New Graduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

**Proposed New Course Information**

<table>
<thead>
<tr>
<th>Requested Rubric, Course Number, Core Designation (if needed):</th>
<th>( \text{NRSG 615} )</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title:</strong></td>
<td>Translational Research for Advanced Practice</td>
</tr>
<tr>
<td>Abbreviated Course Title (≤ 30 chars):</td>
<td>Translational Research</td>
</tr>
<tr>
<td>First Semester to be Offered:</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Submitted by:</td>
<td>Kate Hallowell</td>
</tr>
<tr>
<td>Submitter’s Contact Info: Phone, Email:</td>
<td>994-3500 <a href="mailto:khallowell@montana.edu">khallowell@montana.edu</a></td>
</tr>
<tr>
<td>Instructor:</td>
<td>Elizabeth S Kinion</td>
</tr>
<tr>
<td>Department:</td>
<td>Nursing</td>
</tr>
<tr>
<td>College:</td>
<td>Nursing</td>
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</tbody>
</table>

**New Graduate Course Review Process**

1. Instructor completes the New Course Packet.
2. Department Head's signature indicates that course has been approved by the process used within the Department.
3. The Chair of the College Curriculum Committee signs to indicate college academic approval (if required).
4. The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean's Statement) is typically required.
5. The New Course Packet (as PDF) is submitted to the Graduate School for approval by the Dean.
6. Provost's Office reviews the new course request.

**APPROVALS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kate Hallowell</td>
<td></td>
<td>9/23/14</td>
</tr>
<tr>
<td>Department Head</td>
<td></td>
<td>9/23/14</td>
</tr>
<tr>
<td>Chair, College Curriculum Comm.</td>
<td></td>
<td>9/23/14</td>
</tr>
<tr>
<td>Graduate School Dean</td>
<td></td>
<td>09/23/14</td>
</tr>
<tr>
<td>Assoc. Provost</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes.

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (x91) do not require review by the College Curriculum Committee, but cannot be offered more than two times without committee review.
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.
   
   www.mus.edu/Qtools/CCN/ccn_default.asp

   • If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
   
   • If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.
3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed):
Course Title: NRSG 615
Abbrev. Course Title (≤ 30 char): Translational Research for Advanced Practice
Credits: 3
Department Offering Course: Nursing
College: Nursing

Is this course “equivalent” to a course in the MUS System?: ☑ No
Learning Outcomes for the Course:

- Explore the history, development, and definitions of translational research;
- Critique research articles that represent the cycle of translational research;
- Explore the role of the DNP as a leader or team member when planning and developing a research team that would address health disparities and clinical problems;
- Examine inter and intra disciplinary collaborations that have moved scientific discoveries toward novel interventions or new approaches to health issues;
- Delineate the skills necessary to propose a course of action on an identified clinical practice problem.
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed):
- NRSG 615

Course Title (for Catalog):
- Translational Research for Advanced Practice

Course Title (for Schedule of Classes, 30 characters, max.):
- Translational Research Adv Pra

First Semester to be Offered:
- Fall 2015

Restricted Entry/Consent of Instructor Required: □ No

Instructor’s GID (last 4 digits only): 3587

Department Offering Course: Nursing

College: Nursing

Is the requested course number available? (x4155 to check): □ Yes □ No

Frequency of course offering:
- ☑ Annually
- □ Alternate Years, starting ________

Semester(s) offered (check all that apply):
- □ Summer
- ☑ Fall
- □ Spring

Summer Options (check all that apply):
- □ First 6 weeks
- □ Second 6 weeks
- □ 12 weeks

Credits by mode of instruction:
- Lecture: 3
- Seminar: 
- Independent Study:
- Lab/Studio:
- Recitation/Discussion:

TOTAL CREDITS: 3

Primary Mode(s) of Delivery:
- ☑ Face-to-face
- ☑ Web-Enhanced (small on-line comp.)
- □ On-Line Only
- □ Blended (significant on-line portion)

Time and Location – Call the Registrar’s Office at x4155 to find a time and location for the course.

Assigned Day(s): □ M □ Tu □ W □ Th □ F □ Sa □ Su

Assigned Time(s):

Assigned Building:

Assigned Room:

Capacity (room capacity, or enrollment “cap”): 30

Co- and Pre-Requisites – Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s):
- NRSG 601, 602, 603, 604, 605 and 612

Co-Requisite(s):

Course Description – Provide a course description of 40 words or less for the MSU Catalog.

This graduate nursing course provides students opportunities to explore translational research. The course focuses on understanding complementary disciplines with the goal of enhancing communication and collaboration among researchers.
DEAN’S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean’s Statement is the place to document how the costs of the proposed new course will be covered.

This is a required course in the new DNP curriculum that was approved by the Board of Regents. Additional funding was approved to support this program through the MSU Investment Proposal process in AY 12-13.

Helen Melland, Dean, College of Nursing
NEW GRADUATE COURSE NARRATIVE - 615
Updated: 12/31/2013

REQUIRED DOCUMENTATION FOR REVIEW OF NEW GRADUATE COURSES

1. Course Description:
   a. What are the special goals or purposes of the course that support a “graduate” level of the course?
      - Explore the history, development, and definitions of translational research.
      - Critique research articles that represent the cycle of translational research.
      - Explore the role of the DNP as a leader or team member when planning and developing a research team that would address health disparities and clinical problems.
      - Examine inter and intra disciplinary collaborations that have moved scientific discoveries toward novel interventions or new approaches to health issues.
      - Delineate the skills necessary to propose a course of action on an identified clinical practice problem.
   b. Is this course intended to be a required part of a new degree curriculum option, major, or minor? Yes, this required course is part of the new DNP curriculum.
   c. Provide a course syllabus containing all major topics to be covered. Syllabus attached
   d. List required texts or other required references.
      - Multiple research articles related to clinical practice area.
      - Multiple articles related to translational research.
      - http://www.ohsu.edu/xd/research/centers-institutes/octri/
      - https://www.google.com/search?q=translational+Research+centers&ie=UTF-8&rlz=1T4RQON_enUS466US467&q=translational+Research+centers&gs_l=hp..0i2j30i5.0.0.9586...........0.BDHaK-6Ddh0
      - http://irvinginstitute.columbia.edu/
2. Level of Offering:
   a. Has the course been offered previously as a 591? No
      i. If so, when?
      ii. What was the enrollment?
      iii. What level of students took the course?
      iv. What were the evaluations?
   b. Does the course represent an upgraded version of an undergraduate level course? No
      i. If so, how has the course been changed to justify offering it at the graduate level? (Be specific)
   c. What are the prerequisites for this graduate course? (List exact MSU courses - e.g. ESCI XXX or equivalent) NRSG 601, 602, 603, 604, 605 and 612
   d. What performance requirements are placed on students which make this a graduate course?

- Assignments are due no later than midnight on the designated date. Written papers are to be typed using APA (6th ed.) format. A maximum of 20% reduction in grade will be taken for errors in grammar, style, spelling, and documentation of all written work.

- Participation in the D2L discussions, an online presentation of the Translational Research in your clinical area, annotated bibliographies and a Translational Research Plan of Action are required coursework. Failure to complete any of these assignments will result in a failing grade for the course.

Plagiarism:
- The use of another student's work, or the incorporation of work not one's own without proper credit, may constitute course failure. Please be careful to cite all of your references within the text of your scholarly papers to diminish the risk of plagiarism.

Class Participation:
Attendance in synchronous and asynchronous discussions is expected. Students are responsible for content covered in all required readings and discussions. Participation includes completing synchronous and asynchronous D2L activities and participating actively in all discussions. Independent work is required for completion of this course.

   i. Specifically state the written requirements or products of this course. Postings, Annotated Bibliography(s), online presentation, Translational Research Plan of Action. See details on attached syllabus under Assignment Guidelines.
   ii. How will the student=s learning be assessed and graded?
**Evaluation:**

**Assignments:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 Class Participation</td>
<td>20 (20)</td>
</tr>
<tr>
<td>20 Annotated Bibliography Sections (A-D)</td>
<td>25% (10 @ 5)</td>
</tr>
<tr>
<td>50 Online Presentation</td>
<td>10% (10)</td>
</tr>
<tr>
<td>100 Translational Research Plan of Action points)</td>
<td>50% (100)</td>
</tr>
</tbody>
</table>

Total Points 180

<table>
<thead>
<tr>
<th>Grading</th>
<th>Percent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A=</td>
<td>90 – 100%</td>
<td>162-180</td>
</tr>
<tr>
<td>B=</td>
<td>80 &lt;- 90%</td>
<td>144-161</td>
</tr>
<tr>
<td>C=</td>
<td>70 &lt;- 80%</td>
<td>126-160</td>
</tr>
<tr>
<td>D=</td>
<td>Below 70%</td>
<td>&lt;126</td>
</tr>
</tbody>
</table>

3. **Relationship to other courses, curricula, and Departments:**
   a. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which one(s)? **No**
   b. Does this course replace one or more courses that will not be offered? If so, which one(s)? **No**
   c. Will this course be co-convened with an undergraduate course? **No**
   
   If so, what additional requirements will students enrolled in the graduate course be expected to fulfill?
   d. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverages and education experiences differ, and how are these duplications or reiterations justified? **N/A**
   e. When the course is to be co-sponsored, taught by faculty from more than one department, or when content overlaps areas of common concern, the concurrence of all department heads and deans involved must be indicated. What liaison has been conducted with other departments? **N/A**

4. **Students Served:**
   a. Does the proposed course serve:
      i. Majors only? **Yes**
      ii. Non-majors only? State area(s) or discipline(s) to be served. **N/A**
iii. Both majors and non-majors? Indicate what specific efforts will be made to make the course materials relevant to all disciplines served. How are faculty and students in the other areas to be served being made aware of this course?

5. What is the anticipated course enrollment? 30

6. Resources (including instructor):
   a. Are department financial resources sufficient for offering this course? Yes
   b. Does the instructor have the requisite academic training to offer this course? Yes
      i. Describe these qualifications briefly and include a vita (if the instructor is non-tenured). Elizabeth Kinion is tenured.
   c. Are the library holdings adequate to support this course? Yes

7. Course Evaluation:
   a. How will the students evaluate the course and instructor? The instructor will be evaluated using the online D2L evaluation process. The course will be evaluated using an internal new course evaluation form
   b. How will the department evaluate the course and instructor? From the data obtained above.

8. Other Supporting Material: Include any additional information you feel is needed to support this request.

Note: When using the December 2013 New Graduate Course form, it is not necessary to also submit a Graduate Course Change form, as required in the past.
MONTANA STATE UNIVERSITY
Bozeman MT
NRSG 615 Translational Research for Advanced Practice

Credits: 3 credit lecture          Fall semester

Delivery Method: Synchronous: Videoconference: Time: TBA
Teleconference: Time: TBA
Asynchronous: D2L

Faculty
Elizabeth S. Kinion, Ed.D, MSN, RN
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Sherrick Hall 207
P. O. Box 173560
Bozeman, MT 59717-3560
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Jean Shreffler Grant, PhD, MSN, RN
Professor, Nursing
College of Nursing, Missoula Campus
123 North Corbin, 32 Campus Drive 7416
Missoula, MT 59812-7416
Office: (406) 243-2540
Fax: (406) 243-5745

Pre-Requisite Courses: Evidence Based Practice I; Advanced Health Assessment; Advanced Physiology/Pathophysiology; Ethics Law and Policy; Advanced Pharmacology I; Evidence Based Practice II

Course Description:
This graduate nursing course provides students opportunities to explore translational research. The course content focuses on understanding complementary disciplines with the goal of enhancing communication and collaboration among researchers.

Course Objectives:
1. Explore the history, development, and definitions of translational research.
2. Critique research articles that represent the cycle of translational research.
3. Explore the role of the DNP as a leader or team member when planning and developing a research team that would address health disparities and clinical problems.
4. Examine inter and intra disciplinary collaborations that have moved scientific discoveries toward novel interventions or new approaches to health issues.

5. Delineate the skills necessary to propose a course of action on an identified clinical practice problem.

**Required Course Readings:**


3) Multiple research articles related to clinical practice area.

4) Multiple articles related to translational research.

5) [http://www.ohsu.edu/xd/research/centers-institutes/octri/](http://www.ohsu.edu/xd/research/centers-institutes/octri/)

6) [https://www.google.com/search?sourceid:navclient&aq=&oq=translational+Research+centers&ie=UTF-8&rlz=1T4RNQN_enUS466US467&q=translational+Research+centers&gs_l=hp...0i22i3015.0.0.0.9586...........0.BDHaK-6Ddh0](https://www.google.com/search?sourceid:navclient&aq=&oq=translational+Research+centers&ie=UTF-8&rlz=1T4RNQN_enUS466US467&q=translational+Research+centers&gs_l=hp...0i22i3015.0.0.0.9586...........0.BDHaK-6Ddh0)

7) [http://irvinginstitute.columbia.edu/](http://irvinginstitute.columbia.edu/)  


9) [https://ccts.uth.tmc.edu/what-is-translational-research](https://ccts.uth.tmc.edu/what-is-translational-research)

**General Course Plan:**

This course is designed to promote exploration and reflection on translational research as it relates to the student’s clinical specialty.

**Assignment Guidelines:**

The assignments for this course are designed to help students achieve the course objectives. Criteria for each of the assignments are described below. Grading will be based on the percentage found in the parentheses () in the section below. All written work is to be prepared in APA format, 6th edition. Assignments are due on the date and time specified in the class calendar. Late papers will not be accepted without prior consent of the faculty.

1. **Class participation (D2L and TC) (20%)**
   
   Students are expected to be actively engaged in all synchronous and asynchronous discussion and to demonstrate engagement through quality and quantity of participation, and timely posting of assignments based on reading, and analysis.

2. **Annotated Bibliography (25%)**
   
   The annotated bibliography is a synthesis of literature related to topics relevant for this course. Each bibliography should include at least two references pertinent to the following topic areas:
   
   1. Translational Research as it relates to primary care. – Two bibliographies.
   2. Inter-professional team leadership/participation. – Two bibliographies
3. Clinical trials related to your clinical area. – Two bibliographies
4. Four topics from one of the Translational Research Centers. – Four bibliographies

You may be requested to post a portion of your bibliographies in the discussion section of D2L throughout the semester. The completed set of bibliographies must be submitted via the Drop box tool in D2L by the assigned dates (see course calendar).

3. **Online presentation (discussion) of Translational Research Plan of Action (10%)**
   Each student will lead one online discussion about the development of their Translational Research Plan of Action. The discussion should address the following: 1) the background of the project, 2) your role on the project, 3) the project plan, 4) the team members, 5) challenges experienced, 6) potential solutions for the challenges, and 7) future plans for integrating translational research in your clinical environment.

4. **Translational Research Plan of Action (50%)**
   Students will use the Translational Research Model by Titler and Everett (2001) or the Knowledge Transfer Framework (KTF) developed by the Agency for Healthcare Research and Quality (AHRQ) to illustrate the transfer of findings from research (implementation) within their practice environment. Students will submit a written paper that includes a description of the clinical area and the selected research to be applied to the clinical area. The brief is due by the 6th week of the semester for faculty approval. When approved, the faculty will also provide specific individualized evaluation criteria that will be used to guide evaluation of the work. The complete proposed description and plan of action will be submitted via the assignment tool in D2L during the last week of classes (see course calendar).

**Evaluation:**

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<td>10% (10)</td>
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<tr>
<td>Translational Research Plan of Action</td>
<td>50% (100 points)</td>
<td>100</td>
</tr>
</tbody>
</table>

**Total Points**

180

**Grading**

A= 90 - 100%  162-180
B= 80 -< 90%  144-161
C= 70 -< 80%  126-160
D= Below 70%  <126

**Course Policies:**

**Assignments:**
Assignments are due no later than midnight on the designated date. Written papers are to be typed using APA (6th ed.) format. A maximum of 20% reduction in grade will be taken for errors in grammar, style, spelling, and documentation of all written work.

Participation in the D2L discussions, an online presentation of the Translational Research in your clinical area, annotated bibliographies and a Translational Research Plan of Action are required coursework. Failure to complete any of these assignments will result in a failing grade for the course.

Plagiarism:
The use of another student’s work, or the incorporation of work not one’s own without proper credit, may constitute course failure. Please be careful to cite all of your references within the text of your scholarly papers to diminish the risk of plagiarism.

Class Participation:
Attendance in synchronous and asynchronous discussions is expected. Students are responsible for content covered in all required readings and discussions. Participation includes completing synchronous and asynchronous D2L activities and participating actively in all discussions. Independent work is required for completion of this course. While the sharing of information through joint discussion and study is encouraged, the submission of another’s work as one’s own is not acceptable. Evidence of academic misconduct on the part of the student may warrant a failure for the course as well as possible dismissal from MSU. This policy is outlined in the Student Conduct Code located at: www.montana.edu/wwwfachb/policy/acguide.html

Faculty serve as mentors and facilitators in the learning process. Students are encouraged to be active participants in the learning process. Collaborative learning takes place through thoughtful analysis, synthesis, and discussion of class assignments, and relevant previous experiences.

D2L Expectations:
This course is computer-enhanced using D2L. The rationale for enhancing the course in this way is to permit students to interact with each other asynchronously regarding the course content and facilitate communication and evaluation between instructor and students.

It is assumed you are proficient using D2L. Online tutorials are available for assistance. Please contact the MSU D2L support services ASAP if you require additional assistance with D2L. Any difficulties with accessing D2L or questions should be directed to the instructors.

All course email from the instructor will be sent via D2L. Students should check their D2L email during the week, before each class, and for any required D2L discussion activities. Students may contact the instructor regarding course-specific questions via D2L. However, it is strongly encouraged that students communicate emergent information (e.g. regarding absences) by phone to the instructor where voice mail is available. Grades will be posted to individual students via D2L. Lecture and discussion modules will be posted in D2L on the Monday prior to discussion.
Respect for the opinions and comments of others should be demonstrated at all times. Students are to use established confidentiality precautions during all discussions, including D2L discussions. Meaningful responses are those which are thoughtful and accurate, seek clarification, offer a different perspective, provide supporting data, expand on the discussion, etc.

All academic papers must be formatted using APA format (6th edition) unless otherwise noted on the grading criteria. For information or guidance on APA format:

- Some reference copies of this text are available in the MSU libraries and Colleges of Nursing.
- Students may also consult the APA website at: http://www.apastyle.org

Course Content:
Weeks 1 -2: Explore the history, development, and definitions of translational research.

Week 3: Explore the role of the doctoral prepared Nurse Practitioner as an inter and intra-disciplinary research team member.

Weeks 4 – 11: Examine Implementation Models associated with Translational Research
Weeks 12–14: Discuss strengths and challenges of being the doctoral prepared Nurse Practitioner participant and/or leader of Translational Research projects.
NRSG 615 Translational Research for Advanced Practice

Credits: 3 (lecture)
Semester Offered: Fall
Prerequisites: Evidence Based Practice I; Advanced Health Assessment; Advanced Physiology/Pathophysiology; Ethics Law and Policy; Advanced Pharmacology I; Evidence Based Practice II

Degree: DNP

Course Description: This graduate nursing course provides students opportunities to explore translational research. The course content focuses on understanding complementary disciplines with the goal of enhancing communication and collaboration among researchers.

Course Objectives

1. Explore the history, development, and definitions of translational research.

2. Critique research articles that represent the cycle of translational research.

3. Explore the role of the DNP as a leader or team member when planning and developing a research team that would address health disparities and clinical problems.

4. Examine inter and intra disciplinary collaborations that have moved scientific discoveries toward novel interventions or new approaches to health issues.

5. Delineate the skills necessary to propose a course of action on an identified clinical practice problem.

Approved by GAAC: 3/23/12; amended 11/19/12
Approved by Faculty: 4/9/12; modified 1/7/2013

DNP Essential #2: Organizational and Systems Leadership for Quality Improvement and Systems thinking
DNP Essential #3: Clinical Scholarship and analytical methods for evidence-based practice.