



**Chaminade University
School of Nursing
Course Syllabus
NUR 406 Evidence-Based Practice Practicum
(2 credits: 90 clinical hours)
Spring 2018**

COURSE	Julie Elting, EdD, MSN, APRN, CNE			
COORDINATOR AND FACULTY	Office	Henry Hall 110C	Phone	739-8531
	Email	julie.elting@chaminade.edu		
	Office Hours	Mon & Tues 1000-1300 and by appointment		
	Total Practicum Hours	2 CREDITS = 90 hours over 15 weeks (40 on-campus + 50 off campus)		
	Campus Hours	<u>31 hours over 1st 7 weeks</u> + 5 hours on 5/3 + 4 hours finals week = 40		
		Mondays Lab	<u>1/22-2/26</u>	1330-1520 HH 223 (5 x 2 = 10 hr)
		Thursdays Lab	<u>1/18-3/1</u>	1330-1720 HHOA 103 (7 x 3 = 21 hr)
		Presentations	5/3	1500-2000 Ching Conference (5 hr)
		Finals Week		TBA room and time (4 hr)
	Off Campus Hours	50 hrs	as scheduled with team members and clinical partners	

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, NUR 403, NUR 404

COURSE LEARNING OUTCOMES

NUR406 Evidence-Based Practice (EBP) Practicum is the second course in the EBP series. Work started in NUR 404 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

Students may use OWL at Purdue as resource for APA, seek assistance from faculty if cannot find answer.

COURSE DESIGN

NUR 406 Evidence Based Practice Practicum is a continuation of NUR 404 Evidence Based Practice. *To have progressed it is expected students will have met the course outcomes from NUR 404 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 - NUR 404 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 three pieces of evidence and critiqued three teammate appraisals. Each team has 15-18 pieces of appraised evidence summarized on a shared document.

In Spring - NUR 406 Teams will meet and:

1. Review and synthesize summarized evidence to support a practice recommendation OR educational project for the community site
2. Write evidence-based practice change recommendation and present to community partners - this may be policy change or pilot educational program
3. Design and implement inservice for staff OR an educational program for staff or clients
4. Have participants evaluate presentation - both learning objectives and inservice/program itself
5. Write a concise Team clinical report covering the complete process (Fall and Spring) with template & rubric
6. ONE member of each Team must attend Service Learning Day on Friday March TBA
7. Create a 36" h x 48" w scientific poster with template and rubric
8. Present poster at EBP and Clinical Partner Recognition Day on Thursday May 3rd
9. Present EBP practice change recommendation (#2) to Peers and Faculty during finals week
10. Respond to a final summative prompt reflecting the attitudinal change regarding the use of evidence to guide nursing practice.

NOTE: The Practice Recommendation Write-Up & Presentation, Inservice or Educational Project, Final Clinical Report, and Poster are Team assignments. Each Team submits one Recommendation Write-Up, 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.

GRADING SCALE	A=90-100%
	B= 80-89.99%
	C=70-79.99%
	D=60-69%
	F=59% and below

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 NUR 403 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 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/4SeSCQOByDdRnmXj2>

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/2wp8rwBeZGSjX67x2>

Chaminade’s Annual Service-Learning Day event: The responses from the prompts will be compiled into two posters to be exhibited at the event. Any student can volunteer to attend, but it is also used for make-up hours if students miss on-campus lab hours. We have two posters: One for Fall collaboration with Hawaii State Center for Nursing and one that captures students’ four-year experience in SL. 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 TBA Place: Eiben Hall, Ching Conference Center Times/duties: TBA but last year was 12:00-1:30**

Each student should track hours on TIMESHEET spent in campus-based lab and off-campus practicum working as individual and team to complete all aspects of the EBP project link <https://goo.gl/5iG7Wu>. Hours included: 1. Evidence summary and synthesis 2. Recommendations to clinical partner write up & presentation 3. Design, implementation, & evaluation of pilot educational program or inservice program 4. Final EBP clinical report, poster creation, & presentation. Ninety (90) hours of individual and collaborative work is needed to meet course requirements.

Students will spend 4-6 hours on campus the first 7 weeks of the semester: 2 hr on Mondays in seminar and 3 hours on Thursdays (31 hours) in collaborative clinical teamwork with Dr. Elting. The EBP practice change presentation to the clinical partner should happen by week 8 and the inservice or educational pilot program can occur anytime through early April. After immersion begins students have more challenges coordinating schedules. Teams need to agree on the planned schedule for their EBP project design and implementation.

Assignments	Graded Product	I / T*	%	Due	Approx Hours
Complete weekly activities in collaborative course lab sessions		I	5		5
Meet with Team and Analyze ALL TEAM EVIDENCE appraisals and make corrections to Appendix G Summary.	Appendix G	T	5	2/2	5
Meet with Team and Synthesize EVIDENCE from Appendix G onto Appendix H, Identify categories/themes to group the evidence	Appendix H	T	5	2/2	5
Write evidence-based practice change recommendation report & Present to community partner (includes APA list of project evidence) - Module in Canvas, Template is in your team Google Folder (1): Follow template for full points. Minus 1 point for every variation or error. This is your Service Learning	EBP Change Recommendation Report	T	15	due prior to presentation but before 3/9	15
Write Reflective Statement on <u>HSCN Continuing Competency Service Learning Project</u> for S-L Poster https://goo.gl/forms/4SeSCQOByDdRnmXj2	Reflection (Canvas)	I	2	2/9	

Write Reflective <u>Summative</u> Statement on <u>Nursing Program Service Learning</u> experience for S-L Poster https://goo.gl/forms/2wp8rwBeZGSjX67x2	Reflection (Canvas)	I	2	2/9	
Design, Implement, and Evaluate evidence-based educational inservice for staff or pilot educational program for clients for community partner (includes APA list of project evidence) - <i>Module in Canvas,</i> <i>Teaching Plan template (2) in Team Google folder PLUS either</i> Inservice Evaluation Form Link https://goo.gl/LzuA9a (print and take copies to presentation) <u>OR</u> Educational Project pre-test/post-test for participants (Team makes)	Inservice or Educational program product with Teaching Plan & Eval by attendees	T	20	4/13	25
Write a concise APA formatted Team EBP Final Clinical Report that captures the EBP project process and presentation (includes title page, body, references, appendices with APA list of project evidence). <i>Module in Canvas, Template (3) in your Team Google Folder</i> Rubric Link https://goo.gl/YLvTjn	Report	T	30	drafts 3/16 intro & P 3/30 E 4/13 T Final 4/27	15
Create 36" h x 48" w scientific poster and Present at clinical recognition day on 5/3. <i>Template (4) in your Team Google Folder</i> Rubric Link https://goo.gl/2c4eE4	Poster	T	10	4/22	10
Evaluate performance of teammates and self during EBP project process. Self & Team Eval Link https://goo.gl/MVb3jX (make a copy and save to your Drive)	Evaluation Form	I	3	5/4	
Present Practice Recommendation and Summarize Inservice or Educational pilot project for peers and faculty		T		Finals week	10
Reflect on personal growth related to EBP and provision of nursing care: <i>Describe how your attitudes (value, appreciation) about EBP have evolved this academic year and what impact this may have on your professional practice.</i>	Reflection (Canvas)	I	3	5/6	
If campus-based lab time is missed, student will attend S-L Day for make-up hours				3/XX	
*INDIVIDUAL (I) OR TEAM (T) assignment	TOTALS		100		90

IMPORTANT: This is a clinical practicum - attendance is mandatory at seminars on Mondays 1330-1520 and Lab on Thursdays 1320-1620 for the first 7 weeks (unless presenting for clinical partner during this time). Students must track additional hours of work to complete 90 over the semester. Students must complete clinical hours by the end of the semester to pass the course. If a student has concerns or questions about tracking hours he/she should see Dr. Elting for guidance.

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 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 (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/sss/counseling_services.php
- **Title IX Compliance:** 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.

Should you want to speak to a confidential source you may contact the following: Chaminade Counseling Center at 808 735-4845. Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.