Translation of Research and Scientific Knowledge to a Community Setting
Location: C288 Time: 5:00 – 7:50pm
NUR 920: 3 credits
Spring 2015

Catalog Course Description: Systematic approach to translating evidenced based knowledge to inform nursing clinical practice, policy and delivery system change. Translation strategies to enhance public health status and health outcomes.

Course Objectives:
1. Identify the dissemination terminology, historical roots, opportunities and challenges of translational research.
2. Analyze effective strategies to build and foster collaboration between nursing and other disciplines.
3. Evaluate and apply comparative effectiveness research for the translation of clinical interventions into practice setting.
4. Apply dissemination and implementation theories and frameworks to enhance, plan and evaluate research.
5. Analyze and apply effective strategies to communicate health data to the public, policy makers and media.
6. Recognize design, evaluation, measurement and fidelity issues in dissemination and implementation research.

Additional Course Objectives: None

Prerequisites: None

Co-requisites: None

Professional Standards Documents:


Course Faculty:
Lorraine B. Robbins, PhD, RN, FNP-BC
Associate Professor
B510-A West Fee
East Lansing, MI 48824
(517) 353-3011
Email: lorraine.robbins@hc.msu.edu or robbin76@msu.edu
Office hours: Wednesdays 10 – 12noon and by appointment
**Instructional Methods:**
a. The course will be conducted through in-person and online class discussion; assignments; and faculty and student presentations.

b. Written assignments will be graded based on the quality of presentation; comprehensiveness of content; ability to synthesize, apply, and critically analyze course-related information; and adherence to assignment-specific criteria and APA style.

**Required Resources:**
D2L Help Line: 1800 500 1554 or 517 355 2345 (24hrs. 7 days/week)
www.d2l.msu.edu
Please see D2L HELP for recommended browsers. Students may need recent versions of Adobe Reader to download and access PDF documents. Please contact D2L Help for technical assistance.

**Required Textbooks:**


**Optional Textbooks:**


**Evaluation:**

a. Course Grading Requirement:
   Preparation for and attendance at any scheduled online class are expected and required. Active, thoughtful participation in scholarly discussion on a consistent basis is an essential component of this learning experience and successful completion of the course.

1) As one of the 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.

b. 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).
c. Course Grading Scales: The standard College of Nursing grading scale will be utilized. Your final course grade is based upon the total points earned during the semester, according to the following criteria:

<table>
<thead>
<tr>
<th>%</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>90 – 100</td>
<td>4.0</td>
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<tr>
<td>85-89</td>
<td>3.5</td>
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<td>80-84</td>
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<td>(Minimum passing grade)</td>
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<td>75-79</td>
<td>2.5</td>
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<td>70-74</td>
<td>2.0</td>
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<td>65-69</td>
<td>1.5</td>
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<td>60 – 64</td>
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<td>Below 60</td>
<td>0.0</td>
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d. Learning Assessments and Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Format</th>
<th>Points</th>
<th>% of total grade</th>
<th>Note</th>
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</thead>
<tbody>
<tr>
<td>Systematic Review</td>
<td>Paper #1</td>
<td>100</td>
<td>30</td>
<td>Please refer to Paper #1 – Systematic review guidelines</td>
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<tr>
<td>Part 1- Working with your community</td>
<td>Paper #2 – Parts 1 and 2 (may be graded separately and averaged to formulate one grade)</td>
<td>100</td>
<td>30</td>
<td>Part 1 - Please refer to the “guideline for working with your community”</td>
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<td>Part 2- Application of dissemination framework/model/ Theory and effective communication with your consumers</td>
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<td>Part 2 - Please refer to the “guideline for dissemination framework/model/ theory assignment and effective communication with your consumers.”</td>
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<tr>
<td>Power point presentation 1</td>
<td>Power point slides</td>
<td>100</td>
<td>10</td>
<td>Topics to be determined</td>
</tr>
<tr>
<td>Power point presentation 2</td>
<td>Power point slides</td>
<td>100</td>
<td>10</td>
<td>Topics to be determined</td>
</tr>
<tr>
<td>Discussions (4 total; please note evaluative information can be found in D2L)</td>
<td>Participating in each of the 4 class discussions</td>
<td>100</td>
<td>5</td>
<td>Students are expected to read all assigned readings, share what they have learned, and actively participate in the class</td>
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Introduction of Assignments:

Paper #1 will focus on a systematic review of the literature related to the student’s area of interest. The PRISMA Statement for Reporting Systematic Reviews will be used to guide the review. Specific format and related details will be discussed in class.

This course has several assignments (see Table above). The two parts of Paper #2 must connect to each other (see instructions provided below). When students write each part, they should apply content learned from this course to propose their future planned “translational research” project.

Students are strongly recommended to read about all course assignments carefully at the beginning of the semester and make a plan to begin and continue to make progress regarding them as the semester progresses.

Each student will give formal presentations relevant to this course. Specific topics will be presented in class.

Paper #1 (Methods and Results) – Systematic review

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<tr>
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<th>Length. Paper: Approx. 10 – 12 pages typed (excluding the cover page references, tables, and attachments if any). The paper must be double spaced, font 12, and margin 1 inch. If the paper is longer than 12 pages, only the first 12 pages will be read and points beyond will be lost. 10 points will be taken off for a paper with fewer than 10 pages or more than 12.</th>
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<tr>
<td>2. Instruction. Please apply what you have learned in the early weeks of this course to formulate a paper based on a systematic review of the literature. The topic should be relevant to your area of interest. This assignment must include content in each of the following sections:</td>
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| 3. Contents. | a. Title page  
b. Brief Introduction  
c. The Review: Please divide into sections as needed or deemed relevant, including: aim, design, search methods, inclusion/exclusion criteria, search outcome, quality appraisal, and data extraction and synthesis (sections may vary depending on paper topic)  
d. Results: Please divide into sections as needed or deemed relevant, including search outcome, hierarchy of evidence, methodological quality, participants and setting, types of interventions used in intervention groups, outcome measures, and others (sections may vary depending on paper topic)  
e. Tables and references |
### Paper #2 - Part 1

**Guideline for Working with Your Community Assignment**

1. **Length. Paper:** Approx. 7-8 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 8 pages, only the first 8 pages will be read and points beyond will be lost. 10 points will be taken off for a paper with fewer than 7 or more than 8 pages.

2. **Instruction.** Assume that you are planning an intervention or quality improvement project and would like to apply community-based participatory research to work with a community (group or organization) on this intervention program or quality improvement project. 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 program or project, including long- and short-term goals and your target audience. Explain: how you chose the target audience (e.g., high risk of developing diabetes); why the proposed program or project is important to your community; how you and your community decided on (came up with) the long- and short-term goals (identified outcome measures) and planned the intervention/project and related components for implementation.

   **B** What is/are the mode(s) of the intervention/implementation project (e.g., mailings, phone, web and/or DVD)? Rationales for selection of intervention/implementation mode (please consider 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 (discuss 4 or 5)? Propose possible sound and effective strategies to overcome the potential challenges that you anticipate during implementation.

   **G** What are the plans to sustain the program (for ex., when the funding ends)?
### Guideline for Application of Dissemination and Implementation Framework/Model/Theory Assignment

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<tr>
<td><strong>1.</strong> <strong>Length.</strong> Please refer to the “Guideline for Working with Your Community Assignment” for this information on paper length.</td>
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<td><strong>2.</strong> <strong>Instruction.</strong> You already planned an intervention/implementation project with your community that is described in Part 1 and you would like to apply a framework/model/theory to your proposed intervention study/quality improvement project. When you write this assignment, please think through how the framework/model/theory for translation (dissemination and implementation) that you plan to use will work for your community setting. Students must apply a framework/model/theory (e.g., RE-AIM framework, Diffusion of Innovation, or other depending on student’s area of interest) that you have learned from the course. This assignment <strong>must</strong> include the following elements (no need to follow the sequence described below). Please note: additional elements can be added as needed.</td>
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<td><strong>3.</strong> <strong>Contents</strong></td>
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<tr>
<td><strong>A</strong> Describe in detail the framework/model/theory that you plan to use and provide rationales for applying the framework/model/theory (or explain why you think this model will work for your community). Discuss 4 or 5 potential challenges you anticipate during dissemination and implementation and elaborate on strategies to overcome them.</td>
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<td><strong>B</strong> Describe in detail how you will apply the framework/model/theory and describe specific data and measurements that you plan to obtain based on it.</td>
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<td><strong>C</strong> Describe specific methods of data collection (e.g., qualitative and quantitative) and who will collect the data (need to provide rationales).</td>
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| **D** Present data to consumers.  

Now, let’s assume that you have worked successfully with your community to complete the proposed intervention program or quality improvement project. 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 activity requires a brief description of the findings. Then apply what you have learned from the NUR 920 assigned readings to present the findings to the consumers, media, or policy makers.  

**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.
PPP = Power point presentation
All assignments (any PPPs and papers) will be due as listed in the online course and calendar. Power point slides: no limit. Each student will be able to present a topic relevant to translational research. Each student is strongly encouraged to conduct his/her own search regarding ways to make an effective power point presentation. Time for student presentations will be determined.

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
- Information for MSU Students: http://www.msu.edu/current/index.html
- Academic Programs: 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 University guidelines for ethical research (published by the University committee on Research Involving Human Subjects [UCRIHS]; available at http://www.msu.edu/user/ucris/); 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
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.
**Calendar: Please refer to weekly reading list** (date of any final examination based on *University final exam schedule*, along with tentative dates of required assignments, quizzes, and tests, if applicable)

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
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</table>
| 1     | 1/14 | Course Overview  
■ Translational research: Definition (T1, T2, T3, & T4), process, and challenges  
■ Historical evaluation of translational research | Robbins: Intensives week  
Online Power Point presentations and notes pages; discussion of readings |
| 2     | 1/15 | Finding, organizing, synthesizing, and disseminating evidence  
■ PRISMA Statement for reporting systematic reviews  
■ Team science and transdisciplinary collaboration | Robbins: Intensives week  
Online Power Point presentations and notes pages; discussion of readings |
| 3     | 1/19 | Comparative effectiveness research  
■ EBP and frameworks for translation | Online Power Point presentations and notes pages; complete readings |
| 4     | 1/26 | Discussion 1: Synthesize and apply Weeks 1-3 content and readings | Also, student discussion of systematic review paper progression |
| 5     | 2/2  | CBPR: Assessing readiness of and working effectively with communities; developing/sustaining partnerships; planning and conducting CBPR; analyzing and interpreting data with community; developing and implementing guidelines for dissemination and evaluation | Online Power Point presentations and notes pages; complete readings |
| 6     | 2/9  | RE-AIM framework, Diffusion of innovation theory; Social marketing; Other models (theories or frameworks) for dissemination and implementation science | Online Power Point presentations and notes pages; complete readings |
| 7     | 2/16 | Discussion 2: Synthesize and apply Weeks 5-6 content and readings | Also, student discussion of systematic review paper progression |
| 8     | 2/23 | Student PP presentations of methods and results related to systematic review paper | Paper #1 - Methods & results sections for systematic review paper due with literature review table |
| 9     | 3/2  | Student PP presentations (continued) | |
| 10    | 3/9  | SPRING BREAK | |
| 11    | 3/16 | Dissemination and implementation research:  
Process; Methodological challenges and evaluation; Strategies to overcome challenges | Online Power Point presentations and notes pages; complete readings |
| 12    | 3/23 | Discussion 3: Synthesize and apply Week 10 content and readings | Also, student discussion of paper #2 progression |
| 13    | 3/30 | Overview of health communication  
■ Effective communication with consumers | Online Power Point presentations and notes pages; complete readings |
| 14    | 4/6  | Discussion 4: Synthesize and apply Week 12 content and readings | Also, student discussion of paper #2 progression |
| 15    | 4/13 | Student PP presentations of paper #2 – parts 1 and 2 | Student PP Presentations |
|       | 4/20 | Student PP presentations (continued) | Student PP presentations (continued); Paper #2 (Parts 1 and 2) – due April 27th |