

# AN AGENCY- ACADEMIC PARTNERSHIP FOR GENERATING PRACTICE EVIDENCE

A workshop on productive connections  
The SOAR Partnership  
LaSalle School/St. Anne Institute/UAlbany

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## WORKSHOP LEADER

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## WORKSHOP PURPOSE

- Competencies for Evidence Based Practice (EBP)
- Steps to take and potholes to avoid when agencies and academic researchers collaborate.
- A collaboration checklist: fitting a plan to your needs and constraints.

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## WORKSHOP OUTLINE

- Defining EBP and ESTs
- Toward EBP: competencies and obstacles
- The agency-university partnership as a resource strategy
- Way-finding in the academic landscape
- Working well together
- Collaboration Checklist
- Evaluation

A learning process at the interface  
of provider and client

## EVIDENCE BASED PRACTICE

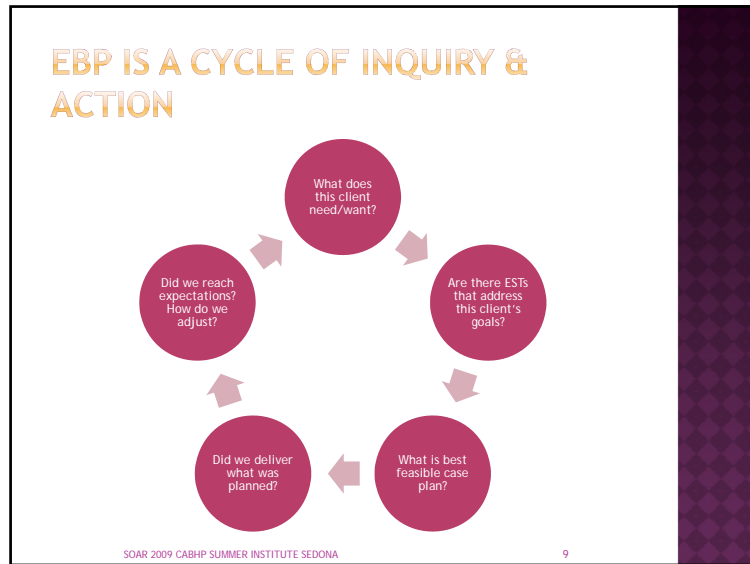
## EVIDENCE BASED PRACTICE (EBP) VS. EVIDENCE SUPPORTED TREATMENTS (ESTS)

- We will use term “Evidence Supported Treatments” or ESTs to refer to specific practiceS, programS or techniqueS that appear efficacious IF used *appropriately*.
- We will use the term EBP ONLY to mean the continual process enacted by practitioner(s) to determine what to do, when, with whom, and whether it worked.

## EBP

NATIONAL INSTITUTES FOR HEALTH COUNCIL FOR TRAINING ON EBBP, 2008, P.3

- “...making decisions about how to promote healthful behaviors by integrating the best available evidence with practitioner expertise and other resources, and with the characteristics, state, needs, values and preferences of those who will be affected.”



### EXAMPLE OF MISUNDERSTANDING

- “There was one [provider] who felt that CBT was not effective with Native Americans and that evidence-based practices are not effective with individuals with trauma.”
- (Center for Applied Behavioral Health Policy (2007) *Issues and Needs in the Provision of Substance Abuse Services to Adolescents in the State of Arizona*. Tempe, AZ: CABHP, May.)

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### EXAMPLE OF MISUNDERSTANDING

- “Some of the groups questioned the basis of the ‘evidence’ upon which the practices are based. They also talked about getting more guidance from DHS on which practices to use with particular problems.”
- (Center for Applied Behavioral Health Policy (2007). *Issues and Needs in the Provision of Substance Abuse Services to Adolescents in the State of Arizona*. Tempe, AZ: CABHP, May.)

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EBP is a *process*;  
it is not *only* the application  
of tested techniques!

~~EBP = EST~~

Provider can & should engage in EBP even when no ESTs are available!  
Provider must engage in EBP even when ESTs are available!

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Can you overcome these challenges to proceed with EBP?

**YOU NEED AN EVIDENCE BASE WHETHER YOU IMPLEMENT ESTS OR DEVELOP YOUR OWN INTERVENTIONS.**

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**3 STRATEGIES FOR EBP CAPACITY**

- Internal**
  - Hire it
  - Develop it
- Purchase**
  - Buy it
- Partner**
  - Share it

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The SOAR example

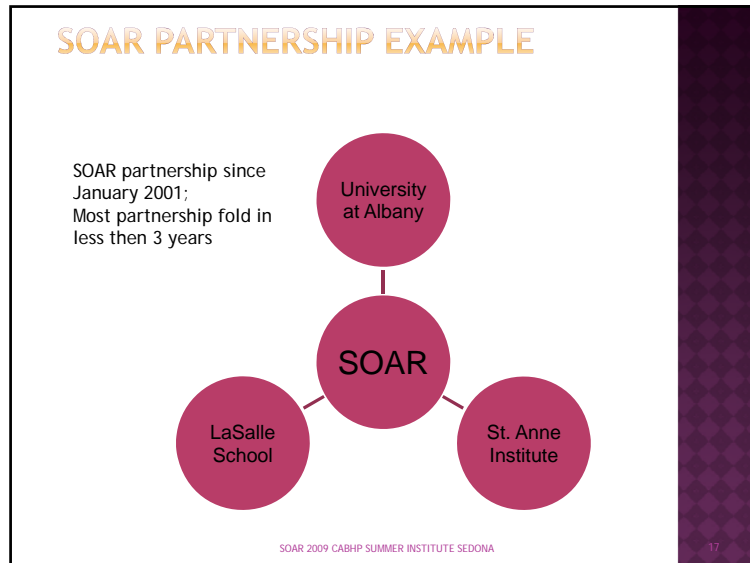
**THE ACADEMIC PARTNERSHIP MODEL**

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**THE ACADEMIC MODEL FOR EBP**

What is it	Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Faculty team (s)</li> <li>• Agency team(s)</li> <li>• Agreements on decision making, sharing, working together</li> <li>• w/ or w/o outside \$</li> <li>• Agency practice and academic goals <i>congruent</i></li> </ul>	<ul style="list-style-type: none"> <li>• High research quality, credibility</li> <li>• University supports some faculty research</li> <li>• Faculty may help get more \$</li> <li>• Agency visibility</li> </ul>	<ul style="list-style-type: none"> <li>• Relies on faculty motivation (Herding cats?)</li> <li>• Work must fit faculty role</li> <li>• Faculty &amp; students will turnover</li> <li>• Agency less in control than in other models</li> </ul>

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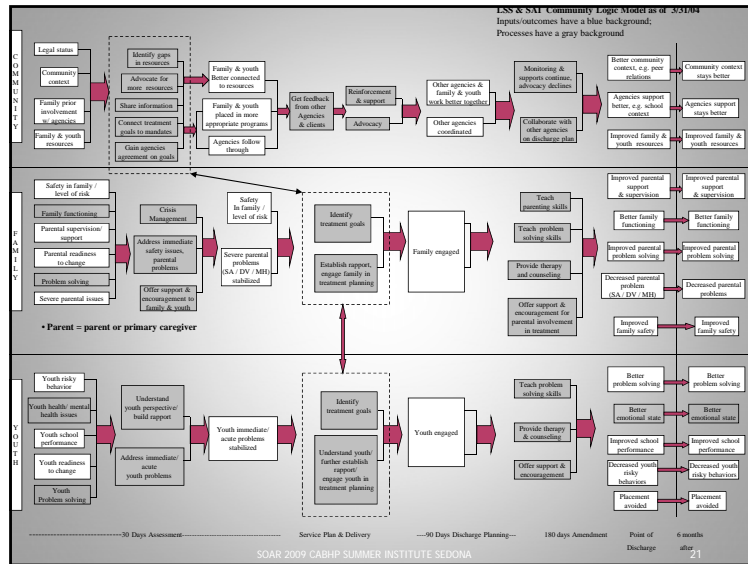


- ### CONGRUENT (NOT IDENTICAL) GOALS
- Agencies:
    - Improve services using data from own programs
    - Learn what works better with which clients
    - Improve proposals & reports
    - Meet/exceed accreditation standards
    -
  - University:
    - Build knowledge bases on youth & family treatment
    - Generate knowledge on agency development; how to implement EBP
    - Involve students in research
    - Provide community service
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EXAMPLES FROM LASALLE SCHOOL & ST ANNE INSTITUTE

## BUILDING & TESTING PROGRAM THEORY

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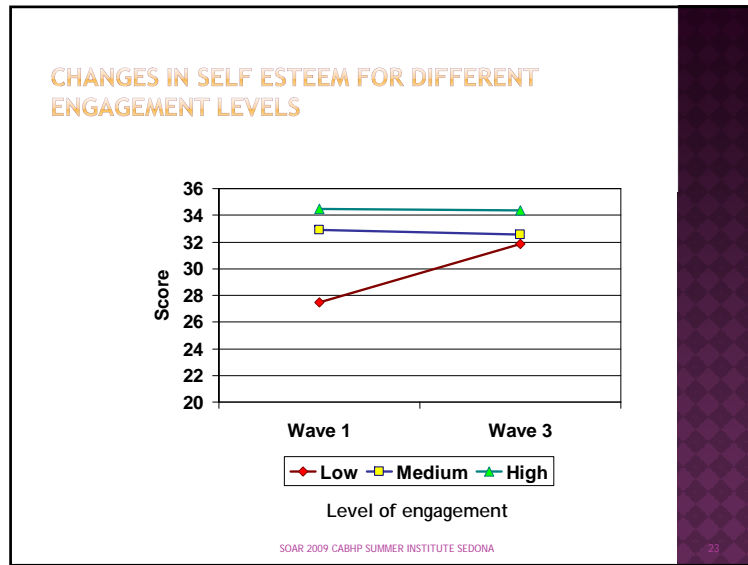
## TESTING PRACTICE THEORY - AN RTC EXAMPLE

Staff said: youths have to be engaged for services to be effective (see diagram above).

Does this mean more engaged clients rather than clients with most problems get more services?

Should staff promote/wait for engagement before proceeding with interventions?

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## IMPLICATIONS

- Relationships among engagement, interventions, & outcomes are complex.
- Level of engagement does not affect all outcomes or facilitate all interventions
- Staff "wisdom" that youths must engage before progress can be made is NOT true; staff can and do intervene effectively with the more withdrawn or resistant clients.
- Staff can do things that enhance engagement.
- Train staff to be engaging, BUT recognize that less engaged clients do make progress.

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Practitioner and researcher comments

## REACTIONS TO SOAR

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Can practitioners do practice this way?

## SKILLS, RESOURCES, OBSTACLES

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### GROUP ASSIGNMENT #1: IMPLEMENTING EBP

What do you need to do to engage in EBP process?

What skills, knowledge, other resources do you need?

What obstacles would you face in doing this work or getting these resources?

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"What recommendations would other agencies have to facilitate collaboration with a university?"  
COFCCA Member, 2008

## PROBLEMS IN LINKING

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## GROUP ASSIGNMENT #2

- Distinguishing types of academic institutions (level of interest and support for research)
- Matching skills & knowledge with disciplines or fields
- Assessing researchers

"How could we collaborate with their study and what are the benefits for all parties involved?" COFCCA member

## PROBLEMS IN COLLABORATING

## GROUP ASSIGNMENT #3: SHARING SOLUTIONS

- How permanent a partnership?
- Developing a structure for collaboration
- IRB, confidentiality
- Publication, control of information
- Trust between practitioners and researchers
- Practitioner readiness to use evidence

## PARTNER COLLABORATION CHECKLIST (WORKSHOP HANDOUT)

**WORKSHOP EVALUATION  
(WORKSHOP HANDOUT)**