



School of Nursing and Health Professions
Nursing: Graduate
NUR 801
Leadership & Role Transitions for the Advanced Practice Nurse

Location & Meeting Schedule: Online Asynchronous

Credits: 3

Section:

Term: Fall 2026



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Time Zone: HST

Office Location: Online

Office Hours: In person / online by appointment

Communication

Questions for this course can be emailed to the instructor and must be sent using your Chaminade email. Online and phone conferences can also be arranged. Response time will take place up to 48 hours on business days, [responses may be delayed on weekends or holidays.]

School & Department Information

School of Nursing & Health Professions

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

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

Phone: (808) 739-8340

Course Description & Materials

Catalog Description

This Leadership & Role Transitions for Advanced Practice Nursing course Introduces theories and principles of leadership, communication, interprofessional collaboration, quality improvement, change management, and informatics within advanced nursing practice. Students explore the historical

evolution of nursing and nurse practitioner roles, examine core competencies for advanced practice, and discuss contemporary issues influencing the NP profession. Emphasis will be placed on developing professional identity, fostering resilience, and promoting personal well-being and self-care as essential components of effective and sustainable advanced practice nursing.

Course Snapshot

Modality: Online Asynchronous

Time Commitment

*This is a three-credit hour course requiring a **minimum** total of 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 53 hours on weekly readings and recorded lectures, at least 4 hours studying for each of the quizzes (2 total), 2 hours preparing for and posting on three discussion board assignments (6 hours total) . In addition, students have 3 papers assigned in this class. It is expected to spend at minimum 3 hours on the Reflection paper, 3 hours on the Evidence to practice change paper, 3 hours on case analysis, 10 hours researching and writing the scope of practice paper. The APRN interview assignment is expected to take a minimum of 5 hours to research and develop questions and do the interview. There will be an additional 44 hours of work required beyond what is listed here (assigned trainings, portfolio, well-being plan etc.), averaging an additional 3 hours each week.*

Required Materials

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

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

Required Textbooks: Course Specific

Buppert, C. (8th ed.). *Nurse practitioner's business practice and legal guide*. Jones & Bartlett Learning.

Melnyk, B. M., & Raderstorf, T. (2024). *Evidence-based leadership, innovation, and entrepreneurship in nursing and healthcare* (2nd ed.). Springer. (Print ISBN: 978-0-8261-6071-3; eBook ISBN: 978-0-8261-6072-0)

Tracy, M. F., O'Grady, E. T., & Phillips, S. J. (2023). *Hamric and Hanson's advanced practice nursing: An integrative approach* (7th ed.). Elsevier.

Other:

Lecturio. (2024). (Assigned coursework). <https://chaminade.lecturio.com>.

Sentinel U. (2024). (Assigned coursework). <https://www.sentinelu.com>

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	3.Translate and Integrate Evidence for Nursing Practice Critically appraise and apply research and quality

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.	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 801, the student will be able to:

CLO	PLO(s)	AACN Domain	AACN Competency	AACN Advanced Sub-Competency (NONPF NP Core Competencies)	Assessment Measures
CLO 1. Analyze historical and contemporary factors	M8 D1,8	1, 9, 10	1.1, 9.5, 10.2	1.1g 9.5f 9.5i	Professional Identity Reflection* APRN Interview &

influencing the evolution of advanced practice nursing and nurse practitioner roles to inform professional identity and role development.					Analysis* Scope of Practice Paper Quiz 1 Professional Portfolio (includes Final Reflection)*
CLO 2. Apply leadership theories, styles, and principles to guide advanced nursing practice, leverage informatics and technology to influence change, and promote equitable, person-centered care within complex healthcare systems.	M5, 6, 8 D5, 6, 8	6, 9, 10	6.2, 9.3, 10.3	6.2g 9.3j 10.3j/k NP 1.2n	APRN Interview & Analysis* Ethical & Palliative Care Case Analysis Evidence-to-Practice Change Brief* Technology/Informatics Case Discussion* HHS Cultural Competence Course (P/F) Professional Portfolio (includes Final Reflection)*
CLO 3. Apply effective interprofessional communication and collaboration strategies to build partnerships that enhance health outcomes for diverse populations.	M5, 6 D5, 6	2, 6	2.2, 6.1, 6.2, 6.4	6.1l 6.2g/i 6.4	Interprofessional Collaboration Case Analysis* Ethical & Palliative Care Case Analysis ELNEC Modules (P/F) HHS Cultural Competence Course (P/F) Evidence-to-Practice Change Brief Professional Portfolio (includes Final Reflection)*
CLO 4. Apply and evaluate evidence-based change management models and health information technologies to plan and assess practice innovations that advance quality, safety, population health, and health equity.	M2, 3, 4 D2, 3, 4	4, 5, 7, 8	4.2, 5.1, 7.3, 8.1 & 8.3	4.2f 7.3e/g 8.1h/k 8.3g/j NP 1.3h	Evidence-to-Practice Change Brief* Technology/Informatics Case Discussion* Quiz 2 Professional Portfolio (includes Final Reflection)*
CLO 5. Evaluate personal and professional well-being strategies, including resilience and self-care practices, to sustain long-term effectiveness in	M8 D8	10	10.1, 10.2	10.1c/d 10.2g	Professional Identity Reflection Professional Development & Well-Being Plan* Professional Portfolio (includes Final Reflection)*

advanced practice nursing roles.					
CLO 6. Critically appraise organizational and regulatory contexts that shape advanced practice nursing scope, standards, and role expectations.	M5, 8 D1, 5, 8	7, 9	7.2, 9.1, 9.3, 9.4, 9.5	9.1h 9.3i 9.4d/f 9.6f NP 1.2m	APRN Interview & Analysis Scope of Practice Paper* Ethical & Palliative Care Case Analysis* Quiz 1 ELNEC Modules (P/F) Professional Portfolio (includes Final Reflection)*

Integrated AACN Concepts

- Clinical Judgment — CLO 2, 3, 4, 6
- Communication — CLO 2, 3, 5, 6
- Compassionate Care — CLO 2, 3, 5, 6
- Diversity/Equity/Inclusion — CLO 2, 3, 4, 6
- Ethics — CLO 1, 2, 3, 4, 5, 6
- Evidence-Based Practice — CLO 2, 3, 4

AACN Essentials Graduate Reference Key

Marianist Values

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

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

This course specifically addresses Marianist values **#2, #3, #4, and #5**. Students engage in an integral, quality educational experience that supports the development of professional identity, leadership, ethical decision-making, and accountability in advanced nursing practice. Consistent with the Marianist value of family spirit, students explore effective communication, interprofessional collaboration, and respectful partnerships with patients, families, communities, and healthcare teams. The course emphasizes service, justice, and peace through attention to cultural humility, health equity, advocacy, person-centered care, and the needs of diverse and underserved populations. Students are also prepared for adaptation and change as they transition into advanced practice roles and examine leadership, healthcare innovation, informatics and emerging technologies, change management, and evolving professional expectations within complex healthcare environments.

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

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. 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.

Professional Identity Reflection:

Students prepare a 2–3 page scholarly reflection examining how prior nursing experiences shape their developing APRN identity; anticipated areas of role transition and growth; differences between RN and APRN accountability, autonomy, leadership, and collaboration; relevant professional competencies or standards; and specific goals for continued professional development.

Role interview

Students interview an advanced practice prepared colleague, provider, friend of friend etc in a "mini" interview format. Students should develop at least six questions that reflect content regarding roles transition as well as leadership. Students analyze examples of leadership style, communication, conflict management, decision-making, collaboration, advocacy, and adaptation to change, and connect observations to selected leadership concepts from the course as well as questions specific to role transition as an APRN. You should video record your interviewee answering your questions and upload onto google share folder . All students in the class will have access to the videos.

APRN practice comparison

Students analyze the scope of practice for their intended APRN role. The student will compare and contrast Hawaii versus another state of your choice regarding independent versus dependent practice as well as prescriptive authority, supervision etc. The analysis addresses licensure, certification, prescriptive authority, practice authority, credentialing/privileging as appropriate, regulatory requirements, and selected barriers or facilitators to full-scope practice.

References are required and APA format must be followed

Ethical Case Discussion

Students analyze a faculty-provided case involving an ethical dilemma. Using an ethical framework and relevant course resources, students identify competing values and ethical principles, consider patient and family preferences, cultural or spiritual considerations, professional responsibilities, and interprofessional perspectives, and recommend a reasoned approach.

Interprofessional Collaboration Case Analysis

Students analyze a faculty-provided case involving multiple healthcare professionals, competing priorities, patient/family preferences, and barriers to coordinated care. Students identify team members and roles; analyze communication or collaboration challenges; describe the developing APRN's contribution; recommend collaboration strategies; consider social, cultural, access, health-literacy, and equity factors; and propose a brief coordinated plan. A formal SBAR is not required.

Introductory Evidence to Practice Change Proposal

Students identify a focused practice issue or opportunity and develop a brief introductory change proposal. Students describe the problem, desired improvement, relevant stakeholders, an appropriate change model or principles, anticipated facilitators/barriers, and implications for quality, safety, and equity. The proposal includes a brief Technology/Informatics Consideration identifying a relevant information or communication technology and its potential effects on implementation, workflow, patient engagement, care coordination, safety, or access. This assignment does not require a formal PICOT question, comprehensive literature review, or evidence table.

Technology Case Discussion

This activity provides students with an opportunity to evaluate the use of healthcare technology from the perspective of the advanced practice registered nurse (APRN). Students will consider the potential benefits and risks of technology as well as implications for workflow, interprofessional practice, patient engagement, person-centered care, and health equity.

Professional Development and Well-Being Plan

Students evaluate personal and professional factors that may influence their transition to the APRN role and develop an individualized plan addressing professional development, career goals, resilience, self-care, boundaries, support systems, and strategies for maintaining sustainable practice. Students identify specific, realistic actions and resources for continued growth. **Reflective Paper:** Students will discuss and compare different self-care options for different populations (self, colleagues and or patients) and discuss best practice evidence

Professional Portfolio and Final Reflection

Students compile selected course artifacts in a professional portfolio and complete a final competency self-assessment/reflection. Students use course outcomes and selected professional competency frameworks to identify evidence of growth, areas still developing, and priorities for continued learning as they progress through the graduate program.
presentation.

Quizzes: Students will complete assigned quizzes (two) based on the referenced content. The quiz will be open for completion for the calendar week and must be submitted by Sunday at 11:59pm. See canvas for additional guidelines

Trainings: Additional assigned trainings (ELNEC, Cultural Competence Training)

All written assignments must follow APA format (latest edition) and have good use of writing mechanics, grammar, punctuation, spelling etc. Please

Discussions

Online Class Discussion Board (DB):

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

DB General Guidelines:

- Read through the entire discussion board question or prompt before making your initial thread post. Many topics are broken down into multiple components, each of which must be addressed in your initial reply.
- Be constructive and substantive in your posts and peer feedback. Use an example from the original post to build on, use examples from your current workplace or work experience, stimulate further discourse by asking questions when responding to your peers.
- Use good netiquette. Although there is a minimum of three substantive posts to discussion boards, each student should consider replying to any and all questions posed to them by peers or faculty; just as you would in a live conversation.
- Support your work. You must have a minimum of four citations for your initial post, and at least one citation on replies to others. Citations should include your course textbook or other supplied course resources, as well as other high-level evidence. At least two citations should be from sources not provided in course resources in your initial post and at least one from sources not provided in course resources in replies to others. Citations should follow APA 7th edition formatting.
- Be sure to post on time (see posting requirements below). Late postings limit the depth of the discussions and make it difficult for peers to provide timely feedback to you. *Late posts will have a 5-point deduction per day up to 48 hours after the due date. Posts more than 48 hours late will receive 0 credit for the assignment.*

DB Posting Requirements:

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

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.

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*
Historical forces / APRN role discussion Board	P/F	A = 90-100 % B = 80-89% C = Below 80% and a failing course grade.
Professional Identity Reflection	10%	
APRN Interview & Analysis	10%	
Scope of Practice Paper	15%	
Ethical Case Discussion	5%	
Interprofessional Collaboration Case Analysis	10%	
Introductory Practice Change Proposal	10%	
Technology Discussion	5%	
Professional Development & Well-Being Plan	10%	
Professional Portfolio & Final Reflection	15 %	
Quizzes	10%	
ELNEC Modules	P/F	
HHS course	P/F	
Lecturio videos	P/F	
	100%	

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

Final Grades

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

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

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

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

Students are expected to:

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

Regular and Substantive Interaction (RSI) Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
- Email inquiries: response by [48] (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.

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	https://chaminade.edu/tutoring-academic-coaching-services

Resource	Description	Contact / Website
	intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as 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

[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.*

	Topic	Readings	Assignments (assignments marked with * are a portfolio artifact)
Module 1 Introduction to Advanced Practice & Professional Identity 8/17	Course orientation Transition from RN to APRN Professional identity formation Introduction to portfolio	Hamric & Hanson – Ch 2, 3, 4 Melnik & Raderstorf – Ch 3 Additional: AACN Essentials	DUE: Introductions discussion
Module 2 History & Evolution of Advanced Practice Nursing 8/24	History of APRN Contemporary influences on advanced practice	Hamric & Hanson – Ch 1, 5, 6 History and evolution of APRN roles APRN Consensus model Future of Nursing- summary and Ch 1	DUE: Discussion: Historical and contemporary forces shaping the APRN role
Module 3 Understanding APRN Roles 8/31	(NP, CNS, CNM, CRNA roles) Population foci Professional organizations Professional standards and competencies	Hamric & Hanson – Ch 4, 14-18 Buppert – Ch1 Professional organization websites (AANP, NAPNAP, NACNS, ACNM, AANA resources)	DUE: *Professional identity Reflection
Module 4 Leadership Foundations 9/7	Intro to: leadership theories Emotional intelligence Authentic leadership Self awareness Point of care leadership	Hamric & Hanson – Ch 11 Melnik & Raderstorf – Ch 1, 3, 5	Begin: APRN/ Leadership Interview
Module 5 Scope of Practice, Regulation and Credentialing	Licensure / Certification Prescriptive authority Credentialing State variations	Hamric & Hanson- Ch 21 Buppert –Ch 2,3, 4, 5, 6 Nurse Practice Act	DUE: Scope of Practice Paper

9/14		Future of nursing: Ch 4	
Module 6 Legal Accountability , Standards, Documentation and Risk 9/21	Documentation EHR, information integrity, privacy, security of HER Professional use of HER/ social media Malpractice Risk management	Buppert- Ch 7, 8, 14 Hamric & Hanson-Ch 21	DUE: Quiz # 1
Module 7 Ethics & Professional Responsibility 9/28	Ethical principles	Buppert- Ch 16 Hamric & Hanson- Ch 8, 16 Code of Ethics	DUE: *Ethics Case Analysis
Module 8 Palliative Care 10/5	Palliative care / APRN role ELNEC Shared decision making Cultural humility / equity in end of life care	Hamric & Hanson – Ch 8. 12, 13 ELNEC Modules	DUE: Complete ELNEC modules
10/12	Wellness Week		
Module 9 Cultural Competence, Health Equity 10/19	Cultural humility and culturally responsive care (self awareness, implicit bias) Workforce/ APRN practice trends trends Health equity and disparities Social determinants etc Language access and health literacy Technology access as health equity consideration	Hamric & Hanson- Future of Nursing-Ch 2, 5	DUE: HHS Cultural Competence Course
Module 10 Professional Communication & Interprofessional Collaboration 10/26	Therapeutic and professional communication Interprofessional teamwork Conflict management IPEC competencies Care coordination Communication Team leadership Cultural humility within teams	Hamric & Hanson – Ch 12, 9 Melnyk & Raderstorf – Ch 6 IPEC, TeamSTEPs	DUE: *Interprofessional Collaboration Case

	Technology supported communication and information sharing across care settings		
Module 11 Leading Change: from evidence to practice 11/2	Introduction to Change theories APRN role in practice change Introduction to quality and safety Informatics in APRN practice EHRs and clinical decision support • AI and emerging technologies • Ethical use of technology • Technology access, bias, and health equity	Hamric & Hanson – Ch 10, 11 Melnik & Raderstorf – Ch 7, 10 Intro Change management Future of Nursing- Ch 9	DUE: APRN/ Leadership Interview video Introduce evidence to change brief
Module 12 Quality, Safety, Informatics, Technology & Innovation 11/9		Hamric & Hanson – Ch 23 Melnik & Raderstorf – Ch 17, 18, 19	DUE: *Technology/Informatics Case Discussion
Module 13 Evidence to Practice: Change Application 11/16	Application of change theories APRN role in evidence-informed practice change Quality and safety considerations Planning for implementation and evaluation Equity and person-centered considerations in practice change	Review Module 11 change-management readings and resources Additional evidence/resources appropriate to selected practice-change topic	DUE: *Evidence to Practice Change Brief

Module 14 Professional Development & Well-Being 11/23	Career planning Transition to APRN practice Employment and contracts Certification Advocacy Resilience Burnout prevention Self-care Professional boundaries Sustainable APRN practice	Buppert – Ch 17 Melnyk & Raderstorf – Ch 4, 9 Future of Nursing – Ch 10 Professional organization resources	DUE: *Professional Development Plan CV
Module 15 Integration & Wrap-Up 11/30	Reflective practice Lifelong learning Future leadership Professional identity development Integration of APRN competencies Commitment to equitable, culturally responsive, person-centered and technology-informed practice Preparing for continued role transition	Buppert – Ch 12, 13 Hamric & Hanson – Ch 5, 22 Melnyk & Raderstorf – Ch 16 Future of Nursing – Ch 11	DUE: Quiz #2 Professional Portfolio (includes Final Reflection)