



School of Nursing and Health Professions
Nursing: Graduate
NUR-824: Theory for Evidence-Based Advanced Nursing Practice
Location & Meeting Schedule: Online Asynchronous
Credits: 3 **Section:** 90-7 **Term:** Fall 2026



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Time Zone: Pacific
Office Location: Online
Office Hours: By appointment via phone or Zoom

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

Examines the theoretical, philosophical, and scientific underpinnings of evidence-based nursing practice. Emphasizing integration of nursing and interdisciplinary theories with evidence-based practice models, students explore how

conceptual frameworks inform advanced practice decision-making, healthcare improvement and transformation across diverse populations and systems.

Course Snapshot

Modality: Online Asynchronous

Time Commitment

This is a 3-credit course requiring 135 clock hours of student engagement per the official CUH Credit Hour Policy. Students enrolled in this course may anticipate spending 16 hours of research, writing, and responding to others on discussion boards, 24 hours of research, group collaboration, and writing on case study assignments, 40 hours of research for and development of papers, videos, and mind map, and 18 hours studying for and taking quizzes. There will be an additional 37.5 hours of work (2.5 hours / week) required above what is listed here for course readings.

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.

3) Butts, J. B., & Rich, K. L. (2026). *Philosophies and theories for advanced nursing practice* (5th ed.). Jones & Bartlett Learning.

Journal Articles as posted on the course Canvas site

Websites:

1) CUH Library DNP LibGuide

[Home - Nursing and Health Professions - Research Guides at Chaminade University](#)

2) Nursology <https://nursology.net/>

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, 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 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	5. Advance Person-Centered, Equitable Care Promote culturally responsive, person-centered care and

literacy levels, with the goal of improving health equity and outcomes.	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 824, the student will be able to:

CLO	PLO(s)	AACN Domain	AACN Competency	AACN Advanced Sub-Competency (NONPF NP Core Competencies)	Assessment Measures
1. Analyze philosophical, theoretical, and scientific foundations that inform advanced nursing practice and evidence-based care.	1, 8	1, 4, 9	1.1, 1.2, 4.1, 9.6	1.1g, 1.2f, 1.2j, 4.1h, 4.1m, 9.6f (1.1h, 1.1i, 1.1j, 1.2k, 1.3f)	Discussion Board #1 Assignment Theory to Practice Paper Case Study Assignment #1 Quizzes
2. Compare and contrast nursing and interdisciplinary theories relevant to diverse populations and healthcare systems.	1, 5	1, 2, 5	1.2, 2.1, 5.3	1.2f, 2.1d, 5.3f (1.2k, 2.1f, 2.1g)	Discussion Board #4 Assignment Quizzes
3. Integrate evidence-based practice models with theoretical frameworks to guide advanced practice decision-making.	3	1, 4	1.2, 4.1, 4.2,	1.2f, 1.2j, 4.1j, 4.2f (1.2k, 1.2l, 4.1n, 4.2l)	Discussion Board #2 Assignment Quizzes Case Study Assignment #3

4. Evaluate how conceptual models can inform quality improvement, patient safety, and healthcare transformation initiatives.	2, 3	1, 4, 5, 7	1.2, 4.2, 5.1, 5.3, 7.1	1.2f, 4.2f, 4.2h, 5.1l, 5.3e, 7.1g (4.2l, 5.1r, 7.1i)	Case Study Assignment #2 Quizzes Mind Map Assignment
5. Apply theoretical and conceptual frameworks to develop ethical strategies that address health equity and reduce disparities across populations.	5, 7	1, 4, 7, 9	1.2, 4.3, 7.1, 9.1, 9.6	1.2h, 4.3e, 7.1h, 9.1h, 9.6d, 9.6g (1.2m, 4.3j, 9.1l)	Discussion Board #3 Assignment Quizzes
6. Disseminate theoretical and evidence-based recommendations in collaboration with interprofessional teams and stakeholders to support system-level change.	6	2, 4, 6, 10	2.2, 4.1, 6.4, 10.3	2.2g, 4.1l, 6.4f, 10.3n, 10.3q (2.2k, 6.4k, 10.3u)	Discussion Board Assignments - All Video Assignments
<u>Integrated AACN Concepts:</u> Clinical judgment CLO 1, 3 Communication CLO 6 Compassionate Care CLO 5 Diversity/Equity/Inclusion CLO 2, 5 Ethics CLO 5 Evidence-Based Practice CLO 1, 3 Health Policy					

[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, 4, and 5. During the course, students are guided by quality educational principles to apply critical thinking and translational research principles to explore theoretical foundations applicable to a quality improvement project aimed at service to the community. Inherent to this process is an examination of healthcare problems and development of strategies for adaptation and change.

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

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.

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.

Case Studies: In case study assignments students will apply the principles of:

- 1) critical theory, emancipatory knowing, and other components of nursing knowledge to advance nursing practice and quality patient care.
- 2) organizational behavior and leadership theories to manage organizational culture and enhance patient care, quality and safety.
- 3) general systems theory/model or a theory focused on human existence and universal energy and its application to advanced nursing practice.

Concept Analysis Mind Map: In a mind map assignment, students will visually organize the analysis of a concept central to a practice improvement project.

Theory to Practice Paper: In a Theory to Practice paper students will demonstrate the differentiation, critique, and ultimate selection of a theory/conceptual model and evidence-based practice model to structure a quality improvement plan.

Quizzes: In response to case-based quiz questions students will apply knowledge:

- 1) of philosophical, theoretical and scientific foundations to evidence-based advanced nursing practice.

- 2) of nursing and interdisciplinary theories to the delivery of holistic and culturally sensitive advanced nursing practice.
- 3) of conceptual models to quality improvement and patient safety initiatives.
- 4) of theoretical and conceptual frameworks and their application in reducing disparities in care.
- 5) of EBP frameworks and models to evidence-based advanced nursing practice.

Videos: Video assignments will provide student's an opportunity for dissemination of knowledge and interprofessional collaboration via peer review. In a video assignment students will:

- 1) deliver a presentation of the *Concept Analysis Mind Map* to your peers for review. present a clinical case to peers demonstrating the application of a science-based framework, theory, or model used to inform clinical reasoning and judgment of a patient clinical presentation.
- 2) deliver a presentation of the *Theory to Practice Paper* and the application of theory to a quality improvement plan to a team of peers for review.

Discussions: In discussion board assignments students will:

1. analyze the definition of nursing science ("nursology"), and how it's scientific, philosophical, and theoretical foundations are distinct from other sciences.
2. evaluate the central challenges of integrating theory into practice and provide examples of strategies to bridge this gap and utilize theory along with EBP models in advanced practice nursing.
3. analyze and apply theory and conceptual frameworks for ethical decision-making in advanced nursing practice for the advancement of health equity.
4. demonstrate the application of theories (both nursing and interdisciplinary) to address the provision of holistic and culturally sensitive care.

Additional Non-Credit (NC) Assignments: Introductory Bio and Summative Video

Discussion Boards

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.

Assessment Measures	Percent % of Total Grade	Grading Scale*
Discussion Boards (4 at 5% each)	20	A = 90-100 % B = 80-89% C = Below 80% and a failing course grade.
Case Studies (3 at 5% each)	15	
Concept Analysis Mind Map	10	
Theory to Practice Paper	25	
Quizzes (4 at 5% each)	20	
Video Presentations (2 at 5% each)	10	
Introductory BIO and Summative Video	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 within 48 hrs M-F (see Communication policy above)
- Weekly graded work (discussions, assignments): within 7 school days of the due date
- Major assessments/projects: within 10 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.

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	chaminade.edu/career-services

Resource	Description	Contact / Website
	interview coaching, and access to career-related resources and opportunities.	
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

[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 of	Topics	Readings & Assignments	Due Dates
WK#1 8/17	Introductions Foundations of Nursing Science: Theory & EBP	Read Bissett et al. Chapter 1 Post a short introductory BIO (NC)	Sunday 11:59pm 8/23
WK#2 8/24	Foundations of Nursing Science: (continued) Philosophical underpinnings of APRN practice	Read Butts & Rich Chapters 1, 2, 3 Read Assigned Article(s) on Canvas site Discussion #1 Nursing science or “nursology” has been defined in various ways. In your opinion, what is nursing science and how is it distinct from other sciences?	Initial Reply: 8/25 Tuesday 11:59pm Post #2: 8/27 Thursday 11:59pm Post #3: 8/29 Saturday 11:59pm
WK#3 8/31	The structure and function of theory The structure and function of EBP models	Read Bissett et al. Chapter 2; Butts & Rich Chapter 5 Read Assigned Article(s) on Canvas site Quiz #1 on Weeks 1 & 2 content	Sunday 11:59pm 9/6
9/7	Labor Day		
WK#4 9/8	Dimensions of nursing knowledge	Read Butts & Rich Chapters 6, 7 Read Assigned Article(s) on Canvas site Case Study Assignment #1: Apply the principles of critical theory, emancipatory knowing, and other components of nursing knowledge to analyze a hospital policy.	Sunday 11:59pm 9/13
WK#5 9/14	Significance of theory in shaping evidence-based advanced nursing practice and quality improvement	Read Butts & Rich Chapters 15, 25 Read Assigned Article(s) on Canvas site Discussion #2 The integration of theory into practice is a central challenge in nursing. Discuss the reasons behind the theory-practice gap in advanced nursing. Provide examples of strategies or approaches that advanced practice nurses can utilize to bridge this gap.	Initial Reply: 9/15 Tuesday 11:59pm Post #2: 9/17 Thursday 11:59pm Post #3: 9/19 Saturday 11:59pm
WK#6 9/21	The concept analysis process	Read Assigned Article(s) on Canvas site Quiz #2 on Weeks 3 - 5 content	Sunday 11:59pm 9/27
WK#7 9/28	Exploring interdisciplinary theories: -Focused on organizational behavior & leadership	Read Butts & Rich Chapter 14 Read Assigned Article(s) on Canvas site Case Study Assignment #2: Apply the principles of organizational behavior and leadership theories to manage organizational culture and enhance patient care, quality and safety	Sunday 11:59pm 10/4
WK#8 10/5	Exploring interdisciplinary theories: -Focused on education &	Read Butts & Rich Chapter 9, 10 Read Assigned Article(s) on Canvas site Concept Analysis Mind Map Due	Sunday 11:59pm 10/11

	learning -Focused on health behavior	Video: Post a 5–10-minute video to present your <i>Concept Analysis Mind Map</i> to your peers for review.	
10/12	CUH Wellness Week		
WK#9 10/19	Exploring interdisciplinary theories: -Focused on interpersonal relationships -Focused on health equity -Focused on public health -Focused on ethics	Read Butts & Rich Chapters 8, 11, 12, 13 Read Assigned Article(s) on Canvas site Discussion #3 Theories often include ethical considerations. Choose a theory and explore its ethical dimensions. How does the theory provide a framework for ethical decision-making in advanced nursing practice? Provide a real-world example of how this theory might guide an advanced practice nurse's ethical choices.	Initial Reply: 10/20 Tuesday 11:59pm Post #2: 10/22 Thursday 11:59pm Post #3: 10/24 Saturday 11:59pm
WK#10 10/26	Exploring nursing models and theories: -Focused on nursing goals and functions -Focused on competencies and skills	Read Butts & Rich Chapters 16, 19 Read Assigned Article(s) on Canvas site Quiz #3 on Weeks 7 - 9 content	Sunday 11:59pm 11/1
WK#11 11/2	Exploring nursing models and theories: -Focused on a systems approach -Focused on human existence & universal energy	Read Butts & Rich Chapters 17, 18 Read Assigned Article(s) on Canvas site Case Study Assignment #3: Create a clinical case scenario demonstrating either the application of a general systems theory or model or a theory focused on human existence and universal energy.	Sunday 11:59pm 11/8
WK#12 11/9	Exploring nursing models and theories: -Focused on caring -Focused on culture and diversity	Read Butts & Rich Chapter 20, 21 Read Assigned Article(s) on Canvas site Discussion #4 Holistic and culturally sensitive care are key tenets in nursing practice. Discuss how theories can address the provision of holistic care to diverse populations.	Initial Reply: 11/10 Tuesday 11:59pm Post #2: 11/12 Thursday 11:59pm Post #3: 11/14 Saturday 11:59pm
WK#13 11/16	Using theories, EBP models, and frameworks to support a practice improvement project	Read Butts & Rich Chapter 25 Assigned Article(s) on Canvas site Theory to Practice Paper Due Video: Post a 5–10-minute video to present your <i>Theory to Practice Paper</i> to your peers for review.	Sunday 11:59pm 11/22
WK#14 11/23	Reflecting on the connection between nursing theories and interprofessional collaboration, healthcare	Read Assigned Article(s) on Canvas site Quiz #4 on Weeks 10 – 14 content	Tuesday 11:59pm 12/2 [extension of normal due dates to accommodate for

	policy, & leadership		Thanksgiving holiday]
11/26 – 11/27	Thanksgiving Holiday	Consultation on Theory to Practice Paper as needed	
WK#15 11/30	Summation of course learning outcomes Individual and or group consultations with instructor as needed	Summative Video (NC) Complete Course Evaluation (NC)	Sunday 11:59pm 12/6