Translation of Research and Scientific Knowledge to a Community Setting

NUR 920, 001
Life Sciences Building Room C 388
9:00-11:50AM
3 credits
Spring 2013

Catalog Course Description: The systematic application of scientific knowledge to inform clinical practice, policy and delivery system changes to enhance the health status and health outcomes of community populations. Translation strategies include dissemination, networking, program development and evaluation.

Course Objectives:
1. Examine the historical evolution of translation research, key definitions, ethical considerations, health policy stakeholders’ perspectives, e.g., IOM report, NIH Roadmap.
2. Analyze research translation models, dissemination and diffusion modes, and evaluate gaps, strengths, innovations, and limitation related to the utility of the model to guide the application of research to practice.
3. Develop the methods for a translation project. (Examine and apply the process of community-based participatory research [CBPR] to develop and maintain/sustain partnerships and to work effectively with communities)
4. Develop an evaluation plan for the translation project including informing nursing practice, health policy, and/or health delivery (Analyze how consumers process and understand data and apply effective strategies of health communication to consumers)
5. Validate translational competencies including inquiry, discovery, translation, adoption and delivery while incorporating change theory principles.
6. Synthesize key health policy stakeholders’ positions and standards to formulate an educational framework of competencies at the PhD level.
7. Interpret the global (e.g., cultural) thrust of translation research, e.g. Cochran Report and international data bases in order to track emerging research areas, where funding is available, and where interdisciplinary collaboration is appropriate.

Additional Course Objectives: None

Prerequisites: None

Co-requisites: None

Course Faculty
Mei-Wei Chang, PhD, RN
Associate Professor
C346 Life Sciences Building
East Lansing, MI 48824
(517) 353 8682
Email: changme@msu.edu
Office hours: 12 noon -1PM every Wed and by appointment

Standards Documents:


Instruction:
  a. Methodology:
     The course will be conducted through in-person class discussion, assignments, and student presentations.
  b. Writing Requirements: The assignment will be graded based on presentation, content, thinking, assignment specific criteria and APA style

Introduction of Assignments

This course has three assignments (see Tables below). Each assignment must connect to each other (see instruction provided below). When students write these assignments, they should apply contents learned from this course to propose their future planned “translational research” project. Students are strongly recommended to read through three assignments carefully at the beginning of the semester and make a plan to work on course assignments. As a result, they will be able to make connections among these three assignments.
## Assignment #1

### Guideline for Working with Your Community Assignment

1. **Length.** **Paper:** 8-10 pages typed (excluding the cover page, references, and attachment). The paper must be double spaced, font 12, and margin 1 inch. If the paper is longer than 10 pages, only the first 10 pages will be read and points beyond will be lost. 10 points will be taken off for a paper with fewer than 8 pages.

2. **Instruction.** Assuming that you are planning an intervention program and you would like to apply community-based participatory research to work with a community on this intervention program. This assignment **must** include the following elements (no need to follow the sequence described below). Please note: additional elements can be added as needed.

3. **Contents.**

   |   |   |
---|---|---|
**A** | Briefly describe your intervention program, including long- and short-term goals and your target audience; explain how you chose the target audience, e.g., high risk of developing diabetes; explain why the proposed intervention program that you proposed is important to your community; explain how you and your community come up with the long and short term goals and the planned intervention. |
**B** | What is/are the mode(s) of the intervention (e.g., internet and DVD)? Rationales for intervention mode selection (please take consideration of your target population’s preference and dissemination of the project later). |
**C** | How are you going to form/develop and maintain/sustain the partnership with the community that you identify or are interested in working with? |
**D** | What are the roles and involvement of the community on this project (e.g., peer and/or community advisory group)? Explain how their involvement can impact the intervention that you proposed. |
**E.** | What potential challenges do you anticipate in working with the community? Proposed possible sound and effective strategies to overcome the potential challenges that you anticipate. |
**G** | What are the plans to sustain the program when the funding ends? |
Assignment #2:
Guideline for Application of Dissemination Framework/Model/Theory Assignment

<table>
<thead>
<tr>
<th>1. Length.</th>
<th>Please refer to the “Guideline for Working with Your Community Assignment.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Instruction.</td>
<td>You already planned an intervention program with your community that is described in the assignment #1 and you would like to apply 2 dissemination framework/theories to your proposed intervention study. When you write this assignment, please think through how the dissemination framework/model/theory that you plan to use will work for your community setting. Students must apply RE-AIM framework and one of the dissemination models/theories that you have learned from the course (i.e., Chronic Care Model, Diffusion of Innovation, and Social Marketing). This assignment must include the following elements (no need to follow the sequence described below). Please note: additional elements can be added as needed.</td>
</tr>
<tr>
<td>3. Contents</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Briefly describe the framework/model/theory that you plan to use and provide rationales for applying each framework/model/theory (or explain why you think this model will work for your community). Also describe specific data and measurements that you plan to obtain based on the dissemination model/theories that you chose</td>
</tr>
<tr>
<td>B</td>
<td>Describe how you will apply RE-AIM framework and describe specific data and measurements that you plan to obtain based on the RE-AIM framework</td>
</tr>
<tr>
<td>C</td>
<td>Describe specific methods of data collection (e.g., qualitative and quantitative) and who will collect the data (need to provide rationales)</td>
</tr>
</tbody>
</table>
Assignment #3

Guideline for Effective Communication with Consumers Assignment

For assignment #3, students must write a paper and do a power point presentation (see grade allocation described above). The content of power point presentation **MUST** focus on “presenting data to consumers.”

**Power point slides:** no limit. Students are strongly encouraged to conduct his/her own search regarding ways to make an effective power point presentation.

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>This assignment <strong>must</strong> include the following 3 components as the following sequence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>Identify ways to improve comprehension level of intervention materials.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction.</strong> In the assignment #1, you already proposed an intervention study. Now, assuming that you are planning to modify existing intervention/educational messages from any published articles or any patient pamphlets/brochures as your intervention materials. The following elements <strong>must</strong> be included in this section.</td>
<td></td>
</tr>
<tr>
<td><strong>Content.</strong> Briefly describe the pamphlets/brochures/intervention messages that you plan to test and rationales for choosing these pamphlets/brochures/ intervention messages. Then describe how you will test the readability, comprehension, feasibility, and acceptability of the intervention messages with your target audience and describe your plans to further refine the pamphlets/brochures/intervention messages for your proposed intervention program. Please attach or provide a hard copy of the pamphlets/brochures/intervention messages.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B</th>
<th>Identify ways to improve readability and comprehension of an instrument.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction.</strong> In the assignment #2, you already proposed some instruments used to collect data. Now assuming that one of the instruments that you chose has never being administered to a population that is similar to your target audience or this is a newly developed instrument. You are concerned about the readability and comprehension of the instrument before administering it to your target audience. The following elements <strong>must</strong> be included in this section. Be sure to include your community to work with you on this project.</td>
<td></td>
</tr>
<tr>
<td><strong>Content.</strong> Please briefly describe the domains of this instrument that you will use, then describe specific strategies/plans that you will use to further revise the instrument before it is administered to your target audience</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C</th>
<th>Present data to consumers.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction.</strong> Now, let’s assume that you have worked successfully with your community to complete the proposed intervention program. You and your community partners decide to present the study findings to consumers (or your target population), media, or policy makers. For the purpose of this assignment, please use published results from any articles to present the findings to consumers (or your target population), media, or policy makers. This means that students must briefly describe the published findings. Then apply what you have learned from the NUR 920 assigned readings to present the findings to the consumers, media or policy makers.</td>
<td></td>
</tr>
</tbody>
</table>
**Content.** Please identify who your consumers are and your rationales for using “specific format(s)” (e.g., lines and bars) to present the data. Content of your presentation (e.g., can be in text, bars, graphs, etc) must be included in this section. Please note you only need to present the data to one of the three groups: consumer, media or policy makers.

c. **Required Texts:**


(Optional Texts: None)

a. **Required Resources, References, Supplies** Students may need recent versions of Adobe Reader to download and access PDF documents. Please contact Angel HELP for recommended browsers.

   ANGEL Help Line
   1.800.500.1554 (24 hrs, 7 days/week)
   517.355.2345 (24 hrs, 7 days/week)
   [www.angel.msu.edu](http://www.angel.msu.edu) (ANGEL Help link in upper right corner)
   Always check with the ANGEL Help Line first!

**Evaluation:**

a. **Learning Assessments and Grading:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Format</th>
<th>points</th>
<th>% of total grade</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with your community</td>
<td>Paper</td>
<td>100</td>
<td>45</td>
<td>Please refer to the “guideline for working with your community”</td>
</tr>
<tr>
<td>Application of dissemination framework/model/theory</td>
<td>Paper</td>
<td>100</td>
<td>20</td>
<td>Please refer to the “guideline for dissemination framework/model/theory assignment”</td>
</tr>
<tr>
<td>Effective communication with your consumers</td>
<td>Paper</td>
<td>100</td>
<td>15</td>
<td>Please refer to the “guideline for effective communication with your consumers”</td>
</tr>
<tr>
<td>Effective communication with your consumers</td>
<td>Power point presentation</td>
<td>100</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td>Participating in class discussion</td>
<td>100</td>
<td>10</td>
<td>Students are expected to read all assigned readings/video casting and actively participate in the class</td>
</tr>
</tbody>
</table>
b. Course Grading Requirements:
Preparation and attendance at class are expected and required. Active, thoughtful participation in scholarly discussion on a consistent basis is an essential component of this learning experience and successfully completing the course.

1) As one of the nine required doctoral courses, a 3.0 grade must be attained in this course.

2) A student who fails or does not receive a 3.0 grade in this course must meet with the Faculty of Record for this course. After the meeting with the Faculty of Record for this course, the student is to meet with his/her Major Professor and guidance committee to determine a remediation action to continue progression in the doctoral program. This course may be repeated only once.

c. Course Grading Scales: The standard College of Nursing grading scale will be utilized.

<table>
<thead>
<tr>
<th>%</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>89 – 85%</td>
<td>3.5</td>
</tr>
<tr>
<td>84 – 80%</td>
<td>3.0</td>
</tr>
<tr>
<td>&lt; 79%</td>
<td>Not passing</td>
</tr>
</tbody>
</table>

(Minimum passing grade)

The standard College of Nursing grading scale will be utilized.

<table>
<thead>
<tr>
<th>%</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>89 – 85%</td>
<td>3.5</td>
</tr>
<tr>
<td>84 – 80%</td>
<td>3.0</td>
</tr>
<tr>
<td>&lt; 79%</td>
<td>Not passing</td>
</tr>
</tbody>
</table>

(Not passing)

d. Writing Requirements:

The College of Nursing requires that students refer to a style manual when writing required papers and bibliographies. The reference format adopted by the College of Nursing is the Publication Manual of the American Psychological Association (most recent edition).

University & College Policies:

The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.

- CON MSN Student Handbook: [http://nursing.msu.edu/MSN%20Programs/Handbooks/default.htm](http://nursing.msu.edu/MSN%20Programs/Handbooks/default.htm)
- MSU Spartan Life Online: [http://www.vps.msu.edu/SpLife](http://www.vps.msu.edu/SpLife)
- Information for MSU Students: [http://www.msu.edu/current/index.html](http://www.msu.edu/current/index.html)
- Academic Programs: [http://www.reg.msu.edu/AcademicPrograms](http://www.reg.msu.edu/AcademicPrograms)
Professionalism:

All graduate students at Michigan State University should be fully familiar with the Graduate Student Rights and Responsibilities Articles (published by the Graduate School; available at http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities); University guidelines for ethical research (published by the University committee on Research Involving Human Subjects [UCRIHS]; available at http://www.msu.edu/user/ucrihs/); The MSU Guidelines for Integrity in Research and Creative Activities, http://grad.msu.edu/all/ris04activities.pdf; and specific principles for informal conflict management, in the Graduate Student Resource Guide (published by the Graduate School; available at http://grad.msu.edu/conflict.htm).

The Graduate Student Rights and Responsibilities (GSRR) Articles address professional standards for graduate students as follows: “Each department/school and college shall communicate to graduate students, at the time of their enrollment in a degree program or course in the unit, any specific codes of professional and academic standards covering the conduct expected of them.” (Article 2.4.7). “The graduate student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards” (Article 2.3.8).

In addition to meeting academic standards included in the Academic Progression Guidelines, students and faculty in the Doctoral Program in Nursing have shared responsibility for adherence to the professional standards referred to the Doctoral Student Handbook of the CON.

Professional expectations are rooted in the maintenance of high quality working relationships with faculty, peers, research participants, staff, and all others with whom the graduate student interacts. Aspects of high quality working relationships that are addressed in the GSSR as shared faculty-student responsibilities include: mutual respect, understanding, and dedication to the education process (2.1.2); maintenance of a collegial atmosphere (2.3.7); and mutual trust and civility (2.3.1.2).

University Policies:

Academic Honesty: Article 2.3.3 of the Academic Freedom Report states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the College of Nursing adheres to the policies on academic honesty specified in General Student Regulation 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See http://splife.studentlife.msu.edu/regulations/general-student-regulations and/or the MSU Web site www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work NUR 901. Students who violate MSU rules may receive a penalty grade, including but not limited to--a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also https://www.msu.edu/unit/ombud/RegsOrdsPolicies.html).

Students engaged in scholarly activities (e.g. dissertation, scholarly projects) should follow the guidelines of scholarly writings as outlined in the Publication Manual of the American Psychological Association (most recent edition). Ethical principles ensure the accuracy of scientific and scholarly
knowledge and protect intellectual rights. Principles include reporting of results, plagiarism, publication credit, sharing data, and copyright.

Please read each part of the following site to fully understand your responsibilities and the position of the University regarding:

- Cheating
- Plagiarism
- MSU regulations, ordinances, and policies regarding academic honesty and integrity

Academic dishonesty in any form will not be tolerated in the College of Nursing. Any student involved in academic dishonesty will be reported to the Office of Academic Affairs and the Office of Student Services in the College of Nursing and a grade of 0.0 may be issued for the course.

Research Misconduct and Questionable Research Practices within the college are defined consistently with the Interim University Document on Intellectual Integrity approved by the President of Michigan State University on August 5, 1994 and revised June 29, 1995. Refer to the CON Doctoral Student Handbook.

Accommodations for students with disabilities: Students with disabilities should contact the Resource Center for Person with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice), 355-1293 (TTY), or visit MyProfile.rcpd.msu.edu

Disruptive behavior: Article 2.3.5 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

Attendance: Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. See the Ombudsman's website for a discussion of student observance of major religious holidays, student-athlete participation in athletic competition, student participation in university-approved field trips, medical excuses and a dean's drop for students who fail to attend class sessions at the beginning of the semester.

College of Nursing Policies: Professional Development Guidelines [found in the CON Student Handbook at the CON website]. Students are responsible for the information found in the CON Doctoral Student Handbook. Effective conflict management/negotiation skills are essential for navigating the graduate school experience and maintaining high quality working relationships. Specific principles for conflict are responsible for making concerted good faith efforts to resolve conflicts with others in a constructive and informal fashion, prior to proceeding to formal conflict resolution options as consistent with the GSRR statement on informal conflict resolution (Article 5.3.2.). Doctoral students who have specific questions or concerns about professional standards or conflict resolution issues should consult with their Major Professor, the Director of the Doctoral Program, and/or the University Ombudsman for guidance, as appropriate.
Course Calendar: (date of final examination, scheduled according to the University final exam schedule, and tentative dates of required assignments, quizzes, and tests, if applicable)