

Reviewing the Use of Research-Community Partnerships to Facilitate Implementation of Evidence-Based Practices in Children's Community Services

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Background

- Growing awareness about gap between evidence-based practices (EBPs) and community-based care
- Several implementation frameworks highlight the role of research community partnerships (RCPs)¹
- National policy directives (e.g., NIMH, CDC, IoM) call for improved collaboration between researchers and community stakeholders to enhance translational research
- Growing number of case examples of using RCPs in mental health services

¹Aarons et al., 2011; Greenhalgh et al., 2004; IOM, 2010; Mendel et al., 2008; Smith et al., 2008

Theoretical Models of RCPs



Rationale for RCPs in MH

- Community stakeholders are the ultimate providers of interventions
- Interventions must “fit” within the service context to make a significant public health impact
- Researchers and community stakeholders have complementary expertise on which to capitalize
- Compared to traditional researcher-driven models of research-to-practice translation, partnered research has the potential to improve:
 - Utility of interventions developed/adapted
 - Uptake and sustainability of interventions in targeted service settings
 - Clinical effectiveness with target populations

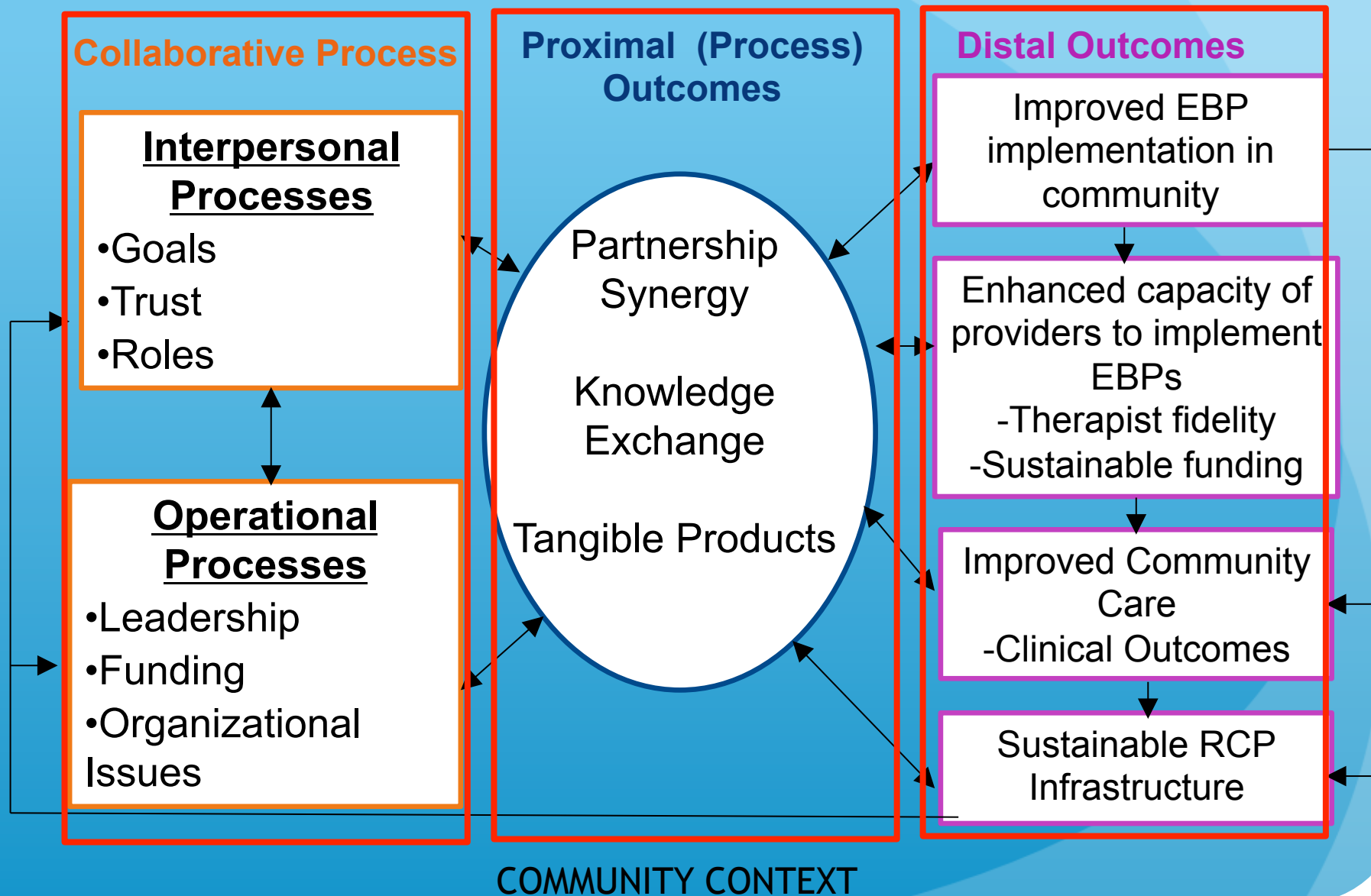


Gaps in the Literature

- Public Health
 - Many case studies
 - Factors that facilitate (or inhibit) collaboration
 - Identified anticipated outcomes of collaborative research
 - Described the developmental nature of partnerships
- Mental Health
 - Primarily case studies
 - Greater research needed to explicate the collaborative process
 - How are RCPs being applied to improve child MH services?

Research-Community Partnership Framework

(Brookman-Frazee, et al., 2012)



Study Purpose

- To systematically identify research projects using RCP approaches to develop, adapt or implement evidence-based practices addressing childhood developmental or mental health problems.
- To conduct a web-based survey of principal investigators (PIs) and community stakeholders that:
 - Characterizes projects using an RCP approach and collaborative processes.
 - Identifies themes regarding perceived challenges, benefits and lessons learned associated with research-community collaboration.

Methods

Procedure

Conducted literature and grants search to identify potential projects

Coded abstracts and articles (if needed) for final inclusion

Identified PIs and their contact information from publicly-available information

Distributed web-based survey to PIs

Some PIs provided contact information for community partners

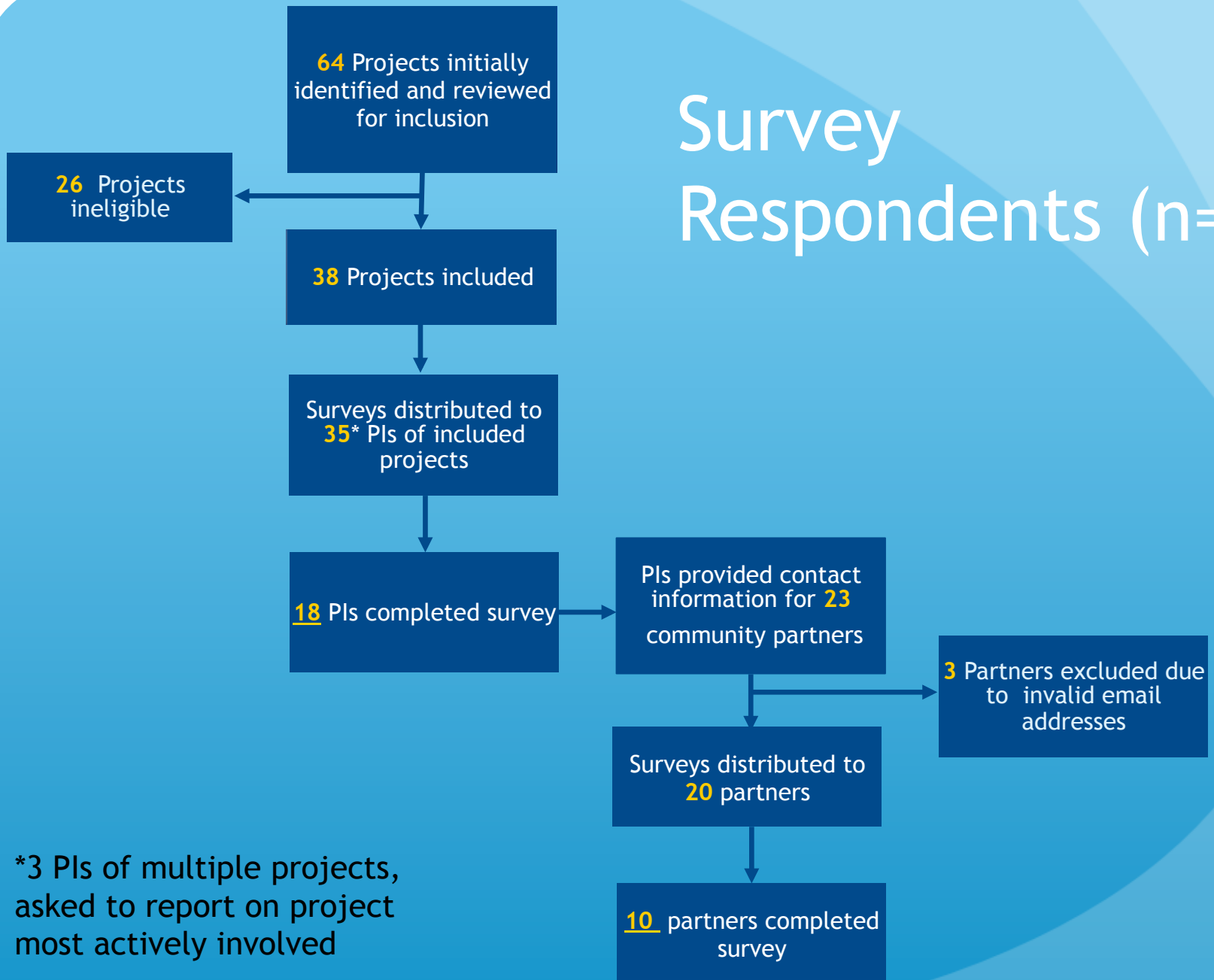
Distributed web-based survey to partners

Survey respondents offered \$10 gift card

Project Inclusion Criteria

1. EBP/intervention targeted mental health or developmental problems in youth
2. Purpose of project was to identify, adapt or implement clinical intervention, provider training model or implementation approach.
3. Targeted child community service setting:
 - Child welfare
 - Mental health program
 - School
 - Primary care
 - Specialty developmental clinic/early intervention
4. Project involved collaboration between researchers and community stakeholders
 - Exchange of ideas, knowledge or information or shared tasks

Survey Respondents (n=28)



*3 PIs of multiple projects, asked to report on project most actively involved

Participants

- n = 28
 - 18 PIs
 - 10 Community Partners
- Age: 53.00 (8.78); 36-66
- 75% female, 25% male
- Race/ethnicity:
 - 86% White/Caucasian
 - 4% Latino/Hispanic
 - 7% African American
 - 7% Asian/Pacific Islander

RCP Web-Based Survey

- Closed-ended items:

- Characteristics of products
- RCP functioning, processes, and products
- Processes of tailoring EBPs for implementation in the community

- Open-ended items:

- Perceptions of the benefits and challenges of research-community collaboration
- Lessons learned from RCP experience

Data Analysis Plan

- Quantitative
 - Descriptive statistics
- Qualitative
 - Coding, consensus, and comparison methodology (Willms et al. 1990)
- Integration of quantitative and qualitative methods based primarily on Brookman-Fraze and colleagues (2012) RCP Framework

Results: Project Characteristics

Project Characteristics (PI report)	%
Project Aim(s)	
Examine intervention effectiveness	72%
Examine implementation process/outcomes	72%
Adapt clinical protocol/materials	56%
Adapt training protocol/materials	39%
Develop/test a partnership model	39%
Examine collaborative process	28%
Other	11%
Funding	
Federal research grant	89%
Federal service contract	17%
Local service contract	6%
Project Service System	
School/Special Education	44%
Mental Health	44%
Child Welfare	17%
Early Intervention	11%
Prevention	11%
Cooperative Extension Service	6%
Primary Care	6%
RCP Initiation	
Researcher-initiated	50%
Jointly Initiated	44%
Community Stakeholder-initiated	11%
Funder	6%

Project Characteristics (PI Report)	%
Primary Clinical Problem	
ASD	17%
Disruptive Behavior Disorders	17%
Other	12%
Substance Use	11%
ADHD	11%
At risk for MH problems	11%
Trauma	11%
Obesity	6%
Depression	6%
N/A	6%
Community Stakeholders	
Provider Agency Leaders/Administrators	89%
Caregiver Consumers	78%
Clinicians	44%
Youth Consumers	33%
Schools (including Head Start)	11%
Other (Community Block Captains, Community Teams)	11%
RCP Model	
CBPR	39%
CPPR	39%
Other: PROSPER	6%
No Model Used	22%

Results: Collaborative Process and Outcomes

Research-Community Partnership Framework

(Brookman-Frazee, et al., 2012)

Collaborative Process

Interpersonal Processes

- Goals
- Trust
- Roles

Operational Processes

- Leadership
- Funding
- Organizational Issues

Proximal (Process) Outcomes

Partnership Synergy
Knowledge Exchange
Tangible Products

Distal Outcomes

Improved EBP implementation in community

Enhanced capacity of providers to implement EBPs
-Therapist fidelity
-Sustainable funding

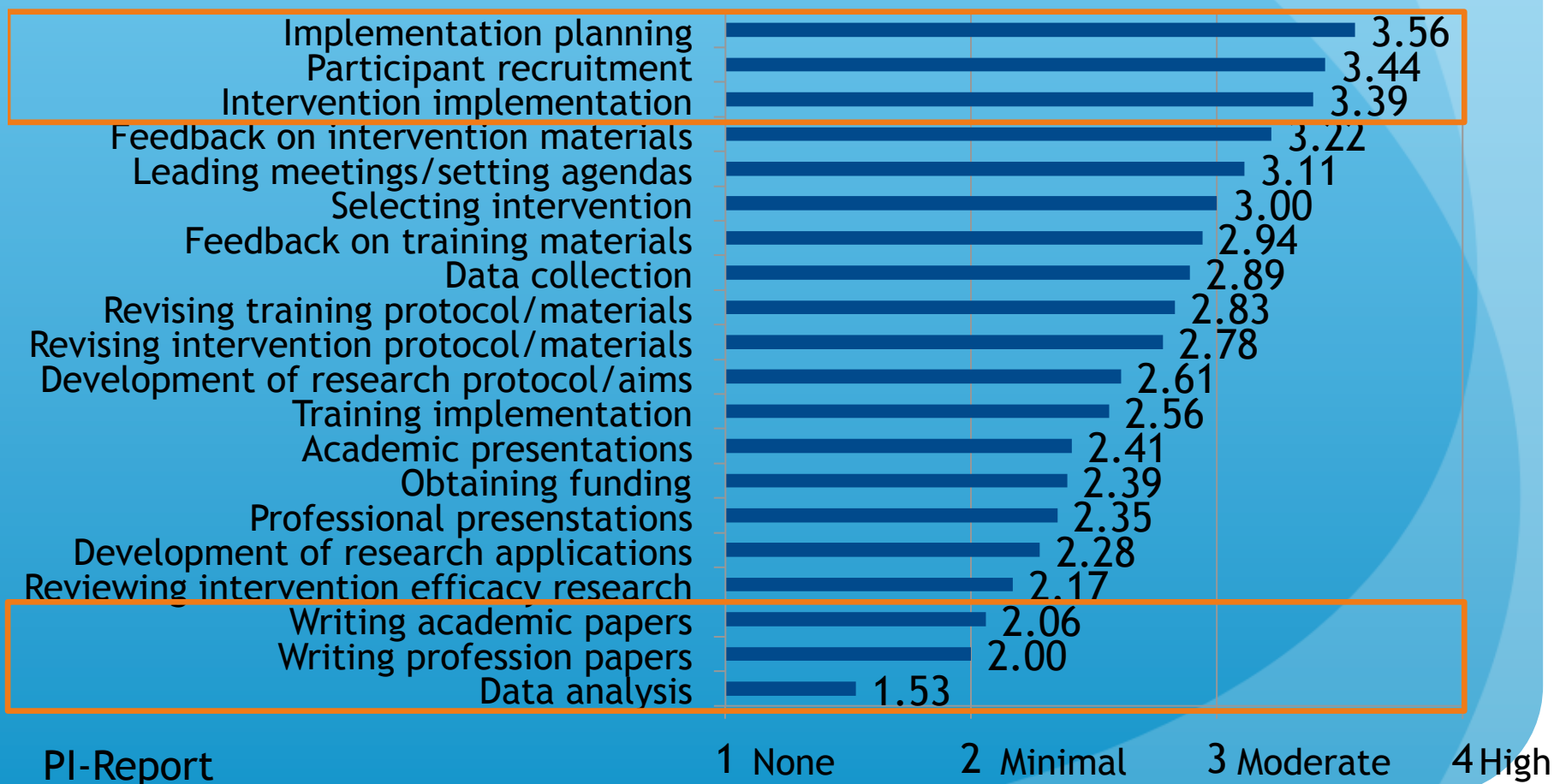
Improved Community Care
-Clinical Outcomes

Sustainable RCP Infrastructure

COMMUNITY CONTEXT

Interpersonal Processes: Roles

Rating of Community Partner Involvement



Interpersonal Processes: Challenges

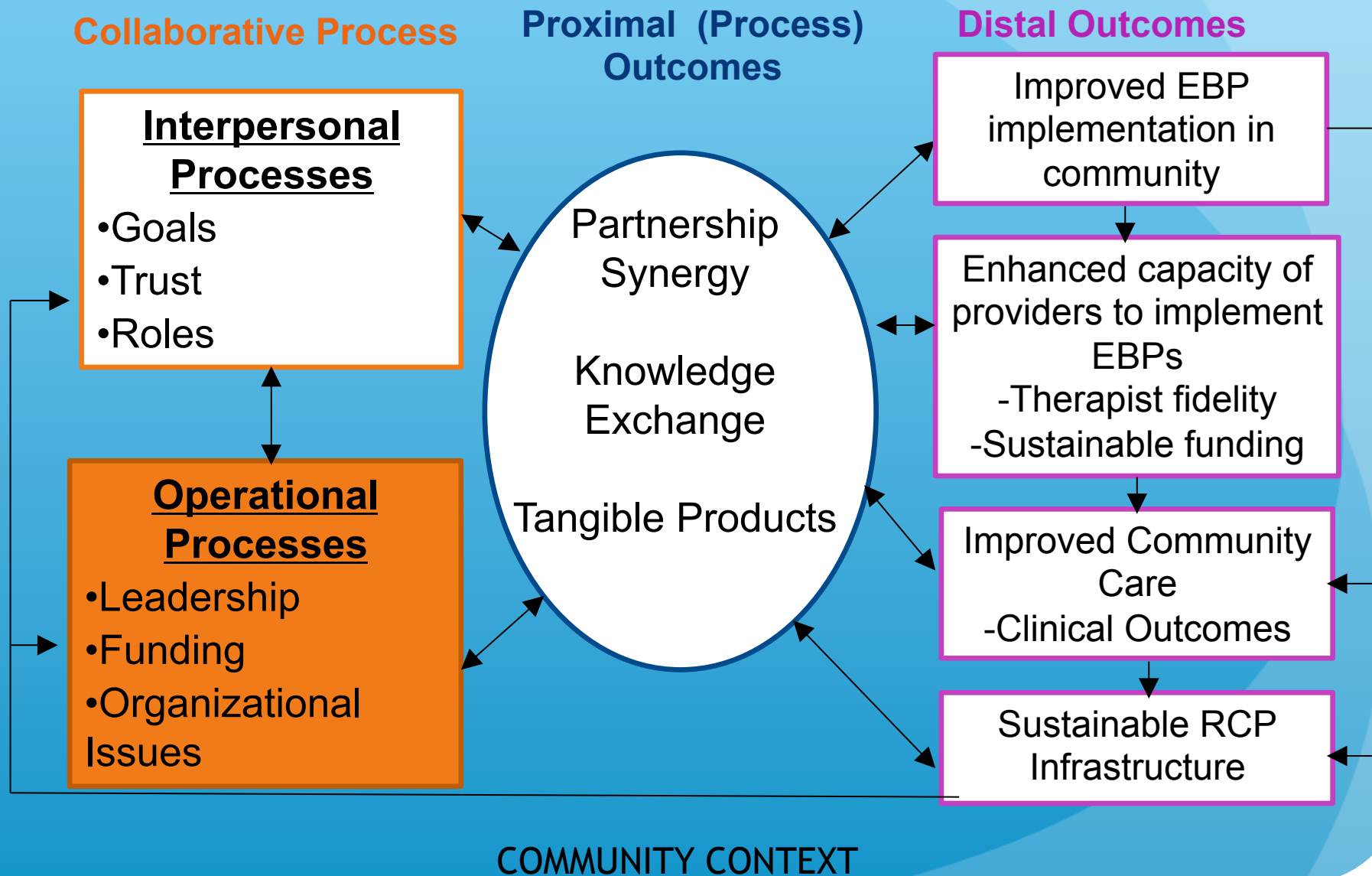
Theme	PIs	Comm. Partners
Communication & knowledge differences	<ul style="list-style-type: none">• “Different language/meaning of terms”• “Differences in communication styles”• “Language”• “Communication”• “Lack of foundational knowledge regarding research/evaluation”	“Acronyms”
Relationships and Interactions	<ul style="list-style-type: none">• “Building trust”• “Adapting to new members”• “Time for sufficient communication and relationship development”	<ul style="list-style-type: none">• “Relationships/ trust”• “Not being heard”• “Inability to collaborate and partner effectively”• “Lack of engagement”• “Possibility of having practice methods criticized”

Interpersonal Processes: Challenges

Theme	PIs	Comm. Partners
Goal Agreement	<ul style="list-style-type: none">• “Agreement on priorities”• “Achieving consensus”• “Different goals and accountabilities across different systems”	<ul style="list-style-type: none">• “Alignment of goals”• “Balancing different philosophies”
Roles and task delegation	<ul style="list-style-type: none">• “Task delegation to community Investigators”• “Involvement of community stakeholders in data analysis”• “Equal commitment of effort”	<ul style="list-style-type: none">• “Requirement of ‘additional’ work”

Research-Community Partnership Framework

(Brookman-Frazee, et al., 2012)¹



Operational Processes: Communication Mechanisms

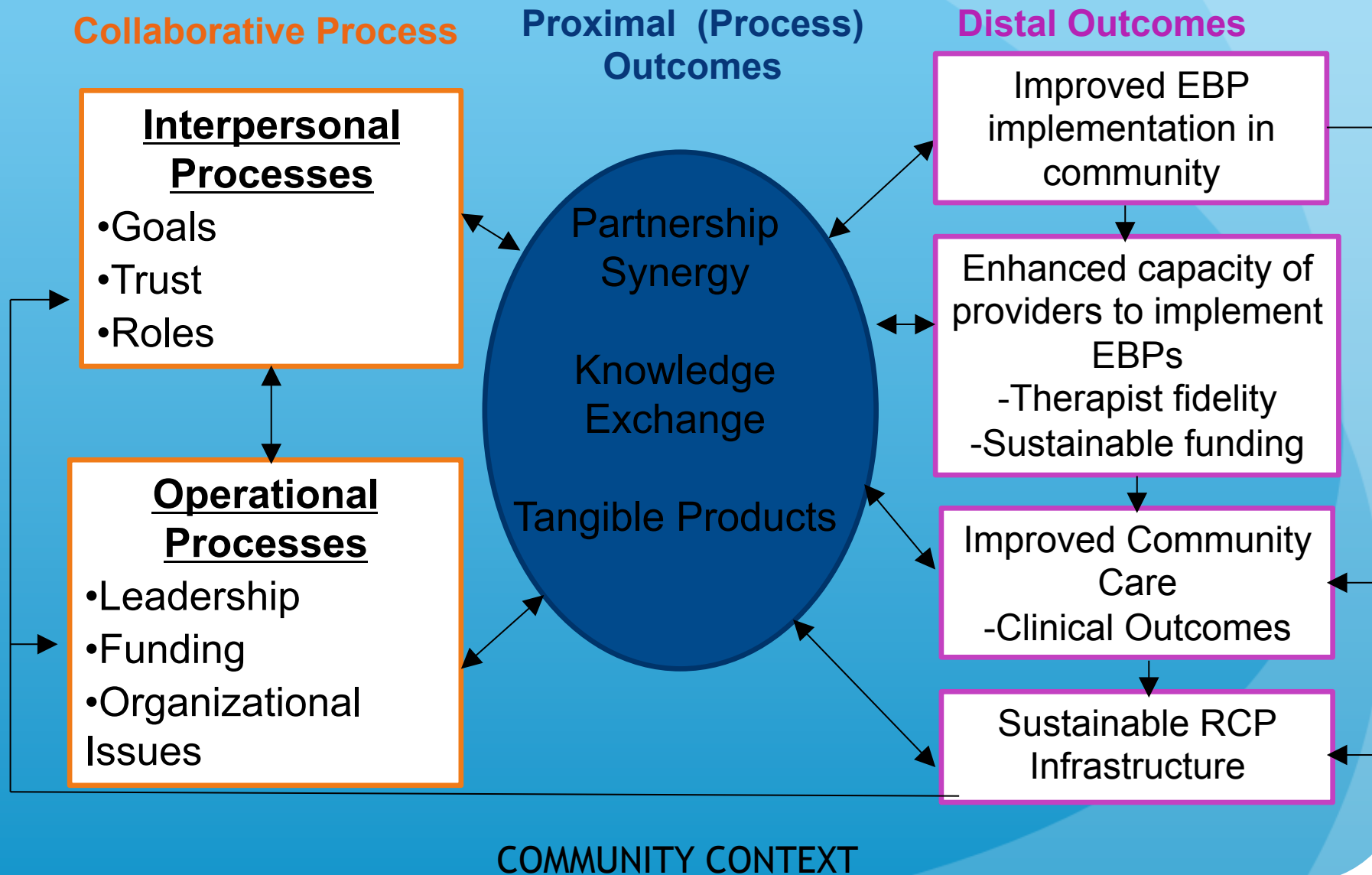
- 94% Email
- Meetings (in-person, phone)
 - 56% Weekly
 - 44% Monthly
 - 17% Bi-monthly
 - 39% Quarterly
 - 6% Semi-annual
 - 17% Annual
- 22% Newsletters
- 6% Web-based group

Operational Processes: Challenges

Theme	PIs	Comm. Partners
Time and logistics	<ul style="list-style-type: none">• “Scheduling meetings”• “Time required for collaboration”• “Finding mutually convenient meeting times”• “Common time to work”• “Busy - scheduling”• “Time for sufficient communication and relationship development”• “Maintaining ongoing communication and <u>coordination</u>”	“ Scheduling in-person meetings”

Research-Community Partnership Framework

(Brookman-Frazee, et al., 2012)¹



Proximal Outcomes: Perceived Benefits

Theme	PIs	Comm. Partners
Partnership synergy and collaborative relationships	<ul style="list-style-type: none"> • “Input from community partners” • “Fun” • “Enthusiasm, interest, and good ideas provided by community partners” • “Establishing partnerships towards shared goals” • “Diverse skills and knowledge” • “Diverse perspectives” • “Credibility among diverse constituents” • “Learning to respect everyone’s expertise” • “Synergy in ideas” • “Stimulating and fun (never a dull moment)” • “Strong collaborators” 	<ul style="list-style-type: none"> • “Synergy” • “Learning together about how to collaborate effectively” • “Meaningful discussions” • “Understanding the importance of partnership and collaboration” • “Rich feedback loop between practitioners and researchers” • “Respectful relationships” • “Building and participating in a supportive and reflective community” • “Blending diverse philosophies” • “Collaboration toward common goals”

Proximal Outcomes: Perceived Benefits

Theme	PIs	Comm. Partners
Knowledge exchange	<ul style="list-style-type: none">• “Learning about the demands of community settings”• “Cross training in data programming...”• “Improved awareness of challenges faced for achieving shared goals”• “New learning occurs - deepens understanding”• “Researchers learned about the context of community-based care...”	<ul style="list-style-type: none">• “Appreciation for what’s happening in research”• “Learning new strategies from varied resources”• “Researchers have a better understanding of how model actually works in community clinics”• “Sharing of expertise”• “Better understanding of clinical practice”• “Informs communities about research”• “Educates”

Proximal Outcomes: Products

- Publications

Focus of publication	Research audience	Community audience
Collaborative process	78%	39%
Intervention development process	78%	44%
Intervention effectiveness	78%	39%
Intervention implementation	67%	28%
Conference Presentation	94%	83%

- Materials

- 78% Intervention materials
- 78% Training materials
- 72% Intervention training workshops/lectures
- 44% Partnership development

Proximal Outcomes: Products

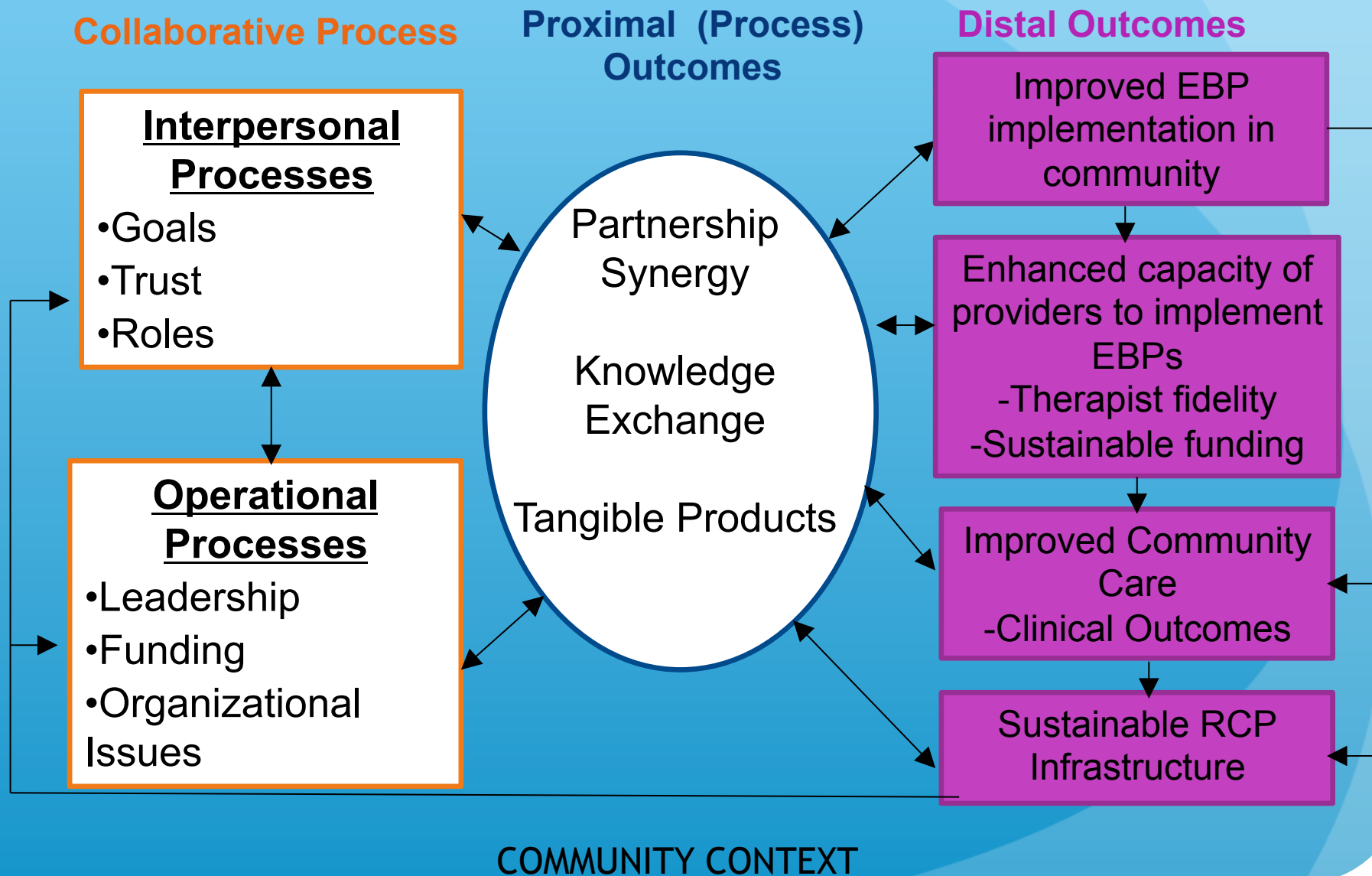
Theme	PIs	Comm. Partners
<p>Increased intervention relevance and fit</p>	<ul style="list-style-type: none"> • “Great input and real world adaptations” • “Real world generalizability” • “Better quality” • “Easier to translate” • “Real world solutions” • “Greater innovation” • “Development of relevant interventions” • “Feasible interventions” • “Sustainable intervention” • “Better fit between intervention and site” • “culturally adapted programs” • “Ultimate product is richer and more sustainable” 	<p>“Helpful interventions”</p> <p>“Meeting the needs of the community in an outstanding example of evidence-based practice”</p> <p>“Research to clinical application”</p> <p>“Develop new skills to treat difficult clients”</p> <p>“Community-driven interventions”</p> <p>“Development of an evidence-based model”</p> <p>“Model combines principles (strong community mindset) and theory (research perspective)”</p>

Proximal Outcomes: Practice-Based Research

Theme	PIs	Comm. Partners
Facilitates community buy-in	<ul style="list-style-type: none"> • “Facilitate provider buy-in” • “Local community buy-in” • “Buy-in from target stakeholders” • “Buy into the intervention” 	
Increased relevance of research	<ul style="list-style-type: none"> • “Relevant research” • “Broader and more applicable ideas” • “Ground research in realities of real practice” • “Relevant research questions” • “Research findings are richer, more complex” • “Increase feasibility of practice-based research” 	<ul style="list-style-type: none"> • “Relevant research”

Research-Community Partnership Framework

(Brookman-Frazee, et al., 2012)¹



Distal Outcomes: Service Related

Theme	PIs	Comm. Partners
Improved EBP implementation and improved capacity	<ul style="list-style-type: none"> • “Sustained implementation” • “Ability to sustain interventions” • “Ability to work with many cohorts over time to more fully impact community outcomes” • “Increased likelihood of sustaining the program over time” • “Collaboration enhances... service quality” 	<ul style="list-style-type: none"> • “Contributing to the advancement of intervention locally and beyond” • “Use of intervention strategies” • “Agencies receive free training and consultation” • “Community agencies stay current on best practices and innovative treatment models”
Outcomes	<ul style="list-style-type: none"> • “Improved outcomes” • “Progress monitoring” • “Measuring success” • “Broad impact” 	<ul style="list-style-type: none"> • “Better outcomes” • “Sustainable outcomes”

Distal Outcomes: Sustained Collaboration

Theme	PIs
Capacity for future collaboration	<ul style="list-style-type: none">• “Ongoing access to community partners for future research”• “Credibility of researchers with future partners”• “Relationships built for future studies”

- 67% of PIs reported that community partners will continue to participate after the completion of project/ funding

Additional Themes:

- Challenges related to conducting research in the community:
 - Methodological rigor
 - Organizational factors impacting research and intervention delivery (funding, staff turnover, etc.)
- Tension between research and community clinical contexts
- Time

Discussion

Summary of Findings

- Common project characteristics:
 - Researcher or jointly initiated
 - Goals to examine intervention effectiveness and implementation process
 - Mental health and education service systems
 - Federal funding
 - Agency leaders and consumer caregivers as stakeholders
 - Use of conceptual model (CBPR/CPFR)
- A range of clinical problems targeted
- Perceived Challenges:
 - Communication
 - Roles/task delegation
 - Time/logistics
- Perceived Benefits/Outcomes:
 - Partnership synergy
 - Knowledge exchange
 - Increased intervention relevance and fit
 - Increase relevance of research
 - Improved services/outcomes
 - Ongoing capacity for future collaboration

Implications and Next Steps

- Results indicate that use of RCP approaches are promising in tailoring EBP for delivery in a range of community service system settings
- Collaboration between researchers and community stakeholders is a feasible and productive method to conduct research on the effectiveness and implementation of interventions in community settings
- Next steps:
 - Examine data by projects and respondent type

Questions?

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