USC Suzanne Dworak-Peck
School of Social Work

SOWK 713: The Application of Implementation Science

Section 67710
3 Units
Summer 2025, Thursday, 5:00 to 7:00 p.m. Pacific Time
Location: VAC

SYLLABUS
(Subject to change)

Instructor:	Rick Newmyer, MSW
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Office Hours:	By arrangement (flexible)
Course Lead:	Rick Newmyer
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IT Help Hours of Service:	24 hours, 7 days/week
IT Help Contact Information:	• Please contact your course instructor for course-specific issues (e.g., accessing live sessions, submitting assignments). • VAC Canvas support: (833) 713-1200 or "Help" button in Canvas. • On Campus/Hybrid Brightspace support: (888) 895-2812 or usc@d2l.com • NETID/password issues: USC ITS (213) 740-5555 or consult@usc.edu For other tech questions, please email the School's learning support team, SDP.LTS@usc.edu, review the onboarding module in the platform, or review a list of helpful resources: Platform Information, User Guidelines, and Technical Standards for On-Ground, Hybrid, and Virtual Online Platforms* for Students

I.   Course Prerequisites and/or Co-Requisites
None

II.   Catalogue Description
Introduction to doctoral level implementation science literature. 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. Students will learn to develop an evidence-based implementation plan to successfully implement their future program. This course is a review course of implementation science terminology and methodology that utilizes the same research methods that students were first introduced to in their master level program or similar training. The methods reviewed in this course support the more applied dissemination and implementation research focus of this class in the DSW. Students will develop skills focused on examining facilitators and challenges faced in implementing evidence-based practices (EBPs), programs, and policies, especially those that address the Grand Challenges of social work. Furthermore, students will learn strategies that are guided by theories, models, and frameworks for overcoming these challenges with the goal of successfully implementing and sustaining EBPs in real-life settings. Evidence have shown that many developed programs failed to be fully implemented once they are tested in real-life settings, and sustained overtime. This is especially the case when programs are implemented in complex and dynamic contexts. Thus, this application-focused class will help students address this gap by learning to analyze implementation barriers and facilitators and find appropriate implementation strategies for applying an EBP in a hypothetical community or organizational setting. The three assignments will measure students' abilities to demonstrate these skills.

IV.   Course Objectives

By the completion of this course, students will be able to:
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 (EBPs), programs, and policies.
3.   Analyze barriers and facilitators faced in exploring, planning, implementing, and sustaining innovative and EBPs / programs, and policies.
4.   Identify, compile, and compare implementation strategies for overcoming barriers and leveraging facilitators in order to successfully implement, monitor, and sustain the EBP to increase its adoption into usual practice.
5.   Demonstrate the ability to design and present an implementation strategy of student's selected EBP 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 intervention.

V.   DSW Program Competencies

DSW Program Competencies Highlighted in this Course:
Competency 2. Leverage evidence from secondary sources in addition to primary data collection strategies to assess the existing social and practice landscape as a basis for designing new responses to complex social problems.
Competency 3. Apply relevant social work and social science theories of problem causation to develop ideas for change, program or policy implementation, and evaluation.
Competency 7. Use logic models to carefully plan for and maximize impact with proposed interventions.

VI.   Course Format & Instructional Methods

This is a letter graded course offered online in the Virtual Academic Center (VAC). The Digital Campus virtual platform, Canvas, will support access to course-related materials, communication, and live Zoom sessions for VAC students. The course will encompass a combination of diverse instructional methods, which may include, but are not limited to, the following: didactic presentations by the instructor, small- and large-group discussions, case studies, videos, guest speakers, experiential exercises, and computer-based, online activities.

***Please note:** It may be necessary for the instructor to adjust the syllabus and/or course during the semester. In such an instance, the instructor will inform the class both verbally and in writing.

If at any time students feel the instructor has not honored this oath, they should contact the instructor with their concerns so the instructor has an opportunity to address them. If they feel that they cannot discuss their concerns about the course with the instructor, students should contact the Course Lead (name, email). If their concerns remain unresolved, then students can contact the MSW Program Director, Dr. Lewis at j.lewis@usc.edu for further assistance.

VII. Technology Proficiency & Hardware/Software Required

This course requires the use of an online learning management system (LMS), as well as Microsoft Office (e.g., Word, PPT) and virtual meeting (e.g., Zoom) applications. The following links for USC technology support may be useful: Zoom information for students, Software available to USC Campus. VAC students should contact VAC tech support for assistance with Canvas: 833-740-1273, techsupport@digitalcampus.2u.com.

VIII. Course Assignments, Due Dates & Percent of Final Grade

The table below presents all course assignments, due dates, and the percent of the final grade that each assignment is worth.

Assignment	Course Objectives Assessed	Unit Due[1]	% of Grade
Assignment 1 Evidence-Based Practice	1, 2, 3	4 Jun 12th	30
Assignment 2 Implementation Determinants	1, 2, 3, 4	8 Jul 10th	30
Assignment 3 Implementation Plan Presentation	1, 2, 3, 4, 5	11 Jul 31st	30
Active and Proactive Learning, & Meaningful Participation	1, 2, 3	Ongoing	10

[1] Please note that in some instances assignment due dates may differ slightly among sections of this course. In those instances, due dates have been adapted to reflect the number of lesson weeks and University holidays for particular course sections.

Descriptions of Assignments

An overview of each assignment is presented below. Detailed instructions and grading guidelines for each assignment will be disseminated by the instructor.

Assignment 1 – Evidence-Based Practice (30% of course grade) Due: Unit 4 (Jun 12th)
You will assess an evidence-based program/practice (EBP) related to your Grand Challenge area of interest. Perform a systematic literature review of the selected EBP, focusing on peer-reviewed sources. To help you understand existing evidence and the state of the field, it is recommended that your review include papers containing a meta-analysis of the EBP (if available).

Assignment 2 – Implementation Determinants (30% of course grade) Due: Unit 8 (Jul 10th)
Apply the EPIS framework to the EBP you selected for Assignment 1. Consider the inner and outer context barriers/facilitators you might face if you were to implement the EBP in your community or organizational setting. Include a diagram (figure) in the appendix to systematically summarize the inner and outer context barriers and facilitators based on EPIS.

Assignment 3 – Implementation Plan Presentation (30% of course grade) Due: Unit 11 (July 31st)
Individuals will make a 10-minute in-class presentation of strategies and outcomes for a hypothetical implementation of their EBP from Assignments 1 and 2. Students will submit slides to accompany the presentation including an Implementation Logic Model. There is no paper for this assignment.

Active and Proactive Learning, & Meaningful Participation (10% of course grade)
Due: Units 1 – 12
Students are expected to be active and proactive participants in their learning and meaningful contributors to a positive learning environment. This will require mental, physical and perhaps emotional effort, both inside and outside the formal classroom.

Active learning involves completing required readings, activities, and/or asynchronous materials prior to class, and engaging in the class session with thoughtful comments, reflections or questions about concepts, readings and assignments. For VAC courses, active learning also includes remaining visibly onscreen throughout the duration of the live session, unless one has the permission of the instructor to mute the screen.

Proactive learning involves assuming responsibility for learning, anticipating workload and challenges, being organized and meeting deadlines, and taking the initiative to reach out to the instructor with any questions or concerns.

Meaningful participation consists of thoughtful and substantive participation that not only contributes to but enhances class discussion and activities. Meaningful participation also includes efforts that **contribute to a positive learning environment**; that is, one that is open, respectful, professional, engaging, fun, challenging, supportive, and effective. "Environment" refers to the formal classroom, small group settings, other settings, in-person or virtual/remote, in which learning or teaching might occur, including office hours and communications with the instructor and fellow students, and the overall climate and culture of the class.

Please note: Course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in social work, course topics may at times be political and/or personal in nature. Course content, class discussions, and self-reflection might trigger strong feelings. Every member of the class is responsible for creating a space that is both civil and intellectually rigorous. Even when strongly disagreeing with another's point of view, it is important to remain respectful and mindful of the ways that personal identities shape lived experiences. Disrespectful language or behavior based on protected class (e.g., ability, age, race, ethnicity, sex, gender identity, sexual orientation, religion, pregnancy, etc.) disrupts and detracts from the learning environment and will not be tolerated. All such behavior will be reported to the _Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)_. An inclusive learning environment values the diversity in the class as an asset to the educational experience. Students should inform the instructor of any concerns that they have in this regard.

Furthermore, it is each student's responsibility and right to determine how much personal information they disclose in class discussions, activities, and assignments. Students should be aware that complete privacy or confidentiality cannot be guaranteed in an on-line platform or classroom setting. Students also should note that since this is an academic and professional setting, the instructor may follow up with any student that discloses safety concerns. Students are encouraged to review the list of support resources at the end of the syllabus and to contact the instructor with any questions or concerns.

Please refer to the rubric below for the **criteria that will be used to determine the participation grade**. For each of five criteria, between 0 and 2 points can be earned, for a maximum of 10 points.

Criteria	Never or Rarely	Regularly	Often or Always
a. Student demonstrates active learning.	0	1	2
b. Student demonstrates proactive learning.	0	1	2
c. Student meaningfully participates.	0	1	2
d. Student contributes to a positive learning environment.	0	1	2
e. Student's participation aligns with course expectations inside and outside of the classroom, synchronously and asynchronously.	0	1	2

Grading Scale

Assignment and course grades will be based on the following:

Grade Point Average / Letter Grade		Corresponding Numeric Grade / Letter Grade	
3.85 – 4.00	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 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
1.89 & below	C-	70 – 72	C-

Please note: A grade below "C" is considered a failing grade for graduate students at USC.

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.

IX.   Assignment Submissions, Extensions & Extra Credit Policy

By the specified deadlines, assignments should be submitted through the course's learning management system (LMS). Students are responsible for ensuring successful submission of their assignments and are encouraged to maintain a copy of the submission confirmation for their records.

Prior to the due date, extensions may be granted for extenuating circumstances at the instructor's discretion. The instructor will confirm an extension and revised due date in writing/email. If the instructor accepts a late submission, it could be marked down for each day late. Assignments submitted more than one week past the posted due date may not be accepted for grading; however, this is at the instructor's discretion, assuming extenuating circumstances. The instructor may require documentation of the extenuating circumstance in considering an extension request.

Once an assignment is graded, the grade is final, unless there are extenuating circumstances (e.g., error in determining grade, academic integrity violation). Extra credit on an assignment is not permitted. Re-doing an assignment with the expectation that it will be re-graded is not permitted.

X.   Grading Timeline
Students should expect grading and feedback from the instructor within two weeks of assignment submission. The instructor will notify students of any extenuating circumstances that might affect this grading timeline.

XI.   Statement about Incompletes and In Progress Grades
The grade of Incomplete (IN) can be assigned only if a student is in good standing in the course and there the work left to be completed is due to 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 by the instructor and reported on the official "Incomplete Completion Form."

XII.   Attendance
As a professional school, class attendance and participation are essential to students' professional training and development at the USC Suzanne Dworak-Peck School of Social Work. Students are expected to attend every class and to remain in class for the duration of the class. Students cannot actively, proactively, or meaningfully contribute to a positive learning environment if they are not in attendance. 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. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements in advance to complete class work that will be missed or to reschedule an examination, due to holy days observance.

Please refer to the USC Student Handbook and to the USC School of Social Work Student Handbook for additional information on attendance policies.

XIII. Classroom Norms
Class ground rules help to promote a positive learning environment by specifying behaviors that are encouraged and discouraged. The instructor will facilitate a class discussion to generate mutually agreed upon ground rules for the learning environment.

XIV. Zoom Etiquette and Use of Technology in the Classroom
For campus-based students, the use of laptops, tablets, smart phones during class generally is not recommended. Students may use these devices, however, if doing so contributes to their learning and is not disruptive to others in the class. For both campus and VAC students, permitted uses of technology include using laptops, tablets, smart phones to access course readings and materials, to take notes, and to complete small group activities and discussions. Non-permitted uses of technology include using laptops, tablets, smart phones to check email and social media, and to text or communicate with others who are not members of the class. Use of smart phones during class is not permitted except in an emergency or during a break. To minimize disruptions, students should place their phones on mute or in airplane mode before coming to class.

XV. Academic Integrity
The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank

academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity (OAI).

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the Student Handbook, the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Special Note on the Use of AI Generators
AI generators, such as such as ChatGPT4 and Bard, can be useful tools. However, AI programs do not replace human creativity, originality, and critical thinking. AI text generators also may present incorrect or biased information and incomplete analyses. Within limited circumstances, with instructor permission and proper disclosure and attribution (see USC Libraries' generative AI guide), AI generators may be permitted in this course, per the University's academic integrity regulations. Using these tools without the instructor's permission, and without proper attribution and disclosure, constitutes a violation of academic integrity and will be reported to the Office of Academic Integrity.

XVI. Course Content Distribution and Synchronous Session Recordings
USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment. Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation, is prohibited. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor (Living our Unifying Values: The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is prohibited. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media (Living our Unifying Values: The USC Student Handbook, page 13).

XVII.   Course Evaluations
The USC Learning Experience evaluation occurs at the end of each semester. This evaluation is an important review of students' experiences in the class. The process and intent of the end-of-semester evaluation will be discussed in class by your instructor. In addition to the end-of-semester evaluation, a mid-semester evaluation is implemented in the School of Social Work. The process and intent of the mid-semester evaluation also will be discussed by your instructor.

XVIII. Required Textbooks

Brownson, R. C., Colditz, G. A., & Proctor, E. K., (Eds.), (2017). *Dissemination and implementation research in health: Translating science to practice* (2nd Ed.). Oxford University Press.

Palinkas, L. A., & Soydan, H. (2012). *Translation and implementation of evidence-based practice*. Oxford University Press.

Other readings are available on the platform under **Files / Readings**.

XIX. Recommended Materials & Resources

Additional required and recommended readings/viewings may be assigned by the instructor.

Guides for Academic Integrity, APA Style Formatting, Writing & Research

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Publisher.

APA formatting and style guide: The OWL at Purdue.
https://owl.purdue.edu/

USC guide to avoiding plagiarism:
https://libguides.usc.edu/writingguide/plagiarism

USC guide to APA 7th writing style https://libguides.usc.edu/APA7th

Sample List of Professional Social Work Organizations

National Association of Social Workers. Available at http://www.naswdc.org

Institute for the Advancement of Social Work Research.
Available at http://www.iaswresearch.org

Society for Social Work and Research. Available at http://www.sswr.org

Council on Social Work Education (CSWE). Available at https://www.cswe.org/

XX. Course Schedule

The table below presents the topics for each unit of instruction. <u>Students are expected to attend class having completed the required reading and, if applicable, the asynchronous course material.</u>

Unit	Topics and Async	Readings	Date

1	**Overview of the Course, Implementation Science, and Evidence-Based Practice**
	▪ Introductions
	▪ Course overview and objectives
	▪ Assignments
	▪ The Quality Chasm
	▪ The Translation Pipeline: From Evidence to Practice
	▪ Evidence-based practice
	  ○ What makes a practice evidence-based?
	  ○ Steps to engaging in evidence-based practice
	  ○ Sources of information on evidence-based practices
	
	Async Units 1 and 2
		In Brownson et al textbook:
		▪ Emmons, & Colditz, G. A. (2017). The Promise and Challenges of Dissemination and Implementation Research. In Dissemination and Implementation Research in Health (pp. 1-18). Oxford University Press. https://doi.org/10.1093/oso/9780190683214.003.0001
		▪ Rabin, & Brownson, R. C. (2017). Terminology for Dissemination and Implementation Research. In Dissemination and Implementation Research in Health (pp. 19-46). Oxford University Press. https://doi.org/10.1093/oso/9780190683214.003.0002
		▪ Peng, Dearing, J. W., & Kee, K. F. (2017). Historical Roots of Dissemination and Implementation Science. In Dissemination and Implementation Research in Health (pp. 47-62). Oxford University Press. https://doi.org/10.1093/oso/9780190683214.003.0003
		
		In Palinkas & Soydan textbook:
		▪ Palinkas, L. A., & Soydan, H. (2012). Translation and implementation of evidence-based practices. In Translation and implementation of evidence-based practice (pp. 19-50). Oxford University Press.
		
		On platform under Files / Readings:
		▪ Loper, Woo, B., & Metz, A. (2021). Equity Is Fundamental to Implementation Science. Stanford Social Innovation Review, 19(3), 3-5.
		▪ Jackson, & Andrews, K. (2021). Listening to Black Parents. Stanford Social Innovation Review, 19(3), 17–20.
		▪ Smith, Davis, P., & Kho, A. N. (2021). Community-Driven Health Solutions on Chicago's South Side. Stanford Social Innovation Review, 19(3), 27-29. https://doi.org/10.48558/85p7-3113
			May 22

2	**Implementation Science and the Grand Challenges of Social Work**	On platform under Files / Readings: ▪ Cabassa, L.J. & Bauman, A.A. (2013). A two-way Street: Bridging implementation science	May 29

Unit	Topics and Async	Readings	Date
	▪ D & I and inequities, disparities, and social justice ▪ The Three Sciences ▪ Creating Social Responses to Changing Environment ▪ The Role of Complex Environments in Solving Wicked Problems **Async Unit 3**	and cultural adaptations of mental health treatments. Implementation Science, 8 (90). https://implementationscience.biomedcentral.com/articles/10.1186/1748-5908-8-90 ▪ 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 ▪ Callejas, Perez, G., & Limon, F. J. (2021). Community-Defined Evidence as a Framework for Equitable Implementation. Stanford Social Innovation Review, 19(3), 25-26.	
3	**Implementation Theories, Models, and Frameworks** ▪ Theories, Models, and Frameworks (TMF) ▪ Diffusion of Innovation ▪ Frameworks: EPIS, CFIR and RE-AIM ▪ The role of TMF in guiding the implementation process **Async Unit 4**	On platform under Files / Readings: ▪ 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. ▪ Nilsen, P. (2015). Making sense of implementation theories, models, and frameworks. Implementation Science 10. ▪ Evans, R., Murphy, S., & Scourfield, J. (2015). Implementation of a school-based social and emotional learning intervention: understanding diffusion processes within complex systems. Prevention Science, 16(5), 754-764. Websites to visit: ▪ EPIS Framework https://episframework.com/ ▪ RE-AIM Framework https://www.re-aim.org/ ▪ Consolidated Framework for Implementation Research https://cfirguide.org/	Jun 5
4	**The Role of Organizational Processes in Implementation** ▪ Outer and inner contextual factors ▪ Complex health interventions ▪ The role of implementation leadership and climate ▪ EPIS Exploration Stage ▪ EPIS Preparation Stage **Async Units 5 and 6**	In Brownson et al textbook: ▪ Aarons, Ehrhart, M. G., & Moullin, J. C. (2017). The Role of Organizational Processes in Dissemination and Implementation Research. In Dissemination and Implementation Research in Health (pp. 121-142). Oxford University Press. https://doi.org/10.1093/oso/9780190683214.003.0008 ▪ Stamatakis, Kerner, J. F., & Vinson, C. A. (2017). Dissemination and Implementation Research in Community and Public Health Settings. In Dissemination and Implementation Research in Health (pp. 355–370). Oxford	Jun 12 **Assignment 1 due before class**

Unit	Topics and Async	Readings	Date
		University Press. https://doi.org/10.1093/oso/9780190683214.003.0021 ■ McMillen, & Adams, D. R. (2017). Dissemination and Implementation in Social Service Settings. In Dissemination and Implementation Research in Health (pp. 371–384). Oxford University Press. https://doi.org/10.1093/oso/9780190683214.003.0022 On platform under Files / 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.	
5	**EPIS Implementation Stage** ■ EPIS Implementation Stage ■ RE-AIM: Implementation Dimension ■ Case Study: Child Success New York City **Async Unit 7**	In Palinkas & Soydan textbook: ■ Palinkas, L. A., & Soydan, H. (2012). Research on organizational context. In Translation and implementation of evidence-based practice (pp. 105-124). Oxford University Press. On platform under Files / Readings: ■ Lengnick-Hall, R., Willging, C., Hurlburt, M., Fenwick, K. & Aarons, G.A. (2020). Contracting as a bridging factor linking outer and inner contexts during EBP implementation and sustainment: A prospective study across multiple U.S. public sector service systems. Implementation Science 15(43). ■ Metz, Woo, B., & Loper, A. (2021). Equitable Implementation at Work. Stanford Social Innovation Review, 19(3), 29–31.	Jun 19 ==No Zoom Class== (Juneteenth)
6	**EPIS Sustainment Stage** ■ EPIS Sustainment Stage ■ Why is so challenging to plan for sustainment? ■ Case Study: Garrett Lee Smith Suicide Prevention Program in Tennessee **Async Unit 8**	On platform under Files / Readings: ■ Parra-Cardona, Zapata, O., Emerson, M., Sandoval-Pliego, R. J., & García, D. (2021). Faith-Based Organizations as Leaders of Implementation: Implementation science must recognize faith-based organizations as key leaders of change in underserved immigrant communities. Stanford Social Innovation Review, 19(3), 21–24. https://doi.org/10.48558/rre8-dt78 ■ Willging, Green, A. E., Gunderson, L., Chaffin, M., & Aarons, G. A. (2015). From a "Perfect	Jun 26

Unit	Topics and Async	Readings	Date
		Storm" to "Smooth Sailing": Policymaker Perspectives on Implementation and Sustainment of an Evidence-Based Practice in Two States. Child Maltreatment, 20(1), 24–36. https://doi.org/10.1177/1077559514547384 ■ Becan, Bartkowski, J. P., Knight, D. K., Wiley, T. R. A., DiClemente, R., Ducharme, L., Welsh, W. N., Bowser, D., McCollister, K., Hiller, M., Spaulding, A. C., Flynn, P. M., Swartzendruber, A., Dickson, M. F., Fisher, J. H., & Aarons, G. A. (2018). A model for rigorously applying the Exploration, Preparation, Implementation, Sustainment (EPIS) framework in the design and measurement of a large scale collaborative multi-site study. Health & Justice, 6(1), 9–14. https://doi.org/10.1186/s40352-018-0068-3	
7	**Implementation Strategies, Mechanisms, and Outcomes** ■ Discrete, Multifaceted, and Blended Strategies ■ Mechanisms ■ Implementation Outcomes ■ Implementation Logic Models **Async Unit 9**	n Brownson et al textbook: ■ Powell, Smith, J. L., Kirchner, J. E., Waltz, T. J., & Proctor, E. K. (2017). Implementation Strategies. In Dissemination and Implementation Research in Health (pp. 245–266). Oxford University Press. https://doi.org/10.1093/oso/9780190683214.003.0015 On platform under Files / Readings: ■ Smith, J.D., Li, D.H., & Rafferty, M.R. (2020). The implementation research logic model: A method for planning, executing, reporting and synthesizing implementation projects. Implementation Science, 15(84). https://doi.org/10.1186/s13012-020-01041-8 ■ 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.	Jul 3
8	**Social Networks and Partnerships to Support Implementation** ■ Social network theory and methods ■ Social networks and implementation	In Brownson et al textbook: ■ Combs, Morshed, A. B., McKay, V. R., & Luke, D. A. (2017). Systems Science Methods in Dissemination and Implementation Research. In Dissemination and Implementation Research in Health (pp. 157-174). Oxford University Press.	Jul 10 ==**Assignment 2 due before class**==

Unit	Topics and Async	Readings	Date
	▪ Case Study: Using Community Development Teams to Scale up TFCO ▪ The role of partnerships in implementing EBPs ▪ Community-based participatory research (CBPR ▪ Case studies of successful partnerships ▪ Common elements of successful partnerships **Async Units 10 and 11**	https://doi.org/10.1093/oso/9780190683214.003.0010 ▪ Chang, Minkler, M., & Salvatore, A. L. (2017). Participatory Approaches for Study Design and Analysis in Dissemination and Implementation Research. In Dissemination and Implementation Research in Health (pp. 175–190). Oxford University Press. https://doi.org/10.1093/oso/9780190683214.003.0011 In Palinkas & Soydan textbook: ▪ Palinkas, L. A., & Soydan, H. (2012). Community-based participatory research. In Translation and implementation of evidence-based practice (pp. 150-179). Oxford University Press. On platform under Files / 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., Palinkas L.A., Czaja, S., Chu K.H., & Brown, C.H. (2015). Social network analysis for program implementation (SNAPI). PLOS One, 10(6), e0131712. doi:10.1371/journal.pone.0131712 ▪ 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	
9	**Fidelity and Adaptation of Evidence-Based Practices** ▪ Defining fidelity ▪ Monitoring and measuring fidelity ▪ Choosing between fidelity and adaptation ▪ Adaptation frameworks and approaches: RE-FRAME, Functions and Forms	In Brownson et al textbook: ▪ Emmons, Linnan, L. A., Shelton, R. C., & Allen, J. D. (2017). Fidelity and Its Relationship to Implementation Effectiveness, Adaptation, and Dissemination. In Dissemination and Implementation Research in Health (pp. 267–284). Oxford University Press. https://doi.org/10.1093/oso/9780190683214.003.0016	Jul 17

Unit	Topics and Async	Readings	Date
	▪ Cultural adaptation of programs and practices **Async Units 12 and 13**	▪ Baumann, Stirman, S. W., & Cabassa, L. J. (2017). Adaptation in Dissemination and Implementation Science. In Dissemination and Implementation Research in Health (pp. 285–300). Oxford University Press. https://doi.org/10.1093/oso/9780190683214.003.0017 On platform under Files / Readings: ▪ Schoenwald, S. K., Garland, A., Chapman, J. E., Frazier, S. L., Sheidow, 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. ▪ 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	
10	**Evaluating Implementation of EBPs** ▪ Measuring dissemination and implementation process and outcomes ▪ Conceptual diagram / implementation logic model ▪ Tracking methods and tools **Async Unit 14**	In Brownson et al textbook: ▪ Lewis, Proctor, E. K., & Brownson, R. C. (2017). Measurement Issues in Dissemination and Implementation Research. In Dissemination and Implementation Research in Health (pp. 229–244). Oxford University Press. https://doi.org/10.1093/oso/9780190683214.003.0014 ▪ Glasgow, & Gaglio, B. (2017). Evaluation Approaches for Dissemination and Implementation Research. In Dissemination and Implementation Research in Health (pp. 317–334). Oxford University Press. ge ▪ Palinkas, & Cooper, B. R. (2017). Mixed Methods Evaluation in Dissemination and Implementation Science. In Dissemination and Implementation Research in Health (pp. 335–354). Oxford University Press. https://doi.org/10.1093/oso/9780190683214.003.0020	Jul 24

Unit	Topics and Async	Readings	Date
		In Palinkas & Soydan textbook: ▪ Palinkas, L. A., & Soydan, H. (2012). Mixed-methods research. In Translation and implementation of evidence-based practice (pp. 125-149). Oxford University Press.	
11	**Student Presentations** ▪ The role of partnerships in implementing EBPs ▪ Community-based participatory research (CBPR ▪ Case studies of successful partnerships ▪ Common elements of successful partnerships **Async Unit 15**		Jul 31 ==**Assignment 3 due before class**==
12	**Students Presentations and Course Wrap-Up** ▪ Presentation of Implementation Plan ▪ Course Wrap-Up		Aug 7

XXI.   University Statement on Academic Conduct and Support Systems Academic Integrity
The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask the instructor if unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations
USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers in the classroom or in practicum. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course/practicum placement. The LOA must be given to each course/practicum instructor by the student and followed up with a discussion. This should be done as early in the semester as possible, as accommodations are not retroactive. More information can be found at osas.usc.edu. Students may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems
Students' health and well-being are important. Reaching out for assistance with physical, emotional, social, academic, spiritual, financial, and professional wellbeing is encouraged. USC has resources and support systems in place to help students succeed. Additional resources can be found on the USC Suzanne Dworak-Peck School of Social Work Website at: https://dworakpeck.usc.edu/student-life/we-care-student-wellness-initiative or by reaching out to the Student Wellness Coordinator in the SDP Office of Associate Dean of Academic Affairs (sdp.adc@usc.edu).

Counseling and Mental Health - *(213) 740-9355 – 24/7 on call*
Free and confidential mental health treatment for campus-based students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

VAC Students: Uwill Counseling Services
Uwill is a counseling service available to VAC students. It is designed to support students during their time in the program. Uwill is a leading teletherapy platform that enables college students nationwide to receive real-time counseling online from a network of licensed mental health professionals. Students (enrolled or on leave of absence) can access up to six sessions (180 credits) per year with a licensed clinician at no cost to them.

Relationship and Sexual Violence Prevention Services (RSVP) - *(213) 740-9355(WELL) – 24/7 on call*
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

Kortschak Center for Learning and Creativity - 213-740-7884, kortschakcenter@usc.edu
The Kortschak Center offers academic coaching and resources.

The Writing Center - 213-740-3691, writing@usc.edu
The Writing Center offers individualized feedback on any kind of writing.

USC Campus Support and Intervention - (213) 740-0411
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

XXII. List of Appendices
A.   Suzanne Dworak-Peck School of Social Work ADEI Statement
B.   Preamble to the NASW Code of Ethics
C. Tips for Maximizing Your Learning Experience

Appendix A: Suzanne Dworak-Peck School of Social Work Anti-Racism, Diversity, Equity, and Inclusion Statement
At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote anti-racism, diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning experience. We

offer and value inclusive learning in the classroom and beyond. We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the NASW Code of Ethics, abide by the CSWE Educational Policy and Accreditation Standards, and address the American Academy of Social Work and Social Welfare, Grand Challenges for Social Work.

Appendix B: National Association of Social Workers Code of Ethics
Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

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.

Appendix C: **Tips for Maximizing Your Learning Experience in this Course**
- Be proactive. Together, let's do everything we can to make this an educational and enjoyable experience for you. Try to anticipate issues that could present challenges and please reach out to me so that we can problem-solve before rather than after the fact.
- Be mindful of getting proper nutrition, exercise, rest and sleep.
- Create a professional self-care plan.
- Complete required readings, assignments and activities before coming to class.
- Keep up with the assigned readings and assignments.
- Come to class and participate in an active, respectful, and meaningful way.
- Come to class prepared to ask any questions you might have. If you don't understand something, ask questions. Ask questions in class, during office hours, and/or through email.
- Form study groups with other students in the class or in another section of the class.
- Take advantage of office hours. Contact me if you are concerned about or are struggling in class.
- If you believe it is necessary to receive support from a content tutor or Writing Support, please inform or involve me. I want to be able to help and support you in any way possible, but I need to know that you want/need support. I am also happy to meet with you and your tutor.
- Keep an open mind and positive attitude.