1. Course Statement

INSTRUCTOR’S EXPERIENCE & PHILOSOPHY

I am an Associate Professor at the University of Michigan School of Social Work. After receiving my Ph.D. in Social Work from Columbia University, I pursued a three-year, NIMH-funded postdoctoral fellowship at the New York State Psychiatric Institute, affiliated with New York Presbyterian Hospital in New York City. I have expertise in Community-Based Participatory Research (CBPR) and mixed-method research. My research examines, in diverse health care systems, the roles that transdisciplinary collaboration may play when different types of service providers (e.g., social workers and nurses) work together to deliver evidence-based services to low-income, often marginalized populations—e.g., racial/ethnic and sexual minority women. My research in the United States, Brazil and Spain has been largely funded by the National Institute of Mental Health.

Prior to joining the social work faculty at the University of Michigan, I taught advocacy, program evaluation and Community Based Participatory Research Methods at Columbia University, where I was a professor from 2006 to 2015. As a licensed clinical social worker I provided services in New York City for more than five years after receiving my MSW. My community practice experience includes program implementation, community mobilizing and program evaluation. I have provided direct services to individuals, groups and families at risk in the fields of mental health and HIV and substance abuse prevention and treatment. My practice experience informs how I teach social work courses. My personal and work experiences inform my understanding of the interconnectedness of privilege, oppression, diversity and social justice. I have taken leadership roles (e.g., Co-Chair of Curriculum Committee at Columbia University School of Social Work) to support the integration of these concepts in the social work curriculum. I have taught practice courses in which I helped students understand community as the point from which systems of care are developed. Students in my classes are encouraged to think ecologically about service provision and to ground their practice in policy, social science theory and research.
INSTRUCTORS’ ROLES AND RESPONSIBILITIES
I adhere to the University and School policies regarding accommodations for students with disabilities, religious holidays, incompletes, plagiarism, and students’ evaluations of the course. I respect my students’ time and effort and will thus adhere to the schedule of classes. I apply social work core ethical values – dignity and worth of the person, importance of human relationships, integrity and competence – in my treatment of and my concern for students in and out the classroom. With your help, I will create a nonjudgmental environment where students will flourish by learning and contributing knowledge as they feel comfortable. I will return all graded assignments within two weeks of receipt and will respond to emails within twenty-four hours of receipt. I will try my best to do the same on weekends and holidays, when possible.

STUDENTS’ ROLES AND RESPONSIBILITIES
Students are expected to attend punctually all scheduled class sessions. Absence from any two classes without specific reasons will result in the loss of one full grade (for example, an “A” reduced to a “B”). More than two absences, except for critical unforeseen circumstances (e.g., hospitalization or death of loved one) will be grounds for failing the course. Leaving the classroom outside our agreed-upon break time(s) will constitute an absence, unless you provide a compelling justification and receive my approval. I conduct class sessions based on the assumption that students have completed all readings and other assignments for the class in question, and that they are prepared to demonstrate, through informed and active class participation, their capacity to integrate course content with thinking about social work practice. Those students who do not come to class regularly and on time, who do not participate actively in class, or who do not submit assignments on time will receive a course grade no higher than a “C.” Late papers will be penalized and returned without comments.

SW 838 DESCRIPTION
Implementation Science (IS) focuses on methods and practices concerning the diffusion of research findings and evidence-based practices, and it seeks to understand healthcare policy and practice from the perspectives of healthcare professionals, service consumers and other stakeholders. This course will address disparities from a social justice perspective, in order to explore the uneven distribution of evidence-based practices across low-income and distressed communities. The course uses community engaged research as the lens through which students may explore barriers to and facilitators of implementation by learning multi-level integrated theoretical frameworks, implementation science methods and strategies (e.g., mixed methods and transdisciplinary collaboration), and how policies influence implementation. Students will produce scholarly work about adoption and implementation of evidence-based interventions and strategies for sustaining such implementations over time. This course will rely on theoretical approaches to help students understand the social, behavioral, economic and managerial barriers that might hinder effective implementation of evidence-based practices in various fields, such as mental health, child welfare, and HIV prevention.

PEDAGOGY
This course is structured to engage students in interactive learning about implementation through active participation in class and in research-based assignments. The course will allow students to participate in community-engaged research, which is my expertise. Academics actively involved in implementation research will be invited to participate in classroom discussions, providing examples and reflection from their current work. Students will be given several assignments that will together develop into a coherent research proposal or publishable paper(s).
COUSE CONTENT, OBJECTIVES & RATONALE

Implementation Science (IS) is the umbrella term for the study of methods and practices concerning the diffusion of research findings and evidence-based practices—and their integration into systems of healthcare professionals and other stakeholders. IS seeks to understand healthcare policy and practice from the perspectives of—and based upon the behaviors of—healthcare professionals, service consumers and other stakeholders. The proposed course, Implementation Science: Community-Engaged Research, Policy and Practice (ISCERPP), will study and produce scholarly work about adoption and implementation of evidence-based interventions and strategies for sustaining such implementations over time.

IS emerged partly in response to the uneven distribution of evidence-based practices across low-income and underserved communities. This generated health disparities now affecting millions of U.S. citizens and residents. This course will address social and health disparities from our School’s perspectives on Privilege, Oppression, Diversity and Social Justice (PODS). As such, ISCERPP will address social justice from a strength perspective, intersectionality, oppression and privilege, the role of individual, group, and interpersonal dynamics, and critical socio-political-historical-structural multilevel analyses.

As a rapidly emerging field, IS focuses on myriad contemporary issues, from child abuse and neglect to HIV prevention to substance abuse treatment and other social issues and disorders. ISCERPP will rely on the study of theories and conceptual approaches that can enhance understanding of social, behavioral, economic and managerial barriers that might hinder effective implementation of evidence-based practice and bring about poor health outcomes.

ISCERPP will bring together theories, practices and empirical evidence from several fields, principally social work but also psychology, sociology, economics and others. The course will address an urgent need to train researcher and practitioner in social work and other health professions (e.g., psychology, nursing, public health) on the principles, theories, practices and empirical evidence in this emerging field. ISCERPP may be open to some master’s students with experience in research.

ISCERPP will be grounded in: 1) Community-Based Participatory Research as the lens through which students will explore barriers and facilitators of implementation; 2) various theoretical perspectives (e.g., multi-level integrated frameworks and community-engaged approaches); 3) implementation science methods (e.g., mixed methods, longitudinal designs); 4) implementation in various fields of practice (e.g., mental health, child welfare, health care); 5) implementation strategies and practices (e.g., diffusion, transdisciplinary and interagency collaboration); and 6) policies and policy practices that influence implementation.

2. Class Requirements

REQUIRED TEXTBOOK & READINGS


Readings can be obtained by clicking the link in each reading listed for each class below. To fully engage in the course topic and to perform at PhD level, it is expected that students will complete all required readings, as specified below. How required readings will be discussed/debriefed in class is also explained below.
# CLASS SCHEDULE SUMMARY

<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Time</th>
<th>Date/Times changes</th>
<th>Content of Class</th>
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<tbody>
<tr>
<td>1</td>
<td>01/9</td>
<td>5 – 8 PM</td>
<td></td>
<td>Implementation Science Terminology and Concepts</td>
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<tr>
<td>2</td>
<td>01/16</td>
<td>4 – 6 PM</td>
<td>4 PM end</td>
<td>Implementation Science Terminology and Concepts</td>
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<tr>
<td>3</td>
<td>01/23</td>
<td>5 – 8 PM</td>
<td></td>
<td>Introduction to Intervention Development</td>
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<tr>
<td>4</td>
<td>01/30</td>
<td>5 – 8 PM</td>
<td></td>
<td>Implementation Models, Frameworks and Methods</td>
</tr>
<tr>
<td>5</td>
<td>02/06</td>
<td>5 – 8 PM</td>
<td>Study independently</td>
<td>Get together with classmates to discuss papers and prepare for mid-term</td>
</tr>
<tr>
<td>6</td>
<td>02/13</td>
<td>5:30 – 8 AM</td>
<td>5:30 PM start</td>
<td>Implementation Models, Frameworks and Methods</td>
</tr>
<tr>
<td>7</td>
<td>02/20</td>
<td>5 – 8 PM</td>
<td>Mid-term due</td>
<td>Community-engaged research, implementation, cultural adaptation and fidelity</td>
</tr>
<tr>
<td>8</td>
<td>02/27</td>
<td>5 – 8 PM</td>
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**03/06: VACATION**

| 9       | 03/13   | 5:30 – 8 AM | 5:30 PM start | Organizational Readiness and other Factors that Influence Implementation |
| 10      | 03/20   | 5 – 8 PM    |             | Interprofessional collaboration and the role of practitioners in implementation |
| 11      | 03/27   | 5 – 8 PM    |             | De-implementation, Monitoring and Evaluating Designs |
| 12      | 04/03   | 5 – 8 PM    |             | Independent Study – Preparing for presentations      |
| 13      | 04/10   | 5:30 – 8 AM | Final/presentation due | Students’ Presentations |
| 14      | 04/17   | 5 – 8 PM    |             | Looking ahead…                                       |
CLASS PREPAREDNESS & GRADING

1. Class Preparedness (30% of final grade). I encourage you to come to class ready to actively participate – active listening alone does not replace having read the required text, posing questions, and responding to queries from the professor. Preparedness requires on-time attendance, active listening and participation in class. Therefore, you are expected to attend all classes and to participate in class discussions and exercises.

For each class, students will (1) be assigned one or two book chapters or articles from the list of required readings; and (2) will pose two questions about each reading; and (3) prepare a short presentation for the class.

(1) No later than the Tuesday prior to each Wednesday class, students will send the two questions to an assigned classmate who will compile a list of all student questions and send it to me. I will prepare to facilitate a discussion of these questions during the Wednesday class. The discussion will follow the activity below.

(2) At the beginning of each class, students will have 20 minutes to share with the group the following:

a- What are two or three key points of each reading you were assigned?
b- What did each reading add to your knowledge about Implementation Research and Practice?
c- What practical uses do you see for the information in the readings?

The following criteria will be used to grade your preparedness: 1) completion of 1 and 2 described above; 2) active listening; 3) critical questioning of materials; 4) oral contributions; 5) participation in group work; and 6) demonstration of knowledge of assigned readings.

2. Mid-term (20% of final grade)

Session 5 (2/6/19) is reserved for an Independent Study on Self-Awareness for Research and Practice. You are required to use this time to work with one or two classmates on the contents of the three papers listed below. In the mid-term paper, students are required to demonstrate (1) an awareness of their overlapping identities as practitioners, researchers and consumers of social and public health services; (2) knowledge about key factors regarding the roles of oppression, privilege, diversity and social justice, which factors may influence implementation; and (3) describe factors that inspire and move them toward a potential career as implementation researchers and practitioners.

Please read carefully the three papers listed below, paying particular attention to the issues listed above. In no more than four pages (double-space), please address the following points.

a- What is meant by overlapping identities, and how does each paper contribute to your understanding of how researchers, practitioners and service consumers may perceive evidence-based practices and their dissemination in their communities?

b- How do you self-identify in terms of race/ethnicity, gender, sexual orientation, and other self-identifying factors? How do such identities inform your roles and responsibilities as someone who may
engage in the development of evidence-based services and in the implementation thereof? [Please only disclose in this paper the aspects of your identity you would wish the professor and your classmates to know.]

c- How do issues of oppression, privilege, diversity and social justice influence implementation of evidence-based services?

After reading the papers below, students will reflect in small groups during Session 5 (2/6/19) and will finalize their reaction papers and submit them to me no later than Session 7 (2/20/26).


3. Final Assignment – Group Project (35% of final grade) (Due: Class 13, 04/10)

A case example of one EBI or cluster of one type of EBI implementation
In no more than 15 double-spaced pages please:
1. Select an evidence-based intervention—or a cluster of EBIs—and describe it/them briefly, making sure to explain, based upon social work/social sciences and public health literatures, the evidence that supports it/them (2-3 pp.);
2. Identify an agency setting (or a group of agencies, a diffusion system) into which you would introduce the program(s)/intervention(s) above. You can choose an organization where you work or where are doing (or did) your internship. Please explore the extent of readiness of this organization for implementing the EBI in question. What resources might the organization have and need? (2-3 pp);
3. Identify an adaptation or implementation model from our readings and describe in detail the steps that you will take to implement this EBI into the practice setting you selected. You can use any of the models we studied, but please give a brief rationale for why you wish to use that particular model/framework (6-7 pp).
4. Critique the strengths and weaknesses of the implementation approach you are proposing, highlighting additional research questions or practice/policy considerations that you would address in future implementation projects you may undertake (5-6 pp.).
5. Provide highlights of this paper in bullet format, including what is unique about the program/intervention you chose, key social work/public health implications, public policy implications, and suggestions for future implementation (1 p.)

Evaluation Criteria for the Proposal Assignment:
The following criteria will be used to evaluate your proposal:
1. The degree to which you demonstrate that you understand and can integrate the concepts of adaptation and implementation into your case example.

2. The evaluation of organizational readiness for the intervention implementation and considerations at both the individual (provider and client) and organizational level.

3. The degree to which the program/intervention builds on the mission of the agency and appears to be able to integrate with existing services.

4. The thoroughness and clarity of the EBI program/intervention description and the implementation stages/steps.

5. Attention to maintenance and evaluation concerns for sustainability.

6. Creativity of proposal construction.

7. The overall quality of the proposal document, itself (including spelling, punctuation, grammar, syntax and formatting).

The proposal must have at least 10 substantive citations making a case for the need of the EBI you selected, the model(s) considered, and related concerns. You may submit a draft during week 9 for return in week 6, allowing time for revisions prior to submission on the last day of class (Class 13).

4. Presentation (15% of final grade).

Your group will present the final project in class 13 (04/10).

A 30-MINUTE CLASS PRESENTATION will allow your group to present your final paper to your classmates and to the professor, with emphasis on lessons learned from thinking about EBIs and writing the paper. These lessons include the difficulties of writing the paper in a group. For your presentation, please be sure to stay within the specified time limit. It is important to practice your presentation in advance. Be sure to practice speaking loudly and clearly. Almost everyone talks too quickly when anxious. Feel free to use any available media our classroom can support in your presentations. You will be graded individually on your group’s presentation. Therefore, it is very important that all group members present a portion of the work.

A 15-MINUTE Q&A SESSION will follow each presentation, with 5-minute breaks between presentations. Please be ready to engage with your classmates, ask questions and provide your opinions about their work. It is very important that you participate in your classmates’ Q&As, to show your support and interest.

COURSE POLICY ON LATE ASSIGNMENTS

Late assignments (including homework and assignments) will not be accepted without a confirmed medical &/or legal documentation. Make-up presentations will also require confirmed medical and/or legal documentation. Students anticipating, or unexpectedly, not submitting an assignment on time or presenting the project on time, should please contact me within 24 hours before it is due/scheduled to make other arrangements. Failure to do so will result in the student earning an automatic zero for that assignment. Additionally, even if permission is granted to submit the assignment late or present the project late, for any reason, that student may receive an automatic five (5) point reduction per day that the assignment is late. All of this is at the discretion of your professor.

EXTRA CREDIT
There are no extra credit assignments.
PLAGIARISM

Policies governing plagiarism can be found in the latest Student Guide. Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is students’ responsibility to become familiar with the information presented at http://www.lib.umich.edu/academic-integrity/resources-students. Another helpful resource is http://guides.lib.umich.edu/content.php?pid=43469&sid=338261.

Plagiarism is representing someone else’s ideas, words, statements or works as one’s own without proper acknowledgment or citation. Examples of plagiarism include, but are not limited to:

- Using or otherwise taking credit for someone else’s work or ideas.
- Using the language of another without full and proper quotation or source citation.
- Implicitly presenting the appropriated words or ideas of another as one’s own.
- Using Internet source material, in whole or in part, without careful and specific reference to the source.
- Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.
- Self-plagiarism, this is, reusing one’s own work without acknowledgment that the text appears elsewhere (e.g. in a paper for another current or previous class).

COURSE GRADES

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit.

GRADING SCALE:
100-95=A
94-90=A-
89-87=B+
86-83=B
82-80=B-
79-77=C+
76-73=C
72-69=C-
68-65=D+
64-60=D

Grading Grades are not a reflection of your value as a person, or even your personal capacity. They are a reflection of the reality of balancing school with other responsibilities and of your level of effort. Grades also reflect the extent to which the content of a course fits with your existing knowledge and skills, which will vary from course to course. What is most important is that you are challenged and that you learn. You will be graded individually on your group’s presentation. Therefore, it is very important that all group members present a portion of the work.
Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism
COUSE CONTENT & RELATED READINGS

Sessions 1-2 (1/9 and 1/16): Implementation Science Terminology and Concepts

Students will be able to:
• Define Evidence-Based Practice and Intervention, Translation, Dissemination and Implementation
• Explain why we need to study implementation research and practice
• Identify one or a cluster of evidence-based interventions in their area of interest
• Describe a program of diffusion and/or dissemination

Overview of issues for sessions 1 and 2:
• History of Implementation Science
• Underlying value assumptions of implementation
• Identifying EBIs and programs to diffuse them

Required Readings

Synthesis of the literature before 2005

Terminology and key concepts


Emma Granqvist (Posted on 2 March 2015)
Why science needs to publish negative results
Sessions 3 (1/23): Introduction to Intervention Development

Students will be able to:
- Identify key phases/elements of intervention development
- Critique various types of interventions
- Identify one or a cluster of evidence-based interventions in their area of interest
- Describe a program of diffusion and/or dissemination

Required Readings

Developing and optimizing an intervention


Testing efficacy


Connect Marketing Video (traditional)
http://www.youtube.com/watch?v=P7QGV6jNsTw

Delivering an intervention

Project ICI Training (available on Canvas)
Video on MBox

Understanding barriers and solutions to implementation


Identifying evidence-based practices
SAHMSA
CDC
CTC
Others?
Session 4 (1/30) and Session 6 (2/13): Implementation Models, Frameworks and Methods

[NOTE: We come back to this after on session 6. Session 5 is an independent study]

**Students will be able to:**
- Identify different models and frameworks for translation, dissemination and implementation
- Provide real world examples of dissemination and implementation of evidence-based practices
- Describe advantages and disadvantages of qualitative and quantitative methods

**Overview of issues for sessions 3 to 5:**
- Implementation models, frameworks and methods (e.g., mixed methods, longitudinal designs)
- Different methods may facilitate and/or hinder implementation of evidence-based practices
- A critical look into the hierarchical values assigned to qualitative and quantitative methods

**Required Readings**

**Implementation Models and Frameworks**


https://implmentationscience.biomedcentral.com/articles/10.1186/1748-5908-4-50

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3025110/


**Implementation Methods**


Sessions 5 (2/6)
Independent Study on Self-Awareness for Research and Practice

Students will be able to:

- Develop awareness about their overlapping identities as practitioners, researchers and service consumers of social and public health services
- Identify key factors, regarding the role of oppression, privilege, diversity and social justice, which may influence implementation
- Identify key factors that inspire and move students toward a potential career as implementation researchers and practitioners

Students will work in small groups. After readings the papers below, students will hold a small group discussion and write a reflection paper about: overlapping identities as practitioners, researchers and service consumers; factors, regarding the role of oppression, privilege, diversity and social justice in implementation; and factors that may inspire students to pursue a career as implementation researchers and practitioners

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3120919/

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2666258/

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3617082/
Session 7 - 8 (2/20 and 2/27)
Community-engaged research, implementation, cultural adaptation and fidelity

Students will be able to:

- Describe community-engaged research as closing the gap between research and actual implementation
- Compose research questions that require community engagement in planning for implementation
- Describe the role of clinical trials and the politics of diffusion of evidence-based interventions
- Identify factors that make or break evidence-based practices
- Describe and illustrate partnerships between researchers and practitioners
- Describe processes to adapt and maintain fidelity of evidence-based interventions

Overview of issues for session 8 and 9:

- Community-engaged research and research questions
- Clinical trials and the politics of diffusion of evidence-based interventions
- What makes or breaks evidence-based practices: partnerships between researchers and practitioners
- Adaptation and fidelity issues in evidence-based interventions

Required readings on community-engaged research and implementation


Required Book


Required readings on cultural adaptation and fidelity


Recommended readings on community-engaged research and implementation


Recommended readings on cultural adaptation and fidelity


Sessions 9 (3/13)
Organizational Readiness and other Factors that Influence Implementation

Students will be able to:
- Identify organizational factors that influence implementation
- Describe the role of technical assistance in the implementation process
- Describe pre-implementation concerns for administrators and practitioners
- Describe recruitment, retention, and the role of incentives for program participants

Overview of issues for session 6:
- What is organizational capacity and readiness?
- The role of technical assistance in building organizational capacity
- The role of practitioners in implementation practice

Required Readings


Session 10 (3/20)
Interprofessional collaboration and the role of practitioners in implementation


Sessions 11 (3/27)
De-implementation, Monitoring and Evaluating Designs

Students will be able to:

• Describe basic concepts about how to monitor and evaluate Effective Behavioral Interventions
• Discuss relevance of technology to program implementation and dissemination
• Describe issues concerning debriefing and supervision for Quality Assurance

Overview of issues for session 8 and 9:

• Evaluation of implementation strategies and practices (e.g., transdisciplinary and interagency collaboration)
• Research and evaluation designs for dissemination and implementation
• Integration of methods, practices and strategies for effective implementation and evaluation

Required Readings


Hendricks Brown; Geoffrey Curran; Lawrence A. Palinkas; Gregory A. Aarons; et al. An Overview of Research and Evaluation Designs for Dissemination and Implementation. This article was commissioned by, submitted to, and accepted for publication by the Annual Review of Public Health, to appear in Volume 38 (March 2017). On Canvas


**Recommended Readings**


Sessions 12 (4/3): Independent Study – Preparing for presentations

Students will be able to:
• Consult with one another on myriad issues concerning the final assignment and how they wish to present their ideas regarding implementation
• Develop awareness about their overlapping identities and about their colleagues overlapping identifies and research/practice interests
• Identify best strategies for conveying their final papers and engage in best practices for dissemination of ideas.

Overview of issues for session 11:
• Students will work in small groups defined in the beginning of course based on specific interests (e.g., disease, research method, framework of implementation), in order to finalize their final projects and define best strategies for presenting it.

Session 13 (4/10) – Students’ Presentations

Students will be able to:
• Identify policies and implementation models useful to guide their own implementation interests
• Identify their main interest in a field of implementation practice

Overview of issues for session 12:
• Exploring policy development and implementation of evidence-based practices in various fields (e.g., mental health, child welfare, health care)
• Delve deeper into specific fields of expertise presented, celebrated and critiqued by the class.

Session 14 (4/17): Looking ahead...

Students will be able to:
• Summarize key concepts explored throughout the semester

Overview of issues for session 13:
• Review of key concepts, terms, and models
• Future directions for D & I and practice

Required Readings
