



School of Nursing and Health Professions
Nursing: Graduate
Course Number and Title

Location & Meeting Schedule: Online Asynchronous

Credits: 3

Section: 90-7

Term: Fall 2026



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Time Zone: Central

Office Location: Online

Office Hours: Monday's from 1-4 CST

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 Description

This course provides an in-depth exploration of human physiological processes and pathophysiological alterations across the lifespan. Emphasizing cellular, genetic, and systemic mechanisms, the course integrates knowledge of organ system regulation, homeostatic disruption, and bio-behavioral responses to illness to support clinical and diagnostic reasoning. Prepares students for evidence-based assessment and management of complex health conditions in advanced nursing practice.

Course Snapshot

Modality: Online Asynchronous

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 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

The course is designed to provide approximately 135 hours of student engagement, averaging approximately 9 hours per week across the instructional period and final examination period. Student workload is distributed among required McCance and Huether readings (approximately 35 hours), Lecturio learning activities (25 hours), Sentinel U clinical simulations and case studies (15 hours), study guide journals and independent review (15 hours), APEA review questions and examinations (15 hours), discussion board activities (8 hours), differential diagnosis activities and the final paper (12 hours), and comprehensive final examination preparation (10 hours). The workload intentionally progresses from foundational concepts in cellular biology, genetics, immunity, and clinical reasoning to increasingly complex system-specific and multisystem pathophysiology, with students repeatedly applying knowledge through clinical cases, diagnostic reasoning, and examination preparation. The final weeks emphasize integration and synthesis of course learning outcomes through differential diagnosis, multisystem disorders, APEA examination preparation, and the comprehensive final examination.

Required Materials

1. American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Harper Collins. Required in All Courses.
2. APEA. *MyQBank study questions for NP students*. Access to this APEA resource is included in tuition fees. Students will receive an email from APEA to sign up and access this resource
3. 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.
4. Lecturio. (2024). *E-Learning platform* [Online course]. Lecturio. [Online course]. Lecturio. <https://www.chaminade.lecturio.com>. Access included in tuition fees

5. McCance, K., & Huether, S. (2022) *Pathophysiology: The Biologic basis for disease in adults and children* (9th Ed.). Elsevier.
6. McCance, K., & Huether, S. (2022) *Study guide for pathophysiology: The biologic basis for disease in adults and children* (9th Ed.). Elsevier.
7. Rhoads, J and Penick, J. (2022). *Formulating a differential diagnosis for the advanced practice provider* (3rd Ed.). Springer.
8. Sentinel U. (2024). *Simulation module set* [Online simulation]. Sentinel U. <https://www.sentinelu.com>
Access included in tuition fees

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)

Upon completion of the graduate nursing program, the student will be able to:

MSN PLOs	DNP PLOs
1.Integrate Nursing and Interdisciplinary Sciences for Advanced Clinical Reasoning Apply nursing science along with biophysical,	1.Integrate Nursing and Transdisciplinary Knowledge for Advanced Practice Synthesize nursing science with knowledge from the

psychosocial, pharmacological, and organizational knowledge to perform comprehensive clinical assessments, support diagnostic reasoning, and manage complex patient care across diverse populations.	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 Implement and evaluate evidence-based strategies to improve care quality, patient safety, and equity within clinical practice environments.	2.Lead Systems-Based Practice for Quality and Safety Improvement 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 804, the student will be able to:

CLOs	MSN PLO(s)	DNP PLO(s)	AACN Domains	AACN Competencies	AACN Advanced-Level Sub Competencies	Assessment Measures
1. Integrate advanced knowledge of cellular, molecular, and genetic mechanisms to explain physiological regulation and pathophysiological alterations across the lifespan.	M1	D1	Domain 1	1.3 2.4	1.3f 2.4f	Discussion Board Exam
2. Differentiate normal physiological variations from abnormal pathophysiological patterns using evidence-informed criteria.	M1	D1	Domain 1 Domain 4	1.2 1.3 2.4 4.2	1.2j 1.3f 2.4f 4.2g	Differential Diagnosis Paper Sentinel U
3. Apply advanced pathophysiological concepts to support diagnostic reasoning and clinical decision-making for complex health conditions.	M1	D1	Domain 1	1.3 2.4	1.3f 2.4f	Exam Unfolding Case Study Discussion Board

4. Synthesize current research findings in pathophysiology to inform evidence-based assessment and management strategies in advanced nursing practice.	M3	D3	Domain 1 Domain 2 Domain 4	1.2 1.3 2.2 2.3 2.4 2.5 4.2	1.2g 1.2j 1.3d 1.3f 2.2g 2.3h 2.4f 2.5j 4.2g	Discussion Board Exam Study Guide Journal
5. Communicate complex pathophysiological concepts clearly and accurately to interprofessional colleagues, patients, and families to promote shared understanding and decision-making.	M5 M6	D5 D6	Domain 1 Domain 2 Domain 6 Domain 9	1.3 2.1 2.2 2.4 6.1 9.1 9.3 9.4	1.3f 2.1e 2.2g 2.4f 6.1g 9.1i 9.3l 9.4f	Sentinel U
<u>Integrated AACN Concepts:</u> Clinical judgment: CLO 1, 2, 3, 4, 5 Communication: CLO 3, 4, 5 Compassionate Care: CLO 1, 2, 3, 5 Diversity/Equity/Inclusion: CLO 1, 2, 3, 4, 5 Ethics: CLO 1, 2, 3, 4, 5 Evidence-Based Practice: CLO 1, 2, 3, 4, 5 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 reflects Marianist values 1, 2, 3, 4 and 5 by preparing advanced practice nursing students to integrate scientific knowledge, clinical reasoning, and compassionate care in understanding complex health conditions. Through the study of disease mechanisms, evidence-based practice, and factors influencing health outcomes, students develop the skills needed for quality, holistic patient care. The course promotes family spirit, service, and justice by emphasizing respect for human dignity, health equity, ethical decision-making, and advocacy for diverse populations. It also supports adaptation and change by fostering lifelong learning and the ability to apply emerging evidence to evolving healthcare needs.

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 ('Olelo 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 ('Olelo 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 ('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	1, 2	2, 5	3, 4	2, 5	3, 4
Native Hawaiian Values	1, 2	2, 5	3, 4	2, 5	3, 4

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.

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.

Lecturio: Lecturio serves as a supplemental learning resource for advanced practice nursing students by reinforcing key concepts in advanced pathophysiology and clinical reasoning. Through interactive lessons, clinical cases, practice questions, and spaced-repetition activities, students can strengthen their ability to apply foundational knowledge to patient assessment and clinical decision-making. Lecturio also supports individualized learning by allowing students to identify knowledge gaps and focus additional study on areas requiring remediation. The platform complements course instruction, required readings, and clinical experiences while promoting preparation for advanced practice and certification examinations.

Study Guide Journal: The Study Guide Activities provide students with a structured opportunity to review, reinforce, and apply key pathophysiology concepts presented in the weekly course readings. Based on *Study Guide for Pathophysiology: The Biologic Basis for Disease in Adults and Children* by McCance and Huether (2019), activities correspond with assigned textbook chapters and may include matching, short answer, fill-in-the-blank, crossword puzzles, multiple-choice questions, and other application-based exercises. Students should complete the activities progressively throughout the week to support active learning, strengthen understanding of complex pathophysiologic processes, and prepare for course assessments. Because activities may require substantial time to complete, students are encouraged to begin early and use them as an ongoing study and review resource rather than completing them immediately before the due date.

APEA Practice Questions: Students will complete assigned APEA review questions throughout the course to reinforce advanced pathophysiology concepts. These assignments are intended to strengthen clinical reasoning, integrate course content, and prepare students for nurse practitioner certification examinations. Students are expected to complete all assigned questions and review the accompanying rationales to support learning.

Unfolding Case Studies: Students will complete case studies demonstrating application of pathophysiology concepts in the process of differential diagnoses and communication with interprofessional colleagues, families, and patients.

Differential Diagnosis Paper: The Differential Diagnosis Paper provides students with an opportunity to develop and apply systematic clinical reasoning skills by evaluating a patient case and considering multiple possible diagnoses. Students will identify and prioritize 3–5 differential diagnoses, including potential life-threatening conditions, and use a structured Differential Diagnosis Grid Analysis to evaluate supporting, opposing, and expected-but-absent findings. Students will then establish the most likely diagnosis based on their analysis and explain the associated pathophysiology. This assignment strengthens students' ability to integrate assessment findings, clinical reasoning, and pathophysiologic knowledge when evaluating complex clinical presentations.

Exams: The APEA non-cumulative examination provides students with an opportunity to demonstrate and evaluate their mastery of course-specific pathophysiology concepts presented during the designated portion of the semester. The examination promotes integration of foundational knowledge with clinical reasoning and application, while allowing students to identify areas of strength and opportunities for continued learning. Results can be used to guide focused remediation and strengthen students' preparation for subsequent advanced practice coursework and clinical application.

APEA Summative Exam: The APEA Summative Examination is a cumulative, comprehensive assessment of all major content presented throughout the course. The examination evaluates students' ability to integrate and apply knowledge of pathophysiology across body systems and clinical scenarios. It provides a summative measure of students' overall course mastery and readiness to apply foundational concepts in advanced nursing practice.

Sentinel U: Sentinel U serves as an interactive, case-based learning resource that allows advanced practice nursing students to apply pathophysiology concepts to realistic patient scenarios. Throughout the course, Sentinel U cases are aligned with specific disease processes, such as sickle cell anemia, neurologic disorders, heart failure, and diabetes, providing opportunities to connect clinical findings with underlying pathophysiology. These activities promote clinical reasoning, patient assessment, and application of knowledge to individualized patient care. Sentinel U complements course readings and other learning resources by providing experiential learning that bridges theoretical concepts with clinical practice.

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): Discussions are required in all DNP courses.

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.

Assessment Measures	Percent % of Total Grade	Grading Scale*
Lecturio	5%	A = 90-100 % B = 80-89% C = Below 80% and a failing course grade.
Discussion Boards	5%	
Differential Diagnosis Paper	10%	
APEA Summative Exam	10%	
Unfolding Case Studies	10%	
Study Guide Journal	10%	
Sentinel U	10%	
APEA Practice Questions	20%	
Course Exams	20%	
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 [X] (see Communication policy above)
- Weekly graded work (discussions, assignments): within [X] school days of the due date
- Major assessments/projects: within [X] 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	https://chaminade.edu/tutoring-academic-coaching-services

Resource	Description	Contact / Website
	guidance in developing goals and study strategies.	
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
Campus Safety/ SafeSwords	A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events	SafeSwords Webpage

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

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 of	Topic	Readings & Assignments	Due Dates
			All Assignments Due Sunday of Assigned Week at 11:59 HST – Unless Specified Otherwise
8/17 Week 1 - Module 1	Concepts of Pathophysiology	McCance and Huether Cellular Biology Altered Cellular and Tissue Biology: Environmental Agents The Cellular Environment: Fluids and Electrolytes, Acids and Bases * Roads and Penick is for Differential Diagnosis Reference	Lecturio Sentinel U: Readiness Essentials: Advanced – Pathophysiology Discovery ONLY of Cardiovascular, Pulmonary, Endocrine EMPOWER Debrief Self-Introduction Discussion Board

8/24 Week 2 - Module 2	Differential Diagnosis Process	Strategies for generating differential diagnosis University of Massachusetts Guide to Clinical Reasoning Stanford University Differential Diagnosis checklists reduce diagnostic error differentially: A randomized experiment * Roads and Penick is for Differential Diagnosis Reference	Lecturio Discussion Board: Differential Diagnosis Initial Response Due Tuesday, August 25, 2026 Response to Peer #1 Due Thursday, August 27, 2026 Response to Peer due Saturday, August 29, 2026
8/31 Week 3 - Module 3	Pathophysiology of Genetics and Epigenetics	McCance and Huether Genes and Genetic Diseases Genes, Environment - Lifestyle and Common Diseases Epigenetics and Disease * Roads and Penick is for Differential Diagnosis Reference	Lecturio Sentinel U: Readiness Essentials: Advanced – Pathophysiology Discovery ONLY of Neurologic, Musculoskeletal EMPOWER Debrief Study Guide Journal

9/7 No Classes 9/7 – Labor Day Week 4 - Module 4	Pathophysiology of Immune System	McCance and Huether Innate Immunity: Inflammation Adaptive Immunity Alterations in Immunity and Inflammation Infection Stress and Disease * Roads and Penick is for Differential Diagnosis Reference	Lecturio Sentinel U: Readiness Essentials: Advanced – Pathophysiology Pulmonary – Anya Patel – Cough Integumentary – Katherine Moore – Painful Rash Musculoskeletal – Celina Pineda – Wrist Pain EMPOWER Debrief Study Guide Journal
9/14 Week 5 - Module 5	Pathophysiology of Cancer	McCance and Huether Cancer Biology Cancer Epidemiology Cancer in Children * Roads and Penick is for Differential Diagnosis Reference	Lecturio Sentinel U: Readiness Essentials: Advanced – Pathophysiology Pulmonary – Maya Al-Khalili – Cough Integumentary – Emma Jones – Melanoma Follow-Up Men’s Health – Carlos Marquez – Penis Ulcer EMPOWER Debrief Study Guide Journal

9/21 Week 6 - Module 6	Pathophysiology of Neurologic Disorders	McCance and Huether Structure and Function of the Neurologic System Pain, Temperature Regulation, Sleep and Sensory Function Alterations in Cognitive Systems, Cerebral Hemodynamics, and Motor Function Disorders of the Central and Peripheral Nervous Systems and the Neuromuscular Junction Neurobiology of Schizophrenia, Mood Disorders and Anxiety Disorders Alterations of Neurologic Function in Children * Roads and Penick is for Differential Diagnosis Reference	Lecturio Sentinel U: Readiness Essentials: Advanced – Pathophysiology (Choose 2 Cases) Neurologic – Elena Torres – Right Side Weakness Adrian Woods – Hospital Follow-Up Ana Johnson – Headache EMPOWER Debrief Study Guide Journal APEA Review Questions (Neurology)
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9/28 Week 7 - Module 7	Pathophysiology of Cardiovascular Disorders	McCance and Huether Structure and Function of the Cardiovascular and Lymphatic Systems Alterations of Cardiovascular Function Alterations of Cardiovascular Function in Children * Roads and Penick is for Differential Diagnosis Reference	Lecturio Sentinel U: Readiness Essentials: Advanced – Pathophysiology (Choose 2 Cases) Cardiovascular – Tier Kanonhsase – High Blood Pressure Joseph Carter – Swollen Ankles Rafael Delgado – Palpitations Esther Carmi - Heartburn EMPOWER Debrief Case Study: “Pressure, Pain or Pump Failure?” Study Guide Journal APEA Review Questions (Cardiovascular)
10/5 Week 8 - Module 8	Pathophysiology of Pulmonary Disorders	McCance and Huether Structure and Function of the Pulmonary System Alterations of Pulmonary Function Alterations of Pulmonary Function in Children * Roads and Penick is for Differential Diagnosis Reference	Lecturio Sentinel U: Readiness Essentials: Advanced – Pathophysiology (Choose 2 Cases) Pulmonary - TBD EMPOWER Debrief Study Guide Journal APEA Review Questions (Respiratory) APEA Exam #1

10/12 – Wellness Week - Week 9 - Module 9	Pathophysiology of Reproductive Disorders	McCance and Huether Structure and Function of the Reproductive Systems Alterations of the Female Reproductive System Alterations of the Male Reproductive System Sexually Transmitted Infections * Roads and Penick is for Differential Diagnosis Reference	Lecturio Sentinel U: Readiness Essentials: Advanced – Pathophysiology (Choose 2 Cases) Women's Health – Traci Adler – Painful Periods Jade Walker – Pain Joy Lee – Headache Men's Health – Raf Castillo – Sexual Dysfunction EMPOWER Debrief Study Guide Journal APEA Review Questions (Pregnancy, Women's Health, Men's Health and STD)
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10/19 Week 10 - Module 10	Pathophysiology of Hematology Disorders	McCance and Huether Structure and Function of the Hematologic System Alterations of Erythrocyte, Platelet, and Hemostatic Function Alterations of Leukocyte and Lymphoid Function Alterations of Hematologic Function in Children * Roads and Penick is for Differential Diagnosis Reference	Lecturio Sentinel U: Readiness Essentials: Advanced – Pathophysiology (Choose 2 Cases) Hematology – TBD EMPOWER Debrief Study Guide Journal APEA Review Questions (Hematology)
10/26 Week 11 - Module 11	Pathophysiology of Endocrine Disorders	McCance and Huether Mechanisms of Hormonal Regulation Alterations of Hormonal Regulation Obesity and Disorders of Nutrition * Roads and Penick is for Differential Diagnosis Reference	Lecturio Sentinel U: Readiness Essentials: Advanced – Pathophysiology (Choose 2 Cases) Endocrine – Luisa Sanchez – Fatigue, Rash Donna Williams – Irregular Periods Leilani Thompson – Missed Period EMPOWER Debrief Study Guide Journal APEA Review Questions (Endocrine)

11/2 Week 12 - Module 12	Pathophysiology of Renal/Urology Disorders	McCance and Huether Structure and Function of the Renal and Urologic Systems Alterations of Renal and Urinary Function Alterations of Renal and Urinary Tract Function in Children * Roads and Penick is for Differential Diagnosis Reference	Lecturio Sentinel U: Readiness Essentials: Advanced – Pathophysiology (Choose 2 Cases) Renal/Urology – Andre Fields – Diarrhea, Fatigue Sung Lee – Confusion Samira Ramos – Urinary Leakage EMPOWER Debrief Study Guide Journal Case Study: “When the Kidneys send a warning.” APEA Review Questions (Urology) APEA Exam #2
11/9 Week 13 - Module 13	Pathophysiology of Gastrointestinal Disorders	McCance and Huether Structure and Function of the Digestive System Alterations of Digestive Function Alterations of Digestive Function in Children * Roads and Penick is for Differential Diagnosis Reference	Lecturio Sentinel U: Readiness Essentials: Advanced – Pathophysiology Gastrointestinal – Nico Catalano – Yellow Eyes Angel Villaneuva – Abdominal Pain EMPOWER Debrief Study Guide Journal APEA Review Questions (Gastroenterology)

11/16 Week 14 - Module 14	Pathophysiology of Integumentary Disorders	McCance and Huether Structure, Function and Disorders of the Integument Alterations of the Integument of Children * Roads and Penick is for Differential Diagnosis Reference	Lecturio Sentinel U: Readiness Essentials: Advanced – Pathophysiology Integumentary – Ken Raff – Rash Amina Sleiman – Circular Rash EMPOWER Debrief Study Guide Journal APEA Review Questions (Dermatology)
11/23 Thanksgiving Break (11/26 – 11/27) Week 15 - Module 15	Pathophysiology of Musculoskeletal Disorders	McCance and Huether Structure and Function of the Musculoskeletal System Alterations of Musculoskeletal Function Alterations of Musculoskeletal Function in Children * Roads and Penick is for Differential Diagnosis Reference	Lecturio Sentinel U: Readiness Essentials: Advanced – Pathophysiology (Choose 2 Cases) Musculoskeletal – Dorthy Barnes – Back Pain Kiran Gupta – Leg Pain Mereana Harris – Left Ankle Pain EMPOWER Debrief Study Guide Journal APEA Review Questions (Orthopedics) Differential Diagnosis Paper

11/30 Week 16 – Module 16	Pathophysiology of Multisystem Disorders	McCance and Huether Shock Multiple Organ Dysfunction Syndrome and Burns in Adults, Shock Multiple Organ Dysfunction Syndrome and Burns in Children * Roads and Penick is for Differential Diagnosis Reference	Lecturio Sentinel U: Readiness Essentials: Advanced – Pathophysiology Multisystem Disorders – Pulmonary – Howard Grant – Coughing Gastrointestinal – Ravi Kumar – Abdominal Pain EMPOWER Debrief Study Guide Journal APEA Review Questions (Psychiatry and HEENT) APEA Exam #3
12/7 Finals Week	Final Exam. Summation of course learning outcomes.	No New Readings	Final Exam via APEA