I. COURSE OVERVIEW:

This seminar is intended to acquaint students with theory and empirical work related to organizational communication and organizational innovation as they relate to Clinical and Translational Science (CTS). The course will provide students with an overview of traditional organizational communication approaches to innovation focusing particularly on diffusion of innovations frameworks which are often termed dissemination in CTS approaches. The course will conclude with a discussion of models for organizing research programs in CTS innovation and the future of innovation and CTS research.

II. READINGS


Readings are available for download through UK library. See the assignments listed on the class
III. ASSIGNMENTS: (Due dates on course schedule. More detail will be given on the nature of assignments before they are due.)

A. READING REPORTS/CRITICAL REVIEWS. For this assignment (which should be completed by November 9th) students will focus on an academic article published no earlier than 2009 related to one of the class sessions (200 total points). The student will lead the discussion of the article preparing an outline/key question discussion guide (one page maximum) reflecting major points related to the seminar themes to help facilitate the discussion. Students should provide me a copy of the guide by 12 noon on Monday of the week the article is to be discussed to help me in preparing for the class session. Separately on November 9th students should hand in their written critical reviews of the article.

B. PRESENTATION/PROSPECTUS (300 points) In consultation with the instructor, students should select a topic (and a paper format) by October 5 relating to the seminar themes that will be the focus of a forty-five minute class presentation scheduled between October 19th and November 30th. In effect this presentation will serve as prospectus for your paper that will allow you to get feedback from the class and the instructor before the paper is finalized.

C. PAPER (15-20 pages, 500 points) To maximize the benefit of the class for multiple student purposes a variety of formats can be used for the paper (e.g., a conceptual paper, a research paper, an extended case study, a grant proposal, or a proposal for an organizational design that would facilitate translation), but it must focus on a topic relating to organizational innovation in CTSA and communication. To illustrate the scope of the paper, a conventional empirical research paper would include the following: a conceptual definition of the variables, a rationale for the importance of this topic to the study of organizational innovation and communication, a brief, integrative review of research findings and/or theoretic speculation concerning the variable/concept (approximately 5 pages for this part). The remainder of the paper (10-15 pages would focus on an examination of your idea in a conventional research report specifying the methods used to gather data, analysis of results, and a discussion of their implications (examples of such articles resulting from prior seminars can be found in the Johnson, Meyer, et al., 1997; Johnson & Chang, 2000; Chang & Johnson, 2001; Meyer, et al., 1997 articles listed on the syllabi and the Cancer Information Service Research Consortium grant proposal). Papers will be evaluated for their creativity, rigor, and unique contribution to the literature.

IV. COURSE PROCEDURES AND POLICIES

A. Late work

Late work will not be authorized for, vacations, concerts, hangovers, mood swings, and so on.

Late work will be accepted without penalty only if:
(1) authorized by instructor before the due date and/or
(2) an authorized medical or other serious excuse is provided.
If these conditions are not met, then 10% of the points for the assignment will be deducted for every school day, or fraction thereof, that it is late.

B. Doing your own work

Cheating and plagiarism are defined in Student Rights and Responsibilities in Sections 6.3.1 and 6.3.2. Website for academic sanctions: http://www.uky.edu/StudentAffairs/code/

C. Extra credit

No extra credit will be permitted.

D. Attendance

Students should be aware that for successful completion of the assignments regular attendance is a must.

E. Accommodations

If you have a documented disability which requires academic accommodations, please see me as soon as possible during scheduled office hours. To receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (http://www.uky.edu/StudentAffairs/DisabilityResourceCenter). If you have not already done so, please register with the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@email.uky.edu), for coordination of campus services available to students with disabilities.

F. Classroom Courtesy

In all academic environments it is important that a person respect others who have come to learn. Personal conversations should not occur when the instructor or other students are presenting material. Also, you would be offended (and rightfully so) if we spent your class time reading the newspaper or engaging in other irrelevant and distracting tasks. Please accord presenters the same respect.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 31</td>
<td>LEC 1: OVERVIEW, BASIC DISTINCTIONS</td>
<td></td>
</tr>
<tr>
<td>Sep 7</td>
<td>LEC 2: CLINICAL AND TRANSLATIONAL SCIENCE</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>LEC 3: LEVELS, BRINGING IT ALL TOGETHER</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>LEC 4: DIFFUSION, NETWORK ANALYSIS-1</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>LEC 5: DIFFUSION, NETWORK ANALYSIS-2</td>
<td></td>
</tr>
<tr>
<td>Oct 5</td>
<td>LEC 6: DIFFUSION- OPINION LEADERS, WEAK TIES, BOUNDARY SPANNING</td>
<td>PAPER/PRESENTATION TOPICS</td>
</tr>
<tr>
<td>12</td>
<td>LEC 7: IMPLEMENTATION</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>LEC 8: IMPLEMENTATION</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>CATCH UP WEEK</td>
<td></td>
</tr>
<tr>
<td>Nov 2</td>
<td>LEC 9: RESISTANCE</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>LEC 10: POLITICAL PERSPECTIVES, INSTITUTIONALISM, FRAMING</td>
<td>CRITICAL REVIEWS</td>
</tr>
<tr>
<td>16</td>
<td>LEC 11: ATTRIBUTES, PROFILES, A PRIORI TOOLS</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>PRESENTATIONS</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>LEC 14: ORGANIZING FOR DISSEMINATION RESEARCH, ORGANIZING FOR DISSEMINATION</td>
<td></td>
</tr>
<tr>
<td>Dec 7</td>
<td>LEC 15: THE FUTURE</td>
<td>PAPERS DUE</td>
</tr>
</tbody>
</table>

PRESENTATIONS WILL BE SCHEDULED BETWEEN OCTOBER 26 AND NOVEMBER 30, TOPIC COVERAGE ON THESE DATES MAY CHANGE DEPENDING ON STUDENT INTEREST
INNOVATION AND CTS

SUGGESTED READINGS

AUG 31 LEC 1: OVERVIEW, BASIC DISTINCTIONS

Johnson Ch 1

Johnson *Managing Knowledge Networks* Chapter 9

SEP 7 LEC 2: CLINICAL AND TRANSLATIONAL SCIENCE

Johnson Ch 3, 4 (ALSO IN ORGANIZING LECTURE)


Evidence based medicine/management articles here and what is worthy of transfer?- in last issue of perspectives

Comment should the following readings before the recommended list be scattered throughout the next several lecture's?


Recommended:


Recommended:

Special issue of *Preventive Medicine, 27*, S71-83. focusing on Cancer Information Service Research Consortium.


INNOVATION AND CTS

MI: Department of Communication, Michigan State University.


SEP 14 LEC 3: LEVELS, BRINGING IT ALL TOGETHER

JOHNSON 2


Recommended:


SEP 21: LEC 4 DIFFUSION, NETWORK ANALYSIS- 1

Johnson 4, 5

Johnson, J.D. Managing Knowledge Networks Chapter 3

RECOMMENDED


Sep 28 LEC 5: DIFFUSION, NETWORK ANALYSIS-2


Recommended:

Burt, R. S. (2003, April 3). Social capital and good ideas. Presentation to the Gatton College of Business and Economics, University of Kentucky, Lexington, KY. More recent print version or book?


Oct 5 LEC 6: DIFFUSION-OPINION LEADERS, WEAK TIES, BOUNDARY SPANNING


Recommended:

Allen, T. J. (1977). Managing the flow of technology: Technology transfer and the
dissemination of technological information within the R&D organization. Cambridge, Mass.: MIT Press., Chapter 7


Oct 12: LEC 7 IMPLEMENTATION-1


Recommended:


Oct 19 LEC 8: IMPLEMENTATION-2

Recommended:


Nov 2 LEC 9: RESISTANCE

Maybe article from emr on drs sabotaging them


Nov 9 LEC 10: POLITICAL PERSPECTIVES, INSTITUTIONALISM, FRAMING


Recommended:


Nov 16 LEC 11: ATTRIBUTES, PROFILES, A TOOLS

Johnson 6


RECOMMENDED:


November 23: Presentations

November 30: LEC 14 ORGANIZING FOR INNOVATION RESEARCH, ORGANIZING FOR INNOVATIONS

John 4


Recommended:


New Economy Regional Plan for the Greater Lexington Area, Focus Area 6, Area of Emphasis #2, Knowledge and Innovation Management Consortium, 6-11 to 6-16.


Special issue of. Preventive Medicine, 27, S71-83. focusing on Cancer Information Service Research Consortium.

The Cancer Information Service Research Consortium grant proposal
INNOVATION AND CTS


Australia, LaTrobe University, Centre for Health Communication and Participation http://www.latrobe.edu.au/chcp/


Kentucky P20 Innovation Lab: A Partnership for Next Generation Learning, housed in the UK College of Education, http://uknow.uky.edu/content/uk-launches-p20-innovation-lab

UK CCTS GRANT PROPOSAL NOVEMBER 17, 2007, update

Cochran Collaboration, global network for evidence based medicine Cochran Library http://www3.interscience.wiley.com/cgi-bin/mrwhome/106568753/HOME?CRETRY=1&SRETRY=0


Canadian Health Services Research Foundation http://www.chsrf.ca/home_e.php#2

CRUSK

LEC 15 FUTURE

Johnson 7

BIOGRAPHICAL SKETCH

J. DAVID JOHNSON (PH.D., Michigan State University, 1978) is currently a Professor in the Department of Communication. He has also held academic positions at the University of Wisconsin-Milwaukee, Arizona State University, Michigan State University, and the State University of New York at Buffalo and was a media research analyst for the U. S. Information Agency. He has authored over 75 refereed publications and he has been recognized as one of the most prolific scholars in the field of communication. His publications have appeared in over 50 different journals, including: Academy of Management Review, Communication Theory, Human Communication Research, Communication Research, Communication Monographs, Evaluation and the Health Professions, Journal of Business Communication, Preventive Medicine, and Social Networks. He has also received grants from the National Cancer Institute, Michigan Department of Public Health, Michigan Department of Transportation, and National Association of Broadcasters. His major research interests focus on organizational communication structures, innovation, information seeking, and health communication. He has published three other books: Cancer-related information seeking, Hampton Press; Information seeking: An organizational dilemma, Quorum Books; and Organizational communication structure, Ablex

Current Research Projects/Activities

This semester I am working on books relating to the application of the dosage metaphor to communication and applying Chandler’s (1962) classic work to the adoption of university budget systems.