USC |Suzanne Dworak-Peck School of Social Work

SOWK- 744- THEORIES FOR PRACTICE IN LARGE SYSTEMS

Mónica Pérez Jolles, Ph.D.
Thursdays 1:00 pm to 3:45 pm
Classroom: SWC 108
Office Hours: Thursdays 12 noon to 12:50 pm – MR 202C
Telephone: (213) 821-6706
E-mail: mjolles@usc.edu

I.   Course Description

This course is designed to provide an underline overview of the major theories of organizations with special emphasis on understanding social work macro-practice methods in complex settings. Your participation in this course will provide you with the knowledge necessary to read, understand and evaluate scholarly research in the organizational sciences, in particular in that branch of the organizational sciences known as Organization Theory (OT). This area of research is also called macro organization theory/behavior, organization design. OT refers to a set of approaches to the understanding of how/why organizations form, survive and grow, organize themselves, interact with each other, gain and manage financial and human resources and deal with internal and external influences. OT has its intellectual roots in a variety of disciplines including sociology, economics, and social psychology. Given that this field is so vast, I will provide you with a *'guided tour'* of issues impacting the structure, priorities and delivery of services among health and human service organizations. Particular attention is focused on the study of organizations' change, efficiency, diversity and innovation capacity to meet the service needs of vulnerable populations.

My goal for this course is to focus on health and human service systems and to connect these various theories to practice and research. I will do my best to promote these connections, however, *we will go as far as the group will take us*. *What is absolutely fatal for a seminar of this type is for you to simply repeat for your colleagues what they have already read or limit comments to personal experiences without being informed by the readings and by your colleagues' comments.*

Each week, students will review and discuss both, seminal readings on the foundations of organizational thought, as well as current studies, which successfully incorporate such foundations to inform the application of rigorous empirical research. The main outcome of this course will result in development of a manuscript to be submitted to *Human Service Organizations: Management, Leadership and Governance (HSO) Journal or a similar outlet.*

II.   Course Objectives

1. *Increase understanding of the theories and research of macro-practice and its relation with social work practices in health and human service organizations.*

2. *Enhance skills to critically examine a range of organizational theories regarding: a) the adequacy of empirical research to support the theory; b) the utility of the theory for social work management and service practice; and c) the description of theoretical and empirical gaps highlighted within social work management and service practices.*

3. *Improve skills to produce oral and written assignments with logical organization, clarity of presentation, critical analysis and disciplined review of the organizational literature.*

III.   Course Format

The course format will rely on discussion and lectures. Each week the first half of the seminar will be based on a discussion and critique of the readings for that week. Two members of the class will be the primary discussants for that class. You will find more information on the criteria for good discussion leadership below. During the second half, we will move to a more general discussion and the instructor will also be presenting additional materials.

The success of this class depends strongly on your active engagement with these readings. Your performance will evaluated on quality rather than quantity of contributions, and the instructor will seek out participation throughout the semester. Students need to be well prepared for each class. **A cursory reading will not suffice**—students will need to actively engage with the readings. It is strongly encouraged (though not required) for students to form reading groups to discuss the readings before class.

In order to obtain optimal benefit for your development as a competent and skilled researcher you will need to take responsibility for keeping up with course material. Your adoption of a doctoral level *learner* stance in this class should enable *you to raise critical issues, pose analytical and evidence-informed questions and clearly formulate an inquiry consistent with your particular research interest, whatever level of analysis this may be (i.e. policy, dissemination of evidence based practices, clinical individual outcomes or other).*

Lead discussion: (20%)

To facilitate a dynamic interchange of ideas every week, teams of two students will present together or alternate developing and presenting discussion questions during different weeks. The **assigned team dyad** will present twice during the course. The goal is to promote a discourse that helps us understand the material and critically push it beyond its basic understanding. Your grade will be based on the question's ability to connect with course material, advance the conceptual or empirical understanding of the assigned topic and stimulate further discussion

Your questions should debate material reviewed for the week. Examples and strategies are provided on Blackboard- under the content tab. **The focus is on quality of thought and clarity of expression of ONE to TWO ideas**.

Quizzes: (20%) (To be taken between the 4th and 12th week)

To ensure learning of the basic principles of management and organizational theories, students will complete two in-class (on-line) quizzes. These quizzes will include open ended and essay questions. The instructor will inform you of the material covered in each quiz in advance.

Final Manuscript: The final assignment will consist of three steps to develop a publishable quality manuscript to be considered for submission to publication.

1) Step 1 **(10%)**: Early in the term, select a *research topic/question related to policy, program design, staff performance, etc* that will be the main topic of your manuscript. You should obtain at least 15 reasonably in-depth primary sources that provide you with enough substantive background on your topic to **write a 15-20 page paper** (see the second stage of the assignment). Then, choose one of the perspectives, frameworks or theories covered in the course to explore your topic, e.g., using network theory to explore how workers from different racial/ethnic background are stratified in different job positions with various social status and informal roles (e.g., White male directors supervising a predominant number of African American female counselors).

   On March 2nd, everyone must hand in a 3-paragraph prospectus before class in which you (a) describe your intended topic for the paper (include citations of articles you have located about it) and (b) outline the framework or theory that you will be using to explore your topic. You will briefly present (5 minutes) to the class the framework application to your topic. The class will provide feedback and I will return your prospectus with written comments on the following class. *The more specifically you outline your strategy for applying the concepts to your topic, the more helpful my feedback will be to you.*

2) Step 2 **(10%)**: Considering the feedback provided by the class on your prospectus, you are asked to develop a full draft of your manuscript. The manuscript should contain an introduction to the problem, significance of research question, conceptual framework and discussion of its application leading to a set of theoretically-informed propositions. Samples will be provided on Blackboard. This is a good exercise for future paper development.

   Specifically, you will write a 15-20 page paper, (**double-sided / 12 font**) in which you explore the organizational and contextual aspects of your topic by applying your chosen framework. Even if your main inquiry is not on organizational research per se, your selected topic is most likely designed and/or delivered within a health and/or human service organization and therefore it can be analyzed from an organizational perspective. It is often helpful to understand a conceptual model if you draw a picture of it. Your paper will likely be easier to understand if a graphical representation of the proposed conceptual framework is included early in the paper. This is your chance to develop a theoretical paper on your area of interest that shows mastery of theoretical propositions. The manuscript will contain the following areas:

   1) Introduction of the social/health and research problem
   2) Discussion of theoretical framework
   3) Application of theoretical framework leading to a set of propositions (see example provided)
   4) Discussion of contribution of propositions, limitations and future steps.

   The conceptual framework portion should make use of the theoretical propositions and make use of figures to help reader understand your proposed associations. A short and concise section of limitations of using this theoretical approach and future steps for empirical testing should be included. Specific guidelines are posted in Blackboard, as well as two samples (empirical and theoretical papers published at HSOs). **The manuscript draft is due on March 30th, 2017.**

3) Step 3 **(30%)**: Consider incorporating feedback from your instructor and course peers, and develop a final manuscript that meets the submission requirement for the HSO journal. Overall, this should be a succinctly written paper of publishable quality. The instructor will work with authors whose manuscripts have the potential to be published at this journal. You should make good use of your in-class readings, as well as topic references to support your argument and properly cite any sources in your text. All paper will be prepared for submission to the HSO journal, but the instructor will provide advice on the final details before submission for those students who chose to submit. **The final manuscript is due on May 4th, 2017 via email to Professor Jolles (mjolles@usc.edu).**

Class Participation (10%)

Class participation and weekly attention to assigned course readings will be particularly important in terms of your own professional growth and development as well as your contribution to the learning of others in the class. Each student has the opportunity to learn about different organizational and community structures, cultures and practice approaches associated with their colleagues' research interest and practice experience as well as their own. Class participation also included attending our field experience session during the last week of class. We will visit a human service organization, observe their operations and interact with members of management. If you are unable to attend a class session due to illness or a personal emergency, please contact me and obtain class notes and handouts from a classmate. You will need to email me at mjolles@usc.edu or call me at (213) 821-6706 to let me know about your situation.

IV.   Course Grading
Course grades will be based upon the following:

☐ **Lead Discussions (10 point each)**	**20 points**
☐ **Quizzes (10 points each)**	**20 points**
☐ **Prospectus**	**10 points**
☐ **Manuscript Draft**	**10 points**
☐ **Final Manuscript**	**30 points**
☐ **Class Participation**	**10 points**
	100 points

Final grades for the course will be determined on the basis of points earned on each assignment and on course participation. Following are the assignments and corresponding points:

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.

A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being evaluated in the assignment.

A grade of B will be given to student work which meets the basic requirements of the

assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

   A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

   A grade of C would reflect a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.

   Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

(NOTE: Please refer to the *Student Handbook* and the *University Catalogue* for additional discussion of grades and grading procedures.)

V. Attendance Policy

This policy exists because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. The faculty of this School of Social Work are convinced that this cannot be accomplished through independent study alone. Thus, attendance at classes is required unless legitimate and special reasons exist for absences or tardiness. Any such absences or tardiness should be discussed directly with the course instructor. University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements in advance to complete class work, which will be missed, or to reschedule an examination, due to holy days observance.

VI. Course Textbooks and Resources

Required Textbook

Hasenfeld, Yeheskel (2009). *Human Services as Complex Organizations*. 2nd Edition, Newbury
  Park, CA: Sage.

Supplementary Research Textbooks

Rino J. Patti, J. Rino (2008). *The Handbook of Human Services Management*. 2nd Edition,
  Newbury Park, CA: Sage.

* Students will be able to access most reading material through Blackboard or Course Reserves, with the exception of material from Hasenfeld, Y (2009) and the Implementation Textbook.

Recommended resources for APA Style Formatting

See the USC School of Social Work library page at http://sowk.wordpress.com/.
Also, the social work librarian, Jade Winn will be offering workshops on APA style. NOTE: Students are expected to develop APA competency on their own. New librarian, Jade Winn recommends you use the APA materials on this wordpress page. APA formatting and style guide. (2009). The OWL at Purdue. Retrieved from http://owl.english.purdue.edu/owl/resource/560/01/ [6th edition of APA Manual.]

VII. Academic Accommodations

Any student requesting academic accommodations based on a disability is required to register

with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible*. This letter should state precisely what the

accommodation needs to be. Please keep in mind that disability accommodation letters ARE NOT retroactive and do not apply to class papers. DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. *BEFORE each assignment, please work with the instructor to ensure your needs are accommodated.*

VIII.   Emergency Response Information

To receive information, call main number (213)740-2711, press #2. "For recorded announcements, events, emergency communications or critical incident information."

> To leave a message, call (213) 740-8311
>
> For additional university information, please call (213) 740-9233
>
> Or visit university website: http://emergency.usc.edu

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

University Park Campus

MRF	Lot B [just outside the SWC across from Shrine] SWC Lot B
WPH	McCarthy Quad
VKC	McCarthy Quad

City Center	Front of the building (12th & Olive)
Orange County Campus	Faculty Parking Lot
Skirball Campus	Front of building

Do not re-enter the building until given the "all clear" by emergency personnel.

IX.   Recognizing, Valuing and Encouraging Diversity and Inclusion

In the classroom, diversity strengthens the products, enriches the learning, and broadens the perspectives of all in the class. Diversity requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity. Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to "diversity of presence," including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status.

X.   Honor Code

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus,* the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/ Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

XI.   Statement about Incompletes

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

XII.   Policy on Late or Make-Up Work
Papers are due on the day and time specified. Extensions will be granted <u>only for extenuating circumstances</u> communicated to professor Jolles <u>in a timely manner by email or in person</u>. If the paper is late without permission, the grade will be affected.

XIII. Complaints
If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor or you did not receive a satisfactory yanswer, contact your advisor or Dr. Michael Hulburt, Director of Doctoral Program at <u>hurlburt@usc.edu</u>

XIV.   Course Readings and Dates
Readings will be posted weekly on Blackboard – Content Folder. There will be a folder with the readings for each week session. You can also find the readings using USC's libraries: <u>https://libraries.usc.edu/</u>

Note that in order to accommodate guest speakers and tailor the reading material to the group's interests and learning needs I may need to modify this syllabus. Students will be notified in writing.

READING AND SESSION SCHEDULE

Session 1* Introduction to large system theories and research (*No class)   **January 12th**
Required readings:
☐ Sutton, I. R., & Staw, B. M. (1995). What Theory Is Not. *Administrative Science Quarterly, Vol. 40,* 371-384.

☐ Weick, E. K. (1995). What Theory is Not, Theorizing Is. *Administrative Science Quarterly Vol. 40,* No. 3, 385-390.

☐ Daft, R. L. Learning the craft of organizational research. *Academy of Management Review*   1983; 8 (4): 539-546.

☐Bacharach, S. B. Organizational theories: Some criteria for evaluation. *Academy of Management Review* 1989; 14 (4): 496-515.

Recommended readings:
☐ McBeath, B., Collins-Camargo, C., Chuang, E., Wells, R., Bunger, A. C., & Jolles, M. P. (2014). New directions for research on the organizational and institutional context of child welfare agencies: Introduction to the symposium on "The Organizational and Managerial Context of Private Child Welfare Agencies". *Children and Youth Services Review, 38*(0), 83-92.

Session 2 The study of organizations and their external environment – Part 1   **January 19th**
Required readings:
☐ In Hasenfeld, Y. (2009). Chapter 2: The Attributes of Human Services Organizations. Hasenfeld, Y.

☐ In Hasenfeld, Y. (2009). Chapter 3: Theoretical Approaches to Human Service Organizations. Garrow, E. & Hasenfeld, Y.

☐ DiMaggio, P. and W.W. Powell. The Iron Cage revisited: Institutional isomorphism and collective rationality in organizational fields. *American Sociological Review* 1983; 48(2): 147-160.

Recommended readings:
☐ Dacin, M. Tina, Jerry Goodstein, and W. Richard Scott. "Institutional theory and institutional change: Introduction to the special research forum." *Academy of management journal* 45.1 (2002): 45-56.

☐ Flood, A. B.., and M. L. Fennell. (1995). Through the lenses of organizational sociology: The role of organizational theory and research in conceptualizing and examining our health care system. *Journal of Health and Social Behavior* (Extra issue), 154-169.

☐ Oliver, C. (1991). Strategic Responses to Institutional Processes. *Academy of Management Review, 16*, 145-179.

Session 3 The study of organizations and their external environment – Part 2   **January 26th**
Required readings:

☐ Ulrich, D., and J. B. Barney. Perspectives in organizations: resource dependence, efficiency, and population. *Academy of Management Review* 1984; 9 (3): 471-481.

☐ Banaszak-Holl, J., J. S. Zinn, and V. Mor. The impact of market and organizational characteristics on nursing care facility service innovation: A resource dependency perspective. *Health Services Research* 1996; 31 (1): 97-117.

Recommended readings:
☐ Casciaro, T. & Piskorski, M.J. 2005. Power imbalance, mutual dependence and constraint absorption: A closer look at resource dependence theory. *Administrative Science Quarterly*, 50: 167-199.

Session 4 Empirical studies of organizations and their external environment   **February 2nd**
Required readings:
☐ In Hasenfeld, Y. (2009). Chapter 6: Organizational Forms as Moral Practices: The Case of Welfare Departments. Hasenfeld, Y.

☐ Campbell, C. I., & Alexander, J. A. (2005). Health services for women in outpatient substance abuse treatment. *Health Services Research, 40* (3), 781-810.

☐ McBeath, B., Pérez Jolles, M., Carnochan, S., & Austin, M. J. (2015). Organizational and Individual Determinants of Evidence Use by Managers in Public Human Service Organizations. *Human Service Organizations: Management, Leadership & Governance*, (ahead-of-print), 1-23.

Recommended readings:
☐ In Hasenfeld, Y. (2009). Chapter 21: Organizational Change in Human Service Organizations: Theories, Boundaries, Strategies, and Implementation. Schmid, H.

□ McBeath, B., Pérez Jolles , M., Chuang, E., Bunger, A. (2014). Organizational Responsiveness to Children and Families: Findings from a National Survey of Nonprofit Child Welfare Agencies. *Children and Youth Service Review, 38(0), 123-132.*

□ Guerrero G., E. (2012). Organizational characteristics fostering adoption of culturally competent practices in outpatient substance abuse treatment in the U.S. *Evaluation and Program Planning, 35,* (1), 9-15. doi: 10.1016/j.evalprogplan.2011.06.001

Session 5 Organizational Networks   February 9th
Required readings:
□ Granovetter, Mark. 1973. The Strength of Weak Ties. *American Journal of Sociology, 78,* 1360-80.

□ Ibarra, H. (1993). Personal network of women and minorities in management: A conceptual framework. *Academy of Management Review, 18*, 56-87

□ In Hasenfeld, Y. (2009). Chapter 9: A Preliminary Theory of Interorganizational Network Effectiveness: A Comparative Study of Four Community Mental Health Systems. Provan, G. K. & Milward, B.

Recommended readings:
□ Uzzi, B. (1997). Social structure and competition in interfirm networks: The paradox of embeddedness. *Administrative Science Quarterly. 42*(1): 35-67.

Session 6 Organizations and their internal environment - Culture & Climate   February 16th
Required readings:
□ Williams, N.J., and Glisson, C. "Testing a theory of organizational culture, climate and youth outcomes in child welfare systems: A United States national study." *Child abuse & neglect* 38.4 (2014): 757-767.

□ Aarons, G. A., & Sawitzky, A. C. (2006). Organizational culture and climate and mental health provider attitudes toward evidence-based practice. Psychological Services, 3(1), 61-72.

□ Glisson, C., Landsverk, J., Schoenwald, S.K., Kelleher, K., Hoagwood, K.E., Mayberg, S., & Green, P. (2008). Assessing the organizational social context (OSC) of mental health services: Implications for implementation research and practice. *Administration and Policy in Mental Health and Mental Health Services Research*, *35*(1).

Recommended readings:
□ Guerrero, G. E., Aarons, A. G., & Palinkas, A. L. (2014). Organizational Capacity for Service Integration in Community-Based Addiction Health Services. *American Journal of Public Health 104,* e40-e47. doi: 10.2105/AJPH.2013.301842

Session 7 Sense Making and Enactment   February 23rd
Required readings:
□ Daft, R.L., & Weick, K.E. (1984). Toward a model of organizations as interpretation systems. *Academy of Management Review, 9*: 284-295.

□ Weick, K.E. (1993). The Collapse of Sensemaking in Organizations: The Mann Gulch Disaster. *Administrative Science Quarterly*, *38*: 628-652.

☐ Ocasio, W., Loewenstein, J., Nigam, A. (2014). How streams of communication reproduce and change institutional logics: The role of categories. *Academy of Management Review 40*, 28-48.

Required readings:

☐ Yukl, G. (2012). Effective leadership behavior: What we know and what questions need more attention. *Academy of Management Perspectives, 60*, 421-449.

☐ In Hasenfeld, Y. (2009).Chapter 10: Leadership Styles and Leadership Change in Human and Community Service Organizations. Schmid, H.

☐ Misrahi, T. & Berger, C. S. (2005). A longitudinal look at social work leadership in hospitals: The impact of a changing health care system. *Health and Social Work.* 30(2): 155-165.

Recommended readings:

☐ Edmondson, A. C. (2003). Speaking up in the operating room: How team leaders promote learning in interdisciplinary action teams. *Journal of Management Studies, 40*(6), 1419-1452.

Required readings:

☐ Aarons, G. A. (2006). Transformational and transactional leadership: Association with attitudes toward evidence-based practice in mental health services. Psychiatric Services. 57(8), 1162-1169.

☐ Schriesheim, C.A., Castro, S.L. & Cogliser, C.C. (1999). Leader-member exchange (LMX) research: A comprehensive review of theory, measurement, and data analytic practices. Leadership Quarterly, 10, 1, 63-113.

☐ Ilies R., Nahrgang J D, & Morgeson F P. (2007). Leader-Member Exchange and Citizenship Behaviors: A Meta-Analysis. J App Psych.; 92(1), 269-277.

Recommended readings:

☐ Pearlmutter, S. (1998). Self-efficacy and organizational change leadership. *Administration in Social Work. 22*(3), 23-38.

☐ Graen, G. B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level, multi-domain perspective. *Leadership Quarterly, 6*(2), 219-247.

Required readings:

☐ In Hasenfeld, Y. (2009). Chapter 21: Organizational Change in Human Service

Organizations: Theories, Boundaries, Strategies, and Implementation. Schmid, H.

☐ In Hasenfeld, Y. (2009). Chapter 22. Innovation in Human Service Organizations. Jaskyte, K.

☐ Johnson, M., & Austin, M.J. (2006). Evidence-based practice in the social services: Implications for organizational change. *Administration in Social Work*, *30*, 75–104.

Recommended readings:
☐ Pérez Jolles, M., McBeath, B., Carnochan, S., & Austin, M. J. (2016). Drivers of Management Innovation in Public Human Service Organizations. *Human Service Organizations*, 40(4), 421-434

☐ Guerrero G., E. (2013). Managerial challenges and strategies to implementing organizational change in substance abuse treatment for Latinos. *Administration in Social Work*. doi: 10.1080/03643107.2012.686009

Required readings:
☐ Helfrich, C. D., Weiner, B. J., McKinney, M. M., & Minasian, L. (2007). Determinants of implementation effectiveness adapting a framework for complex innovations. *Medical Care Research and Review*, *64*(3), 279-303

☐ Nilsen, Per. (2015). Making sense of implementation theories, models and frameworks. *Implementation Science 10*:53, 1-13

☐ Allen, J.D., Linnan, L.A. & Emmons, K.M. *Fidelity and its relationship to implementation effectiveness*. Chapter 14. In Dissemination and Implementation Research in Health: Translating Science to Practice (Eds. Brownson, R.C., Colditz, G.A., &, Proctor, E.K.). Oxford University Press, NY

Recommended readings:
☐ Hasenfeld, Y. (1980). Implementation of change in human service organizations: A political economy perspective. *Social Service Review. 54*(4). 508-520

☐ Colditz, G.A. *The promise and challenges of dissemination and implementation research*. (2012). (Chapter 1). In Dissemination and Implementation Research in Health: Translating Science to Practice (Eds. Brownson, R.C., Colditz, G.A., &, Proctor, E.K.). Oxford University Press, NY

☐ Guerrero, G. E., He, A., Kim, A., Aarons, G. (in press). Organizational implementation of evidence-based substance abuse treatment in racial and ethnic minority communities. *Administration and Policy in Mental Health and Mental Health Services Research, doi:* 10.1007/s10488-013-0515-3

Required readings:
☐ Feldstein, A. C. & Glasgow, R. E. (2008). A practical, robust implementation and sustainability model (PRISM) for integrating research findings into practice. *The Joint Commission Journal on Quality and Patient Safety, 34,* 228-43.

☐ Hunter, S. B., Ayer, L., Han, B., Garner, B. R., Godley, S. H. (2014). Examining the Sustainment of the Adolescent-Community Reinforcement Approach in Community Addiction Treatment

Settings. Protocol for a Longitudinal Mixed Method Study. Implementation Sciences, 9, 1-11

☐ Weiner, B. J., Belden, C. M., Bergmire, D. M., & Johnston, M. (2011). The meaning and measurement of implementation climate. *Implementation Science*, *6*(1), 1.

Session 14 Publishing and obtaining funding in the D&I field   **April 13th**

 The empirical papers and other materials for this session will be posted in Blackboard one or two weeks prior.

Session 15 Organizational Diversity and Inclusion – Policies & Structure   **April 20th**
Required readings:

☐ In Hasenfeld, Y. (2009). Chapter 17th: Diversity and Organizational Performance. Mor Barak E. M. & Travis J. D.

☐ Ely, R. J., & Thomas, D. A. (2001). Cultural Diversity at Work: The Effects of Diversity Perspectives on Work Group Processes and Outcomes. *Administrative Science Quarterly*, *46*(2), 229-273.

Recommended readings:

☐ Guerrero G., E. (2013). Workforce diversity in outpatient substance abuse treatment: The role of leaders' characteristics. *Journal of Substance Abuse Treatment 44* (2), 208-215. doi.org.libproxy.usc.edu/10.1016/j.jsat.2012.05.004

[Additional readings will be included prior to this session]

Session 15 – Conclusions   **April 27th**
Discuss take home messages, what is next in the OT field and social work and overall class insights on organizational theories and their applications.
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Session 16 – Final Manuscript Due   **May 4th**
Email the document to professor Jolles at mjolles@usc.edu by the <u>end of the day (5 pm PST)</u>