M19-559 Dissemination and Implementation Science (3 credits)
Spring 2020 (01/13/20 – 5/1/20)
Wednesdays, 1 to 4 pm
Location: Taylor Avenue Building
2nd floor, Richmond Room

INSTRUCTORS
Rachel Tabak, PhD, RD
TA: TBD

OFFICE HOURS
By appointment: rtabak@wustl.edu

PREREQUISITES
None

TARGET AUDIENCE
Researchers in clinical and population sciences; clinical training program participants; MSPH, MPH, and MSW students; prior research experience is helpful but not required.

COURSE DESCRIPTION & OBJECTIVES
This course provides an overview of dissemination and implementation (D&I) science (i.e., translational research in health). Topics include the importance and language of D&I science; designs, methods, and measures; differences and similarities across clinical, public health, and policy settings; selected tools for D&I research and practice; and future issues.

COMPETENCIES
1. Understand the importance and language of D&I science.
2. Explore the theories and frameworks that are commonly used in D&I research and practice.
3. Describe the importance of context at multiple levels in D&I science
4. Distinguish between implementation strategies and outcomes and those in efficacy and effectiveness research
5. Describe various study designs, methods, and measures that support D&I science.
6. Understand D&I methods and challenges across various settings and populations.
7. Recognize opportunities to apply D&I science to intervention development and evaluation
8. Explore the importance of systems and partnerships in D&I
9. Understand how D&I science can further your research/practice plans and career.

GRADING
Your grade will be based on:

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<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Grade (%)</th>
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<tbody>
<tr>
<td>Webinar assignment</td>
<td>January 29</td>
<td>10%</td>
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Grading Scale
A+: 97-100; A: 93-96; A-: 90-92; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-: 70-72

ATTENDANCE AND PARTICIPATION
Class attendance is required. As a courtesy to other students, you are expected to arrive on time. More than two unexcused absences from class may result in a lowered grade. Readings assigned for each class should be read ahead of the class and students should be prepared to discuss the material from readings.

POLICY ON LATE ASSIGNMENTS
Late assignments will result in a deduction of one grade point (A+ down to A) for each day late (including weekends) unless prior approval is obtained from the instructor or a compelling situation prevents prior approval (i.e. documented health issues or family emergencies).

ASSIGNMENTS & DUE DATES

<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
<th>Readings</th>
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### Class 2 Jan. 22

**D&I research questions – how do you come up with evidence?**

**Core:**
- Jonathan Fielding (video)

**Additional:**

### Class 3 Jan. 29

**D&I study designs Due: Webinar assignment**

**Core:**
- Ch. 13: Landsverk J. Design and analysis of dissemination and implementation research

**Additional:**

### Class 4 Feb. 5

**Theories and frameworks in D&I research**

**Core:**
- Ch. 3. Dearing JW. Historical roots of dissemination and implementation science.
- Ch. 5. Tabak RT. The Conceptual Basis for Dissemination and Implementation Research: Lessons from Existing Models and Frameworks

**Additional:**

**Writing an aims page/grant-writing overview Due: Final Project: Topic Idea**
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<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Subtopics/Notes</th>
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| 5     | Feb. 12| First webinar discussion     | **Core:**
Ch. 15. Implementation Strategies
**Additional:**
| 6     | Feb. 19| Due: Quality gap and evidence base for final project assignment | **Core:**
Ch. 18. Green LJW. Furthering Dissemination and Implementation Research: The Need for More Attention to External Validity.
**Additional:**
| 7     | Feb. 26| Measurement issues           | **Core:**
Ch. 14: Lewis CC. Measurement issues in dissemination and implementation research
**Additional:**
Rabin BA, Lewis CC, Norton WE, et al. Measurement resources for dissemination and implementation research in health. *Implement Sci.* 11:42
| 8     | Mar. 4  | Second webinar discussion    | **Core:**
Proctor. Outcomes for implementation research: conceptual distinctions, measurement challenges, and research agenda. *Adm Policy Ment Health* 2011;38:65-76
### Class 9  Mar. 11

**Global Low-resource settings**

**De-implementation**

**Due: Outline for research project**

**Additional:**

Garner. Toward evidence-based measures of implementation—Examining the relationship between implementation outcomes and client outcomes. Journal of Substance Abuse Treatment 67 (2016) 15–21


**Core:**


**Additional:**

Ch. 28. Lobb, R. Dissemination and Implementation Research in a Global Context.

### Class 10  Mar. 18

**D&I opportunities**

**Policy D&I**

**Core:**


Ch. 26: Purtle., Policy Dissemination Research

**Additional:**


### Class 11  Mar. 25

**Partnered and participatory Research, Non-Health settings**

**Core:**

Holt. Opportunities and challenges in conducting community-engaged D&I research (2017) TBM.

Ch. 11. Minkler, M. Participatory Approaches for Study Design and Analysis in Dissemination and Implementation Research.

Ch. 21. Vinson, CA. Dissemination and Implementation Research in Community and Public Health Settings.

Ch. 22. McMillen, JC. Dissemination and Implementation in Social Service Settings.

**Additional:**

Blachman-Demner; Fostering integrated approaches to dissemination and implementation and community engaged research, Translational Behavioral Medicine, Volume 7, Issue 3, 1 September 2017, Pages 543–546

Boothroyd; Active involved community partnerships: co-creating implementation infrastructure for getting to and sustaining social impact, Translational Behavioral Medicine, Volume 7, Issue 3, 1 September 2017, Pages 467–477

### Class 12  Apr. 1

**Adaptation/fidelity Disparities**

**Core:**

Ch. 16. Fidelity and Its Relationship to Implementation Effectiveness, Adaptation, and Dissemination

Ch. 17. Baumann A. Adaptation in Dissemination and Implementation Science

**Additional:**


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<th>Topic</th>
<th>Core</th>
<th>Additional</th>
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<tr>
<td>Class 15</td>
<td>Apr. 22</td>
<td>Student presentations</td>
<td>Due: Presentation for project</td>
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DROP DATES
You may drop for any reason during the course of the semester. However, you may only receive a partial or no tuition reimbursement depending upon how far into the semester you drop the course. See the MPHS Student Handbook. Late withdrawals will appear on your transcript as a withdrawal.

MPHS Academic Policy Guidelines:
Guidelines regarding MPHS course registration and enrollment, grades, tuition obligation, and academic leave are consolidated in the MPHS Student Handbook. Please review this document.

MPHS Guidelines for Academic and Non-Academic Transgressions:
By registering for this course you have agreed to the terms of the MPHS Academic Integrity Policy, outlined below and in more detail in the MPHS Student Handbook. Please review this policy before submitting your first graded assignment.

Academic Integrity/Plagiarism Policy:
• Academic dishonesty is a serious offense that may lead to probation, suspension, or dismissal from the University. Academic dishonesty includes plagiarism (the use of someone else’s ideas, statements, or approaches without proper citation). Academic dishonesty also includes copying information from another student, submitting work from a previous class for a new grade without prior approval from your instructor, cheating on exams, etc. You are responsible for reviewing WashU’s academic integrity resources to become aware of all the actions that constitute academic dishonesty.
• All instances of academic dishonesty will be reported to the Office of the Registrar for investigation and potential disciplinary action. In addition, the instructor will make an independent decision about the student’s grade on any assignment in question. The MPHS process regarding academic dishonesty is described in the MPHS Student Handbook.

DISABILITY RESOURCES
It is the goal of Washington University to assist students with disabilities in removing the barriers their disabilities may pose and provide support in facing the challenge of pursuing an education at Washington University.

Washington University recognizes and accepts its professional, legal and moral responsibility to avoid discrimination in the acceptance and education of qualified students with disabilities and to provide reasonable accommodations to such students consistent with the principles embodied in the law. These guidelines apply to students seeking admittance as well as to those who become disabled while they are enrolled.

Washington University makes every effort to insure that all qualified applicants and students can participate in and take full advantage of all programs and opportunities offered within the university. Washington University encourages and gives full consideration to all applicants for admission. Washington
University does not discriminate in access to its programs and activities on the basis of age, sex, sexual orientation, race, disability, religion, color or national origin.

To learn more about services provided to students with disabilities, initiate the process of formal documentation and/or to arrange for accommodations, please review the [Disability Resources](#) for the Med School at the start of the course.

**MENTAL HEALTH RESOURCES**
Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: [shs.wustl.edu/MentalHealth](shs.wustl.edu/MentalHealth).

**SEXUAL ASSAULT RESOURCES**
You can also speak confidentially and learn about available resources by contacting Dr. Gladys Smith, PhD, Sexual Violence Prevention Therapist and Licensed Psychologist at the Medical Campus, (314) 362-2404. Additionally, you can report incidents to the Office of Student Affairs or by contacting WUSM Protective Services 314-362-4357 or your local law enforcement agency.

**BIAS RESOURCES**
The University has a process through which students and staff who have experienced or witnessed bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. For details see: [diversityinclusion.wustl.edu/brss/](diversityinclusion.wustl.edu/brss/).

**Office of the Associate Vice Chancellor for Diversity, Equity and Inclusion (DEI)**
The DEI Training Team designs, facilitates and leads diversity education programming for faculty, staff and students on a wide range of topics including: creating a climate of respect, the value of diversity and the role of biases in our day-to-day lives. [diversity.med.wustl.edu/training/](diversity.med.wustl.edu/training/)

The Office of Diversity Programs promotes diversity among and prepares medical students to lead in a global society. A priority for the Office of Diversity Programs is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. [mddiversity.wustl.edu/](mddiversity.wustl.edu/)

The Diversity and Inclusion Student Council promotes an inclusive campus environment for all School of Medicine students. [sites.wustl.edu/disc/](sites.wustl.edu/disc/)

The Office for International Students and Scholars embraces the university’s mission of welcoming promising students from around the world. [wumma.wustl.edu/](wumma.wustl.edu/)