



School of Nursing and Health Professions
Nursing: Undergraduate
NUR 401 Public Health Nursing

Location: Hale Hoaloha Room 301

Meeting Schedule: Thursdays 0830-1220

Credits: 5 [Didactic (2)/Clinical (3)]

Section: -01

Term: Fall 2026

Clinical Days: M, T, W, Th, F, Sa, Su (Variable schedule) *Please note that clinical days and times may vary based on facility and activity, please see clinical assignments grid.

Instructor: Jasmine Wagner, DNP, APRN-Rx, FNP-BC

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Phone: 808-739-7467

Office Location: Henry Hall 118

Office Hours: Wednesday 0900-1500 and by appointment

Communication

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

School & Department Information

School of Nursing & Health Professions

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

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

Phone: (808) 739-8340

Course Description & Materials

Catalog Description

NUR 401 Public Health Nursing (5) 2 credits Didactic, 3 credits Clinical Public health theory, health promotion, and the nursing process are studied and applied to individuals, families, groups, and communities across the life span with diverse populations and in a variety of settings. Environmental

health, epidemiology, health care systems, policy development, economics, and disaster nursing are studied. The roles of the public health nurse including care provider, educator, manager, advocate, research, and member of the nursing profession are discussed and incorporated into a variety of clinical experiences and settings.

Prerequisites: All 300-level Nursing courses completed.

Course Snapshot

Modality: Face-to-Face

Time Commitment

This is a five-credit hour course requiring 135 clock hours of clinical and an additional 90 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend a minimum of 26.5 hours in class, 24 hours studying for the three exams, 6 hours completing Exam 1 Policy Brief, 2 hours on CBPR Presentation, and 6 hours on the Public Service Announcement Video. There will be an additional minimum of 25.5 hours of work required beyond what is listed here (pre-recorded lectures/readings, ATI exams/remediation etc.) A minimum of 135 hours of clinical time will be spent completing the population health Community Based Participatory Clinical Research Project, Simulation, Lab, and Community-based clinical experiences.

***Clinical components of this course may be split between multiple community-based clinical sites, skills laboratory, virtual simulation, and a community based Participatory Research Clinical Project.

Clinical Hours (135):

Community Based Participatory Clinical Research Project

Simulation/Lab/Community-based clinical experiences

Students are responsible for any clinical required forms and prep with clinical facility coordinator prior to the first day of clinical. 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 faculty will use in order to contact students. Failure to keep this information updated may result in the student not receiving pertinent clinical information.

Required Materials

Nies, M.A., & McEwen, M. (2015). Community/public health nursing: Promoting the health of populations (7th ed.). St. Louis: Elsevier.

ATI Content Mastery Series – RN Community Health Nursing Edition 8.0

Virtual Clinical Experiences: Healthcare Learning Innovations: Sentinel City, Sentinel Town, and Family Support & Health Assessment. (You do not have to purchase access to this, the school has purchased for you).

Recommended Items

All texts from previous nursing courses are highly recommended to be used as a resource. Students are responsible for content from other courses that may apply to this course.

American Psychological Association. (2019). *Publication Manual of the American Psychological Association*, (7th ed.). Washington, DC: Publisher

American Nurses Association. (2013). Public health nursing: scope and standards of practice: public health nursing. (2nd ed.). Silver Spring: Nursesbooks.org
(Sullivan Family Library Reserve Section)

American Nurses Association. (2001). *Code of ethics for nurses with interpretive statements*. Retrieved from <http://www.nursingworld.org/codeofethics>

American Nurses Association. (2011). *Nursing: Scope and standards of practice*. Retrieved from <http://nursingworld.org/scopeandstandardspractice>

American Nurses Association. (2011). Public health nursing: Scope and standards of practice. Retrieved from <http://www.nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/PublicHealthNursing>

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 NUR 401, the student will be able to:

CLO	PLO(s)	AACN Essentials Domain(s)	AACN Essentials Competencies	AACN Essentials Sub Competencies	Assessment Measures
1. Apply the nursing process to address the needs of individuals, families, communities and culturally diverse populations from a public health focused perspective incorporating knowledge of health care systems, healthcare reform, public health issues, and advocacy.	1 2 3	1 3 7	1.1 3.1 3.3 3.4 7.2	1.1b 3.1a 3.1f 3.1g 3.3a 3.3b 3.4b 7.2b	Exam 1 (Policy Brief); Exams 2–4; ATI Exam; ATI Remediation; Weekly Classroom Activities; Clinical
2. Apply principles of public health while collaborating with interdisciplinary teams to meet the needs of vulnerable populations incorporating the Marianist values of service, justice, and peace.	2 3 4	3 6	3.1 3.2 6.1	3.1g 3.1i 3.1m 3.2a 3.2b 6.1a	CBPR Final Report/Presentation ; Weekly Classroom Activities; Clinical; ATI Exam
3. Use evidence-based practice to explore upstream interventions for public health issues affecting individuals, families, communities, and populations.	1 2	3 4	3.1 4.1 4.2	3.1f 3.1l 4.1b 4.1f 4.2b 4.2c	CBPR Final Report/Presentation ; Exam 1 (Policy Brief); Exams 2–4; Weekly Classroom Activities; Clinical
4. Utilize informatics and healthcare technology to determine public health risks and needs and promote public health.	2 4	3 8	3.1 8.1 8.2 8.3	3.1a 3.1l 8.1a 8.2b 8.2c 8.3a	CBPR Final Report/Presentation ; Weekly Classroom Activities; Clinical; ATI Exam/Remediation
5. Explore the impact of socio-economic, legal, and political factors influencing community health and develop a quality improvement plan to promote public health based on identified needs from a community assessment.	2 3 5	3 5 7	3.1 3.3 3.4 5.1 7.2	3.1f 3.3a 3.3b 3.4a 3.4b 3.4c 5.1a 7.2b	Exam 1 (Policy Brief); CBPR Final Report/Presentation ; Clinical; Weekly Classroom Activities; Exams 2–4

Integrated AACN Concepts:

Clinical Judgment CLO 1, 3, 4, 5

Communication CLO 1, 2, 4, 5

Compassionate Care CLO 1, 2

Diversity/Equity/Inclusion CLO 1, 2, 3, 5

Ethics CLO 1, 2, 3, 5

Evidence-Based Practice CLO 1, 3, 5

Health Policy 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 401, we strive to provide you with a quality nursing education through the lens of the Marianist value for 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.
3. Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.
4. 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.
5. Reflect on one's own beliefs and values as they relate to professional practice.
6. Identify personal, professional, and environmental risks that impact personal and professional choices and behaviors.
7. Communicate to the healthcare team one's personal bias on difficult healthcare decisions that impact one's ability to provide care.
8. Recognize the impact of attitudes, values, and expectations on the care of the very young, frail older adults, and other vulnerable populations.
9. Protect patient privacy and confidentiality of patient records and other privileged communications.
10. Access interprofessional and intraprofessional resources to resolve ethical and other practice dilemmas.
11. Act to prevent unsafe, illegal, or unethical care practices.
12. 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:

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

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

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

Course Activities

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

Exam #1 – Policy Brief:

Students complete a policy brief addressing a current community or public health issue. Students identify the population health concern; examine relevant socioeconomic, political, legal, and healthcare system factors; and analyze existing or proposed health policy. Using current and credible evidence, students develop recommendations that support advocacy, health equity, and improved population health outcomes. This assessment evaluates students' ability to synthesize evidence, analyze health policy, consider the impact of policy on diverse and vulnerable populations, and communicate evidence-based recommendations.

Exams #2, #3, and #4:

Examinations assess students' knowledge and application of community and public health nursing concepts across individuals, families, communities, and populations. Exam questions require students to interpret population and community health data, apply principles of epidemiology and prevention, identify health disparities and social determinants of health, evaluate population-focused interventions, and apply principles of disaster preparedness, health promotion, advocacy, and community-based nursing. Application and clinical judgment questions are incorporated to assess students' ability to apply course concepts to realistic community and population health scenarios.

ATI Community Health Nursing Examination:

Students complete the standardized ATI Community Health Nursing examination to assess achievement of knowledge and competencies related to community and population health nursing. The examination evaluates students' ability to apply concepts related to health promotion and disease prevention, epidemiology, vulnerable populations, community assessment, environmental health, disaster preparedness, and population-focused nursing interventions, and more. Results provide standardized evidence of student achievement and identify areas requiring further development.

ATI Remediation:

Students complete individualized ATI remediation based on areas for improvement identified through the ATI Community Health Nursing examination. Remediation requires students to review and apply relevant content to address identified knowledge and competency gaps. This process provides targeted learning and

reinforcement of community/public health nursing concepts and supports continued progression toward achievement of course competencies.

Community-Based Participatory Research (CBPR) Final Report/Presentation – Collaborative Project:

Students work collaboratively to conduct a comprehensive assessment of an identified community using principles of community-based participatory research and population health nursing. The community assessment incorporates multiple sources of data, including a windshield survey, demographic and socioeconomic analysis, epidemiological and community health data, and interviews with community stakeholders. Students analyze and synthesize collected data to identify community strengths, resources, health disparities, social determinants of health, vulnerable populations, and priority health needs. Based on the findings of the community assessment, students prioritize an identified health concern and integrate current evidence to develop an appropriate population-focused health promotion, prevention, or quality-improvement plan. Students consider cultural, socioeconomic, environmental, legal, political, and healthcare-system factors that may influence the identified health issue and proposed interventions. The collaborative process requires students to demonstrate teamwork, professional communication, community engagement, and consideration of stakeholder perspectives.

Students communicate their findings, evidence, priority health needs, and proposed interventions through a comprehensive final written report and class presentation. Student performance is evaluated using established criteria addressing the quality and completeness of the community assessment, analysis and interpretation of data, identification and prioritization of community health needs, integration of evidence, consideration of health equity and social determinants of health, appropriateness and feasibility of proposed interventions, collaboration, and professional communication.

Weekly Classroom Activities:

Students participate in individual and collaborative classroom activities designed to apply community/public health nursing concepts to realistic population health situations. Activities may include case analyses, interpretation of epidemiological and population health data, health promotion and prevention planning, policy analysis, disaster preparedness exercises, and analysis of social determinants of health. These activities provide formative opportunities for students to demonstrate developing competency in clinical judgment, evidence-based practice, collaboration, advocacy, and population-focused nursing care. Faculty feedback supports identification of areas for improvement and continued competency development.

Clinical:

Students participate in community/public health clinical experiences that provide opportunities to apply course concepts in community and population-focused settings. Students assess individuals, families, communities, and populations; identify actual and potential health needs; apply principles of health promotion and disease prevention; communicate and collaborate with community members and interdisciplinary partners; and participate in appropriate population-focused nursing interventions. Students integrate consideration of culture, health equity, social determinants of health, available community resources, and barriers to care when planning and providing nursing care. Clinical performance is evaluated using established clinical evaluation criteria aligned with course learning outcomes and expected professional nursing competencies. Students must demonstrate safe, ethical, culturally responsive, evidence-based, and professional nursing practice and meet required clinical competencies to successfully complete the clinical component of the course.

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	10%	A = 90% and above B = 80-89% C = 70-79% D = 60-69% F = 59% and below
Exam #2, Exam #3, Exam #4	60%	
ATI Exam	10%	
ATI Remediations	5%	
CBPR Final Report/ Presentation(Collaborative Project)	15%	
Weekly "Classroom" Activities	Pass/Fail	
Clinical	Pass/Fail	
	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
Clinical Evaluation by Faculty or Preceptor	Pass/No Pass
Overall Evaluation by the Instructor of Record	Pass/No Pass

* All clinical forms are mandatory by the due date. If any clinical forms are missed, your course grade will be "Incomplete".

ATI Grading Policy

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

A. Required Preparation:

1. Prior to taking a proctored ATI examination, students are required to complete both non-proctored 2023 versions of the exam.
2. Utilize the non-proctored exams to study. When you take the non-proctored exams the first time, study the areas that you missed by utilizing the focused review tool provided by ATI.
3. On the Individual Performance Profile complete the ATI Focused Review. Select "all missed topics" to review. Read and view all the material provided by ATI to study.
4. Once you have read and viewed all the material provided by ATI, complete the active Learning Templates for the 3 lowest topics (at a minimum) for exams identified by the instructor. Upload to Canvas by the due date. Your instructor will provide additional guidance on Canvas if further templates are required for the specific course.
5. Once you have turned in the active learning templates, your instructor will turn on the rationales for the right and wrong answers for the non-proctored ATI examinations.
6. If required, take the exams again and this time read the rationales provided by ATI for the right and wrong answers (even if you obtained the correct answer); this will help you study the material.
7. Once you have completed the study requirements delineated above, you may take the proctored Community Health 2023 ATI examination which is tentatively scheduled for 10/2/2026.

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

B. Grading & Required Remediation:

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

- a. NUR 204 & NUR 303 ONLY: The course specific proctored ATI examination will be worth 5% of the final assessment grade in this course (if the student meets the 75% weighted exam average).
- b. All other NUR Courses administering Mastery Exams: The course specific proctored ATI examination will be worth 10% of the final assessment grade in this course (if the student meets the 75% weighted exam average).

Course Policies

Attendance & 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 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. Late assignments (e.g. weekly clinical reflection, etc.) in the clinical portion of a course will result in an unsatisfactory rating. Any unsatisfactory rating after midpoint may result in the failure of the course.

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

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

Extra Credit

Extra credit is not permitted in the Nursing Program.

Changes to the Syllabus

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

Grades of Incomplete

Refer to the Chaminade University Student Handbook

Recording

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

Writing Policy

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

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	SafeSwords Webpage

Resource	Description	Contact / Website
	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	

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.*