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: slfraz@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/.

Frazier; p. 1 of 13; 1/10/2022
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. 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:


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

Week 2: Science Communication
January 18, 2020


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).


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*


*Usual-Care Research*


*For your records and reference:*


**Week 5: Workforce Support**  
**February 8, 2021**

*Training and Supervision*


*Measuring Fidelity*


**Week 6: Organizational Social Context**  
**February 15, 2021**


**For your records and reference:**

[https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0114338](https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0114338)

**Week 7: Beyond Treatment Manuals**

**February 22, 2021, Submit Journals**


**For your records and reference:**

ENJOY SPRING BREAK WEEK OF FEB 28 – MAR 4

SERVICES SCIENCE

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


doi:10.1525/jer.2013.8.1.20


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


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

View Vikram Patel’s Ted Talk: “Mental Health for All by Involving All”


Week 11: Pie Day!
March 29, 2021


DISSEMINATION SCIENCE

Week 12: Legislation and Public Policy
April 5, 2021


**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.


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


Statewide Scale-Ups (please choose one)


**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

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