Dissemination and Implementation Research
CLP 6530 Section U01 (11931)
Department of Psychology
Spring Semester 2022

Professor: Dr. Stacy Frazier (she/her) [Personal pronouns, why I share](#)
Class Time: 12:30 pm - 3:15 pm Tuesdays
Place: Graham Center 276
Phone: (305) 348-4818
E-mail: slfrazi@fiu.edu
Walk & Talk: By appointment

> **Dr. Frazier's Biography**: I direct a federally-funded program of community-engaged research to strengthen youth service systems and support providers (afterschool professionals, early intervention specialists, school personnel) to promote positive health and education trajectories for youth underserved by disparities in care and underrepresented in psychological research. I collaborate with community-based organizations and multidisciplinary colleagues to examine public mental health models of care that build on strengths, respond to needs, and respect the priorities, resources, contexts and constraints of children's service systems. Toward this goal, tiered and technology-facilitated models of workforce support focus on teachable moments during natural education, service and recreation routines. I have been funded continuously over two decades by NIH and IES. I have 20 years of experience with children's mental health services research in urban centers, and my work centers the voices of collaborating providers from systems of care serving Black and Hispanic/Latinx families.

1. Purpose: This course will address the increasing need to bridge research and practice to inform a new generation of effective services accessible to large numbers of children and families in need. Through readings, discussion, and assignments, we will explore the unmet mental health burden, history of dissemination and implementation research, and continuum of research methods that have emerged to help close the science to service gap. By the end of this course students should meet the following goals in alignments with clinical science program objectives:

1. (**Goal 3, Objective 3a**) Articulate the terminology, similarities, and differences associated with efficacy, effectiveness, services, dissemination, implementation, fidelity, and transportability research
2. (**Goal 4, Objective 4b**) Apply a public health framework to mental health, consider the unmet mental health needs of systemically marginalized children and families, mental health disparities, and the opportunities and limitations of empirically-supported interventions for routine care, with particular attention to issues of context, culture, and diversity.
3. (**Goal 4, Objective 4a**) Think critically about the skill sets, ethical implications, primary tensions and inherent complexities associated with dissemination, implementation, and services research.

2. Readings: The syllabus is built with consideration for both history of the field and current controversies, with emphasis on highlighting contributions by diverse authors, particularly scholars identifying with racial and ethnic groups that have been underrepresented in psychological clinical science. Readings represent both seminal and recent papers in Dissemination and Implementation Science. The expectation is that you will spend _~3 hours on reading and coursework outside of class meetings_, and that you will work toward reading with purpose. Majority of readings are available on-line through the FIU library, via a shared class Dropbox, or through hyperlink on the syllabus. If you are unable to locate an assigned reading, _it is your responsibility to alert the instructor_. Also, please consider exploring: https://dissemination-implementation.org/.

3. Format: The course format will include some lecture, extensive discussion, and a sampling of interactive exercises. *Please come to class prepared to contribute to a discussion of the assigned readings* (or related topics). *Bring paper and pen for note-taking*.

4. Health & Safety: Please take every precaution to keep yourself and others healthy. Per CDC guidelines, *you are encouraged to get vaccinated and boosted and strongly advised to wear a KN95 mask during class*. Complete the P3 app before arriving on campus. If you do not feel well, have tested positive for COVID-19, or have been in contact with someone who tested positive for COVID-19, *please do not come to class,* immediately complete the P3 app to notify the COVID Response Team or call them at 305-348-1919, and contact me by email as soon as you can.

5. Grades: Grades will be based on journals (15%) and two assignments (50% and 35% of your grade, respectively) described in detail at the end of the syllabus.

A	=	**94 or above**
A-	=	**90 – 93**
B+	=	**87 – 89**
B	=	**84 – 86**
B-	=	**80 – 83**

6. Cheating and Plagiarism: Cheating and plagiarism will not be tolerated. Penalties include, but are not limited to, course failure, suspension, and permanent expulsion from the university. For more information, consult the Florida International University Graduate Studies handbook, section on "Academic Honesty".

7. Accommodations: In accordance with 504/ADA Guidelines, I will provide reasonable accommodations to students who request and require them. Please call the FIU Disability Resource Center (305-348-3532) for more assistance.

8. Commitment: I am committed to affirming the identities, realities and voices of all students, especially those from historically marginalized or underrepresented backgrounds. This course values the use of system- and person-centered language and preferred gender pronouns, and respect for the experiences of others https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines.pdf. With this in mind, please review these resources on Microaggressions and Microinterventions generated by our Clinical Science Diversity Committee, Psychology Department Diversity Committee, and Graduate Student Health and Wellness committees. For more information, please review the following:

Sue, D. W., Alsaidi, S., Awad, M. N., Glaeser, E., Calle, C. Z., & Mendez, N. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. *American Psychologist, 74*(1), 128–142. https://doi.org/10.1037/amp0000296).

9. Reach Out: Graduate students may encounter difficulties and need assistance from time to time to balance academic priorities with personal wellness. If you require flexibility in regard to class attendance, participation or assignments, please consider reaching out for support. FIU offers resources to assist with wellness and academic success, including Counseling and Psychological Services (@fiu_caps; 305.348.CAPS (2277) and the Healthy Living Program (@fiuhlp). If you are in immediate crisis, please contact the Crisis Text Line or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

Course Topics and Readings

Week 1: Welcome!
January 11, 2021

SCIENCE AND DEMOCRACY

Week 2: Science Communication
January 18, 2020

Requarth, T. (April 19, 2017). Scientists, stop thinking explaining science will fix things. *Slate*.

Read the news! Choose local or national stories from multiple sources (from the past several weeks or months) that relate directly to mental health care, need, disparities, stigma, availability, financing, or policy. Be prepared to *synthesize and summarize briefly*, and to broadly discuss the following questions:

- *Audience Segmentation*: Who is the audience for the news stories you selected (e.g., demographics, who's included, who's missing); Who was the author? (e.g., journalist, scientist, consumer); To what extent do stories reflect a politically liberal or conservative perspective?
- *Scientific Communication*: To what extent does the article cite primary sources (i.e., academic journals) – to what extent is science accurately or misrepresented? To what extent are findings contextualized in a broader scope of literature? To what extent would more (complete) information or less (complex) information be recommended toward informing readers?
- *Public Face of Psychology*: What does the reader take away from the news stories with regard to perceptions of psychology and / or mental health (health, education)? What is the reader left with to inform decision making (e.g., about whether or not to seek mental health care; regarding stigma; understanding the causes or correlates of a disorder).
- *Individual Differences*: How might individual differences (e.g., mental health history or MH knowledge; identity and intersectionality; value placed on science; political affiliation) influence interpretation? *To what extent is mental health policy a partisan issue*

Watch the **APS Interview Series (~90 minutes)**: Communicating Psychological Science with the Public
https://www.psychologicalscience.org/conventions/virtual/communicating-interview?utm_source=APS+Emails&utm_campaign=9b19d89ca2-EMAIL_CAMPAIGN_2020_08_24_05_56&utm_medium=email&utm_term=0_d2c7283f04-9b19d89ca2-62994843

Week 3: Centering Racial/Social Justice through Engaged and Actionable Research
January 25, 2021, *Submit Journals*

Dr. Martin Luther King Jr.'s 1967 "challenge to the nation's social scientists" delivered in his Invited Distinguished Address at the APA annual convention (subsequently published in Journal of Social Issues 1968 Vol. 24(1) and reprinted in the APA Monitor in Jan 1999).

Bullock, H. E. (2019). Psychology's contributions to understanding and alleviating poverty and economic inequality: Introduction to the special section. *American Psychologist, 74*(6), 635-640.

Comas-Díaz, L., Hall, G. N., & Neville, H. A. (2019). Racial trauma: Theory, research, and healing: Introduction to the special issue. *American Psychologist, 74*(1), 1-5.

APA apology to people of color and resolutions adopted on October 29, 2021 for dismantling systemic racism and advancing health equity

IMPLEMENTATION SCIENCE

Week 4: Practice-Informed Research
February 1, 2021 (please submit ideas for final project)

Implementation Science Frameworks

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 and Mental Health Services Research, 38*, 4-23.

Damschroder, L. J., Aaron, D. C., Rosalind, E. K., Kirsh, S. R., Alexander, J. A., & Lowery, J. C. (2009). Fostering implementation of health services research findings into practice: A consolidated framework for advancing implementation science. *Implementation Science, 4*, 1-15.

Proctor, E., Silmere, H., Raghavan, R., Hovmand, P., Aarons, G., Bunger, A., ... & Hensley, M. (2011). Outcomes for implementation research: conceptual distinctions, measurement challenges, and research agenda. *Administration and Policy in Mental Health and Mental Health Services Research,* 38(2), 65-76.

Usual-Care Research

Garland, A. F., Bickman, L., & Chorpita, B. F. (2010). Change what? Identifying quality improvement targets by investigating usual mental health care. *Administration and Policy in Mental Health and Mental Health Services Research, 37*, 15-26.

Guan, K., Levy, M. C., Kim, R. E., Brown, T., Reding, M. E. J., Rith-Najarian, L., Sun, M., Lau, A. S., & Chorpita, B. F. (2015) Managing in-session "surprises:" Provider responses to emergent life events during evidence-based treatment implementation. *Administration and Policy in Mental Health*.

Kim, J. J., Brookman-Frazee, L., Barnett, M. L., Tran, M., Kuckertz, M., Yu, S., & Lau, A. S. (2020). How community therapists describe adapting evidence-based practices in sessions for youth: Augmenting to improve fit and reach. *Journal of Community Psychology, 48*(4), 1238-1257.

For your records and reference:

Beidas, R. S., Stewart, R. E., Walsh, L., Lucas, S., Downey, M. M., Jackson, K., Fernandez, T., & Mandell, D. S. (2015) Free, brief, and validated: Standardized instruments for low resource mental health settings. *Cognitive and Behavioral Practice, 22*(1), 5-19.

Becker-Haimes, E. M., Tabachnick, A. R., Last, B. S., Stewart, R. E., Hasan-Granier, A., & Beidas, R. S. (2020). Evidence base update for brief, free, and accessible youth mental health measures. *Journal of Clinical Child & Adolescent Psychology, 49*(1), 1-17.

Week 5: Workforce Support
February 8, 2021

Training and Supervision

Schoenwald, S. K., Hoagwood, K. E., Atkins, M. S., Evans, M. E., & Ringeisen, H. (2010). Workforce development and the organization of work: The science we need. *Administration and Policy in Mental Health and Mental Health Services Research, 37*, 71-80.

Frazier, S. L., Chou, T., Ouellette, R. R., Helseth, S. A., Kashem, E., & Cromer, K. (2019). Workforce support for urban after-school programs: Turning obstacles into opportunities. *Special Issue on "Understanding and Strengthening the Child- and Youth-Serving Workforce in Low-Resource Communities. American Journal of Community Psychology, 0, 1-14. DOI 10.1002/ajcp.12328;* also see companion piece for after-school providers: Supporting after-school staff and providers.

Beidas, R. S. & Kendall, P. C. (2010). Training therapists in evidence-based practice: A critical review of studies from a systems-contextual perspective. *Clinical Psychology: Science and Practice, 17*, 1-30.

Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice. *Psychological Science in the Public Interest*, 13(2), 74-101.

Simpson-Southward, C., Waller, G., & Hardy, G. E. (2017). How do we know what makes for "best practice" in supervision for psychological therapists? A content analysis of supervisory models and approaches. *Clinical Psychology and Psychotherapy, 24*, 1228-1245.

Measuring Fidelity

Waltz, J. Addis, M.E., Koerner, K., & Jacobson, N.E. (1993). Testing the integrity of a psychotherapy protocol: Assessment of adherence and competence. *Journal of Consulting and Clinical Psychology, 61*, 620-630.

Schoenwald, S. K., Garland, A. F., 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 and Mental Health Services Research, 38*, 32-43.

Week 6: Organizational Social Context
February 15, 2021

Aarons, G.A., Ehrhart, M.G., Farahnak, L.R. et al. (2015) Leadership and organizational change for implementation (LOCI): a randomized mixed method pilot study of a leadership and organization development intervention for evidence-based practice implementation. *Implementation Sci 10, 11*.

Glisson, C. (2002). The organizational context of children's mental health services. *Clinical Child and Family Psychology Review, 5*, 233-253.

Massatti, Sweeney, Panzano, & Roth (2008) The de-adoption of innovative mental health practices (IMHP): Why organizations choose not to sustain an IMHP. *Administration and Policy in Mental Health, 35*(1-2): 50-65.

Klein, K. J. & Knight, A. P. (2005). Innovation implementation: Overcoming the challenge. *Current Directions in Psychological Science, 14*(5), 243-246.

For your records and reference:

Gagnon, M. P., Attieh, R., Ghandour, E. K., Legare, F., Ouimet, M., Estabrooks, C. A., & Grimshaw, J. (2014). A systematic review of instruments to assess organizational readiness for knowledge translation in health care. *PLoS One*, *9*(12), e114338.
https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0114338

Week 7: Beyond Treatment Manuals
February 22, 2021, *Submit Journals*

Barth, R. P., Lee, B. R., Lindsey, M. A., Collins, K. S., Strieder, F., Chorpita, B. F., Becker, K. D., & Sparks, J. A. (2012). Evidence-based practice at a crossroads: The timely emergence of common elements and common factors. *Research on Social Work Practice, 22*(1), 108-119

Chorpita, B. F., Daleiden, E. L., & Weisz, J. R. (2005). Modularity in the design and application of therapeutic interventions. *Applied and Preventive Psychology, 11*(3), 141-156.

Weisz, J., Bearman, S. K., Santucci, L. C. & Jensen-Doss, A. (2017). Initial test of principle-guided approach to transdiagnostic psychotherapy with children and adolescents. *Journal of Clinical Child and Adolescent Psychology, 46*(1), 44-58.

Schleider, J. L., Dobias, M. L., Mullarkey, M. C., & Ollendick, T. (2021). Retiring, rethinking, and reconstructing the norm of once-weekly psychotherapy. *Administration and Policy in Mental Health and Mental Health Services Research, 48*(1), 4-8.

Palinkas, L. A., Weisz, J. R., Chorpita, B. F., Levine, B., Garland, A. F., Hoagwood, K. E., & Landsverk, J. (2013). Continued used of evidence-based treatments after a randomized controlled effectiveness trial: A qualitative study. *Psychiatric Services, 64*, 1110-1118.

Weisz, J. R., Chorpita, B. F., Palinkas, L. A., Schoenwald, S. K., Miranda, J., Bearman, S. K., . . . the Research Network on Youth Mental Health (2012). Testing standard and modular designs for psychotherapy treating depression, anxiety, and conduct problems in youth: A randomized effectiveness trial. *Archives of General Psychiatry, 69*, 274–282.

For your records and reference:

Chorpita, B. F. & Weisz, J. R. (2009). *MATCH-ADTC: Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct Problems*. www.practicewise.com

ENJOY SPRING BREAK WEEK OF FEB 28 – MAR 4

SERVICES SCIENCE

Week 8: Community-Engaged Research (CEnR)
March 8, 2021

Special Issue (select two papers): Campbell, B. & Morris, M. (2017). Ethical Challenges in Community Psychology Research and Practice, *American Journal of Community Psychology, 60*(3-4).

Anderson, E. E. (2013) Views of academic and community partners regarding participant protections and research integrity: A pilot focus group study. *J Empir Res Hum Res Ethics, 8*(1). doi:10.1525/jer.2013.8.1.20

Lau, A.S., Rodriguez, A., Bando, L. et al. Research Community Collaboration in Observational Implementation Research: Complementary Motivations and Concerns in Engaging in the Study of Implementation as Usual. *Administration and Policy in Mental Health, 47*, 210–226 (2020). https://link.springer.com/article/10.1007/s10488-019-00939-w

Week 9: Systems and Ecologies of Care
March 15, 2021

Fort Bragg Managed Care Experiment: Bickman L. (1996). A continuum of care: More is not always better. *American Psychologist, 51*, 689–701.

Wraparound Demonstration: Bickman L, Smith C, Lambert EW, de Andrade AR. (2003). Evaluation of a congressionally mandated wraparound demonstration. *Journal of Child and Family Studies, 12*,136–56.

Bickman, L., Douglas, S. R., De Andrade, A. R., Tomlinson, M., Gleacher, A., Olin, S., & Hoagwood, K. (2016). Implementing a Measurement Feedback System: A Tale of Two Sites. *Administration and Policy in Mental Health, 43*(3), 410–425. https://doi.org/10.1007/s10488-015-0647-8

McLennan, J. D. (2015). Listening to Bickman: Findings from child mental health services research. *Journal of the Canadian Academy of Child and Adolescent Psychiatry, 24*(1), 59-60.

Raghavan, R., Bright, C.L. & Shadoin, A.L. Toward a policy ecology of implementation of evidence-based practices in public mental health settings. *Implementation Sci 3*, 26 (2008). https://doi.org/10.1186/1748-5908-3-26 https://implementationscience.biomedcentral.com/articles/10.1186/1748-5908-3-26#citeas

Stewart, R. E., Adams, D. R., Mandell, D. S., Hadley, T. R., Evans, A. C., Rubin, R., . . . Beidas, R. S. (2016). The perfect storm: Collision of the business of mental health and the implementation of evidence-based practices. *Psychiatric Services, 67*(2), 159-161. doi:10.1176/appi.ps.201500392; https://ps.psychiatryonline.org/doi/full/10.1176/appi.ps.201500392

Week 10: Public Mental Health Promotion
March 22, 2021, *Submit Journals*

View Vikram Patel's Ted Talk: "Mental Health for All by Involving All"

Baker, J. L., Stevenson, H. C., Talley, L. M., Jemmott, L. S., & Jemmott, J. B. (2018). Development of a barbershop based violence intervention for young Black emerging adult men. *Journal of Community Psychology, 46*, 762-774.

Gorman, J. A., Scoglio, A. A. J., Smolinsky, J., Russo, A., & Drebing, C. E. (2018). Veteran Coffee Socials: A community-building strategy for enhancing community reintegration of veterans. *Community Mental Health Journal, 54*(8), 1189-1197. https://www.ncbi.nlm.nih.gov/pubmed/29948629

Rotheram-Borus, M. J., Swendeman, D., & Becker, K. D. (2014). Adapting evidence-based interventions using a common theory, practices, and principles. *Journal of Clinical Child and Adolescent Psychology, 43*(2), 220-243. *https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3954876/*

Correal, A. (Feb 28, 2018). Once it was overdue books. Now librarians fight overdoses. *New York Times*. https://www.nytimes.com/2018/02/28/nyregion/librarians-opioid-heroin-overdoses.html

Zhou, X., Snoswell, C. L., Harding, L. E., Bambling, M., Edirippulige, S., Bai, X., & Smith, A. C. (2020). Opinion: The role of telehealth in reducing the mental health burden from COVID-19. *Telemedicine and e-health, 26*(4), 377-379.

Week 11: Pie Day!
March 29, 2021

Hoagwood, K. E., Atkins, M., Kelleher, K., Peth-Pierce, R., Burns, B., Landsverk, J., Horwitz, S. M. (2018). Trends in children's mental health services research funding by the National Institute of Mental Health From 2005-2015: A 42% Reduction. *Journal of the American Academy of Child and Adolescent Psychiatry, 57*(1), 10-13. http://www.jaacap.com/article/S0890-8567(17)31777-X/pdf

Hoagwood, K. E., Atkins, M., Horwitz, S., Kutash, K., Olin, S., Burns, B., Peth-Pierce, R., Kuppinger, A., Burton, G., Shorter, P., & Kelleher, K. J. (2018) A response to proposed budget cuts affecting children's mental health: Protecting policies and programs that promote collective efficacy. *Psychiatric Services, 69*(3), 268-273.

Hoagwood, K. E. & Kelleher, K. (2020). A Marshall Plan for children's mental health after COVID-19. *Psychiatric Services, 71*(12), 1216-1217.

DISSEMINATION SCIENCE

Week 12: Legislation and Public Policy
April 5, 2021

Cervantes, P. E., Seag, D. E., Nelson, K. L., Purtle, J., Hoagwood, K. E., & Horwitz, S. M. (2021). Academic-Policy Partnerships in Evidence-Based Practice Implementation and Policy Maker Use of Child Mental Health Research. *Psychiatric Services*, appi-ps.

Crowley, M., Scott, J.B. & Fishbein, D. (2018). Translating Prevention Research for Evidence-Based Policymaking: Results from the Research-to-Policy Collaboration Pilot. *Prev Sci 19*, 260–270. https://doi.org/10.1007/s11121-017-0833-x

Hoagwood, K. E., Purtle, J., Spandorfer, J., Peth-Pierce, R., & Horwitz, S. M. (2020). Aligning dissemination and implementation science with health policies to improve children's mental health. *American Psychologist, 75*(8), 1130-1145.

Isett, K. R., Burnam, M. A., Coleman-Beattie, B., Hyde, P. S., Morrissey, J. P., Magnabosco, J., Rapp, C. A., Ganju, V., & Goldman, H. H. (2007). The state policy context of implementation issues for evidence-based practices in mental health. *Psychiatric Services, 58*(7), 914-921.

Lavis, J., Davies, H., Oxman, A., Denis, J. L., Golden-Biddle, K., & Ferlie, E. (2005). Towards systematic reviews that inform health care management and policy-making. *Journal of health services research & policy*, *10*(1_suppl), 35-48.

Meisel ZF, Mitchell J, Polsky D, Boualam N, McGeoch E, Weiner J, Miclette M, Purtle J, Schackman B, Cannuscio CC. (2019) Strengthening partnerships between substance use researchers and policy makers to take advantage of a window of opportunity. *Substance Abuse Treatment, Prevention, and Policy, 14*(1). https://substanceabusepolicy.biomedcentral.com/articles/10.1186/s13011-019-0199-0

Purtle, J., Dodson, E., Nelson, K.L., Meisel, Z., Brownson, R. (2018). Legislators' Sources of Behavioral Health Research and Preferences for Dissemination: Variations by Political Party. *Psychiatric Services.* doi: 10.1176/appi.ps.201800153.

Purtle J, Nelson KL, Bruns EJ, Hoagwood KE. (2020) Dissemination Strategies to Accelerate the Policy Impact of Children's Mental Health Services Research. Psychiatr Serv, 1;71(11):1170-1178. doi: 10.1176/appi.ps.201900527. Epub 2020 Jun 10. PMID: 32517640.

Schoenwald, S. K. From Policy Pinball to Purposeful Partnership: The Policy Contexts of Multisystemic Therapy Transport and Dissemination. In J. F. Weisz & A. E. Kazdin (Eds). *Evidence-based psychotherapies for children and adolescents*, 2nd edition (pp. 538-553). New York: Guilford Press.

SCRA (APA Division 27, SCRA: Society for Community Research and Action, October 2018) Policy Statement on the Effects of Deportation and Forced Separation on Immigrants, their Families, and Communities.

Week 13: Dissemination is Social (capital, networks, marketing)
April 12, 2021

Stirman, S. W., Crits-Cristoph, P., & DeRubeis, R. J. (2004). Achieving successful dissemination of empirically supported psychotherapies: A synthesis of dissemination theory. *Clinical Psychology:*

Science and Practice, 11(4), 343-359.

Palinkas, Holloway et al. (2011) Social networks and implementation of evidence-based practices in public youth-serving systems: A mixed-methods study. *Implementation Science, 6*, 113-23.

Rogers, E. M. (2004). A prospective and retrospective look at the diffusion model. *Journal of Health Communication, 9*, 13-19.

Burt, R. S. (1999). The social capital of opinion leaders. *Annals of the American Academy of Political and Social Science, 566*, 37–54.

Valente, T. W., & Davis, R. L. (1999). Accelerating the diffusion of innovations using opinion leaders. *Annals of the American Academy of Political and Social Science, 566*, 55-67.

Locock, L., Dopson, S., Chambers, D., & Gabbay, J. (2001). Understanding the role of opinion leaders in improving clinical effectiveness. *Social Science & Medicine, 53*, 745-757.

Curtis, V. A., Garbrah-Aidoo, N., & Scott, B. (2007). Masters of marketing: Bringing private sector skills to public health partnerships. *American Journal of Public Health, 97*(4), 634-641.

Grier & Bryant (2005) Social marketing in public health. *Annual Review of Public Health, 26*, 319-329.

Barwick, M. A., Peters, J., & Boydell, K. (2009). Getting to uptake: Do communities of practice support the implementation of evidence-based practice? *Journal of the Canadian Academy of Child and Adolescent Psychiatry, 18*(1), 16-29.

Week 14: Scale-Up and Statewide Implementation
April 19, 2021, Submit Journals Weeks 12-14

Aarons, G. A., Fettes, D. L., Hurlburt, M. S., Palinkas, L. A., Gunderson, L., Willging, C. E., & Chaffin, M. J. (2014). Collaboration, negotiation, and coalescence for interagency-collaborative teams to scale-up evidence-based practice. *Journal of Clinical Child and Adolescent Psychology, 43*(6), 915-928.

Chamberlain, P., Roberts, R., Jones, H., Marsenich, L., Sosna, T., & Price, J. M. (2012). Three collaborative models for scaling up evidence-based practices. *Administration and Policy in Mental Health and Mental Health Services Research, 39*(4), 278-290.

Tomlinson, M., Rotheram-Borus, M. J., Swartz, L., & Tsai, A. C. (2013). Scaling up mhealth: Where is the evidence? *PLOS Medicine, 10*, 1-4.

Statewide Scale-Ups (please choose one)

Cashin, C., Scheffler, R., Felton, M., Adams, N., & Miller, L. (2008). Transformation of the California mental health system: Stakeholder-driven planning as a transformational activity. *Psychiatric Services, 59*(10), 1107-1114.

Nakamura, B. J., Chorpita, B. F., Hirsch, M., Daleiden, E., Slavin, L., Amundson, M. J., Rocco, S., Mueller, C., Osiecki, S., Southam-Gerow, M. A., Stern, K., & Vorsino, W. M. (2011). Large-scale implementation of evidence-based treatments for children 10 years later: Hawaii's evidence based services initiative in children's mental health. *Clinical Psychology: Science and Practice, 18*, 24-35.

Starin, A. C., Atkins, M. S., Wehrmann, K. C., Mehta, T., Hesson-McInnis, M. S., Marinez-Lora, A., & Mehlinger, R. (2013). Moving science into state child and adolescent mental health systems: Illinois' evidence-informed practice initiative. *Journal of Clinical Child and Adolescent Psychology*. DOI: 10.1080/15374416.2013.848772

Week 15: Projects and Presentations (Finals Week)
April 26, 2021

Assignments

Please take care to review the APA Language Guidelines before submitting any assignment:
https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines.pdf

Assignment #1 Journals, 1 point for each week = 15% of your final grade

Note: This is an individual assignment. Please submit your journals at the end of each course segment
Journal entries should represent your _brief synthesized reactions_ to each week's collection of readings and highlight what comments you plan to bring to our group discussion. This is not a formal writing assignment, but instead designed to credit you for time spent reading and to facilitate personal reflection before we meet.

0 points = no journal or summary reflects little to no evidence of reading, reflection, or thoughtfulness
1 point = summary offers adequate evidence of reading and reflection

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Assignment #2 Pie Chart, March 22

Note: This is an individual assignment, and represents 50% of your final grade. Please submit your assignment electronically, as pdf, _before class_.

You are on the NIMH Advisory Council, charged with providing input on 2021 priorities for research. You have been asked to submit a pie chart to illustrate your vision for _how the NIMH should distribute extramural funds during the coming fiscal year_. Familiarize yourself with the NIMH website.

Your assignment has three parts:

1. Determine the bases on which you will organize and allocate funds. Consider to what extent your allocations _align with or re-envision_ the NIMH Mission "to understand and treat mental illness … toward prevention, treatment and cure." How are you conceptualizing mental health and mental illness? To what extent are you prioritizing lifespan considerations, biological and social determinants of health, systemic marginalization, and the research life cycle?
2. Create your pie chart to illustrate proposed funding allocations.
3. Prepare an Executive Summary (~6-8 pages single-spaced) to accompany your pie chart, articulating your _approach to research programs and allocations (clearly indicate overlap or not with 2020 budget report), rationale, cross-cutting themes, and specific objectives and funding priorities within each program description_. Justify your decisions based on current literature.

Be prepared to discuss during class.

Criteria for Grading:

Program decisions, descriptions and allocations: Clear rationale; well-cited; based on synthesis of most current literatures; highlights avenues for high-impact research with broad and significant reach
Writing: fluid, clear, compelling, sophisticated, proofread

Assignment #3 DIS Project and Presentation, April 26

Note: This is an individual or small-group assignment, and represents 35% of your final grade. Please submit your slides or other documents electronically *before class*.

As you look around campus, clinic, or community, you may identify many opportunities to disseminate mental health knowledge or pursue an initiative that helps to bridge science and public health. Students will design a project that immerses them in a Diss & Imp experience – I will provide more detail and examples during class. *Everyone is required to obtain approval for their project idea in advance*. Students will present (~10-12 minutes; no more than 8-10 slides) the problem addressed or contribution made; brief literature review to justify approach; method you would use to examine it more rigorously; lessons learned; and future steps.

Criteria for Grading:
<u>Content</u>: Comprehensive, clear, well-organized; compelling problem and justification; systematic effort to disseminate or implement an innovation; students demonstrate rich knowledge of related literature
<u>Presentation</u>: Engaging and clear, Well organized slides, Good time management