



School of Nursing and Health Professions
Nursing: Graduate
NUR-842: Management of Acute Problems in Family/Across the Lifespan

Location & Meeting Schedule: Online Asynchronous

Credits: 3

Section: 90-7

Term: Fall 2026



Instructor: Chelse Beck-Vannatter DNP, APRN, FNP, ACCNS-AG, RRT

Email: chelse.beck-vannatter@chaminade.edu

Phone: 816-520-2440 (mobile), please only use if an emergency.

Time Zone: Central Standard Time

Office Location: Online

Office Hours: By appointment

Communication

Questions for this course can be emailed to the instructor and must be sent using your Chaminade email. Online and phone conferences can also be arranged. Response time 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 Graduate 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

This course is designed to provide students with the knowledge necessary for the management of acute health problems in family/across the lifespan patients. Course content builds upon information in previous courses related to the principles of assessment and development issues in family/across the lifespan patients. A portion of the course includes information necessary for the care and management of patients of all ages with special needs and their Family. Using a family centered and developmental perspective, related pathophysiology, research, psychosocial factors, and ethical considerations are explored as they apply to

practice.

Time Allocation

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

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

How This Course Meets the Credit Hour Policy

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 45 hours reviewing and studying modules (3 hours for each module x 15 weeks), 3 hours studying for each quiz (there are 9), 8 hours studying for exam one, 8 hours studying for exam 2, and 6 hours completing the Unfolding Cases activities. There will be an additional 41 hours of work required beyond what is listed here (course readings, assignments, discussion boards, Sentinel U virtual case learning activities, etc.), averaging 2.73 hours each week.

Required Materials

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

2) Bissett, K., Ascenzi, J., & Whalen, M. (2025). *Johns Hopkins evidence-based practice for nurses and healthcare professionals: Model and guidelines* (5th ed.). Sigma Theta Tau International. Required in All Courses.

Bickley, L. S. (2025). *Bates' Guide to Physical Examination and History Taking*. (14th ed.). Philadelphia: Lippincott. ISBN-13: 978-1975218348 ISBN-10: 1975218345

Dunphy, L.M., Winland-Brown, J.E., Porter, B.O., & Thomas, D.J. (2022). *Primary care: The art and science of advanced practice nursing – An interprofessional approach* (6th.). Philadelphia: F.A. Davis. ISBN 13: 978-1719644655

UpToDate: Accessible through Sullivan Library log-in for DNP students.

Recommended Items

Rhoads, J. and Jensen, M.M. (eds.) (2022). Formulating a *Differential Diagnosis for the Advanced Practice Nurse* (3rd ed.) New York: Springer. ISBN 13: 978-0826144676

Unbound Medicine, INC. (2020). Diagnosaurus DDX. Available through any mobile app store for both Apple and Android Products

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.

Technology

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

Teaching / Learning Strategies

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

Learning Outcomes

Program Learning Outcomes (PLOs)

MSN PLOs	DNP PLOs
1.Integrate Nursing and Interdisciplinary Sciences for Advanced Clinical Reasoning Apply nursing science along with biophysical, psychosocial, pharmacological, and organizational knowledge to perform comprehensive clinical assessments, support diagnostic reasoning, and manage complex patient care across diverse populations.	1.Integrate Nursing and Transdisciplinary Knowledge for Advanced Practice Synthesize nursing science with knowledge from the biophysical, psychosocial, analytical, ethical, and organizational sciences to guide clinical reasoning, care innovation, and complex decision-making across diverse populations.
2.Apply Quality and Safety Principles in Advanced Practice	2.Lead Systems-Based Practice for Quality and Safety Improvement

Implement and evaluate evidence-based strategies to improve care quality, patient safety, and equity within clinical practice environments.	Design, implement, and evaluate evidence-informed strategies to promote high-quality, safe, and equitable care within complex and evolving healthcare systems, locally and globally.
3.Critically Appraise and Apply Evidence for Advanced Nursing Practice Integrate current evidence, clinical expertise, and patient preferences to guide the diagnosis, treatment, and management of health conditions; engage in quality improvement initiatives to optimize patient outcomes.	3.Translate and Integrate Evidence for Nursing Practice Critically appraise and apply research and quality improvement methodologies to influence healthcare delivery and outcomes; disseminate findings to advance nursing practice and population health.
4.Leverage Healthcare Technologies and Informatics in Clinical Practice Utilize electronic health records, clinical decision support tools, and population health data to enhance diagnosis, care planning, and patient education in advanced practice settings.	4.Leverage Information and Healthcare Technologies Integrate informatics, data analytics, and emerging health technologies to optimize care delivery, support clinical decision-making, and improve health outcomes.
5.Provide Person-Centered, Culturally Responsive Care Deliver holistic, individualized care that respects patients' values, cultural backgrounds, and health literacy levels, with the goal of improving health equity and outcomes.	5. Advance Person-Centered, Equitable Care Promote culturally responsive, person-centered care and advocate for policies that improve access, reduce health disparities, and promote social justice.
6.Collaborate with Interprofessional Teams to Optimize Patient Care Work effectively within interprofessional teams to coordinate care, resolve complex clinical issues, and improve health outcomes at the individual and population level.	6.Foster Interprofessional Collaboration for Health Outcomes Build and sustain collaborative partnerships across disciplines to improve individual and population health outcomes, with a focus on culturally distinct communities and high-priority health needs.
7.Assess and Address Social Determinants of Health in Clinical Practice Identify social, cultural, and environmental factors affecting health; integrate resources and community partnerships into care plans to address disparities and promote health resilience.	7.Promote Population Health and Address Social Determinants of Health Assess and respond to the social, cultural, economic, and environmental determinants of health; design population-based interventions that advance health equity and resilience across communities.
8.Demonstrate Clinical Expertise and Professionalism in the APRN Role Provide independent, evidence-based care including advanced assessment, diagnosis, and management of acute and chronic conditions; demonstrate ethical leadership, accountability, and commitment to continuous professional growth in the APRN role.	8.Demonstrate Clinical Expertise and Professional Leadership in Advanced Practice Nursing Provide evidence-based, independent clinical care through advanced assessment, diagnosis, and management of diverse individuals and populations; model professional integrity, ethical leadership, and lifelong development in the advanced practice role.

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

Upon completion of NUR 842, the student will be able to:

CLOs	PLO(s)	AACN Domain	AACN Competency	AACN Advanced Sub-Competency (NONPF NP Core Competencies)	Assessment Measures
1. Perform comprehensive and focused health assessments for adult and older adult patients, integrating history, physical examination, and appropriate diagnostic testing.	1, 5	1, 2	1.2; 2.3	1.2f; 2.3h; 2.3i	Sentinel-U: Demonstrate comprehensive and focused assessment skills and appropriate diagnostic testing. Unfolding Cases: Identify relevant assessment findings and diagnostic needs. Quizzes/Exams: Demonstrate knowledge of assessment and diagnostic testing.
2. Diagnose common acute and common health conditions in adult populations using evidence-based diagnostic reasoning.	1, 3	1, 4	1.1; 1.2; 4.2	1.1e; 1.2f; 4.2f	Unfolding Cases: Demonstrate clinical reasoning to develop differential and primary diagnoses. Sentinel-U: Apply diagnostic reasoning to common adult conditions. Quizzes/Exams: Demonstrate diagnostic reasoning and interpretation of clinical findings.
3. Develop individualized, evidence-based management plans that incorporate pharmacologic, non-pharmacologic, and lifestyle interventions for adult patients.	3,5	2, 4	2.5; 2.6; 4.2	2.5h; 2.5i; 2.6g; 4.2f;	Unfolding Cases: Develop evidence-based pharmacologic and non-pharmacologic management plans. Sentinel-U: Select appropriate treatment and management interventions. Quizzes/Exams: Apply evidence-based management principles.
4. Implement health promotion and disease prevention strategies tailored to adult and geriatric populations, considering cultural, socioeconomic, and developmental factors.	5,7	2, 3	2.2; 2.5; 3.1; 3.2	2.2g; 2.5h; 3.1j; 3.2f .	Unfolding Cases: Apply health promotion, prevention, screening, and patient education strategies. Sentinel-U: Identify individualized preventive care interventions. Discussion Boards: Examine cultural, socioeconomic, and social determinants affecting health. Quizzes/Exams: Apply evidence-based preventive care recommendations.
5. Collaborate with interprofessional team members to coordinate care and optimize health outcomes for adults with complex or comorbid conditions.	6	6, 2	6.1; 6.2; 2.5	6.1g; 6.2f; 6.2g; 2.5h	Unfolding Cases: Identify appropriate referrals and interprofessional resources. Sentinel-U: Demonstrate care coordination and referral decision-making. Discussion Boards: Apply interprofessional approaches to patient care.
6. Evaluate treatment outcomes and adjust care plans based on clinical response, patient preferences, and emerging evidence.	2, 3	2, 4, 5	2.6; 2.8; 4.2; 5.1	2.6g; 2.8f; 4.2f; 5.1g; 5.1h	Unfolding Cases: Evaluate treatment response and modify the plan of care. Sentinel-U: Adjust management based on patient outcomes. Quizzes/Exams: Evaluate treatment effectiveness and appropriate modifications.

					Discussion Boards: Apply evidence to patient-centered management decisions.
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Integrated AACN Concepts:

Clinical judgment CLO 1, 2, 3, 4, 5, 6

Communication CLO 1, 3, 4, 5, 6

Compassionate Care CLO 1, 3, 4, 5, 6

Diversity/Equity/Inclusion CLO 1, 3, 4, 5

Ethics CLO 3, 4, 5, 6

Evidence-Based Practice CLO 1, 2, 3, 4, 6

Health Policy CLO 4

[AACN Essentials Graduate Reference Key](#)

Marianist Values

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

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

This course specifically addresses Marianist values #2, 3, 4, and 5. Students receive an integral, quality education (#2) by applying advanced clinical judgment and evidence-based practice to the assessment, diagnosis, and management of adult and older adult health conditions. The course promotes family spirit (#3) through compassionate, person-centered care and collaboration with patients, families, peers, and interprofessional teams. Students are educated for service, justice, and peace (#4) by considering health disparities, social determinants of health, cultural differences, and equitable access to care when developing individualized treatment and prevention strategies. Finally, the course promotes adaptation and change (#5) by preparing students to respond to evolving evidence, changing patient needs, and advances in healthcare to improve health outcomes.

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 ('Olelo 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 ('Olelo 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	2	2, 5	2, 5	2, 4	3, 4	2, 5
Native Hawaiian Values	2	2, 5	2, 5	2, 4	3, 4	2, 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.

Quizzes – Quiz questions emphasize the application, analysis, synthesis, and clinical judgment required for advanced nursing practice rather than rote memorization. Students are expected to demonstrate mastery of course competencies by applying foundational knowledge to authentic clinical scenarios and decision-making. Students will complete quizzes based on the previous module's content to reinforce understanding and application of key concepts. Quizzes are open book and open notes but must be completed individually in one sitting. Each quiz will remain open for the calendar week and is due by the end of the module week at 11:59 p.m. Quizzes are to be completed individually and working in groups is not permitted.

Examinations – Examination questions emphasize the application, analysis, synthesis, and clinical judgment required for advanced nursing practice rather than rote memorization. Students are expected to demonstrate mastery of course competencies by applying foundational knowledge to authentic clinical scenarios and decision-making. There will be two, timed examinations in the course: A midterm (covering the first half of the course material) and a final examination (covering the second half of the course material). These examinations will be closed book and closed notes. The examinations will be open for completion for the calendar week and must be completed in one sitting. Examinations are due by the end of the module week at 11:59pm. Examinations are to be completed individually and working in groups is not permitted.

Unfolding Clinical Reasoning Case Discussions - Students will complete evidence-based adult primary care cases that simulate the progression of patient care across multiple clinical encounters. As new assessment findings, diagnostic results, and patient responses are revealed, students demonstrate competency in clinical judgment and diagnostic reasoning by identifying pertinent findings, developing and prioritizing differential diagnoses, selecting and interpreting diagnostic tests, and determining the most likely diagnosis. Students develop individualized, evidence-based management plans incorporating pharmacologic and nonpharmacologic interventions, health promotion, disease prevention, patient education, referrals, and

follow-up care. As each case evolves, students evaluate treatment response and modify the plan of care based on clinical findings, patient preferences, current evidence, and safety considerations. Students also consider cultural factors, social determinants of health, health equity, and appropriate interprofessional resources. Following completion of the case, students participate in faculty-guided discussions to justify clinical decisions using current evidence, compare clinical reasoning approaches, and provide constructive peer feedback. Evaluation emphasizes clinical judgment, diagnostic reasoning, evidence-based decision-making, person-centered care, professional communication, and reflective practice.

Sentinel-U Virtual Case Simulations (formative assignment) - Students engage in interactive virtual patient encounters that simulate adult primary care practice. Students demonstrate competency in focused assessment, diagnostic reasoning, clinical decision-making, and evidence-based management by gathering relevant patient information, recognizing significant clinical findings, developing differential diagnoses, selecting appropriate diagnostic testing, and determining appropriate treatment and follow-up interventions.

The simulations provide students with opportunities to apply clinical knowledge in a safe environment, receive feedback, identify areas requiring improvement, and strengthen clinical judgment before entering or progressing in clinical practice. Students will complete six virtual case simulations and achieve a minimum score of 80% on each case.

Assignment Policy

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

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

Discussions

Online Class Discussion Board (DB):

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

DB General Guidelines:

- Read through the entire discussion board question or prompt before making your initial thread post. Many topics are broken down into multiple components, each of which must be addressed in your initial reply.
- Be constructive and substantive in your posts and peer feedback. Use an example from the original post to build on, use examples from your current workplace or work experience, stimulate further discourse by asking questions when responding to your peers.
- Use good netiquette. Although there is a minimum of three substantive posts to discussion boards, each student should consider replying to any and all questions posed to them by peers or faculty; just as you would in a live conversation.

- Support your work. You must have a minimum of four citations for your initial post, and at least one citation on replies to others. Citations should include your course textbook or other supplied course resources, as well as other high-level evidence. At least two citations should be from sources not provided in course resources in your initial post and at least one from sources not provided in course resources in replies to others. Citations should follow APA 7th edition formatting.
- Be sure to post on time (see posting requirements below). Late postings limit the depth of the discussions and make it difficult for peers to provide timely feedback to you. *Late posts will have a 5-point deduction per day up to 48 hours after the due date. Posts more than 48 hours late will receive 0 credit for the assignment.*

DB Posting Requirements:

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

Course Grading

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

Evaluation Method	% of Total Grade	Grading Scale*
Weekly Quizzes	20%	A = 90-100 % B = 80-89% C = Below 80% and a failing course grade.
Exam #1	15%	
Exam #2	15%	
Unfolding Case Scenarios	25%	
Sentinel-U virtual cases	20%	
Discussion Board	5%	
Lecturio Lectures	P/F	
TOTAL	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.

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses and engage thoughtfully with peers within the required window.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

Regular and Substantive Interaction (RSI) Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
- Email inquiries: response by 48 hours (see Communication policy above)
- Weekly graded work (discussions, assignments): within 7 school days of the due date
- Major assessments/projects: within 7 school days of the due date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Policies

Late Work

It is expected that assignments will be submitted on time. Late assignments will be subject to a deduction of 5% per day. Extensions on writing assignments are not provided unless prior arrangements have been made with faculty at least a week prior to the assignment due date or unless there are extenuating circumstances. Requests made within the week prior to the due date will not be granted unless there is an emergency.

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

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

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

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

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated. Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

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

AI (Artificial Intelligence) Statement

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

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

TITLE IX AND NONDISCRIMINATION

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	SafeSwords Webpage

Resource	Description	Contact / Website
	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	

Technology Support

Chaminade Client Services (during business hours)

Email: cstechsupport@chaminade.edu

Phone: (808) 735-4855

Canvas Support (24/7 support)

[Live chat with Canvas Support for Students](#)

Phone: (833) 209-6111

Additional Support for Distance Education Students

[Chaminade University of Honolulu Resources for Distance Education](#)

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.*

Week #	Dates	Topics	Readings	Assignments/ Due Dates
Week 1 – Module 1	8/17 – 8/23	Introduction to General Assessment	<i>Dunphy and Winland-Brown</i> <i>UNIT I: Caring-Based Nursing: The Art</i> 1. <i>Primary Care in the Twenty- First Century: A Circle of Caring</i> 2. <i>Caring and the Advanced Practice Nurse</i> 3. <i>Health Promotion</i> 4. <i>The Art of Diagnosis and Treatment</i> 5. <i>Evidence-Based Practice</i>	• Watch Intro to Acute Problem Lecture – 2 • Review DXTX PowerPoint • Review EBP PowerPoint • Review HLTH PRM PowerPoint • Review Caring PowerPoint • Review Prim Care PowerPoint • Review Intro to Acute Problems PowerPoint. • Complete Welcome Discussion Board Due 8/***/26 at 11: 59 PM.
Week 2 – Module 2	8/24 – 8/30	HEENT	<i>Dunphy and Winland-Brown</i> SECTION 3: EYE PROBLEMS 18. Common Eye Complaints 19. Lid and Conjunctival Pathology 20. Visual Disturbances and Impaired Vision	• Complete Sentinel U case study #1: Sophie Takhashi – Eye Pain (P) OR Dari Moore – Otitis Externa (P) OR Aanisah Ali – R Ear Pain by 9/***/26 at 11:59 PM. • Lecturio HEENT Videos Due 9/***/26 at 11:59 PM. • Quiz #1 due 9/***/26 at 11:59 PM.

			SECTION 4: EAR, NOSE, AND THROAT PROBLEMS 21. Common Ear, Nose, and Throat Complaints 22. Hearing and Balance Disorders 23. Inflammatory and Infectious Disorders of the Ear 24. Inflammatory and Infectious Disorders of the Nose, Sinuses, Mouth, and Throat 25. Epistaxis 26. Temporomandibular Disorders 27. Dysphonia	
Week 3 – Module 3 [Week 1]	8/31 – 9/6	Respiratory	<i>Dunphy and Winland-Brown</i> RESPIRATORY PROBLEMS 28. Common Respiratory Complaints 29. Infectious Respiratory Disorders 30. Inflammatory Respiratory Disorders	- Complete Sentinel U case study #2: Lucas Stewart – Cough (P) OR Daniel Adams – Cough by 9/***/26 at 11:59 PM. - Lecturio Respiratory Videos Due 9/***/26 at 11:59 PM. - Discussion Board Reflection Due 8/***/26 at 11: 59 PM.
Week 4 - Module 3 – [Week 2]	9/7 – 9/13	Respiratory (No Classes 9/7 – Labor Day)		- Unfolding Case Study Due 9/***/26 at 11:59 PM - Quiz #2 due 9/***/26 at 11:59 PM.
Week 5 - Module 4 – [Week 1]	9/14 – 9/20	Cardiovascular	<i>Dunphy and Winland-Brown</i> SECTION 6: CARDIOVASCULAR PROBLEMS 34. Common Cardiovascular Complaints 35. Cardiac and Associated Risk Disorders 36. Dysrhythmias and Valvular Disorders 37. Disorders of the Vascular System	- Lecturio Cardiovascular Videos Due 9/***/26 at 11:59 PM. - Complete Sentinel U case study #3: John Peterson – Chest Pain by 9/***/26 at 11:59 PM.
Week 6 - Module 4 – [Week 2]	9/21 – 9/27	Cardiovascular		- Unfolding Case Study Due 9/***/26 at 11:59 PM. - Complete Quiz #3 by 9/***/26 at 11:59 PM.
Week 7 – Module 5	9/28 – 10/4	Gastrointestinal	<i>Dunphy and Winland-Brown</i> Section 7: Abdominal Problems 38. Common Abdominal Complaints 39. Infectious Gastrointestinal Disorders 40. Gastric and Intestinal Disorders 41. Gallbladder and Pancreatic Disorders 42. Cirrhosis and Liver Failure	- Lecturio Gastrointestinal Videos Due 9/***/26 at 11:59 PM. - Complete Sentinel U case study #4: Mateo Lopez – Stomach Pain (P) OR Abisai Dixon – Vomiting (P) by 9/***/26 at 11:59 PM. - Complete Quiz #4 by 9/***/26 at 11:59 PM.
Week 8 – Module 6	10/5 – 10/11	Renal/Genitourinary (GU)	<i>Dunphy and Winland-Brown</i> Section 8: Renal Problems 43. Common Urinary Complaints 44. Urinary Tract Disorders 45. Kidney and Bladder Disorders	- Lecturio Renal/Genitourinary Videos Due 10/***/26 at 11:59 PM. - Complete Quiz #5 by 10/***/26 at 11:59 PM.

Week 9 – Module 7	10/12 – 10/18	Integumentary	<i>Dunphy and Winland-Brown</i> <i>Section 2: Skin Problems</i> 11. Common Skin Complaints 12. Parasitic Skin Infestations 13. Fungal Skin Infections 14. Bacterial Skin Infections 15. Viral Skin Infections 16. Dermatitis 17. Skin Lesions	• Lecturio Integumentary Videos Due 10/***/26 at 11:59 PM. • Complete Exam #1 by 10/***/26 at 11:59 PM. • Discussion Board Reflection Due 10/***/26 at 11: 59 PM.
Week 10 – Module 8	10/19 – 10/25	Endocrine	<i>Dunphy and Winland-Brown</i> <i>Section 11: Endocrine and Metabolic Problems</i> 56. Common Endocrine and Metabolic Complaints 57. Glandular Disorders 59. Metabolic Disorders	• Lecturio Endocrine Videos Due 10/***/26 at 11:59 PM. • Complete Quiz #6 by 10/***/26 at 11:59 PM.
Week 11 – Module 9	10/26 – 11/1	MSK/Heme/Immune	<i>Dunphy and Winland-Brown</i> <i>Section 10: Musculoskeletal Problems</i> 52. Common Musculoskeletal Complaints 53. Spinal Disorders 54. Soft-Tissue Disorders <i>Section 12: Hematological and Immunological Problems</i> 60. Common Hematological and Immunological Complaints 61. Hematological Disorders 62. Immunological Disorders 63. Infectious Disorders	• Lecturio MSK/Heme/Immune Videos Due 10/***/26 at 11:59 PM. • Unfolding Case Study Due 11/***/26 at 11:59 PM. • Complete Quiz #7 by 10/***/26 at 11:59 PM.
Week 12 – Module 10	11/2 – 11/8	Neurological	<i>Dunphy and Winland-Brown</i> <i>Section 1: Neurological Problems</i> 6. Common Neurological Complaints 7. Seizure Disorders 8. Degenerative Disorders 9. Cerebrovascular Accident (Stroke) 10. Infectious and Inflammatory Neurological Disorders	• Lecturio Neurological Videos Due 11/***/26 at 11:59 PM. • Complete Quiz #8 by 11/***/26 at 11:59 PM. • Complete Sentinel U case study #6: Naveah Green – Headache by 11/***/26 at 11:59 PM. • Discussion Board Reflection Due 11/***/26 at 11: 59 PM.
Week 13 – Module 11	11/9 – 11/15	Men's Health	<i>Dunphy and Winland-Brown</i> <i>Section 9: Gender-Related Health Problems</i> 46. Common Reproductive System Complaints 49. Prostate Disorders 50. Penile and Testicular Disorders 51. Sexually Transmitted Infections	• Lecturio Men's Health Videos Due 11/***/26 at 11:59 PM. • Complete Quiz #9 by 11/***/26 at 11:59 PM.
Week 14 – Module 12	11/16 – 11/22	Psych	<i>Dunphy and Winland-Brown</i> <i>Section 13: Psychosocial Problems</i> 64. Common Psychosocial Complaints 67. Mood Disorders 68. Anxiety, Stress, and Trauma-Related Disorders 70. Behavioral Disorders Related to Physical/Physiological Disturbances 71. Neurodevelopmental Disorders	• Lecturio Psych Videos Due 11/***/26 at 11:59 PM. • Complete Quiz #10 by 11/***/26 at 11:59 PM.

Week 15 – Module 13	11/23 – 11/29	Emergency Topics (Thanksgiving Break 11/26 – 11/27)	<i>Dunphy and Winland-Brown</i> <i>Section 14: Urgent Care Problems</i> <i>72. Common Urgent Care</i> <i>Complaints</i> <i>73. Common Injuries</i> <i>74. Toxic Exposures</i> <i>75. Environmental Exposures</i>	• Lecturio Emergency Topic Videos Due 11/***/26 at 11:59 PM. • Discussion Board Reflection Due 11/***/26 at 11: 59 PM.
Week 16	11/30 – 12/6	Review		• Complete Exam #2 by 12/***/26 at 11:59 PM