

Psychology 493: ISSUES IN PSYCHOLOGY
Section 002: Disseminating and Implementing Science
Tuesdays and Thursdays 8:30 – 9:50 AM
Psychology Building, Room 119
Course Units: 3.00

Spring 2022 Syllabus

Important Information

Instructor: Dr. Amy Drahota

Pronouns: she/her/hers

Office: Psychology 125-B

Email: drahotaa@msu.edu

Online Synchronous: <https://msu.zoom.us/j/99270056754> (passcode: PSY493002)

Zoom Office Hours: Tuesdays and Thursdays, 10:00 – 11:00 AM or by appointment.

Access office hours using <https://msu.zoom.us/j/92278836131> (passcode: SS22_OH)

Final Exam Date: Tuesday, May 3, 2022, 7:45 – 9:45am. There will not be a final exam. However, you will need to submit your final paper through D2L on or before 9:45am 5/3/2022.

Course Prerequisites: PSY 101, completion of Tier I writing requirement, and either PSY 295 or STT 231

Course Website: There is a D2L site for this course. All materials will be posted there except for those from the main textbook. This is also where you will find audio/video materials and where you turn in course assignments.

Course Description

Did you know that most evidence-based psychology findings are **not** being used routinely in community practice? Many evidence-based practices for psychological or social problems are not integrated into community-based settings or used regularly. As a result, people who need these evidence-based practices are not receiving them.

Dissemination and implementation (D&I) science is an interdisciplinary scientific field with the ultimate goal of ensuring that advances (e.g., evidence-based practices, programs or policies) become standards for care in all populations and community-based service settings (Glasgow et al., 2012). This course will familiarize you with the current state of knowledge within the field of D&I. Moreover, this course aims to teach you about using evidence-informed dissemination, implementation, and sustainment strategies to facilitate the use of scientific advances within community service settings.

Also, this is a Tier II writing course. This means that the primary modality for me to assess your learning about D&I science is “characterized by continuous attention being giving to writing” (MSU Memorandum #AD/05/97-98). Additionally, the College of Social Sciences requires that Tier II writing courses contain: content central to discipline; communication aligned to typical forms of discipline; assessment of writing; at least 1 form of feedback provided about student writing before final grade; and include more than one form of writing. Thus, this course will have several written assignments, writing logs, and a final paper. I have structured the class so that we will begin the semester with more structured lessons on writing for this topic.

Course Learning Objectives

1. Define key terms and concepts related to conducting and evaluating dissemination and implementation (D&I) of psychological science within community settings.
2. Describe the significance and application of D&I strategies related to psychological science.
3. Critically evaluate empirical research on key topics in D&I science.
4. Demonstrate an understanding of the role that D&I principles and strategies can play to support the use of psychological interventions or findings in communities.
5. Apply your D&I knowledge by through writing, such as research papers of audience characteristics and demonstrations of D&I principles and/or strategies, etc.

Textbook & Course Materials

Required Text

- *How to Write It: A Complete Guide to Everything You'll Ever Write (3rd Edition)*. By Sandra E. Lamb (2011). Berkeley, CA: Ten Speed Press.

Required Technology and Programs

In this course, we will use multiple types of media to understand the topics we discuss from a more nuanced perspective. Required readings include research articles, book chapters, toolkits, and manuals related to disseminating and implementing science. Students will also watch videos/audio clips, which will be posted on the course D2L, distributed in class, or put on reserve in the library, if needed. The readings are listed on the course schedule (pp. 8-11), but there may be times when modifications are made. You will be given advanced notice if this occurs, and an updated version of the course calendar will be distributed.

D2L (course website)

- The course website can be found on D2L (<https://d2l.msu.edu/>). This page will provide you with the readings, videos (or their URL), assignment instructions and grading rubrics, notes for the in-person class lectures, grades, and other important class information.
- During the semester, we will be reading chapters and articles from books and academic journals that are available electronically. Some of these are available as well in hard/ paper-based copies. If you do not like or have difficulty reading electronic versions, you will need to either check out materials, print and use, or purchase hard copies of these materials.
- If you need technical assistance at any time during the course or to report a problem, you can contact the MSU IT Service Desk at (517) 432-6200 or (844) 678-6200 or visit the Desire2Learn Help website (<http://help.d2l.msu.edu/>).

Course Expectations

- **Personal Responsibility and Participation:** In this course, you are expected to produce college level work. If you have any trouble with assignments or the material covered in class, please speak with me. I hold weekly office hours and am available by appointment. If you engage in this course, you will get the most out of this class. Class participation is a required element for this class to facilitate your learning. Therefore, attendance is necessary. Active participation of all students is an integral

component to the success and value of this class for everyone. **Therefore, all students are expected to:** a) attend class, b) have completed the preparatory activities before class, and c) contribute in some manner to the class discussions. Please talk with me about any challenges that you anticipate or may experience related to class participation. We can discuss multiple modalities for active class participation.

- **Respect for Diversity:** This class requires the creation and maintenance of mutual learning and respect. I expect all students to be respectful to one another. Additionally, students must be respectful in discussion related to populations and topics read about and discussed. In this class, we will respect all people regardless of race, ethnicity, age, sex, gender identity, sexual orientation, religion, social class, ability, or any other aspect of identity.

Course Requirements and Grading Information

There are a variety of assignments in this course. Details are listed below and will be discussed in class. Throughout the semester, extra credit opportunities may be offered.

Assignment	Points	Percentage	Point Range	Grade
Participation	30	90 – 100%	450 – 500	4.0
Quizzes	50	85 – 89.9%	425 – 449.9	3.5
Assignments	100	80 – 84.9%	400 – 424.9	3.0
Writing Logs	100	75 – 79.9%	375 – 399.9	2.5
Presentation	20	70 – 74.9%	350 – 374.9	2.0
Mini-Paper Assignments	100	65 – 69.9%	325 – 347.9	1.5
Paper: First Draft	40	60 – 64.9%	300 – 324.9	1.0
Paper: Final Paper	60	Under 60%	0 – 299.9	0.0
TOTAL:	500			

Description of Course Assignments

1. **Participation.** Borrowing from a faculty colleague, I will be grading daily and participation using the following contribution scale:

② Positive Contributors	① Neutral Contributors	① Absent	-① Negative Contributors
Each day, you will get a score for your level of participation. Obviously, you do not have to participate to the MAX every day. But you do have to engage in the class and contribute in some manner more days than not to receive the maximum credit.			
Positive Contributor – Communicates interpretations and reflections in class, brings up questions of their own, respectfully responds to others in class, attempts to synthesize ideas or apply concepts.			
Neutral Contributor – Does not communicate in class or avoids communicating unless called upon specifically, present but not engaged in class.			
Negative Contributor – Derails or dominates class discussions, belittles or berates others in class, does not acknowledge other perspectives, spends time texting/emailing in class, and/or engages in other activities during class.			

However, grading will for participation will not require that you must attend or get a “2” every day. I will drop 4 zeros (meaning that you can miss 4 days that are unexcused absences). Thus, you will have 26 possible participation grades (after dropping the 4 zeros). After accumulating points, the following scale will be used to grade student participation:

39-52 participation points (i.e., participation level 2 at least ½ of the time) = 30 points
35-38 participation points = 25 points
31-34 participation points = 20 points
27-30 participation points = 15 points
22-26 participation points = 10 points
<22 participation points = 5 points

2. Quizzes

Over the semester, you will be assigned short quizzes to assess your reading and understanding of the material. You can use your notes and other class materials for these, and they will need to be completed on the course website before the beginning of class on the due date in order to be graded. Quizzes will be completed outside of class time.

3. Assignments

Throughout the semester, you will have several assignments to complete. The materials necessary to complete these assignments will be available on the course website. Assignments will be discussed during class to provide you with instructions and answer any questions before they are due. Assignments will be due before class begins on the date specified on the course schedule.

4. Writing Logs

Because writing is an acquired skill for most of us – me included – that improves and grows as you practice and receive feedback, it is helpful to reflect on your writing process in an ongoing manner. Throughout the semester, you will be required to complete writing logs (most with questions/prompts) to reflect on your writing.

5. Brief presentation (~5-7 minutes plus questions)

Each student will give a brief presentation that will provide an overview of the student’s statement of problem in the community (e.g., What important psychological or social problem do you want solved?). In the presentation, you will provide a description of the problem (e.g., children with anxiety disorders rarely receive evidence-based practices in school settings), why the problem is significant, and who (what population or groups of people) are impacted by this problem. This work will need to be supported by research evidence. This will essentially be the significance section for your final paper and will be a verbal presentation of your Mini-Paper 1.

6. Mini-Paper Assignments

You will have 2 Mini-Paper assignments due during the semester. Mini-paper 1 will be a final statement of the problem. Mini-paper 2 will be a statement about which D&I phase (i.e., dissemination, implementation, sustainment) may be helpful to make the problem better, along with the rationale and supportive evidence for this decision. More details about these Mini-Paper assignments will be provided in the semester.

7. Paper

- a. You will select an important psychological or social problem that is occurring

in the world that should be solved. This can be a problem that is discussed in class or that you have an interest in and are interested in learning more about. You will have several opportunities to identify and select a psychological or social problem (Mini-Papers 1 and 2 are designed to facilitate your thinking and writing about this topic).

- b. For the paper you will need to have sufficient evidence to support your assertion that the psychological or social problem is significant and for whom it is problematic. You will also need to discuss understand what D&I phase should be intervened upon and why. Finally, you will need to identify and discuss how a particular D&I strategy or set of strategies would be conducted and with whom in order to have the D&I intervention improve the problem.
- c. Your paper will require at least 6 research articles to support your overall paper. However, it is likely that more articles will be necessary.
- d. The recommended length for the paper is 6-8 pages (double spaced) in APA style, not including the title page and reference list (Note: no abstract is needed).
- e. You will need to find peer-reviewed publications for your paper. In-class and preparatory activities will assist you in locating articles. You will not be able to use websites, popular press, or trade publications as a primary source of information for your paper.
- f. Assignments and Mini-Papers are designed to help you in accomplish this paper. Additionally, you will submit a draft of the paper and get feedback from Dr. Drahota before the final paper is due.

Course Policies

Limits to Confidentiality

Essays and other materials submitted for this class are considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including faculty and instructors, may not be able to maintain confidentiality when it conflicts with the MSU policy for employees to report certain issues based on external legal obligations or that relate to the health and safety of MSU community members and others.

As the instructor, I must report the following information to other University offices if you share it with me: a) suspected child abuse/neglect, even if this maltreatment happened when the individual was a child, b) allegations of sexual assault or sexual harassment when they involve students, faculty or staff, and c) credible threats of harm to oneself or others.

These reports may trigger contact from a campus official who may want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with the contacting individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the MSU Counseling Center.

Commit to Integrity: Academic Honesty

Article 2.3.3 of the [Academic Freedom Report](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the (insert name of unit offering course) adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments (including homework, lab work, quizzes, tests and exams) without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity](#) webpage.)

Resource Persons with Disabilities (RCPD)

- **Accommodations for Students with Disabilities:** Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at <http://rcpd.msu.edu>. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. **Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.**
- To make an appointment with a specialist, contact: (517) 353-9642 or TTY: (517) 355-1293
- Website for RCPD: <http://MYProfile.rcpd.msu.edu>

Understand When You May Drop This Course

Adds and Drops

The last day to add this course is the end of the first week of classes, January 14, 2022. The last day to drop this course and get a refund is on February 4, 2022. The last day to drop this course with no grade (W) reported is March 2, 2022. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Commercialized Lecture Notes

You are encouraged to take notes on the lecture and are permitted to tape-record class sessions for your own purposes. However, you are **not permitted to take notes or tape-record for the purpose of sale and distribution**, no matter how financially

lucrative my class lectures might be. Commercialization of lecture notes and university-provided course materials is not permitted in this course.

Disruptive Behavior

Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Judicial Affairs office.

Attendance

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.

Religious Observations

If you anticipate being absent from class due to a major religious observance, please provide notice of the date(s) to me, in writing, by January 21, 2022.

Course Outline/Schedule (on next page)

SS22 PSY493-002 Course Calendar

Note: This is a **tentative** schedule that we will follow. However, it is **subject to modification**. Minor changes will be announced during class time. If major changes ensue, a revised schedule will be posted or distributed. Any changes to readings will be announced and an updated version of the calendar will be posted on the course website.

Date	Topic	Preparatory Activities To do before class	Assignment(s) Due
Jan 11 (T) Zoom	<ul style="list-style-type: none"> • Syllabus review • Discussion of course expectations • Overview of D&I • Writing self-assessment 		
Jan 13 (Th) Zoom	<ul style="list-style-type: none"> • Intellectual property and plagiarism in writing • Paraphrasing 	<p>Watch MSU's <i>Evaluating Information Online</i></p> <p>Read <i>The Reach of Evidence-Based Psychological Interventions</i> (McHugh & Barlow, 2012)</p> <p>Watch MSU's <i>When Do I Cite?</i></p>	
Jan 18 (T) Zoom	<ul style="list-style-type: none"> • Writing in Psychology • APA format • Writing log 	<p><i>How to Write It</i>, Chapters 1 & 36, and page 237</p> <p>Watch <i>Citing Works in Text Using Seventh ed. APA Style</i></p>	Quiz
Jan 20 (Th) Zoom	<ul style="list-style-type: none"> • Literature search • Analyzing a research article 	<p>Find 1 research article relevant to problem statement</p> <p>Read <i>Infographic: How to read a scientific paper</i>, Natalia Rodriguez</p>	<p>Assignment 1: For found article, complete APA Research Article Steps 1 & 2</p> <p>Writing Log</p>
Jan 25 (T) Zoom	<ul style="list-style-type: none"> • D&I terminology 	<p>Read Rabin & Brownson (2018)</p>	<p>Assignment 2: Analyze and paraphrase approved article</p> <p>Writing Log</p>

Jan 27 (Th) Zoom	<ul style="list-style-type: none"> D&I outcomes 	<p>Read Woolf, 2008 Read Proctor et al., 2009 Read Proctor et al., 2011</p>	Quiz
Feb 1 (T)	<ul style="list-style-type: none"> Dissemination: <i>Guest lecture by Heatherlun Uphold, Ph.D.</i> 	<i>Readings will be provided soon</i>	
Feb 3 (Th)	<ul style="list-style-type: none"> Dissemination – Source 	<p>Read Bauer & Kirchner, 2020 Read Brownson et al., 2018</p>	<p>Assignment 3: Problem statement Writing Log</p>
Feb 8 (T)	<ul style="list-style-type: none"> Dissemination – Audience 	<p><i>Navigating the Translation and Dissemination of PHSSR Findings</i> (p. 3) Review <i>Introduction to Community Assessment and Data Collection</i> (URL provided on D2L)</p>	Extra Credit Opportunity: Submit the certificate of completion for the community assessment course
Feb 10 (Th)	<ul style="list-style-type: none"> Dissemination – Audience 	Find 2-3 articles that provide important information about the individuals impacted by the social or psychological problem that you have identified (e.g., prevalence, specific groups, factors, etc.)	<p>Assignment 4: Analyze and paraphrase 1 of the articles you found Writing Log</p>
Feb 15 (T)	<ul style="list-style-type: none"> Dissemination – Modality 	<p><i>Navigating the Translation and Dissemination of PHSSR Findings</i> (pp. 9-12) Review Dissemination Action Plan Worksheet 3A</p>	Assignment 5: Reference list
Feb 17 (Th)	<ul style="list-style-type: none"> Dissemination – Modality Dissemination – Message 	<p>Read CDC's <i>Health Literacy Basics</i> module (online) Read selected pages from the <i>CDC Health Communication Playbook</i></p>	
Feb 22 (T)	<ul style="list-style-type: none"> In-class writing Peer/small group writing review 	Find 2-4 additional articles to provide evidence of your problem statement	<p>Quiz Assignment 6: Synthesize literature from at least 3 of your articles Writing Log</p>

Feb 24 (Th)	<ul style="list-style-type: none"> Statement of Problem presentations, Day 1 		Presentations, Day 1 group
Mar 1 (T)	<ul style="list-style-type: none"> Statement of Problem presentations, Day 2 		Presentations, Day 2 group
Mar 3 (Th)	<ul style="list-style-type: none"> Statement of Problem presentations, Day 3 		Presentations, Day 3 group Mini-Paper 1: Statement of Problem
Mar 8 (T)	Spring Break; No classes		
Mar 10 (Th)			
Mar 15 (T)	<ul style="list-style-type: none"> Comparing dissemination, implementation, sustainment, and de-implementation Implementation, an overview 	<p>Read McMillen & Adams, 2018</p> <p>Read Stirman & Beidas, 2020</p>	
Mar 17 (Th)	<ul style="list-style-type: none"> Factors influencing implementation Context 	<p>Read Nilsen & Bernhardsson, 2020</p> <p>Read Moullin et al., 2019</p>	<p>Assignment 7: What is Needed to Address Problem?</p> <p>Writing Log</p>
Mar 22 (T)	<ul style="list-style-type: none"> Context (continued) <i>*Possible guest lecturer</i> 	<p>Read Drahota et al., 2021</p>	
Mar 24 (Th)	<ul style="list-style-type: none"> Implementation Strategies <i>*Possible guest lecturer</i> 	<p>Read Kirchner et al., 2018</p> <p>Read Kirk et al., 2022</p>	<p>Quiz</p>
Mar 29 (T)	<ul style="list-style-type: none"> Implementation Strategies (continued) <i>*Possible guest lecturer</i> 	<p>Read and synthesize 3-5 articles to support your proposal about what is needed to address problem</p>	<p>Assignment 8: Synthesize literature from at least 3 of your articles</p> <p>Writing Log</p>
Mar 31 (Th)	<ul style="list-style-type: none"> Fidelity Implementation strategy fidelity: <i>Guest lecture by Jessica Tschida</i> 	<p><i>Readings will be provided soon</i></p>	
Apr 5 (T)	<ul style="list-style-type: none"> Implementation wrap-up 	<p>TBA</p>	

Apr 7 (Th)	<ul style="list-style-type: none"> Sustainment of evidence-based practices, programs and policies 	Read Nakamura et al., 2012	Mini-Paper 2: D&I Phase and Rationale paper Writing Log
Apr 12 (T)	<ul style="list-style-type: none"> Sustainment strategies 	Read Hailemariam et al., 2019	
Apr 14 (Th)	<ul style="list-style-type: none"> Sustainment strategies (continued) 	TBA	
Apr 19 (T)	<ul style="list-style-type: none"> Sustainment process 	TBA	
Apr 21 (Th)	<ul style="list-style-type: none"> De-implementation 	Read McKay et al., 2018 Read Fox et al., 2019	First draft of paper due by class time Writing Log
Apr 26 (T)	<ul style="list-style-type: none"> <i>Open/ Catch up</i> 	<i>TBA</i>	
Apr 28 (Th)	<ul style="list-style-type: none"> Wrapping it up How to disseminate and implement: Main points Writing self-assessment 		
Final Exam Period: Tuesday, May 3, 2022, 7:45 – 9:45am No actual “exam” but you will be required to turn in your FINAL PAPER on or before 9:45am on May 3, 2022.			