Chaminade University
School of Nursing
Course Syllabus
NUR 406 Evidence-Based Practice Practicum
Spring 2016

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Course Hours: 90 hours of instruction over 7 weeks

CATALOG DESCRIPTION: NUR 406 Evidence-based Practice Practicum (2 credits): This is a clinical course and will provide the student the opportunity to apply evidence-based practice theory in the clinical setting.

Prerequisite Courses: BI 15, BI 151L, BI 152, BI 152L, MA 107, NUR 190, NUR 290, NUR 291, NUR 201, NUR 202, NUR 203, NUR 204, NUR 206, NUR 301, NUR 304, NUR 305, NUR 404

COURSE LEARNING OUTCOMES

At the end of this course (a continuation of NUR404 Evidence Based Practice) the student will:
1. Apply each step of the evidence-based practice process to a clinical problem.
2. Utilize problem solving as a basic concept essential to the nursing, research, and evidence-based practice process.
3. Conduct a literature review using Boolean operators.
4. Conduct critical appraisal activities for various evidence sources.
5. Generate a problem oriented evidence based practice project for presentation to clinical facility staff or client population.

Service Learning Course Outcome
6. Demonstrate an understanding of the connections between academic work and real-life situations

Key progression in professional nurse practice: I= Introduced to the concept/skill D= Developing   M= Mastering

PLO PROGRAM LEARNING OUTCOMES	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	SLO 6
PLO#1: Use the nursing process for comprehensive assessments of health and illness parameters in patients using developmentally, and culturally, appropriate approaches.		M			M	M
PLO#2: Provide safe, holistic, patient-centered care across the health-illness continuum, across the lifespan, using state-of-the-art methodologies, and in all healthcare settings.					M	
PLO#3: Engage in dialogue about contemporary issues in healthcare, effectively advocate in the interest of patients, and lead others in the professional nursing role.	M	M				
PLO#4: Communicate and collaborate effectively with patients and professionals from a variety of disciplines.					M	
PLO#5: Integrate research and reliable clinical evidence to inform their nursing practice.	M	M	M	M	M	
PLO#6: Incorporate informatics and healthcare technologies into the practice of professional nursing.	M	M	M	M	M	
PLO#7: Use the determinants of health, tools for measurement, and interventions for health promotion and disease prevention in populations.					M	
PLO#8: Describe the elements of health care policy and finance within a regulatory environment.						
Program Associated Hawaiian Core Values	**CLO 1**	**CLO 2**	**CLO 3**	**CLO 4**	**CLO 5**	**SLO 6**
1. Patient Centered-Care *Ka malama olakino Pili pono I ia kanaka*					M	M
2. Community Based Care *Ka malama olakino ma o ke kaiaulu*					M	M
3. Developmentally and Culturally Appropriate Care *Ka malama ola kino noka ho'omohala a me ka mo'omeheu*					M	M
4. Care Across the Lifespan *Ka malama olakino o ka wa ola*					M	M

Required Texts:
Dearholt, S., & Dang, D. (2012). *Johns Hopkins Nursing evidence-based practice: Models and guidelines* (2nd ed.).
    Indianapolis, IN: Sigma Theta Tau International. (Electronic library access or may purchase online). ISBN-13: 978-1-
    9354-7676-4
Melnyk, M. B. & Fineout-Overholt, L.E. (2011). *Implementing evidence-based practice for nurses: Real-life success stories.*
    Indianapolis, IN: Sigma Theta Tau International. (Electronic library access or may purchase online). ISBN-13: 978-1-
    9354-7668-9
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.).
    Washington, DC: Author. ISBN: 978-1-4338-0561-5

Other article and web page readings as posted in eCollege

Course Design: NUR406 Evidence Based Practice Practicum is a continuation of NUR404 Evidence Based Practice. Students in NUR404, working in teams at community based clinical sites, engaged clinical staff to identify a clinical problem. Using the Johns Hopkins Nursing Evidence Practice Model, teams developed an EBP question that addressed the clinical problem. As a team students appraised 20-25 articles (5 per student) to discover current evidence to support a change project for the clinical site. In NUR406 teams will work together to translate the evidence into an EBP-based project. Teams should adhere to the timeline in order to finish in the first 7 weeks of the semester. Based on the project, the evaluation stage may extend past week 7 but this should be arranged but all actual projects should be completed before week 8 to avoid conflict with NUR499 Clinical Immersion.

Schedule and Assignments: For Team Work you should try to use <u>Mon 1030-1520 and TH 1230-1530</u> when you are all already on campus. You will need to schedule educational presentation/inservices at the facilities at times convenient to them and your team. Know that all team members do not have to present every time – you will have to work around your other clinical as well. ***NOTE: The final Clinical Report & Poster are Team assignments. Each Team will submit ONE Report & Poster and each student will receive same individual score after grading.***

Assignments	Percent	Due Date	Hours
Service Learning (5 percent) (5 hours)			
1. **Write & Submit** Service Learning Summative Statement for Poster (2-3 complete, logical, grammatically correct sentences – ½ point deduction every correction)	1.5	2/5/16	1.5
2. **Write & Submit** Service Learning AARP Statement for Poster (3 complete, logical, and grammatically correct sentences - ½ point deduction every correction)	1.5	2/5/16	1.5
3. **Prepare/Present/Attend** Service Learning Day March 11 (mandatory)	2	3/11/16	2
Preparing for EBP Project (10 percent) (20 hours)			
1. **Watch** *Ontology, Epistemology, Methodology and Methods in Research Simplified!* https://www.youtube.com/watch?v=hCOsY5rkRs8 2. **Watch** *A Comparison of Quantitative and Qualitative Inquiry Paradigms* https://www.youtube.com/watch?v=rnN0MHIYNOI 3. **Review** Chapters 1, 2, and 3 in JHN Evidence-Based Practice book 4. **Take** Post-Test in eCollege – *OPEN VIDEO, BOOK, GOOGLE SEARCH – can complete with Team*	5	Post-test 1/18/16	2
5. **Complete** University of Michigan School of Nursing Statistics Module: Click on "pretest" and answer first question. If correct move on. If incorrect click "review" and then answer question again. Upload copy of test score (use snipping tool and paste in eCollege assignment). Score must be 18 or higher (90%) – repeat until 90% achieved. *Work independently* http://www.nursing.umich.edu/studentresources/modules/statsMod3.swf	5	Post-test 1/18/16	2
6. **Meet** with Team and **Analyze** your FIVE NUR404 Evidence Appraisals. Bring 1 paper copy of each article (evidence) – everyone can share one and YOUR LAPTOP or tablet. After Team work, each person will have FIVE ACCURATE* CLEAN** copies of his/her appraisals (Appendix E & F) from NUR404 to include in Clinical Report. *Correct Appendix for your evidence. **Only leave the sections that apply to your type, level, & quality of evidence. **USE** Chapters 6 & 7 in JHN Evidence-Based Practice book. *Help each other!!*	In EBP project score	1/21/16	8

7. **Meet** with Team and **Synthesize** your evidence from NUR404 on your Appendix H. Bring your laptop or tablet and Clean up Appendices G & H. After Team work, each Team will have ACCURATE CLEAN copies of Appendices G & H to include in Clinical Report. **USE** Chapters 6 & 7 in JHN Evidence-Based Practice book.	In EBP project score	1/21/16	8
EBP Project (85 percent) (65 hours) (includes 10 hours Service Learning) *Specific instructions for these components will be posted in separate documents*			
1. **Document** hours of project design (measurable objectives, creation of content, teaching strategies, teaching materials, and evaluation tools), implementation, and evaluation	40	3/4/16	40
2. **Evaluate** Team member contributions (confidential) – your score average of their evals	5	3/4/16	1
3. **Write & Assemble** EBP Clinical Report (APA, 5-6 pages excluding title, appendices, evaluations, & reference pages) **TEAM PROJECT: ONE REPORT/TEAM**	25	3/4/16	14
4. **Create** Poster & **Present** at EBP Day on May 6 (mandatory) **TEAM PROJECT: ONE POSTER/TEAM**	15	5/6/16	10
Total Points for course/Hours	100		90

Course Grading: Late assignments are highly discouraged. Students must inform instructor via email of any late assignments. Late written assignments in this course will receive an automatic 15 point deduction per day past the due date. No late assignments will be accepted after the 5th calendar day. Students are encouraged to work ahead if potential delays are expected.

Grading Scale:	A=90-100%	D=60-69%
	B= 80-89%	F=59% and below
	C=70-79%	

SERVICE LEARNING

SUMMATIVE STATEMENT: In light of your four years in the School of Nursing, you will reflect on the impact of your service-learning on the community, as well as your personal and professional growth through service-learning. Develop a summative statement about this (2-3 sentences). Use the following quote to help facilitate your reflection:

> *Service-learning is designed to help students develop an understanding of the context in which clinical skills are used. Students should complete a service-learning experience with a better understanding of the policy context of health care; the cultural differences in health-related beliefs, nutrition, and hygiene practices; and barriers confronted by some patients in obtaining health care and following medical advice. Exposure alone to diverse patients in a clinical setting does not guarantee better understanding of their situations or points of view and may simply reinforce prejudice and stereotypes. **It is in the quality of reflection, of thinking about these complex health care issues and using experience to suggest questions for further exploration, that service is transformed into service-learning.** (Dr. Janet Eyler, Journal of Nursing Education, Vol.41, No.10, October 2002)*

Use this link to submit your SUMMATIVE poster reflection: http://goo.gl/forms/3rOQ7QGVuW

AARP STATEMENT: In Fall you completed a report/paper on your AARP experience that included three opportunities to "relate one part or experience from the story to one example of 'related content' from 2016 Test Plan. Explain a nursing intervention that could address this issue – anywhere from bedside nurse to case manager to legislative advocacy. Describe a possible outcome of this intervention." Please take the BEST of your three and condense into three complete, grammatically correct sentences: What was the related content, a nursing intervention, and a possible outcome.

Use this link to submit your AARP poster reflection: http://goo.gl/forms/NTJ8m5Xzxt

All of the responses will be compiled into a poster for your entire class to be exhibited at Service Learning Day. Half of students will present the Summative poster and half the AARP poster. Exercising your nursing leadership skills you will represent the Nursing Program at Chaminade's Annual Service-Learning Day event. Engage with attendees at SL Day to share these positive outcomes of your involvement in service-learning. This will include many of the community partners with whom you've worked before as well as newer nursing students. **Friday, March 11, 2016   Place: Eiben Hall, Ching Conference Center   Times/duties: 12:00-1:30**

There will be two AARP posters and two Summative posters. Fifteen min table shifts required – sign up will be posted in eCollege. Must be present whole time to earn points – sign in and out.

COURSE POLICIES:

- **All policies stated in the Chaminade University and Chaminade University School of Nursing handbooks are in effect in this course.**

- **Academic Honesty:** Nursing students are responsible for promoting academic honesty in all educational settings. Nursing students represent Chaminade University and the School of Nursing and as such are expected to demonstrate professional, ethical behavior in the classroom, in laboratory settings, in the clinical setting, and in the community. The Chaminade student nurse shall be committed to the Marianist values and the core values of the School of Nursing.

  Questions of unethical behavior or academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean for Nursing. Punishment for academic dishonesty or unethical behavior will be determined by the instructor in collaboration with the Dean for Nursing and may range from an "F" for the work in question to an "F" for the course to suspension or dismissal from the program.

- **Academic Conduct**: Please refer to and follow all policies and procedures included in the University and School of Nursing Student Handbook (available in hard copy and online) and carefully read all areas. Please pay attention to the sections that discuss plagiarism, classroom respect, student conduct, freedom of speech, and all academic policies regarding grading.

- **Assignments:** It is expected that assignments will be submitted on time. Late assignments are highly discouraged. Late assignments will receive a 10 point deduction per day the assignment is late.

- **Writing policy:** All papers should demonstrate mastery of grammar, punctuation, spelling and syntax expected of college level students. Use of APA 6th edition is required for all papers. If you need writing assistance, please seek help from Student Support Services and the Academic Achievement Program at 735-4881. All papers are to be word processed, proofread, and solely the work of the author. All papers must be saved as a Word document and submitted in the appropriate drop box. You will need to save your two best concept maps/decision trees and your weekly reflective logs to your ePortfolio. Please read information about plagiarism in your student handbook.

- **ADA Accommodations:** 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 the CUH Counseling Center (Dr. June Yasuhara; phone 735 4845) by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodates. Please refer any questions to the Dean of Students and review the procedures at http://www.chaminade.edu/student_life/sss/counseling_services.php