

University of Florida
College of Public Health & Health Professions Syllabus
PHC 6405: Theoretical Foundations of Public Health (3 credit hours)
Summer C 2019
Thursdays, 12:30 PM to 3:15 PM. Classroom: HPNP G-108

Instructor: Kathryn M. Ross, PhD, MPH

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Office Hours: By appointment (<https://calendly.com/kmross/smeeting/>)

Teaching Assistant: Karah Mechlowitz

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Preferred Course Communications (e.g. email, office phone): Email

Email Policy: Response within 24 hours to emails received on weekdays (M-F). Emails received during the weekend or after 5pm on Friday will be answered by 1pm on the following Monday.

Prerequisites

PHC6410: Psychological, Social, & Behavioral Issues in Public Health

PURPOSE AND OUTCOME

Course Overview

Last year, a report by the National Center for Health Statistics announced that the life expectancy in the U.S. dropped for the first time in decades, and that mortality rates from heart disease and stroke, kidney diseases, diabetes, unintentional injuries, and suicide were all up. These trends demonstrate a clear need for the development and implementation of effective public health programs and policies. In order to design interventions that successfully change health behaviors, however, an understanding of *why* these behaviors occur (and how they are maintained) is essential.

This course builds on the foundational knowledge of social and behavioral sciences presented in PHC6410; while we will spend some time reviewing the theories and models that were introduced in PHC6410, I am assuming a background familiarity with these theories and models and thus we will spend a bulk of class time on extending/applying these models through critical discussion and application. This course will also focus on building written and oral communication skills, especially focused on presenting scientific knowledge to non-expert audiences.

Updated: 5/8/ 2019

Course Objectives:

The course objectives for PHC6405 were developed in accordance with the social and behavioral science (SBS) competencies identified by the Association of Schools & Programs for Public health (ASPPH). By the end of this course, students will be able to:

- Describe and apply the basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
- Describe the role of social, community, and policy factors in both the onset and solution of public health problems.
- Demonstrate an understanding of health disparities in the United States, including the political, economic, and social forces that contribute to these disparities.
- Apply the social-ecological framework to specify multiple targets/levels of intervention for social and behavioral science programs and/or policies.
- Apply evidence-based approaches in the development and evaluation of theoretically-based social and behavioral science interventions.
- Evaluate and critique existing theories of health behavior and health behavior change.
- Identify critical stakeholders for the planning, implementation, evaluation, and dissemination of public health programs, policies and interventions.
- Evaluate individual and organizational/community concerns, assets, resources, and deficits and how these factors may interact with social and behavioral science interventions.
- Apply ethical principles to public health program planning, implementation and evaluation.
- Critically analyze the social and behavioral sciences research literature.
- Translate social and behavioral science research findings into health communication messages for varied audiences.
- Apply methods from the dissemination and implementation literature to design interventions with high potential for public health-level impact.
- Work collaboratively as part of a public health team.

What is expected of you?

This course partially follows a blended-classroom model; that is, you are expected to do preparatory work outside of the class (including reading and/or watching videos linked on Canvas and completing a weekly writing prompt) each week prior to coming to class. Class time will be spent primarily on critical discussion and application of course content to real-world public health problems. Throughout course discussions, you will be asked to initiate ideas, share relevant experiences, reflect on what your classmates say, and critique/extend the course readings and lectures. Participating actively requires that you are open to discussing your beliefs and how you define yourself while also opening yourself to other points of view and considering them critically. Rich discussion frequently entails disagreements not only about issues, but also about basic values. As a participant in this class, **you are expected to be respectful toward others and their views**, even if they are radically opposed to your own beliefs.

DESCRIPTION OF COURSE CONTENT

Course Schedule:

This course meets every week on Thursdays, from 9:30 AM to 12:15 PM, in HPNP G-108.

Course Materials and Technology:

Required textbook: Glanz, K., Rimer, B. K., & Viswanath, K. (2015). *Health Behavior: Theory, Research, and Practice, 5th Edition*. San Francisco, CA: Jossey-Bass. ISBN: 978-1-118-62898-0

Note: The 5th edition of the textbook includes substantial updates from prior editions and much of this new material is included in this class; thus, earlier editions should not be used.

Additional Required Readings: Posted on the course website (Canvas).

Course Website: The course website is available on Canvas at <http://elearning.ufl.edu>. The weekly schedule, additional course materials, and links to submit course assignments and weekly discussion questions are available through this website. You will log into the course website using your gatorlink ID and password; if you have trouble logging in, please contact the Help Desk at 352-392-HELP.

For **technical support for the course eLearning site, activities, and assessments**, please contact:

Truly Hardemon, MEd
 Room Number: HPNP 4173
 Phone Number: 352-273-5822
 Email Address: hardemont@ufl.edu
 Office Hours: Monday – Friday, 8:00 AM to 5:00 PM EST.

For **other technical support** for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://elearning.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Course Components:

1. **Syllabus Quiz:** You are asked to complete a brief quiz on the syllabus and academic integrity prior to unlocking the course content on Canvas. While this quiz is ungraded, you must receive a 100% to unlock course materials. You will NOT be able to access course materials without passing the quiz.
2. **Readings and Other Course Materials (Lectures/Videos):** Each week, you will be assigned textbook chapters and/or specified journal articles to read. Within each module on Canvas, additional information may be provided (e.g., recorded lectures and/or videos). Whether these materials are required or optional will be described within that week's page on Canvas.

Updated: 5/8/ 2019

3. **Weekly Writing Prompts:** Given the importance of discussion and in-class activities to this course, it is essential that all students have completed the required readings and grasp that week's concepts *prior* to coming to class. To help you 1) engage with the course readings 2) connect key concepts across readings and 3) practice your written communication skills, you will be asked to submit a short written prompt before you come to class each week. Most prompts will ask you to summarize the material across readings for a particular audience, and to include at least one potential discussion question for use in class. You will be asked to submit each prompt via that week's discussion board on Canvas by Wednesday at 8pm (prior to the Thursday class). You are not required to respond to your fellow student's posts, but I encourage you to read through them in preparation for class the next day. More information on the weekly writing prompts can be found via the Weekly Writing Prompts rubric (posted on Canvas) and each week's discussion board. **Students can earn up to 6 points each week for submitting these weekly writing prompts, for a total of 60 points over the course of the semester.**
4. **Class Participation & Weekly Activities:** Each week, in-class time will be spent on critical discussion of the weekly readings and applied group activities. You may also have short out-of-class assignments (or in-class assignments with an out-of-class portion) that will be considered part of the participation/weekly activities grade; more information on these assignments will be provided in class on the appropriate week. Merely showing up in class and providing minimal discussion/activity input or input that does not demonstrate understanding of that week's material will be marked as 2 points. Showing up less than 10 minutes late for class will lead to a 1 point deduction from that day's participation grade; showing up more than 10 minutes late will lead to a 2 point deduction from that day's participation grade. **Students can earn up to 7 points each week for participation and completion of weekly activities, for a total of 70 points over the course of the semester (the lowest participation grade will be dropped at the end of the semester).**
5. **Article Presentation:** To build skills in the critical evaluation of scholarly literature in social and behavioral sciences, you will be asked to choose a recent (within the past 5 years) published journal article to review and present to your classmates. On the first day of class, you will be given the opportunity to rank your top 3 dates/topics, and the instructor will assign groups based on these rankings. You will be asked to select a recent journal article related to that day's topic. You will be asked to create a 10-minute presentation that will be delivered at the start of the appropriate class period (~5 mins to provide a brief description of the study ~5 mins to provide a critical review). An additional 5 minutes will be provided for discussion with the class; you should come prepared with a few possible discussion questions in the case discussion stalls during that time. Please see the rubric posted on Canvas for more information. **The article presentation is worth 50 points.**
6. **Individual Health Behavior Change Intervention:** You will be asked to develop and implement a theoretically-based individual health behavior change program. More information will be provided in class on Weeks 5 and 6. **The individual health behavior change intervention project will be worth 50 points.**
7. **Social Marketing/Media Advocacy Assignment:** To integrate what you've learned about behavior change theories and health communication, and to hone your ability to translate scholarly literature into writing that can appeal to the general public, you will be asked to prepare a letter to the editor/op-ed on a public health topic of your choosing. Topics are to be submitted via Canvas by July 18th at 12pm. A draft of your letter/op end should be brought to class on July 25th for in-class peer

review. A final version of your op-ed (along with a reaction paper) is due via Canvas by 12pm on August 8th. See full instructions and rubric on Canvas for more details. **The Media Advocacy Assignment is worth 70 points.**

All activities are due at the days/times listed. All submissions will be through Canvas. NO EXCEPTIONS.

Grading Overview:

Requirement	Due Date	Points
Syllabus Quiz	(must be completed to unlock course materials)	-
Weekly Writing Prompts	Ongoing; due each Weds by 8PM EST	60
Participation/Weekly Activities	Ongoing	70
Article Presentation	On chosen class period	50
Individual Health Behavior Change Intervention	July 11 by 12:00PM	50
Social Marketing/Media Advocacy Assignment	Topic due by 12:00pm July 18th; Draft to be brought to class on July 25th for peer review; final to be submitted via Canvas by 12:00pm August 8th	70
TOTAL		300

Point System

Points earned	≥279	270-278	264-269	249-263	240-248	234-239	219-233	210-218	204-209	189-203	180-188	≤179
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

NOTE: Points are **not** rounded up at the end of the semester, and **grades are not curved**.

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Late Assignments and Make-Up Work

Late assignments are not accepted unless arrangements have been made ahead of the due date with the instructor. If you have a scheduling conflict that prevents you from fulfilling a certain course requirement, please contact Dr. Ross as soon as possible.

Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail Dr. Ross within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Inclusive Learning Environment:

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior for graduate students, and violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Faculty Course Evaluation Process

Evaluations provide important feedback to faculty and the department on teaching effectiveness and how the course can be improved for future years. Formal end-of-semester evaluations are collected by UF, typically during the last few weeks of the semester. You will be emailed with a link to the evaluation site (<https://evaluations.ufl.edu>) and asked to fill out an anonymous evaluation.

I take your comments on these evaluations very seriously and use them to improve the course during future semesters. Further, evaluation results and comments directly influence the tenure and promotion process and are considered valuable feedback on my teaching by the department.

While your evaluations are anonymous and I cannot see who has completed evaluations and who has not, I can see the percentage of students enrolled in the course that have completed evaluations. So, to encourage participation, all students in the class will be awarded one (1) bonus point if at least 80% of the enrolled class completes evaluations, and two (2) bonus points if 100% of the enrolled class completes evaluations.

SUPPORT SERVICES

Accommodations for Students with Disabilities

The College is committed to providing reasonable accommodations to assist students in their coursework. If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **Do not wait until you reach a crisis to come in and talk with us.** We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

U Matter, We Care:



Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone

at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Summer 2019 Weekly Course Schedule

Week/ Date	Week Topics	Readings
Week 1: May 16	Course Introduction and Overview <ul style="list-style-type: none"> • Course overview • Linking theory, research, & practice 	<ul style="list-style-type: none"> • Glanz Chapter 2 • DPP (2002) [in class] • Subramanyam (2013)

Week 2: May 23	Determinants of Health Pt I: Social-Ecological Models & Systems Modeling <ul style="list-style-type: none"> • Review of Social-Ecological Models • Targeting interventions at various levels • Levels of Prevention • Systems Modeling 	<ul style="list-style-type: none"> • Glanz Chapter 3 • McLeroy et al (1988) • Shulz & Northridge (2004)
Week 3: May 30	Determinants of Health Pt II: Health Disparities, Stress & Coping <ul style="list-style-type: none"> • Upstream vs. downstream interventions • Overview of health disparities in the U.S. • The role of chronic stress in health and health disparities 	<ul style="list-style-type: none"> • Glanz Chapter 12 • Watt (2007) • Watch: <i>Unnatural Causes</i>, Episode 5
Week 4: June 6	Individual Level: Expectancy Value Models, Moving from Intention to Behavior <ul style="list-style-type: none"> • Review HBM, TRA/TPB, & IBM • Using elicitation to assess model constructs • Moving from intention to behavior • Program Discussion: D.A.R.E. 	<ul style="list-style-type: none"> • Glanz Chapters 4, 5, & 6 • Webb & Sheeran (2006) • West & O'Neal (2004)
Week 5: June 13	Interpersonal Level: Stage Theories <ul style="list-style-type: none"> • Review Transtheoretical Model • Moving from intention to behavior (cont'd) 	<ul style="list-style-type: none"> • Glanz Chapter 7 • Rhodes & Plotnikoff (2006) • Adams & White (2005)
Week 6: June 20	Interpersonal Level: Social Cognitive Theory & Self-Determination Theory <ul style="list-style-type: none"> • Review Social Cognitive Theory (SCT) • Self-Determination Theory • Using SCT and SDT to design interventions 	<ul style="list-style-type: none"> • Glanz Chapters 8 & 9 • Ryan & Deci (2000) • Markland et al (2005)
Week 7: June 27	BREAK WEEK	<ul style="list-style-type: none"> • None
Week 8: July 4	HOLIDAY – NO CLASS	
Week 9: July 11	Interpersonal Level: Social Support & Social Networks <ul style="list-style-type: none"> • Assessing social support & the impact of social support on health • Designing interventions to increase social support • Assessing and intervening with social networks 	<ul style="list-style-type: none"> • Glanz Chapters 10 & 11 • Christakis & Fowler (2007)
Week 10: July 18	Health Communication, Social Marketing, & Media Advocacy	<ul style="list-style-type: none"> • Glanz Chapters 17 & 21 • Dorfman & Krasnow (2014)

	<ul style="list-style-type: none"> • Theories of communication & information processing • Agenda setting and framing • Media advocacy • Social marketing 	
Week 11: July 25	Community Level: Community Engagement & Community Capacity Building <ul style="list-style-type: none"> • Principles of community engagement • Building community capacity • Community empowerment • CBPR methods 	<ul style="list-style-type: none"> • Glanz Chapter 15 • Laverack & Labonte (2000) • Cottler et al (2013)
Week 12: August 1	Policy Factors and Interventions, Behavioral Economics <ul style="list-style-type: none"> • Behavioral economics • Policy impact on health behavior • Paternalism & health policy • Class Debate: SNAP benefits and sugar-sweetened beverages 	<ul style="list-style-type: none"> • Glanz Chapter 20 • Matjasko et al (2016)
Week 13: August 8	Intervention Planning, Implementation, Dissemination, & Diffusion <ul style="list-style-type: none"> • Integrating theory within interventions • Intervention Mapping • Key challenges in the implementation & dissemination of interventions • De-implementation • D&I research methods • Consolidated Framework for Implementation Research (CFIR) 	<ul style="list-style-type: none"> • Glanz “Cross-Cutting Propositions About Using Theory ” and “Moving Forward” sections, pg 355-356. • Glanz “Intervention Mapping” section, pg 366-373. • Glanz Chapter 16 • Damschroder et al. (2009)

Additional Readings/Resources (Preliminary List, Subject to Change):

Week 1

Diabetes Prevention Program Research Group. (2002). Reduction in the incidence of type 2 diabetes with lifestyle intervention or metformin. *New England Journal of Medicine*, 346(6), 393-403.

Diabetes Prevention Program Research Group. (2002). Description of a lifestyle intervention. *Diabetes Care*, 25(12), 2165-2171.

Subramanyam, R. V. (2013). Art of reading a journal article: Methodically and effectively. *Journal of Oral and Maxillofacial Pathology*, 17(1), 65-70.

Week 2

McLeroy, K. R., Bibeau, D., Steckler, A., & Glanz, K. (1988). An ecological perspective on health promotion programs. *Health Education Quarterly*, 15(4), 351-377.

Shulz, A., & Northridge, M. E. (2004). Social determinants of health: Implications for environmental health promotion. *Health Education & Behavior*, 31(4), 455-471.

Week 3

Unnatural Causes, Episode 5: <http://ufl.kanopystreaming.com/video/unnatural-causes-place-matters>

Watt, R. G. (2007). From victim blaming to upstream action: Tackling the social determinants of oral health. *Community Dentistry and Oral Epidemiology*, 35, 1-11.

If you have not watched *Unnatural Causes* episodes 1 and 2 (or would like to watch them again), use the links below:

Unnatural Causes, Episode 1: <http://ufl.kanopystreaming.com/video/unnatural-causes-sickness-and-wealth>

Unnatural Causes, Episode 2: <http://ufl.kanopystreaming.com/video/unnatural-causes-when-bough-breaks>

Week 4

Webb, T. L., & Sheeran, P. (2006). Does changing behavioral intentions engender behavior change? A meta-analysis of the experimental evidence. *Psychological Bulletin*, 132(2), 249-268.

West, S. L. & O'Neal, K. K. (2004). Project D.A.R.E. outcome effectiveness revisited. *American Journal of Public Health*, 94(6), 1027-1029.

Week 5

Rhodes, R. E. & Plotnikoff, R. C. (2006). Understanding action control: Predicting physical activity intention-behavior profiles across 6 months in a Canadian sample. *Health Psychology*, 25(3), 292-299.

Adams, J., & White, M. (2005). Why don't stage-based activity promotion interventions work? *Health Education Research*, 20(2), 237-243.

Week 6

Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory and the facilitation of intrinsic motivation, social development, and well being. *American Psychologist*, 55(1), 68-78.

Markland, D., Ryan, R. M., Tobin, V. J., & Rollnick, S. (2005). Motivational interviewing and self-determination theory. *Journal of Social & Clinical Psychology*, 24(6), 811-831.

Week 8

Christakis, N. A., & Fowler, J. H. (2007). The spread of obesity in a large social network over 32 years. *New England Journal of Medicine*, 357, 370-379.

Week 9

Dorfman, L., & Krasnow, I. D. (2014). Public health and media advocacy. *Annual Review of Public Health*, 35, 293-306.

Week 10

Laverack, G., & Labonte, R. (2000). A planning framework for community empowerment goals within health promotion. *Health Policy and Planning*, 15(3), 255-262.

Cottler, L. B., McCloskey, D. J., Aguilar-Gaxiola, S., Bennett, N. M., Strelnick, H., Dwyer-White, M.,...Evanoff, B. (2013). Community needs, concerns, and perceptions about health research: Findings from the Clinical and Translational Science Award Sentinel Network. *American Journal of Public Health*, 103(9), 1685-1692.

Week 11

Matjasko, J. L., Cawley, J. H., Baker-Goering, M. M., & Yokum, D. V. (2016). Applying behavioral economics to public health policy. Illustrative examples and promising directions. *American Journal of Preventive Medicine*, 50(5S1), S13-S19.

Week 12

Bartholomew, L. K., & Mullen, P. D. (2011). Five roles for using theory and evidence in the design and testing of behavior change interventions. *Journal of Public Health Dentistry*, 71, S20-S33.

Week 13

Damschroder, L. J., Aron, D. C., Keith, R. E., 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. *Implementation Science*, 4, 50.