



**Chaminade University  
School of Nursing  
Course Syllabus  
NUR 406 Evidence-Based Practice Practicum  
(2 credits)  
Spring 2017**

<b>COURSE</b>	Julie Elting, EdD, MSN, APRN, CNE			
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<b>AND FACULTY</b>	Email	<a href="mailto:julie.elling@chaminade.edu">julie.elling@chaminade.edu</a>		
	Office Hours	Mon & Tues 1000-1300 and by appointment		
	Total Practicum Hours	2 CREDITS = 90 hours over 15 weeks		
	Campus Seminar Hours	38 over 1st 7 weeks		
		Mondays	1/23-2/27	1330-1520 HH 223 (5 x 2 = 10hr)
		Thursdays	1/19-3/2	1330-1720 HHOA 103 (7 x 4 = 28hr)
			5/4	1500-1900 Ching Conference (4hr)

### 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

ALL 100, 200, AND 300 LEVEL NUR COURSES, NUR403, NUR404

### COURSE LEARNING OUTCOMES

NUR406 Evidence-Based Practice (EBP) Practicum is the second course in the EBP series. Work started in NUR404 Evidence-Based Practice will be completed in NUR406.

*At the end of this course NUR406 the successful student will be able to:*

1. Critically appraise research and non-research sources of evidence at an advanced beginner level
2. Synthesize appraised evidence for use in EBP project
3. Collaborate effectively with teammates both face-to face and using technology
4. Design an evidence-based policy recommendation or educational project for a community organization
5. Present an EBP project in a professional manner to a community organization and the academic community
6. Evaluate EBP project process and team/self contributions
7. Display personal value for the role evidence plays in the provision of safe, high quality nursing care

#### Service Learning Course Outcome

8. Demonstrate an understanding of the connections between academic work and real-life situations

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

PLO PROGRAM LEARNING OUTCOMES	COURSE LEARNING OUTCOMES						
	1	2	3	4	5	6	7
PLO#1: Use the nursing process for comprehensive assessments of health and illness parameters in patients using developmentally, and culturally, appropriate approaches.				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.	D	D	M	D	M		M
PLO#4: Communicate and collaborate effectively with patients and professionals from a variety of disciplines.		M	M	M	M	M	
PLO#5: Integrate research and reliable clinical evidence to inform their nursing practice.	M	D		D	M		
PLO#6: Incorporate informatics and healthcare technologies into the practice of professional nursing.	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	CLO 6	CLO 7
1. Patient Centered-Care <i>Ka malama olakino Pili pono I ia kanaka</i>					M		
2. Community Based Care <i>Ka malama olakino ma o ke kaiaulu</i>					M		
3. Developmentally and Culturally Appropriate Care <i>Ka malama ola kino noka ho'omohala a me ka mo'omeheu</i>					M		
4. Care Across the Lifespan <i>Ka malama olakino o ka wa ola</i>					M		

## REQUIRED TEXT

Dearholt, S., & Dang, D. (2012). *Johns Hopkins Nursing evidence-based practice: Models and guidelines* (2nd ed.). Indianapolis, IN: Sigma Theta Tau International. (From Fall course). ISBN-13: 978-1-9354-7676-4

## Journal articles and web-based readings as posted in Canvas

## COURSE DESIGN

NUR406 Evidence Based Practice Practicum is a continuation of NUR404 Evidence Based Practice. *It is expected students will have met the course outcomes from NUR404 FALL 2016. The student will be able to:*

1. Differentiate between the research process and the evidence-based practice process
2. Create an answerable EBP question using PICO
3. Conduct a literature/evidence search using library databases
4. Appraise research and non-research evidence at a novice level
5. Collaborate effectively with teammates both face-to face and using technology

**In Fall** - NUR404 students formed teams and chose a community-based organization to complete an EBP project. The team collaborated with organizational leaders to identify a practice problem. Using the Johns Hopkins Nursing Evidence Practice Model, teams developed an EBP question that addressed the practice problem. Each student appraised four pieces of evidence and reviewed four team-mate appraisals. Each team has 16-28 pieces of appraised evidence summarized on a shared document.

**In Spring** - NUR406 Teams will meet and:

1. Synthesize summarized evidence to support a policy recommendation/project for the community site

2. Design policy recommendations/educational session for staff OR an educational program for staff or clients
3. Present content for community organization. Large teams (6 or 7 people) must divide presentations
4. Write a concise Team report that captures the process and presentation (template and rubric provided)
5. ONE member of each Team must attend Service Learning Day on Friday March 10th
6. Attend ONE scheduled Peer Presentation Day - present to classmates like community organization
7. Create a 36" h x 48" w scientific poster (template and rubric provided)
8. Present poster at Clinical Partner Recognition Day on Thursday May 4th
9. Evaluate prompts regarding self and team performance
10. Respond to a final summative prompt reflecting the attitudinal change regarding the use of evidence to guide nursing practice.

***NOTE: The Policy Recommendation/Educational Project, Clinical Report, and Poster are Team assignments. Each Team submits one Project, one Report, and one Poster and each student will receive same individual score after grading. Teams having difficulty collaborating and unable to produce quality work should seek assistance from Dr. Elting immediately to resolve issues.***

<b>GRADING SCALE</b>	<b>A=90-100%</b>
	<b>B= 80-89%</b>
	<b>C=70-79%</b>
	<b>D=60-69%</b>
	<b>F=59% and below</b>

## **SERVICE-LEARNING**

The creation and presentation of the Evidence-Based Practice Project for the community organization is the service learning project for this course. The 10 hour requirement is folded into the practicum hours. Students are required to complete TWO reflective statements about Service-Learning - one from the NUR403 Nursing Leadership project and the other as a summation of the service learning experience over the four year nursing program.

### **First Statement**

*Hawaii State Center for Nursing Continuing Competency Reflection:* In Fall you completed a paper on your Continuing Competency experience that included responding to three reflective prompts. Take ONE of those responses and condense into 2-3 thoughtful and grammatically correct sentences. *Use this link to submit your reflection:* <https://goo.gl/forms/htAipzkc94NCvyKE2>

### **Second Statement**

*Summative Reflection:* In light of your four years in the School of Nursing, 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 (2-3 sentences) with the following prompts. Having completed 8 semesters of service learning as a NURSING STUDENT, "What have you learned about yourself over the years performing service learning: your wants, needs, goals, values, skills, or attitudes?" OR "How has your understanding of the community changed as a result of your service learning experiences?" *Use this link to submit your SUMMATIVE reflection:* <https://goo.gl/forms/CU9wY7kPgAgUXGeP2>

Exercising your nursing leadership skills at least ONE member of each team will represent the Nursing Program at Chaminade's Annual Service-Learning Day event. The responses will be compiled into two posters for the class to be exhibited at the event. Half of students will present the Summative poster and half the HSCN poster. Engage with attendees at SL Day to share these positive outcomes of your involvement in service-learning. Many community partners with whom you've worked will be there. **Friday, March 10, 2017 Place: Eiben Hall, Ching Conference Center Times/duties: TBA but last year was 12:00-1:30**

Assignments	Graded Product	I / T*	%	Due	Hours
<b>Complete</b> weekly activities in collaborative course seminar sessions		I	5		
<b>Meet</b> with Team and <b>Analyze ALL TEAM EVIDENCE</b> appraisals and make corrections to Appendix G Summary.	Appendix G	T	5	1/26	6 +4
<b>Meet</b> with Team and <b>Synthesize EVIDENCE</b> from Appendix G onto Appendix H and document recommendation for project	Appendix H	T	10	2/2	6+4
<b>Write</b> Reflective Statement on <u>HSCN Continuing Competency Service Learning Project</u> for S-L Poster	Reflection (Canvas)	I	2	2/6	1
<b>Write</b> Reflective <u>Summative</u> Statement on <u>Nursing Program Service Learning experience</u> for S-L Poster	Reflection (Canvas)	I	2	2/6	1
<b>Design</b> policy recommendation & presentation OR educational project presentation for community organization (includes APA list of project evidence) - Module in Canvas (counts as Service Learning)	Policy Recommendation or Ed product	T	25	3/3	20+ 20
<b>Present</b> policy recommendation or educational project for community organization (counts Service Learning) Evaluation Form (print and take copies to presentation) <a href="http://bit.ly/2hu3riC">http://bit.ly/2hu3riC</a>	Evaluation Form completed by attendees	T	10	3/17	3
<b>Present</b> policy recommendation or educational project for PEERS (mandatory for presentation points)				5/8	3
<b>Write</b> a concise Team report that captures the EBP project process and presentation (includes APA list of project evidence). Template has been placed in your Team Google Folder Rubric <a href="http://bit.ly/2hufegN">http://bit.ly/2hufegN</a>	Report	T	25	draft 4/2 Final 4/23	10
<b>Create</b> 36" h x 48" w scientific poster and <b>Present</b> at clinical recognition day on 5/4. Template has been placed in your Team Google Folder Rubric <a href="http://bit.ly/2hOFYGx">http://bit.ly/2hOFYGx</a>	Poster	T	10	4/27	10
<b>Evaluate</b> performance of teammates and self during EBP project process Self & Teammate Eval <a href="http://bit.ly/2irOsE0">http://bit.ly/2irOsE0</a>	Evaluation Form	I	3	5/8	1
<b>Reflect</b> on personal growth related to EBP and provision of nursing care	Reflection (Canvas)	I	3	5/8	1
At least ONE member from each team must attend S-L Day on March 10th (mandatory for presentation points)				3/10	
<b>*INDIVIDUAL (I) OR TEAM (T) assignment</b>	<b>TOTALS</b>		<b>100</b>		<b>90</b>

**IMPORTANT:** This is a clinical practicum - attendance is mandatory at seminars on Mondays 1330-1520 and Thursdays 1320-1720 for the first 7 weeks (unless presenting for clinical partner). Students must track additional hours of work to complete 90 over the semester. Failure to complete clinical hours by the end of the semester will result in course failure.

## **COURSE POLICIES**

- **All policies in the Chaminade University Student Handbook and School of Nursing Handbook are followed 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 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 percent 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 6<sup>th</sup> 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 (or authors if working in teams). All papers must be saved as a Word document and submitted in Canvas. 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 accommodations. Please refer any questions to the Dean of Students and review the procedures at [http://www.chaminade.edu/student\\_life/ssc/counseling\\_services.php](http://www.chaminade.edu/student_life/ssc/counseling_services.php)