

# DOWNLOAD PDF HOW TO AVOID NEGATIVE REACTIONS TO PROGRAMS

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### Chapter 1 : A process for developing an implementation intervention: QUERI Series

*Understanding the most common mistakes that lead to negative reactions to programs can help us plan more satisfying learning experiences.*

Bacterial pneumonia is a bacterial infection of the lungs. Urinary tract infection is predominantly caused by bacteria. Symptoms include the strong and frequent sensation or urge to urinate, pain during urination, and urine that is cloudy. Urine is typically sterile but contains a variety of salts, and waste products. Bacterial gastroenteritis is caused by enteric, pathogenic bacteria. These pathogenic species are usually distinct from the usually harmless bacteria of the normal gut flora. But a different strain of the same species may be pathogenic. The distinction is sometimes difficult as in the case of *Escherichia*. Impetigo is a highly contagious bacterial skin infection commonly seen in children. Cellulitis is a diffuse inflammation [15] of connective tissue with severe inflammation of dermal and subcutaneous layers of the skin. Cellulitis can be caused by normal skin flora or by contagious contact, and usually occurs through open skin, cuts, blisters, cracks in the skin, insect bites, animal bites, burns, surgical wounds, intravenous drug injection, or sites of intravenous catheter insertion. In most cases it is the skin on the face or lower legs that is affected, though cellulitis can occur in other tissues. Mechanisms of damage[ edit ] The symptoms of disease appear as pathogenic bacteria damage host tissues or interfere with their function. The bacteria can damage host cells directly. They can also cause damage indirectly by provoking an immune response that inadvertently damages host cells. The acid decalcifies the tooth surface to cause dental caries. Endotoxins are released when the bacteria lyses, which is why after antibiotic treatment, symptoms can worsen at first as the bacteria are killed and they release their endotoxins. Exotoxins are secreted into the surrounding medium or released when the bacteria die and the cell wall breaks apart. To obtain free iron, some pathogens secrete proteins called siderophores, which take the iron away from iron-transport proteins by binding to the iron even more tightly. Once the iron-siderophore complex is formed, it is taken up by siderophore receptors on the bacterial surface and then that iron is brought into the bacterium. The growth is then visually or genomically identified. The cultured organism is then subjected to various assays to observe reactions to help further identify species and strain.

**Chapter 2 : Intellectual giftedness - Wikipedia**

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Most educational professionals accept that no single criterion can be used in isolation to accurately identify a gifted child. One of the criteria used in identification may be an IQ test score. Although a high IQ score is not the sole indicator of giftedness, usually if a student has a very high IQ, that is a significant indicator of high academic potential. The Wechsler tests have a standard score ceiling of Today, the Wechsler child and adult IQ tests are by far the most commonly used IQ tests in hospitals, schools, and private psychological practice. The Stanford-Binet Third Revision Form L-M yields consistently higher numerical scores for the same test-taker than scores obtained on current tests. This has prompted some authors on identification of gifted children to promote the Stanford-Binet form L-M, which has long been obsolete, [21] as the only test with a sufficient ceiling to identify the exceptionally and profoundly gifted, despite the Stanford-Binet L-M never having been normed on a representative national sample. While many people believe giftedness is a strictly quantitative difference, measurable by IQ tests, some authors on the "experience of being" have described giftedness as a fundamentally different way of perceiving the world, which in turn affects every experience had by the gifted individual. This view is doubted by some scholars who have closely studied gifted children longitudinally. While intelligence is extremely important in Western and some other cultures, such an emphasis is not consistent throughout the world. When Japanese students are given a task, they attribute success to factors like effort, whereas American students tend to attribute success to ability. Similarly, when Japanese students fail, they refer the failure to lack of effort. On the other hand, American students believe failure is due to a lack of ability. May perform poorly on paper-and-pencil tasks in an artificial lab setting. May perform poorly on a culturally biased test, especially if not their own. Have test anxiety or suffer from stereotype threat. Many traits that demonstrate intellectual giftedness are identified across a multitude of cultures, such as: One frequently cited example of asynchronicity in early cognitive development is Albert Einstein , who did not speak until the age of four, but whose later fluency and accomplishments belied this initial delay. Multiple intelligences theory[ edit ] Main article: Theory of multiple intelligences Multiple intelligences has been associated with giftedness or overachievement of some developmental areas Colangelo, The concept of multiple intelligences MI makes the field aware of additional potential strengths and proposes a variety of curricular methods. Gardner argued that there are eight intelligences, or different areas in which people assimilate or learn about the world around them: Others consider the theory not to be sufficiently empirical. Identification of gifted students with MI is a challenge since there is no simple test to give to determine giftedness of MI. Assessing by observation is potentially most accurate, but potentially highly subjective. MI theory can be applied to not only gifted students, but it can be a lens through which all students can be assessed. This more global perspective may lead to more child-centered instruction and meet the needs of a greater number of children Colangelo, They may learn to read early and progress at the same level as normal children who are significantly older. Gifted students also tend to demonstrate high reasoning ability, creativity , curiosity , a large vocabulary , and an excellent memory. They can often master concepts with few repetitions. They may also be perfectionistic , and frequently question authority. Some have trouble relating to or communicating with their peers because of disparities in vocabulary size especially in the early years , personality, interests, and motivation. As children, they may prefer the company of older children or adults. One gifted student may excel in solving logic problems yet be a poor speller. Another may be able to read and write at a far above-average level yet have trouble with mathematics. It is possible that there are different types of giftedness with their own unique features, just as there are different types of developmental delay. Giftedness may become noticeable in individuals at different points of development. While early development i. Savantism[ edit ] Savants are individuals who perform exceptionally in a single field of learning. More often

savant and savantism describes people with a single field of learning well beyond what is considered normal, even among the gifted community. Autistic savantism refers to the exceptional abilities occasionally exhibited by people with autism or other pervasive developmental disorders. The term was introduced in a article in Psychology Today describing this condition. Gifted minority students in the United States[ edit ] While White students represent the majority of students enrolled in gifted programs, Black and Hispanic students constitute a percentage less than their enrollment in school. Thus revealing that white people have more opportunities to being a part of a school that offers GATE programs. Department of Education, If a teacher expects more success academically from specific students, those students are prone to displaying behavior and work ethic that will set them apart from others in a positive light. Whereas if a teacher only expects bare minimum from his or her students, those students will merely do what is expected of them Weinstein, Research suggests that teacher expectancy bias can also be diminish by matching the racial demographics of students to that of teachers. Gershenson and colleagues found that non-Black teachers held low expectations of their black students specifically in relation to black male students and math. Whereas, Black teachers held high expectations to black male students in regards to math. This finding suggests that racial diversity in our educators is positive step toward diminishing teacher expectancy bias. The study aimed to prepare these racial minority students for college level academic work while attending high school. With positive teacher attitudes toward students and greater teacher self-efficacy, the students who were once on track to being recommended for remedial classes where performing at advanced academic levels after 2 years of intervention. They were also more heavily involved in leadership roles at their high school. This study supports the claim that teacher expectancy contributes to how a student sees him or herself in regards to achievements Weinstein et al. Gallagher to denote students who are both gifted and have disabilities. For instance, they might have gifted learning needs and a learning disability , such as attention deficit disorder. Or, they may be a gifted learner and have a developmental disability , such as autism spectrum disorder. People have known about twice-exceptional students for thirty years; however, identification and program strategies remain ambiguous. Teachers and educators will need to make special accommodations for their learning deficits such as remediation , yet adapt the curriculum to meet their advanced learning needs for instance, through acceleration or enrichment. The disabilities may include auditory processing weaknesses, sensory motor integration issues, visual perceptual difficulties, spatial disorientation, dyslexia, and attention deficits. Recognition of learning difficulties among the gifted is made extremely difficult by virtue of their ability to compensate. Among the signs that the student may be twice-exceptional are apparent inconsistencies between abilities and results, deficits in short-term memory and attention, and negative behaviors such as being sarcastic, negative, or aggressive. With insight at a young age, it is possible for them to be constantly aware of the risk of failure. This can be detrimental to their emotional state and academic achievement. If a child comprehends a subject well, but due to a developmental disorder receives poor grades in a subject, the child may have difficulty understanding why there is little success in that subject. In order to gain popularity, gifted children will often try to hide their abilities to win social approval. Strategies include underachievement discussed below and the use of less sophisticated vocabulary when among same-age peers than when among family members or other trusted individuals. The earlier this occurs, the more effective it is likely to be in preventing isolation. It is encouraged by the fact that gifted individuals tend to be easily successful in much of what they do. Healthy perfectionism refers to having high standards, a desire to achieve, conscientiousness, or high levels of responsibility. It is likely to be a virtue rather than a problem, even if gifted children may have difficulty with healthy perfectionism because they set standards that would be appropriate to their mental age the level at which they think , but they cannot always meet them because they are bound to a younger body, or the social environment is restrictive. In such cases, outsiders may call some behavior perfectionism, while for the gifted this may be their standard. It has been said that perfectionism "becomes desirable when it stimulates the healthy pursuit of excellence. Because perfection in the majority of human activities is neither desirable, nor possible, this cognitive distortion creates self-doubt, performance anxiety and ultimately procrastination. The

unhealthy perfectionism can be triggered or further exaggerated by parents, siblings or classmates with good or ill intentions. Parents are usually proud and will extensively praise the gifted child. On the other hand, siblings, comrades and school bullies will generally become jealous of the intellectual ease of the gifted child and tease him or her about any minor imperfection in his or her work, strength, clothes, appearance, or behavior. Either approachâ€”positive reinforcement from parents, or negative reactions from siblings and comrades for minor flawsâ€”will push these kids into considering their worth to their peers as equal to their abilities and consider any imperfection as a serious defect in themselves. This unhealthy perfectionism can be further exaggerated when the child counter-attacks those who have mocked him with their own weapons, i. There are many theories that try to explain the correlation between perfectionism and giftedness. Perfectionism becomes a problem as it frustrates and inhibits achievements. Hamachek identified six specific, overlapping types of behavior associated with perfectionism.

*How to avoid negative reactions to programs Simerly, Robert G. Understanding the most common mistakes that lead to negative reactions to programs can help us plan more satisfying learning experiences.*

Simerly, Minfang Li, and Kenneth E. Minfang Li mli csun. The business press e. This issue has become more important as the pressure on CEOs to increase stockholder wealth increases. However, this trend has not been without its critics. Additionally, Robert Reich , in a reaction to CEO compensation, stated that the interests of non-stockholder constituencies i. While former Secretary of Labor Reich might think it paradoxical, there are those who believe that a goal congruent compensation package should increase most areas of personal and social good. There are also arguments that the linking of CEO compensation to the economic performance of the firm has contributed to improving the global competitiveness of U. From a broader perspective of social issues research, there have been indications that improved firm economic performance has been correlated with higher levels of corporate social performance e. Despite the emotional rhetoric in the popular press during the s, and political involvement during this same time period by some, including the former Secretary of Labor Robert B. Reich, the authors are unaware of any empirical research examining the relationship between CEO compensation and the social orientation of firms. Therefore, the purpose of this paper was to examine empirically the relationship between elements of CEO compensation and corporate social performance in an effort to determine whether CEO compensation had a positive or negative association with the social orientation of firms. Economic performance is defined by a relatively new term, Market Value Added. MVA is defined as the difference between the debt plus the equity investors have contributed to a company, and the market value of the firm. Therefore, MVA represents the net present value of the firm. Those organizations best able to satisfy the demands of their stakeholders should enjoy the greatest economic benefit. The central issue for agency theory is how to resolve conflict between owners and managers over the control of corporate resources Jensen, , The primary device suggested by agency theory to achieve this alignment was CEO compensation i. A concern is that these plans may be coming at the expense of both the long term survival of the organization, and of the needs of other stakeholder groups. In one way or another, organizations have impacted both personal freedom and the ability of individuals to achieve self-fulfillment Perrow, To counter these forces persons with common concerns have formed into "stakeholder" groups to both express their concerns, and attempt to influence organizations Freeman, ; Shrivastava, This trend is likely to define the future as firms come to realize that their long-term success depends not on producing a given product or service, nor on maximizing shareholder wealth, but on satisfying needs within society. This idea was expanded by Mitchell, Agle and Wood into a typology of stakeholder salience based on how managers prioritize stakeholder relationships. They argue that managers pay different degrees of attention to certain kinds of stakeholders based on the type of power, legitimacy, and urgency they possess. Rowley further noted that stakeholder relationships do not occur in a vacuum, but in a network in which different stakeholders are more likely to have direct relationship with one another. This study provides an opportunity for stakeholders to combine their impact by increasing their power, legitimacy, and urgency. His conclusion was that firms do not respond to stakeholders individually, but respond simultaneously to multiple stakeholders as they attempt to satisfy their corporate social obligations. Strategic management scholars have long recognized that there are multiple stakeholders within the corporate domain, and that each stakeholder can have a profound effect on the fortunes of the corporation. Hamel and Prahalad point out that strategic managers today must answer to government agencies and special interest groups, as well as to customers and employees. More importantly, these stakeholders have divergent interests and different views as to what constitutes performance Freeman, An empirical question is the extent to which these various stakeholder groups enter into the pay-for-performance equation; or more precisely, how does CEO compensation affect corporate social performance? This is particularly relevant from the standpoint of goal setting theory Pinder,

That is, by setting specific pay-performance criteria for managers, their attention is focused on a limited number of objectives, to the exclusion of others. Motivated in part by concerned and active stakeholders who present firms with demands and constraints, organizational managers and researchers have accepted corporate social performance as an important goal for businesses to pursue. While these studies have not identified the antecedents of this relationship, the results would provide support for an argument that firms are being actively involved in socially responsible actions. This should improve relationships with stakeholder groups, which, in turn, should produce better economic performance. Therefore, if firms are emphasizing economic results via CEO compensation, and firms are more cognizant of their social responsibilities, we can take the position that CEO total compensation should be positively related to corporate social performance. This research examines five related hypotheses derived from this position. Each is listed and described below. CEO compensation will be positively related to corporate social performance. Therefore, we felt it necessary to disaggregate total compensation in an effort to determine the impact of each element on the social orientation of firms. The existence of statistically significant relationships among elements of compensation and social orientation would support an argument for the need to align elements of compensation with organizational objectives. This should assist in providing normative advice to practicing managers. The primary elements of compensation recognized in most studies are salary, bonus and stock options e. Additionally, there are arguments that salary is a signaling device that reflects the immediate status of the CEO rather than the actual performance of the individual DeCrane Jr. In other words, salary could be more a form of self-aggrandizement which contributes to a short term perspective. If CEOs are responding to pressure to maximize shareholder wealth in the short term, they would be more inclined to accept a large salary in lieu of longer term benefits, because the future of the firm could be in doubt. These studies lead to a concern that the short term orientation associated with an emphasis on salary could come at the expense of stakeholder groups other than stockholders. Therefore, we can hypothesize that: CEO salary will be negatively related to corporate social performance. Their importance is not isolated as stakeholders are part of a network of relationships that can share their power, urgency and legitimacy among themselves Rowley, , thus forming coalitions to bring greater pressure to bear on the CEO. An organization will establish relationships with various stakeholder groups to secure the resources necessary for ongoing operations, and to secure access to distribution systems to get their product or service to the ultimate consumer. CEO bonus payments will be positively related to corporate social performance. Stock options are a form of long term compensation likely to foster a longer decision horizon among managers. While it is true that the value of stock options will be the present value of the anticipated return-to-investors revenue stream, the reaction of the stock market to immediate events is apparent. This means that managers with stock options can wait until the market fairly values the stock before exercising the options. However, since this is a risk shifting strategy, we can hypothesize that: CEO stock options will have a negative impact on corporate social performance in the short run. CEO stock options will have a positive impact on corporate social performance in the long term. We selected those firms listed for all five years. Data were collected for three time periods: Complete data were available for firms across 53 industries. Further, since the construct of corporate social performance is now well established in the literature, our concern for generalizability of the findings to a larger population group seemed appropriate. Variables Corporate social performance. As Sharfman points out, a significant strength of this rating system is that it reflects the multidimensional nature of the CSP construct, and because the data were gathered by independent evaluators it is less vulnerable to self-report bias. Of the eight measures provided by KLD, this study used five. These were community relations, employee relations, environmental consideration, product quality and liability, and women and minority issues. Other measures provided by KLD were excluded because of their limited applicability to the primary questions being addressed by this research. The measures excluded were investment in South Africa, involvement in nuclear power and association with military contracting. These authors surveyed practicing managers and asked them to evaluate the relative importance of the CSP dimensions using an analytical hierarchy modeling and measuring process AHP Saaty, The unique

advantage of the AHP process is that it allows participants to structure complex, multi-criterion problems hierarchically and judge the relative importance of elements in each level of the hierarchy in comparison to an element of the next higher level. The judgments were then used as inputs to an algorithm to derive a vector of weights which indicated the relative priority to be attached to each entity in the hierarchy. Using this process Ruf, et al. These weights were applied to our measures. Most traditional measures of performance, such as return on investment or return on assets, are subject to manipulation by firms in order to project a desired image. Consonant with their argument, Chakravarthy pointed out that performance is a multidimensional construct. Therefore most traditional measures will likely have limitations. In an effort to address some of these limitations, this study used a relatively new measure called Market Value Added MVA. MVA is defined as the difference between the debt and equity investors have contributed to a company and the total market value of the firm. In effect, it is the net present value of the firm. By using this measure we are striking a balance between the advantages and limitations of using firm-specific data and market-specific data. Of greater importance, this measure is theoretically more closely related to the specific objective of insuring returns which maximize the net present value of the firm, which, as noted before, is our assumption concerning the objectives of management. We incorporated two control variables in this study. The first was the capital structure, or debt-to-equity ratio. One reason for this is that firms which are highly leveraged would be under greater pressure from both lending institutions and institutional investors to insure adequate financial performance, and therefore could be less likely to expend resources on social activities. The second control variable was firm size as measured by the number of employees. Larger firms may have more resources and hence the ability to pursue socially responsible activities. Further, they may have the requisite resources to pursue strategic changes important for improved performance, and the scale and scope to achieve economic efficiency. Smaller firms on the other hand may enjoy agility and entrepreneurial vitality. While the potential impact of size on CSP is unclear, it is apparent that we should control for size when explaining social performance. However, in another set of ANOVA models not reported here, we assessed the potential impact of industry. The model estimates obtained were consistent with the regression models without the industry factor. The results indicated that the impact of industry did not alter the relationships between CEO pay and corporate performance social or economic. We therefore reported here the regression models without the industry factor. Analytical Methods For the statistical analyses we employed multiple regression modeling with time lags for the independent variables. By introducing a two year time lag for the independent variables we were able to establish directionality for the causal hypotheses developed in this paper. In addition, by introducing two time periods, we were afforded the opportunity to observe how hypothesized relationships may evolve over the span of this study. Table 1 reports both descriptive statistics and correlation matrices related to the two periods of analyses. Descriptive Statistics and Correlation Coefficients Variable.

**Chapter 4 : CEO Compensation**

*Robert G. Simerly Abstract Understanding the most common mistakes that lead to negative reactions to programs can help us plan more satisfying learning experiences.*

Published online Dec Urban , and Jon E. Levine Neuroscience Training Program S. Address all correspondence and requests for reprints to: Received Oct 20; Accepted Dec Using negative feedback regimens, as expected, E2 effectively suppressed LH levels in ovariectomized OVX wild-type WT mice to the levels seen in ovary-intact mice. Ovulatory cyclicity in mammals is maintained by the stimulatory and feedback actions of hormonal signals within the hypothalamic-pituitary-gonadal axis. Hypothalamic neurosecretion of GnRH stimulates release of the pituitary gonadotropins, LH and FSH, which circulate to control ovarian folliculogenesis and steroidogenesis. In turn, ovarian steroids exert critically important feedback actions in the hypothalamus and anterior pituitary gland to control the cyclical release of GnRH and the gonadotropins. Negative feedback effects of estradiol E2 and progesterone prevail throughout most of the ovulatory cycle to maintain restraint of GnRH and gonadotropin secretion. As the cycle progresses, maturing ovarian follicles produce a surge of E2, evoking a positive feedback action on the hypothalamus that culminates in the stimulation of a preovulatory GnRH surge, followed by an LH surge. Failure of either feedback mechanism is invariably associated with impaired or absent ovulatory cyclicity and sub- or infertility. Kisspeptin is mainly expressed in the arcuate ARC and anteroventral periventricular AVPV nuclei in the rodent hypothalamus, neural regions shown to be critically important sites for E2-mediated negative 7 , 8 and positive 9 , 12 feedback, respectively, on GnRH secretion. Mice were maintained on a All experiments were performed in adult 2. Evaluation of E2-mediated negative feedback effects on Kiss1 mRNA expression and LH levels after short-term ovariectomy Adult female mice were anesthetized by isoflurane inhalation and bilaterally ovariectomized OVX. Each animal received one Silastic capsule 0. Mice were anesthetized 7 days 1 week after OVX between 8: Adult female mice were anesthetized by isoflurane inhalation and sham-operated or bilaterally OVX. Each OVX animal received one Silastic capsule same as Experiment 1 filled to an effective length of 1. Capsules were replaced 14 days after OVX to maintain circulating E2 levels. Estrous cyclicity in sham-operated mice was monitored by daily vaginal smears. Mice were anesthetized 21 days after OVX or 18-26 days after sham operation between 7: Six days after OVX between After lights off the following evening between 7: Each animal received one Silastic capsule same as Experiment 1 filled to an effective length of 1. The following morning between 8: Hormone levels that were undetectable were recorded to be the lower limit of detection of the associated assay. The assay had a lower limit of detection of 0. The intra-assay and interassay coefficients of variation CVs were 4. The assay had a lower limit of detection of 3. Antisense Kiss1 probe was transcribed from 1. The probe was purified and quantified using a scintillation counter. Slides were then dehydrated through graded alcohols, air dried, and dipped in Kodak NTB emulsion Carestream Health diluted with 0. Slides were counterstained with 0. Coverslips were applied using Permount Fisher Scientific. For each animal, eight sections between Bregma 0. All sections were analyzed unilaterally using a region of interest ROI drawn manually around the cells expressing Kiss1 mRNA, which were identified as dense clusters of silver grains. The absolute mean signal intensity of the silver grains within the ROI was recorded. The final mean signal intensity was determined for each section by subtracting the average of three background measurements, each the same size as the ROI, from the absolute mean signal intensity.

**Chapter 5 : Pathogenic bacteria - Wikipedia**

*Learning about planning from success and failure / Thomas J. Sork --Successful and unsuccessful adult education programs: perceptions, explanations, and implications / Christine H. Lewis, Catherine C. Dunlop --Understanding participation in programs / Alan L. Hanson --How to avoid negative reactions to programs / Robert G. Simerly --Why they.*

The attack[ edit ] On August 26, , three-year-old girl Kelly Keen was left by her mother, Cathy to do some daily chores. The coyote took Kelly in its mouth and ran off, dragging her through the street. Her father, Robert, came running quickly, chased the coyote off, and rushed Kelly to the Glendale Adventist Medical Center , where she was in surgery for four hours before she died. Ferdin addressed the Council wearing a shirt covered in fake blood, urging the city not to cull coyotes. She mentioned the Kelly Keen attack, and argued that rather than having been killed by a coyote, Keen had been the victim of child abuse. She claimed that medical records indicated that the child died of a ruptured spleen , which could only have come from blunt trauma, not an animal bite. Fellow animal rights activist Michael Bell went further, claiming that, after digging around in hospital records, he discovered discrepancies and missing documents. He stated that the coyote story was a cover-up for how the child really died. Knowing the mother, it broke my heart that they would do that to her. When they were making the accusations, I was considering stopping them. In August , in La Verne , a coyote attacked a 5-year-old girl. Her father and a neighbor saved the child from being dragged off, but not before she had suffered deep bites on neck, head, and legs. In July , in Agoura Hills , a coyote grabbed a month-old girl by the midsection and started dragging her off. She suffered puncture wounds but was saved by her mother. In August , in Oceanside , a coyote bit the rollerskate of an 8-year-old girl who had just fallen but was chased away by two women throwing rocks. Another coyote grabbed a 3-year-old girl by the leg, pulled her down, and bit her on her head and neck before her mother and neighbors chased it off. In May , in San Clemente , a coyote attacked a 5-year-old girl, biting her several times on her back. She climbed her swing set to escape, and her mother chased the coyote off. In March , in Griffith Park , a 5-year-old girl was knocked down twice by a coyote before being saved by her mother. In June , in Northridge , a coyote seriously injured a 7-year-old girl, but was finally fought off by her mother. In July , in Irvine , a coyote bit a 3-year-old boy in the leg while he was playing in his yard. He was saved by his father. In December , in San Gabriel , a coyote bit 3-year-old girl in the head, grabbed her shoulder and started to drag her away, but was chased off by her father. In August , in Apple Valley , a coyote attacked a 4-year-old boy on a golf course, biting him on the face and neck before he was saved by his father. On June 28, , a coyote jumped on a twelve-year-old girl in Spring Valley. The girl fell backwards and injured her elbow, but she was not bitten. The coyote grabbed the playing child and started to drag her off into the bushes, but dropped the child and ran away when "lunged at" by the mother. The child was hospitalized for a 2. Authorities killed three coyotes at the cemetery later that day, and cemetery officials ordered warning signs be posted and traps be set around the cemetery but away from the public. Before the attack, about a block away, the coyote had just bitten the leg of a man walking his children to his car outside a home. After the attack, the coyote chased and bit a jogger on a nearby street but ran away when kicked; the police arrived and shot the coyote, which tested negative for rabies. The mother fought the animal off enough to get inside to safety. After the attack, the animal killed two dogs and was being pursued by authorities. After the attack, the Department of Fish and Wildlife were trying to track and trap the coyote and planning educational programs to educate residents how to prevent and behave properly during coyote encounters. Before the attack, a coyote had chased another girl in the area. On October 14, , in Irvine , a thirty-one-year-old man and his three-year-old son were attacked by a coyote while they were in a garden.

**Chapter 6 : Kelly Keen coyote attack - Wikipedia**

*Robert G. Simerly Understanding the most common mistakes that lead to negative reactions to programs can help us plan more satisfying learning experiences. Read more.*

Potential solutions Poor provider buy-in concerning the importance of recognizing and treating depression. Facilitated discussion of literature at staff meeting, "rounds" from academic detailer, and provision of guideline synopses. Open in a separate window Development Panels The plan for the Development Panels was informed by the evidence-based quality improvement EBQI process as described by Rubenstein et al [ 13 ]. The goals of EBQI are to: EBQI fosters an active researcher-clinician partnership and takes advantage of features known to facilitate innovation, including directly working through the decision-making process regarding intervention design with organizational stakeholders, local adaptation, use of diffusion networks i. The respective roles for participants in the Development Panels were as follows: Clinicians were to contribute local knowledge needed to tailor the evidence-based interventions to meet their own particular needs and to match their organizational capabilities. In reality, the time span from the beginning of the Development Panels to the launch of the intervention at each program was approximately five months. Delays were caused by difficulties in scheduling the multi-stakeholder calls, problems with the installation of an electronic clinical reminder, and difficulties associated with human subjects protection reporting and approvals common to multi-site projects. Development Panel candidates were identified in discussions between the principal investigator and the local sponsors of the project. The principal investigator used the following criteria to help define a promising candidate: The panel members were not intended to be "opinion leaders" in the classic sense [ 17 ]; they were to be "willing and able" participants from varying disciplines within their programs. Promising candidates were identified and approached for participation in the Panel, and all who were approached agreed to participate. Each panel was made up of a clinical director, a physician, a counselor, and a nurse or other staff member who commonly performed screenings. Before the first meeting, study staff sent the panel members various reading materials: In the meetings, Panel members and the principal investigator discussed ideas for optimal integration of the new clinical practices. As noted above, some barriers were highly addressable with intervention tools, such as the need for brief and valid screener, and some were less so, for example, a complicated intake process in one clinic, where no one staff member saw all incoming patients. The local customizations of clinical practices to be integrated into routine care and implementation tools developed to support their uptake were designed to match current organization practices and norms. For example, one site already used their electronic medical record system to access brief screening surveys for other conditions and general intake procedures, and they chose to implement the evidenced-based depression screening with an electronic clinical reminder and to order psychiatrist consultations from the reminder through the electronic medical record. The other intervention site preferred paper screeners and either face-to-face or e-mail referrals to a program psychiatrist. The Panel members understood going into the process that such screening and routing of screening data were "mandatory" elements of the clinical intervention, but that the manner in which these practices were carried out were customizable. There were four experts who consulted on the intervention – two clinical experts in substance use and depression comorbidity and two implementation research experts. The experts consulted via e-mail or phone with the principal investigator exclusively and did not participate in the Panel meetings. This modification to Rubenstein et al. Prior to providing consultation, the experts received written instructions on the scope of their consultative activity. Then they received a written summary prepared by the principal investigator of the locally-customized implementation strategies from each intervention site. The experts reviewed the strategies, provided feedback, and ultimately provided approval. Once the intervention materials were finalized and all electronic support systems were installed and operational, the Development Panels devised and executed the launch of the intervention at their sites. The Panels chose to use a staff meeting or meetings to introduce the

intervention and its tools. The sites chose the date when the intervention began. Intervention components developed and used in implementation The intervention produced from this process was composed of support tools for the staff and patients, and a group of activities and strategies for both program staff and study staff to support implementation. The tools were developed to facilitate the clinical practices being adopted, namely assessment for non-substance-induced depression and an urgent referral to a program psychiatrist. The following support tools were developed for the depression management intervention: The study team was responsible for developing the tools, making and delivering the necessary number of copies of materials, and supervising the installation and testing of the computerized clinical reminders. These activities fall under what Stetler [ 19 ] refers to as "external facilitation," meaning activities supportive of implementation that are provided by persons external to the clinical setting. External facilitation is itself an implementation intervention that is getting more attention in the literature, and the investigators explicitly included it in the study as an important part of the implementation strategy. However, questions about "what kind of" and "how much" external facilitation to provide, and under what circumstances i. The current study measured closely the extent of external facilitation, so as to facilitate analyses of linkages between facilitation and intended clinical change. While detailed descriptions of the devoted resources are beyond the goals of this article, we can state that the principal investigator devoted 16 hours per week, and the project coordinator dedicated 30â€”40 hours on these facilitation efforts during the development phase of the project. Formative evaluation-related activities by program staff members in support of effective change also were pursued in the implementation strategy [ 9 ]. Two main activities were involvedâ€”monitoring of implementation, and devising and implementing changes to the intervention if implementation problems arose. The plan was to have the program staff members who were on the Development Panels do the monitoring and devising. In reality, the monitoring "fell" to one member of the Panel, while the full panel was used to devise solutions to problems. Monitoring implementation involved collecting fidelity measurements, for example, extent of screening, number of referrals made, and the number of referrals successfully completed as well as emerging barriers to implementation. Discussion Site diagnosis and intervention development are not novel exercises. However, there are few guidelines to assist implementation scientists in choosing the implementation methods or interventions best suited for the tasks at hand. Benedetto [ 33 ] recently offered a useful distinction of implementation methods, "evolutionary" versus "revolutionary", based upon the expected degree of organizational or systems change necessary to achieve the desired quality improvement. When a major process redesign is not expected, an evolutionary method of implementation is likely sufficient. For example, a Continuous Quality Improvement-like model could be pursued that involves leadership-authorized, problem-solving teams who create an intervention but do not radically change job descriptions or staffing patterns [ 32 ]. Revolutionary methods are those that involve major changes in staffing, funding and culture. These are directed at re-engineering a system, such as Six Sigma [ 11 ], where "going back to the drawing board" is possible, and major policies and procedures can be rewritten. Evidence-based quality improvement [ 13 ] and its current variant would fall in the class of evolutionary strategies, however, they do involve significant external facilitation, time and effort. If this typology proves valid and useful, perhaps also with distinctive subcategories, the literature will need to validate measures to indicate which type to pursue. In addition to the variables noted above, a number of additional considerations were taken into account in designing and performing the development process. First, it was directed at the specific stage of implementation that was called for in this caseâ€”a small scale, multi-site implementation study as defined by QUERI Phase 2 [ 20 ]. A single-site pilot study Phase 1 had already taken place. In the QUERI framework, these small-scale, multi-site studies are intended to be efficacy studies of an organizational intervention. A future study will prepare the intervention for a large-scale, multi-region implementation trial that should involve significantly less local diagnostic work and external facilitation by study team members Phase 3. Key informant interviews usually provide a far richer picture than surveys. Because the interviews and site visits could be used additionally for building rapport with the bulk of the clinic staff and for "real time" discussion

of concerns and fears, it made pursuing this method even more attractive. Other similarly staffed and organized clinics HIV clinics for example could benefit from this qualitative-based combination of site diagnostic activities and marketing. This combination worked well for the current project and saved time in the process as opposed to performing these talks at different times. There appears to be little discussion in the literature of similar approaches. Combining data gathering and marketing in the same interview has the potential for creating tension, and it could "backfire" in terms of building rapport. To minimize tension, the interviewers i. Before an interview started, they would frame it with the staff participants as "a chance to learn more about current practices, hear your thoughts and feelings about them, and for you to provide feedback on some clinical options being considered in the program. During the interview, the interviewers would transition to the "feedback on the clinical practices under consideration" activity by outlining the evidence base in the area and noting the strength of the evidence as a motivator for the program to participate in the project. During the feedback section, the interviewers would take very much of a "motivational interviewing" approach to eliciting feedback and ambivalence about adopting new practices. Every barrier raised was affirmed and restated by the interviewers, and ideas for solutions were encouraged. These approaches seemed to help avoid difficult situations; however, more discussion and research is necessary to understand how best to collect diagnostic data from programs and generate positive reactions concerning their involvement in change activities. Next, the complex pseudo-inpatient nature of many intensive, outpatient substance use treatment programs indicated the usefulness of observations of program operations. As well, these programs vary widely in terms of treatment programming and lengths of stay, so substantial effort is needed to understand the operations of each program. Other such complex clinical care environments also would indicate dedicated observational analyses for which standard methods are available. The process involved three types of stakeholders—external facilitators principal investigators and study staff, internal facilitators clinic staff members, and expert consultants. Feasibility was the main concern. The study team tried to keep the time and effort of the internal facilitators and the consultants to a minimum, while meeting the goals of each stakeholder group. Again, these roles were derived specifically for a small-scale, multi-site implementation trial as defined by QUERI, and studies in other phases of roll-out would have different stakeholders and needs.

**Conclusion** The intervention development process described here is presented as a method to consider when designing a small scale, multi-site implementation study. The process grew from an evidence-based quality improvement strategy [ 13 ] developed for and proven efficacious in primary care settings. The authors are currently studying the efficacy of the process across a spectrum of specialty care treatment settings, namely VA HIV clinics, VA specialty mental health clinics, and community substance use disorder treatment programs in the United States. Data will be compiled from these efforts to explore the generalizability of the process. In addition, future efforts will translate the process for use in large-scale regional roll-outs of evidence-based practices. In reflecting on this study, the investigators have identified several other important and related areas for research. First, comparisons of survey and key informant interview-derived investigations of organization climate and culture are necessary to determine the most cost-effective ways of collecting this information. Next, future research should determine appropriate sampling techniques for small-scale implementation studies in order to maximize a feasible transition to large scale roll-outs. Also, the crucial elements of effective external facilitation by study staff need to be determined across all phases of implementation research. These gaps in our knowledge, and many others identified in the QUERI Series of articles, continue to present barriers to the timely implementation of evidence-based practices. Competing interests The author s declare that they have no competing interests. SM helped conceive the analysis plan of the study, participated in its design and coordination, and conducted interviews and analysis. EA conducted interviews and analysis and conducted literature reviews. RO helped conceive of the study, participated in its design, and provided consultation. All authors read and approved the final manuscript. Acknowledgements The study was funded by the U. The findings and conclusions in this document are those of the authors, who are responsible for its contents, and do not necessarily represent the views of the U. Department of Veterans

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