

## **Social Work 713**

### **The Application of Implementation Science**

**3 Units**

*Spring 2020 Section 67735*

**Instructor:** Eugenia L. Weiss, PsyD, LCSW

**Email:** [Eugenia.weiss@usc.edu](mailto:Eugenia.weiss@usc.edu)

**Office Hours:** 4pm Wednesdays and Thursdays or by appointment

**Course Days:** Thursdays

**Course time:** 5-7pm PST

**Course Location:** VAC

#### **I. COURSE PREREQUISITES**

None.

#### **II. CATALOGUE DESCRIPTION**

Introduction to doctoral level implementation science literature and research methods. Introducing principles, theories, frameworks, and practice in implementing innovative and evidence-based practices, programs, and policies.

#### **III. COURSE DESCRIPTION**

The purpose of this course is to introduce students to the principles, theories, frameworks, and practice of implementation science. This course is a survey course of implementation science terminology and methodology that utilizes research methods students were first introduced to as Masters Students which then bridges into the more applied dissemination and implementation research classes offered in the DSW. Students will develop skills focused on examining challenges faced in implementing innovative and evidence-based practices, programs, and policies, especially those to address grand challenges of social work. Furthermore, students will learn strategies, theories, models, and frameworks supported by the scientific literature for overcoming these challenges in order to successfully implement and sustain these innovations. This application-focused class will also help students learn to analyze implementation barriers and facilitators, find the appropriate implementation strategies, and develop a plan to implement their innovation in order to address or solve their identified social problem. The four assignments will measure students' abilities to demonstrate these skills.

#### IV. COURSE OBJECTIVES

Objective #	Objectives
1	Providing students an introduction to the principles and practice of implementation science
2	Discussing theoretical or evidence-based models and frameworks to examine challenges faced in implementing innovative and evidence-based practices, programs and policies
3	Examining strategies for overcoming these challenges and successfully implementing and sustaining these innovations
4	Linking Implementation Science to the Grand Challenges

#### V. COURSE FORMAT / INSTRUCTIONAL METHODS

This course will use a student-centered learning approach that is both didactic and interactive. Case vignettes, video clips and class exercises will accompany lectures and assigned reading.

Professional standards and confidentiality: Students are expected to adhere to all the core principles contained in the NASW Code of Ethics (1999) and are cautioned to use their professional judgment in protecting the confidentiality of clients in class discussions.

Person-first language: Students should be especially careful not to contribute unwittingly to myths about chronic health conditions, mental illness and disability in the conduct of practice, research, interpretation of data, and use of terms. The integrity of persons being addressed should be maintained by avoiding language that pathologizes or equates persons with the conditions they have (such as “a schizophrenic,” “a borderline,” “addicts,” “epileptics,” or “the disabled”) or language that implies that the person as a whole is disordered or disabled, as in the expression “chronics,” “psychotics,” or “disabled persons.” Emphasis should be on the person first, not the disability. This is accomplished by putting the person-noun first (i.e., “persons [or people] with disabilities,” or “an individual diagnosed with schizophrenia”).

#### VI. STUDENT LEARNING OUTCOMES

Upon completing this course, students will be able to:

Learning Outcomes #	Student Learning Outcomes
1	Understand the role of implementation science in addressing the social work Grand Challenges and other social problems.
2	Apply the principles, theories, frameworks, and practice of implementation science to explore, design, compare, plan, implement, monitor, and evaluate innovative and evidence-based practices, programs and policies.
3	Analyze barriers and facilitators faced in exploring, planning, implementing, and sustaining innovative and evidence-based practices, programs and policies.
4	Identify, compile, and compare implementation strategies for overcoming barriers and leveraging facilitators in order to successfully implement, monitor, and sustain these innovations.

Learning Outcomes #	Student Learning Outcomes
5	Demonstrate the ability to design and present an implementation plan of student's proposed innovation that includes explanations of linkages between social problems and the proposed innovations, analysis of barriers and facilitators, identification and justification of chosen implementation strategies and procedures to maximize effects of the innovation, and applications of measurement methods to monitor and evaluate fidelity of implementation of the innovation.

## VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
<b>1. Evaluation of Effectiveness of Capstone Innovation</b>	Week 7	25
<b>2. Implementation Barriers and Facilitators</b>	Week 11	25
<b>3. Implementation Plan</b>	Week 15	25
<b>4. Oral Presentation of Implementation Plan</b>	Week 14 & 15	15
<b>Class Participation</b>		10

Each of the major assignments is described below.

### Assignment 1. Evaluation of Effectiveness of Capstone Innovation

In this assignment you will first describe the aims and significance of your proposed innovation (one page maximum), how your innovation will solve the problem you are addressing (one page maximum). *This may be adapted from your previous work of your capstone assignments.* Then, you will show how you propose to evaluate the effectiveness of your innovation in solving the problem you are addressing (4 pages maximum). The paper should be NO MORE than 6 pages in length, not counting references, and include the following:

1. Identification of the problem you are addressing (and citing relevant literature and data) and aims and significance of your proposed innovation (one page maximum, may be lifted from your previous work of your capstone assignments).
2. Detailed description of your proposed solution to the problem (i.e., policy/program/intervention, population to reach, setting, etc.) and citing the theories or evidence supporting how your innovation will solve the problem you are addressing (one page maximum, may be lifted from your previous work of your capstone assignments).
3. Your proposed evaluation of the effectiveness of your innovation in solving the problem you are addressing (4 pages maximum). Explain the study design (e.g., experimental or quasi-experimental design, pre-post mixed-methods design) for your proposed evaluation. When applicable, include use of a control group and repeated measures. Determine measurement instruments and data collection approach for measuring outcomes of your proposed solution in order to investigate whether it is effective in solving the problem. Discuss procedures, e.g. randomization, that you will use to reduce

or eliminate bias and potential for alternate explanation of findings. To the extent you can, explain how you will analyze the data.

*Your instructor might provide additional assignment description or grade sheet.*

**An individual meeting with the instructor in the beginning of the semester to talk about this assignment is highly recommended.**

**Due:** Week 7. (No late submission will be accepted unless permission is granted in advance.)

*This assignment relates to student learning outcome 1, 2, 5.*

### **Assignment 2. Implementation Barriers and Facilitators**

This assignment should be submitted as an 8 page (and NO MORE THAN 8 PAGES) double-spaced paper in APA format, not counting references.

Use the first 2 pages (no more than 2 ½ pages) to briefly describe the aims and significance of your proposed innovation and how your innovation will work in order to solve the problem you are addressing. Incorporate the feedback provided on the first assignment regarding how your intervention works.

Then use the EPIS model (4 stages and inner and outer contexts) or another implementation framework to systematically analyze and describe the anticipated barriers and facilitators to your efforts to implement your proposed solution (program, practice or policy) to the problem you have identified.

Barriers and facilitators must be supported by a review of the literature, preferably the required reading for the course, and either your own knowledge or expertise of the setting in which you propose to implement your capstone innovation or, if possible, your review of any data you may have collected to date on the implementation of your innovation or similar innovations.

Include a table to systematically summarize the barriers and facilitators based on the implementation framework you choose. The table is countered towards the 8-page limit.

*Your instructor might provide additional assignment description or grade sheet.*

**Due:** Week 11. (No late submission will be accepted unless permission is granted in advance.)

*This assignment relates to student learning outcome 2, 3, 5.*

### **Assignment 3. Detailed Implementation Plan**

This will serve as your proposal of how you will implement your proposed program, policy or practice to address your social problem. Guidelines will be determined in consultation with the professor so that identification of barriers and facilitators and expansion of the logic model developed in SOWK 710 or development of a new logic model outlining the process and outcomes of implementation strategies can be addressed appropriately.

Papers should be double-spaced and between 15 and 20 pages in length, counting tables, figures, supplementary materials, and references. Students should have ample opportunity and are encouraged to ask questions throughout the semester related to their research proposal.

The proposal should include the following:

1. Use the first 1 ~ 2 pages to briefly describe the following a) Statement of the problem you are addressing b) Statement of relevance of the problem to one or more Grand Challenges, c) Statement of your proposed solution to the problem, d) Explanation of why you selected that particular solution, including potential major barriers and facilitators to implement the solution. And then justify how it is the best solution for your chosen problem considering the setting or context (e.g., external environment, organization, or agency) in which implementation will occur.
2. Use the next approximately 2 pages to describe and explain your proposed **strategy** to facilitate implementation of the solution. You may reference the Expert Recommendations for Implementing Change (ERIC) in Table 15.1 of Brownson et al (2<sup>nd</sup> edition) to compile your implementation strategy. Make certain you explain why you selected the particular implementation strategy you did.
3. Show your **Logic model** depicting the hypothesized chain of causes and effects about the changes you propose to implement can link problem to solution with implementation of the changes. A logic model typically uses a flow format (boxes and arrows) to identify the key elements and activities leading to an outcome of interest. It depicts the chain of relationship from problem to solution that includes inputs, change activities of the proposed program/policy/intervention, and outputs (short-term, intermediate, and long-term outcomes). Its purpose is to explain how the proposed plan and activities of implementation is appropriate to the solution and how the solution outcomes are appropriate to address the problem.
4. Describe the procedure (stages of EPIS or another implementation framework such as the ARC model and steps in each stage) and timeline for implementation. Make sure that you include a Gantt Chart that shows the stages, steps in each stage, and time frame (according to your best estimation). Describe steps needed to be performed at each stage of implementation.
5. State the evaluation goals that include the process objectives and outcome objectives. Be sure to describe the measures of process and outcomes of implementation. Student created surveys and/or interview questions should be included in the Appendix section of the paper.
6. Describe your **plan** for monitoring implementation process and outcomes (including data collection plan, i.e., who will collect the data and at what points in time). The plan should include description of **evaluation procedures** of how you propose to monitor implementation and measure whether you have been successful or not. Consider cultural responsiveness in your evaluation procedure and how to address issues of diversity and

inclusiveness with regards to engaging stakeholders in the evaluation. State your plan for dissemination of findings.

7. References – a minimum of 10 scholarly references
8. Appendices and/or supplementary materials if applicable.
9. Proper use of APA Style.

*Your instructor might provide additional assignment description or grade sheet.*

**Due:** Week 15. (No late submission will be accepted unless permission is granted in advance).

*This assignment relates to student learning outcome 2, 4, 5.*

#### **Assignment 4. Oral Presentation of Implementation Plan**

You will prepare a Power Point presentation summarizing your implementation plan and its components. The presentation should be clear, succinct and sufficiently detailed to give the audience an overview of the problem you wish to solve, your proposed solution, identification of potential barriers and facilitators related to solving the problem, strategy for implementing the solution and plans for monitoring or evaluating degree of success in implementation. You should submit your presentation slides before the synchronous session and make a 10-minute oral presentation during the synchronous session.

Please note to prepare about 10 slides, and make a 10-minute oral presentation (cannot go over 10 minutes). Here is a suggested slide arrangement:

Slide 1. Title with problem statement and grand challenge. Your name.

Slide 2. Proposed solution, potential barriers and facilitators

Slide 3. Logic model

Slide 4: Implementation strategy with details pertaining to your logic model

Slide 5: Procedure and timeline for implementation

Slide 6: Process and outcome measures of success

Slide 7: Evaluation procedure for monitoring implementation process and outcomes

Slide 8: Diversity considerations in evaluation and stakeholder engagement

Slide -9: Dissemination plan

Slide 10: References

*Your instructor might provide additional assignment description or grade sheet.*

**Due:** Week 14 and 15. (Students to be assigned to dates by the instructor)

*This assignment relates to student learning outcome 1, 2, 3, 4, 5.*

**Expectations for Written Work:** All written assignments must be doubled-spaced, typed with a 12-point font and have 1-inch margins. Text citations and references list must be in correct APA (6<sup>th</sup> Ed.) format. All sentences must be written in the student’s own words. Ideas, information, and concepts that originated with any other source must always be noted as such (based on APA format). **Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline.** Assignments should be carefully proofed for spelling and grammar.

**Class Participation (10% of Course Grade)**

Students will be expected to participate by providing answers to questions embedded in the asynchronous sessions and asking questions and providing commentary during the synchronous sessions. Students are especially encouraged to read and evaluate each other’s work.

Student participation is worth 10% of the grade. Participation will be based on performance in the group activities (e.g., active participation in-class group activities, constructive feedback, resource sharing), as well as adequate preparation for class, active and substantive engagement in all class activities, timely submission of assignments, and personal conduct which fosters a respectful, collegial, and supportive learning environment.

**Expectations for Class Participation:** Expectations of student contributions in class should reflect solid preparation and frequent participation. Students should strive to offer constructive insights and provoking comments for deeper thought.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Within the USC Suzanne Dworak-Peck 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: (1) 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. (2) 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 tested in the assignment. (3) 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. (4) 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. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) 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.

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

## **VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES**

### **Required Textbooks**

- Brownson, R. C., Colditz, G. A., & Proctor, E. K., (Eds.), (2017). *Dissemination and Implementation Research in Health: Translating Science to Practice*. 2<sup>nd</sup> Edition. New York: Oxford University Press.
- Palinkas, L. A., & Soydan, H. (2012). *Translation and Implementation of Evidence Based Practice*. New York: Oxford University Press.

### **Recommended Guidebook for APA Style Formatting**

- American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6<sup>th</sup> Ed.). Washington, DC: APA.



## Recommended Websites

Agency for Healthcare Research and Quality <http://www.ahrq.gov/>

American Evaluation Association <http://www.eval.org/>

American Psychiatric Association Practice Guidelines  
[http://www.psych.org/psych\\_pract/treatg/pg/prac\\_guide.cfm](http://www.psych.org/psych_pract/treatg/pg/prac_guide.cfm)

American Psychological Association <http://www.apa.org/>

The Campbell Collaboration <http://www.campbellcollaboration.org/>

Cochrane Collaboration <http://www.cochrane.org/>

National Guideline Clearinghouse <http://www.guideline.gov/>

National Institute of Mental Health <http://www.nimh.nih.gov/>

Oxford Academic Group: Program Evaluation Resources  
<http://www.oup.com/us/companion.websites/9780195308068/EvalRes/?view=usa>

Randall Information Center Research (Social Work Library)  
<http://sowk.wordpress.com/>

Grand Accomplishments in Social Work. (Grand Challenges for Social Work Initiative, Working Paper No. 2). Baltimore, MD: American Academy of Social Work and Social Welfare.  
<http://aaswsw.org/wp-content/uploads/2015/04/FINAL-Grand-Accomplishments-4-2-2015-formatted-final.pdf>

**Note:** Additional required and recommended readings may be assigned by the instructor throughout the course.

## Course Overview

Unit	Topics	Assignments
1 1/16	<ul style="list-style-type: none"> <li>■ Overview of course objectives and outline of implementation science               <ul style="list-style-type: none"> <li>▼ Welcome to the course and description of instructor's background and qualifications</li> <li>▼ Course Aims and Assignments</li> <li>▼ The Quality Chasm</li> <li>▼ The Translation Pipeline</li> <li>▼ Definitions</li> <li>▼ Historical Roots of Implementation Science</li> </ul> </li> </ul>	
2 1/23	<ul style="list-style-type: none"> <li>■ Implementation Science and the Social Work Grand Challenges               <ul style="list-style-type: none"> <li>▼ The Three Sciences</li> <li>▼ Creating Social Responses to Changing Environment: Defining the Problem</li> <li>▼ Creating Social Responses to Changing Environment: Defining the Solution</li> <li>▼ Creating Social Responses to Changing Environment: Implementing the Solution</li> </ul> </li> </ul>	
3 1/30	<ul style="list-style-type: none"> <li>■ Implementation Theories, Models and Frameworks (TMFs)               <ul style="list-style-type: none"> <li>▼ Theories: Diffusion of Innovation</li> <li>▼ Models: PRECEDE-PROCEED, KT</li> <li>▼ Frameworks: EPIS, CFIR and RE-AIM</li> <li>▼ Using existing TMFs versus generating new TMFs</li> </ul> </li> <li>■ Research Methods Review 1:               <ul style="list-style-type: none"> <li>▼ Social Work Research Overview</li> <li>▼ Designs for Evaluating Programs and Practice: Quantitative (Including Experimental and Quasi-experimental designs), Qualitative, &amp; Mixed Methods</li> <li>▼ Cause and Effect, Internal Validity, and External Validity</li> </ul> </li> </ul>	

Unit	Topics	Assignments
4 2/6	<ul style="list-style-type: none"> <li>■ Review of Implementation Frameworks: EPIS, CFIR and RE-AIM               <ul style="list-style-type: none"> <li>▼ Discussion about using existing TMFs versus generating new TMFs</li> </ul> </li> <li>■ Evidence-Based Practice               <ul style="list-style-type: none"> <li>▼ What makes a practice evidence-based?</li> <li>▼ Steps to engaging in evidence-based practice</li> <li>▼ Sources of information on evidence-based practices</li> </ul> </li> <li>■ Research Methods Review 2:               <ul style="list-style-type: none"> <li>▼ Ethical and cultural issues in social work research</li> <li>▼ Measurement methods, reliability, and validity</li> <li>▼ Sampling methods in quantitative and qualitative Research</li> </ul> </li> </ul>	
5 2/13	<ul style="list-style-type: none"> <li>■ EPIS: Exploration Stage               <ul style="list-style-type: none"> <li>▼ Outer context of implementation</li> <li>▼ Inner context of implementation</li> </ul> </li> <li>■ Research Methods Review 3:               <ul style="list-style-type: none"> <li>▼ Quantitative data analysis</li> <li>▼ Qualitative data analysis</li> </ul> </li> </ul>	
6 2/20	<ul style="list-style-type: none"> <li>■ EPIS: Preparation Stage               <ul style="list-style-type: none"> <li>▼ Outer context of implementation</li> <li>▼ Inner context of implementation</li> </ul> </li> </ul>	
7 2/27	<ul style="list-style-type: none"> <li>■ EPIS: Implementation Stage               <ul style="list-style-type: none"> <li>▼ Outer context of implementation</li> <li>▼ Inner context of implementation</li> </ul> </li> </ul>	<b>Assignment 1 Due Evaluation of Effectiveness of Capstone Innovation</b>
8 3/5	<ul style="list-style-type: none"> <li>■ EPIS: Sustainment Stage               <ul style="list-style-type: none"> <li>▼ Outer context of sustainment</li> <li>▼ Inner context of sustainment</li> </ul> </li> </ul>	
9 3/12	<ul style="list-style-type: none"> <li>■ Implementation Strategies               <ul style="list-style-type: none"> <li>▼ Discrete strategies</li> <li>▼ Multifaceted strategies</li> <li>▼ Blended strategies</li> </ul> </li> </ul>	

**MARCH 15-22 SPRING BREAK – NO CLASS!**

Unit	Topics	Assignments
10 3/26	<ul style="list-style-type: none"> <li>■ Using Social Networks to Support Implementation               <ul style="list-style-type: none"> <li>▼ Social network theory</li> <li>▼ Social network methods</li> <li>▼ Social networks and implementation</li> <li>▼ Case Study: Using Community Development Teams to Scale up TFCO</li> </ul> </li> </ul>	
11 4/2	<ul style="list-style-type: none"> <li>■ Building Implementation Partnerships               <ul style="list-style-type: none"> <li>▼ The role of partnerships in implementing EBPs</li> <li>▼ Community-based participatory research (CBPR)</li> <li>▼ Case studies of successful partnerships</li> <li>▼ Common elements of successful partnerships</li> </ul> </li> </ul>	<b>Assignment 2 Due Implementation Barriers and Facilitators</b>
12 4/9	<ul style="list-style-type: none"> <li>■ Fidelity versus Adaptation of Evidence-Based Practices               <ul style="list-style-type: none"> <li>▼ Choosing between fidelity and adaptation</li> <li>▼ Monitoring and measuring fidelity</li> <li>▼ Dynamic Adaptation Process</li> <li>▼ Cultural adaptation of programs and practices</li> </ul> </li> </ul>	
13 4/16	<ul style="list-style-type: none"> <li>■ Measuring Success               <ul style="list-style-type: none"> <li>▼ Measuring dissemination and implementation process and outcomes</li> <li>▼ Stage of Implementation Completion</li> <li>▼ Sustainment Measurement System</li> </ul> </li> </ul>	<b>Implementation Plan OUTLINE (optional)</b>
14&15 4/23 & 4/30	<ul style="list-style-type: none"> <li>■ Presentation of Implementation Plan               <ul style="list-style-type: none"> <li>▼ Prepare your own</li> <li>▼ Read and respond to colleague's plans</li> <li>▼ Future steps and capstone</li> </ul> </li> </ul>	<b>Assignment 4 Due Oral Presentation of Implementation Plan</b>  <b>Assignment 3 Implementation Plan (Due Week 15)</b>

## Course Schedule—Detailed Description

### Unit 1: Overview of course objectives and outline of implementation science

#### Topics

- Introduction
- Welcome to the course and description of instructor's background and qualifications
- Course aims and assignments
- The quality chasm
- The translation pipeline
- Definitions
- Historical roots of implementation science

This Unit relates to course objective 1.

#### Required Readings

Brownson et al., Chapters 1-3

### Unit 2: Implementation science and the social work grand challenges

#### Topics

- The three sciences
- Creating Social Responses to Changing Environment: Defining the problem
- Creating Social Responses to Changing Environment: Defining the solution
- Creating Social Responses to Changing Environment: Implementing the solution

This Unit relates to course objectives 1, 4.

#### Required Readings

Gehlert, S., Hall, K., & Palinkas, L. A. (2017). Preparing our next-generation scientific workforce to address the grand challenges for social work. *Journal of the Society for Social Work and Research*, 8(1) doi: 10.1086/690659.

Kemp, S. P., Palinkas, L. A., Wong, M., Wagner, K., Reyes Mason, L., Chi, I., ... & Rechkemmer, A. (2015). Strengthening the social response to the human impacts of environmental change (Grand Challenges for Social Work Initiative Working Paper No. 5). Cleveland, OH: American Academy of Social Work and Social Welfare, Pp. 1-32.  
<http://aaswsw.org/wp-content/uploads/2015/03/Social-Work-and-Global-Environmental-Change-3.24.15.pdf>

### Unit 3: Implementation theories, models and frameworks

#### Topics

- Theories: Diffusion of Innovation
- Models: PRECEDE-PROCEED, KT
- Frameworks: EPIS, CFIR and RE-AIM
- Using existing TMF versus generating new TMF

This Unit relates to course objectives 1, 2, 3.

### Required Readings

- Nilsen, P. (2015). Making sense of implementation theories, models and frameworks. *Implementation Science* **10**, 53.
- Aarons, G. A., Hurlburt, M., & Horwitz, S. M. (2011). Advancing a conceptual model of evidence-based practice implementation in public service sectors. *Administration and Policy in Mental Health* **34**, 4-23.
- Damschroeder, L. J., Aron, D. C., & Keith, R. E. (2009). Fostering implementation of health services research findings into practice: A consolidated framework for advancing implementation science. *Implementation Science* **4**, 50.

### Research Methods Review 1:

- ▼ Social Work Research Overview
- ▼ Designs for Evaluating Programs and Practice: Quantitative (Including Experimental and Quasi-experimental designs), Qualitative, & Mixed Methods

Cause and Effect, Internal Validity, and External Validity

### Unit 4: Evidence-based practice

#### Topics

- What makes a practice evidence-based?
- Steps to engaging in evidence-based practice
- Sources of information on evidence-based practices

This Unit relates to course objectives 1, 2, 3, 4.

### Required Readings

Palinkas & Soydan, Chapter 2

### Research Methods Review 2:

- ▼ Ethical and cultural issues in social work research
  - ▼ Measurement methods, reliability, and validity
- Sampling methods in quantitative and qualitative Research

### Unit 5: Stages of implementation: Exploration

#### Topics

- EPIS Exploration Stage: Explore outer and inner context of implementation
- Case Study: Implementation of evidence-based mental health interventions by LA County DMH

This Unit relates to course objectives 1, 2, 3.

### Required Readings

Brownson et al., Chapter 21

- Research Methods Review 3:
  - ▼ Quantitative data analysis
  - Qualitative data analysis

### **Unit 6: Stages of Implementation: Preparation**

#### **Topics**

- EPIS Preparation Stage: Prepare for outer and inner context of implementation
- Case Study: Implementation of IPT for mothers of Headstart Children by Children's Institute

This Unit relates to course objectives 1, 2, 3.

#### **Required Readings**

Brownson et al., Chapter 22

### **Unit 7: Stages of Implementation: Implementation**

#### **Topics**

- EPIS Implementation Stage: Outer and inner context of implementation
- Case Study: Child Success New York City

This Unit relates to course objectives 1, 2, 3.

#### **Required Readings**

Brownson et al., Chapter 23  
Palinkas & Soydan, Chapter 5

### **Unit 8: Stages of Implementation: Sustainment**

#### **Topics**

- EPIS Sustainment Stage: Outer and inner context of sustainment
- Case Study: Garrett Lee Smith Suicide Prevention Program in Tennessee

This Unit relates to course objectives 1, 2, 3.

#### **Required Readings**

Brownson et al., Chapter 26  
Palinkas & Soydan, Chapter 6

### **Unit 9: Implementation Strategies**

#### **Topics**

- Discrete strategies
- Multifaceted strategies
- Blended strategies

This Unit relates to course objectives 1, 2, 3, 4.

### Required Readings

- Glisson, C., & Schoenwald, S. K. (2005). The ARC organizational and community intervention strategy for implementing evidence-based children's mental health treatments. *Mental Health Services Research, 7*, 243–259. doi:10.1007/s11020-005-7456-1.
- Institute for Healthcare Improvement. (2004). The Breakthrough Series: IHI's collaborative model for achieving breakthrough improvement. *Diabetes Spectrum, 17*, 97–101. doi:10.2337/diaspect.17.2.97
- Powell, B. J., McMillen, C. J., Proctor, E. K., et al. (2012). A compilation of strategies for implementing clinical innovations in health and mental health. *Medical Care Research and Review, 69*, 123-157.
- Powell, B. J., Waltz, T. J., Chinman, M. J., Damschroder, L. J., Smith, J. L., Matthieu, M. M., .. & Kirchner, J. E. (2015). A refined compilation of implementation strategies: results from the Expert Recommendations for Implementing Change (ERIC) project. *Implementation Science, 10*, 21.

## Unit 10: Using Social Networks to Support Implementation

### Topics

- Social network theory
- Social network methods
- Social networks and implementation
- Case Study: Using Community Development Teams to Scale up TFCO

This Unit relates to course objectives 1, 2, 3, 4.

### Required Readings

- Palinkas LA, Holloway IW, Rice E, Fuentes D, Wu Q, & Chamberlain, P. (2011). Social networks and *implementation of evidence-based practices in public youth-serving systems: A mixed methods study*. *Implementation Science, 6*, 113.
- Valente, T. (2012). Network interventions. *Science, 337*, 49-53.
- Valente T, Palinkas LA, Czaja S, Chu KH, and Brown CH. (2015). Social network analysis for program implementation (SNAPI). *PLOS One, 10*(6), e0131712. doi: 10.1371/journal.pone.0131712

## Unit 11: Building Implementation Partnerships

### Topics

- The role of partnerships in implementing EBPs
- Community-based participatory research (CBPR)
- Case studies of successful partnerships
- Common elements of successful partnerships

This Unit relates to course objectives 1, 2, 3, 4.

### Required Readings

- Brownson et al., Chapter 11  
Palinkas & Soydan, Chapter 7



Palinkas LA, Short C, & Wong M. (2015) Research-practice partnerships for implementation of evidence-based practices in child welfare and child mental health. New York: William T Grant Foundation, <http://blog.wtgrantfoundation.org/post/125440468772/new-report-partnerships-and-evidence-based>

## Unit 12: Fidelity versus Adaptation of Evidence-Based Practices

### Topics

- Choosing between fidelity and adaptation
- Monitoring and measuring fidelity
- Dynamic Adaptation Process
- Cultural adaptation of programs and practices

This Unit relates to course objectives 1, 2, 3, 4.

### Required Readings

Brownson et al., Chapter 16.

Aarons, G. A., Green, A. E., Palinkas, L. A., et al. (2012). Dynamic adaptation process to implement an evidence-based child maltreatment intervention. *Implementation Science*, 7, 32.

Cabassa, L, & Baumann, A. A. (2013). A two way street: bridging implementation science and cultural adaptations of mental health treatments. *Implementation Science*, 8, 90.  
<http://www.implementationscience.com/content/8/1/90>

Schoenwald, S. K., Garland, A., Chapman, J. E., Frazier, S. L., Shaidow, A. J., & Southam-Gerow, M.A. (2011). Toward the effective and efficient measurement of implementation fidelity. *Administration and Policy in Mental Health*, 38, 32-43.

## Unit 13: Measuring Success

### Topics

- Measuring dissemination and implementation process and outcomes
- Stage of Implementation Completion
- Sustainment Measurement System

This Unit relates to course objectives 1, 2, 3, 4.

### Required Readings

Brownson et al., Chapter 14

Palinkas & Soydan, Chapter 4

Chamberlain, P., Brown, C. H., & Saldana, L. (2011). Observational measure of implementation progress in community-based settings: The Stages of Implementation Completion (SIC). *Implementation Science*, 6:116. doi: 10.1186/1748-5908-6-116

**Unit 14&15 Student Presentations**

**Topics**

- Students present their implementation plans and critique each other
- Turning this work into a Capstone

This Unit relates to course objectives 1, 2, 3, 4.

**Required Readings**

None

**END OF SEMESTER**

**Month Date**

## University Policies and Guidelines

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### IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email ([eugenia.weiss@usc.edu](mailto:eugenia.weiss@usc.edu)) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. Students must make arrangements *in advance* to complete class work which will be missed due to holy days observance.

Please refer to Scampus and to the USC Suzanne Dworak-Peck School of Social Work Student Handbook for additional information on attendance policies.

### X. ACADEMIC CONDUCT

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### XI. SUPPORT SYSTEMS

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.  
<https://engemannshc.usc.edu/counseling/>

*National Suicide Prevention Lifeline - 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

*Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class.  
<https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

*Student Support & Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

*Diversity at USC – <https://diversity.usc.edu/>*

Tab for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

USC Policy Reporting to Title IX: <https://policy.usc.edu/reporting-to-title-ix-student-misconduct/>

USC Student Health Sexual Assault & Survivor Support: <https://studenthealth.usc.edu/sexual-assault/>

## **XII. ADDITIONAL RESOURCES**

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

## **XIII. 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.”

## **XIV. POLICY ON LATE OR MAKE-UP WORK**

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

## **XV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS**

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

## **XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>*

### **Preamble**

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

## **XVII. ACADEMIC DISHONESTY SANCTION GUIDELINES**

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material,

including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

### **XVIII. COMPLAINTS**

If you have a complaint or concern about the course or the instructor, please discuss it first with your instructor. If you feel cannot discuss it with the instructor, contact the director of the DSW@USC program, Dr. Nadia Islam. If you do not receive a satisfactory response or solution, contact your advisor for further guidance.

### **XIX. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)**

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

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*Don't procrastinate or postpone working on assignments.*

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