**PSS 6451**

**Effectiveness, Dissemination, and Implementation of Empirically Supported Treatments for Youth in Mental Health Settings**

**Ferkauf Graduate School of Psychology, Yeshiva University**

**Fall Semester 2012**

|  |  |
| --- | --- |
| Instructor: Dr. Sarah Kate Bearman | Phone: 718-430-3802  Email: [sarahkate.bearman@einstein.yu.edu](mailto:sarahkate.bearman@einstein.yu.edu)  Office Hours: Tues 12-2, Thurs 11-12 Rousso 136 |
| Class: Tuesday 2:30-4:00 Van Etten 5C7 |  |

**Course Description:**

The primary goal of this seminar is to provide you with advanced training in research methodology germane to the field of implementation and dissemination science. My hope is that this material will not only optimize the quality of the research you conduct personally, but will facilitate your development as an applied scientist by helping you become educated research consumers and bridging the gap between your roles as a scientist and as a practitioner.

Statement on Disability Accommodation Requests:

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations should register with the Office of Disability Services (<http://yu.edu/Student-life/Resources-and-Services/Disability-Services/>), during the first week of classes. Once you have been approved for accommodations, please contact me to ensure the successful implementation of those accommodations.

Statement on Editorial Style:

Please use the *APA Publication Manual* 6th Edition when writing any papers for this class. If you do not follow the manual, your grade will be lowered, and you will get an Incomplete in the course until your paper conforms to APA style.  Please be aware that APA has published an *APA Style Guide to Electronic References* as a PDF. Please follow these guidelines for all electronic references.

**Course Goals, Objectives, Process, and Measurement of Objectives:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal** | **Objective** | **Process** | **Competence** | **Measurement** |
| I. To have a basic understanding of key principles of psychosocial research | To be familiar with research design paradigms, the premise of causal inference, internal and external validity, and measurement issues | Lecture, discussion, reading | Appropriate discussion of these constructs in response to readings and in research proposal | Class discussion, application in research presentation and proposals |
| II. To develop knowledge in the continuum of intervention research for youth mental health. | Be familiar with the terminology and characteristics of efficacy, effectiveness, dissemination, implementation, and transportability; strengths, weaknesses, and limitations of each. | Lecture, discussion, reading, | A grasp of the research to date in these areas for youth mental health, facility with the terms, and ability to critically review literature in this area. | Class discussion, research presentation and proposals |
| III. To develop an understanding of mental health from a public health perspective. | Be able to apply a public health framework to issue of mental health. | Lecture, discussion, reading | Consideration of mental health issues within context, consideration of cost-benefit of interventions, practical considerations of barriers and facilitators to mental health services | Class discussion, research presentation and proposals |

**Requirements and Policies:**

*Assignments and Grading*:

* Class participation (20%): Students are expected to actively participate in classroom discussions, including providing feedback to one another when discussing research proposals. Active participation is defined as coming to class prepared (with readings completed and thoughtful comments ready), completing assignments with care and effort, asking thought-provoking questions, volunteering to take a role in class activities, attentive listening, and providing constructive feedback to colleagues. It should be noted that students will only be permitted 2 absences. A third absence will result in a grade reduction by a full letter grade. This policy may be adjusted in the rare case of a documented emergency that prevented attendance; this is at the discretion of the instructor.
* Leading Class Discussion (20%): Students will be assigned to lead class discussion for two classes. Students should come prepared with a list of discussion questions to generate class conversation that addresses themes both within and across each of the assigned readings. The student responsible for the class discussion on a given week should demonstrate careful attention to, as well as critical thinking about, the readings.
* Research Proposal Presentation (20%): Students will present a formal power-point presentation of a research proposal that follows from their literature review and can be considered a “first draft” of their RP2. In other words, based on the literature review, what is a plausible research project that would help to answer some of the questions raised in the area of your RP1? The presentation should include a Background/Significance section, Study aims, Hypotheses, and Method (participants, procedures, measures). Since your RP2 is still being developed, this is meant to demonstrate your thoughtful consideration of these areas. The presentation will be roughly 15 minutes, followed by feedback and discussion among the class.
* Literature Review (40%): You will develop a literature review related to your RP1/2. The format of the research plan is expected to be similar to that of the required RP1, and should include a section on “Future Directions” that alludes to areas of inquiry that may be relevant to your RP2. *The page limit should be at least 15 pages* (all single spaced and excluding references), *and may be as long as 25.*
* Policy Regarding Late Papers: Late papers will be lowered a letter grade for each day they are late (after noon = 1 day late). The quality of student writing will be considered in the grade. In the case of a documented emergency, deadlines may be adjusted. This is at the discretion of the instructor.

|  |  |  |  |
| --- | --- | --- | --- |
| DATE | TOPICS | READINGS | ASSIGNMENTS |
| 8/28 | Intro and Overview |  |  |
| 9/4 | The role of science in clinical psychology | Mischel, 2008  Baker, McFall, & Shoham, 2009  Schillinger, 2010 | Discussion |
| 9/11 | Methodology and Design Issues in Intervention Research | Kazdin, 2003 Chapter 6 (pp. 148-183)  Eccles, Gimshaw, Campbell & Ramsey (2012).  Hartung & Touchette, (2009). | Discussion |
| 9/18 | No Class |  |  |
| 9/25 | No Class |  |  |
| 10/2 | No Class |  |  |
| 10/9 | No Class |  |  |
| 10/11 | Methodology and Design Issues in Intervention Research | Kazdin, 2003 Chapter 7 (pp.184-212)  Goldfried & Wolfe (1998).  Kazdin, 1995  Jacobson, Follette, & Revenstorf (1984). | Discussion |
| 10/16 | Effectiveness Trials | Addis et al., 2004  Curtis, Ronan, & Borduin, 2004  Revicki, et al., 2005 | Discussion |
| 10/23 | NO CLASS | NO CLASS |  |
| 10/30 | Considering Context | Mendel, Merdith, Schoenbaum, Sherbourne & Wells, (2008).  Atkins, Hoagwood, Kutash & Seidman, 2010. | Discussion |
| 11/6 | Ideas from the Research-Practice Gap | Garland, Plemmons, & Koontz, 2006 Bradley et al., 2004  Dowie, 1996 | Discussion |
| 11/13 | Moving from science to practice | Schoenwald & Hoagwood, (2001)  Green & Seifert, 2005  Persons & Silbershatz, 1998 | Discussion |
| 11/20 | Approaches to Implementation Science | Fixsen et al., 2005  Schoenwald & Henggeler, 2010  Glasgow, Lichtenstein, & Marcus, 2003 | Discussion |
| 11/27 | Innovation Diffusion | Cain & Mittman, 2002  Choi, 2005  Rotheram-Borus, Swendeman, & Chorpita, 2012 | Discussion |
| 12/4 | NO CLASS |  | Powerpoint |
| 12/11 | Class Presentations | EXTENDED CLASS 2-6 | Powerpoint |
| 12/18 | Final Thoughts and future directions | Leffler, Jackson, West, McCarty, & Atkins, 2012  Bickman, 2008  Schiffman, Becker, & Daleiden, 2006. | FINAL RP1 Drafts DUE |

Course Readings

Addis, M.E., Hatgis, C., Krasnow, A.D., Jacob, K., Bourne, L., & Mansfield, A. (2004). Effectiveness of cognitive-behavioral treatment for panic disorder versus treatment as usual in a managed care setting. *Journal of Consulting and Clinical Psychology, 72*, 625-635.

Atkins, M. S., Hoagwood, K. E., Kutash, K., & Seidman, E. (2010). Toward the integration of education and mental health in schools. *Administration and Policy in Mental Health, 37*, 40-47.

Baker, T. B., McFall, R. M., & Shoham, V. (2009). Current status and future prospects of clinical psychology toward a scientifically principled approach to mental and behavioral

health care. *Psychological Science in the Public Interest, 9*, 67-89.

Bickman, L. (2008). Why don’t we have effective mental health services? *Administration and Policy in Mental Health and Mental Health Services Research, 35*, 437-439.

Bradley, E. H., Webster, T. R., Baker, D., Schlesinger, M., Inouye, S. K., Barth, M. C., … Koren, M. J. (2004). Translating research into practice: Speeding the adoption of innovative health care programs. *The Commonwealth Fund, 724*, 1-12.

Cain M., & Mittman, R (2002). Diffusion of innovation in health care. *California HealthCare*

*Foundation*, 1-29.

Choi, B. C. (2005). Understanding the basic principles of knowledge translation. *Journal of Epidemiology and Community Health,* 59, 93.

Curtis, N.M., Ronan, K.R., & Borduin, C.M. (2004). Multisystemic treatment: A meta-analysis of outcome studies. *Journal of Family Psychology, 18*, 411-419.

Dowie, J. (1996). The research-practice gap and the role of decision analysis in closing it. *Health Care Analysis, 4*, 5-18.

Eccles, M., Grimshaw, J., Campbell, M., Ramsay, C. (2003). Research designs for studies evaluating the effective- ness of change and improvement strategies. *Qual Saf Health Care, 12*, 47-52.

Fixsen, D. L., Blasé, K. A., Naoom, S. F., Wallace, F. (2005). Core implementation components. *Research on Social Work Practice, 19*, 531- 540.

Garland, A. F., Plemmons, D., & Koontz, L. (2006). Research-practice partnership in mental health: Lessons from participants. *Administration and Policy in Mental Health and Mental Health Services Research, 33,* 517-528.

Glasgow, R. E., Lichtenstein, E., Marcus, A. C. (2003). Why don’t we see more translation of health promotion research to practice? Rethinking the efficacy to effectiveness transition. *American Journal of Public Health, 93*, 1261-1267.

Goldfried, M. R., & Wolfe, B.E. (1998). Toward a more clinically valid approach to therapy research. *Journal of Consulting and Clinical Psychology*, *66*, 143-150.

Green, L. A., Seifert, C. M. (2005). Translation of research into practice: Why we can’t “Just Do It.” *Journal of the American Board of Family Practice*, *18*, 541-545.

Hartung, D.H., & Touchette, D. (2009). Overview of clinical research design. *American Journal of Health-System Pharmacy*, *66*, 398-408.

Jacobson, N.S., Follette, W.C., & Revenstorf, D. (1984). Psychotherapy outcome research: Methods for reporting variability and evaluating clinical significance. *Behavior Therapy, 15,* 336-352.

Kazdin, A.E. (1995). Preparing and evaluating research reports. *Psychological Assessment, 7,* 228-237.

Kazdin, A. E. (1998). *Research Design in Clinical Psychology, 3rd Edition.* Allyn & Bacon, Needham Heights, MA.

Leffler, J.M., Jackson, Y., West, A.E., McCarty, C.A., & Atkins, M. (2012). Training in evidence-based practice across the professional continuum. *Professional Psychology: Research and Practice*. Advance online publication. doi: 10.1037/a0029241.

McHugh, R.K., Murray, H.W., & Barlow, D.H. (2009). Balancing fidelity and adaptation in the dissemination of empirically-supported treatments: The promise of transdiagnostic interventions. *Behavior Research and Therapy, 47*, 946-953.

Mendel, P., Meredith, L. S., Schoenbaum, M., Sherbourne, C. D., & Wells, K. B. (2008). Interventions in organizational and community context: A framework for building evidence on dissemination and implementation on health services research. *Administration and Policy in Mental Health, 35*, 21-37.

Mischel, W. (2009). Connecting clinical practice to scientific progress. *Psychological Science in the Public Interest, 9*, i-ii.

Persons, J.B. & Silberschatz, G. (1998). Are results of randomized controlled trials useful to psychotherapists? *Journal of Consulting and Clinical Psychology, 66*,126-135.

Revicki, D. A., Siddique, J., Frank, L., Chung, J. Y., Green, B. L., Krupnick, J., … Miranda, J. (2005). Cost-effectiveness of evidence-based pharmacotherapy or cognitive behavior therapy compared with community referral for major depression in predominantly low-income minority women. *Arch Gen Psychiatry, 62*, 868-875.

Rotheram-Borus, M.J., Swendeman, D., Chorpita, BF. (2012). Disruptive Innovations for designing and diffusing evidence-based interventions. American Psychologist, 67, 463-76.

Schiffman, J., Becker, K. D., & Daleiden, E. L. (2006). Evidence-based services in a statewide public mental health system: Do the services fit the problems? *Journal of Clinical Child and Adolescent Psychology, 35*, 13-19.

Schillinger, D. (2010). *An Introduction to Effectiveness, Dissemination and Implementation Research.*P. Fleisher and E. Goldstein, eds. From the Series: UCSF Clinical and Translational Science Institute (CTSI) Resource Manuals and Guides to Community-Engaged Research, P. Fleisher, ed. Published by Clinical Translational Science Institute Community Engagement Program, University of California San Francisco.

Schoenwald, S.K., & Henggeler, S.W. (2004). A public health perspective on the transport of evidence based practices. *Clinical Science and Practice, 11,* 360-363*.*

Schoenwald, S., & Hoagwood, K. (2001). Effectiveness, transportability and dissemination of interventions: what matters when? *Psychiatric,* 52, 1190-1197.

Schoenwald, S. K., Sheidow, A. J., & Chapman, J. E. (2009). Clinical supervision in treatment transport: Effects on adherence and outcomes. *Journal of Consulting and Clinical Psychology, 77*, 410-421.