Michigan State University

College of Nursing

NUR920

Course Syllabus

Translation of Research and Scientific Knowledge to a Community Setting

Class Day: Thursday 1-3 PM

Classroom: Room A214 Life Sciences Bldg.

Instructors

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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 is the focus of the course. Translation strategies include dissemination, networking and program development and evaluation. Opportunities for translation will occur in primary health care, organizational and governmental systems.

The course teaching strategies are based on the conceptualization of research translation as a community service and introductory level skills in the health policy process in the context of community based primary health care agencies. Doctoral level students will function in non-traditional and expanded researcher roles. A research translation project will be carried out in collaboration with the student’s selected community based agency (ies). The project will focus on the contribution of the research translation to the agencies desired health related outcomes and to its role in identifying and addressing select policy issues affecting nursing practice, health system changes, or programs. The project will be guided and evaluated by the course faculty in collaboration with the agency’s service expert.

Credits: 3 (2 clock hours of seminar/presentations and 3 clock hours of structured Field Experience per week).

Prerequisites: NUR-901, PSY815, NUR910-911,

Restrictions: Open to doctoral students in nursing or approval of the college of nursing.

Instructional Methods: The course will be conducted through faculty and student led seminars, student presentations. Field experience with on site visits by course faculty. Guest seminar participants and consultants from the academic and service communities.

Required Textbooks


Substantive Textbooks (optional purchase)

Clinical Setting: Philadelphia: W.B. Saunders Company


Evaluation: Course grade will be derived from the following required activities:

■ 15 points  **Journal Guidelines**
Weekly recording of reflections, questions raised, resolutions, help needed, actions, decision making regarding substantive aspects of the course/field work. The journal will be submitted weekly to faculty for review and feedback.

■ 25 points  **Student-Led Seminar: Developing a community-based Research-Service Learning Network (agencies and Stakeholders)**
Executive Summary (1-2 pages)
Executive summary for faculty, peers and agency as appropriate

**Guidelines**
Description of your research-service learning network with organization, agency, targeted community population, other stakeholders. Key strategies used to negotiate network. Agency/stakeholders perception of your and their relationship/role.
Congruence between yours and agency expectations. Specific desired health outcomes. To be addressed through research translation. Documentation of the network

■ Total 60 points  **Research Translation Project**
  20 Student presentation of proposed research translation project 1st draft
  20 Student Presentation of the completed project activities, with focus on outcomes for the specific desired outcomes and policy issues.
  20 Policy aspects of the project

**Guidelines** for Research Translation Project-1st Draft

I. Introduction (Purpose and background)
--Discussion of specific desired health outcome acceptable, measurable, indicators, agreed upon by student and appropriate stakeholders. Expected impact on agency and targeted community stakeholders
--Research findings/knowledge for translation. Assessment of Criteria and criteria: source, relevance and implementation potential. Sources of research findings/knowledge may come from current available research, findings from your research, findings from the community based agency databases, knowledge from agency projects, or other appropriate scientific-based activity.
--Relationship of research knowledge and desired health related outcome being addressed.
II. Translation program for implementation
---Outline of research translation as planned change, innovation, policy aspect (agenda setting, development, implementation, analysis or evaluation), other.
--Outline of specific activities proposed, range of time frames for the activities.

**Guidelines** for Final draft and Student Presentation of research translation project
**Activities:** (professional presentation)

I & II  Overview  (agency network, specific health outcomes being addressed. Specific research knowledge for translation and relationship to desired health outcomes (done in 1st draft, add only substantive revisions).

III. Translation activities completed.

IV. Degree to which practice, health care system, agency, or policy issues were informed.

V. Level of policy (analysis and agenda setting, policy development, implementation, evaluation) addressed.

VI. Contribution of nursing in desired health outcomes and shaping of policy issues.

VII. Termination strategies and recommendation.

It is expected that the agency and other stakeholders will have presentation.

**COURSE OBJECTIVES**

1. Demonstrate skill in strategic networking techniques to influence health programming and policy in an interdisciplinary setting with consideration of professional, social, economic, political and health system factors.

2. Disseminate research based knowledge about health and health outcomes to community groups/systems in a culturally (organizational and community) appropriate manner.

3. Utilize program planning development and/or evaluation techniques in the incorporation of research in health care delivery system considering feasibility.

4. Inform and shape policy making processes (development, implementation and analysis/evaluation) by the application of data from health status and health outcomes research.
Objective 1: Demonstrate skill in strategic networking techniques to influence health programming and policy in an interdisciplinary setting with consideration of professional, social, economic, political and health system factors.

1-10-02 Course overview and requirements. Research translation in the context of primary health care agencies Working definition of community-based, and stakeholders in primary care. Attention to more formal vs. colloquial language with the terms, network and partnerships. Developing a community-based research service network using the service learning model. Traditional and emerging network models: agency/community liaisons, partnerships, citizen-scholar, service expert –scholar, and service learning. Contextual factors influencing the network development: perceived utility of research knowledge, notions of expertise, perceived and real power differentials, agency/organizational mission and culture; political perceptions of a target community population community stakeholder vs. community gatekeeper. Documenting the developing network.

Objective 2. Disseminate research-based knowledge about health and health outcomes to community groups/systems in a culturally (organizational and community) appropriate manner.

1-17-02 Research Translation: Similarities, overlap and intercepts between research dissemination, research application, research utilization. Select dimensions of research translation: continuum, instrumental, conceptual and decision accretion. Working definition of community based research translation. Preparatory Stage. Goals, components and process. (1) on-going development of research service learning network using selected community models as discussed above. (2) Determining the desired health related outcomes with indicators to be addressed through translation of research knowledge. Issues of acceptability, ethics, use of resources, feasibilities from decision making perspectives of agency, and other stakeholders. (3) preliminary examination of potential impact of nursing research’s contribution to the health outcome and/or indicators. Contribution of research knowledge from other discipline

1-24-02 Preparatory stage continued: (4) selection and source of available research knowledge/findings for translation. Criteria for research knowledge: relevance, scientific merit, feasibility issues. Source of the research knowledge: your or other available research, derived from agency
databases. Exploration of potential role development as research consultant, research advocate, policy/change analyst.

4 1-31-02 **Seminar:** Developing a community-based Research-Service Learning Network (agencies and Stakeholders)
Executive Summary- (1-2 pages).
Executive summary for faculty, peers and agency as appropriate

**Objective 3:** Utilize program planning development and/or evaluation techniques in the incorporation of research in health care delivery system considering feasibility

5 2-7-02 Research Translation: Planning and Implementation Stage. Nature of the proposed translation such as a planned change or innovation. Type: Technical, transitional, administrative, organizational or other? Tailoring and validation of the translation. Other planned change theory suitable to guide the research translation design.

6 2-14-02 Design of translation program: protocol, procedure, policy or other activities for implementation. Issues of feasibility, favorable cost and resource allocation from the perspectives of network, target community and other key stakeholders. Evaluation plan. Communication, dissemination, and interpretation to agency and stakeholders. Termination.

7 2-21-02 Special Consultation Hours regarding 1st draft of research translation project.

8 2-28-02 **Student Presentation of project 1st draft**
Oral presentation-with outline

9 3-7-02 SPRING BREAK

**Objective 4:** Inform and shape policy-making processes (development, implementation and analysis evaluation) by the application of data from health status and health outcomes.

10 3-14-02 Definition of policy and components of the policy process. Introduction to Ripley’s stage sequential policy framework. Kingdon’s policy streams with
nursing application. Relationship of research translation design and policy. Ways in which translation can inform policy process (raise awareness (could be a problem), clarification (is there really a problem), problem definition, and resolution.

11 3-21-02 Cohen’s four stages of nurses’ political development and levels of policy process involvement. Dodd’s 10 universal commandments of politics. with nursing application. Examples of research translation informing aspects of policy. Expected levels of policy involvement in the context of doctoral level research-service learning roles.

12 3–28-02 Special Consultation Hours

13 4-4-02 Special Consultation Hours

14 4-11-02 Research Translation Project Activities Student presentation with outline & executive summary

15 4-18-02 Research Translation Project Activities Student presentation with outline & Executive summary

16 4-25-02 Research Translation Project Activities Student presentation with outline & Executive summary

17 5-2-02 Finals week: Wrap up, Recommendations and course evaluation Research translation project- Final draft submitted to course faculty
Reading Assignment by Class Content

Class 1: Research translation in the context of primary health care agencies: Building Strategic Networks

Required Reading

Articles


Required Textbook Readings


Additional Textbook/Papers


Recommended Readings


**Additional Reading Resources**

**Class 2:** Research Translation as a concept. Similarities, overlap and intercepts with other research variables in the literature. Preparatory stage of the Research translation process. Determining desired health related outcomes to be addressed through translation of research knowledge.

Required Reading:

**Articles**


**Required Textbook**


**Additional Textbooks**


**Class 3:** Selection, sources and assessment criteria of research knowledge for translation. Exploration of potential role development as research consultant, research advocate, policy/change analyst.

Required Readings

**Articles**


**Additional textbooks**


**Class 4:** Student presentations

**Class 5:** Research Translation: Planning and Implementation Stage Change and Innovation

Required Readings

**Required Textbook**

Other Textbooks


Additional Reading Resources


Class 6: Design of translation program: protocol, procedure, policy or other activities for implementation. Evaluation strategy, Communication, dissemination, and interpretation to agency and stakeholders.

Required Readings

Articles


**Required Textbook**


**Other Textbooks**


Newberry Park: Sage Publications.


**Class 7:** Special Consultation

**Class 8:** Student Presentation

**Class 9:** Spring Break

**Class 10:** Health Policy, process and context. Role of research translation in shaping and informing policy issues and levels.
Required Readings

Articles


Required Textbook


Other Textbook


Class 11: Stages of nurses’ political development and levels of policy involvement in the context of doctoral level research service learning.

Required Readings

Article


Required Textbook


**Classes 12 & 13:** Special Consultation

**Classes 14, 15, 16:** Student Presentations

**Finals Week:** Wrap up, Recommendations and Course Evaluation.