Course Number: NUR 406
Course Title: Evidence-Based Practice Practicum
College/School/Division Name: Nursing
Term: Spring 2022
Course Credits: 2
Class Meeting Days: Mondays

Class Meeting Hours: NUR 406-02 1:30 – 3:20 pm
Class Location: Via ZOOM Weeks 1 & 2 https://chaminade.zoom.us/j/94782988006
          Henry Hall 104 Weeks 3-14

Class Meeting Hours: NUR406-01 3:30 – 5:20 pm
Class Location: Via ZOOM Weeks 1 & 2 https://chaminade.zoom.us/j/99326861528
          Henry Hall 104 Weeks 3-14

Instructor Name: Kathleen Burger, PhD, MSN, MSEd, RN, CNE
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Office Location: Henry Hall 118F
Office Hours: Mondays 11:00 am – 1:00 pm; Thursdays 8:00 – 9:00 am; 2:00 – 3:00 pm

University Course Catalog Description
This is a clinical course and will provide the student the opportunity to apply evidence-based practice theory to the clinical setting. Service-learning will be a required element of the course, in the form of a 10-hour service-learning activity* and a written reflection about the experience.
Prerequisites: BI 151 and BI 151L, BI 152 and BI 152L, BI 250 and BI 250L, BI 304, BI 305, CH 250, MA 107, NUR 190, NUR 201, NUR 202, NUR 203, NUR 204, NUR 206, NUR 290, NUR 291, NUR 301, NUR 302, NUR 303, NUR 306, NUR 307, NUR 403, NUR 404
* Spring 2022: Due to concerns arising from the COVID-19 pandemic, this course will not include an on-site service-learning activity in a clinical or community setting. Instead, student teams will create an EBP project plan with recommendations for addressing a gap in practice and for the purpose of improving health care quality. A live presentation of this action plan will be a requirement.

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 ('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

Program Learning Outcomes (PLO) Graduates of the BS in Nursing Program will be able to:

1. Patient-Centered Care: Utilize the nursing process to advocate for safe, holistic, patient-centered care across the lifespan, incorporating the Marianist value of service, justice, and peace.
2. Collaboration: Apply leadership and communication skills to ensure quality, collaborative, and continuous patient care.
3. Evidence-Based Practice: Integrate credible research with clinical expertise and patient preferences for optimal care across the lifespan.
4. Informatics: Incorporate informatics and healthcare technologies into the practice of professional nursing.
5. Quality Improvement: Contribute to the safety and quality improvement of the healthcare environment.

Course Learning Outcomes (CLO) By the end of this course, students will be able to:

1. Conduct a comprehensive & systematic literature search using reliable healthcare data sources
2. Perform critical appraisals of research and non-research evidence at a novice level
3. Synthesize evidence for use in an evidence-based practice project paper
4. Design an evidence-based implementation plan to address a gap in quality health care practices
5. Present an EBP project aimed at improving health care quality, safety, and social justice
6. Collaborate effectively with teammates in the classroom and online
7. Utilize scholarly writing and APA formatting correctly and consistently in written assignments

Alignment of Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7
Native Hawaiian Values	1, 2, 3, 4	2	1, 2, 3, 4	2	2	1,3,5	2
Marianist Values	2, 3, 4, 5	2, 3, 5	2, 3, 4, 5	2, 3, 4, 5	2, 3, 4, 5	1, 2, 3, 4, 5	2, 3, 5
Program Learning Outcomes	1, 5	2, 5	3, 5	4, 5	1, 5	2	3, 4

Course Prerequisites:

A laptop with **Microsoft Word** and access to Google Drive **is required** for this course. Laptops should be brought to each class session.

Teaching/Learning Strategies

Classes are based on active student participation in discussions, course activities, individual research, and collaborative groups. Readings, case studies, and presentations will be utilized. To achieve this type of active participation, I have some additional expectations of students:

- In order to maximize the teaching/learning experience for us all, students are asked to complete the assigned readings prior to each class session.
- Please refrain from using your laptop and/or other electronic devices during class for anything other then engaging in this course content.

Required Learning Materials

Dang, D., Dearholt, S.L., Bissett, K., Ascenzi, J., & Whalen, M. (2022). *Johns Hopkins Nursing evidence-based practice for nurses and healthcare professionals: Models and guidelines* (4th ed.). Sigma.

Recommended Learning Materials
American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Harper Collins.

Course Website

The Learning Management System, *Canvas*, is used throughout all of the nursing courses. Course website address: https://chaminade.instructure.com.   Hardware requirements: Canvas is accessible from most PCs and Macintosh computers with a reliable Internet connection. Canvas is also accessible on all computers available for use on campus.

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

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 ʻIke: 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 ʻIke's website (https://chaminade.edu/advising/kokua-ike/) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. TutorMe can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ʻIke at tutoring@chaminade.edu or 808-739-8305.

Assessment and Course Grading

Course Grading:

Evaluation Method	Possible Points	Grading Scale
Quantitative Article Appraisal	10	A = 90-100%
Qualitative Article Appraisal	10	B = 80-89%
Evidence Synthesis Table	10	C = 70-79%
Quizzes (2 @ 10 pts each)	20	D = 60-69%
Translation & Action Plan	10	F = 59% and below
Evidence-Based Project Paper	25	• **A final grade of "C" or higher is required to pass this course** and to progress in the nursing curriculum.
EBP Poster & Team Presentation	15	
Total Possible Course Points	**100**	• **Scores will not be rounded up.** • There are **no extra credit** allowances.

NOTE: All assignments must be completed to pass the course

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination.They are interpreted as follows:

A Outstanding scholarship and an unusual degree of intellectual initiative

B Superior work done in a consistent and intellectual manner

C Average grade indicating a competent grasp of subject matter

D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work

F Failed to grasp the minimum subject matter; no credit given

Assessments:

- Quantitative and Qualitative Research Article Appraisals: Students will conduct an appraisal of both a quantitative and qualitative article. The articles will be provided by the instructor. The results of each appraisal must be presented on the *Appraisal Guide** forms supplied in the course CANVAS site.
- Evidence Synthesis Table: Students will summarize their research and non-research evidence on the Johns' Hopkins Appendix H: Synthesis and Recommendations Tool. This will involve grouping collected evidence by hierarchal level, rating of strength & quality, and providing a synthesis of findings.
- Quizzes: There will be two quizzes, each containing approximately 20 multiple choice/multiple responses and other NCLEX style questions. Refer to the course schedule for content to be covered on the quizzes.
- Translation and Action Plan: Students will analyze the safety, feasibility, fit, and acceptability of practice change recommendations they have developed from their synthesis of evidence. This will be completed using the Johns Hopkins Appendix I: Translation and Action Planning Tool.
- Evidence-Based Project Paper: Research teams that were formed in NUR404 will continue their investigation of a healthcare practice issue that is in need of change for quality improvement of patient care. The topic must be approved by the instructor and must be within the nursing scope of practice. The team will then conduct a review of peer-reviewed literature and research studies that address the selected nursing practice issue. The review of the literature must contain 5 peer-reviewed research articles published in professional journals within the past 5 years. Of those 5 research studies, there must be at least 1 each of the following research designs: qualitative, quantitative, systematic review /meta-analysis. The paper must be in APA 7th edition format and be a maximum of 5 pages, not including the title page and reference pages. A paper that is over the 5-page limit will not be accepted, but there is no minimum page requirement. Each member of the team must have a distinguishable and equal role in writing the paper.
- EBP Team Presentation: Each research team will craft a professional poster illustrating the results of their practice improvement paper and how they would apply the Johns Hopkins EBP model (or other applicable EBP model) to implement their recommendations for change. This presentation must be suitable for a professional audience of healthcare workers, and the poster constructed using the *professional poster template* provided on the course CANVAS site. Each member of the team must have a distinguishable and equal role in the presentation.

Peer Evaluations

Students should conduct a peer review of each of their team members using the *Peer Evaluation Rubric* provided on the course CANVAS site. If you score any of your team members below a rating of 4, please submit a copy of the rubric to my instructor email. If I do not receive any below 4 ratings to my email, I will assume that all members of your team collaborated and contributed equally to the team paper, poster, and presentation. Students who do not receive a rating of 4 or higher on all peer reviews from all their team members will have 1 point deducted from their grade on these assignments.

Course Policies

All assignments must be successfully completed in order to pass this course

Remote Testing

The School of Nursing may choose to utilize an online exam proctoring technology at any time during this course. This technology enables students to take proctored exams at a location that is off campus. This

technology provides a secure test environment that promotes academic integrity and provides data security. The process identifies a student and records video, audio, and screen capture during the student's exam. This information is communicated to secure servers and reviewed. The video, audio, and screen capture are used solely for the purpose of ensuring academic integrity during the testing process.

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 documents. No google docs, pdf, pages, or other formats will be accepted. Use the following format for naming your assignments: lastname(s).assignmentname

Instructor and Student Communication
Comments, questions and/or concerns can be communicated to me either before or after class or can be emailed to kathleen.burger@chaminade.edu from your Chaminade email account.. Online, in-person and phoneconferences can be arranged. Response time will take place up to 2 business days.

Cell phones, tablets, and laptops
Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that willrequire the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

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 andfair assessment of your work. Students with special needs who meet the criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ʻIke: Center for Student Learning by the end of week three 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 ʻIke Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Non-Discriminatory Policy
Harassment and discrimination are specifically prohibited by state and federal law and any instance of harassment or discrimination may result in both civil and criminal liability on the part of the individual

harasser as well as the University. Specifically, the University is committed to complying with the Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the 1972 Education Amendments, the Equal Pay Act of 1963, Executive Order 11246, as amended the Age Discrimination Act of 1975, Titles VII and VIII of the Public Health Services Act, as amended, the Rehabilitation Act of 1973, the Equal Opportunities Employment Act of 1972, the Vietnam Era Veteran's Assistance Act of 1974, the Americans with Disabilities Act of 1990 and Hawaii Revised Statutes, Chapters, 76, 78, and 378.

Title IX
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. 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
The following attendance policy is from the 2021-2022 Academic Catalog.
Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevents them from attending class andmake 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 the 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 a 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 ADA 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 illnessor 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 mayreceive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy
From the 2021-2022 Academic Catalog.
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 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 knowingand respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizingthat 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.

Academic Honesty Policy
From the 2020-2021 Undergraduate Academic Catalog:
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 further information, please refer to the Student Handbook:
https://chaminade.edu/wp-content/uploads/2021/04/NEW-STUDENT-HANDBOOK-20-21-Final-3.31.2021.pdf

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 is 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 one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one 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 a total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in a 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.

Schedule NUR406 Spring 2022

Date	Topics	Readings & Assignments
Week 1 **1/10/22** **Online**	• Introduction to the course • Review of key concepts from NUR404	Dang et al. (2022) Chapters 1-7 NUR404 PowerPoint lectures Assigned Article(s) on course Canvas site
1/17/22	**Martin Luther King Day NO CLASSES**	
Week 2 **1/24/22** **Online**	• **QUIZ #1** on week 1 content + APA • Refining & finalizing problem statements, purpose, and clinical questions • Searching for evidence • Team consultations with the instructor	Dang et al. (2022) Chapter 4 & 5 Assigned Article(s) on course Canvas site Teams should craft a final version of their problem & significance section Bring a print copy of APA Summary Guide
Week 3 **1/31/22** **Return to Campus**	• Appraising quantitative research • Appraising qualitative research	Dang et al. (2022) Chapter 6 Assigned Article(s) on course Canvas site
Week 4 **2/7/22**	• Group work on appraisals • Team consultations with the instructor	Dang et al. (2022) Chapter 6 Assigned Article(s) on course Canvas site **RESEARCH ARTICLE APPRAISALS DUE @2359** **Submit Peer Evaluations as applicable**
Week 5 **2/14/22**	• Synthesizing evidence • Determining strength and quality	Dang et al. (2022) pp 121-127 & Chapter 11 Assigned Article(s) on course Canvas site
2/21/22	**President's Day NO CLASSES**	
Week 6 **2/28/22**	• Group work on evidence synthesis • Team consultations with the instructor	Dang et al. (2022) Chapter 11 Assigned Article(s) on course Canvas site **EVIDENCE SYNTHESIS TABLE DUE @2359** **Submit Peer Evaluations as applicable**

Week 7
3/7/22
	• Appraising:
	   o Systematic Reviews
	   o Clinical Practice Guidelines
	   o Non-Research Evidence
		Dang et al. (2022) Chapters 6, 7
		Assigned Article(s) on course Canvas site

Week 8 **3/14/22**	• **QUIZ #2** on week 3-7 content + APA • Review of EBP Paper requirements	Bring a print copy of APA Summary Guide
3/21/22	**Spring Break NO CLASSES**	
Week 9 **3/28/22**	• Translating evidence into practice	Dang et al. (2022) Chapter 8 & 11 Assigned Article(s) on course Canvas site
Week 10 **4/4/22**	• Group work on translation & action plan • Team consultations with the instructor	Dang et al. (2022) Chapter 11 Assigned Article(s) on course Canvas site **TRANSLATION & ACTION PLAN DUE @2359** **Submit Peer Evaluations as applicable**
Week 11 **4/11/22**	• Group work on EBP Paper • Team consultations with the instructor	Dang et al. (2022) Chapter 8 **EVIDENCE-BASED PAPER DUE @2359** **Submit Peer Evaluations**
Week 12 **4/18/22**	• Dissemination of evidence • Group work on presentations • Team consultations with the instructor	Dang et al. (2022) Chapter 9 Assigned Article(s) on course Canvas site
Week 13 **4/25/22**	• Group presentations	**EBP TEAM POSTER PRESENTATION DUE** **Submit Peer Evaluations**
Week 14 **5/2/22**	• Group presentations • Course summary	Complete course evaluation

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 of any changes. It is recommended that you check email and course site frequently for announcements. All students will be held responsible to read, understand, and clarify the content within this document.