



Course Syllabus

Chaminade University Honolulu
3140 Waiialae Avenue, Honolulu, HI 96816
www.chaminade.edu

Course Number:	NUR 820
Course Title:	Transforming Healthcare Through Outcomes Management
Department Name:	Doctor of Nursing Practice Program
College/School/Division:	School of Nursing and Health Professions
Term:	Fall 2023
Course Credits:	3.0
Class Meeting Days/Hours:	Online, asynchronous
Class Location:	Online
Instructor Name:	Donna L Agan, EdD
Email:	donna.agan@chaminade.edu
Phone:	619-889-2973
Office Location:	Online
Office Hours:	By Appointment (in person during Immersion, Zoom, phone)
Time Zone of Instructor:	Pacific Daylight Time (PDT)

University Course Catalog Description

This course focuses on the proactive management of clinical and service outcomes at all organizational levels to provide students with the ability to integrate outcomes into the routine flow of service delivery. Emphasis will be placed on understanding how measurement and data can be used to balance quality services and financial viability. Students will learn a framework that synthesizes theory and practice from the areas of continuous quality improvement, organizational learning, and institutional organizing. This framework will focus on the organizational operating environment to include input, throughput, output, and outcomes. Students' learning will include building a framework for manipulation and analysis of service, cost, systems, and outcome data. The course culminates with the creation of an outcomes measurement and management plan for the problem-focused DNP scholarly project in which students address actual outcomes management problems encountered in the field.

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
5. Educate 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 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

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

DNP Program Learning Outcomes (PLO)

Upon completion of the DNP program:

PLO Concepts	The DNP Graduate Will:
1. Knowledge for Nursing Practice	<i>Integrate</i> nursing science with knowledge from biophysical, psychosocial, analytical, ethics, and organizational sciences as the basis for advanced practice nursing using new approaches to care delivery.
2. Systems-Based Practice, Quality, and Safety	<i>Create and lead</i> high-quality and safe nursing care in a complex global health care environment
3. Scholarship for Nursing Practice	<i>Create and disseminate</i> knowledge in evidence-informed practice.
4. Information Systems and Patient Healthcare Technologies	<i>Evaluate</i> emerging technologies for their ability to improve health care outcomes.
5. Person-Centered Care	<i>Evaluate</i> health policy and advocate for social justice and access to health care, especially for Hawai'ian and Pacific Islanders and other unique populations.
6. Interprofessional Partnerships	<i>Create</i> collaborative interprofessional relationships to improve patient and population health outcomes with an emphasis on select populations, including Hawai'ian and Pacific Islanders.

7. Population Health	<i>Evaluate</i> the social, cultural, and environmental dimensions of population health in practice patterns/systems.
8. Advanced Practice Nursing Professionalism; Personal, Professional, and Leadership Development	Independently <i>assess, diagnose, treat, and manage</i> culturally diverse populations.

Course Learning Outcomes (CLO) and Alignment

Upon completion of NUR 820, the student will:

CLOs	CLO Link to PLOs	Method of Measurement
1. Create an outcomes measurement and management plan for a problem-focused DNP scholarly project	1,2,7	Discussion Boards, Data Analysis Plan, Cost Benefit Analysis Paper
2. Identify the data needed to measure the problem and outcomes a. Sources – where are the data stored? b. Names and categories of variables to consider c. How data will be gathered d. Comparison group(s) and/or times	1,3,4,7	Discussion boards, Data Request Form, Preliminary Excel Spreadsheet Draft
3. Create a data collection form, codebook, and Excel spreadsheet with sample entries	1,7	Data Collection Form; Excel Spreadsheet with Samples and Codebook
4. Perform a cost-benefit analysis for a clinical problem	3,5	Cost-Benefit Analysis Exercise and Paper
5. Develop an Excel chart to describe progress and/or results	3,4	Sample Excel Chart (Scorecard or Control Chart) for Project Progress/Results, Excel Exercise Assignment
6. Identify preliminary/published costs, benefits, and benchmarks/standards for topic of DNP project	1,4,5,6,7,8	Cost Benefit Analysis Paper

Required Learning Materials

Sylvia, M. L., & Terhaar, M. F. (2023). *Clinical analytics and data management for the DNP* (3rd ed.). Springer. ISBN: 9780826163233

Software: Excel® by Microsoft with Add-ins (free): Analysis TookPak; Analysis ToolPak – VBA)

Recommended Learning Materials

*American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Schmuller, J. (2016). *Statistical analysis with Excel® for dummies®* (4th ed.). John Wiley & Sons.

*Recommend spiral-bound version of APA manual.

Teaching / Learning Strategies:

This course is online. Online learning resources, discussion forums, individual and small group work, case studies, application assignments (quizzes, exercises), 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.

Attendance and Participation

Regular online attendance and participation/engagement is expected for student success. Therefore, students are expected to attend every class, arrive on time for any scheduled synchronous activities, complete all assigned readings, actively participate in class discussions, complete all class assignments, and always behave appropriately and professionally. Online participation is evident through posting to a discussion board, wiki, virtual office, or classroom meeting, drop box submissions, attending virtual seminars, completing real-time activities or quizzes, and/or other course-related activities (synchronous or asynchronous). Failure to meet attendance and participation expectations may result in grade reduction, remediation requirements, or administrative withdrawal from the course

Assignments, Evaluation Methods, and Grading Scale

Students must complete all assignments to achieve a passing grade in this course.

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.

Assignments	Points	Grading Scale
Discussion Boards (2)	10	A = 90%-100%
Complete Data Request Form	5	
Create Data Collection Form	10	
Quizzes (2)	10	
Complete Data Analysis Plan	5	B = 80%-89%
Draft Excel Spreadsheet for Data Collection	10	
Excel Exercises (3) – Exploratory Data Analysis, Risk Adjustment, 2-D or 3-D Map	15	
Excel Spreadsheet with 10 Sample Entries & Codebook	10	
Sample Excel Chart for Project Progress/Results	10	Below 80% = Failing course grade
Cost Benefit Analysis Exercise	5	
Cost Benefit Analysis Paper	10	
Total	100	

The College 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.

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 every post. 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. 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 must be a minimum of 250 words unless otherwise specified.
- Responses #1 and #2 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.

Late Work Policy

It is expected that assignments will be submitted on time. Late assignments will be subject to a deduction of 5% per day. No late assignments will be accepted after 48 hours. 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.

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.

Writing Policy

All written assignments should be formatted to APA 7th edition standards and must be submitted as **MS Word (.docx) or Excel (.xlsx)** documents. *No Google Docs, PDF, Pages, Numbers, or other formats will be accepted.* Use the following format for naming your assignments: lastname.assignmentname

Instructor and Student 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 is usually within 24 hours, but weekends and University holidays may extend response time.

Online Course Guidelines

Chaminade uses Canvas as the online learning management system (LMS) platform. 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.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of Week 3 of the class in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical, and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment and should I learn of any sexual misconduct, physical, and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than one week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

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

Academic Conduct Policy

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the *Chaminade University of Honolulu Student Handbook*, the *DNP Student Handbook*, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the *Student Handbook and Program Catalog* and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the *Chaminade University of Honolulu Student Handbook* and *DNP Student Handbook* for more details. A copy of the student handbook is available on the Chaminade website.

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association* (7th ed.) format. The faculty of the School of Nursing and Health Professions at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. Students may be asked to submit course assignments through an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the student handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the student handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the student handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life. For further information, please refer to the [Chaminade Catalog](#).

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 (Excel, PowerPoint, 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.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Library

The Sullivan Family Library link is available on the CUH website: <http://www.chaminade.edu/library> Phone: (808) 735-4725. Krystal Kakimoto, dedicated SONHP librarian: krystal.kakimoto@chaminade.edu.

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account: Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to 1 hour of classroom or direct faculty instruction and a minimum of 2 hours of out-of-class student work each week for approximately 15 weeks for 1 semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for 1 credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the

faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams, instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

How This Course Meets the Credit Hour Policy

This is a 3-credit course requiring 135 clock hours of student engagement ($M = 9$ hours/week), per the official CUH Credit Hour Policy. Students enrolled in this course may anticipated spending 2 hours on Discussion Board assignments, 60 hours examining the course lectures/presentations/readings, 3 hours on quizzes, 30 hours on scholarly writing assignments, and 40 hours of Work, Excel, and specialty program exploration and preparation.

Course Schedule (See Next Page)

Course content may vary from this outline at the discretion of the instructor to meet the needs of each class.

PLEASE NOTE:

While every attempt has been made to prepare this syllabus and class schedule in final form, it may be necessary for the course leader to make changes as may be deemed essential to meet the learning outcomes of the course. Students will be notified in writing via Chaminade email and/or Canvas announcements of any changes. It is recommended that you check your email and the course Canvas site frequently for announcements. All students will be held responsible to read, understand, and clarify the content within this document.

Course Schedule

Week	Topic	Assignment
1	Introduction, Analytics, & EBP	Reading: Sylvia & Tehaar Chapters 1-2 Discussion Board Part I: (a) Introduction, (b) Description of Proposed Project, (c) PICOT Question (5 points)
2	Using Data to Support Problem Statements & Data Collection Preparation	Reading: Sylvia & Tehaar Chapters 3-4 Discussion Board Part II: Meaningful response to Intro DB with 1 opportunity and 1 challenge to peer's proposed project (5 points)
3	Secondary Data Collection	Reading: Sylvia & Tehaar Chapter 5 Data Request Form (5 points)
4	Primary Data Collection & EHR Data	Reading: Sylvia & Tehaar Chapters 6-7 Data Collection Form (10 points)
5	Determining Project Measures	Reading: Sylvia & Tehaar Chapter 8 Quiz #1 (5 points)
6	Using Statistical Techniques	Reading: Sylvia & Tehaar Chapter 9 Quiz #2 (5 points)
7	Workflow Mapping & Developing an Analysis	Reading: Sylvia & Tehaar Chapters 10-11 Data Analysis Plan (5 points)
8	Institutional Review Board & Creating an Analysis Data Set	Reading: Sylvia & Tehaar Chapter 12-13 Formatted Excel Spreadsheet for Data Collection (10 points)
9	Exploratory Analysis	Reading: Sylvia & Tehaar, Chapters 14 Exploratory Analysis Exercise (5 points)
10	Outcomes Data Analysis & Summarizing Results	Reading: Sylvia & Tehaar Chapter 15-16 Excel Spreadsheet with 10 entries and codebook (10 points)
11	Ongoing Monitoring, Data Governance, & Stewardship	Reading: Sylvia & Tehaar Chapters 17-18 Sample Scorecard/Control Chart (10 points)
12	Value-Based Care, Recognition, & Benchmarking	Reading: Sylvia & Tehaar, Chapters 19-20 Cost-Benefit Analysis Exercise (5 points)
13	Data Visualization & Risk Adjustment	Reading: Sylvia & Tehaar, Chapters 21-22 Risk Adjustment Exercise (5 points)
14	Big Data, Predictive Modeling, & Excel Maps	Reading: Sylvia & Tehaar, Chapters 23-24 Submit Excel Exercises (5 points)
15	Celebration of Learning	Cost Benefit Analysis Paper (10 points)