Michigan State University
College of Nursing
NUR920
Course Syllabus
Translation of Research and Scientific Knowledge to a Community Setting

Class Day: Thursday 12:30-2:30 PM
Classroom: Room A204 Life Sciences Bldg.
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COURSE DESCRIPTION

The goal of this course is 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. This transfer of research knowledge, or research translation, will include strategies of networking; research dissemination, application and utilization. Opportunities for translation will occur in primary health care and organizational/governmental systems. Networking and research translation projects with agencies, organizations, governmental systems working with vulnerable, and minority community/special populations are also strongly encouraged.

Each student will complete a research translation project. The purpose of research translation is to provide basis to inform or change a select aspect of health care programming or policy process in the delivery of nursing or other health care in community settings. The community setting and context will be developed through student-initiated networking with community agency (ies) that have identified community/special populations as clients and identifiable desired health status/outcomes. The community networking will reflect, to a degree, the doctoral student’s interest in an area of research translation and it’s potential contribution to achievement of the selected community/population-based health related outcomes.

Each student is expected to discuss and receive approval from course faculty regarding negotiation plan for networking as well as ideas and plans for research translation. Course content, individualized field Experience, and consultation from other approved sources will guide the development, implementation and evaluation of all course requirements.

COURSE OBJECTIVES

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

2. Disseminate research-based knowledge about health status and health outcomes to community groups and systems in culturally appropriate ways.

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

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

**Credits:** 3 (2 clock hours of seminar/presentations and 3 clock hours of objective-directed 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 and student presentations, guest seminar participants; and student Field experience with on-site visits by course faculty.

**Resource Textbooks** (on reserve in Clinical Library)


**Assigned Readings** (on reserve in Clinical Library)

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

■ **Field Work (20 Percent):** (Activities occurring in the community/agency to support:

  A. Identification of potential community based agency (ies), liaison (s), stakeholders for strategic networking
  B. Negotiation of strategic networking.
  C. Identification of agency’s population focused outcomes of
interest
D. Identification and assessment of research findings/scientific knowledge that will serve as basis for translation.
E. Formulation of ideas for a Research Translation Project and initial planning
F. Development of the project plan and needed resources
G. Implementation of the project
H. Presentation to agency/other stakeholders
I. Writing and dissemination of the research Translation project to the network
J. Scheduling of site visits (initial, continuing and terminating) with course faculty and network/ Liaison.

It is expected that a major portion of these activities will not require on-site faculty supervision at all times).

■ Documentation of Field Experience

A. Weekly Journal. The purpose of the fieldwork is to support the identification, planning, and completion of the Research Translation Project. Fieldwork will occur in collaboration with course faculty, agency, Liaison, other consultants (designated and appropriate faculty/ community stakeholders). A weekly journal will document objectives, what was accomplished, questions raised, help needed, proposed resolutions/ decision-making regarding substantive aspects of the project and its progress. The journal will be submitted weekly to course faculty for review and feedback. (15 Percent)

B. Student-Led Seminar: Strategic Networking: Developing the Community Network. (15 Percent)
   Executive Summary (1-2 pages)
   Executive summary for course faculty, peers and agency as appropriate

Guidelines
Description of your community network. Organization, agency, Liaison, community/ population, other key stakeholders. Key strategies and techniques used to negotiate network. Designated Liaison, your and their relationship/role. Congruence between your and agency expectations. Ideas regarding research findings for translation. Beginning checklist of needed resources, approvals to support ideas. Identification of 1-2 desired population based/community health-related outcomes that could potentially be impacted by the research translation project. Other documentation of the network for file (i.e., letters of introduction, brief description, address, mission and target population/community, annual goals or report). Next steps.

■ Research Translation Project: Professional presentation &
Scholarly paper

A. Student presentation of Research translation project 1st Draft  (20 Percent)

B. Student presentation of Completed Research translation Project  (10 Percent)

C. Student paper of completed research translation project (20 Percent)

Guidelines for Research Translation Project-1st Draft

I. Introduction (Purpose and background)
--Discussion of specific desired population based health related outcome. Measurable indicators with input from agency.
--Research findings to be used as basis for translation.
Criteria for assessment of research finding: source, relevance and feasibility. (Sources of research findings may come from current available research, findings from your research, findings from the agency databases, knowledge from agency projects, or other appropriate scientific-based activity).
--Relationship of research knowledge for translation and desired health related outcome being addressed.

II. Research translation project
--Discuss focus of translation: Which dimension (s) of research translation; purpose to inform or change; related to health care programming or policy; related to delivery of nursing or other health care in community setting. Level of policy process (analysis and agenda setting, policy development, implementation, evaluation) to be addressed.
--Outline of proposed research translation project activities; range of time frames for the activities.

Guidelines for Final draft of project paper
I & II. Continue from 1st draft. Add only substantive revisions.

III. Discussion of Translation activities completed; strategies used to promote cultural appropriateness (agency, stakeholders).

IV. Analysis of degree to which nursing/health care delivery system, or policy issues were informed or changed.

V. Discussion of research translation’s contribution to the achievement of the health related outcomes; and implications, if any for other nursing research/ related translations.

VI. Policy processes addressed.

VII. Termination strategies and recommendation.
Course Schedule and Content Overview—Spring 2003

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.

Class        Date
1-2          1-9-03  
             1-16-03
Course overview, expectations and requirements. Introduction to key concepts of course: Research translation, community setting, strategic networking, community/population-focused health care programming, health policy processes, community/population-focused health status/outcomes. Traditional and emerging models of community interface from the Academe and service: preceptorship, agency/community liaisons, informal and formal partnerships, citizen-scholar, service expert–scholar, and service learning. Contextual factors influencing strategic networking in the community: perceived utility of research knowledge, notions of expertise, mission of network agencies; community stakeholder vs. community gatekeeper. Professional, social, economic, political and health system factors and Implications for networking. Roles of the doctoral level nurse researcher in community settings.

3-4          1-23-03  
             1-30-03
Strategies and techniques for building Strategic Networks to influence health care programming and policy processes. Invited Guest seminar leaders: G. Krueken, R.N., Ph.D. (community based programs & policy processes) 
J.Klemczak, R.N., M.S (community based programs & policy processes)  
L.Fowler, M.S. (legislative aide background, policy processes in communities)

Objective 2. Disseminate research-based knowledge about health status and health outcomes to community groups and systems in culturally appropriate ways.

5            2-6-03
Research Translation: Similarities, overlap and intercepts between research dissemination, research application, research utilization. purpose, activity, outcome/product, facilitators and
barriers to each dimension. Other dimensions of research translation: continuum, instrumental, conceptual and decision accretion. Purposes of research translation in health care programming/policy processes: (1) inform—provide information, raise awareness of potential need, issues or problem, clarification of problem or issues, problem definition, and options for resolution. (2) shape health care programming and policy processes through planned change or innovation.

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

Research translation Preparatory Stage. Goals and activities. (1) on-going development and maintenance of strategic network. (2) selection and source of available research finding/scientific knowledge for translation. (a) Determine the Source of the research knowledge: your or other available research, derived from agency databases. (b) assess the research knowledge based on relevance, acceptability, scientific merit, feasibility, other. (3) In collaboration with network, identify 1-2 desired health related outcomes that are most likely to impacted by the translation of the research knowledge. (4) preliminary ideas and considerations of a research translation. (a) which dimension being considered. (b) preliminary consideration of nursing research’s contribution to the health outcome. Contribution of research knowledge from other discipline.

Student-led Seminar: Development and maintenance of a strategic networking in the community.

Executive Summary— (1-2 pages).
Executive summary for faculty, peers and Invited agency stakeholders as appropriate

Research Translation: Planning Stage. goals and activities (1) Determine the Nature of the translation. (a) to inform health care programming/ policy process. (b) to facilitate development of a planned change, innovation or policy process. (2) understand types of change related to programming. i.e. Technical, transitional, administrative, organizational or other. Differentiate between change and innovation. (3) Identify strategies for development and tailoring of the translation. Strategies for cultural appropriateness of research translation in term of both network and clients. (5) Consider other planned change theory suitable to guide the research translation design.

3-6-03 SPRING BREAK
9  3-13-03
Special consultation for Project 1\textsuperscript{st} draft

10  3-20-03
Student Presentation of project 1st draft
   Oral presentation—with outline

11  3-27-03
Research Translation: Implementation Design of the research translation: i.e., presentation, protocol, procedure, policy process 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 considerations.

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

12  4-3-03
Continuation of policy processes. Ripley’s stage sequential policy framework. Kingdon’s policy streams with nursing application. Ways in which translation can inform policy processes. (raise awareness (could be a problem), clarification (is there really a problem), problem definition, and options for resolution. Cohen’s four stages of nurses’ political development and levels of policy process involvement.

13  4-10-03 Special Consultation for project

14  4-17-03
Student presentation of Completed Project

15  4-24-03
Student presentation of Completed Project

16  5-1-03
Finals week: Wrap up, Recommendations and course evaluation Research translation project—Final paper Due
Reading Assignment by Class

**Classes 1 and 2:** Introduction to major concepts of course. Strategic networking and networks in the community. Conceptual models from Academe and service to support networking strategies. Traditional and potential roles of the doctoral level nurse researcher in community settings/network.

**Articles**


**Textbooks**


**Scholarly Papers**


**Additional Resources**


**Classes 3 and 4:** Strategies and techniques for strategic networking to influence health care programming and policy processes.
Articles


Class 5: Dimensions of research Translation: Similarities, overlap and intercepts. Purpose and product of dimensions. Facilitators and barriers.

Articles


Textbooks


Articles


Textbooks


Additional Resources


Class 7: Student-led Seminar: Development and maintenance of strategic networking in the community

Class 8 Research Translation: Planning Stage. Planned Change and Innovation in health care programming/policy process.

Textbook


Additional Resources


SPRING BREAK – March 6, 2003

Class 9  Special consultation for Project 1st draft

Class 10  Student Presentation of project 1st draft
Oral presentation—with outline

Class 11  Design of translation. Feasibility issues.
Evaluation strategy.

Articles


TextBooks

Additional Resources


Class 12
Continuation of policy processes.

Article


Textbook


Class 13 Special consultation Hours for project

Class 14 Student presentation of Completed Project

Class 15 Student presentation of Completed Project

Class 16 Final paper Due