



Chaminade
University
OF HONOLULU

Course Syllabus
Chaminade University Honolulu
3140 Wai'ala'e Avenue
Honolulu, HI 96816
www.chaminade.edu

Course Number: NUR 850

Course Title: The Steps to Practice Inquiry: Analyze, Evaluate, Synthesize and Apply the Evidence

Department Name: Doctor of Nursing Practice program

College/School/Division Name: School of Nursing and Health Professions

Term: Spring 2022

Course Credits: 3

Class Meeting Days/Hours/Location: Online; Asynchronous

Instructor Names:

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My Time Zone: Hawaii Standard Time (HST)

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My Time Zone: Pacific Standard Time (PST)

University Course Catalog Description and Overview

This course will provide foundational knowledge in evidence-based practice and skills in appraising, evaluating, synthesizing, and applying evidence. The focus will be on the critical and analytical evaluation of existing literature, research reports, and clinical documents in order to use evidence in clinical practice, quality improvement, program evaluation, risk management, and other research translation activities. Students will develop the idea for the DNP clinical scholarly project and select tools for data collection (Project Selection, Literature Review, and assignment of mentor).

Instructional Contact and Credit Hours

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course.

Instructional engagement activities include lectures, presentations, discussions, group work, and other activities that would normally occur during class time. Instructional engagement activities will all be virtual. In addition to instructional engagement, students can expect to complete 3 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside

work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations, and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

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 ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo No'eau 203) All knowledge is not taught in the same school

Program Learning Outcomes (PLO)

Upon completion of the DNP program, the student will demonstrate the ability to:

1. Knowledge for Nursing Practice

Integrate 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

Create and lead high-quality and safe nursing care in a complex global health care environment.

3. Scholarship for Nursing Practice

Create and disseminate knowledge in evidence-informed practice.

4. Information Systems and Patient Healthcare Technologies

Evaluate emerging technologies for their ability to improve health care outcomes.

5. Person-Centered Care

Evaluate 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

Create 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

Evaluate the social, cultural, and environmental dimensions of population health in practice patterns/systems.

8. Advanced Practice Nursing Professionalism; Personal, Professional, and Leadership Development

Independently assess, diagnose, treat, and manage culturally diverse populations.

Course Learning Outcomes (CLO)

Upon completion of the course, the student will demonstrate the ability to:

1. Create relevant, clinically-focused problem statements and questions that advance health care improvements and positive social change.
2. Apply information literacy skills in a comprehensive review of best available evidence to inform a DNP project.
3. Critically appraise diverse sources of evidence for quality, rigor, and clinical significance.
4. Evaluate evidence from nursing and other disciplines for applicability to a DNP project.
5. Synthesize knowledge from selected evidence employing scholarly writing competencies.
6. Appraise and select measurement tools for data collection in a DNP project.
7. Conduct the steps of practice inquiry utilizing ethical research practices, collaboration, and a person-centered approach.

NUR850 course learning outcomes (CLO) align with the DNP program learning outcomes as well as Marianist and Native Hawaiian values.

Alignment of Learning Outcomes	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7
DNP Program Learning Outcomes	1,2,5,7	3,4	1,3	1,3	1,3	1,3	5,8
Marianist Values	1,2,3,4,5	2,5	2,5	2,5	2,5	2,5	1,2,3,4,5
Native Hawaiian Values	1,2,3,4,5	2,5	2,5	2,5	2,5	2,5	1,2,3,4,5

Required Learning Materials

Textbooks

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

Polit, D.F. & Beck, C. T. (2022). *Essentials of nursing research: Appraising evidence for nursing practice* (10th ed.). Wolters Kluwer.

Journal Articles

As posted on the course Canvas site.

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.

Course Requirements

Attendance and Participation

Regular attendance and active online participation in the course are required. Students are expected to actively participate in all online class discussions as per the guidelines below, complete all assignments, and collaborate effectively with peers and instructor. Student participation in discussion boards and/or other weekly learning activities will be monitored as evidence of regular attendance in this online course.

Assignments

Students must complete all assignments to achieve a passing grade in this course.

The following assignments have a point value contributing to the course grade
Abstract: Construct an abstract summary of your planned DNP project using the supplied rubric criteria.
PRISMA Flow Chart: Using the PRISMA template, construct a flow chart depicting your evidence search strategy and findings.
Evidence Appraisals: Complete appraisals of a quantitative study, qualitative study, systematic review, and clinical practice guideline using the supplied forms.
Annotated Bibliography: Complete an annotated bibliography on each piece of selected evidence using the supplied template.
Literature Review: Construct a synthesis of selected evidence into a narrative literature review using the supplied literature rubric guidelines.
Online Class Discussions: Discussion board (DB) assignments allow students to reflect thoughtfully and exchange ideas on the topics covered in this course. Students will interact in discussion boards during select identified weeks during the term. Each discussion board assignment will have an identified question or prompt. Each student must reply in an initial thread post and then continue in the discussion of the topic with a minimum of two response posts to student peers and/or course faculty. All postings should be substantive and graded based on the provided discussion board rubric.

DB General Guidelines:

- Read through the entire discussion board question or prompt before making your initial thread post. Many topics are broken down into multiple components, each of which must be addressed in your initial reply.
- Be constructive and substantive in your posts and peer feedback. Use an example from the original post to build on, use examples from your current workplace or work experience, stimulate further discourse by asking questions when responding to your peers.
- Use good netiquette. Although there is a minimum of three substantive posts to discussion boards, 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. You must have a citation for every post. Citations may include your course textbook, peer-reviewed journal articles, or other high-level evidence. Citations should follow APA 7th edition formatting.
- Be sure to post on time (see posting requirements below). 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.***

Discussion Board Requirements		
Initial Response to DB Question(s)	DUE by 2359 on day 2 of the week TUESDAYs	This post must be a minimum of 250 words and address all components of the DB question(s).
Response Post #1	DUE by 2359 on day 4 of the week THURSDAYs	These posts can incorporate responses to any initial thread post from one of your peers or in reply to a question or comment from one of your peers or course faculty. They must be a minimum of 150 words.
Response Post #2	DUE by 2359 on day 6 of the week SATURDAYs	

The following assignments must be completed but do not have a point value contributing to the course grade.
BIO: Create a short narrative, video or infographic BIO that includes some information about yourself (professional, family, ethnic, fun, other).
Peer Reviews: Throughout the course, various opportunities to provide a peer review of a colleague's work will be provided. These will be completed on a short form provided on the course CANVAS site.
Summative Video: This 3-5 minute video should summarize what you have learned in this course. Include a minimum of 3 key pieces of knowledge gained and how you will apply it to your DNP project and/or future DNP practice.

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.

Evaluation Method	% of Total Grade	Grading Scale*
Discussion Boards (6 DB at 5% each) 1. Living a life of inquiry 2. The ethics of practice inquiry 3. The role of qualitative & mixed methods in EB nursing 4. Reliable measurements and data quality 5. The value of theory in practice inquiry 6. EBP limitations and new directions in practice inquiry	30	A = 90-100 %
Abstract	10	B = 80-89%
PRISMA Flow Chart	10	C = Below 80% and a failing course grade.
Evidence Appraisals (4 @ 5% each)	20	
Annotated Bibliography	10	
Synthesis of Evidence: Literature Review	20	
BIO, Peer-reviews; Summative video	P/F	
TOTAL	100%	

*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.

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

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 to 48 hours.

Online Course Guidelines

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.

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.

Disability Access

If a student needs individual accommodations to meet course outcomes because of a documented disability, please speak with the course instructor to discuss individual needs as soon as possible so that you may have the opportunity for full participation in class and a fair assessment of your work. 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 Counseling Center 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 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Failure to provide written documentation through the Counseling Center will prevent instructor(s) from making the necessary accommodations, as instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once a student has received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with all instructors so that they can better support student needs. If a student has specific questions regarding individualized accommodations, the student may speak directly with the instructor and/or contact the Counseling Center.

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 a student has been the victim of sexual misconduct, physical and/or psychological abuse, they are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. 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

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevent them from attending class, and they should make arrangements to obtain missed information and 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. Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences, or two absences in a row, in a 15-week term.

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 illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review 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.

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.

Course Schedule

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

Dates	Topic Outline	Assignments (Submit all deliverables by 2359 on due dates) <ul style="list-style-type: none"> ♦ Readings ♦ Discussion Boards (DB) (Initial Post by TUES - Reply #1 by THURS - Reply #2 by SAT) ♦ Written Assignments ♦ Peer Reviews (PR)
Week 1 1/10 –	<ul style="list-style-type: none"> • Introductions • Approaches to practice inquiry 	READ: Polit & Beck Chapter 1 Assigned Article(s) on course Canvas site

1/16/22		DELIVERABLES: Post your BIO to DB by SAT Participate in DB #1
Week 2 1/17 – 1/23/22	<ul style="list-style-type: none"> Identifying & communicating practice problems /questions Articulating significance, purpose, and aims 	READ: Polit & Beck Chapter 5 Assigned Article(s) on course Canvas site
		DELIVERABLES: Post Abstract to DB & Assignment Tab by THUR Provide a Peer Review (PR) on the DB by SAT
Week 3 1/24 – 1/30/22	<ul style="list-style-type: none"> The ethics of inquiry and research and their importance to social change and justice Collaboration with your Instructor (s) via Zoom 	READ: Polit & Beck Chapter 4 Assigned Article(s) on course Canvas site
		DELIVERABLES: Participate in DB #2 Schedule a 10m Zoom meeting with Instructor(s)
Week 4 1/31 – 2/6/22	<ul style="list-style-type: none"> Searching for credible evidence Reading and critically reviewing research evidence 	READ: Polit & Beck Chapter 3,6 Assigned Article(s) on course Canvas site
		DELIVERABLES: Post PRISMA to DB & Assignment Tab by THUR Provide a Peer Review (PR) on the DB by SAT
Week 5 2/7 – 2/13/22	<ul style="list-style-type: none"> Characteristics of quantitative (QUAN) inquiry methods Interpreting, evaluating, and appraising quantitative studies 	READ: Polit & Beck Chapters 2,8,9,13,14 Assigned Article(s) on course Canvas site
		DELIVERABLES: Post QUAN Appraisal to DB & Assignment Tab by THUR Provide a Peer Review (PR) on the DB by SAT
Week 6 2/14 – 2/20/22	<ul style="list-style-type: none"> Characteristics of qualitative (QUAL) inquiry methods Interpreting, evaluating, and appraising qualitative studies 	READ: Polit & Beck Chapters 2,10,11,15,16 Assigned Article(s) on course Canvas site
		DELIVERABLES: Post QUAL Appraisal to DB & Assignment Tab by THUR Provide a Peer Review (PR) on the DB by SAT
Week 7 2/21 – 2/27/22	<ul style="list-style-type: none"> Characteristics of systematic reviews (SR) & meta-analyses (MA) Interpreting, evaluating, and appraising SR & MA 	READ: Polit & Beck Chapter 12, 17 Assigned Article(s) on course Canvas site
		DELIVERABLES: Post SR Appraisal to DB & Assignment Tab by THUR Provide a Peer Review (PR) on the DB by SAT
Week 8 2/28 – 3/6/22	<ul style="list-style-type: none"> Characteristics of mixed-methods inquiry Interpreting, evaluating, and appraising mixed-method studies 	READ: Polit & Beck Chapter 12 Assigned Article(s) on course Canvas site
		DELIVERABLES: Participate in DB #3
Week 9 3/7 – 3/13/22	<ul style="list-style-type: none"> Characteristics of non-research evidence: QI, CPG, Other Interpreting, evaluating, and appraising non-research evidence 	READ: Polit & Beck Chapter 12, 18 Assigned Article(s) on course Canvas site
		DELIVERABLES: Post CPG Appraisal to DB & Assignment Tab by THUR Provide a Peer Review (PR) on the DB by SAT

Week 10 3/14 – 3/20/22	<ul style="list-style-type: none"> Principles of evidence synthesis Organizing, leveling, and determining the applicability of evidence 	READ: Polit & Beck Chapter 6, 18 Assigned Article(s) on course Canvas site
		DELIVERABLES: Post Annotated BIB to DB & Assignment Tab by THUR Provide a Peer Review (PR) on the DB by SAT
SPRING RECESS 3/21 – 3/27/22		Take a breather...
Week 11 3/28 – 4/3/22	<ul style="list-style-type: none"> Characteristics of measurement tools Evaluating and selecting reliable measures 	READ: Polit & Beck Chapter 9, 13 Assigned Article(s) on course Canvas site
		DELIVERABLES: Participate in DB #4
Week 12 4/4 – 4/10/22	<ul style="list-style-type: none"> Finalizing your literature review Individual consultations with instructors as needed 	READ: Polit & Beck Chapter 6, 18 Assigned Article(s) on course Canvas site
		DELIVERABLES: Post Literature Review to Assignment Tab by SAT No PR and No DB this week
Week 13 4/11 – 4/17/22	<ul style="list-style-type: none"> Articulating the relationship between theories, models, frameworks, and the DNP practice inquiry project 	READ: Polit & Beck Chapter 7 Assigned Article(s) on course Canvas site
		Participate in DB #5
Week 14 4/18 – 4/24/22	<ul style="list-style-type: none"> Limitations of EBP New approaches to practice inquiry 	READ: Polit & Beck Chapter 18 Assigned Article(s) on course Canvas site
		DELIVERABLES: Participate in DB #6
Week 15 4/25 – 5/1/22	<ul style="list-style-type: none"> Summation of course learning outcomes Individual and or group consultations with instructors as needed 	DELIVERABLES: Post Summative Video to DB by THUR 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 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.