I. COURSE DOMAIN AND BOUNDARIES

The purpose of this course is to prepare students for the practice of solving public health problems through effective programming. The course introduces and applies theories and methodologies for each of the three stages of programming: planning; implementation; and evaluation. It is designed to complement the Foundations of Public Health Behavior and Health Education and the Research Methods courses.

II. MPH FOUNDATIONAL KNOWLEDGE AND COMPETENCIES ADDRESSED IN THIS COURSE:

A. Foundational Knowledge

Profession and Science of Public Health
- Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health.
- Explain the critical importance of evidence in advancing public health knowledge.

Factors Related to Human Health
- Explain biological and genetic factors that affect a population’s health.
- Explain behavioral and psychological factors that affect a population’s health.
- Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.

B. Foundational Competencies (and or Specialization Competencies as applicable)

Evidence-based Approaches to Public Health
- Apply epidemiological methods to the breadth of settings and situations in public health.
- Interpret results of data analysis for public health research, policy or practice.
Planning & Management to Promote Health
- Assess population needs, assets and capacities that affect communities’ health
- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
- Design a population-based policy, program, project or intervention
- Explain basic principles and tools of budget and resource management
- Select methods to evaluate public health programs

Policy in Public Health
- Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes

Communication
- Communicate audience-appropriate public health content, both in writing and through oral presentation
- Describe the importance of cultural competence in communicating public health content

Systems Thinking
- Apply systems thinking tools to a public health issue

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting
academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual’s identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.
**Religious Holidays:** The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

**IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES**

**Accommodations based upon relationship or sexual violence, including sexual harassment and stalking:** The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445.

There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

**Bias Reporting:** The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.
Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI’s strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V READINGS

Textbook


Copies of the texts are on reserve in the Social Work library. Additional readings are assigned by lecture.

Recommended Texts


**VI. ORGANIZATION OF COURSE**
Class sessions are structured in a standard format throughout the semester and with emphasis given to providing students with tangible tools to be used in the future. The first half of each class period will be used for lecture and discussion of the theory, concepts, terminology, and methodology necessary to complete the course assignments. The second half of class will be reserved for workshops and working sessions. Workshops will provide students with case study specific examples of a conceptual framework, goals & objectives, logic model, and indicator table. Students will be expected to work on their projects each week and present their progress to the class during a select number of workshops. Working sessions will provide students with structured time to work on their final assignment and receive feedback from peers and the instructor.

**VII. ROLE OF FACULTY AND STUDENT**

**Instructor’s role**
The instructor is responsible for the learning environment and course content. The instructor will grade assignments and provide appropriate feedback. A lecture/discussion format will be used in class, followed by group work and in-class exercises. The instructor will respond to student inquiries regarding the readings, case studies, and assignments. The instructor is available by appointment. Emails are typically reviewed/answered between 9 and 6pm.

**TA’s role**
The TA is will work closely with the instructor to grade assignments and provide appropriate feedback. The TA will also respond to student inquiries regarding the readings, case studies, and assignments. The TA is available by appointment during the specified day and time. Emails are typically reviewed/answered between 1pm and 5pm.

**Student role**

**Class attendance and participation:** Students are expected to attend all class sessions unless illness or other emergencies make attendance impossible. If you are unable to attend class, please contact the instructor in advance, or failing that, immediately afterwards. Students are expected to participate in class. It is the student’s responsibility to seek guidance and feedback from the instructor as needed to assure one’s progress.

**Seeking assistance:** Proactive and creative-problem solving is an essential public health competency. Prior to seeking assistance about an assignment from the instructor or TA, students are expected to A) have completed all the relevant readings; B) have attempted to frame the problem clearly and succinctly; C) have developed at least two alternative solutions with a list of the pros and cons for each; and, D) have a clear and concise question or request for assistance.

**Writing requirements:** Application of content through writing and oral presentation is an integral component of this course and the skills necessary to become a public health professional. As such,
students are expected to use a professional style in all written communication (e-mail & class assignments). Please avoid colloquial expressions, proof read all documents, and employ good grammar. All assignments must be typed and submitted as Microsoft Word or Excel. Specific instructions will be given for each paper. Use of other sources and references should be properly cited using AMA Citation Style. Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline. Although it is not a requirement, it is highly recommended that students visit the writing center before submitting their assignments.

Research ethics and protection of project evaluation data: Protecting the privacy and security of program, agency, and client data is of paramount importance. Students will be instructed about research ethics and strategies for protecting data security.

VIII. ASSIGNMENTS AND GRADING CRITERIA

1) Participation (15%)
This grade is based on attendance, class discussion, and contributions during workshops. Class attendance is mandatory. Active participation during class lectures and workshops will be evaluated based on the level of complexity and creativity of questions and issues raised. Students should demonstrate an ability to apply principles from lectures and readings to all class discussions and in providing feedback to others.

2) Program Idea Paper (15%) Due: September 20, via CANVAS at 5pm
This assignment outlines the basic components of the program idea: 1) public health problem to be addressed; 2) target population and catchment area; 3) implementing organization or agency; and 4) program model to be adapted. It also includes the causal framework.

3) Program Description and Logic Model Framework (20%) Due: October 25, via CANVAS at 5pm
The program description will flesh out the activities that will be implemented and the logic framework will pictorially illustrate the pathways through which the program will have its intended impact. The framework should represent the logic sequence of inputs, outputs, outcomes, and impacts, as well as the program assumptions. Other criteria used for grading the framework will be plausibility of pathway action and feasibility of program implementation.

4) Evaluation Design and Survey (20%) Due: November 22, via CANVAS at 5pm
Students should submit a description of the planned evaluation for the program. It should present the design, level of inference (adequacy, plausibility, or probability), indicators, methods for measuring outcomes, and plan for data collection, analysis, and dissemination.

5) Program Proposal [includes written and oral portions] (30%)

Written portion: (25%) Due: December 13, via CANVAS at 5pm
Students will prepare a project proposal using a basic grant template. The proposal should be approximately 10-14 pages (1.5 lines, 11 pt font, left-justified) of text followed by the bibliography, using American Medical Association (AMA) Citation Style, and six appendices (Causal framework, logic model, workplan/timeline, indicator table, budget and bibliography). The following sections and elements will be contained in the proposal:
   a. Executive Summary (<300 words)
b. **Public health problem and context** – empirical data presented in compelling manner to rationalize proposed program, relevant health practices and behaviors, overview of socio-economic, demographic, and political conditions, and relevant policies and programs (2-3 pages)

c. **Goal & objectives** – succinct presentation of the anticipated outcomes of program that are both feasible and plausible (.5-1 page)

d. **Strategy & activities** – target population, catchment area, description of activities, reference to the logic model framework, personnel, and workplan calendar (2-3 pages)

e. **Partnerships** – description of implementing and evaluating organization, partners, and list of potential stakeholders (.5-1 page)

f. **Monitoring and Evaluation** – Various types of evaluation (formative, process, impact, and economic evaluation), description of design, indicators, plan for collecting and analyzing data (4-5 pages)

**Appendices:**
- A. Causal framework
- B. Logic model
- C. Workplan calendar/Timeline
- D. Indicator table
- F. Bibliography (20+ References)

**Oral Presentation portion: (5%) In class, TBD**
On the last day of class (Dec 12), each student will present a summary of their proposal to the rest of the class. The presentation will be limited to 3 minutes per student. Further instructions will be given in class.

**Policy on Late Assignments:** Health-related issues will need to be documented with a certificate from the doctor attesting to the student’s or family member’s ill health. Except under extremely unusual circumstances, papers must be turned in online by the beginning of class (or the specified time) on the due date. Late assignments will result in a deduction of five points for each day late (including weekends) from the assignment score unless prior approval is obtained from the instructor or a compelling situation prevents prior approval. The time/date of submitting assignment is verification of when it was turned in for grading.

See *Explanation of Grading* document in CANVAS. Grades are based on the following percentages:
95-100 = A; 90-94 = A-; 86-89 = B+; 83-85 = B; 80-82 = B-; 76-79 = C+; 73-75 = C; 70-72 = C-.

**IX. MPH COMPETENCY ALIGNMENT TO ASSESSMENT OPPORTUNITY**

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<thead>
<tr>
<th>MPH Competencies</th>
<th>Assessment Opportunity</th>
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<tr>
<td>Interpret results of data analysis for public health research, policy or practice</td>
<td>In the first assignment, students must describe the public health problem they will be addressing for the rest of the semester. By interpreting and synthesizing empirical data from the literature, students describe the magnitude and scope of the problem, review important risk factors, and create a causal framework to illustrate</td>
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<td><strong>Design a population-based policy, program, project or intervention</strong></td>
<td>All students create a program to address a specified PH problem. As part of this program design, students must describe the basic components of the program idea, including: 1) public health problem to be addressed; 2) target population and catchment area; 3) implementing organization or agency; 4) program model to be adapted; 5) the activities that will be implemented and a logic framework pictorially illustrating the pathways through which the program will have its intended impact. The program planning also includes an evaluation plan, budget, and causal framework.</td>
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<td><strong>Explain basic principles and tools of budget and resource management</strong></td>
<td>Budget and Financial Management planning lecture includes a workshop on budget building. During this workshop students are given a case study example about a fictional organization, Save Our Children (SOC). They are told that SOC has the opportunity to apply for a grant that will cover $250K of a community-based immunization program over 2 years ($125K per year), with up to 10% of the project going to indirect expenses. In groups of 3 or 4, students build a budget for this project, including all direct and indirect costs.</td>
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<td><strong>Select methods to evaluate public health programs</strong></td>
<td>In their third paper, students summarize their plan for evaluating the program that they're planning. As a part of their plan, they must describe the rationale and methods for a formative evaluation, process evaluation; and impact evaluation. Additionally, they must include an indicator table with 2 to 3 indicators for each component of their program logic model.</td>
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<td><strong>Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes</strong></td>
<td>In their second assignment, students must identify potential partners and stakeholders to engage in the program they're designing. Specifically, they must describe who they are and, briefly, how their program will engage them; and provide a rationale for the partnership (i.e. address important risk factors that their organization does not have the capacity to address).</td>
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<td><strong>Communicate audience-appropriate public health content, both in writing and through oral presentation</strong></td>
<td>Final Assignment: Students prepare a project proposal using a basic grant template and present their idea orally on the last day of class. For the oral presentation, students are challenged to distill their program into a concise, 3-minute elevator pitch to be delivered to an audience of potential funders. To do this effectively, they use the Single Overriding Communication Objective (SOCO), developed by the CDC Media relations office. By addressing four main questions, the SOCO technique aids students in determining the one main message their audience needs to take away from their presentation.</td>
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<td><strong>Describe the importance of cultural competence in communicating public health content</strong></td>
<td>Class 13 Lecture: Dissemination—designing for policy and program impacts: dissemination and communication. During second half of class, students break into groups and create and present a dissemination plan using a specified example.</td>
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<td><strong>Apply systems thinking tools to a public health issue</strong></td>
<td>Class 2 Lecture: Causal Frameworks and complex dynamic Systems. In addition to the lecture, students participate in a Causal Loop Diagram Workshop, during which time they create and discuss a simple CLD related to child malnutrition.</td>
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<td>Introduction</td>
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<td>2</td>
<td>Planning I</td>
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<td>Planning II</td>
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<td>Implementation I</td>
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<td>Implementation II</td>
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### Class 1: 8/29
- **Introduction**
  - Syllabus discussion
  - PIE introduction & history
  - Program proposal
  - Readings and other materials to be provided in class.
  - Workshop: Self-directed research for Program Idea Paper

### Class 2: 9/5
- **Planning I**
  - Problem identification review
    - Magnitude and severity
    - Target population and catchment area
    - Causal frameworks
  - Required: Issel M. Chapter 5 “Characterizing and Defining the Health Problem”
  - Recommended: Rossi Chapter 4 “Assessing the Need for a Program”
  - Chen, H. Part 2: “Assisting Stakeholders as They Formulate Program Rationales”
  - Workshop: Causal Frameworks

### Class 3: 9/12
- **Planning II**
  - The PIE team
    - Partners
    - Coalition building & stakeholders
    - Strategies & priorities
  - Issel M. Chapter 4 “Community Health Assessment for Program Planning”
  - Informal Presentations: Program and Causal Frameworks

### Class 4: 9/19
- **Planning III**
  - Program objectives
  - Interventions
  - Logic Model CDC and others
  - Issel M. Chapter 7 “Program Objectives and Setting Targets”
  - Workshop: Goals & Objectives

### Class 5: 9/26
- **Implementation I**
  - Community assessment
  - Participatory approaches
  - Issel M. Chapter 10 “Program Quality and Fidelity: Managerial and Contextual Considerations”
  - Recommended: Rossi Chapter 6
  - “Assessing and Monitoring Program Process”
  - Informal Presentations: Goals & Objectives

### Class 6
- **Implementation II**
  - Issel, Chapter 9 “Monitoring”
  - Workshop: Budget
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<th>Date</th>
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<th>Required</th>
<th>Workshop/Exercise</th>
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<td>Budget</td>
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<td>Implementation Through Budgets and Information Systems”</td>
<td>Building</td>
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<td>Implementation III</td>
<td>Implementation Strategy Monitoring</td>
<td>Required:</td>
<td>Workshop: Logic Models</td>
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<td>10/10 Center for Mental Health Services Research</td>
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<td>• Brownson Chapter 1 “The Promise and Challenges of Dissemination and Implementation Research”</td>
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<td>8 10/17</td>
<td>Evaluation I</td>
<td>Issel M. Chapter 8 “Program Implementation”</td>
<td>Workshop: Indicator Tables</td>
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<td>Introduction: Design Overview</td>
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<td>• McDavid Chapter 3 Research Designs for Program Evaluations</td>
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<td>Levels of inference</td>
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<td>• Habicht et al. Int J Epidemiol. 1999</td>
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<td>9 10/24</td>
<td>Evaluation II</td>
<td>Issel Chapter 10 Implementation Evaluation: Measuring Inputs and Outputs</td>
<td>Informal Presentations: Indicator Tables</td>
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<td>Process evaluation</td>
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<td>10 10/31</td>
<td>Evaluation III</td>
<td>Real World Evaluation, 2nd Ed., Chapter 5: Critical Information is Missing or Difficult to Collect: Addressing Data Constraints (available on CANVAS)</td>
<td>WORKING SESSION ONE</td>
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<td>Impact evaluations – part I</td>
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<td>Guest speaker: Lindsay Stark @1pm</td>
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<td>11 11/7</td>
<td>Evaluation IV</td>
<td>Rossi Chapter 8 “Assessing Program impact: Randomized field experiments”</td>
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<td>Impact evaluations – part II</td>
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<td>Date</td>
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<td>11/21</td>
<td>12pm</td>
<td>Brownson, R. et al “The Role of Economic Evaluation in Dissemination and Implementation Research”</td>
<td>Abby Barker @1pm</td>
<td>Brownson, R. et al “The Role of Economic Evaluation in Dissemination and Implementation Research”</td>
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<tr>
<td>11/21</td>
<td>2pm</td>
<td>Dissemination Designing for Policy and Program impacts: dissemination &amp; communication</td>
<td>Ross Brownson, @2pm</td>
<td>Required:</td>
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<td>- Heath &amp; Heath Introduction (available on CANVAS)</td>
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<td>- Brownson. &quot;Getting the Word Out&quot; (available on CANVAS)</td>
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<td>- Brownson, R. et al “The Promise and Challenges of Dissemination and Implementation Research”</td>
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<td>12/5</td>
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<td>Conclusions &amp; Next Steps</td>
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<td>Feedback on Evaluation Design</td>
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<td>PIE Project Presentations *** PIE party ***</td>
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<td>Presentations: PIE Project</td>
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