

# **NUR-550 Translational Research And Population Health Management**

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## **Translational Research And Population Health Management**

### **Course Description**

In this course learners examine the process of scientific inquiry, knowledge generation, utilization, and dissemination of evidence into advanced nursing practice in order to propose quality-improvement initiatives that advance the delivery of safe, high-quality care for patient populations. Learners critically evaluate evidence, including scientific findings from the biopsychosocial fields, epidemiology, biostatistics, genetics, and genomics, and apply levels of evidence and theoretical frameworks to design culturally appropriate clinical prevention interventions and population-based care that reduces risks, prevents disease, and promotes health and well-being. Learners also consider strategies to evaluate health policy and advocacy issues, the state of health care delivery, patient-centered care, and ethical principles related to health beliefs, health promotion, and risk reduction for diverse populations. Learners apply these strategies to work towards recognizing gaps in nursing and health care knowledge, identifying potential solutions or innovations for those gaps, planning and implementing practice changes, and evaluating the outcomes in order to improve practice. Prerequisite:

Prerequisites NUR-513.

Co-Requisites – None

NUR-550

### **Course Materials**

Advanced Practice Nursing: Essential Knowledge for the Profession

#### **Description:**

DeNisco, S. M. (Ed.). (2021). *Advanced practice nursing: Essential knowledge for the profession* (4th ed.). Jones & Bartlett Learning. ISBN-13: 9781284176124

Population Health: Creating a Culture of Wellness

#### **Description:**

Nash, D. B., Fabius, R. J., Skoufalos, A., Clarke, J. L., & Horowitz, M. R. (2019). *Population health: Creating a culture of wellness* (3rd ed.). Jones & Bartlett Learning. ISBN-13:

9781284047929

Evidence-Based Practice in Nursing and Healthcare : A Guide to Best Practice

#### **Description:**

Melnyk, B. M., & Fineout-Overholt, E. (2019). *Evidence-based practice in nursing and healthcare: A guide to best practice* (4th ed.). Wolters Kluwer. ISBN-13: 9781496384539

APA Writing Style

#### **Description:**

APA Style is required for all writing assignments in this course, where indicated. Please prepare these assignments according to the APA Style Guide, located in the [Student Success Center](#).

You may want to consider purchasing a copy of the APA style guide, as this will be a useful resource throughout your program

## The Writing Process Access

### **Description:**

View “The Writing Process” media presentation for information on how to strengthen your writing for future assignments.

## University Policy Handbook

### **Description:**

Read the Code of Conduct and Academic Standards section of the University Policy Handbook.

## Library Walk Through Tutorial

### **Description:**

View the “Library Walk Through Tutorial.”

## Academic Integrity

### **Description:**

Read the “About LopesWrite” and “Plagiarism” sections of the Academic Integrity page of the GCU website.

## GCU Library: General Research Guide

### **Description:**

Review the “General Research” guide, located on the GCU Library website.

## GCU Library: Persistent Links

### **Description:**

Review “Persistent Links,” located on the GCU Library website, to learn how to locate persistent links for library articles, videos, etc.

RefWorks and EndNote: RefWorks and EndNote Login

**Description:**

Manage your citations with the RefWorks tool, located on the GCU Library website.

RefWorks automates the creation of your reference lists in the format of your choice (APA, MLA, etc.).

GCU Library Research Guides: Citing Sources

**Description:**

Reference the "GCU Library Research Guides: Citing Sources" resource for information on how to cite sources properly.

Writing Center

**Description:**

Refer to the resources located in the Writing Center for PowerPoint guidelines, APA style, writing and library tutorials, and research and writing assistance

Statement on the Integration of Faith and Work

**Description:**

"Grand Canyon University prepares learners to become global citizens, critical thinkers, effective communicators, and responsible leaders by providing an academically-challenging, values-based curriculum from the context of our Christian heritage" (*GCU Mission Statement*). Review the "Statement on the Integration of Faith and Work" to become familiar with many fundamental Christian worldviews and consider how they may apply in the context of this course.

LopesWrite

**Description:**

Refer to the LopesWrite web page for guidance regarding assignments requiring submission to LopesWrite.

APA Writing Checklist

**Description:**

Use the “APA Writing Checklist” to act as a checklist for each paper you will write throughout your GCU graduate program.

Discussion Forum Guidelines and Example

**Description:**

Review the “Discussion Forum Guidelines and Example” document for your weekly discussion forum participation.

Evidence-Based Practice Project Proposal – Assignment Overview

**Description:**

Learners are required to develop an evidence-based practice project proposal. The project begins in NUR-550 and culminates in NUR-590. The project will be completed in sections throughout both courses and culminate in NUR-590, during which the project elements are synthesized into a final written paper that details the evidence-based practice project proposal.

Refer to the “Evidence-Based Practice Project Proposal – Assignment Overview” document for an overview of the evidence-based practice project proposal assignments. This document serves only to provide context for the overall project and

how the assignments interact. Refer to each assignment in the classroom for the assignment criteria and rubric information.

Optional: ThinkingStorm

**Description:**

For additional information, the following is recommended:

ThinkingStorm is an online tutoring resource that provides flexible support to supplement traditional educational environments. The tutoring center is remotely accessible to GCU learners with a computer and an Internet connection and offers convenient hours for learners with busy schedules. ThinkingStorm tutoring includes a writing center that offers 24/7 submission-based writing support, as well as live writing support across the curriculum.

If you are interested in utilizing ThinkingStorm's writing support, submit your documents chapter by chapter, rather than as a full manuscript.

To assist learners with their success at the university, GCU will pay for the first 10 hours of a learner's annual ThinkingStorm activity. *Learners are responsible for usage charges after the first 10 hours.*

To access ThinkingStorm, click on the link provided and select the yellow "Go to ThinkingStorm" button.

Optional: Grammarly

**Description:**

For additional information, the following is recommended:

Grammarly is an online writing assistance application that reviews written submissions and suggests context-specific corrections for grammar, spelling, word usage, wordiness, style, punctuation, and plagiarism. The reasoning for each suggested correction is provided, allowing users to make informed decisions about how to correct writing issues.

Grammarly can be installed as a free browser extension, though Grammarly Premium requires an annual subscription. This subscription is not a GCU-required purchase.

## **NUR-550 Course Objectives**

### **Description:**

In this course, the student will:

- Explore research articles, nursing and related theories, applying levels of evidence, and theoretical frameworks to identify quality research studies.
- Demonstrate understanding of scientific inquiry, knowledge generation, utilization, and dissemination in advanced nursing practice.
- Evaluate the evidence for potential solutions/innovations that can potentially solve a health care issue and improve patient outcomes.
- Identify gaps in nursing knowledge and evidence-based practice that can potentially be resolved by planning and implementing a practice change project.
- Formulate a clinically researchable question amenable to an innovative evidence-based practice change
- Write a scholarly literature review that supports a clinically researchable question amenable to an innovative evidence-based practice change proposal.

- Evaluate health policy and advocacy issues for the purpose of improving health care outcomes.
- Engage in scientific inquiry into the state of health care delivery, patient-centered care, and ethical principles related to health beliefs, health promotion, and risk reduction of diverse populations.
- Propose quality improvement initiatives that advance the delivery of safe, high-quality health care.
- Use principles from epidemiology, biostatistics, genetics, genomics, and cultural competence to guide comparisons of various patient populations.

To Access:

- [Topic 1](#)
- [Topic 2](#)
- [Topic 3](#)
- [Topic 4](#)
- [Topic 5](#)
- [Topic 6](#)
- [Topic 7](#)
- [Topic 8](#)
- [Full Course](#)

#### Final Grade Column – Grade Scale

Letter Grade	GPA Value	Minimum (%)	Maximum (%)



A	4.0	97.0	100.0
A-	3.7	93.0	96.99
B+	3.3	89.0	92.99
B	3.0	85.0	88.99
B-	2.7	81.0	84.99
C+	2.3	78.0	80.99
C	2.0	76.0	77.99
F	0.0	0.02	75.99
I	0.0	0.0	0.01

#### Grade Categories

Assignments (%)	Points	Percentile
Benchmark – Evidence-Based Practice Project: PICOT Paper	150.0	—

Evidence-Based Practice Project Proposal: Research
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Design Comparison	100.0	—
Evidence-Based Practice Project Proposal: Identification of Nursing Practice Problem	10.0	—
Benchmark – Diverse Population Health Policy Analysis	100.0	—
Benchmark -Evidence-Based Practice Project: Literature Review	175.0	—
Evidence-Based Practice Project: Evaluation of Literature Table	150.0	—
Evidence-Based Practice Project Proposal: PICOT	75.0	—

Discussion Question (%)	Points	Percentile
Topic 6 DQ 2	5.0	—

Topic 7 DQ 2	5.0	—
Topic 5 DQ 1	5.0	—
Topic 5 DQ 2	5.0	—
Topic 8 DQ 1	5.0	—
Topic 1 DQ 2	5.0	—
Topic 1 DQ 1	5.0	—
Topic 3 DQ 1	5.0	—
Topic 4 DQ 2	5.0	—
Topic 3 DQ 2	5.0	—
Topic 7 DQ 1	5.0	—
Topic 6 DQ 1	5.0	—
Topic 2 DQ 1	5.0	—
Topic 2 DQ 2	5.0	—

Topic 4 DQ 1	5.0	—
Topic 8 DQ 2	5.0	—

<b>Participation (%)</b>	<b>Points</b>	<b>Percentile</b>
Topic 4 Participation	20.0	—

<b>Participation (%)</b>	<b>Points</b>	<b>Percentile</b>
Topic 2 Participation	20.0	—

<b>Participation (%)</b>	<b>Points</b>	<b>Percentile</b>
Topic 1 Participation	20.0	—

<b>Participation (%)</b>	<b>Points</b>
<b>Percentile</b>	

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Topic 7 Participation	20.0
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Participation (%)	Points	Percentile
Topic 6 Participation	20.0	—

Participation (%)	Points	Percentile
Topic 3 Participation	20.0	—

Participation (%)	Points	Percentile
Topic 8 Participation	20.0	—

Participation (%)	Points	Percentile
Topic 5 Participation	20.0	—

Class Effective Start: June 17, 2021