

**Adult and Organizational Learning and Change:
Effective Program Planning and Implementation**

18:826:558

Fall 2022

Instructor

Erum Nadeem, PhD

Office: GSAPP, Room A359 and virtual

E-mail: erum.nadeem@rutgers.edu

Office hours: By appointment

Course time and location:

Tuesday 1:45am – 4:30am

Smithers 219

Course Objectives

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. Students will learn methods of effective program planning and implementation, and how to plan a new program and incorporate it in the functioning of staff members in a school or other human or health service organization. Theory, research, and practice of adult and organizational learning and change will be examined, with attention to approaches that target the factors that may enhance or hinder implementation with diverse individuals in diverse contexts.

Students will demonstrate knowledge of:

- Components and stages of implementation;
- Historical and theoretical roots of implementation;
- Systems theory implications for program planning and implementation;
- The role of the psychologist as change agent and leader;
- Needs assessment and implementation evaluation purposes and methods;
- Use of research evidence for program selection and design;
- The role of program and diverse client characteristics in program selection, design, and implementation;
- The role of diverse implementer characteristics, attitudes, and beliefs on implementation;
- The impact of peers on implementation;
- The determinants of implementer knowledge and skill;
- The impact of organizational factors and diverse settings on program implementation;
- The role of the organization's external environment, including the policy context, on the implementation process;
- Issues related to fidelity and re-invention in the implementation process.

Students will demonstrate skill in developing comprehensive plans for implementation and sustainability of an intervention that include:

- Methods of assessing client and organizational needs;

- Methods for planning/selecting appropriate need-based programs;
- Strategies for building implementer and stakeholder support;
- Strategies for training and technical assistance;
- Strategies for building an organizational structure and climate that support implementation;
- Strategies for evaluating the implementation process and utilizing implementation evaluation data.
- Strategies for enhancing fidelity and appropriate adaptation for diverse clients and settings.

Course Requirements

1. Class attendance – attend all classes and arrive on time
2. Completion of assigned readings prior to the relevant class
3. Participation in class discussions
4. **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 (Weeks 3, Week 4, Week 6, Week 8, Week 9, Week 11, Week 12, Week 14).
 - a. 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. They can be 1-2 paragraphs long.
 - b. 0 points = no journal or summary reflects little to no evidence of reading, reflection, or thoughtfulness; 2 points = summary offers adequate evidence of reading and reflection
5. Timely completion of brief **preliminary drafts of paper sections** in outline/bullet point form for small group/class discussion:
 - a. identification of implementation plan target Week 2 (9/13 in class discussion)
 - b. preliminary identification of needs assessment procedures, program goals, target program, program rationale Week (10/4 Canvas)
 - c. preliminary logic model, implementation evaluation procedures Week 7 (10/18 Canvas)
 - d. preliminary stakeholder support development plan Week 10 (11/8 Canvas)
 - e. preliminary training and technical assistance plan Week 10 (11/8 Canvas)
 - f. preliminary plan for organizational support development Week 13 (11/29 Canvas)
 - g. preliminary plan for leveraging external influences (11/29 Canvas)
6. **Final paper:** Completion of a written Innovation Implementation Plan (approximately 15 pages; APA style; use Implementation Plan outline; Canvas)
7. **Class presentation** (10 minutes) of Innovation Implementation Plan

GRADES

Grading will be based on:

- 16% journal entries
- 14% attendance and participation in class discussions
- 10% timely completion of all preliminary draft materials
- 50% final paper
- 10% final presentation

Attendance is important and refers to on-time presence in the classroom as well as “mindful” attention to the course (i.e., limited cell phones or computer use). There may be some computer use for in-class activities, however. Grades will be affected if more than two classes are missed (other than for observance of religious holidays). The expectation is that students will attend in person, unless there is a

change made by the university and/or the instructor, which would be announced to the students in a timely fashion. If you are not physically in the class, you will be considered absent. Please contact the instructor before class if you must be absent whenever possible.

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>

REQUIRED READINGS

Readings represent both seminal and recent papers in Dissemination and Implementation Science. Majority of readings are available on-line through the Rutgers Library or Google Scholar, posted on Canvas, 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/>.

Below are additional practical texts that you may be useful in preparing your implementation planning paper for this course. Some weekly readings may include these texts

Fixsen, D. L., Naoom, S.F., Blasé, K.A., Friedman, R.M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa, FL: University of South Florida. <http://nirn.fpg.unc.edu>

Fixsen, D., Blase, K., Naoom, S., & Duda, M. (2015). *Implementation drivers: Assessing best practices*. National Implementation Research Network. Chapel Hill: University of North Carolina, Frank Porter Graham Child Development Institute.

Forman, S.G. *Implementation of Mental Health Programs in Schools: A Change Agent’s Guide*. (2015). Washington, DC: American Psychological Association.

SCHEDULE OF READINGS AND ACTIVITIES (subject to change)

Date	Topic	Readings for the week	Other
Week 1 9/6	Course Overview and Introduction	Syllabus Fixsen – 1, 3, 4 (read 2005 monograph) Forman Chapter 1 <u>For your reference:</u> Nadeem, E., Saldana, L., Chapman, J., & Schaper, H. (2018). A mixed methods study of the stages of implementation for an evidence-based trauma intervention in schools. <i>Behavior therapy</i> , 49(4), 509-524.	
Week 2 9/13	Science Communication	Requarth, T. (April 19, 2017). Scientists, stop thinking explaining science will fix things. <i>Slate</i> . https://slate.com/technology/2017/04/explaining-science-wont-fix-information-illiteracy.html <u>Prepare in advance</u> Read the news! Choose local or national stories from multiple sources (from the past several weeks or	<u>Class Activities</u> Identification of implementation plan target (brief description of target population and organization, brief

		<p>months) that relate directly to mental health care, need, disparities, stigma, availability, financing, or policy. Be prepared to <i>synthesize and summarize briefly</i>, and to broadly discuss the following questions:</p> <ul style="list-style-type: none"> • <i>Audience Segmentation</i>: 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? • <i>Scientific Communication</i>: 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? • <i>Public Face of Psychology</i>: 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). • <i>Individual Differences</i>: How might individual differences (e.g., mental health history or MH knowledge; identity and intersectionality; value placed on science; political affiliation) influence interpretation? <i>To what extent is mental health policy a partisan issue</i> <p>Watch the APS Interview Series (~90 minutes): Communicating Psychological Science with the Public https://www.psychologicalscience.org/conventions/virtual/communicating-%20interview?utm_source=APS+Emails&utm_campaign=9b19d89ca2-%20EMAIL_CAMPAIGN_2020_08_24_05_56&utm_medium=email&utm_term=0_d2c7283f04-9b19d89ca2-%2062994843</p>	<p>description of potential program)</p> <p>Discussion of news stories</p>
<p>Week 3 9/20</p>	<p>Implementation Science Frameworks</p>	<p><u>Frameworks (read all three)</u> Aarons, G. A., Hurlburt, M., & Horwitz, S. M. (2011). Advancing a conceptual model of evidence-based practice implementation in public service sectors.</p>	<p>Journal due</p>

	<p>Practice Informed Research</p>	<p>Administration and Policy in Mental Health and Mental Health Services Research, 38, 4-23.</p> <p>Damschroder, L. J., Aaron, D. C., Rosalind, E. K., Kirsh, S. R., Alexander, J. A., & Lowery, J. C. (2009). Fostering implementation of health services research findings into practice: A consolidated framework for advancing implementation science. <i>Implementation Science</i>, 4, 1-15.</p> <p>Proctor, E., Silmere, H., Raghavan, R., Hovmand, P., Aarons, G., Bunger, A., ... & Hensley, M. (2011). Outcomes for implementation research: conceptual distinctions, measurement challenges, and research agenda. <i>Administration and Policy in Mental Health and Mental Health Services Research</i>, 38(2), 65-76.</p> <p>**Note: Forman Chapter 2 provides a nice summary of some of these</p> <p><u>Usual-Care Research (Choose at least one to read)</u></p> <p>Garland, A. F., Bickman, L., & Chorpita, B. F. (2010). Change what? Identifying quality improvement targets by investigating usual mental health care. <i>Administration and Policy in Mental Health and Mental Health Services Research</i>, 37, 15-26.</p> <p>Guan, K., Levy, M. C., Kim, R. E., Brown, T., Reding, M. E. J., Rith-Najarian, L., Sun, M., Lau, A. S., & Chorpita, B. F. (2015) Managing in-session “surprises:” Provider responses to emergent life events during evidence-based treatment implementation. <i>Administration and Policy in Mental Health</i>.</p> <p>Kim, J. J., Brookman-Frazee, L., Barnett, M. L., Tran, M., Kuckertz, M., Yu, S., & Lau, A. S. (2020). How community therapists describe adapting evidence-based practices in sessions for youth: Augmenting to improve fit and reach. <i>Journal of Community Psychology</i>, 48(4), 1238-1257.</p>	
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<p>Week 4</p> <p>9/27</p>	<p>Needs Assessment</p>	<p>Forman – Chapters 5 and 11</p> <p>Durlak, J.A. & Dupre, E.M. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. <i>American Journal of Community Psychology, 41</i>, 327-350.</p> <p>Langley, A., Santiago, C. D., Rodríguez, A., & Zelaya, J. (2013). Improving implementation of mental health services for trauma in multicultural elementary schools: Stakeholder perspectives on parent and educator engagement. <i>The journal of behavioral health services & research, 40</i>(3), 247-262.</p> <p>Wiltsey Stirman, S., Baumann, A. A., & Miller, C. J. (2019). The FRAME: an expanded framework for reporting adaptations and modifications to evidence-based interventions. <i>Implementation Science, 14</i>(1), 1-10.</p>	<p>Journal Due</p>
<p>Week 5</p> <p>10/4</p>	<p>Workforce Support & Program theory and logic model</p>	<p><u>Training and Supervision</u></p> <p>Nadeem, E., Gleacher, A., & Beidas, R. S. (2013). Consultation as an implementation strategy for evidence-based practices across multiple contexts: Unpacking the black box. <i>Administration and Policy in Mental Health and Mental Health Services Research, 40</i>(6), 439-450.</p> <p>Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice. <i>Psychological Science in the Public Interest, 13</i>(2), 74-101.</p> <p>Schoenwald, S. K., Hoagwood, K. E., Atkins, M. S., Evans, M. E., & Ringeisen, H. (2010). Workforce development and the organization of work: The science we need. <i>Administration and Policy in Mental Health and Mental Health Services Research, 37</i>, 71-80.</p> <p>Simpson-Southward, C., Waller, G., & Hardy, G. E. (2017). How do we know what makes for “best practice” in supervision for psychological therapists? A content analysis of supervisory models and approaches. <i>Clinical Psychology and Psychotherapy, 24</i>, 1228-1245.</p>	<p><u>Student Materials Due</u></p> <p>Preliminary identification of needs assessment procedures</p> <p>Preliminary identification of program goals</p> <p>Preliminary identification of target program and rationale for selection</p> <p><u>Class Activities</u></p> <p>Small group review/feedback on your draft needs assessment procedures</p> <p>Small group review/feedback on your draft program</p>

		<p><u>Measuring Fidelity</u></p> <p>Waltz, J. Addis, M.E., Koerner, K., & Jacobson, N.E. (1993). Testing the integrity of a psychotherapy protocol: Assessment of adherence and competence. <i>Journal of Consulting and Clinical Psychology, 61</i>, 620-630.</p> <p>Schoenwald, S. K., Garland, A. F., Chapman, J. E., Frazier, S. L., Sheidow, A. J., & Southam-Gerow, M. A. (2011). Toward the effective and efficient measurement of implementation fidelity. <i>Administration and Policy in Mental Health and Mental Health Services Research, 38</i>, 32-43.</p>	goals and program selection
Week 6 10/11	<p>Developing program theory and logic models</p> <p>Relevancy testing and pilot testing</p>	<p>Domitrovich, C. E., Pas, E. T., Bradshaw, C. P., Becker, K. D., Keperling, J. P., Embry, D. D., & Jalongo, N. (2015). Individual and school organizational factors that influence implementation of the PAX Good Behavior Game intervention. <i>Prevention Science, 16</i>, 1064-1074.</p> <p>Shakman, K., & Rodriguez, S. M. (2015). <i>Logic models for program design, implementation, and evaluation: Workshop toolkit</i>. US Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance.</p>	Journal due on Week 5 or Week 6 readings
Week 7 10/18	<p>Implementation evaluation – purposes and uses</p> <p>Organizational Social Context</p>	<p>Forman Chapter 3</p> <p>Aarons, G.A., Ehrhart, M.G., Farahtak, L.R. et al. (2015) Leadership and organizational change for implementation (LOCI): a randomized mixed method pilot study of a leadership and organization development intervention for evidence-based practice implementation. <i>Implementation Sci 10, 11</i>.</p> <p>Glisson, C. (2002). The organizational context of children’s mental health services. <i>Clinical Child and Family Psychology Review, 5</i>, 233-253.</p> <p>Massatti, Sweeney, Panzano, & Roth (2008) The de-adoption of innovative mental health practices (IMHP): Why organizations choose not to sustain an IMHP. <i>Administration and Policy in Mental Health, 35</i>(1-2): 50-65.</p> <p>Klein, K. J. & Knight, A. P. (2005). Innovation implementation: Overcoming the challenge. <i>Current Directions in Psychological Science, 14</i>(5), 243-246.</p>	<p><u>Student Materials Due</u></p> <p>Preliminary logic model</p> <p>Preliminary implementation evaluation procedures</p> <p><u>Class Activities</u></p> <p>Small group review/feedback on your draft logic model</p> <p>Small group review/feedback on your draft implementation evaluation procedure</p>

<p>Week 8 10/25</p>	<p>Organizational structures and processes to support implementation</p> <p>Organizational climate/implementation climate</p> <p>Organizational readiness/capacity for change</p> <p>Community-Engaged Research (CEnR)</p>	<p>*** Forman – 8</p> <p><u>Journal on these</u></p> <p>Anderson, E. E. (2013) Views of academic and community partners regarding participant protections and research integrity: A pilot focus group study. <i>J Empir Res Hum Res Ethics</i>, 8(1).</p> <p>Lau, A.S., Rodriguez, A., Bando, L. et al. Research Community Collaboration in Observational Implementation Research: Complementary Motivations and Concerns in Engaging in the Study of Implementation as Usual. <i>Administration and Policy in Mental Health</i>, 47, 210–226 (2020). https://link.springer.com/article/10.1007/s10488-019-00939-w</p>	<p>Journal due</p>
<p>Week 9 11/1</p>	<p>Theories and models of adult learning and adult behavior change</p> <p>Systems and Ecologies of Care</p>	<p>*** PLEASE READ:</p> <p>Forman – Chapter 7; Fixsen 2005 – Chapter 5;</p> <p><i>For your journals read either the Bickman work or the policy papers :</i></p> <p><u>Bickman:</u></p> <p><i>Fort Bragg Managed Care Experiment:</i> Bickman L. (1996). A continuum of care: More is not always better. <i>American Psychologist</i>, 51, 689–701.</p> <p><i>Wraparound Demonstration:</i> Bickman L, Smith C, Lambert EW, de Andrade AR. (2003). Evaluation of a congressionally mandated wraparound demonstration. <i>Journal of Child and Family Studies</i>, 12,136–56.</p> <p>McLennan, J. D. (2015). Listening to Bickman: Findings from child mental health services research. <i>Journal of the Canadian Academy of Child and Adolescent Psychiatry</i>, 24(1), 59-60.</p> <p><u>Policy ecology papers</u></p> <p>Raghavan, R., Bright, C.L. & Shadoin, A.L. Toward a policy ecology of implementation of evidence-based practices in public mental health settings. <i>Implementation Sci</i> 3, 26 (2008).</p>	<p>Journal due</p>

		Stewart, R. E., Adams, D. R., Mandell, D. S., Hadley, T. R., Evans, A. C., Rubin, R., . . . Beidas, R. S. (2016). The perfect storm: Collision of the business of mental health and the implementation of evidence-based practices. <i>Psychiatric Services, 67</i> (2), 159-161. doi:10	
Week 10 11/8	Legislation and Public Policy	<p>Hoagwood, K. E., Purtle, J., Spandorfer, J., Peth-Pierce, R., & Horwitz, S. M. (2020). Aligning dissemination and implementation science with health policies to improve children’s mental health. <i>American Psychologist, 75</i>(8), 1130-1145.</p> <p>Purtle, J., Dodson, E., Nelson, K.L., Meisel, Z., Brownson, R. (2018). Legislators' Sources of Behavioral Health Research and Preferences for Dissemination: Variations by Political Party. <i>Psychiatric Services</i>. doi: 10.1176/appi.ps.201800153.</p> <p>Purtle, J., Nelson, K. L., Bruns, E. J., & Hoagwood, K. E. (2020). Dissemination strategies to accelerate the policy impact of children’s mental health services research. <i>Psychiatric services, 71</i>(11), 1170-1178.</p>	<p><u>Student Materials Due</u></p> <p>Identification of primary and secondary implementers</p> <p>Preliminary plan to develop stakeholder support</p> <p>Preliminary training and technical assistance plan</p> <p><u>Class Activities</u></p> <p>Small group review/feedback on your draft plan to develop stakeholder support</p> <p>Small group review/feedback on your draft training and technical assistance plan</p>
Week 11 11/14	Implementation interventions	<p>Nadeem, E., Weiss, D., Olin, S. S., Hoagwood, K. E., & Horwitz, S. M. (2016). Using a theory-guided learning collaborative model to improve implementation of EBPs in a state children’s mental health system: A pilot study. <i>Administration and Policy in Mental Health and Mental Health Services Research, 43</i>(6), 978-990.</p> <p>Lyon, A. R., Cook, C. R., Duong, M. T., Nicodimos, S., Pullmann, M. D., Brewer, S. K., ... & Cox, S. (2019). The influence of a blended, theoretically-informed pre-implementation strategy on school-based clinician implementation of an evidence-based trauma intervention. <i>Implementation Science, 14</i>(1), 1-16.</p>	Canvas Discussion

		<p>Nadeem, E., Mcnamee, E., Lang, J. M., Perry, D., & Lich, K. H. (2022). Novel Application of System Support Mapping for Sustainment of Trauma-focused Mental Health Intervention in School-Based Health Centers: A Case Study. <i>Evidence-Based Practice in Child and Adolescent Mental Health</i>, 1-17.</p> <p><u>Readings to help with paper (for weeks 12-13):</u> Forman – 10, 12; Fixsen – 7</p>	
<p>Week 12 11/22</p>	<p>Dissemination is Social (capital, networks, marketing)</p>	<p>Stirman, S. W., Crits-Cristoph, P., & DeRubeis, R. J. (2004). Achieving successful dissemination of empirically supported psychotherapies: A synthesis of dissemination theory. <i>Clinical Psychology:</i></p> <p>Palinkas, Holloway et al. (2011) Social networks and implementation of evidence-based practices in public youth-serving systems: A mixed-methods study. <i>Implementation Science</i>, 6, 113-23.</p> <p><u>Classic papers for reference</u> Rogers, E. M. (2004). A prospective and retrospective look at the diffusion model. <i>Journal of Health Communication</i>, 9, 13-19 Burt, R. S. (1999). The social capital of opinion leaders. <i>Annals of the American Academy of Political and Social Science</i>, 566, 37–54. Valente, T. W., & Davis, R. L. (1999). Accelerating the diffusion of innovations using opinion leaders. <i>Annals of the American Academy of Political and Social Science</i>, 566, 55-67</p>	<p><u>Canvas Discussion</u></p>
<p>Week 13 11/29</p>	<p>Scale-Up and Statewide Implementation</p>	<p>Journal on these:</p> <p>Chamberlain, P., Roberts, R., Jones, H., Marsenich, L., Sosna, T., & Price, J. M. (2012). Three collaborative models for scaling up evidence-based practices. <i>Administration and Policy in Mental Health and Mental Health Services Research</i>, 39(4), 278-290.</p> <p>Cashin, C., Scheffler, R., Felton, M., Adams, N., & Miller, L. (2008). Transformation of the California mental health system: Stakeholder-driven planning as a transformational activity. <i>Psychiatric Services</i>, 59(10), 1107-1114.</p>	<p><u>Student Materials Due</u></p> <p>Preliminary plan for development of supportive organizational structures</p> <p>Preliminary plan for leveraging community, state, and federal influences</p>

		Nakamura, B. J., Chorpita, B. F., Hirsch, M., Daleiden, E., Slavin, L., Amundson, M. J., Rocco, S., Mueller, C., Osiecki, S., Southam-Gerow, M. A., Stern, K., & Vorsino, W. M. (2011). Large-scale implementation of evidence-based treatments for children 10 years later: Hawaii's evidence based services initiative in children's mental health. <i>Clinical Psychology: Science and Practice, 18</i> , 24-35. <u>Readings to help with paper (for weeks 12-13):</u> Forman – 10, 12; Fixsen – 7	<u>Class Activities</u> Small group review/feedback on your draft plans for supportive organizational structures and leveraging external influences
Week 14 12/6		Student presentations of Implementation Plans	Journal due from Week 13 readings
Week 15 12/13		Student presentations of Implementation Plans	<i>FINAL paper</i>

Grading Policy

Grading Policies: Please use APA Style (7th Edition) for all written assignments.
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Written assignments are due at the beginning of class submitted as a hard copy (not a digital version). Any assignment that is not submitted at the beginning of class on its due date will be considered one day late, and one day will be added for each additional 24 hours until the assignment is submitted. A grade reduction of 10% per day will be given for late assignments. The quality of student writing, adherence to page requirements, and conformity with APA style guidelines will be considered in the grade. Please write in a formal (rather than conversational) manner. This is a professional sample of your writing, and your professional writing will be assessed in your grade. Review all written assignments to correct/address grammatical errors. In the case of a documented emergency, deadlines may be adjusted at the discretion of the instructor. Course grading follows criteria established by Rutgers University:

- A = 90 - 100
- B+ = 85 – 89
- B = 80 – 84
- C = 70 – 79
- F = 0 - 59

Classroom Culture

Statement on Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations to share with me. To begin this process, please complete the Registration form on the ODS web site at <https://ods.rutgers.edu/students/registration-form>.

Statement on Academic Integrity: The University's academic integrity policy, to which this class will adhere, can be reviewed at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>. All suspected infractions of academic integrity will be referred to the GSAPP Deans Office who will consult with the Rutgers Office of Student Conduct regarding disciplinary action.

Names and Pronouns: Class rosters are provided with student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Person-First Language: Please use "Person first" language when writing and speaking about individuals with disabilities and/or special needs (see Disability Language and Etiquette website for further guidance. [https://www.diversity.pitt.edu/sites/default/files/Disability Etiquette Guide.pdf](https://www.diversity.pitt.edu/sites/default/files/Disability%20Etiquette%20Guide.pdf)).

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class is viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated.

Competencies Addressed in the Course

Profession-Wide Competencies (PWC)

- 1.3:** Critically interprets and applies empirical findings to address problems, make decisions, and enhance the social, behavioral, and/or academic functioning of children and youth.
- 2.2:** Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve those dilemmas.
- 3.1:** Displays an awareness of how personal bias and cultural history, attitudes, and biases affect understanding and interactions with people different from themselves.
- 3.2:** Demonstrates knowledge of current theoretical and empirical models to support human diversity across core professional roles.
- 3.3:** Demonstrates the ability to consider and integrate cultural and diversity concepts in the design, implementation, and evaluation of programs, products, and services.
- 4.1:** Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

4.3: Engages in self-reflection and professional and personal growth activities to maintain and improve performance and professional effectiveness

5.1: Develops and maintains effective relationships with students, teachers, parents, other health service professionals, and other stakeholders in the provision of psychological services.

7.1: Implements evidence-based interventions in classrooms, schools, and other service settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

7.2: Identifies and develops evidence-based interventions in classrooms, schools, and other service settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

7.3: Applies relevant literature and empirically-based principles to clinical decision making.

7.4: Modifies evidence-based approaches effectively when empirical data is lacking for a particular population, problem, or context.

7.5: Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.

10.1: Demonstrates an understanding of the impact of multiple systems on student development and functioning.

10.2: Demonstrates an understanding of schools and other service delivery settings, including knowledge of principles of quality instruction, the profession of teaching, and regular and special education policy.

10.3: Utilizes knowledge of systems to design, implement, and evaluate assessment, intervention, consultation and/or other professional services.

Discipline-Specific Knowledge (DSK)

Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, including affective, social, and developmental aspects of behavior.

Research Methods, including topics such as strengths, limitations, interpretation, and technical aspects of quantitative research designs, meta-analysis, and quasi-experimentation.