

**M19-559 Dissemination and Implementation Science (3 credits)**

Spring 2021 (01/19/2021 – 5/5/21)

Location: Online (synchronous and asynchronous)

Synchronous component on-line: Wednesday, 1 to 2:30 pm

**This syllabus is still in progress, and may be updated based on feedback and speaker availability**

**INSTRUCTORS**

Rachel Tabak, PhD, RD; [rtabak@wustl.edu](mailto:rtabak@wustl.edu)\*, 314-935-0153

TA: TBD

\*email is the best contact, and I strive to respond to email within 24 hours Monday-Friday and use out-of office messages when responses may be delayed

**OFFICE HOURS**

Weekly on zoom (link, day/time) and by appointment

**PREREQUISITES**

None (prior research experience is helpful but not required)

**TARGET AUDIENCE**

Researchers in clinical and population sciences; clinical training program participants; MSPH, MPH, MSW, and PhD students

**Book/Readings**

Brownson R, Colditz G, Proctor E, eds. Dissemination and Implementation Research in Health: Translating Science to Practice. New York: Oxford University Press; 2nd Edition. 2018. You can freely access an e-version of the textbook from the WUSTL library [here](#), using your wustlkey

Other readings pertinent to each topic are listed with each week and we will post PDFs.

**COURSE DESCRIPTION & OBJECTIVES**

This course provides an overview of dissemination and implementation (D&I) science in health). Topics include the importance and language of D&I science; designs, methods, and measures; strategies, models, and outcomes for D&I science; selected tools for D&I research and practice; and future issues. Clinical, public health, and policy settings are incorporated and considered.

**COMPETENCIES**

1. Understand the importance and language of D&I science.
2. Explore and apply 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 D&I 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.

## Organization of the course

FOR SYNCHRONOUS ELEMENTS OF A COURSE: This course will be delivered as an online course. Some of the class time will be **synchronous**. During these sessions, students should be present via Zoom video conference and be prepared to actively engage in course lectures, discussions and activities during the scheduled time. There will also be **asynchronous** elements, including pre-recorded videos, active learning activities and assignments, and resources that students will be expected to engage with outside the synchronous class sessions. Additional details about the structure of the course will be provided via Canvas Announcement (which also sends an email) in advance of the start of the course.

## **Time Requirements**

The time commitment for this course is designed to be similar to the time we would spend if we were meeting synchronously for 3 hours a week then completing outside of class 'homework' (i.e., reading, project-related assignments). However, rather than 3 hour zoom sessions, a bulk of the course content each week is designed to be completed through **asynchronous** activities, in addition to traditional outside of class 'homework'. Students are asked to watch videos; complete readings, active learning activities, and assignments; and submit questions and/or reflections ahead of the synchronous class discussion. There will be 1 ½ hours of **synchronous** class, via zoom, which will include speakers, group work and discussion, and brief lectures. Additionally, students will have approximately six hours reading and homework per week.

## GRADING

Your grade will be based on: (I have emphasized graded elements throughout the doc with [purple text](#))

<b>Assignment</b>	<b>Date Due</b>	<b>Grade (%)</b>
Final Project: Topic idea assignment	January 27*	5%
Quality gap and evidence base for final project assignment	February 10*	10%
Outline for final project assignment	March 17*	15%
Final project presentation assignment	April 21**	15%
Final project assignment	May 5***	30%
Engagement activities	All semester*	10%
Submit a question/discussion point	All semester	5%
Active participation (including attendance (40%), class/discussion board participation (40%) & course evaluations (20%))	All semester	10%
<b>TOTAL</b>		<b>100%</b>

\*at the beginning of class; \*\*by 10 am; \*\*\*by 5 pm; \*\*\*\*by 10 am the day before class (Tuesday)

Descriptions and rubrics for each assignment are provided on Canvas. [Please look there for details about expectations for each assignment.](#)

## 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 and participation are expected and graded accordingly. You are expected to attend class via Zoom, on time and for the entire class period. During class, you are expected to have your video on for the welcome and introductions, for any small group discussion time and whenever you are asked to

actively participate in an activity. During other times, it is appropriate to turn off your video. Please discuss with the instructor any accommodations you may need.

- Please join the synchronous Zoom meeting on time having read the core materials, completed the activities, and watched videos prior to class.
- **Submit TWO questions and/or discussion points** you would like to review during class (esp when we have a guest expert) **by 10 am the day before class (Tuesday)**, based on the readings and activities. These are to be posted as discussion board posts.
- Though class does not meet for 3 synchronous hours each week, please plan for activities and assignments throughout the week, in addition to typical 'homework' (see notes above regarding time commitment)
- Participate with the speakers, instructors, and classmates through features such as chat, raise hand, verbally asking questions, and digital engagement (e.g., polling, menti, whiteboard) throughout the synchronous session.
- Actively participate in small group breakout activities and discussions.
- Engage with project feedback provided through canvas (incorporating feedback into subsequent assignments is an important way to engage in distance learning and is part of your grade).
- Seek consultation with the instructors as needed, including office hours and through the discussion board. Using the discussion board enables all students to learn from questions.
- Engage early and actively for project assignments, activities, and in discussion

### **Online learning expectations and netiquette**

In order to foster a collaborative and engaging online learning experience for both students and instructors, students are expected to follow the below guidelines.

- Take yourself off mute to participate in discussions or other class activities as appropriate. Keep yourself on mute when not speaking.
- Avoid side or irrelevant conversations in the chat box.
- Be present for class – when possible, attend class in a quiet space that lets you avoid distractions.
- Strictly limit non-class activities such as, but not limited to checking email, texting, other internet use, working on other assignments, and any other home/work activities. Please discuss with the instructor any accommodations you may need.
- Failure to adhere to these guidelines and any other instructor expectations for online learning may lead to a reduction in participation points.

Tips for good online etiquette (or 'netiquette') during online class discussions or using discussion boards.

- Read before you type – Read other posts, comments, or questions thoroughly to avoid posting or asking the same question.
- Think before you type – If you wouldn't say it in person, it probably doesn't belong in an online discussion either.
- Avoid using all caps to avoid the perception that you are yelling your comments.
- Avoid sarcasm and be careful with humor as tone may be difficult to interpret.
- Public vs. Private - Remember what you share privately, may become public so be mindful of what you share in discussion boards or chat features.
- Think about online communication during class as an opportunity to practice communication with future employers, colleagues, and/or clients.

### **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).

## ACTIVITIES & DUE DATES

The assignments and activities are detailed on a Canvas pages. Please look there for detailed expectations.

Week	Dates	Topic	Watch	Read (Core readings)*	Apply (activity or assignment)**
1	Jan 20	Overview of the course, expectations, assignments, and participants, Rationale for D&I research, overview of the field, continuum of translational research, language/terminology	Recording of the first synchronous session, if you are not online for the session, TIDIRC Intro to D&I <a href="#">video</a>	Ch 1 & 2 in text & Bauer 2015	Review syllabus and Introduce yourself on canvas <a href="#">activities</a>
2	Jan 27	Evidence in public health and medicine	Brownson/ Fielding <a href="#">video</a> & Brownson EBPH <a href="#">video</a>	Guyatt 1992 & Brownson 2009 & Pinnock <a href="#">2017 (checklist)</a>	Final Project: Topic Idea <a href="#">assignment</a>
3	Feb 3	Theories, frameworks, and models	Models <a href="#">video</a>	Ch 5 in text & Damschroder <a href="#">2019</a> & Moullin <a href="#">2020</a>	Identify model use activity
4	Feb 10	Context and external validity	Huebschman PRECIS-2 <a href="#">video</a>	Ch 18 in text & Nilsen <a href="#">2019</a>	Quality gap and evidence base for final project <a href="#">assignment</a>
5	Feb 17	Implementation strategies	Implementation strategies overview <a href="#">video</a> , Applied Example <a href="#">video</a> & Implementation Strategy Design <a href="#">video</a>	Chapter 15 in text & Proctor 2013 & Powell 2015	Defining implementation strategies table <a href="#">activity</a>
6	Feb 24	Implementation outcomes	Proctor <a href="#">video</a> & short overview <a href="#">video</a>	Chapter 14 in Text & Proctor 2011	Selecting implementation outcomes <a href="#">activity</a>
7	Mar 3	Measurement issues and mixed methods	TIDIRC D&I measurement <a href="#">video</a>	Ch 14 in text & Rabin 2015 & Palinkas 2011	Apply your model <a href="#">activity</a>
8	Mar 10	D&I Study designs	Study designs <a href="#">video</a>	Ch 13 in text & Mazzucca 2018	Study designs activity
9	Mar 17	Adaptation/fidelity	Adaptation <a href="#">video</a> & FRAME <a href="#">video</a>	Baumann <a href="#">2020</a> & Stirman <a href="#">2019</a>	Final project outline <a href="#">assignment</a>
10	Mar 24	Designing for dissemination, stakeholder engagement, partnered/participatory research	Stakeholder Engagement <a href="#">video</a>	Ch 7 in text & Brownson <a href="#">2018</a>	Stakeholder identification <a href="#">activity</a>
11	Mar 31	De-implementation	NCI Fireside chat <a href="#">video</a>	McKay 2018 & Helfrich <a href="#">2019</a>	Select an <a href="#">activity</a> to revisit
12	Apr 7	Health equity	Implementation science in equity <a href="#">video</a>	Shelton <a href="#">2020</a> & Woodward <a href="#">2019</a>	Incorporating a health equity lens <a href="#">activity</a>
13	Apr 14	Policy D&I & Systems science methods	D&I conference <a href="#">video</a>	Ch 26 in text & Ch 10 in text	Check in on final project activity

14	Apr 21	Student presentations			Final project student presentation <b>assignment</b>
15	Apr 28	Global settings	D&I in global settings video (coming soon)	Ch 28 in text and Geng <a href="#">2017</a>	Peer feedback <b>activity</b>
16	May 5	Future directions			Final project paper <b>assignment</b> due

\*Additional readings are included with each module on Canvas; \*\*Time by which these are due is noted above, where the assignment due dates are summarized; additional details about each activity and assignment are included with each module on Canvas

### **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](https://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/](https://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/](https://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/](https://mddiversity.wustl.edu/)

**The Diversity and Inclusion Student Council** promotes an inclusive campus environment for all School of Medicine students.

[sites.wustl.edu/disc/](https://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/](https://wumma.wustl.edu/)