



School of Nursing and Health Professions  
Doctor of Nursing Practice Program  
NUR 816- Epidemiology for Advanced Practice Nursing  
Location meeting and Class meeting schedule: Online Asynchronous  
Credits: 3.0 Section: 01 Term: Fall 2024

## Instructor Information



**Instructor:** Donna L Agan, EdD  
**Email:** [donna.agan@chaminade.edu](mailto:donna.agan@chaminade.edu)  
**Phone:** 619-889-2973 (cell)  
**Time Zone:** Pacific Time Zone (+3 hours PDT, after 11/3/24 +2 hours PST)  
**Office Location:** Online  
**Office Hours:** Flexible hours – appointments welcome!

### 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.

## School & Department Information

### School of Nursing and Health Professions

Office Location: Henry Hall 110

Phone: (808) 739-8347

If you have questions regarding the Doctor of Nursing Practice Program, reach out to the DNP Director at the School of School of Nursing and Health Professions.

## Course Description & Materials

### Catalog Course Description

This course guides graduate-level nursing students to understand the basic concepts of epidemiology while gaining and applying statistical conceptual skills. Focusing on the importance of disease prevention and community-centered migration, students expand their knowledge base while enhancing practical application skills and stimulating research interests

### Time Allocation

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 term. 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 ( $M = 10.4$  hours/week), per the official CUH Credit Hour Policy. Students enrolled in this course may anticipate spending

- 12 hours on Discussion Board assignments
- 85 hours examining the course lectures/presentations/readings
- 4 hours on quizzes
- 30 hours on scholarly writing assignments, and
- 4 hours preparing the recorded presentation of your Implementation Proposal.

Times for recorded presentations/lectures ( 🕒 ) are included in the Canvas Modules and are shown in hours and minutes (e.g., 1 ½ hours = 1:30)

#### **Required Materials for NUR 816**

Grove, S. K., & Ciper, D. J. (2024). *Statistics for nursing research: A workbook for evidence-based practice* (4th ed.). Elsevier. ISBN-10: 0323930506 or ISBN-13: 978-0323930505.

#### **Required Software for NUR 816**

Excel® by Microsoft with Add-in: Analysis TookPak (free).

Intellectus Statistics [Online computer software]. (2023). Intellectus Statistics.

<https://statistics.intellectus360.com>

#### **Required Materials All DNP Courses**

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

\*Recommend spiral-bound version of APA manual.

Dang, D., Dearholt, S.L., Bisset, K., Ascenzi, J., & Whalen, M. (2021). *Johns Hopkins evidence-based practice for nurses and healthcare professionals: Model and guidelines* (4th ed.). Sigma Theta Tau International.

## Recommended Items

Schmuller, J. (2022). *Statistical analysis with Excel® for dummies®* (5th ed.). John Wiley & Sons. ISBN: 978-1-119-84454-9.

## 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 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.

## Canvas (<https://chaminade.instructure.com>)

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.

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](mailto: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. Tai Arakawa is the dedicated SONHP librarian: [tai.arakawa@chaminade.edu](mailto:tai.arakawa@chaminade.edu)

## Learning Outcomes

### DNP Program Learning Outcomes (PLOs)

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 (CLOs) and Alignment

Upon completion of NUR 816, the student will:

| CLOs   | CLO Link to PLOs | Method of Measurement                          |
|--|------------------|--|
| 1. Identify key features of descriptive and analytic epidemiology  | 1,7              | Quizzes, Discussion Board                      |
| 2. Understand descriptive statistics, basic probability concepts, and common probability distributions   | 1,4              | Quizzes, return demonstration in Excel, papers |
| 3. Perform basic inferential statistical procedures, including 1-sample <i>t</i> -test, 2-sample <i>t</i> -test, analysis of variance, correlation, simple linear regression, chi-square, and other non-parametric statistical methods | 1,4              | Quizzes, return demonstration in Excel         |
| 4. Interpret output data for logistic regression, odds ratios, and relative risk   | 1,4              | Quizzes, return demonstration in Excel         |
| 5. Display data outcomes in appropriate charts, graphs, and tables   | 1,3              | Return demonstration in Excel, papers          |
| 6. Recognize potential data sources and develop a basic statistical plan for evaluating success for clinical improvement.  | 1,2              | Discussion board, papers, final project        |

### 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.

### 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 ('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

## Course Activities

### Assignments

Students must complete all assignments to achieve a passing grade in this course. Refer to *Evaluation Methods and Grading Scale* for list of assignments.

### 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. All postings should be substantive and graded based on the provided discussion board rubric.

#### DB General Guidelines:

- Use good netiquette. 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 with citations per assignment instructions. Citations should follow APA 7<sup>th</sup> edition formatting.
- 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.*

## Course Policies

### 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.

Students should notify their instructors when illness or other extenuating circumstances prevent them from participating in class and make arrangements to complete missed assignments. It is the instructor's prerogative to modify deadlines of course requirements accordingly.

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 and 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 Edition 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 Catalogue.

### **Late Work**

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.

### **Writing Policy**

All written assignments should be formatted to APA 7<sup>th</sup> edition standards and must be submitted as MS word documents (.docx). No google docs, pdf, pages, or other formats will be accepted. Use the following format for naming your assignments: lastname(s).assignmentname



## Guidance for Generative Artificial Intelligence (AI)

The use of Generative AI should be seen as a tool to enhance academic research, not as a replacement for critical thinking and originality in assignments. Students are not permitted to submit assignments that have been fully or partially generated by AI unless explicitly stated in the assignment instructions. All work submitted must be the original work of the student.

## 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.

## Changes to the Syllabus

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.

## Evaluation Methods and Grading Scale

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 (3 total; 2 @ 10 points each)     | 20         | A = 90%-100%                           |
| Quizzes (4 @ 10 points each)                        | 40         |  |
| Draft on Background Section of Improvement Proposal | 5          |  |
| Draft on Improvement Proposal                       | 5          | B = 80%-89%                            |
| Draft on Data Analytics                             | 10         |  |
| Improvement Proposal                                | 15         |  |
| Presentation of Improvement Proposal                | 5          | Below 80% =<br>Failing course<br>grade |
| <b>Total</b>  | <b>100</b> |  |

\*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.

## 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, and plagiarism, in addition to more obvious dishonesty.

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

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### Title IX

Chaminade University of Honolulu recognizes the inherent dignity of all 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, Roxana Jimenez at (808) 739-8530, [titleix@chaminade.edu](mailto:titleix@chaminade.edu), or [compliance@chaminade.edu](mailto:compliance@chaminade.edu). 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.

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **Assessment for Student Work**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### **Student with Disabilities Statement**

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Kōkua 'Ike: Tutoring & Learning 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, etc.) 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 on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

## Course Schedule

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

| <b>Week (Starts)</b> | <b>Topic</b>                                     | <b>Reading &amp; Assignments (Assignments due by Sunday)</b>   |
|----------------------|--|--|
| 1<br>8/19/24         | Introduction                                     | Reading: Grove & Ciper, Exercise 1<br><b>Assignment – Discussion Board Introduction (0 points but required posting)</b>              |
| 2<br>8/26/24         | Sampling, Validity, and Reliability              | Reading: Grove & Ciper, Exercises 2-5<br><b>Assignment – Discussion Board Part 1 - Discuss Topic (10 points total)</b>               |
| 3<br>9/2/24          | Measuring & Presenting Data                      | Reading: Grove & Ciper, Exercises 6-9<br><b>Assignment – Discussion Board Part 2 – Peer Response</b>                                 |
| 4<br>9/9/24          | Study Design, Descriptive Statistics             | Reading: Grove & Ciper, Exercises 10, 27-28<br><b>Assignment – Quiz 1 (10 points)</b>  |
| 5<br>9/16/24         | Hypotheses, PICOT<br>Selecting Appropriate Tests | Reading: Grove & Ciper, Exercises 12, 23   |
| 6<br>9/23/24         | Probability, Correlation & Causality             | Reading: Grove & Ciper, Exercises 11, 13, 29<br><b>Assignment – Discussion Board on Project Question (10 points)</b>                 |
| 7<br>9/30/24         | Regression                                       | Reading: Grove & Ciper, Exercises 14-15, 30-31<br><b>Assignment – Quiz 2 (10 points)</b>   |
| 8<br>10/7/24         | Independent and Paired <i>t</i> -tests           | Reading: Grove & Ciper, Exercises 16-17, 32-33<br><b>Assignment – Draft of Background Section for Final Project (5 points)</b>       |
| 9<br>10/14/24        | ANOVA & Post Hoc Testing                         | Reading: Grove & Ciper Exercises 18, 35<br><b>Assignment – Quiz 3 (10 points)</b>  |
| 10<br>10/21/24       | Chi-Square & Other Non-parametric Tests          | Reading: Grove & Ciper, Exercises 19-22, 34, 37<br><b>Assignment – Draft of Proposed Implementation for Final Project (5 points)</b> |
| 11<br>10/28/24       | Power Analysis and Missing Data                  | Reading: Grove & Ciper, Exercises 24-26<br><b>Assignment – Draft of Data Analytics (10 points)</b>                                   |
| 12<br>11/4/24        | Odds Ratio and 95% Confidence Intervals          | Reading: Grove & Ciper, Exercises 36, 38   |
| 13<br>11/11/24       | Control Charts                                   | <b>Assignment – Quiz 4 (10 points)</b>   |
| 14<br>11/18/24       | Review   | <b>Assignment - Improvement Proposal Paper Due (15 points)</b>   |
| 15<br>11/25/24       | Celebration of Learning                          | <b>Assignment – Presentation of Improvement Proposal (5 points)</b>  |