

**School of Nursing and Health Professions****NUR 407 – Evidence-Based Practice**

Location: Clarence Ching Hall 254 on Mondays

NUR 407-01 @ 8:30 am – 12:20 pm

May 11 to July 12, 2026

Credits: 3      Section: 01      Term: Summer 2026

**Instructor Information****Instructor:** Marife C. Aczon-Armstrong, PhD, MSN, MSCP, CCM, RN-BC, FAAN**Email:** marife.aczon-armstrong@chaminade.edu**Phone:** 808-739-8387**Office Location:** Henry Hall Room 118K**Office Hours:** Wednesdays & Fridays 9am – 12 pm by appointment. Please email or call to schedule an in-person appointment. Option to meet via Google Meet, Teams or Zoom.**Virtual Office:** Google Meet, Teams or Zoom**Virtual Office Hours:** By appointment**Communication**

Questions for this course can be emailed to the instructor at marife.aczon-armstrong@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.

**School & Department Information****School of Nursing & Health Professions**

If you have questions regarding the School of Nursing and Health Professions, reach out to your instructor or the School of Nursing and Health Professions.

Office Location: 110 Henry Hall; Email: [nursing@chaminade.edu](mailto:nursing@chaminade.edu); Phone: 808-739-8340

## Course Description & Materials

### Catalog Course 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. Prerequisites: All 300-level Nursing courses completed.

### Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 37.5 hours in class, 30 hours researching and writing the five-page essay, 6 hours studying for exam one, 6 hours studying for exam 2, 6 hours studying for exam 3, and 10 hours developing the team poster presentation. There will be an additional 39.5 hours of work required beyond what is listed here (course readings, homework assignments, etc.), averaging 2.6 hours each week.

### Required Materials

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

APA Summary Guide [Posted on Canvas Course Site]

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> 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>

### Canvas (<https://chaminade.instructure.com>)

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.

- 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](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

## Learning Outcomes

### Program Learning Outcomes (PLOs)

Upon completion of the Bachelor of Science nursing program, the student will be able to:

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.
2. Apply leadership and communication skills to ensure quality, collaborative and continuous patient care.
3. Integrate credible research with clinical expertise and patient preferences for optimal care across the lifespan.
4. Incorporate informatics and healthcare technologies into the practice of professional nursing.
5. Contribute to the safety and quality improvement of the healthcare environment.

### Course Learning Outcomes (CLOs)

Upon completion of NUR 407, the student 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.

### 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, and integrity of creation.
5. Educate for adaptation and change.

The EBP course provides an overview of the research process including the requirements of Institutional Review Boards to ensure the protection of human subjects. Students are provided insights on how to improve the quality of patient care in nursing and continue to provide optimum care through the EBP Final Project.

### 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 'Ōlelo 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

### Alignment of Course Learning Outcomes

#### Program Learning Outcomes

Key progression in professional nurse practice: I= Introduced to the concept/skill D= Developing M= Mastered	CLO1	CLO 2	CLO3	CLO 4	CLO5
<b>PLO #1:</b> 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				
<b>PLO #2:</b> Apply leadership and communication skills to ensure quality, collaborative and continuous patient care.		M			

<b>PLO #3:</b> Integrate credible research with clinical experience and patient preferences for optimal care across the lifespan.			M		
<b>PLO #4:</b> Incorporate informatics and healthcare technologies into the practice of professional nursing.				M	
<b>PLO #5:</b> Contribute to the safety and quality improvement of the healthcare environment.	M	M	M	M	M

Alignment with Course Outcomes: X=Alignment	CLO 1	CLO 2	CLO3	CLO 4	CLO 5
<b>Marianist Values</b>	X	X	X	X	X
<b>Native Hawaiian Values</b>	X	X	X	X	X

## Course Activities

### Assessment and Course Grading

Assignment/assessment descriptions and instructions can be found in the appropriate modules on Canvas. Students are required to review the expectations of each assignment/assessment prior to completion.

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 Matrix	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	
Qualitative Article Appraisal	P/F	
Exam 1	10	
Exam 2	10	
Exam 3	10	
Evidence-Based Project Paper Collaboration Incentive (3%)	30	
EBP Team Presentation	15	
	<b>100</b>	<ul style="list-style-type: none"> <li>● To pass this course the student must receive a final grade of "C" or higher.</li> <li>● Scores will not be rounded up.</li> <li>● All assignments must be successfully completed to pass this course.</li> <li>● There are no extra credit allowances.</li> </ul>

## Discussions

### 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 Evaluation

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.**

## Homework

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.

## Team Projects

- 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.

## Final Project

- **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 may 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 7<sup>th</sup> 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 Policies

### Assignment Policy:

- All assignments must be satisfactorily completed. The student must obtain a final score of 70% or higher in order to pass this course.

### B. Grading & Required Remediation:

#### Testing Policy

Students are expected to take tests on the designated day. In case of an emergency, the instructor of the course must be contacted immediately so that an alternate plan can be made at the instructor's discretion. Notification to any other individual other than the instructor of record will not be accepted. Notification must happen prior to the exam, any notification after the exam may not be honored. Failure to do so may result in a zero. In case of absence due to illness, a health care provider note is required. If proper documentation is provided, the instructor may approve a make-up test. The student will be required to take the exam upon the first business day the provider note states the student is clear to return unless the instructor

approves otherwise. Make up test dates and times will be determined by the instructor. Once a student takes an exam, the student will not be permitted to re-take the exam for any reason.

### Attendance

Students are expected to regularly attend all courses for which they are registered. Students 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.

*Any unexcused absences will require make-up for the missed class at the faculty's discretion.*

Unexcused absences equivalent to more than a week of classes may lead to grade reduction for the course. Any unexcused absence of two consecutive 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.

### Confidentiality, Unacceptable Practice (unsafe, unethical, or illegal):

Students are expected to maintain patient confidentiality at all times. **No computer printouts, or any form of patient record, are to be removed from the clinical setting.** Patient records are **NOT** to be photocopied. To do so will result in clinical failure. Please read the **HIPAA** regulations for your agency, sign the acknowledgement form as required, and submit it to the appropriate clinical instructor or Course Coordinator.

- A failure to close out completely from a facility computer with patient information is a HIPAA violation and will be treated accordingly. This includes screens that have been minimized. This is a federal law and compliance is mandatory.

- A failure to cover patient information on your clipboard or notepad is another example of HIPAA violation.

Patient identifiers, such as: name, clinical facility, DOB, SS#, home address and telephone number, city/county/region, employer, names of relatives/significant others **must be removed or omitted from all written work.** All written work with patient care information (such as daily patient care plans with vital signs and physical assessment notes) must be shredded at the end of the clinical day. Students are also expected to delete from their computer files all coursework at the end of the semester and return any I.D. and/or parking badges to the respective clinical sites. Students are responsible for any replacement fees attached to lost IDs or parking badges.

### Late Work

All assignments are expected to be submitted as designated on this syllabus/course schedule. Students must inform the instructor via email of any late assignments. *Late written assignments in the didactic component of this course will receive an automatic 10% deduction per day past the due date and time.* No late assignments will be accepted after the 5th calendar day. Any UNSATISFACTORY rating after midpoint may result in the failure of the course. ALL assignments regardless of grade must be completed and submitted in order to receive a passing grade in this class.

In the rare occurrence that submission in Canvas is not accessible, please contact Help Desk Support and report any technical issues. The student is responsible for getting a reference number from Help Desk Support as evidence of any technical issues as requested by the faculty. In an event that Canvas cannot be accessed to submit assignments on time, the student can email the course coordinator prior to the assignment deadline and attach the word document assignment. This procedure must only be used if Help Desk informs the student that Canvas is not accessible. The student is also responsible to post the completed assignment in Canvas when the site is accessible for grading purposes. If requesting an extension on an assignment, the request must be formally submitted to the instructor prior to the due date unless there are extenuating circumstances. Extensions may be subject to the deduction of points as stipulated below in the late assignments section. The student is responsible for making sure that the document is the final version of the assignment. Any resubmissions may be subject to late penalty. Individual assignments must be done on an individual basis. When templates are used and information submitted appears to be duplicate information, suspicion of academic dishonesty may occur. Please review the policy of academic honesty in detail.]

### Extra Credit

Extra credit is **not** permitted in the Nursing Program.

### 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 7 guidelines.

### Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

### Grades of Incomplete

See Nursing and Health Professions BSN Student Handbook AY 2024-2025

### Final Grades

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

## Important Information

### Academic Honesty

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 the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### **SNHP Academic Conduct Policy**

Nursing students are responsible for promoting academic honesty in all educational settings. **Any behavior that impedes assessment of course outcomes is considered academic dishonesty by the CUH SNHP.** Nursing students represent Chaminade University and the School of Nursing and Health Professions 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 by others to an instructor or to a university official. Academic dishonesty may include but not limited to: cheating, accessing or distributing test banks or test questions, plagiarism, unauthorized collaboration, deliberate interference with the integrity of the work of others, falsification of data, and submitting work for evaluation as one’s own that was produced in whole or substantial part through the use of artificial intelligence tools or other tools that generate artificial content without permission from the instructor. Infractions may result in a reduced grade, repeating the assignment/ exam, course failure or dismissal from the program. Please refer to “*Professional Behavior*” in the **Nursing and Health Professions BSN Student Handbook** for an in-depth explanation.

### **Recording**

Students may not record or distribute any class activity without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student’s own private use.

### **Title IX and Nondiscrimination Statement**

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual

harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

### **Nondiscrimination Policy & Notice of Nondiscrimination**

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:

<https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **Assessment for Student Work**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### **Student with Disabilities Statement**

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Kōkua 'Ike: Tutoring & Learning 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 on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

## Readings & Due Dates

Course content may vary from this outline at the discretion of the instructor to meet the needs of each class. **NOTE:** Assigned readings, pre-assigned modules, and Study Plan content are to be completed prior to class. Refer to course Canvas shell modules for complete lesson plan.

MONDAY	DATE	TOPIC	ASSIGNMENTS
			<b>NOTE: All assignments are due by the start of class session.</b>
<b>Week 1</b>	<b>5/11</b>	<b>Module 1:</b> Intro to Evidence-Based Practice; The Johns Hopkins Nursing EBP Model <b>Module 2:</b> Identifying Practice Problem; Developing EBP Questions with PICOT <b>Module 3:</b> Searching for Evidence Reading Research Articles - "Gallery Walk" <b>Librarian Presentation</b>	Dang et al. (2022) Chapters 1, 3, 4 Assigned Article(s) on Canvas
<b>Week 2</b>	<b>5/18</b>	*Discussion Posting Topic: Identifying gaps in healthcare practice	<b>Assignment 1 Healthcare Qual. Due</b>
<b>NO CLASS</b>	<b>5/25</b>	<b>MEMORIAL DAY - HOLIDAY</b>	
<b>Week 3</b>	<b>6/1</b>	<b>Module 4:</b> Quantitative & Qualitative Research Designs Part 1 <b>Module 5:</b> Q & Q Research Part 2  <i>"Population and Sample":</i> <i>In-class activity</i>  <b>Exam 1 - Review</b>	Dang et al. (2022) Chapter 4 Assigned Article(s) on Canvas site <b>Assignment 2 PICOT Due</b>
<b>Week 4</b>	<b>6/8</b>	<b>EXAM #1</b> ( <i>Week 1-2 content excluding the Quantitative and Qualitative Research Designs material</i> )  <b>Module 6:</b> Appraising Quantitative & Qualitative Research  In-class work on appraisals  <b>Exam 2 - Review</b>	Dang et al. (2022) Chapter 5 Assigned Articles on Canvas Dang et al. (2022) Chapter 6, 7 Assigned Article(s) on Canvas  <b>Assignment 3 Problem &amp; Sig. Due</b>

<b>Week 5</b>	<b>6/15</b>	<p><b>EXAM #2</b> (<i>Quantitative and Qualitative Research Designs &amp; Appraising Quantitative and Qualitative Research content</i>)</p> <p><b>Module 7:</b> Systematic Reviews Appraising Systematic Reviews</p> <p><b>Module 8:</b> Clinical Practice Guidelines Non-Research Evidence</p> <ul style="list-style-type: none"> <li>- Appraising Clinical Practice Guidelines</li> </ul> <p>“Evidence Synthesis” in-class activity</p> <p><b>Exam 3 - Review</b></p>	<p>Dang et al. (2022) Chapter 6, 7 Assigned Article(s) on Canvas</p> <p><b>Assignment 4 Literature Tables Due</b></p>
<b>Week 6</b>	<b>6/22</b>	<p><b>EXAM #3</b> (Week 4, 5, &amp; 6 content)</p> <p><b>Module 9:</b> Creating a Supportive EBP culture; Translating Evidence into Practice; Dissemination of Evidence</p>	<p>Dang et al. (2022) Chapter 2, 8, 9 Assigned Article(s) on Canvas</p> <p><b>Assignment 5 Evidence Synth. Due</b></p> <p><b>Article Appraisals Due</b></p> <p>Chapter 9 (pp 211-213) Assigned Article(s) on Canvas</p>
<b>Week 7</b>	<b>6/29</b>	<p><b>Module 10:</b> Ethical Writing</p> <p>Review EBP Project Paper guidelines</p> <p>In-class work on EBP project paper</p> <ul style="list-style-type: none"> <li>- Preparing a Virtual Poster Presentation</li> </ul> <p>In-class work on poster presentation</p>	<p><b>Evidence-Based Project Paper Due</b></p> <p><b>Complete Course Evaluation</b></p>
<b>Week 8</b>	<b>7/6</b>	<b>GROUP PRESENTATIONS</b>	<b>EBP Team Poster Presentation</b>

**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 sites frequently for announcements. All students will be held responsible to read, understand, and clarify the content within this document.*