



Chaminade University OF HONOLULU

Course Syllabus

Chaminade University Honolulu

3140 Waiialae Avenue - Honolulu, HI 96816

Course Number: NUR 407

Course Title: Evidence-Based Practice

College/School/Division Name: Nursing

Term: Summer 2023

Course Credits: 3

Class Meeting Days/Hours/Location:

- NUR 407 Thursdays 1:30pm – 5:40pm Ching Hall Room #253

Instructor Name:

Kate Wachutka, DNP, APRN-Rx, FNP-C

Email: kathleen.wachutka@chaminade.edu

Office Phone: 808.739.8380

Office Location: Henry Hall Room #209

Office Hours: Mondays 0900-1200 & Thursdays 0900-1200 or by appointment. Please email or call to schedule an appointment; can be in-person or Zoom.

Instructor and Student Communication

Questions for this course can be emailed to the instructor at kathleen.wachutka@chaminade.edu using the Chaminade student email account provided. Demonstrate professionalism by including a subject line that properly summarizes the contents of the message. Proper salutation is appreciated. Online, in-person and phone conferences can be arranged. Response time will take place up to 48 hours on business days, responses may be delayed on weekends or holidays.

University Course Catalog Description

This course will focus on the definition of evidence-based practice and the application of evidence to inform nursing practice. The research process as related to qualitative and quantitative methods as well as other sources of data will be explored. Students will apply evidence-based practice theory to the clinical setting. An evidence-based project will be completed as a culmination of the application of research concepts in the clinical setting.

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

In NUR 407, we strive to provide you with a quality nursing education through the lens of the Marianist value of service, justice, and peace. The following attitudes, skills and knowledge related to social justice are expected in this course:

1. Demonstrate the professional standards of moral, ethical, and legal conduct.
2. Assume accountability for personal and professional behaviors.
3. Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.
4. Reflect on one's own beliefs and values as they relate to professional practice.
5. Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development.

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

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

1. Evaluate evidence-based patient-centered interventions incorporating ANA standards of practice and the Marianist value of service, justice and peace.
2. Construct an evidence-based plan for health care improvement using effective collaborative techniques.
3. Integrate credible research with clinical expertise and patient values to develop a health care improvement plan.

4. Participate in the process of retrieval, appraisal and synthesis of evidence to improve patient outcomes.
5. Analyze healthcare data and research findings to support safety and quality improvement initiatives.

Program Learning Outcomes (PLO)

| Key progression in professional nurse practice: I= Introduced to the concept/skill D= Developing M= Mastered | CLO 1 | CLO 2 | CLO 3 | CLO 4 | CLO 5 |
|--|-------|-------|-------|-------|-------|
| PLO#1 Utilize the nursing process to advocate for safe, holistic, patient-centered care across the lifespan, incorporating the Marianist value of service, justice, and peace | M | | | | |
| PLO#2 Apply leadership and communication skills to ensure quality, collaborative and continuous patient care | | M | | | |
| PLO#3 Integrate credible research with clinical expertise and patient preferences for optimal care across the lifespan | | | M | | |
| PLO#4 Incorporate informatics and healthcare technologies into the practice of professional nursing. | | | | M | |
| PLO#5 Contribute to the safety and quality improvement of the healthcare environment. | M | M | M | M | M |

Course Prerequisites

All 300-level Nursing courses completed.

A laptop with **Microsoft Word** and access to Google Drive is required for this course. Laptops should be brought to each class session. Please refrain from using your laptop and/or other electronic devices during class for anything other than engaging in NUR407 course content.

Required Learning Materials

Sullivan Library Libguide: Nursing <https://chaminade.libguides.com/nursing>

APA Summary Guide [Posted on Canvas Course Site]

Recommended Learning Materials

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

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.

Sullivan Library Libguide: Refworks <https://chaminade.libguides.com/refworks>

Course Website

The Learning Management System, **Canvas**, is used throughout all nursing courses. 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

Assessment and Course Grading

Assignments:

- Assignments: There will be five written assignments as outlined in the methods of evaluation table.
- Exams: There will be three instructor-made exams. Each will contain approximately 20 multiple choice/multiple response and other NCLEX style questions. Refer to the course schedule for content to be covered on each exam.
- Article Appraisals: Students will conduct three evidence appraisals, one quantitative, another qualitative, as well as a systematic review article. The articles will be provided by the instructor. The results of each appraisal must be presented on the *Appraisal Guide* forms provided on the course CANVAS site.
- Evidence-Based Project Paper: Teams will be formed, and each will investigate a healthcare practice issue that is in need of change for quality improvement of patient care. The topics will be assigned by the instructor. The team will 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 team will craft a virtual poster illustrating the results of their practice improvement paper and how they would apply an 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.

Course Grading:

The proportion that each of the above contributes to your grade in this course is as follows:

| List of Assessments | Course Grade % | Grading Scale |
|-------------------------------------|----------------|---|
| Assignment 1: Healthcare Quality | 5 | A = 90-100% |
| Assignment 2: PICOT | 5 | B = 80-89.99% |
| Assignment 3: Problem/Significance | 5 | C = 70-79.99% |
| Assignment 4: Literature Tables | 5 | D = 60-69.99% |
| Assignment 5: Evidence Synthesis | 5 | F = Below 59.99% |
| Systematic Review Article Appraisal | P/F | |
| Quantitative Article Appraisal | P/F | <ul style="list-style-type: none">• To pass this course the student must receive a final grade of "C" or higher.• Scores will not be rounded up.• All assignments must be successfully completed to pass this course.• There are no extra credit allowances. |
| Qualitative Article Appraisal | P/F | |
| Exam 1 | 10 | |
| Exam 2 | 10 | |
| Exam 3 | 10 | |
| Evidence-Based Project Paper | 30 | |
| EBP Team Presentation | 15 | |
| | 100 | |

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

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 forfeit 1 point on the assignment rubric.**

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.

Course Policies

All policies stated in the Chaminade University Student Handbook [Link](#) and Chaminade University School of Nursing and Health Professions BSN Student Handbook [Link](#) are in effect in this course.

Academic Conduct Policy:

Nursing students are responsible for promoting academic honesty in all educational settings. ***Any behavior that impedes assessment is considered academic dishonesty by the CUH SONHP.*** 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.

Violations of the principle of academic honesty are extremely serious and will not be tolerated. Students are responsible for promoting academic honesty by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a university official. Please refer to "Professional Behavior" in the 2022-2023 BSN Student Handbook (pg. 14-15) for an in-depth explanation.

"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 Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question, to an 'F' for the course, to suspension or dismissal from the University." From the 2022-2023 Undergraduate Academic Catalog (pg. 194)

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":

See Nursing and Health Professions BSN Student Handbook [Link](#).

Writing Policy:

All submitted papers must be in an acceptable format per course coordinator. Papers are to be written

in a scholarly manner, formatted in APA style. Refer to APA guidelines.

All written assignments must be written in a scholarly manner and formatted to **APA 7th edition** standards. Refer to APA guidelines. They **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.**

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 will require 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.

University Information

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 and 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 Kōkua 'Ike: 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 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

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. 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 regularly attend all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make 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 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 Tutor 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 the 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.

Student Conduct Policy:

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules 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 knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, 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 Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life. [Link](#)

For further information, please refer to the Chaminade Catalog ([Link](#))

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 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 total student engagement time of 45 hours for one credit.

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

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

Counseling Center Services:

Counseling Sessions: Students may receive approximately 10 sessions of counseling free of charge during their academic career. If a student requires sessions beyond what the Counseling Center can provide for them, referrals to community resources are available.

Population Served: Students must be actively enrolled full-time or part-time as an undergraduate or graduate student for the term they are requesting counseling services for.

Services Provided: Individual and couples counseling, crisis management, psycho-education, outreach, referrals to community providers/resources, and consultative services in-person, video- conferencing, and via telephone.

Tredtin Hall, Room 201. (808) 735-4845 counselingcenter@chaminade.edu

Course Schedule

| THURSDAY | DATE | TOPIC | ASSIGNMENTS <i>NOTE: All assignments are due by start of class session.</i> |
|----------|------|---|---|
| Week 1 | 5/18 | Intro to Evidence-Based Practice The Johns Hopkins Nursing EBP Model Identifying Practice Problems Developing EBP Questions with PICOT | Dang et al. (2022) Chapters 1, 3, 4 Assigned Article(s) on Canvas |
| Week 2 | 5/25 | Searching for Evidence Reading Research Articles Quantitative & Qualitative Research Designs <i>Librarian Presentation</i> | Dang et al. (2022) Chapter 5, 6 Assigned Article(s) on Canvas site Assignment 1 Healthcare Qual. Due |
| Week 3 | 6/1 | Quantitative & Qualitative Research Designs (continued) Appraising Quantitative & Qualitative Research EXAM #1 (<i>Week 1-2 content <u>excluding</u> the Quantitative and Qualitative Research Designs material</i>) | Dang et al. (2022) Chapter 6 Assigned Articles on Canvas Assignment 2 PICOT Due |
| Week 4 | 6/8 | Systematic Reviews Appraising Systematic Reviews In class work on appraisals | Dang et al. (2022) Chapter 6, 7 Assigned Article(s) on Canvas Assignment 3 Problem & Sig. Due |
| Week 5 | 6/15 | EXAM #2 (<i>Quantitative and Qualitative Research Designs & Appraising Quantitative and Qualitative Research content</i>) In class work on appraisals | Assignment 4 Literature Tables Due |
| Week 6 | 6/22 | Clinical Practice Guidelines Non-Research Evidence Appraising Clinical Practice Guidelines Review EBP Project Paper guidelines In-class work on EBP project paper | Dang et al. (2022) Chapter 6, 7 Assigned Article(s) on Canvas Assignment 5 Evidence Synth. Due |
| Week 7 | 6/29 | Creating a Supportive EBP culture Translating Evidence into Practice Dissemination of Evidence In-class work on EBP project paper | Dang et al. (2022) Chapter 2, 8, 9 Assigned Article(s) on Canvas Article Appraisals Due |
| Week 8 | 7/6 | EXAM #3 (<i>Week 4, 6, & 7 content</i>) Preparing a Virtual Poster Presentation In-class work on poster presentation | Chapter 9 (pp 211-213) Assigned Article(s) on Canvas Evidence-Based Project Paper Due |
| Week 9 | 7/13 | GROUP PRESENTATIONS | EBP Team Poster Presentation Due 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.