

Social Work 713

The Application of Implementation Science

3 Units

Fall 2020
Section #

Insert
instructor
photo

Instructor:

E-Mail:

Telephone:

Office:

Office Hours:

Course Day:

Course Time:

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
1. Implementation Characteristics of Capstone Innovation	Week 5	30
Draft Outline for Implementation Plan – Not graded	Week 10	0
2. Implementation Plan & Evaluation	Week 11	40
3. Oral Presentation of Implementation Plan	Week 14 & 15	20
Class Participation	Ongoing	10

Each of the major assignments are described below.

Assignment 1. Implementation Characteristics of Capstone Innovation

In this assignment you will first define the problem that your proposed capstone innovation is addressing, and then describe how your innovation will solve the problem. Then, you will discuss characteristics of your innovation, key roles for the innovation implementation, and measures of successes. The paper should be NO MORE than 8 pages in length, not counting references. Specifically, include the following in your paper:

1. Identification of the problem you are addressing that successful implementation of your innovation is set out to achieve (one page maximum). Include the following: a) a problem statement; b) citing relevant literature and data to support significance of the problem; c) describing aims of your proposed innovation; and d) how addressing the problem with your innovation will contribute to solve a Social Work Grand Challenge?
2. Detailed description of your innovation (i.e., policy/program/ intervention) to be implemented to solve the problem. Include the following: a) core intervention elements or components of your innovation*; b) specifying the target population to be reached by your innovation; c) describing the setting where the innovation will be implemented; and d) citing the theories and/or relevant evidence supporting (fully or partially) how your innovation will solve the problem you are addressing. *You may include optional, customizable elements or components that can be modified to local context without harming the effectiveness of the intervention.

3. Discuss characteristics of your innovation in terms of the following: a) advantages (effectiveness, cost, population reach, cultural alignment etc.) of the innovation relative to the status quo it replaces), b) compatibility (perceived fit of the innovation with existing values, past experiences and needs of potential adopters as well as practices and processes in place at the adopting setting), and c) acceptability (whether the innovation will be perceived by the implementers (if not you) and/or target population to be agreeable, palatable, or satisfactory).
4. Identify and describe when implement your innovation who can be a) opinion leader(s), b) change agent(s), and c) implementation team members to facilitate adoption and implementation of your innovation.
5. Determine the measures to be used for measuring i) processes and ii) outcomes of implementation of your innovation. The process measures are to monitor the implementation activities and fidelity to the innovation, and the outcomes measures help determine whether the innovation is effective in solving the problem. Student created surveys and/or interview questions should be included in the Appendix section of the paper.
6. Determine your data collection approach, including the sample for whom your innovation will be implemented, how to collect data (interview, observation, record analysis etc.) and at what points in time.
7. Consider cultural responsiveness in your measurement and data collection procedure and how to address issues of diversity and inclusiveness with regards to engaging stakeholders in the evaluation of your innovation.

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 first assignment is highly recommended.

Due: Week 5. **DATE** (No late submission will be accepted unless permission is granted in advance of assignment due date)

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

Draft Outline - Please prepare an approximately 3-page single-spaced draft outline of the detailed Implementation Plan (see Assignment 2). This outline will be shared with your peers for peer-review during the live session of week 10. This draft is not graded. You can turn it in via the VAC wall before the live session so everyone in the class has access to it.

Due: Week 10. **DATE**

Assignment 2. Detailed Implementation Plan and Evaluation

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. This assignment includes the formulation of an evaluation plan.

Papers should be double-spaced and between 15 and 20 pages in-length (not to exceed 20-pages). The page limits do NOT include the title page, references and appendices. **Students should have ample opportunity and are encouraged to ask questions throughout the semester related to their proposal.**

The proposal should include the following components and be written in proper APA Style.

1. Briefly describe the following a) Statement of the problem you are addressing and what the existing evidence/data tell us that this is a problem, b) Statement of relevance of the problem to one or more Grand Challenges, c) Statement of your proposed solution to the problem, d) A synthesis of evidence relevant to existing solutions to the specified social problem, including evidence-based interventions, practice-based evidence, and promising approaches. Pay specific attention to the types of solutions that are similar to your solution or part of a family of solutions,
2. Use the EPIS framework (inner/outer contexts) to analyze potential major barriers and facilitators to implement your solution. And justify how your proposed solution is a feasible and innovative solution (and what makes it innovative) for your chosen problem considering the setting or context (e.g., external environment, organization, or agency) in which implementation will occur.
3. Describe and explain your implementation framework (e.g., EPIS or another implementation model/framework) and the proposed **strategy** (or strategies) to facilitate implementation of the solution. You may reference the Expert Recommendations for Implementing Change (ERIC) in Table 15.1 of Brownson et al (2nd edition) to compile your implementation strategies. Make certain you explain why you selected the particular implementation strategies you did.
4. 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, outputs and outcomes (must have 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. (Logic model can be included in the body of the paper or as an Appendix).
5. Describe the stages of EPIS or another implementation framework and steps in each stage along with the 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. (Gantt chart can be included in the body of the paper or as an Appendix).

6. Your proposed evaluation of the effectiveness of your innovation. State the evaluation goals/objectives. Explain the study design (e.g., experimental design, quasi-experimental design, or pre-experimental design) and discuss its strengths and limitations in reducing bias and determining cause and effect.
7. Discuss your evaluation study sample and sampling method. Discuss ethical considerations, e.g., vulnerable populations, voluntary participation, obtaining informed consent, seeking IRB approval etc. (As applicable).
8. Determine instruments or measures to evaluate process and outcomes of implementation. (Please provide formal citations of existing instruments). Consider reliability and validity of the instrument and any limitations. Provide estimates if available (e.g., Cronbach's alpha, a measure of internal consistency, that is, how closely related a set of items are as a group). *If you are creating your own survey or instrument, please provide the instrument in the Appendix of the paper* and briefly describe how you developed it and limitations associated with creating an instrument.
9. Describe your data collection plan for monitoring evaluation processes and summative outcomes. Who will collect the data? At what points in time? (Quantitative data are required and qualitative data are optional, i.e., mixed-methods approach).
10. Consider cultural responsiveness in your implementation and how to address issues of diversity and inclusiveness with regards to engaging stakeholders.
11. State your plan for dissemination of findings
12. References – a minimum of 10 scholarly references
13. Appendices if applicable
14. Proper use of APA Style (7th edition) (i.e., in-text citations, references, formatting, headings, double-spacing, etc.)

Your instructor might provide additional assignment description or grade sheet.

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

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

Assignment 3. 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 to the VAC grading page under assignment 3 before the synchronous session and make a 12-minute oral presentation during the synchronous session.

Please note to prepare about *about* 12 slides, and make a 12-minute oral presentation (cannot go over the time limit, this will be strictly enforced). Here is a suggested slide arrangement:

Slide 1. Title with your name. Problem statement and grand challenge.

Slide 2. Proposed solution, one or two potential barriers and facilitators

Slide 3: Implementation framework and main strategies to facilitate implementation of the solution

Slide 4. Logic model

Slide 5: Procedure and timeline for implementation (Gantt Chart)

Slide 6: Evaluation goals/objectives, study design, strengths and limitations

Slide 7: Discuss your evaluation study sample and sampling method (including discussion of ethical considerations)

Slide 8: Process and outcome measures for monitoring implementation processes and summative outcomes. Also include one dissemination and implementation [D & I] outcome, for example, such as, how would you measure acceptability or fidelity? As mentioned in the Taxonomy of D & I Outcomes - Chapter 14, Table 14.1 of Brownson et al. textbook).

Slide 9: Data collection plan and data analysis plan. For data analysis plan - how will you analyze the data depending on the type of data that you are collecting? (For quantitative, what type(s) of statistical analyses will be used and what would be considered significant findings?) If you include qualitative data, how will you analyze these? Also include demographic variables for describing your sample (e.g., age, ethnicity, gender, etc.) and how would you analyze and report these?

Slide 10: Diversity considerations in evaluation and stakeholder engagement

Slide 11: Dissemination plan

Slide 12: References (you can have additional slides for the references)

Your instructor might provide additional assignment description or grade sheet.

Due: Weeks 14 and 15. Although students will be randomly assigned to present either on week 14 or 15, **all PowerPoints are due Week 14 and submitted by this week regardless of presentation date. DATES**

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 (7th 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* (2nd 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 (2020). *Publication manual of the American Psychological Association* (7th Ed.). Washington: 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

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>

Recommended Videos

Google Drive Link to SOWK 546 (Science of Social Work) videos for SOWK 713 students to review a few concepts associated with research methods (anyone with a USC account can open the link).

https://drive.google.com/drive/u/0/folders/1EdeTABR7lQhl24Qxci061_pNOSM7_2Qr

Program Evaluation Overview
https://www.youtube.com/watch?v=bt_hFtsv7Yc

Research Design: A Simple Approach
<https://www.youtube.com/watch?v=a7lnMfjWgg>

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

Course Overview

Unit	Topics	Assignments
1	<ul style="list-style-type: none"> ■ Overview of course objectives and outline of implementation science <ul style="list-style-type: none"> ▼ 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 	
2	<ul style="list-style-type: none"> ■ Implementation Science and the Social Work Grand Challenges <ul style="list-style-type: none"> ▼ 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 	
3	<ul style="list-style-type: none"> ■ Implementation Theories, Models and Frameworks (TMFs) <ul style="list-style-type: none"> ▼ Theories: Diffusion of Innovation ▼ Models: PRECEDE-PROCEED, KT ▼ Frameworks: EPIS, CFIR and RE-AIM ▼ Using existing TMFs versus generating new TMFs 	
4	<ul style="list-style-type: none"> ■ Review of Implementation Frameworks: EPIS, CFIR and RE-AIM <ul style="list-style-type: none"> ▼ Discussion about using existing TMFs versus generating new TMFs ■ Evidence-Based Practice <ul style="list-style-type: none"> ▼ What makes a practice evidence-based? ▼ Steps to engaging in evidence-based practice ▼ Sources of information on evidence-based practices 	

Unit	Topics	Assignments
5	<ul style="list-style-type: none"> ■ EPIS: Exploration Stage <ul style="list-style-type: none"> ▼ Outer context of implementation ▼ Inner context of implementation ■ Research Methods Review 1 (see videos): <ul style="list-style-type: none"> ▼ 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 	Implementation Characteristics of Capstone Innovation
6	<ul style="list-style-type: none"> ■ EPIS: Preparation Stage <ul style="list-style-type: none"> ▼ Outer context of implementation ▼ Inner context of implementation 	
7	<ul style="list-style-type: none"> ■ EPIS: Implementation Stage <ul style="list-style-type: none"> ▼ Outer context of implementation ▼ Inner context of implementation 	
8	<ul style="list-style-type: none"> ■ EPIS: Sustainment Stage <ul style="list-style-type: none"> ▼ Outer context of sustainment ▼ Inner context of sustainment ■ Research Methods Review 2 (see videos): <ul style="list-style-type: none"> ▼ Ethical and cultural issues in social work research ▼ Measurement methods, reliability, and validity ▼ Sampling methods in quantitative and qualitative Research 	
9	<ul style="list-style-type: none"> ■ Implementation Strategies <ul style="list-style-type: none"> ▼ Discrete strategies ▼ Multifaceted strategies ▼ Blended strategies 	

Unit	Topics	Assignments
10	<ul style="list-style-type: none"> ■ Using Social Networks to Support Implementation <ul style="list-style-type: none"> ▼ Social network theory ▼ Social network methods ▼ Social networks and implementation ▼ Case Study: Using Community Development Teams to Scale up TFCO 	In-class consultation – please bring a draft outline of implementation plan
11	<ul style="list-style-type: none"> ■ Building Implementation Partnerships <ul style="list-style-type: none"> ▼ The role of partnerships in implementing EBPs ▼ Community-based participatory research (CBPR) ▼ Case studies of successful partnerships ▼ Common elements of successful partnerships 	Implementation Plan Due
12	<ul style="list-style-type: none"> ■ Fidelity versus Adaptation of Evidence-Based Practices <ul style="list-style-type: none"> ▼ Choosing between fidelity and adaptation ▼ Monitoring and measuring fidelity ▼ Dynamic Adaptation Process ▼ Cultural adaptation of programs and practices ■ Research Methods Review 3: <ul style="list-style-type: none"> ▼ Quantitative data analysis ▼ Qualitative data analysis 	
13	<ul style="list-style-type: none"> ■ Measuring Success <ul style="list-style-type: none"> ▼ Measuring dissemination and implementation process and outcomes ▼ Stage of Implementation Completion ▼ Sustainment Measurement System 	
14&15	<ul style="list-style-type: none"> ■ Presentation of Implementation Plan <ul style="list-style-type: none"> ▼ Prepare your own ▼ Read and respond to colleague’s plans ▼ Future steps and capstone 	Oral Presentation of Implementation Plan

Course Schedule—Detailed Description

Unit 1:	Overview of course objectives and outline of implementation science	Month Date
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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	Month Date
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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	Month Date
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Topics

- Theories: Diffusion of Innovation
- Models:
- 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* **38**: 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.

Unit 4: Evidence-based practice Month Date

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

Unit 5: Stages of implementation: Exploration Month Date

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

Unit 6: Stages of Implementation: Preparation Month Date

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

Month Date

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

Month Date

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

Month Date

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 **Month Date**

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 **Month Date**

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 **Month Date**

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 **Month Date**

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 **Month Dates**

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

STUDY DAYS / NO CLASSES **Month Date**

FINAL EXAMINATIONS **Month Date**

University Policies and Guidelines

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 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.

Don't procrastinate or postpone working on assignments.
