

COURSE DESCRIPTION

ADVANCED TOPICS IN DISSEMINATION AND IMPLEMENTATION (D&I) SCIENCE (CLSC 6850)

Overview	This interactive research seminar course provides an overview of intermediate and advanced dissemination and implementation (D&I) science research methods in small group discussions, allowing for dialogue among students at various stages of training with junior and senior D&I faculty members.
Instructor	Amy G. Huebschmann, MD, MS
Meeting Time	Tuesdays, 2:30PM-4:00PM Mountain Time
Semester	Fall Semester (last week of August through first week of December) and Spring Semester) third week of January through second week of May)
Format	Fully online, using a combination of real-time video conferences, self-guided study, and faculty guest lectures on D&I grant proposals and other topics.
Capacity	10 students
Semester Hours	1
Key Topics	Discussions include critiques of research works-in-progress, planned D&I grant proposals, and journal club-style discussions of published D&I manuscripts.

LEARNING OBJECTIVES AND COMPETENCIES | The course addresses a number of beginner and intermediate Dissemination and Implementation Science competencies^{1,2}, including knowledge of:

- Applying D&I theories, models, and frameworks to a research proposal
- Strengths and limitations of key D&I Research Design options: stepped wedge, natural experiments, adaptive and SMART designs
- How D&I frameworks measure context at multiple socio-ecologic levels
- Integrating D&I theories, models, and frameworks into a proposal (background, analyses, and implications)
- Strengths and weaknesses of causal modeling approaches and methods to identify mechanisms of change in D&I science
- Strategies to document and balance adaptations and fidelity
- Using pragmatic measurements in D&I science

This course addresses select Basic Public Health Skills (BPHS) and meets competencies for multiple University of Colorado graduate school programs: Clinical Sciences Program (CLSC), Health Services Research Program (HSR), and Community Behavioral Health and Education (CBHE)

¹Padek et al. *Implementation Science*, 2015 and ²Tabak et al. *Am J Prev Med*, 2017

EXPECTATIONS OF STUDENTS | Weekly attendance is expected and students must prepare to discuss assigned reading. Incoming students should have some works-in-progress data from a D&I, health services research, or quality improvement project to present for one of their oral research presentations. Required readings, online discussion posts, and class attendance average 3 hours per week, with additional time for oral presentations and written peer critiques.

ASSIGNMENTS | Evaluation is based on attendance, contribution to group discussion (in-person and online), presentations, and critiques. Assignments include weekly reading of journal article and grant aims page, two presentations (journal article critique and research overview), structured critiques of two peer presentations, and posting of weekly reflections.



ACCORDS

ADULT AND CHILD CONSORTIUM FOR HEALTH OUTCOMES RESEARCH AND DELIVERY SCIENCE

UNIVERSITY OF COLORADO | CHILDREN'S HOSPITAL COLORADO



Colorado Clinical and Translational Sciences Institute (CCTS)

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