on bullet points if applicable READING: Hinkle Ch 17: Assessment of Respiratory Function ATI: Med/Surg 2023 (2019): Ch 18 (17) Respiratory Diagnostics & Procedures; Ch 20 (19) Respiratory Management & Mechanical Ventilation READING: Hinkle Ch 18: Upper Respiratory Tract Disorders. Focused pages: pharyngitis 503–504; peritonsillar abscess 506–507; OSA 510–511; laryngeal cancer & nursing process 514–518 ATI: Med/Surg 2023 (2019): Ch 21 (20) Acute Respiratory Disorders PHARM: ATI Pharm2023: Ch17(18) Meds for Upper Respiratory Disorders READING: Hinkle Ch 19: Lower Respiratory Tract Disorders. Focused pages: atelectasis 527–530; aspiration 545; TB 546–551; lung abscess 551–552; pleural effusion 554–555; empyema 555–556; lung cancer 557–588; cardiac tamponade 597; subcutaneous emphysema 597 ATI: Med/Surg 2023 (2019): Ch 24 (23) Tuberculosis; Ch 25 (24) PE PHARM: ATI Pharmacology 2023: Ch 45 (47) Mycobacterial, Fungal, Parasitic Infection READING: Hinkle Ch 10: Fluid & Electrolytes – acid-base focus respiratory 258–263 ATI: Med/Surg 2023 (2019): Ch 46 (45) Acid-Base Imbalances TO DO: - Practice & Learn – COPD - Practice & Learn – Pulmonary Edema - Practice respiratory ABG problems - ATI TARGETED: ATI RN Targeted Med/Surg: Respiratory - Study for Quiz #2 (Week 8) CDOC: CDOC as assigned – follow the course calendar note above
Week 8 Week of 10/5/2026 Genetics & Genomics	Quiz #2: Cardiac › Genetics and genomics	RECORDED: View recorded lecture READING: Hinkle Ch 6: Genetics and Genomics TO DO: - CoursePoint Interactive Tutorial – HIV and AIDS - Pre-Lecture Quiz: CH35: Assessment and Management of Pt with inflammatory Rheumatic Disorders CDOC: CDOC as assigned – follow the course calendar note above
Week 9 Wellness Week Week of 10/12/2026	Fall Wellness Week Please view Canvas for details	
Week 10 Week of 10/19/2026 Immune / Infectious / Rheumatic	› Assessment of immune function › Immune deficiency disorders › HIV & AIDS › Allergic disorders › Rheumatic disorders › Rheumatoid arthritis › Systemic lupus erythematosus › Gout › Fibromyalgia	RECORDED: View recorded lecture; focus on bullets if applicable READING: Hinkle Ch 32: Assessment of Immune Function ATI: Med/Surg 2023 (2019): Ch 85 (84) Immune & Infectious D/O Diagnostic Procedures; Ch 86 (85) Immunizations PHARM: ATI Pharmacology 2023: Ch 39 (41) Immunizations; Ch 41–43 (43–45) Antimicrobial & Antibiotics READING: Hinkle Ch 33: Immune Deficiency Disorders. Focused pages: Acquired Immune Deficiency 1007–1034 ATI: Med/Surg 2023 (2019): Ch 87 (86) HIV/AIDS PHARM: ATI Pharmacology 2023: Ch 46 (48) Viral Infections, HIV, and AIDS NUTRITION: ATI Nutrition 2023 (2019): Ch 17 (16) Immunosuppression Disorders READING: Hinkle Ch 34: Allergic Disorders. Focused pages: overview 1039–1045; anaphylaxis 1046–1048; drug hypersensitivity 1057–1059; latex allergy 1062–1064 READING: Hinkle Ch 35: Inflammatory Rheumatic Disorders. Focused pages: rheumatic diseases 1067–1074; RA 1078–1081; SLE 1082–1084; gout 1089–1091; fibromyalgia 1091 ATI: Med/Surg 2023 (2019): Ch 88 (87) Lupus, Gout, Fibromyalgia; Ch 89 (88) RA PHARM: ATI Pharmacology 2023: Ch 31 (33) Connective Tissue Disorders TO DO: - CoursePoint Practice & Learn – Systemic Lupus Erythematosus - Watch and Learn: Caring for a patient with HIV/AIDS-Related Pneumocystis Pneumonia - ATI TARGETED: ATI RN Targeted Med/Surg Immune - Work on remediation templates (due Week 11) - Study for Quiz #3 (Week 11)

Concepts / Week	Lecture Topics	Preparation & Assignments
Week 11 Week of 10/26/2026 Hematology / Blood Transfusion	› Hematologic function and treatment › Blood transfusion › Nonmalignant hematologic disorders – everything but DIC	RECORDED: View recorded lecture; focus on bullets if applicable READING: Hinkle Ch 29: Assessment of Hematologic Function & Treatment. Focused pages: 884–897; transfusion 899–905 ATI: Med/Surg 2023 (2019): Ch 40 (39) Hematologic Diagnostic Procedures; Ch 41 (40) Blood & Blood Product Transfusions PHARM: ATI Pharmacology 2023: Ch 24 (26) Growth Factors; Ch 25 (27) Blood & Blood Products READING: Hinkle Ch 30: Non-Malignant Hematologic D/O ATI: Med/Surg 2023 (2019): Ch 42 (41) Anemias; Ch 43 (42) Coagulation Disorders PHARM: ATI Pharmacology 2023: Ch 23 (25) Medications Affecting Coagulation TO DO: - ATI Skills Module 3.0 – Blood Administration: pretest/lesson/posttest; upload report to Canvas - One-Minute Nurse: Leukemia - Work on remediation templates (due Week 11) - Study for Quiz #3 (Week 11)
Week 12 Week of 11/2/2026 ELNEC / Remediation	Quiz #3: Respiratory, Immune & Genetics/Genomics › ELNEC discussion › ELNEC PowerPoints	MODULE: ELNEC Modules 3 & 4 REMEDATION: ATI Mastery Fundamentals Exam remediation (N204 – Spring 25): upload mastery report; complete focused learning review; upload handwritten 3 learning points in all areas TO DO: - Course Point: Interactive tutorial: Cancer - Study for ATI Mastery in Week 13 - Study for Final Exam
Week 13 Week of 11/9/2026 Oncology / Hematologic Neoplasms	› Management of oncologic disorders › Management of patients with hematologic neoplasms › Electrolyte emphasis: hyperkalemia, hyperuricemia, hypercalcemia	RECORDED: View recorded lecture READING: Hinkle Ch 12: Oncologic Disorders ATI: Med/Surg 2023 (2019): Ch 90–94 (89–93) Cancer-Related Disorders PHARM: ATI Pharmacology 2023: Ch 40 (42) Chemotherapy Agents; Ch 47 (49) Complementary, Alternative & Integrative Therapies; Ch 32 (34) Bone Disorders – focus on bisphosphonates NUTRITION: ATI Nutrition 2023 (2019): Ch 17 (16) Cancer READING: Hinkle Ch 31: Hematologic Neoplasms TO DO: - Course Point: Management of Patients with Hematologic Neoplasms - COMPETENCY: Sickle Cell Disease, Transfusion Safety, and Genetics Unfolding Case – due in ~2 weeks - Study for ATI Mastery - Study for Final Exam
Week 14 Week of 11/16/2026 ATI Mastery	ATI Mastery Exam – Fundamentals 2023 › No lecture	TO DO: Study for cumulative final exam
Week 15 Week of 11/23/2026 Thanksgiving	Happy Thanksgiving	Thanksgiving Week
Week 16 Week of 11/30/2026 Semester Review	› In-class semester review	TO DO: - Study for cumulative final exam - Check that all assignments have been completed and uploaded in Canvas REMEDATION: Complete ATI remediation templates as applicable
Finals Week 12/7–12/10/2026 Final Exam	Finals week – University schedule Cumulative final exam ATI Mastery Examination retake if applicable	TO DO: All assignments must be completed and turned in to Canvas

Acknowledgment of Receipt and Review

By signing below, I acknowledge that I have received, read, and understand the NUR 302 course syllabus and course schedule, including course requirements, assignments, grading and clinical policies, competency-based assessment expectations, and student responsibilities. I understand that I am responsible for asking the course faculty for clarification regarding any information I do not understand and for reviewing course announcements and approved updates posted in Canvas.

Student Printed Name: _____

Student Signature: _____

Date: _____