



School of Nursing and Health Professions
Nursing: Undergraduate
NUR 402: Psychiatric and Mental Health Nursing

Location: Sullivan Library Hall, room 201

Meeting Schedule: Thursdays 9:00 AM - 12:50 PM

Credits: 4 credit total (2 credits didactic, 2 credits clinical)

Section: 1

Term: Fall, 2026

Clinical Days: Clinical days/times vary based on assigned clinical cohort, please see clinical assignments grid



Instructor: KC Gardner Bougard, MSN, APRN-Rx, PMHNP-BC, PMHCNS-BC

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Phone: 808-739-8380

Office Location: Henry Hall, 118 D

Office Hours: By appointment only on Mondays 10:00 AM - 1:00 PM, Fridays, 10:00 AM - 1:00 PM. Other days/times may be accommodated based on availability.

Virtual Office Hours: Same as regular office hours

Communication

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

School & Department Information

School of Nursing & Health Professions

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

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

Phone: (808) 739-8340

Course Description & Materials

Catalog Description

This course focuses on a broad-based understanding and clinical application of mental health concepts and behavioral aberrations that occur in mental illness. Nursing students analyze the nursing process with a critical view towards the individual, family, ethical aspects and resources for the mentally ill. The complexity of disease

from a holistic viewpoint will be explored. Prerequisites: All 300-level Nursing courses completed.

Modality: Face-to-Face

Time Commitment

This is a four-credit course requiring 180 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course should anticipate spending 25 hours in class, 90 hours at their clinical site, 20 hours completing ATI Engage MH modules and writing assignments, 20 hours studying for the quizzes and the ATI proctored mastery exam, and 25 hours working on the PBL project and completing the Shadow Health modules.

Required Materials

1. ATI Psychiatric and Mental Health for Nursing Version **newest edition** (highly recommend to use electronic updated version on ATI website)
2. Halter, M.J. (2027). Varcarolis' foundations of psychiatric-mental health nursing (10th ed.). Elsevier.
3. Shadow Health: See CANVAS for information.
4. American Psychological Association, (2020). Publication manual of the American Psychological Association (7th ed). Washington, D.C. 978-1-4338-3217-8

Canvas <https://chaminade.instructure.com/courses/46580>

This course is delivered through Canvas. Please review the Student Tutorial located on the Canvas course dashboard regarding instructions on accessing and submitting materials and assignments. If you are unable to find answers using the student tutorial, you may also contact the assigned faculty with questions regarding course navigation. Students should follow standard Netiquette guidelines, including but not limited to using the same common courtesy, politeness, and appropriate online behaviors as would be used in a face-to-face environment.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the BSN program, the graduate will be able to:
PLO#1: Integrate nursing science with the best evidence and knowledge from other disciplines to guide nursing practice and clinical decision-making and enhance effective, ethical, and equitable healthcare delivery. (Domains 1,4, 9)
PLO#2: Manage population health issues by engaging in effective partnerships to demonstrate advocacy strategies, equitable health policy, and disaster preparedness while considering the socioeconomic impact of healthcare delivery. (Domain 3,6,7)
PLO#3: Contribute to the safety and quality improvement of person-centered care considering the cultural context of the individual, family, and community. (Domains 2,3,5)

PLO#4: Ethically utilize information systems, patient care technologies, inter-professional communication, collaboration, and leadership skills to optimize client safety and improve outcomes. (Domains 5,6,8,9)

PLO#5: Contribute to healthcare system quality by utilizing performance metrics to reduce cost, improve outcomes, and evaluate the effectiveness of care. (Domain 5,7)

PLO #6: Demonstrate nursing practice based on ethical and legal principles, professional nursing standards, and leadership concepts while developing a professional identity. (Domains 9,10)

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

Upon completion of NUR 402, the student will be able to:

CLO	PLO(s)	AACN Essentials Domain(s)	AACN Essentials Competencies	AACN Essentials Sub Competencies	Assessment Measures
1. Apply the nursing process (assessment, diagnosis, planning, implementation, and evaluation) to provide holistic, individualized, and evidence-based care for patients with mental health conditions.	1	2	2.3 2.4 2.5 2.7	2.3c 2.4a 2.5d 2.5g 2.7b	1. Comprehensive Mental Status Exam & Psychiatric Nursing Care plan
2. Critically analyze mental health disorders and behavioral aberrations to identify the underlying mechanisms, symptoms, and progression of common mental health disorders, recognizing the complexity of mental illness from a biopsychosocial model	1	1	1.2 1.3	1.2a 1.3a 1.3b 1.3c	1. Analyze patients in clinical and identify biological, psychological, and social contributors to the patient's condition, explaining how these factors influence symptom development and illness progression, via completion of the MSE, holistic assessment, and care plan development. 2. Interpret assessment data from patients in clinical and determine the most likely mental health disorder by linking symptom patterns, risk factors, and disease progression using a biopsychosocial framework.
3. Employ clinical judgment in mental health settings,	1	1 5	1.3 5.2	1.3a 1.3b 1.3c	1. Complete the PBL project (needs assessment,

incorporating critical thinking and evidence-based practices to make safe, ethical, and effective decisions for patient care.				5.2b	annotated bibliography, implementation of intervention at clinical site and final video analysis). 2. Reflect on a clinical or simulation experience and identify how nursing knowledge, interdisciplinary perspectives, and evidence-based guidance informed decision-making and patient care.
4. Apply ethical principles and legal standards in the care of individuals with mental health issues, including issues of confidentiality, patient autonomy, informed consent, and the rights of patients with mental health conditions.	6	9	9.1	9.1a 9.1f	Complete a reflective analysis of the Hearing Voices simulation (which involves ethical dilemmas in psychiatric care) on the impact of therapeutic communication and clinical decision making that uphold patient rights and support patient empowerment.
5. Recognize and address the impact of mental illness on families, advocating for family involvement and collaboration in the care plan to enhance support and recovery for both the patient and their loved ones.	3	2	2.3 2.8	2.3f 2.8d	1. Participate in the Hearing Voices simulation and reflect on therapeutic communication strategies that build mutual respect and collaboration with patients and family members. 2. Reflect on a clinical experience and explain how cultural beliefs, family structures, and community contexts influence mental health recovery and nursing care decisions.
6. Provide culturally sensitive care by considering both one's own cultural perspective and by considering the	3	2	2.1 9.2 9.6	2.1c 9.2e 9.6a	Complete a reflective analysis describing how personal cultural perspectives may influence nursing care and identify strategies

diverse values, beliefs, and practices of individuals and families from different cultural backgrounds, ensuring that mental health treatment is respectful and individualized.					to provide culturally respectful and individualized mental health treatment.
7. Develop and implement therapeutic communication strategies to establish trusting and collaborative relationships with patients experiencing mental health disorders, promoting positive health outcomes.	3	2 9 5	2.1 2.2 9.2 5.2	2.1a 2.1b 2.2b 2.2d 9.2a 9.2f 5.2b	1. Participate in therapeutic communication bingo activity to identify various verbal and nonverbal communication techniques and identify how they reflect appropriate nursing responses that maintain therapeutic relationships and professional boundaries. 2. Reflect on a clinical interaction and describe how various therapeutic communication techniques were used to demonstrate compassion and build trust with a patient.
8. Advocate for mental health awareness and stigma reduction, promoting an inclusive and supportive environment for patients with mental health conditions, and fostering a culture of understanding and empathy.	2	9	9.2 9.3	9.2d 9.3a 9.3g	1. Participate in a class discussion describing the impact of stigma on people with mental health conditions and the nurse's role in advocating for individuals experiencing mental health issues. 2. Complete a self-reflection on one's own stigma related to mental illness and identify strategies to support inclusive and equitable care on a personal, professional, community, and policy level.

					3. When feasible, participate in a community visit to the Clubhouse program (consumer-run mental health organization) and complete a reflective analysis describing how Clubhouse models support recovery, reduce stigma, and promote community integration for individuals living with mental illness.
<u>Integrated AACN Concepts:</u> Clinical Judgment CLO 1, 2, 3 Communication CLO 7 Compassionate Care CLO 5,6 Diversity/Equity/Inclusion CLO 8 Ethics CLO 4 Evidence-Based Practice CLO 3 Health Policy CLO 8					

[AACN Essentials Undergraduate Reference Key](#)

Marianist Values

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

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

In NUR 402, we strive to provide you with a quality nursing education through the lens of the Marianist values of service, justice, and peace. The following attitudes, skills and knowledge related to social justice are expected in this course:

- Demonstrate the professional standards of moral, ethical, and legal conduct.
- Assume accountability for personal and professional behaviors.
- Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.

- Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.
- Reflect on one's own beliefs and values as they relate to professional practice.
- Identify personal, professional, and environmental risks that impact personal and professional choices and behaviors.
- Communicate to the healthcare team one's personal bias on difficult healthcare decisions that impact one's ability to provide care.
- Recognize the impact of attitudes, values, and expectations on the care of the very young, the elderly, and other vulnerable populations.
- Protect patient privacy and confidentiality of patient records and other privileged communications.
- Access interprofessional and intraprofessional resources to resolve ethical and other practice dilemmas.
- Act to prevent unsafe, illegal, or unethical care practices.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

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

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

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

Course Activities

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

Discussions: Students are expected and encouraged to participate in class discussions. While content is presented in lecture format, discussion and participation in class activities (bingo games, jeopardy, etc.) is required each week.

Weekly Reflections: Students write a self-reflection for each week (total of 7) in this class. The prompt for each reflection is in Canvas.

Quizzes/Exams: There are 6 weekly quizzes. Each quiz covers content taught in the previous week. The ATI mastery exam is comprehensive.

Group Projects: Each clinical group will complete the Problem Based Learning project (which includes conducting a needs assessment, writing an annotated bibliography, implementation of the intervention at the clinical site and creation of a final video analysis).

Papers: 1. Using the template provided in Canvas, students apply the nursing process to the care of a patient with a mental health condition. Students pick a specific patient at their clinical site and complete a holistic assessment and mental status exam, identify a priority nursing diagnosis, develop a patient-centered outcome, implement evidence-based nursing interventions, and evaluate the patient's response to care. One scholarly article must be used to support the nursing care plan. **2.** The Hearing Voices Simulation is an empathy-building experience that helps students understand the challenges and strengths of people who experience psychosis. After completing the sim, students will write a reflection on their experience and how nurses can provide respectful and compassionate care, challenge stigma, support patient empowerment, and develop therapeutic relationships.

Assignment Policy

All assignments (including pass/fail) in didactic and clinical must be successfully completed and graded as "pass" to pass the course.

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

Assignments are to be completed on an individual basis, unless otherwise specified.

Course Grading

Undergraduate (BSN) students must achieve a final grade of C or higher to pass this course.

Students in the undergraduate (BSN) program must also have a weighted testing average score from all exams and quizzes of 75% or above to successfully pass the course.

Assessment Measures	Percent % of Total Grade	Grading Scale*
6 weekly quizzes	55%	A = 90% and above B = 80-89% C = 70-79% D = 60-69% F = 59% and below
ATI Mental health Engage modules	5%	
ATI Mental health Practice Exams (A & B with remediation)	5%	
Proctored ATI Mastery Exam	10%	
Shadow Health Simulation Modules	5%	
PBL Project	15%	
Papers: Comprehensive MSE & Care Plan, Hearing Voices reflection	5%	
	100%	

*The School of Nursing and Health Professions does not round grades. For example, a score of 89.7 will be recorded as 89% and a B grade.

Final Grades

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

The School of Nursing may choose to utilize an online exam proctoring technology at any time during this course. This technology enables students to take proctored exams at a location that is off campus. This technology provides a secure test environment that promotes academic integrity and provides data security. The process identifies a student and records video, audio, and screen capture during the student's exam. This information is communicated to secure servers and reviewed. The video, audio, and screen capture are used solely for the purpose of ensuring academic integrity during the testing process.

Testing Policy

See additional testing policies in the SNHP BSN Student Handbook

Clinical Course Grading

Clinical Performance	Percentage/equivalent
Clinical Evaluation by Faculty or Preceptor	Pass/No Pass
Overall Evaluation by the Instructor of Record	Pass/No Pass

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

ATI Grading Policy

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

A. Required Preparation:

1. Prior to taking a proctored ATI examination, students are required to complete both non-proctored 2023 versions of the exam.
2. Utilize the non-proctored exams to study. When you take the non-proctored exams the first time, study the areas that you missed by utilizing the focused review tool provided by ATI.
3. On the Individual Performance Profile complete the ATI Focused Review. Select "all missed topics" to review. Read and view all the material provided by ATI to study.

4. Once you have read and viewed all the material provided by ATI, complete the active Learning Templates for the 3 lowest topics (at a minimum) for exams identified by the instructor. Upload to Canvas by the due date. Your instructor will provide additional guidance on Canvas if further templates are required for the specific course.
5. Once you have turned in the active learning templates, your instructor will turn on the rationales for the right and wrong answers for the non-proctored ATI examinations.
6. If required, take the exams again and this time read the rationales provided by ATI for the right and wrong answers (even if you obtained the correct answer); this will help you study the material.
7. Once you have completed the study requirements delineated above, you may take the proctored RN Mental Health 2026 ATI Mastery Exam which is tentatively scheduled for 10/1/26.

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

B. Grading & Required Remediation:

1. The following scoring criteria applies to the first attempt on the proctored ATI exam for the portion of the grade assigned to the ATI exam.
 - a. Level 3: 100%
 - b. Level 2: 90%
 - c. Level 1: 50%
 - d. Below Level 1: 0%
2. The benchmark of all ATI content mastery exams is a level 2. If the student obtains below level 2; the student has not been able to demonstrate mastery of the content and is not meeting course expectations.
3. Therefore, if the student obtains a level 1 or below a level 1 on the ATI content mastery examination, the student must complete a focused review, submit active learning templates, and retake the mastery examination.
4. The following scoring criteria applies to the second attempt (retake) on the proctored ATI exam for the portion of the grade assigned to the ATI exam. The students' scores would change to the following based on their retake scores.
 - a. Level 3: 75%
 - b. Level 2: 75%
 - c. Level 1: 50%
 - d. Below Level 1: 0%
5. If the student obtains a level 1 on the retake examination, the ATI grade will not change based on the retake examination.
6. If the student is unable to achieve at least a level 1 on the retake exam, the student will fail the course.
7. The final ATI score will be included as part of the weighted 75% exam average.
 - a. NUR 204 & NUR 303 ONLY: The course specific proctored ATI examination will be worth 5% of the final assessment grade in this course (if the student meets the 75% weighted exam average).
 - b. All other NUR Courses administering Mastery Exams: The course specific proctored ATI examination will be worth 10% of the final assessment grade in this course (if the student meets the 75% weighted exam average).

Attendance & In-Class Participation

Regular attendance and participation/engagement is expected for student success. Therefore, students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class activities, and complete all class assignments.

Students must notify their instructors when illness or other extenuating circumstances prevent them from participating in class and make arrangements to complete missed work. Students must notify their clinical adjunct faculty and the course coordinator of any absence or tardiness prior to the date of absence.

***Rescheduling of any quizzes or exams due to absence will require a healthcare provider note excusing the absence.** Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

See additional attendance guidelines in the SNHP BSN Student Handbook

Quick Reference-Absence Thresholds:

Excused Absence. See guidelines in the SNHP BSN Student Handbook

Unexcused Absence. See guidelines in the SNHP BSN Student Handbook

Warning Threshold. See guidelines in the SNHP BSN Student Handbook

Grade Penalty. See guidelines in the SNHP BSN Student Handbook

Course Failure. See guidelines in the SNHP BSN Student Handbook

Late Arrival / Early Departure. See guidelines in the SNHP BSN Student Handbook

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Students are expected to:

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

Late Work

All assignments are expected to be submitted **on time** as designated on the syllabus/course schedule. Students must inform the instructor via email of any late assignments. Late written assignments in the didactic component of a course will receive an automatic 10% deduction per day past the due date and time. Late assignments (e.g. weekly clinical reflection, etc.) in the clinical portion of a course will result in an unsatisfactory rating. Any unsatisfactory rating after midpoint may result in the failure of the course.

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

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

Extra Credit

Extra credit is not permitted in the Nursing Program.

Changes to the Syllabus

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

Grades of Incomplete

Refer to the Chaminade University Student Handbook

Recording

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

Writing Policy

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

Clinical Policies

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

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

Confidentiality, Unacceptable Practice (unsafe, unethical, or illegal)

See additional guidelines in the SNHP BSN Student Handbook

Clinical Requirements, Attendance, and Participation

See additional clinical guidelines in the SNHP Student Handbook

Important Information

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

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

AI (Artificial Intelligence) Statement

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

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

SNHP Academic Conduct Policy

Nursing students are responsible for promoting academic honesty in all educational settings. **Any behavior that impedes assessment of course outcomes is considered academic dishonesty by the CUH SNHP.** Nursing students represent Chaminade University and the School of Nursing and Health Professions and as such are expected to demonstrate professional, ethical behavior in the classroom, in laboratory settings, in the clinical setting, and in the community. The Chaminade student nurse shall be committed to the Marianist values and the core values of the School of Nursing. **Violations of the principle of academic honesty are extremely serious and will not be tolerated.** Students are responsible for promoting academic honesty by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty by others to an instructor or to a university official. Academic dishonesty may include but not limited to: cheating, accessing or distributing test banks or test questions, plagiarism, unauthorized collaboration, deliberate interference with the integrity of the work of others, falsification of data, and submitting work for evaluation as one’s own that was produced in whole or substantial part through the use of artificial intelligence tools or other tools that generate artificial content without permission from the instructor. Infractions may result in a reduced grade, repeating the assignment/ exam, course failure or dismissal from the program. Please refer to “*Professional Behavior*” in the **SNHP BSN Student Handbook** for an in-depth explanation.

TITLE IX AND NONDISCRIMINATION STATEMENT:

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately

report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

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

Nondiscrimination Policy & Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Student with Disabilities Statement

Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources. Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome. Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>.

Learn more at <https://chaminade.edu/career-services>.

Assessment for Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations Accessibility Services Sign up
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	https://chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
Campus Safety/ SafeSwords	A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security	SafeSwords Webpage

Resource	Description	Contact / Website
	professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events	

Readings & Due Dates

*Please see the Course Schedule link in Canvas for an outline of all due dates for assigned readings, modules, quizzes, and assignments. 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*