

IMPLEMENTATION SCIENCE AND COMMUNITY HEALTH OUTCOMES, GRADUATE/ PROFESSIONAL CERTIFICATE

Students who are interested in solving problems in community health, health services, or health policy may want to supplement their training with the Certificate in Implementation Science and Community Health Outcomes.

Current research investments reflect an emphasis on research that looks for ways to translate what has been learned in controlled settings into positive outcomes in clinical practice and community health. This research requires the ability to:

- consider multiple factors that interact to influence a community or organization;
- form and manage research partnerships with communities and organizations;
- evaluate whether a health intervention or prevention method works or will be used; and
- articulate policy implications of health issues and interventions.

The Certificate in Implementation Science and Community Health Outcomes focuses on the development of these skills.

The certificate addresses a well-documented gap in what should be a continuum between basic health and medical research discoveries and the application of those discoveries in clinical and public health practice. To bridge this gap, new discoveries must move beyond efficacy studies to research that tests effectiveness in real-world settings, exploring factors that facilitate or impede positive health outcomes. This research requires engagement among community members, organizations, clinicians, and researchers as partners in the research process and draws on a distinct set of skills. This certificate focuses on the development of skills to engage successfully in clinical and community health outcomes research.

ADMISSIONS

ADMISSIONS APPLICATION GUIDELINES

The Institute for Clinical and Translational Research (ICTR) is the administrative home of the Certificate in Implementation Science and Community Health Outcomes. Detailed information about the curriculum, admission requirements, application procedures, and student services coordinators is posted on the ICTR website (<http://www.ictr.wisc.edu/>).

Whether a student enrolls in the graduate/professional certificate or capstone certificate program will depend on their educational goals. (Course requirements are the same for all.)

PREREQUISITES, APPLICATION AND ENROLLMENT PROCEDURES

Graduate and professional students from any discipline are eligible to apply for enrollment in the graduate/professional certificate program. To be considered for admission, complete the following application procedures.

1. Print and complete the certificate application form (available on the program website (<https://ictr.wisc.edu/T2TRCertificate/>)).
2. Send the completed application to the Graduate Program Coordinator, 2112T HSLC, University of Wisconsin, Madison, WI 53705; studentinquiry@ictr.wisc.edu.
3. Applications are reviewed on a rolling basis by the certificate advisory committee.
4. Notification of admission to the certificate program: If the student has completed the application procedures described above, notification of the admission decision will be received within three weeks. Students with questions about the status of the application should contact Graduate Program Coordinator at studentinquiry@ictr.wisc.edu.
5. All Graduate School students must **also** utilize the Graduate Student Portal in MyUW to add, change, or discontinue any graduate/professional certificate. To apply to this certificate, log in to MyUW, click on Graduate Student Portal, and then click on Add/Change Programs. Select the information for this graduate/professional certificate.
6. Once admitted, the certificate advisory committee will review the stated research interests and recommend an advisor. The objective is to match students with an advisor from a discipline other than their own, to expose students to a variety of perspectives. Students will be notified with the name and contact information of their advisor. They should schedule a meeting with the certificate advisor within the first month after being admitted to identify learning and career objectives, and to discuss the program in relation to student goals.

Note to PhD students:

PhD students should start the graduate/professional certificate program early enough to be finished before starting the dissertation. Refer to the Graduate School's policy on Dissertator Status (<https://policy.wisc.edu/library/UW-1247/>).

REQUIREMENTS

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Code	Title	Credits
Core Requirement		
Students must complete the following course.		
POP HLTH 709	Translational and Outcomes Research in Health and Health Care	3
Electives		
Students must select one course from each of the following areas:		
<i>Working with Communities and Implementation Science</i>		
HDFS 872	Bridging the Gap Between Research and Action	5-6

JOURN/ COM ARTS/ LSC 617	Health Communication in the Information Age
HDFS/ ED PSYCH/ NURSING/ SOC WORK 880	Prevention Science
I SY E 417	Health Systems Engineering
I SY E/ POP HLTH 703	Quality of Health Care: Evaluation and Assurance
NURSING 702	Health Promotion and Disease Prevention in Diverse Communities
NURSING 761	Health Program Planning, Evaluation, and Quality Improvement
OTM 753	Healthcare Operations Management
OTM 758	Managing Technological and Organizational Change
OTM 770	Sustainable Approaches to System Improvement
S&A PHM 652	Pharmacist Communication: Educational and Behavioral Interventions
S&A PHM 704	Dissemination, Implementation and Sustainment of Change in Health Services Research
POP HLTH/ I SY E 703	Quality of Health Care: Evaluation and Assurance
PUBLHLTH 780	Evidence-Based Decision-Making ¹
SOC/ C&E SOC 573	Community Organization and Change
SOC/C&E SOC/ URB R PL 617	Community Development
<i>Qualitative Methods Relevant to Implementation Science and Community Outcomes Research</i>	
ANTHRO 909	Research Methods and Research Design in Cultural Anthropology
COUN PSY/ CURRIC/ED POL/ ED PSYCH/ELPA/ RP & SE 788	Qualitative Research Methods in Education: Field Methods I
CURRIC/ COUN PSY/ ED POL/ ED PSYCH/ELPA/ RP & SE 719	Introduction to Qualitative Research
ELPA 824	Field Research Designs & Methodologies in Educational Administratn
NURSING 804	Qualitative Design and Methods
SOC/ ED POL 955	Seminar-Qualitative Methodology

Project 2

Students work with their certificate advisor to develop an appropriate project. Students will enroll in an independent study course to complete the project.

FAM MED 699	Directed Study
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or KINES 699 Independent Study
or SOC WORK 7 Independent Study
or OBS&GYN 65 Directed Study
or NURSING 99 Advanced Independent Study
or I SY E 699 Advanced Independent Study

Seminar

Students must select one of the following: 1-2

I SY E/ PSYCH 859	Special Topics in Human Factors Engineering (Implementation of Systems Interventions in Healthcare - students enroll in 2 credits)
POP HLTH 699	Independent Reading (Implementation of Systems Interventions in Healthcare - students enroll in 2 credits)
S&A PHM 703	Community Engagement in Health Services Research
Presentation/Video Option ²	

Total Credits 11

¹ This course can only be taken by students in the Master of Public Health (MPH) program.

² Students enroll in 1 credit of independent study with their certificate advisor. For details about the Presentation/Video Option for the seminar, contact the certificate coordinator.

ELECTIVES

The certificate advisor may help students choose courses to fulfill the two elective areas:

1. Working with Communities and
2. Qualitative Research Methods Relevant to Translational and Outcomes Research.

At least one of the courses must be from outside the student's major. Students may propose to their certificate advisor an alternative course (i.e., not on the list of approved electives) for consideration as elective credit, including a course that also fulfills a requirement for their degree program. For criteria and procedures, see the handbook on the program website (<https://ictr.wisc.edu/certificate-research-programs/>).

PROFESSIONAL DEVELOPMENT**PROFESSIONAL DEVELOPMENT
ADDITIONAL RESOURCES AND
OPPORTUNITIES**

UW Institute for Clinical and Translational Research (<https://ictr.wisc.edu/>)

Resources to support clinical, translational, and outcomes research

MENTORING

- Research Mentoring: <https://mentoringresources.ictr.wisc.edu/>
- The Individual Development Plan for mapping your mentee's (graduate student and postdoc) academic and professional development: <http://grad.wisc.edu/pd/idp> (<http://grad.wisc.edu/pd/idp/>)

Qualitative and Mixed Methods Research Resources (<https://ictr.wisc.edu/program/qualitative-mixed-method-research-educational-resources/>)

Video lectures on topics relevant to translational and outcomes research (<http://videos.med.wisc.edu/learningthemes/>) (After you open this page, scroll to the bottom.)

HIP Xchange (<https://www.hipxchange.org/>)

Tools, videos, and data downloads to identify socioeconomic disadvantaged locations, improve patient engagement in research, identify patients with chronic conditions, and more.

Training-grant opportunities (<https://ictr.wisc.edu/career-development-awards-2/>)

LEARNING OUTCOMES

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1. Develop a research question about a health concern of an actual community.
2. Select an evidence-based approach to addressing the health concern.
3. Involve investigators from two or more disciplines and/or stakeholders from two or more sectors as partners in your project.
4. Demonstrate an understanding of collaboration skills for sustainable partnerships, e.g., benefits to the community partner(s) are built into the project; evidence of partner input to project design.
5. Employ data gathering and analysis methods that respect community partners' organizational culture, values, staffing, and work flow.

PEOPLE

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FACULTY ADVISORS

- Betty Chewning, PhD, School of Pharmacy
- Beth Fields, PhD, OTR/L, BCG, School of Education
- Barbara King, PhD, PhD, RN, APRN-BC, FAAN, School of Nursing
- Élise Arsenaault Knudsen, PhD, RN, ACNS-BC, School of Nursing
- Marlon Mundt, PhD, School of Medicine and Public Health
- Susan Passmore, PhD, School of Nursing
- Kristen Pecanac, PhD, RN, School of Nursing
- Kristen Pickett, PhD, MA, School of Education, Department of Kinesiology
- Julie Poehlmann, PhD, MS, School of Human Ecology
- Andrew Quanbeck, PhD, School of Medicine and Public Health
- Jennifer Weiss, MD, MS, School of Medicine and Public Health
- Douglas Wiegmann, PhD, MS, College of Engineering, Department of Industrial and Systems Engineering

For online profiles, visit Handbook (<https://sites.google.com/a/wisc.edu/t2trcertificate/handbook/>), Advisement.