School of Nursing and Health Professions
Nursing: Graduate
NUR 870
Health Promotion and Primary Care of Pediatric/ Adolescent Patients

Location & Meeting Schedule: Online Asynchronous
Credits: 3
Term: Fall 2026



Instructor: Linda Malone, DNP, APRN-Rx, CPNP-PC
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Phone: 808-739-7406
Time Zone: HST
Office Location: Online
Office Hours: Online & In Person 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 advanced practice didactic course focuses on growth and development of patients ranging in age from newborn through adolescence. Health promotion strategies will be utilized to build the framework for excellence in delivery of care to pediatric patients. The course explores health care practices for pediatric patients with a special focus on health care disparities in underserved settings.

Course Snapshot

Modality: Online Asynchronous

Time Commitment

How This Course Meets the Credit Hour Policy This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 37.5 hours reviewing and studying modules (2.5 hours for each module x 15 weeks), 30 hours researching, preparing and developing the health promotion project, 8 hours studying for exam one, 8 hours studying for exam 2, 2 hours completing each discussion board (there are 2) and 2 hours completing each case study (there are 3). There will be an additional 41.5 hours of work required beyond what is listed here (course readings, assignments, learning activities, etc.), averaging 2.76 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 Learning Materials (specific to this course)

Garzon, D. L., Dirks, M., Driessnack, M., Duderstadt, K. G., & Gaylord, N. M. (Eds.). (2024). *Burns' pediatric primary care* (8th ed.). Elsevier.

Duderstadt, K. G., & Keeton, V. F. (2024). *Pediatric physical examination: An illustrated handbook* (4th ed.). Elsevier.

Additional Required Course Resources

Lecturio. Assigned online learning and coursework. https://chaminade.lecturio.com

Sentinel U. Assigned virtual simulation cases and coursework. https://www.sentinelu.com

Recommended Items

Hagan, J. F., Jr., Shaw, J. S., & Duncan, P. M. (Eds.). (2017). *Bright futures: Guidelines for health supervision of infants, children, and adolescents* (4th ed.). American Academy of Pediatrics.

Note: The Bright Futures Pocket Guide will be provided to students.

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;	**3.Translate and Integrate Evidence for Nursing Practice** Critically appraise and apply research and quality improvement methodologies to influence healthcare

engage in quality improvement initiatives to optimize patient outcomes.	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 870 the student will be able to:

CLO	PLO(s)	AACN Domain	AACN Competency	AACN Advanced-Level Sub-Competenc	NONPF / NP Role Focus	Assessment Measures

				y Number(s)		
CLO 1. Assess growth and development from newborn through adolescence, incorporating developmental milestones, age-appropriate screening, and identification of developmental and health risks.	M1; D1	1, 2	1.2; 2.1; 2.3	1.2f 2.1d 2.3h	Advanced pediatric assessment; developmental surveillance/screening; integration of interdisciplinary knowledge and clinical judgment.	Developmental case studies* Sentinel U pediatric cases* Exams/quizzes
CLO 2. Differentiate normal and abnormal findings in pediatric health assessment, incorporating age-specific, developmental, cultural, and family considerations.	M1; D1	1, 2	1.2; 2.3	1.2f 2.3h	Comprehensive age-appropriate assessment; interpretation and prioritization of findings; recognition of findings requiring further evaluation.	Faculty-developed pediatric case studies* Sentinel U cases* Smiles for Life application Exams/quizzes
CLO 3. Develop evidence-based health promotion and disease prevention strategies appropriate to the developmental stage, health status, and individual needs of pediatric	M1, M3; D1, D3	2, 3, 4	2.5; 3.1; 4.2	2.5h 3.1j 4.2f	Evidence-based pediatric health promotion, prevention, screening, education, anticipatory guidance, and population-health application.	Community Health Promotion Project* Health Promotion Training + application* Smiles for Life + application Pediatric cases Exams/quizzes

patients and their families.						
CLO 4. Integrate family-centered, culturally responsive, and developmentally appropriate principles into pediatric health assessment, education, health promotion, and care planning.	M1, M5; D1, D5	2, 3, 6	2.2; 2.5; 3.2; 6.1	2.2g 2.5h 3.2e 6.1l	Family-centered and developmentally appropriate care; responsive communication; culture, language, health literacy, and collaborative partnerships.	Cultural Competence/Culturally Responsive Care application* Community Health Promotion Project* Pediatric cases Selected Sentinel U cases
CLO 5. Evaluate the influence of social determinants of health, health disparities, and barriers to healthcare access on the health and well-being of infants, children, adolescents, and families, particularly in underserved populations.	M3, M5; D3, D5	2, 3	2.5; 3.1; 3.2	2.5h 3.1j 3.2e	Assessment of SDOH, disparities, access barriers, vulnerability, population factors, and community resources; incorporation into equitable care planning.	Community Health Promotion Project* SDOH/vulnerability pediatric case* Cultural competence application Human trafficking application Selected Sentinel U cases
CLO 6. Apply evidence-based clinical reasoning and ethical, legal, professional, and safety principles to	M1, M5, M8; D1, D5, D8	1, 2, 4, 9	1.2; 2.3; 2.6; 4.2; 9.1; 9.4	1.2f 2.3h 2.6g 4.2f 9.1h 9.4d / 9.4f	Evidence-based clinical judgment; prioritization; safety; confidentiality/consent; mandated reporting; ethical/legal accountability;	Human Trafficking Training + application* Faculty-developed pediatric cases* Pediatric safety/SDOH case* Sentinel U cases*

pediatric preventive and health-promotion encounters to identify health risks, prioritize needs, and develop appropriate plans for screening, education, referral, and follow-up.					professional standards.	Training applications Exams/quizzes

Integrated AACN Concepts Across the Course

- Clinical Judgment — CLOs 1, 2, 3, 5, 6
- Communication — CLOs 3, 4, 5, 6
- Compassionate Care — CLOs 3, 4, 5, 6
- Diversity, Equity, and Inclusion — CLOs 3, 4, 5, 6
- Ethics — CLOs 4, 5, 6
- Evidence-Based Practice — CLOs 1–6
- Social Determinants of Health — CLOs 3, 4, 5, 6

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 and Native Hawaiian values **#2 (Integral, Quality Education/Na‘auao), #3 (Family Spirit/‘Ohana), #4 (Service, Justice and Peace/Aloha), and #5 (Adaptation and Change/‘Āina)**. Students develop advanced knowledge and skills in pediatric growth and development, health assessment, health promotion, disease prevention, and evidence-based care to support the health and well-being of children, adolescents, and families. Family-centered and culturally responsive care reflects the value of ‘Ohana by recognizing families as essential partners in pediatric healthcare. Through examination of social determinants of health, health disparities, barriers to care, vulnerable populations, and community

health needs, students are challenged to promote health equity and advocate for children and families, particularly those from underserved communities, reflecting the value of Aloha and education for service and justice. Students also learn to adapt assessment, communication, education, and health-promotion strategies to the developmental, cultural, social, and individual needs of pediatric patients and families, reflecting ʻĀina and education 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 ʻOlelo Noʼeau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God.
2. Provide an Integral, Quality Education (Naʼauao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit (ʻOhana) ʻIke aku, ʻike mai, kōkua aku kōkua mai; pela iho la ka nohana ʻohana (ʻŌlelo Noʻeau 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 noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 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, 5**	**2, 4, 5**	**2, 3, 4**	**2, 4, 5**	**2, 4, 5**
Native Hawaiian Values	**2, 5**	**2, 5**	**2, 4, 5**	**2, 3, 4**	**2, 4, 5**	**2, 4, 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.

Examinations	Two examinations assess foundational pediatric knowledge and application of growth and development, assessment, screening, preventive care, anticipatory guidance, health promotion, recognition of risk, and beginning clinical reasoning.
Pediatric Case Studies & Sentinel U Cases	Faculty-developed and selected Sentinel U pediatric cases require students to apply course

	concepts to realistic clinical situations. Cases emphasize developmental assessment, interpretation of findings, screening, prevention, anticipatory guidance, family-centered care, SDOH, safety, and evidence-based clinical reasoning.
Health Promotion Project	Students collaborate with an approved community agency or clinical site to identify a pediatric health need and develop an evidence-based health-promotion intervention responsive to the needs of the population served. Students conduct a community needs assessment, develop an intervention plan, and articulate appropriate strategies for implementation and evaluation. When feasible, students may implement and evaluate the intervention in collaboration with the community partner. The project includes the community needs assessment and intervention plan, a scholarly paper, and a recorded presentation consisting of 5–6 content slides.
Required Professional Training Modules & Competency Applications	Students complete required professional training modules and brief pediatric application activities. Modules include Smiles for Life, Cultural Competence/Culturally Responsive Care, Human Trafficking, and Health Promotion.
Discussion Boards	See below
Other Learning Activities	See canvas

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*
Discussion Boards	P/F	**A** = 90-100 %
Lecturio videos	P/F	**B** = 80-89%
Exams	30%	C = Below 80%
Case Studies	25%	and a failing course
Health Promotion Project Presentation	20%	grade.
Health Promotion Paper	15%	
Required Trainings and Application	10%	
Additional Assignments	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 hours] (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 ʻIke

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 ʻIke)	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 ʻIke)	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	chaminade.edu/career-services

Resource	Description	Contact / Website
	strategy coaching, resume reviews, job 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	Topic / Content	Suggested Readings	Assessment / Due Activity	Primary CLO(s)
Module 1 8/17	Introduction to Pediatric Primary Care & Health Promotion • Course overview and expectations • Role of the PNP in health promotion/prevention • Principles of pediatric wellness • Family-centered care • Evidence-based anticipatory guidance	Burns: Ch 1-4	Introductory discussion: PNP role in promoting child/adolescent health DUE 8/23	3, 4
Module 2 8/24	Foundations of Pediatric & Adolescent Health Assessment • Pediatric history and physical assessment • Developmentally appropriate examination • Family-centered interviewing/communication • Vital signs, anthropometrics, growth charts and BMI • Developmental surveillance and screening	Burns: Ch 5,8 Duderstadt: Ch 1-5		1, 2, 4
Module 3 8/31	Newborn & Infant Growth, Development & Health Promotion • Normal growth/development • Surveillance and screening • Newborn/infant assessment • Feeding/nutrition and breastfeeding • Safe sleep and injury prevention • Preventive screening and anticipatory guidance	Burns:Ch 9,10, 15 Duderstadt: Ch 6	Case study #1 Due 9/6	1, 2, 3, 4, 6

Module 4 9/7	Toddler & Preschool Growth, Development & Health Promotion • Physical, cognitive, language and social development • Developmental/autism screening • Behavior and toilet training • Nutrition and safety • Preventive care and anticipatory guidance	Burns: Ch 11 Duderstadt: Ch 1-3	Case Study # 2 Due 9/13	1, 2, 3, 4, 6
Module 5 9/14	School-Age & Adolescent Growth, Development & Health Promotion • Growth, puberty and sexual maturation • Psychosocial development • School performance • Confidentiality/private interview • Psychosocial, behavioral/mental-health and substance-use screening • Safety and anticipatory guidance	Burns: 12, 13 Duderstadt: 1-3	Case Study # 3 Due 9/13	1, 2, 3, 4, 6
Module 6 9/21	Evidence-Based Pediatric Preventive Care • Preventive service recommendations • Immunization principles and schedules • Vaccine hesitancy/communication • Vision and hearing screening • Lead, anemia, TB and other risk-based screening • Developmental/behavioral screening • Recognition of abnormal screens and referral	See canvas	Exam 1 Due 9/28	1, 2, 3, 6
Module 7 9/28	Social Determinants of Pediatric Health & Health Equity • SDOH • Pediatric health disparities and equity	Burns: Ch 2	SDOH/Vulnerability Case Study* Due 10/4	3, 4, 5, 6

	• Access to healthcare • Underserved populations • Health literacy • Healthy People objectives/indicators • Housing/food insecurity and community resources			
Module 8 10/5	Culturally Responsive & Family-Centered Pediatric Care • Cultural influences on health/healthcare • Cultural humility and responsiveness • Family beliefs and decision-making • Language access • Health literacy • Bias and equitable care	Assigned cultural care module	Cultural Competence/Culturally Responsive Care Training + Application* Due 10/11	4, 5, 6
10-12- 10-16 2026	WELLNESS WEEK			
Module 9 10/19	Pediatric Safety & Vulnerable Populations • Child maltreatment and neglect • Trauma-informed care • Human trafficking • Bullying • Confidentiality and safety • Mandatory reporting • Interprofessional/community resources	Burns:21,22	Human Trafficking Training + Application* Due 10/25	2, 4, 5, 6
Module 10 10/26	Communication & Behavior Change with Children, Adolescents & Families • Developmentally appropriate communication • Therapeutic communication • Shared decision-making • Motivational interviewing • Adolescent communication • Supporting behavior change	Assigned module	Motivational Interviewing Training + brief application/activity Due 11/1	3, 4, 6
Module 11 11/2	Pediatric Nutrition & Healthy Lifestyles • Nutrition across childhood	Burns: Ch 14,15,18	Health Promotion Training + Application*	3, 4, 5, 6

	• Healthy eating • Food insecurity • Malnutrition • Overweight/obesity • Physical activity • Screen time and sleep		Due 11/8	
Module 12 11/9	Pediatric Oral Health & Preventive Care • Oral-health assessment • Caries risk • Fluoride • Dental home • Nutrition and oral health • Anticipatory guidance • Disparities in dental access	Burns: Ch 20 Smiles for Life module	Smiles for Life + Pediatric Application* Due 11/15	2, 3, 4, 5, 6
Module 13 11/16	Community & Population Health, Advocacy and the PNP • Community and school health • Community resources • Care coordination/referral • Advocacy for children and families • Pediatric health equity • PNP professional involvement/NAPNAP • Translating evidence into community health promotion	Assigned module/resources	Community Health Promotion Project: implementation and written paper* Due 11/22	3, 4, 5, 6
Module 14 11/23	Health Promotion Project Dissemination & Integration • Student presentations • Peer learning • Evaluation of health-promotion interventions • Lessons learned • Sustainability and dissemination	Student-selected evidence/resources	Health Promotion Project Presentation* (5–6 content slides + recorded overview) Due 11/29	3, 4, 5, 6
Module 15 11/30	Integration: The Well Child from Newborn through Adolescence • Growth/development • Assessment and screening • Prevention and anticipatory guidance • Family-centered care • SDOH/equity	Review resources	Exam 2 / Final* Due 12/9	1–6

	• Safety and referral • Transition to PNP II			