

Dissemination and Implementation Research
CLP 6530 Section U01 (21512)
Department of Psychology
Spring Semester 2014

Professor: Dr. Stacy Frazier
Class Time: 12:30 pm - 3:15 pm Tuesday
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1. Purpose: This course will address the increasing need to bridge research and practice to inform a new generation of effective services that are accessible to the large numbers of children and families in need. Through readings, discussion, and assignments, we will explore the unmet mental health burden, the history of dissemination and implementation research, and the continuum of research methods that have emerged to help close the science to service gap.

Learning Objectives are designed in accordance with specific competency benchmarks in professional psychology, as noted below, alongside each topic area on the syllabus, and accompanying each assignment.

By the end of this course students should:

1. *(III. Science 6 Scientific Knowledge and Methods)* Be familiar with the terminology, similarities, and differences associated with efficacy, effectiveness, services, dissemination, implementation, fidelity, and transportability research
2. *(I. Professionalism 2 Individual and Cultural Diversity)* Be able to apply a public health framework to mental health, consider the unmet mental health needs of children and families, mental health disparities, and the degree to which evidence-based interventions can inform routine care, with particular attention to issues of context, culture, and diversity.
3. *(I. Professionalism 3 Ethical Legal Standards and Policy)* Be able to articulate and think critically about the skill sets, ethical implications, primary tensions and inherent complexities associated with dissemination, implementation, and services research.

2. Readings: Majority of readings are available on-line through the FIU library. All other readings will be provided for you at least one week prior to each lecture.

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).

4. Grades: Grades will be based on 5 assignments, each worth 20% of your grade. All assignments will involve a written component and a participation component. They are 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

Course Topics and Readings

Week 1: Overview of Dissemination & Implementation Science
January 7, 2013

Week 2: Science to Service Gap
Competency Benchmark III. Science 6 Scientific Knowledge and Methods
January 14, 2013

ORIGINAL ARTICLE:

Kazdin, A. E. & Blasé, S. L. (2011). Rebooting psychotherapy research and practice to reduce the burden of mental illness. *Perspectives on Psychological Science*, 6(1), 21-37.

COMMENTARIES:

Atkins, M. S. & Frazier, S. L. (2011). Expanding the toolkit or changing the paradigm: Are we ready for a public health approach to mental health? *Perspectives on Psychological Science*, 6(5), 483-487.

Chorpita, B., Rotheram-Borus, M. J., Daleiden, E., Bernstein, A., Cromley, T., Swendeman, D., & Regan, J. (2011). The old solutions are the new problem: How do we better use what we already know about reducing the burden of mental illness? *Perspectives on Psychological Science*, 6, 493-497.

Shalev, I. & Bargh, J. (2011). Use of priming-based interventions to facilitate psychological health: Commentary on Kazdin & Blasé (2011). *Perspectives on Psychological Science*, 6, 488-492.

Shoham, V. & Insel, T. (2011). Rebooting for whom?: Portfolios, technology, and personalized intervention. *Perspectives on Psychological Science*, 6(5), 478-482.

Sloan, D. M., Marks, B. P., & Keane, T. M. (2011). Reducing the burden of mental illness in military veterans: Commentary on Kazdin & Blasé (2011). *Perspectives on Psychological Science*, 6, 503-506.

Teachman, B. A. & Treat, T. A. (2011). Reactions to the call to reboot psychotherapy research and practice: Introduction to the special section of comments on Kazdin and Blasé (2011). *Perspectives on Psychological Science*, 6(5), 475-477.

Yates, B. (2011). Delivery systems can determine therapy costs and effectiveness, more than type of therapy. *Perspectives on Psychological Science*, 6, 498-502.

REPLY TO COMMENTARIES:

Kazdin, A. E. & Blasé, S. L. (2011). Interventions and models of their delivery to reduce the burden of mental illness: Reply to commentaries. *Perspectives on Psychological Science*, 6(5), 507-510.

Week 3: Dissemination and Implementation Science: Definitions, Methods, Models, Evidence Competency Benchmark III. Science 6 Scientific Knowledge and Methods January 21, 2013

Definitions

Schoenwald, S. K. & Hoagwood, K. (2001). Effectiveness, transportability, and dissemination of interventions: What matters when? *Psychiatric Services*, 52(9), 1190-1197.

Schoenwald, S. K., McHugh, K., & Barlow, D. H. (2012). The science of dissemination and implementation. In *Dissemination and Implementation of Evidence-Based Psychological Interventions* (Eds. R. K. McHugh and D. H. Barlow). Oxford University Press.

Theoretical Models and Methods

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.

Palinkas, L. A., Aarons, G. A., Horwitz, S., Chamberlain, P., Hurlburt, M., & Landsverk, J. (2011). Mixed method designs in implementation research. *Administration and Policy in Mental Health*, 38, 44-53.

Proctor, E. K., Landsverk, J., Aarons, G., Chambers, D., Glisson, C., & Mittman, B. (2009). Implementation research in mental health services: An emerging science with conceptual, methodological, and training challenges. *Administration and Policy in Mental Health and Mental Health Services Research*, 36, 24-34.

Weersing, R. (2005). Benchmarking the effectiveness of psychotherapy: Program evaluation as a component of evidence-based practice. *Journal of the American Academy of Child and Adolescent Psychiatry*, 44(10), 1058-1062.

Weisz, J. R., Ugueto, A. M., Herren, J., Afienko, S. R., & Rutt, C. (2011). Kernels vs. ears, and other questions for a science of treatment dissemination. *Clinical Psychology: Science and Practice*, 18, 41-46.

Disruptive Innovation

Rotheram-Borus, M. J., Swendeman, D., & Chorpita, B. (2012). Disruptive innovations for designing and diffusing evidence-based interventions. *American Psychologist*, 67(6), 463-476.

Commentary to Rotheram-Borus:

Hamby, S. & Grych, J. (2013). Evidence-based interventions need to be more systematic, not more disruptive. *American Psychologist*, 68, 476-477.

Response to Commentary:

Rotheram-Borus, M. J., Swendeman, D., & Chorpita, B. F. (2013). Iterative quality improvement can occur faster than one element at a time. *American Psychologist*, 68, 477.

Application

Aarons, G. A., Fettes, D. L., Sommerfeld, D. H., & Palinkas, L. A. (2012). Mixed methods for implementation research: Application to evidence-based practice implementation and staff turnover in community-based organizations providing child welfare services. *Child Maltreatment*, 17, 67-79.

Weersing, R. & Weisz, J. (2002). Community clinic treatment of depressed youth: Benchmarking usual care against CBT clinical trials. *Journal of Consulting and Clinical Psychology*, 70, 299-310.

Week 4: Usual Care, Consumer-Guided & Practice-Based Research

Competency Benchmark II Relational 5 Relationships

January 28, 2013

ASSIGNMENT #1 DUE

Aarons, G. A., Glisson, C., Green, P. D., Hoagwood, K., Kelleher, K. J., Landsverk, J. A., & The Research Network on Youth Mental Health (2012). The organizational social context of mental health services and clinician attitudes toward evidence-based practice: A United States national study. *Implementation Science*, 7, 1-15.

Borntrager, C. F., Chorpita, B. F., Higa-McMillan, C. K., Weisz, J. R., & the Network on Youth Mental Health. (2009). Provider attitudes toward evidence-based practices: Are the concerns with the evidence or with the manuals? *Psychiatric Services*, 60(5), 677-681.

Ebesutani, C., Bernstein, A., Chorpita, B. F., & Weisz, J. R. (2012). A transportable assessment protocol for prescribing youth psychosocial treatments in real-world settings: Reducing assessment burden via self-report scales. *Psychological Assessment*, 24(1), 141-155.

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.

Garland, A. F., Hurlburt, M. S., Brookman-Frazee, L., Taylor, R. M., & Accurso, E. C. (2010). Methodological challenges of characterizing usual care psychotherapeutic practice. *Administration and Policy in Mental Health and Mental Health Services Research*, 37, 208-220.

McMillan, J. C., Lenze, S. L., Hawley, K. M., & Osborne, V. A. (2009). Revisiting practice-based research networks as a platform for mental health services research. *Administration and Policy in Mental Health*, 36, 308-321.

Nakamura, B. J., Higa-McMillan, c. K., Okamura, K. H., & Shimabukuro, S. (2011). Knowledge of and attitudes towards evidence-based practices in community child mental health practitioners. *Administration and Policy in Mental Health and Mental Health Services Research*, 38, 287-300.

Schoenwald, Chapman, Kelleher, Hoagwood, Landsverk, Stevens et al (2008) A survey of the infrastructure for children's mental health services: Implications for the implementation of empirically supported treatments (ESTs). *Administration and Policy in Mental Health and Mental Health Services Research*, 35, 84-97.

Weisz, J. R., Chorpita, B. F., Frye, A., Ng, M. Y., Lau, N., Bearman, S. K., Ugueto, A. M., Langer, D. A., Hoagwood, K. E. & The Research Network on Youth Mental Health. (2011). Youth Top Problems: Using idiographic, consumer-guided assessment to identify treatment needs and to track change during psychotherapy. *Journal of Consulting and Clinical Psychology*, 79(3), 369-380.

Westfall, J. M., Mold, J., & Fagnan, L. (2007). Practice-based research – “Blue Highways” on the NIH Roadmap. *JAMA*, 297(4), 403-406.

Week 5: Treatment Fidelity: Adherence, Therapist Competence, and Treatment Differentiation
Competency Benchmark I Professionalism 4 Reflective Practice
Competency Benchmark III Science 6 Scientific Knowledge and Methods
February 4, 2013

Mazzuchelli, T.G. & Sanders, M.R. (2010). Facilitating practitioner flexibility within an empirically supported intervention: Lessons from a system of parenting support. *Clinical Psychology: Science and Practice*, 17, 238-252.

Perepletchikova, F., Treat, T.A., & Kazdin, A.E. (2007). Treatment integrity in psychotherapy research: Analysis of the studies and examination of the associated factors. *Journal of Consulting and Clinical Psychology*, 75, 829 – 841.

Schoenwald, S. K., Garland, A. F., Southam-Gerow, M. A., Chorpita, B. F., & Chapman, J. E. (2011). Adherence measurement in treatments for disruptive behavior disorders: Pursuing clear vision through varied lenses. *Clinical Psychology: Science and Practice*, 18(4), 331-341.

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.

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.

Wisdom J. P., Olin, S. S., Shorter, P., Burton, G., & Hoagwood, K. E. (2011). Family peer advocates: A pilot study of the content and process of service provision. *Journal of Child and Family Studies*, 20(6), 833-843.

Week 6: Diversity, Context, Poverty, and Vulnerability

Competency Benchmark 1. Professionalism 2 Individual and Cultural Diversity

February 11, 2013

ASSIGNMENT #2 DUE

Race, Ethnicity, and Cultural Diversity

Alegria, M., Atkins, M., Farmer, E., Slaton, E., & Stelk, W. (2010) One size does not fit all: Taking diversity, culture, and context seriously. *Administration and Policy in Mental Health, 37*, 48-60.

Burrow-Sanchez, J.J., & Wrona, M. (2012). Comparing culturally accommodated versus standard group CBT for Latino adolescents with substance use disorders: A pilot study. *Cultural Diversity and Ethnic Minority Psychology, 18*, 373-383.

Calzada, E.J., Fernandez, Y., & Cortes, D.E. (2010). Incorporating the cultural value *respeto* into a framework of Latino parenting. *Cultural Diversity and Ethnic Minority Psychology, 16*, 77-86.

Caprio, S., Daniels, S. R., Drewnowski, A., Kaufman, F. R., Palinkas, L. A., Rosenbloom, A. L., & Schwimmer, J. B. (2008). Influence of race, ethnicity, and culture on childhood obesity: Implications for prevention and treatment. *Obesity, 16*, 2566-2577.

Gonzalez-Castro, F., Barrera, M., & Steiker, L.K. (2010). Issues and challenges in the design of culturally adapted evidence-based interventions. *Annual Review of Clinical Psychology, 6*, 213-239.

Ortiz, C. & Del Vecchio, T. (2013). Cultural diversity: Do we need a *new* wake-up call for parent training? *Behavior Therapy, 44*, 443-458.

Sue, S., Zane, N., Hall, G.C., & Berger, L.K. (2009). The case for cultural competency in psychotherapeutic interventions. *Annual Review of Psychology, 60*, 525-548.

Miranda, J., Bernal, G., Lau, A., Kohn, L., Hwang, W., & LaFromboise, T. (2005). State of the science on psychosocial interventions for ethnic minorities. *Annual Review of Clinical Psychology, 1*, 113-142.

Immigrant and Refugee Mental Health

Birman, D. & Chan, W. Y. (2008). Screening and assessing immigrant and refugee youth in school-based mental health programs. *Center for Health and Health Care in Schools, Issue Brief #1*, 1-25. ***Read pages 1-9***

Poverty and Vulnerability

Evans, G. W. & Cassells, R. C. (2013). Childhood poverty, cumulative risk exposure, and mental health in emerging adults. *Clinical Psychological Science*. DOI: 10.1177/2167702613501496

Yoshikawa, H., Aber, J. L., & Beardslee, W. R. (2012). The effects of poverty on the mental, emotional, and behavioral health of children and youth: Implications for prevention. *American Psychologist, 67*, 272-284.

Military Families

Chandra, A., Lara-Cinisomo, S., Jaycox, L. H., Tanielian, T., Burns, R. M., Ruder, T., & Han, B. (2010). Children on the homefront: The experience of children from military families. *Pediatrics, 125*, 16-25.

Siegel, B. S. & Davis, B. E. (2013). Health and mental health needs of children in US military families. *Pediatrics*. Clinical Report: DOI: 10.1542/peds.2013-0940

Week 7: Training, Supervision, and Consultation ***Competency Benchmark IV Application 11 Consultation*** ***Competency Benchmark V Teaching 13 Supervision*** **February 18, 2013**

Accurso, E. C., Taylor, R. M., & Garland, A. F. (2011). Evidence-based practices addressed in community-based children's mental health clinical supervision. *Training and Education in Professional Psychology, 5*(2), 88-96.

Becker, K. D. & Domitrovich, C. E. (2011). The conceptualization, integration, and support of evidence-based interventions in the schools. *School Psychology Review, 40*(4), 582-589.

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.

Frazier, S. L., Chacko, A., Van Gessel, C., O'Boyle, C., & Pelham, W. E. (2012). The summer treatment program meets the south side of Chicago: Bridging science and service in urban after-school programs. *Child and Adolescent Mental Health, 17*, 86-92.

Herschell, A. D., Kolko, D. J., Baumann, B. L., & Davis, A. C. (2010). The role of therapist training in the implementation of psychosocial treatments: A review and critique with recommendations. *Clinical Psychology Review, 30*(4), 448-466.

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.

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.

Schoenwald, S. K., Mehta, T. G., Frazier, S. L., & Shernoff, E. (2013). Clinical supervision in

effectiveness and implementation research. *Clinical Psychology: Science and Practice*, 20, 44-59.

Week 8: Organizational Social Context Models, Measures, and Interventions

Competency Benchmark VI Systems 14 Interdisciplinary Systems 15 Management-Administration

February 25, 2013

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.

Aarons, G. A. & Sawitzky, A. C. (2006). Organizational climate partially mediates the effect of culture on work attitudes and staff turnover in mental health services. *Administration and Policy in Mental Health and Mental Health Services Research*, 33(3), 289-301.

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

Glisson, C., & Green, P. (2006). The effects of organizational culture and climate on the access to mental health care in child welfare and juvenile justice systems. *Administration and Policy in Mental Health and Mental Health Services Research*, 33, 433-448.

Kimberly, J. & Cooke, J. M. (2008). Organizational measurement and the implementation of innovations in mental health services. *Administration and Policy in Mental Health and Mental Health Services Research*, 35, 11-20.

Palinkas, L. A., Schoenwald, S. K., Hoagwood, K., Landsverk, J., Chorpita, B. F., Weisz, J. R., & the Research Network on Youth Mental Health (2008) An ethnographic study of implementation of evidence-based treatments in child mental health: First steps. *Psychiatric Services*, 59(7), 738-746.

Real, K., & Poole, M. S. (2005). Innovation implementation: Conceptualization and measurement in organizational research. *Research in Organizational Change and Development*, 15, 63 – 134.

Sanders, M. R., Prinz, R. J., & Shapiro, C. J. (2009). Predicting utilization of evidence-based parenting interventions with organizational, service-provider and client variables. *Administration and Policy in Mental Health and Mental Health Services Research*, 36, 133-143.

Glisson, C., & Schoenwald, S. K. (2005). The ARC organizational and community intervention strategy for implementing evidence-based children's mental health treatments. *Mental Health Services Research*, 7, 243-259.

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

Week 9: PIE DAY

March 4, 2013

ASSIGNMENT #3 DUE

Week 10: Spring Break, No Class
March 11, 2013

Week 11: University-Community Research Collaborations and Ethical Considerations in Dissemination and Implementation Science (Part I)
Competency Benchmark I Professionalism 3 Ethical Legal Standards and Policy
Competency Benchmark VI Systems 14 Interdisciplinary Systems
March 18, 2013

- 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
- Bogart, L. M. & Uyeda, K. (2009). Community-based participatory research: Partnering with communities for effective and sustainable behavioral health interventions. *Health Psychology*, 28, 391-393.
- Curtis, V. A., Garbrah-Aidoo, N., & Scott, B. (2007). Ethics in public health research. *American Journal of Public Health*, 97(4), 634-641.
- DuBois, J., Bailey-Burch, B., Bustillos, D., Campbell, J., Cottler, L., Fisher, C., et al. (2011). Ethical issues in mental health: The case for community engagement. *Current Opinion in Psychiatry*, 24, 208-214.
- Frazier, S. L., Chacko, A., Van Gessel, C., O'Boyle, C., & Pelham, W. E. (2012). The summer treatment program meets the south side of Chicago: Bridging science and service in urban after-school programs. *Child and Adolescent Mental Health*, 17, 86-92.
- Frazier, S. L., Formoso, D., & Birman, D., & Atkins, M. S. (2008). Closing the research to practice gap: Redefining feasibility. *Clinical Psychology: Science and Practice*, 15, 125-129.
- Garland, A. F., McCabe, K. M., & Yeh, M. (2008). Ethical challenges in practice-based mental health services research: Examples from research with children and families. *Clinical Psychology: Science and Practice*, 15(2), 118-124.
- Garland, A. F., Plemmons, D., & Koontz, L. (2006). Research-practice partnership in mental health: Lessons from participants. *Administration and Policy in Mental Health and Mental Health Services Research*, 33, 517-528.
- Grady, C., Hampson, L. A., Wallen, G. R., Rivera-Goba, M. V., Carrington, K. L., & Mittleman, B. B. (2006). Exploring the ethics of clinical research in an urban community. *American Journal of Public Health*, 96(11), 1996-2001.
- Malone, R. E., Yerger, V. B., McGruder, C., & Froelicher, E. (2006). It's like "Tuskegee in Reverse": A case study of ethical tensions in institutional review board review of community-based participatory

research. *American Journal of Public Health*, 96, 1914-1919.

Michener, L., Cook, J., Ahmed, S. M., Yonas, M. A., Coyne-Beasley, T., & Aguilar-Gaxiola, S. (2012). Aligning the goals of community-engaged research: Why and how academic health centers can successfully engage with communities to improve health. *Academic Medicine*, 87, 285-291.

Schensul, J. J. & Trickett, E. (2009). Introduction to multi-level community based culturally situated interventions. *American Journal of Community Psychology*, 43, 232-240.

Week 12: University-Community Research Collaborations and Ethical Considerations in Dissemination and Implementation Science (Part II)

Competency Benchmark I Professionalism 3 Ethical Legal Standards and Policy

Competency Benchmark VI Systems 14 Interdisciplinary Systems

March 25, 2012

ASSIGNMENT #4 DUE (MOCK MEETING)

Week 13: Common Elements, Modular Intervention, & Measurement Feedback

Competency Benchmark III Science 6 Scientific Knowledge and Methods

April 1, 2013

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.

Bickman, L. (2008). A measurement feedback system (MFS) is necessary to improve mental health outcomes. *Journal of the American Association of Child and Adolescent Psychiatry*, 47(10), 1114-1119.

Bickman, Riemer, Breda, & Kelly (2006) CFIT: A system to provide a continuous quality improvement infrastructure through organizational responsiveness, measurement, training, and feedback. *Report on Emotional and Behavioral Disorders in Youth*, 6, 86-89.

Chorpita, B. F., Becker, K. D., & Daleiden, E. L. (2007). Understanding the common elements of evidence-based practice: Misconceptions and clinical examples. *Journal of the American Academy of Child and Adolescent Psychiatry*, 46(5), 647-652.

Chorpita, B. F. & Daleiden, E. L. (2009). Mapping evidence-based treatments for children and adolescents: Application of the distillation and matching model to 615 treatments from 322 randomized trials. *Journal of Consulting and Clinical Psychology*, 77(3), 566-579.

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.

Embry, D. D. & Biglan, A. (2008). Evidence-based kernels: Fundamental units of behavioral influence. *Clinical Child and Family Psychology Review*, 11, 75-113.

- Higa-McMillan, C. K., Powell, C. K. K., Daleiden, E. L., & Mueller, C. W. (2011). Pursuing an evidence-based culture through contextualized feedback: Aligning youth outcomes and practices. *Professional Psychology: Research and Practice, 42*(2), 137-144.
- Karver, M. S., Handelsman, J. B., Fields, S., & Bickman, L. (2005). A theoretical model of common process factors in youth and family therapy. *Mental Health Services Research, 7*, 35-51.
- Palinkas, L. A., Weisz, J. R., Chorpita, B. F., Levine, B., Garland, A. F., Hoagwood, K. E., & Landsverk, J. (2013). Continued use of evidence-based treatments after a randomized controlled effectiveness trial: A qualitative study. *Psychiatric Services, 64*, 1110-1118.
- Seidman, E., Chorpita, B. F., Reay, W. E., Stelk, W., Garland, A. F., Kutash, K., Mullican, C., & Ringeisen, H. (2010). A framework for measurement feedback to improve decision-making in mental health. *Administration and Policy in Mental Health and Mental Health Services Research, 37*, 128-131.
- Weersing, V. R., Rozenman, M., & Gonzalez, A. (2009). Core components of therapy in youth: Do we know what to disseminate? *Behavior Modification, 33*(1), 24-47.
- 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.

Week 14: Models for Dissemination

Competency Benchmark III Science 6 Scientific Knowledge and Methods

Competency Benchmark VI Systems 16 Advocacy

April 8, 2013

- Dearing, J. W. (2008). Evolution of diffusion and dissemination theory. *Journal of Public Health Management and Practice, 14*(2), 99-108.
- Stirman, S. W., Crits-Christoph, 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.

Diffusion of Innovation: Social Capital and Social Networks

- Burt, R. S. (1987). Social contagion and innovation: Cohesion versus structural equivalence. *The American Journal of Sociology, 92*(6), 1287-1335.
- Nakamura, Y. T. & Yorks, L. (2011). The role of reflective practices in building social capital in organizations from an HRD perspective. *Human Resource Development Review, 10*(3), 222-245.
- Neal, J. W., Neal, Z. P., Atkins, M. S., Henry, D. B., & Frazier, S. L. (2011). Channels of change: Contrasting network mechanisms in the use of interventions. *American Journal of Community Psychology, 47*, 277-286.

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

Opinion Leaders

Atkins, M., Frazier, S., Leathers, S., Graczyk, P., Talbott, E., Jakobsons, L., Adil, J., Marienez-Lora, A., Demirtas, H., Gibbons, R., Bell, C. (2008). Teacher key opinion leaders and mental health consultation in low-income urban schools. *Journal of Consulting and Clinical Psychology, 75*, 905-908.

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

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.

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.

Social Marketing and Learning Communities

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.

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

Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education, 24*, 80-91.

Week 15: Going to Scale

Competency Benchmark III Science 6 Scientific Knowledge and Methods

April 15, 2013

STUDENT PRESENTATIONS OF A PROGRAM THAT HAS GONE TO SCALE

Comer, J. S & Barlow, D. H. (2013). The occasional case against broad dissemination and implementation: Retaining a role for specialty care in the delivery of psychological treatments. *American Psychologist*. DOI: 10.1037/a0033582

Daleiden, E. L., & Chorpita, B. F. (2005). From data to wisdom: Quality improvement strategies supporting large-scale implementation of evidence-based services. *Child and Adolescent Psychiatric Clinics of North America, 14*, 329-349.

Flay, B. R., Biglan, A., Boruch, R. F., Gonzalez, F., Gottfredson, D., Kellam, S., et al. (2005) Standards of evidence: Criteria for efficacy, effectiveness, and dissemination. *Prevention Science, 6*, 151-175.

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**Week 16: A New Generation of Psychological Clinical Science
Competency Benchmark III Science 6 Scientific Knowledge and Methods**

April 22, 2013

ASSIGNMENT #5 DUE

Baker, T. B., McFall, R. M., & Shoham, V. (2009). Current status and future prospects of clinical psychology toward a scientifically principled approach to mental and behavioral health care. *Psychological Science in the Public Interest*, 9, 67-89.

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Assignments

Assignment #1 CONVERSATIONS WITH MENTAL HEALTH PROVIDERS

Assignment Due and Class Discussion: JANUARY 28

Please identify a community mental health provider with whom to have a conversation about children's mental health services. (Let me know if you need help selecting someone to interview.) Consider what information from frontline providers may help to inform the way you think about dissemination and implementation science, in particular questions, methods, settings, and samples. We will use class time to prepare a semi-structured interview that students can use to guide their conversations. You may audio-record and transcribe your conversation or else take detailed notes. Summarize your discussion, highlighting the strengths and challenges associated with routine care for children and families, and how they can help to inform next steps for D&I research in the area of children's mental health. Please submit for your assignment (a) the interview, (b) the transcription, notes, or audio from your discussion, and (c) a 3 to 5 page reaction. Be prepared to discuss in class.

Benchmark Competencies: I Professionalism 2 Individual and Cultural Diversity; 3 Ethical Legal Standards and Policy; II Relational 5 Relationships; VI Systems 14 Interdisciplinary Systems

Criteria for Grading

Interview Guide: thoughtful questions, relevant probes

Transcription: transcription or notes suggest rich dialogue and sophisticated interviewing

Summary: writing is fluid, proofread, and polished; content demonstrates respect for providers and appreciation for the benefits to science and service of integrating scholarly and local knowledge

Assignment #2 MENTAL HEALTH IN THE PUBLIC EYE

Assignment Due: FEBRUARY 11

Please prepare a portfolio of three current (2013-14) news stories from popular media related to the availability, delivery, effectiveness, or funding of mental health care in our country. At least one article should reflect the topic planned for Feb 11: Diversity, Context, Poverty, and Vulnerability. Provide a copy of each article followed by a two to three page reaction paper. Select one article for presentation to the class, and be prepared to facilitate discussion.

Benchmark Competencies: VI Systems 16 Advocacy

Criteria for Grading:

Articles: substantive, meaningful, current

Writing: fluid, clear, proofread

Content: thoughtful reflection, sophisticated synthesis of article content with concepts from class

Presentation to class is provocative, tied to course material and facilitates active discussion

Assignment #3 PIE CHART

Assignment Due: MARCH 4

You are on the NIMH Advisory Council, charged with providing input on 2014 priorities for research. You have been asked to submit a pie chart to illustrate your vision for how the NIMH should distribute funds during the coming fiscal year. Your assignment has three parts. Part 1: Determine the basis on which you will divide the funds (e.g., diagnosis, age group, research method, population). Part 2: Create the pie chart. Part 3: Prepare a 3 to 5 page Executive Summary to accompany your pie chart, articulating your approach and rationale for the proposed distribution of funds. Be prepared to present to the class.

Benchmark Competencies: III Science 7 Research / Evaluation

Criteria for Grading:

Pie Chart: Clear rationale for proposal, based on most current empirical literature, highlighting avenues for high-impact research with broad and significant reach

Writing: fluid, clear, proofread

Presentation: Clear and coherent articulation of funding allocation; engaged in class discourse

Assignment #4 COMMUNITY ENGAGED RESEARCH

Prepare During Class: MARCH 18

Assignment Due / Mock Meeting: MARCH 25

Everyone will participate in a mock meeting between a university research team and community partner. You will select roles, prepare questions, and engage in a university-community dialogue related to initiating a collaborative research study. Further details of this assignment will be provided in class.

Benchmark Competencies: I Professionalism 2 Individual and Cultural Diversity; 3 Ethical Legal Standards and Policy; II Relational 5 Relationships; VI Systems 14 Interdisciplinary Systems

Assignment #5 COMMENTARY

Due Date: APRIL 22

You and your colleague(s) have been invited to submit a commentary to the article by (a) Baker, McFall, & Shoham (2009) entitled Current status and future prospects of clinical psychology toward a scientifically principled approach to mental and behavioral health care or (b) Garland, Haine-Schlagel, Brookman-Frazee, Baker-Ericzen, Trask, & Fawley-King (2013) entitled Improving community-based mental health care for children: Translating knowledge into action. Read both articles. Choose one article for comment. Your commentary should be no longer than 2500 words (approximately 10 pages, double-spaced). Be sure to use APA Style, including properly formatted title page, abstract, and references. You must work with a classmate on this project. Come to decisions together regarding content of the commentary, authorship, role, and contribution. Be prepared to present your commentary to the class.

Benchmark Competencies: III Science 6 Scientific Knowledge and Methods and IV Application 8 Evidence-Based Practice

Criteria for Grading:

Content: Commentary synthesizes and extends course material and discussions to present a unique and innovative approach to solving the unmet mental health burden facing our country

Writing: Clear, coherent, succinct, fluid, sophisticated