**Seminar Options**

***Certificate in Implementation Science and Community Health Outcomes***

To fulfill the seminar requirement, you may choose from the following four options.

1. **Best Practices in Community-Engaged Scholarship  
   COUN PSY 601  
   Offered through the Department of Counseling Psychology, School of Education**

Students will sign up for 2 credits of independent study with Dr. Travis S. Wright, Ed.D., LPC. E-mail: travis.wright@wisc.edu

**Course Description**

Community-engaged scholarship (CES) captures a broad understanding of the possibilities to learn, teach, and do research through academic-community collaboration. CES encompasses the interaction known as "service-learning" or "community-based learning" (CBL) as well as complex models of academic-community engagement known as "community-based research" or "participatory action research." Staff members from the Morgridge Center for Public Service (MCPS) will introduce the concepts and models of CES, discuss the importance of building and maintaining community relationships, identify challenges and solutions in implementing CES, and assist you in creating your own course, project, or proposal.

**Course Objectives**

* Understand core concepts and definitions in community-engaged scholarship.
* Understand and evaluate different models of community-engaged teaching and research.
* Develop awareness of resources available to you related to community-engaged scholarship at UW-Madison.
* Apply theoretical models of community-engaged scholarship in practice.
* Build awareness of self, of other stakeholders in CES relationships, and interactions between stakeholders.
* Build awareness of systems of oppression and develop strategies and tactics for dismantling inequity in CES.
* Develop or continue reciprocal relationships with community partners that work towards social justice.
* Evaluate community-based teaching and research.
* Create actionable ways to integrate community-engaged scholarship into your research, teaching, and/or service portfolio as a graduate student and beyond.

1. **Implementation Science Seminar Series  
   NURSING 699  
   Offered through the Department of Medicine and the Dissemination and Implementation Launchpad**  
   Students will sign up for 1 credit of independent study with Dr. Barbara King, PhD, RN, FAAN.

*Procedures for enrolling for credit*

1. You will enroll in NURSING 699 through the School of Nursing.
2. E-mail Lynaye Stone at [lstone5@wisc.edu](mailto:lstone5@wisc.edu) and cc Dr. King (E-mail: bjking2@wisc.edu) to request permission to enroll in NURING 699 with Dr. King.
3. Once you have received permission e-mail Deidre Vincevineus at [vincevineus@wisc.edu](mailto:vincevineus@wisc.edu) that you are enrolled in the DRISS seminar series.

**Course Description**

The Implementation Science Seminar Series will cover the breadth of the field of Dissemination and Implementation Science emphasizing four pillars of the field: implementation theory, implementation methods, implementation strategies, and implementation laboratories. The series will bring in national luminaries in implementation science to highlight innovative research ongoing at UW and call attention to adjacent fields of study and campus resources to support D&I research.

To fulfill the seminar requirement with the DRISS option:

1. E-mail di-launchpad@ictr.wisc.edu and state in your e-mail that you want to get on the listserv and start attending DRISS seminars. You will then receive announcements of upcoming DRISS sessions.
2. You will be required to attend ten DRISS monthly seminars offered through the D&I launchpad.
3. Make sure your attendance is recorded by the DRISS staff person during the session.
4. Participate in the discussions.
5. Complete a guided summary of each of the ten sessions you attend.
6. After you have completed ten sessions and guided summaries, send your guided summaries to Barb King and Deidre Vincevineus (address on the template).
7. Enrolled DRISS students who have not met requirements for credit will receive a grade of “incomplete” until they are able to fulfill all requirements listed above.

**\* NOTE:** There will not always be ten DRISS sessions in a single semester. Typically, students begin attending DRISS sessions and then enroll for credit in the last semester of the Academic Year.

**Course Objectives**

To gain an understanding of how dissemination and implementation studies are designed, conducted, and evaluated from the perspective of multiple D&I investigators on campus. In the Academic Year 2024/25, the DRISS seminars will feature information on the integration of recruitment science and the intersection with implementation science.

1. **Contemporary Practices in Nursing – Patient & Family Engagement in Research  
   NURSING 590  
   Offered through the School of Nursing**

Students will sign up for 2 credits of independent study with Dr. Susan Passmore, PhD. E-mail: passmore2@wisc.edu

**Course Description**

Addresses the science of patient and family engagement in research, including rationale, processes, and strategies for working with individuals in the settings where they receive care to incorporate their knowledge, experience, and insight in the design and conduct of a research project.

**Course Objectives**

## This course is designed to assist students to:

1. Understand why patient and family engagement is valuable for a range of health research.
2. Explore stakeholder perspectives and priorities in health research.
3. Critically examine the opportunities and potential challenges of engaged research.
4. Analyze the various approaches to engagement and their underlying principles.
5. Apply the principles of engagement and practice engagement skills.
6. Identify approaches to the evaluation of partnerships and engaged research.
7. **Contemporary Practices in Nursing – Qualitative Data Collection: Interviews & Other Techniques  
   NURSING 590  
   Offered through the School of Nursing**

Students will sign up for 2 credits of independent study with Dr. Susan Passmore, PhD. E-mail: passmore2@wisc.edu

**Course Description**

This course addresses strategies to facilitate the collection of rich qualitative data from diverse study participants regarding a range of research questions across different settings. Students will have an opportunity to explore and practice specific data collection methods, including various types of interviews, focus groups, observation, visual elicitation techniques, and more

**Course Objectives**

## This course is designed to assist students to:

1. Analyze the connections between qualitative data collection methods and principles of qualitative research.
2. Compare, contrast, and match qualitative data collection methos to specific research questions.
3. Create qualitative data collection tools and materials for diverse study participants and settings.
4. Practice and analyze a range of qualitative data collection techniques for diverse study participants and settings.
5. **Presentation/Video Option**

Enroll in 1 credit independent study with ISCHO certificate advisor.

Option description:

There are many opportunities to attend presentations or view videos related to community engaged research, translational research, D & I research on and off campus. Students have the option to select from the Health Innovation Program Seminar (HIP) series videos, the patient safety series (<https://videos.med.wisc.edu/events/40> or <https://videos.med.wisc.edu/events/39>) or other relevant presentations offered on or off campus. This option can be used to meet the seminar requirement by:

1. Attending at least 10 formal presentations on or off campus that relate to community based translational research. Many campus presentations will qualify. Many of these opportunities are announced through the ICTR newsletter or in emailed announcements from ICTR to all members. Enrolling in the certificate program will place you on this mailing list. OR

Combining HIP and/or patient safety video series viewing with attendance at relevant presentations, a combination of the three options listed above (HIP, Patient Safety, and presentations).

1. After attending the seminar, formal presentations or viewing the videos, write a short 1–2-page discussion of how the experience is relevant to the research you are currently engaged in or might be relevant to future research.
2. When you find a presentation you think will qualify, please send the information to your certificate advisor for approval. Students can attend related presentations on or off campus.
3. When completed, send the final list of presentations and brief written discussions to Deidre Vincevineus ([vincevineus@wisc.edu](mailto:vincevineus@wisc.edu)).