



GILLINGS SCHOOL OF  
GLOBAL PUBLIC HEALTH

Health Policy and  
Management

## Syllabus

HPM 964: Implementation Science

Fall 2018

1 Credit | Online & Residential

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## Course Overview

**Course Description** This class will provide students with an opportunity to learn about implementation science and to understand the complementarity of implementation science and intervention science in improving population outcomes. Students will gain an understanding of the importance of implementation science for addressing public health concerns and the role implementation science can play in bringing public health practice and research closer together. Students will also gain an understanding of implementation science frameworks and approaches and how implementation science can be used to address specific challenges and facilitate change efforts in complex systems. The class will also provide an overview of skills and competencies needed to support implementation in real world systems. Students will be asked to pick an implementation problem (either one they are currently facing in their own work or have previously faced in another context) and apply implementation science principles and strategies to address the challenge.

**Prerequisites** Course restricted to DrPH Executive Doctoral Students in Health Leadership.

**Instructor(s)** Allison Metz, Ph.D.  
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Frank Porter Graham Child Development Institute  
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Director, National Implementation Research Network  
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**Teaching Assistant** Name  
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Phone: 919-[###-####]  
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**Course Website** <https://sakai.unc.edu/welcome/>. Use your ONYEN and password.

**Class Days, Times, Location** This course is a combination of residential and online. Class meets online on various Wednesday evenings throughout the semester. The class schedule is as follows:

August 17 <sup>th</sup>	residential	9:00 am – 12:00 pm
August 22 <sup>nd</sup>	online	4:00 pm – 5:25 pm
September 12 <sup>th</sup>	online	4:00 pm – 5:25 pm
October 24 <sup>th</sup>	online	4:00 pm – 5:25 pm
November 7 <sup>th</sup>	online	4:00 pm – 5:25 pm
November 14 <sup>th</sup>	online	5:35 pm – 7:00 pm
January 2 – 5	residential	TBD

**Office Hours** There are no set office hours for this course. Students may request an appointment by email. Virtual office hours may be conducted via phone, Skype, or Adobe Connect.

**Course Texts**

No textbook required.  
Other Readings are noted in the Course Schedule.

**Course Format**

The course format includes lectures, class discussion, and presentations. Students are expected to complete the readings and review the slides before class and come to each class prepared to discuss the materials covered in the slides (with the exception of Class 1).

## Course Policies and Resources

### Recognizing, Valuing and Encouraging Inclusion and Diversity in the Classroom

We share the School's [commitment to diversity](#). We are committed to ensuring that the School is a diverse, inclusive, civil and welcoming community. Diversity and inclusion are central to our mission — to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. Diversity and inclusion are assets that contribute to our strength, excellence and individual and institutional success. We welcome, value and learn from individual differences and perspectives. These include but are not limited to: cultural and racial/ethnic background; country of origin; gender; age; socioeconomic status; physical and learning abilities; physical appearance; religion; political perspective; sexual identity and veteran status. Diversity, inclusiveness and civility are core values we hold, as well as characteristics of the School that we intend to strengthen.

We are committed to expanding diversity and inclusiveness across the School— among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty and staff members perceive the School's environment as welcoming, valuing all individuals and supporting their development.”

In this class, we practice these commitments in the following ways:

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of *all* students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

As a student in the class, you are also expected to understand and uphold the following UNC policies:

- **Diversity and Inclusion at the Gillings School of Global Public Health:**  
<http://sph.unc.edu/resource-pages/diversity/>
- **UNC Non-Discrimination Policies:**  
<http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf>
- **Prohibited Discrimination, Harassment, and Related Misconduct at UNC:**  
<https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct>

## Accessibility

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), <https://ars.unc.edu/>; phone 919-962-8300; email [ars@unc.edu](mailto:ars@unc.edu). Students must document/register their need for accommodations with ARS before accommodations can be implemented.

## UNC Honor Code

As a student at UNC-Chapel Hill, you are bound by the university's [Honor Code](#), through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. To ensure effective functioning of the [Honor System](#) at UNC, students are expected to:

- a. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
- b. Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
- c. **Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.**
- d. Report any instance in which reasonable grounds exist to believe that a fellow student has violated the Honor Code.

Instructors are required to report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions can include receiving a zero for the assignment, failing the course and/or suspension from the university. If you have any questions about [your rights and responsibilities](#), please consult the Office of Student Conduct at <https://studentconduct.unc.edu/>, or consult these other resources:

- Honor system [module](#).
- UNC library's [plagiarism tutorial](#).
- UNC Writing Center [handout on plagiarism](#).

## Instructor Expectations

You are expected to be online and participate in all classes. If, in an unusual circumstance, you cannot be online, you must notify the faculty member in advance of the class. You are still responsible for completing and turning in all class assignments in a timely fashion.

- Email** The instructor will typically respond to email within 24 hours or less if sent Monday through Friday. The instructor may respond to weekend emails, but it is not required of them. If you receive an out of office reply when emailing, it may take longer to receive a reply. The instructor will provide advance notice, if possible, when they will be out of the office. If you do not receive a timely email response, please send another email reminder.
- Feedback** All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback is meant to be constructive and help the student continue to build upon their skills. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in other areas.
- Grading** Every effort will be to provide grades and feedback within two weeks after the due date. Assignments that build towards a future assignment will be graded and returned with at least one week in which you can use the information for your later assignment.
- Syllabus Changes** The instructor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.
- Telephone Messages** The instructor will attempt to respond to telephone messages within 24 hours Monday through Thursday. Calls left on a Friday will be returned that day if possible; if not, they will be returned on Monday. Generally, emails are a better way to reach the instructor.

## Student Expectations

- Appropriate Use of Course Resources:** The materials used in this class, including, but not limited to, syllabus, exams, quizzes, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.
- Assignments** Submit all assignments through Sakai, unless instructed otherwise. Emailing assignments is not preferable unless prior arrangements have been made. If you are having issues submitting assignments, try a different web browser first. If switching browsers does not work, email or call the instructor for guidance.
- Attendance/ Participation** Your attendance and active participation are an integral part of your learning experience in this course. If you are unavoidably absent, please notify the course instructor (and Teaching Assistant if one is assigned).
- Communication** You are expected to follow common courtesy in all communication to include emails, online discussions, and face-to-face. All electronic communications sent

should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as a professional.

#### Contributions

You are expected to offer individual contributions in class and on individual assignments, and collaborate with fellow students on assignments for which students may work together, such as group assignments.

#### Email

All email correspondence between student/instructor and peer/peer will be conducted in a professional manner following email etiquette.

- View the following link for more information on email etiquette:  
<http://metropolitanorganizing.com/etiquette-professional-organizing-services/essential-email-etiquette-tips/>

#### Late Work

Late, missed, or rescheduled work:

Assignments are due on their due dates. For extenuating circumstances, you may be able to get instructor permission to turn in your assignments late. However, you will only receive permission if you notify the instructor in advance of the assignment due date of the reason you need an extension of time, and the instructor agrees to the extension. If you do not get an extension, you will receive a 1-point reduction for every day that they are late. After seven days, late submissions will receive no points. Attendance on the day of the presentation is required to receive points for those activities.

#### Readings

Readings for a particular class should be completed before the class and before completing associated activities

#### Technical support

The UNC Information Technology Services (ITS) department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (919-962-4357), or by email at [help@unc.edu](mailto:help@unc.edu), or by visiting their website at <http://help.unc.edu>, or by UNC Live Chat at <http://its.unc.edu/itrc/chat>.

## Competencies, Learning Objectives, and Assessment

### Competencies

You will develop the following DrPH competency in this course.

DrPH 23: Apply the principles of implementation research and practice to successfully integrate evidence-based public health practices into community settings.

### Learning Objectives

You will develop the following learning objectives in this course.

- L1. Define implementation science, distinguish implementation science from intervention science, and describe how implementation and intervention science are complementary.
- L2. Describe how implementation science is necessary for the future of public health and bringing research and practice closer together to achieve outcomes.
- L3. Apply and integrate implementation science approaches and activities in different service and policy settings.
- L4. Understand how implementation issues, causes, and solutions are approached differently by various stakeholders.
- L5. Understand and apply skills and competencies for supporting implementation.

### Map

Competencies addressed in this course, learning objectives mapped to these competencies, and assignments that assess these competencies.

Competencies	Learning Objectives	Assessment Assignments
DrPH 23: Apply the principles of implementation research and practice to successfully integrate evidence-based public health practices into community settings.	L1: Define implementation science, distinguish implementation science from intervention science, and describe how implementation and intervention science are complementary.	Reflection Paper: What is Effective Implementation? (Assignment #1)
DrPH 23: Apply the principles of implementation research and practice to successfully integrate evidence-based public health practices into community settings.	L3: Apply and integrate implementation science approaches and activities in different service and policy settings.  L4: Understand how implementation issues, causes, and solutions are approached differently by various stakeholders.	Implementation Analysis Paper (Assignment #2)
DrPH 23: Apply the principles of implementation research and practice to successfully integrate evidence-based public health practices into community settings.	L5: Understand and apply skills and competencies for supporting implementation.	Reflection Paper: What Competencies Have You Used to Address a Current Implementation Challenge? (Assignment #3)

Competencies	Learning Objectives	Assessment Assignments
<p>DrPH 23: Apply the principles of implementation research and practice to successfully integrate evidence-based public health practices into community settings.</p>	<p>L1: Define implementation science, distinguish implementation science from intervention science, and describe how implementation and intervention science are complementary.</p> <p>L2: Describe how implementation science is necessary for the future of public health and bringing research and practice closer together to achieve outcomes.</p> <p>L4: Understand how implementation issues, causes, and solutions are approached differently by various stakeholders.</p> <p>L5: Understand and apply skills and competencies for supporting implementation.</p>	<p>Reflection Paper: What is Effective Implementation? –Take 2 (Assignment #4)</p>

## Course Assignments and Assessments

This course will include graded assignments.

Assignments	Points/Percentages
#1: Reflection Paper: What is Effective Implementation?	10
#2: Implementation Analysis Paper and Short Presentations	40
#3: Reflection Paper: What Competencies Have You Used to Address a Current Implementation Challenge?	20
#4: Reflection Paper: What is Effective Implementation? -- <i>Take 2</i>	30
<b>TOTAL</b>	<b>100</b>

### Grading

**Grading:** For assignments with rubrics, refer to the attached rubrics for grading details. The relative weight of each course component is shown in the table above.

### Grading Scale:

Final course grades will be determined using the following [UNC Graduate School grading scale](#).

<b>H</b>	92—100	High Pass: Clearly excellent graduate work
<b>P</b>	75—91	Pass: Entirely satisfactory graduate work
<b>L</b>	60—74	Low Pass: Inadequate graduate work
<b>F</b>	< 60	Fail

### Assignment Descriptions

Descriptions of the assignments follow.

#### 1. Assignment #1: Reflection Paper: What is Effective Implementation? (10 Points)

Description. Students will write a short reflection paper (1-page) on the topic: What is Effective Implementation? Students will be asked to include basic principles of implementation science in their reflection. Students will revisit this reflection paper at the end of the course and discuss whether their definition of effective implementation has changed.

Assignment #1 Grading Rubric

Criteria Assignment #1	Fully Met (10 points)	Partially Met (7.5 points)	Inadequately Met (5 points)	Not Met (0 – 4 points)
Define effective implementation (5 points)	(5 points) Provides clear definition of effective implementation.	(4 points) Provides a definition of effective implementation but leaves out some key issues covered in class.	(3 points) Does not provide a sufficient definition of effective implementation including key issues discussed in class.	(0 – 2 points) Does not provide definition of effective implementation using key issues discussed in class.

Criteria Assignment #1	Fully Met (10 points)	Partially Met (7.5 points)	Inadequately Met (5 points)	Not Met (0 – 4 points)
<b>Describe basic principles of implementation science (3 points)</b>	(3 points) Includes all the basic principles of implementation science covered in the class thus far.	(2 points) Includes some principles of implementation science covered in the class thus far.	(1 points) Includes some principles of implementation science covered in the class thus far.	(0 – 0.5 point) Does not include principles of implementation science covered in the class thus far.
<b>Relate personal experience to effective implementation science (2 points)</b>	(2 points) Includes personal reflection of effective implementation based on experience.	(1.5 points) Includes personal reflection of effective implementation based on experience.	(1 point) Includes limited personal reflection of effective implementation based on experience.	(0 – 0.5 point) Does not include personal reflection of effective implementation based on experience.

## 2. Assignment #2: Implementation Analysis Paper and Short Presentations (40 points)

Description. Students will be asked to select an implementation issue/problem in public health and apply what they learned regarding implementation science to recommend a course of action that would help policymakers, funders, or a community (choose one group) within the context to solve the issue. Students will be asked to write a 3-4 page paper and deliver a 5-minute presentation in class.

### Assignment #2 Grading Rubric

Criteria Assignment #2	Fully Met (40 points)	Partially Met (30 points)	Inadequately Met (25 points)	Not Met (0 – 20 points)
<b>Define implementation issue in public health (5 points)</b>	(5 points) Clearly states implementation issue/problem in public health.	(4 points) States implementation issue/problem in public health.	(3.5 points) Loosely describes the implementation issue/problem in public health.	(0 – 3 points) Insufficiently describes the implementation issue/problem in public health.
<b>Determine target audience for case presentation (5 points)</b>	(5 points) Identifies the target audience for making a case to address implementation challenge.	(4 points) Identifies the target audience for making a case to address implementation challenge.	(3.5 points) Identifies the target audience for making a case to address implementation challenge.	(0 – 3 points) Does not identify the target audience for making a case to address implementation challenge.
<b>Describe implementation framework(s), principles and strategies (10 points)</b>	(10 points) Clearly describes specific implementation framework(s), principles and strategies that can be used to address the problem.	(7 points) Describes specific implementation framework(s), principles and strategies that can be used to address the problem but leaves out some key aspects of the	(6.5 points) Insufficiently describes the specific implementation framework(s), principles and strategies that can be used to address the problem leaving out	(0 – 6 points) Does not describe the specific implementation framework(s), principles and strategies that can be used to address the problem leaving out

Criteria Assignment #2	Fully Met (40 points)	Partially Met (30 points)	Inadequately Met (25 points)	Not Met (0 – 20 points)
		strategies or framework(s) chosen.	several key aspects of the strategies or framework(s) chosen.	several key aspects of the strategies or framework(s) chosen.
<b>Recommend a course of action for change (10 points)</b>	(10 points) Recommends a specific course of action that would help policymakers, funders, or a community (choose one group) within the context to solve the issue.	(7 points) Recommends a course of action that would help policymakers, funders, or a community (choose one group) within the context to solve the issue but leaves out specific next steps.	(6.5 points) Recommends a general course of action but leaves out sufficient detail.	(0 – 6 points) Does not recommend a clear course of action.
<b>5-Minute In-Class Presentation to include:</b> 1. <b>Problem Statement (2 points)</b> 2. <b>Defined Audience (2 points)</b> 3. <b>Implementation Strategy (3 points)</b> 4. <b>Call for Action (3 points)</b> <b>(10 points)</b>	(10 points) Delivers a succinct 5-minute presentation in class that includes problem statement, audience, implementation strategy, and recommended course of action	(8 points) Delivers a 5- minute presentation in class that includes three of four aspects required (problem statement, audience, implementation strategy, and recommended course of action)	(5 points) Delivers a 5- minute presentation in class that includes only some of the required aspects (problem statement, audience, implementation strategy, and recommended course of action)	(0 – 2 points) Leaves out required elements in 5-minute presentation (problem statement, audience, implementation strategy, and recommended course of action)

### 3. Assignment #3: Reflection Paper: What Competencies Have You Used to Address a Current Implementation Challenge? (20 points)

Description. Students will write a short 2-page reflection paper on the skills and competencies for implementation specialists. Students will be asked to reflect on how they have used these skills and competencies in their own work, and to reflect upon whether “implementation specialist” is a valid profession.

Assignment #3 Grading Rubric.

Criteria Assignment #3	Fully Met (20 points)	Partially Met (15 points)	Inadequately Met (12 points)	Not Met (0 – 10 points)
<b>Describe competencies for implementation specialists (5 points)</b>	(5 points) Includes a clear description of at least 6 competencies for implementation specialists.	(4 points) Includes a clear description of at least 4 competencies for implementation specialists.	(3 points) Includes a clear description of at least 2 competencies for implementation specialists.	(0 – 2.5 points) Does not include a clear description of competencies for implementation specialists.

Criteria Assignment #3	Fully Met (20 points)	Partially Met (15 points)	Inadequately Met (12 points)	Not Met (0 – 10 points)
<b>Describe how competencies can be used to address a current challenge (10 points)</b>	(10 points) Describes how these competencies can be used to address current implementation challenge.	(7 points) Describes how these competencies can be used to address current implementation challenge but lacks sufficient detail.	(6 points) Insufficiently links how the competencies can be used to address current implementation challenge.	(0 – 5 points) Fails to describe how these competencies can be used to address current implementation challenge.
<b>Critique the role of implementation specialists (5 points)</b>	(5 points) Makes a clear case as to whether implementation specialists are a profession.	(4 points) Makes a case as to whether implementation specialists are a profession.	(3 points) Makes a loose case as to whether implementation specialists are a profession without showing a clear perspective or opinion.	(0 – 2.5 points) Does not make a case as to whether implementation specialists are a profession.

**4. Assignment #4: What is Effective Implementation? Take 2 (30 points)**

Description. Students will write a longer 2-3 page reflection paper on What is Effective Implementation? Students will be asked to include principles and frameworks of implementation science to consider how their definition of “effective implementation” has changed since the beginning of the course, and why.

Assignment #4 Grading Rubric.

Criteria Assignment #4	Fully Met (30 points)	Partially Met (24 points)	Inadequately Met (20 points)	Not Met (0 – 15 points)
<b>Define effective implementation (5 points)</b>	(5 points) Provides clear definition of effective implementation.	(4 points) Provides a definition of effective implementation but leaves out some key issues covered in full class.	(3 points) Does not provide a sufficient definition of effective implementation including advanced principles of implementation science.	(0 – 2.5 points) Does not provide definition of effective implementation using key issues discussed in full class.
<b>Describe more advanced principles of implementation science (10 points)</b>	(10 points) Includes more advanced principles of implementation science covered in the full class.	(8 points) Includes some advanced principles of implementation science covered in full class.	(7 points) Includes few advanced principles of implementation science covered in full class.	(0 – 5 points) Does not include advanced principles of implementation science covered in full class.

Criteria Assignment #4	Fully Met (30 points)	Partially Met (24 points)	Inadequately Met (20 points)	Not Met (0 – 15 points)
Relate personal experience to effective implementation science (10 points)	(10 points) Includes personal reflection of effective implementation based on experience.	(8 points) Includes personal reflection of effective implementation based on experience.	(7 points) Includes limited personal reflection of effective implementation based on experience.	(0 – 5 points) Does not include personal reflection of effective implementation based on experience.
Reflect on personal definition and perspective of implementation (5 points)	(5 points) Reflects on how perspective on effective implementation has changed.	(4 points) Reflects on how perspective on effective implementation has changed.	(3 points) Includes limited reflection on how perspective on effective implementation has changed.	(0 – 2.5 points) Does not include reflection on how perspective on effective implementation has changed.

## Course Schedule

The instructor reserves the right to make changes to the syllabus, including project due dates. These changes will be announced as early as possible.

<b>Session 1</b>	<b>August 17, 2018      9:00 am – 12:00 pm</b> <b>Residential; Room TBD</b>
<b>Topic</b>	<b>Overview of Class</b> <b>What is Effective Implementation?</b>
<b>Competency</b>	DrPH 23: Apply the principles of implementation research and practice to successfully integrate evidence-based public health practices into community settings.
<b>Learning Objectives</b>	L1: Define implementation science, distinguish implementation science from intervention science, and describe how implementation and intervention science are complementary.
<b>Required Readings</b>	Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. <i>American Journal of Community Psychology</i> , 41(3-4), 327.
<b>Assignments/Deadlines</b>	No assignment

<b>Session 2</b>	<b>August 22, 2018      4:00 pm – 5:25 pm</b> <b>Online</b>
<b>Topic</b>	<b>What is Effective Implementation?</b>
<b>Competency</b>	DrPH 23: Apply the principles of implementation research and practice to successfully integrate evidence-based public health practices into community settings.
<b>Learning Objectives</b>	L1: Define implementation science, distinguish implementation science from intervention science, and describe how implementation and intervention science are complementary.  L3: Apply and integrate implementation science approaches and activities in different service and policy settings.
<b>Required Readings</b>	Li, S. A., Jeffs, L., Barwick, M., & Stevens, B. (2018). Organizational contextual features that influence the implementation of evidence-based practices across healthcare settings: A systematic integrative review. <i>Systematic Reviews</i> , 7(1), 72.  Leopoldo J. Cabassa (2016) Implementation science: Why it matters for the

	<p>future of social work. <i>Journal of Social Work Education</i>, 52:sup1, S38-S50</p> <p>Metz, A. &amp; Albers, B. (2014). What Does It Take? How federal initiatives can support the implementation of evidence-based programs to improve outcomes for adolescents. <i>Journal of Adolescent Health</i>, 54(3 Suppl): S92-6. Doi: 10.1016/j.adohealth.2013.11.025</p>
Assignments/Deadlines	Reflection Paper: What is Effective Implementation? (Assignment #1)

<b>Session 3</b>	<b>September 12, 2018      4:00 pm – 5:25 pm</b>
	<b>Online</b>
<b>Topic</b>	<b>Implementation Frameworks</b>
Competency	DrPH 23: Apply the principles of implementation research and practice to successfully integrate evidence-based public health practices into community settings.
Learning Objectives	<p>L1: Define implementation science, distinguish implementation science from intervention science, and describe how implementation and intervention science are complementary.</p> <p>L3: Apply and integrate implementation science approaches and activities in different serve and policy settings.</p>
Required Readings	<p>Meyers, D. C., Durlak, J. A., &amp; Wandersman, A. (2012). The quality implementation framework: A synthesis of critical steps in the implementation process. <i>American Journal of Community Psychology</i>, 50(3-4), 462-480.</p> <p>Damschroder, L. J., Aron, D. C., Keith, R. E., Kirsh, S. R., Alexander, J. A., &amp; Lowery, J. C. (2009). Fostering implementation of health services research findings into practice: A consolidated framework for advancing implementation science. <i>Implementation Science</i>, 4(1), 50.</p> <p>Metz, A., Naoom, S. F., Halle, T., &amp; Bartley, L. (2015). An integrated stage-based framework for implementation of early childhood programs and systems. <i>OPRE Brief</i>, US Department of Health and Human Services.</p>
Assignments/Deadlines	No assignment

<b>Session 4</b>	<b>October 31, 2018      5:35 pm – 7:00 pm</b> <b>Online</b>
<b>Topic</b>	<b>Applying Implementation Science to Sustain Change</b>
<b>Competency</b>	DrPH 23: Apply the principles of implementation research and practice to successfully integrate evidence-based public health practices into community settings.
<b>Learning Objectives</b>	L3: Apply and integrate implementation science approaches and activities in different service and policy settings.  L4: Understand how implementation issues, causes, and solutions are approached differently by various stakeholders.
<b>Required Readings</b>	Chambers, D. A., Glasgow, R. E., & Stange, K. C. (2013). The dynamic sustainability framework: Addressing the paradox of sustainment amid ongoing change. <i>Implementation Science</i> , 8, 117. <a href="#">Implement Sci 2013;8:117</a> . doi: 10.1186/1748-5908-8-117  Clara, F., Yeh Garcia, K., & Metz, A. (2017). <i>Implementing evidence-based child welfare: The New York City Experience</i> . Seattle, WA: Casey Family Programs.
<b>Assignments/Deadlines</b>	<b>Implementation Analysis Paper and Short Presentations (Assignment #2)</b>

<b>Session 5</b>	<b>November 7, 2018      4:00 pm – 5:25 pm</b> <b>Online</b>
<b>Topic</b>	<b>The Practice of Implementation</b>
<b>Competency</b>	DrPH 23: Apply the principles of implementation research and practice to successfully integrate evidence-based public health practices into community settings.
<b>Learning Objectives</b>	L3: Apply and integrate implementation science approaches and activities in different service and policy settings.  L4: Understand how implementation issues, causes, and solutions are approached differently by various stakeholders.

<b>Session 5</b>	<b>November 7, 2018      4:00 pm – 5:25 pm</b> <b>Online</b>
<b>Required Readings</b>	<p>Powell, B. J., McMillen, J. C., Proctor, E. K., Carpenter, C. R., Griffey, R. T., Bunger, A. C., ... &amp; York, J. L. (2012). A compilation of strategies for implementing clinical innovations in health and mental health. <i>Medical Care Research and Review</i>, 69(2), 123-157.</p> <p>Metz, A., Louison, L., Ward, C., &amp; Burke, K. (2018). Global implementation specialist practice profile: Skills and competencies for implementation practitioners. Retrieved from: <a href="https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/GIS%20Practice%20Profile-05-25-18.pdf">https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/GIS%20Practice%20Profile-05-25-18.pdf</a></p>
<b>Assignments/Deadlines</b>	Continue short presentations from Assignment #2

<b>Session 6</b>	<b>November 14, 2018      5:35 pm – 7:00 pm</b> <b>Online</b>
<b>Topic</b>	<b>Implementation Teams and Stakeholder Engagement</b>
<b>Competency</b>	DrPH 23: Apply the principles of implementation research and practice to successfully integrate evidence-based public health practices into community settings.
<b>Learning Objectives</b>	<p>L4: Understand how implementation issues, causes, and solutions are approached differently by various stakeholders.</p> <p>L5: Understand and apply skills and competencies for supporting implementation.</p>

<b>Session 6</b>	<b>November 14, 2018      5:35 pm – 7:00 pm</b> <b>Online</b>
<b>Required Readings</b>	<p>Higgins, M. C., Weiner, J., &amp; Young, L. (2012). Implementation teams: A new lever for organizational change. <i>Journal of Organizational Behavior</i>, 33(3), 366-388.</p> <p>Saldana, L., &amp; Chamberlain, P. (2012). Supporting implementation: the role of community development teams to develop infrastructure. <i>American Journal of Community Psychology</i>, 50, 334-346.</p> <p><b>OR</b></p> <p>Aarons, G.A., Fettes, D.L., Hurlburt, M., Palinkas, L., Gunderson, L., Willging, C., Chaffin, M. (2014). Collaboration, negotiation, and coalescence for interagency-collaborative teams to scale-up evidence-based practice. <i>Journal of Clinical Child and Adolescent Psychology</i>, 43, 915-928. doi:10.1080/1537/4416.2013.876642</p> <p>Metz, A. &amp; Bartley, L. (2016). Co-Creating the Conditions to Sustain the Use of Research Evidence in Public Child Welfare. <i>Child Welfare</i>, 94(2), 115-139.</p> <p>Voorberg, W. H., Bekkers, V. J. J. M., &amp; Tummers, L. G. (2015). A systematic review of co-creation and co-production: Embarking on the social innovation journey. <i>Public Management Review</i>, 17(9), 1333-1357.</p>
<b>Assignments/Deadlines</b>	Reflection Paper: What Competencies Have You Used to Address a Current Implementation Challenge? (Assignment #3)

<b>Session 7</b>	<b>January 2—5, 2019      Time TBD</b> <b>Residential; Room TBD</b>
<b>Topic</b>	<b>Implementing Evidence-Based Policy</b> <b>What is Effective Implementation (Revisited)</b> <b>Course Closing</b>
<b>Competency</b>	DrPH 23: Apply the principles of implementation research and practice to successfully integrate evidence-based public health practices into community settings.

<b>Session 7</b>	<b>January 2—5, 2019      Time TBD</b> <b>Residential; Room TBD</b>
<b>Learning Objectives</b>	<p>L1: Define implementation science, distinguish implementation science from intervention science, and describe how implementation and intervention science are complementary.</p> <p>L2: Describe how implementation science is necessary for the future of public health and bringing research and practice closer together to achieve outcomes.</p> <p>L4: Understand how implementation issues, causes, and solutions are approached differently by various stakeholders.</p> <p>L5: Understand and apply skills and competencies for supporting implementation.</p>
<b>Required Readings</b>	<p>Tseng, V. (2012). The uses of research in policy and practice. <i>SRCD Social Policy Report</i>, 26(2). Retrieved from: <a href="http://files.eric.ed.gov/fulltext/ED536954.pdf">http://files.eric.ed.gov/fulltext/ED536954.pdf</a>.</p> <p>Supplee, L., Metz, A. (2015). Opportunities and Challenges in Evidence-Based Social Policy. <i>Social Policy Report</i>, 28, 1-16.</p>
<b>Class Activity</b>	Group reflection on changing perceptions of “Effective Implementation”
<b>Assignments/Deadlines</b>	Reflection Paper: What is Effective in Implementation? – <i>Take 2</i> (Assignment #4)