



College of Nursing and Health Professions
Nursing: Undergraduate
NUR 207 Health Promotion & Assessment

Location/Schedule:

Section 1:	Monday	0830-1100	Kieffer Hall 10
Section 2:	Monday	1130-1400	Eiben Hall 209
Section 3:	Monday	1430-1700	Henry Hall 223
Section 4:	Wednesday	0830-1100	Hale Hoaloha 302
Section 5:	Wednesday	1130-1400	Hale Hoaloha 302
Section 6:	Wednesday	1430-1700	Hale Hoaloha 302

Credits: 3 credits didactic, 1 credit lab

Section: 1

Term: Fall 2026

Clinical Days:

Thursday: 0630-0930 | 0930-1230 | 1300-1600 (Henry Hall 109)

Saturday: 0630-0930 | 0930-1230 | 1300-1600 | 1600-1900 (Henry Hall 109 & 114)

Sunday: 0630-0930 | 0930-1230 | 1300-1600 | 1600-1900 (Henry Hall 109 & 114)

Didactic Instructors:

Instructor/Course Coordinator: Dr. Jasmine Wagner, DNP, APRN-Rx, FNP-BC

Email: jasmine.wagner@chaminade.edu

Office Location: Henry Hall 118

Office Hours: Wednesday 0900-1500 and by appointment

Virtual Office: by appointment (phone or video conference)

Virtual Office Hours: by appointment

Instructor/Course Coordinator: Dr. Kelly Green, DNP, APRN-Rx, FNP-BC

Email: kelly.green@chaminade.edu

Office Location: Henry Hall 206G

Office Hours: Monday 0900-1500 and by appointment

Virtual Office: by appointment (phone or video conference)

Virtual Office Hours: by appointment

Instructor: Prof. Tara Magana, MSN, RN, CPN

Email: tara.magana@chaminade.edu

Office Location: Henry Hall 110C

Office Hours: Tuesday 0900-1500 and by appointment

Virtual Office: by appointment (phone or video conference)

Virtual Office Hours: by appointment

Instructor: Prof. Pamela Nimz, MSN, RN, CEN
Email: pamela.nimz@chaminade.edu
Office Location: Henry Hall 110B
Office Hours: Thursday 0830-1430 and by appointment
Virtual Office: by appointment (phone or video conference)
Virtual Office Hours: by appointment

Lab Instructors:

Lab instructor: Prof. Lorelie Enriquez, MSN, BSN, RN
Email: lorelie.enriquez@chaminade.edu

Lab instructor: Prof. Naomi Kim, BSN, RN
Email: naomi.kim@chaminade.edu

Lab instructor: Prof. Shawna Ng, BSN, RN
Email: shawna.ng@chaminade.edu

Lab instructor: Dr. Gigi Smith, DNP, MSN, RN, CEN
Email: gigi.smith@chaminade.edu

Lab instructor: Prof. Jeffery Viernes, MSN, APRN-Rx, AG-ACNS
Email: jeffrey.viernes@chaminade.edu

Communication

Questions for this course can be emailed to the instructor at the email address listed above using your Chaminade student email account. **Always include NUR 207 in the subject line and add the topic of the email.** 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 Description

NUR-207 Health Assessment and Promotion (4) 3 Credits Didactic, 1 Credit Lab

This course develops the knowledge, skills and attitudes required to collect health history data and to perform a systematic physical examination. Developmental and transcultural considerations are addressed along with the concepts of health promotion and disease prevention. The focus in this course is integration of the components of the nursing health assessment in the context of teaching and supporting lifestyle choices for individuals of all ages. On-campus lab experiences are in small groups with hands-on practice.

NUR207 has both a didactic and clinical section. Students must meet the requirements of both sections in order to pass this course. **Repeating the course means repeating both didactic and clinical/lab sections.**

Prerequisites: BI-152/L, BI-162L, MA-100 or higher, NUR-101, COM-101, EN-102 & PSY-101
Corequisites: CH-254/L, NUR- 210

Course Snapshot

Modality: Face-to-Face

Time Commitment

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

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

NUR 207 is a four-credit-hour course requiring approximately 180 hours of total student engagement. Student engagement includes approximately 37.5 hours of instructional contact delivered through a combination of in-person and online learning activities, as outlined in the course schedule; 45 hours of laboratory instruction; 24 hours preparing for three examinations (approximately 8 hours per exam); 12 hours preparing for three quizzes (approximately 4 hours per quiz); 10 hours developing the team Health Promotion Project; and 15 hours completing Sherpath activities. An additional 36.5 hours of student engagement is expected for assigned readings, homework, review, and other course-related learning activities, averaging approximately 2.4 hours per week.

Required Materials

Assessment Technologies Institute (2023). RN Mastery Series: Fundamentals of Nursing. Chapter 16-31.

Jarvis, C. (2023). Physical Examination and Health Assessment, 9th ed. Lippincott, Elsevier: St. Louis, MO. ISBN-13: 978-0323809849

Jarvis, C. (2023). Study Guide and Laboratory Manual for Physical Examination and Health Assessment 9th ed. Lippincott, Elsevier: St. Louis, MO. ISBN-13: 978-0323827805

American Psychological Association (2020). *Publication manual of the American psychological association (7th ed)*. American psychological association. ISBN-13: 978-1433832161

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.

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 NU, R 207 the student will be able to:

CLO	PLO(s)	AACN Essentials Domain(s)	AACN Essentials Competencies	AACN Essentials Sub Competencies	Assessment Measures
1. Utilize the nursing process to conduct a comprehensive health assessment, promote wellness, prevent illness,	1	1 2	1.2 2.3 2.4	1.2a 2.3b 2.3c	Final Head-to-Toe Assessment Check-Off; Lab Case Studies;

support optimal health, and incorporate the Marianist values of service, justice and peace.				2.3e 2.3f 2.4a	Sherpath Lab Book Assignments; Exams #1–3; Quizzes #1–3; Sherpath Lessons
2. Demonstrate effective communication skills to perform a health assessment and provide health promotion education across the lifespan.	1 2	2	2.2 2.3	2.2c 2.2e 2.3a 2.3b 2.3g	Final Head-to-Toe Assessment Check-Off; Health Promotion Presentation; Lab Case Studies; Sherpath Lab Book Assignments; Sherpath Lessons
3. Identify credible resources and evaluate data to support health promotion through patient teaching across the life span based on current evidence.	3	1 2	1.2 2.2	1.2b 2.2e	Health Promotion Presentation; Lab Case Studies; Sherpath Lessons; Exams #1–3; Quizzes #1–3
4. Incorporate information technology to teach health promotion.	4	8	8.2 8.3	8.2d 8.3a 8.3c	Health Promotion Presentation; Sherpath Lessons; Sherpath Lab Book Assignments
5. Develop assessment skills to improve the quality and safety of patient care across the lifespan.	1 5	2 5	2.3 5.1 5.2	2.3c 2.3e 5.1a 5.1b 5.2c	Final Head-to-Toe Assessment Check-Off; Lab Case Studies; Sherpath Lab Book Assignments; Exams #1–3; Quizzes #1–3
<u>Integrated AACN Concepts:</u> Clinical Judgment CLO 1,3,5 Communication CLO 1, 2, 4, 5 Compassionate Care CLO 1, 2, 5 Diversity/Equity/Inclusion CLO 1, 2, 3 Ethics CLO 1, 2, 5 Evidence-Based Practice CLO 1, 3, 5 Health Policy N/A					

[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 NUR207, 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:

1. Demonstrate the professional standards of moral, ethical, and legal conduct.
2. 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.
- Recognize the impact of attitudes, values, and expectations on the care of the very young, frail older adults, and other vulnerable populations.
- 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 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

- Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God.
- Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep.
- Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
- Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom.
- Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo 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
Marianist Values	X	X	X	X	X
Native Hawaiian Values	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.

Quizzes/Exams:

Three quizzes and three examinations are administered throughout the course to assess students' knowledge and application of health assessment concepts. Assessments evaluate understanding of health history, physical examination techniques, normal and abnormal findings, health promotion, disease prevention, lifespan considerations, and patient safety. Questions emphasize application and clinical judgment in addition to knowledge recall and require students to interpret assessment findings and select appropriate nursing responses.

Sherpath Lessons:

Students complete assigned Sherpath lessons to develop and reinforce knowledge of health assessment concepts, examination techniques, health promotion, and clinical decision-making. Interactive learning activities provide opportunities for students to apply course concepts to patient-care situations and receive formative feedback regarding their understanding and application of assessment principles.

Group Project – Health Promotion Project:

Students work collaboratively in small groups to select a health promotion or disease prevention topic relevant to individuals or populations across the lifespan. Groups research the selected topic using current, credible, evidence-based sources and develop appropriate health-promotion and patient-education content. Students are expected to evaluate the quality and relevance of information, consider the needs of the intended population, and collaboratively organize the information into an educational presentation. This project assesses students' ability to apply evidence-based practice, communicate effectively, collaborate with peers, utilize information technology, and develop appropriate health-promotion education.

Health Promotion Presentation:

As the culminating component of the Health Promotion Group Project, students present their evidence-based health-promotion topic to their classmates. Presentations must communicate accurate and relevant health information in a clear, organized, and engaging manner and incorporate appropriate technology and educational resources. Students demonstrate their ability to translate evidence into understandable health education, communicate effectively with an intended audience, and apply principles of health promotion and disease prevention. Student performance is evaluated using established presentation criteria addressing content accuracy, quality of evidence, organization, communication, use of technology, and overall effectiveness of the health promotion education.

Sherpath Lab Book Assignments:

Students complete Sherpath laboratory assignments corresponding with health assessment content and laboratory activities. Assignments reinforce systematic assessment techniques, recognition and documentation of expected and unexpected findings, clinical reasoning, and application of assessment data to patient care. These activities provide formative opportunities for students to demonstrate progressive development of assessment competencies before the final performance assessment.

Case Studies:

Students complete case studies for laboratory sessions that require application of health assessment knowledge to realistic patient scenarios across the lifespan. Students analyze subjective and objective assessment data, identify relevant and abnormal findings, prioritize patient concerns, and apply clinical judgment to determine appropriate nursing actions and health-promotion needs, and more. Case studies assess students' ability to integrate assessment findings with evidence-based nursing knowledge and safe, patient-centered care.

Final Head-to-Toe Assessment Check-Off:

Students complete an individual comprehensive head-to-toe physical assessment as a direct competency-based performance assessment. Using established evaluation criteria, students must demonstrate an organized and systematic assessment sequence, appropriate examination techniques, therapeutic communication, patient safety, professionalism, and accurate identification of assessment findings. The check-off evaluates the student's ability to integrate knowledge, psychomotor skills, communication, and clinical judgment while performing a comprehensive assessment. Successful completion demonstrates achievement of expected entry-level health assessment competencies.

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*
Exam #1, Exam #2, Exam #3	50%	A = 90% and above B = 80-89% C = 70-79% D = 60-69% F = 59% and below
Quiz #1, Quiz #2, Quiz #3	30%	
Sherpath Lessons	15%	
Health Promotion Group Project/Presentation	5%	
	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/Lab Performance	Passing Requirement
Lab Attendance	Required – see Lab Attendance Policy
Lab Assignments	Pass/Fail
Sherpath Case Studies	Minimum 80% on each case study
Comprehensive Head-to-Toe Assessment	Pass/Fail

* Students must successfully meet all clinical/laboratory performance requirements listed above to pass the laboratory component of NUR 207. Failure to meet any required laboratory competency may result in failure of the laboratory component and/or course in accordance with program policy.

Course Policies

Attendance & In-Class Participation

Lab attendance is required.

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 must 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

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.

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. After 3 days, the late assignment will be marked as zero. Late assignments (e.g. case study, 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.

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-help-line/

Resource	Description	Contact / Website
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

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.*

Course Schedule

*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 for complete lesson plans.*

Week/Date	Focus	Required Readings and Assignments
Week 1 8/17	Interviewing Basics History Taking	Jarvis: Chapters 1, 3, 4 Lessons: See Module for assigned lessons. Due <u>before your lecture.</u> - ATI: Chapter 26 Health History Data Collection & General Survey
Week 2 8/24 Attend: Spiritual Convocation on 8/26 1130-1330	No in-class lecture this week, but you must attend Lab. Recorded Lecture: Cultural Assessment Substance Use, Domestic and Family Violence	Home safety assessment Jarvis: Chapters 2, 6, 7 3 Lessons: Cultural, Substance, Domestic and Family Violence Assessments. Due <u>before your lecture.</u> - ATI: Chapter 17 Client Education

Week 3 8/31	General Survey Vital Signs	QUIZ 1 Jarvis: Chapters 8, 9, 10 Lesson: See Module for assigned lessons. Due <u>before your lecture.</u> - ATI: Chapter 27 V.S.
Week 4 9/7 Labor Day 9/7	No in-class lecture this week, but you must attend Lab. Neurological Assessment Pain	Jarvis: Chapters 5, 11, 24 Lesson: See Module for assigned lessons. Due <u>before your lecture.</u> - ATI: Chapter 31 Neuro Part 1 Health Promotion Project: Assessment (choose topic, write objectives, plan). Choose an audience with Healthcare Disparities.
Week 5 9/14 WNR 9/18		EXAM 1 Part 2 Health Promotion Project: Identify (choose topic, write objectives, plan). Choose an audience with Healthcare Disparities. - ATI: Chapter 16 Health Promotion Chapters 23 Young Adults Chapters 24 Middle Adults Chapters 25 Older Adults
Week 6 9/21	Cardiac Assessment Circulatory Assessment	Cardiac Activity Case Study & Presentation Jarvis: Chapters 20, 21 Lesson: See Module for assigned lessons. Due <u>before your lecture.</u> - ATI: Chapter 29 Heart Chapter 30 Peripheral Vascular
Week 7 9/28	Chest Assessment Breast, Axillary, and Regional Lymphatics	Respiratory Activity Case Study & Presentation Jarvis: Chapters 18, 19 Lesson: See Module for assigned lessons. Due <u>before your lecture.</u> - ATI: Chapter 29 Thorax

Week 8 10/5	Skin, Head, Lymph Assessments Recorded Lecture: Nutrition	QUIZ 2 Identification of skin lesions activity Jarvis: Chapters 13, 14 Lesson: See Module for assigned lessons. Due <u>before your lecture.</u> - ATI: Chapter 28 Head and Neck Chapter 30 Integumentary Jarvis: Chapter 12 2 Lessons: Assessment and Findings of Nutrition Assessment. Due <u>before your lecture.</u> Part 3 Health Promotion Project: Planning, EBP, National safety measures, WHO (choose topic, write objectives, plan). Choose an audience with Healthcare Disparities.
Week 9 10/12 Indigenous People's Day 10/12	Wellness week 10/14 Hale Hoaloha 302	
Week 10 10/19 W 10/23		EXAM 2 Health promotion projects: creation of presentation, practice. ATI Required reading: Chapters 18 Infants Chapters 19 Toddlers Chapters 20 Pre-schoolers Chapters 21 School-age Children Chapters 22 Adolescents Part 4 Health Promotion Project: Plan implementation (choose topic, write objectives, plan). Choose an audience with Healthcare Disparities.

Week 11 10/26	In class Lecture: Musculoskeletal Assessment	Case Study & Presentation Jarvis: Chapter 23 CS: Musculoskeletal Lesson: Findings of MS assessment. Due <u>before your lecture.</u> ATI: Chapter 31 Musculoskeletal
Week 12 11/2	Eyes, Ears, Nose, Mouth, Throat Assessments	Case Study & Presentation Jarvis: Chapters 15, 16, 17 Lesson: Ears, Nose, Throat. Due <u>before your lecture.</u>
Week 13 11/9 Veteran's Day Holiday 11/11	No in-class lecture this week, but you must attend Lab. Gastrointestinal Assessment Genitourinary Assessment	Jarvis: Chapters 22, 25, 26, 27 Lesson: See Module for assigned lessons. Due <u>before your lecture.</u> HP Project: ATI: Chapter 29 Abdomen
Week 14 11/16	Complete Health Assessment	Jarvis: Chapters 28, 30, 32 Lesson: See Module for assigned lessons. Due <u>before your lecture class.</u>
Week 15 11/23 Thanksgiving Holiday 11/26 - 11/27	Pulling it all together	QUIZ 3 Disaster assessment Kahoot
Week 16 11/30		Health Promotion Project Presentation
12/7 - 12/10 FINALS WEEK		FINAL EXAM

NUR207 Lab Schedule

SHERPATH READINGS/CASE STUDIES, and ASSIGNMENTS in WORKBOOK

All readings should be done before entering the health assessment lab. Course instructors will discuss systems and assessments. Students will partner up to complete the in-lab workbook

assignments. Professional behavior and attire are expected at all times. NO CELLPHONE USE IN THE LAB!

Disclosing any information you learned about your classmates in health assessment WILL NOT be tolerated.

Case Study Due Date: All case studies are due **every Wednesday at 2359 (11:59 PM) during the week of your scheduled lab session.**

Week/Date	Focus	Readings and Assignments
Week 1 8/17	Interviewing Basics History Taking	Read: Chapters 1, 3, 4 Case Study: The Complete Health History Due <u>Wednesday by 1700</u> In lab: Perform a complete health history: pp 24-32.
Week 2 8/24	Cultural Assessment Substance Use, Domestic	Read Chapters 2, 6, 7 CS: Substance Use Due <u>Wednesday by 1700</u> In lab: Cultural Assessment: pp 12 Substance Use Assessment: pp. 44-47

Week 3 8/31	General Survey Vital Signs	Read: Chapters 8, 9, 10 CS: General Survey and Measurement Due <u>Wednesday by 1700</u> In lab: General Survey and Instruments pp 64-65 Vital Signs pp.71
Week 4 9/7 Labor Day 9/7	Neurological Assessment Pain	Chapters 5, 11, 24 CS: Pain assessment Due <u>Wednesday by 1700</u> In lab: Mental Status Exam: pp.38-39, Pain Assessment: pp.78-79 Neurological Assessment: pp. 226
Week 5 9/14 WNR 9/18	(Exam 1 in lecture) Putting it together	Mini assessment/check off
Week 6 9/21	Cardiac Assessment Circulatory Assessment	Chapters 20, 21 CS: Chest Pain Due <u>Wednesday by 1700</u> In lab: Cardiovascular Assessment: pp 174-177 Peripheral Vascular System Assessment: pp.188-191
Week 7 9/28	Chest Assessment Breast, Axillary, and Regional Lymphatics	Chapters 18, 19 CS: Respiratory Problems Due <u>Wednesday by 1700</u> In lab: Thorax and Lungs Assessment: pp. 163-164 Breasts and Axillae Exam Assessment: pp 147-151* Teaching competency check off on pp 151 – Teaching Breast Self-Examination (EBSE) *Complete health histories for these pages, do not do physical assessments on peers
Week 8 10/5	Skin, Head, Lymph Assessments Nutrition	Chapters 13, 14 CS: Head, Face, Neck Due <u>Wednesday by 1700</u> In lab: Skin, Hair, and Nails Assessment: pp 96-99 Head, Face, and Neck Assessment: pp. 106-108 Chapter 12

		CS: Stomach Pain Due <u>Wednesday by 1700</u> In lab: Nutritional Assessment: pp 85-86
Week 9 10/12 Indigenous People's Day 10/12		Wellness week NO LAB THIS WEEK
Week 10 10/19 W 10/23	(Exam 2 in lecture) Putting it together	Mini Assessment/check off
Week 11 10/26	*Complete the Home Assessment Musculoskeletal Assessment	Chapter 23 CS: MS system <u>Wednesday by 1700</u> In lab: Musculoskeletal: pp 213-218
Week 12 11/2	Eyes, Ears, Nose, Mouth, Throat Assessments	Chapters 15, 16, 17 CS: Eyes Due <u>Wednesday by 1700</u> In lab: Eye Assessment pp 118-120 Ears Assessment pp. 128-130 Nose, Mouth, Throat Assessment pp. 137-140
Week 13 11/9 Veteran's Day Holiday 11/11	Gastrointestinal Assessment Genitourinary Assessment	*Complete Head-to Toe video and upload to the Assignment tab by <u>11/15/26</u> Chapters 22, 25, 26, 27 CS: Abdomen Due <u>Wednesday by 1700</u> In lab: Abdomen: pp. 201-204 Male Genital System Assessment: pp. 240-242* Anus, Rectum, and Prostate pp. 248-250* Female Genitourinary System Assessment pp. 259-263* *Complete health histories for these pages, do not do physical assessments on peers
Week 14 11/16	(Exam 3 in Lecture) Practice Complete Health Assessment in Lab	Chapters 28, 30, 32 CS: Complete Adult Assessment Due <u>Wednesday by 1700</u> In lab: Complete Physical Exam: pp. 266-275 Complete Inpatient: pp. 288-292

		Functional Assessment of the Older Adult: pp. 315-319
Week 15 11/23 Thursday lab will attend 11/24 in HH 109 Thanksgiving Holiday 11/26 - 11/27	Putting it together	FINAL VITAL SIGNS/BMI/SNELLEN CHECK OFF
Week 16 11/30 Thursday 12/3 Saturday 12/5 Sunday 12/6	Putting it together	FINAL HEAD-TO-TOE EXAM CHECK OFF