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Introduction to Dissemination and Implementation Science - Course Syllabus 2011-2012

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M19 - Introduction to Dissemination and Implementation Science

Spring 2012

Time/Place: Wednesdays 1 to 4 pm (2/1/12 - 2/29/12)
Kingshighway Building, 7th floor, Room 7326

Instructors: Ross Brownson, Enola Proctor

Office hours: By appointment
rbrownson@wustl.edu
ekp@wustl.edu

Target audience: Researchers in clinical and population sciences; clinical training program participants; MSPH and MPH students; prior research experience is helpful but not required.

Prerequisites: None

Credits: 1

Course overview

Description: This course provides and introduction to dissemination and implementation (D&I) science (i.e., translational research in health). Topics include the importance and language of D&I science; designs, methods, and measures; differences and similarities across clinical, public health, and policy settings; selected tools for D&I research and practice; and future issues.

Evaluation: Students will design a research/practice project in dissemination and implementation research, create a poster, and answer questions related to their project. Researchers might analyze a data set or develop a grant application. Practitioners might conduct a D&I project to improve patient care or population health.

Competencies:

1. Understand the importance and language of D&I science.
2. Explore the theories and frameworks that are commonly used in D&I research and practice.
3. Describe various study designs and measure that support D&I science.
4. Understand D&I methods and challenges across various settings and populations.
5. Understand how D&I science can further your research/practice plans and career.

Course format and requirements

Students are expected to attend all classes. Readings assigned for each class should be read ahead of time and students should be prepared to discuss readings in class and to be active participants in the learning process.

Readings: Selected chapters from: Brownson R, Colditz G, Proctor E, eds. *Dissemination and Implementation Research in Health: Translating Science to Practice*. New York: Oxford University Press; 2012 In press. Other readings pertinent to each topic.

Grading and assignments: One class assignment that involves development of a D&I research project, presented as a poster.

Grading scale:

A	95-100%
A-	90-94.9%
B+	85-89.9%
B	80-84.9%
B-	75-79.9%
C+	70-74.9%
C	60-69.9%

Introduction to Dissemination and Implementation Science

Week	Date	Instructor(s)	Topic	Readings
Class 1	February 1	Brownson, Proctor	Rationale for D&I research, overview of the field, continuum of translational research, language Initial group work for the final project	Ch. 1: Colditz GA. The promise and challenges of dissemination and implementation research Ch. 2: Rabin B. Developing the terminology for dissemination and implementation research Woolf SH. The meaning of translational research and why it matters. JAMA 2008;299(2):211-3.
Class 2	February 8	Brownson, Proctor, Tabak, Dodson , Owens	Theories and frameworks in D&I research (with a policy example), comparative effectiveness research	Damschroder LF, Aron DC, Keith RE, Kirsh SR, Alexander JA, Lowery JC. Fostering implementation of health services research findings into practice: a consolidated framework for advancing implementation science. Implementation Science, 2009;4:50. Bonham AC, Solomon MZ Moving comparative effectiveness research into practice: implementation science and the role of academic medicine. Health Affairs. 2010; 29:10: 1901-1905.
Class 3	February 15	Proctor, Brownson, Moreland-Russell, Lobb	Study designs, measures, partnerships, sustainability	Ch. 12: Landsverk J. Design and analysis of dissemination and implementation research Ch. 13: Proctor. Measurement issues in dissemination and implementation research Graham ID, et al. Lost in knowledge translation: time for a map? J Contin Educ Health Prof 2006;26(1):13-24.

Class 4	February 22	Proctor, Brownson, Carpenter, Stamatakis	Methods and challenges across settings	Ch. 17: Stamatakis K. Community and public health settings Diner BM, Carpenter CR, O'Connell T, et al. Graduate medical education and knowledge translation: role models, information pipelines, and practice change thresholds. *Acad Emerg Med.* Nov 2007;14(11):1008-1014. Seow H, Phillips CO, Rich MW, Spertus JA, Krumholz HM, Lynn J. Isolation of health services research from practice and policy: the example of chronic heart failure management. *J Am Geriatr Soc.* Mar 2006;54(3):535-540.
Class 5	February 29	Brownson, Proctor	Future issues and student presentations (posters) Build from worksheets completed in earlier sessions	Ch. 24: Brownson. The path forward in dissemination and implementation research