MHTTC Network:
Using D&I Science to Accelerate Change

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Disclaimer

SAMHSA
Substance Abuse and Mental Health
Services Administration

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

INVITING TO INDIVIDUALS PARTICIPATING IN THEIR OWN JOURNEYS

STRENGTHS-BASED AND HOPEFUL

PERSON-FIRST AND FREE OF LABELS

INCLUSIVE AND ACCEPTING OF DIVERSE CULTURES, GENDERS, PERSPECTIVES, AND EXPERIENCES

NON-JUDGMENTAL AND AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR AND UNDERSTANDABLE

HEALING-CENTERED AND TRAUMA-RESPONSIVE

CONSISTENT WITH OUR ACTIONS, POLICIES, AND PRODUCTS

Roadmap

- Critical gaps exist between implementation effective interventions and the actual services delivered to people living with mental disorders.

- Many technical assistance (TA) efforts rely on one-time trainings of clinical staff and printed guidelines that alone are not effective in changing clinical practice.

- The MHTTC Network uses D&I science to accelerate the use of EBPs, improve performance, and bring about systems-level change.
  - Illustrated with 4 intensive technical assistance projects from MHTTC Regional Centers

- Preview of some of our upcoming work in our Year 5

MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

MHTTC Network

REGION 10
Northwest MHTTC
University of Washington

REGION 7
Mid-America MHTTC
University of Nebraska Medical Center

REGION 8
Mountain Plains MHTTC
University of North Dakota

REGION 5
Great Lakes MHTTC
University of Wisconsin-Madison

REGION 2
Northeast & Caribbean MHTTC
Rutgers, New Jersey

REGION 1
New England MHTTC
Yale University

REGION 3
Central East MHTTC
Danya Institute

REGION 9
Pacific Southwest MHTTC
Center for Applied Research Solutions

MHTTC Network Coordinating Office
Stanford University School of Medicine

National American Indian and Alaska Native MHTTC
University of Iowa

REGION 4
Southeast MHTTC
Emory University

Pacific Ocean

(Commonwealth of Northern Mariana Islands)

(Guam)

(Republic of the Marshall Islands)

(Republic of Palau)

(Federated States of Micronesia)

(American Samoa)

Hawaiian Islands

REGION 6
South Southwest MHTTC
University of Texas, Austin

National Hispanic and Latino MHTTC
Universidad Central del Caribe

Puerto Rico

U.S. Virgin Islands

MHTTC Network: How We Work

- Regional or population-tailored TTA to states and treatment provider systems across mental health prevention, treatment, and recovery

- Work closely with SAMHSA Regional Administrators, state behavioral health commissioners, and local stakeholders to understand pressing needs in the region/population, and develop annual workplans (versus emphasis on TA requests/grantees)

- D&I science increasingly informs our services

3 Dissemination and Implementation (D&I) Science Frameworks that Help Shape Our Work

Dissemination & Implementation Science

- Scientific study of processes and factors associated with successful integration of evidence-based interventions within a particular setting.
  - How do you get evidence-based practices into routine practice settings so that more people can receive the best care possible?
  - How do you keep the practice in place? (sustainment research)

Rabin & Brownson, 2018

1. Implementation Stages

- What are the steps and stages to implement a new practice?

- Examples of stage models in D&I science
    - EPIS; Greg Aarons and colleagues, 2011
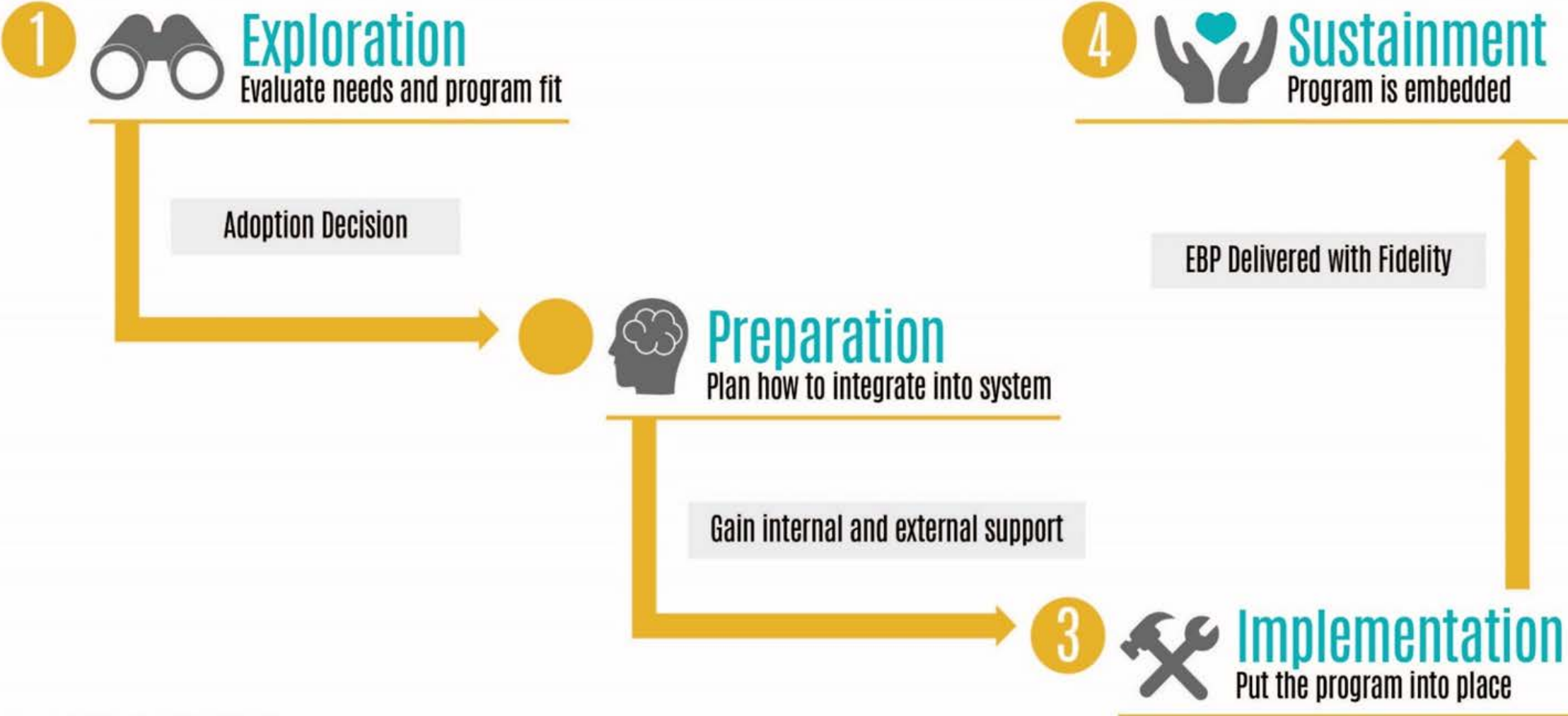   - Stages of Implementation; Dean Fixsen, Karen Blase, and colleagues, 2005

Photo by Suzanne D. Williams on Unsplash

Implementation Stages


EPIS — Exploration, preparation, implementation and sustainment

Substance Abuse and Mental Health Services Administration
SAMHSA

1 Exploration
Evaluate needs and program fit

Adoption Decision

Preparation
Plan how to integrate into system

Gain internal and external support

3 Implementation
Put the program into place

4 Sustainment
Program is embedded

EBP Delivered with Fidelity

Source: Aarons, Hurlburt and Horowitz, 2011

2. Context: Barriers/Facilitators

- Implementation cannot be separated from context
- Barriers/facilitators at 3 levels affect implementation efforts:
  - Individuals
  - Organizations
  - Systems

Systems
(outer settings)

Organizations
(inner settings)

Individuals
(workforce)
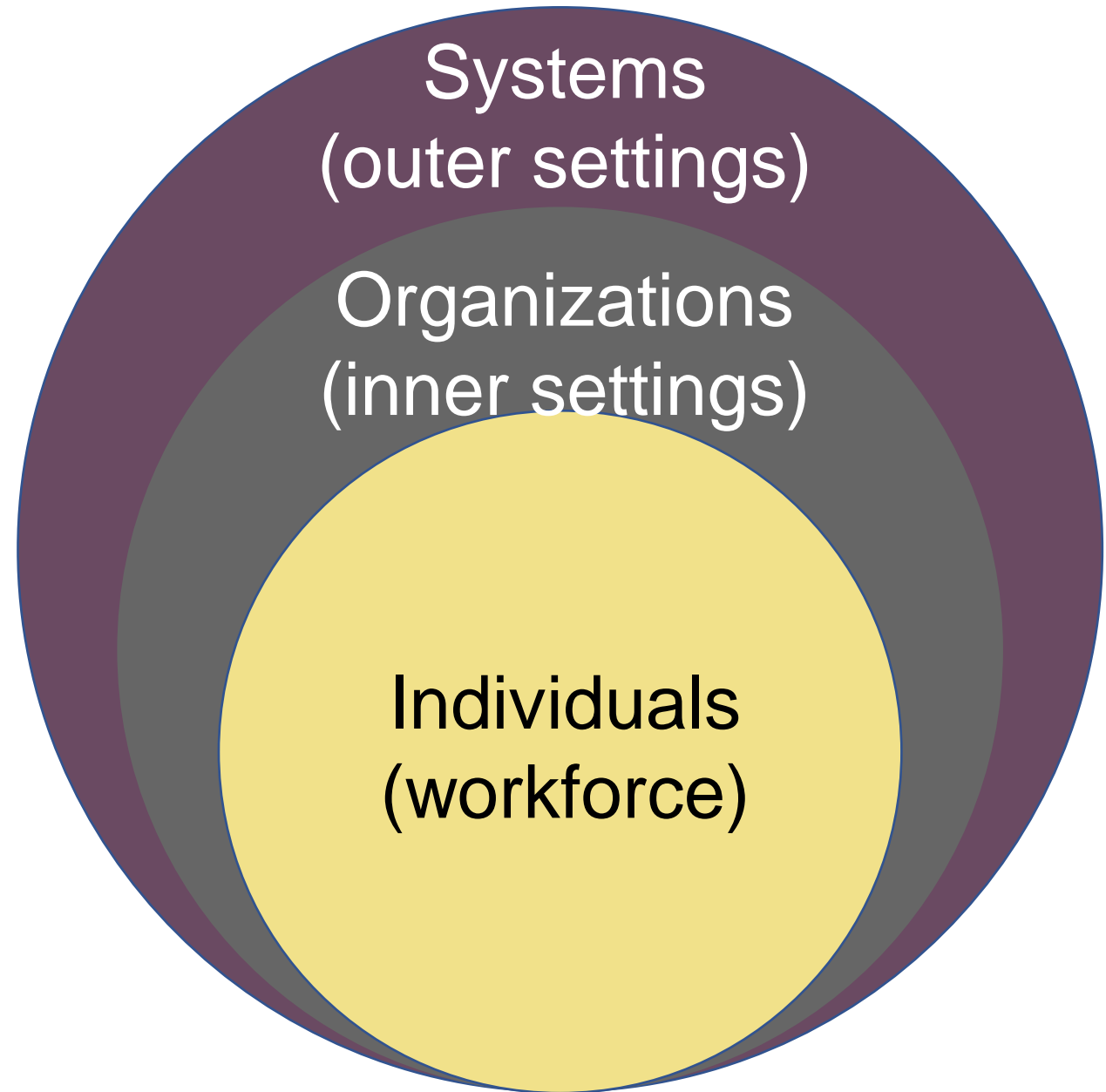
3. Implementation Strategies (TA activities)

- The activities, actions, or causal agents for the installation, scale up, scale out, or sustainment of an evidence-based practice
  - Training and TA "interventions" of an implementation or sustainment endeavor
- How do we choose which strategies to offer for a particular implementation project?
  - Level of TA, stage of implementation, barriers/facilitators

Image from www.gotcredit.com

Implementation Strategies: TTC Networks' Levels of Training and Technical Assistance (TTA)

Cross-Technology Transfer Center (TTC) Workgroup on Virtual Learning, 2021
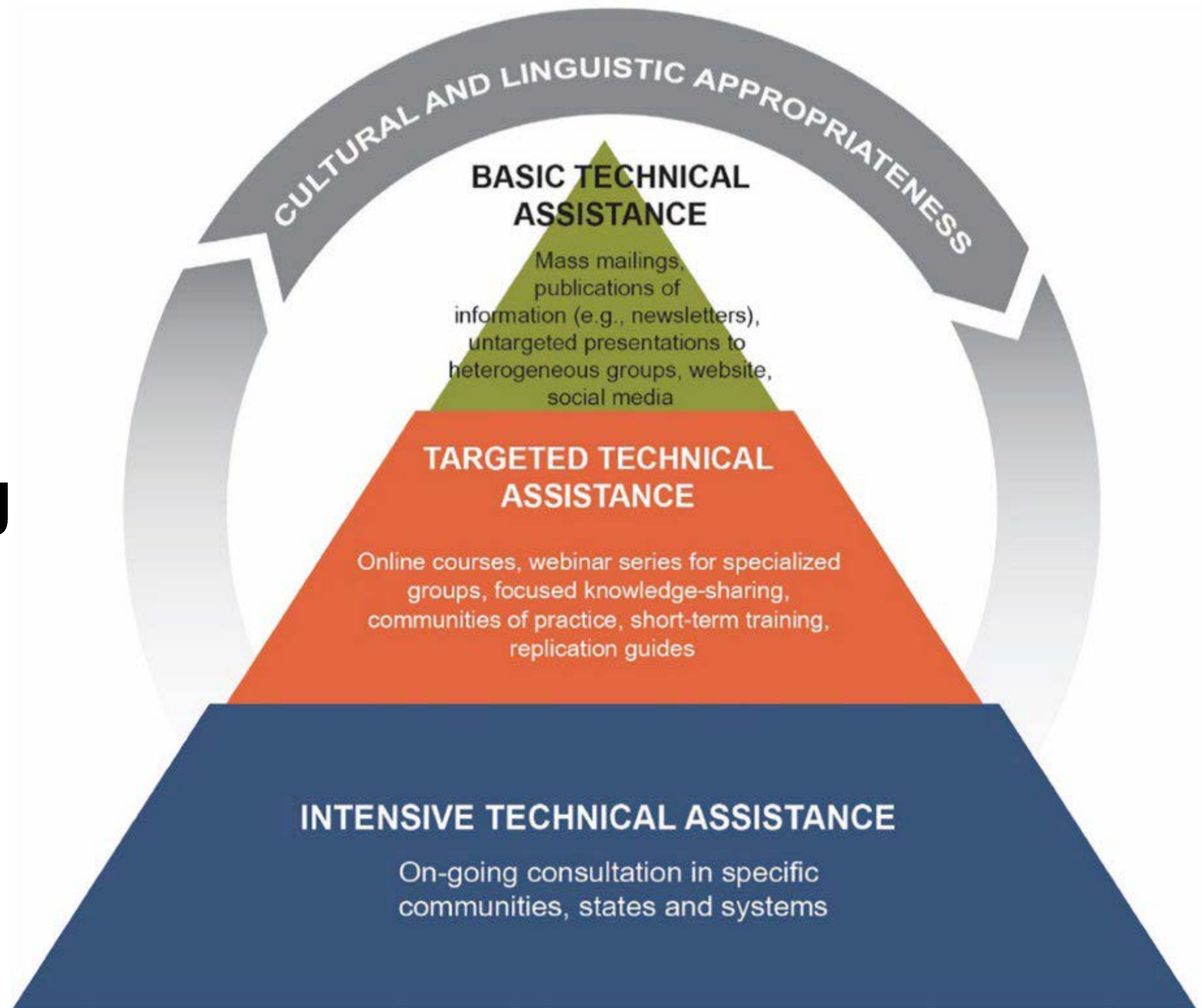
Basic TTA can help increase knowledge

- Basic TTA includes:
  - Mailings, treatment manuals, webinars, fact sheets
  - Conference sessions, short seminars, lectures, webinars
- Goal: Awareness raising, dissemination
- Impact of such strategies is relatively limited:
  - "Passive approaches are generally ineffective and unlikely to result in behavior change" (Grimshaw, 2001)

Targeted training and TA can help support skill development

- Targeted training and technical assistance include:
  - One time trainings, workshops
  - For a targeted audience, but not tailored to individual needs
- Goal: Skill development
- Gains from such strategies tend to be short-term:
  - "Train and hope" doesn't usually work (Stilen, 2013)
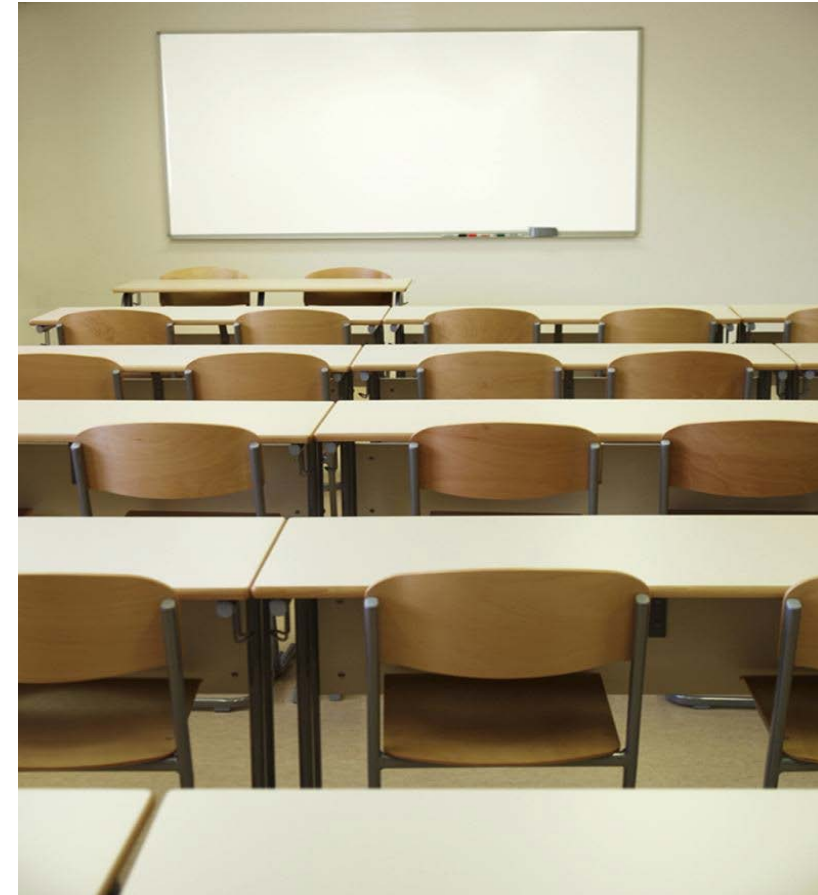
Intensive TTA with ongoing follow-up shows the most promise for practice change

- Intensive TTA includes:
  - Ongoing, customized consultation to specific sites or systems
  - Ongoing coaching/consultation, performance feedback, implementation facilitation, learning collaboratives, Project ECHO
- Goal: Change in practice, implementation
- More intensive, blended strategies may work better for practice change

Photo by Christina @ wocintechchat.com on Unsplash

Follow-up coaching promotes long-term positive impacts on implementation outcomes

Joyce and Showers (2002) study of implementing new education practices in the classroom

TRAINING COMPONENTS	OUTCOMES (% of Participants)		
	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
..+Demonstration in Training	30%	20%	0%
..+ Practice & Feedback in Training	60%	60%	5%
..+ Coaching in Classroom	95%	95%	95%

D&I science increasingly informs our services

- Intensive TA projects should be planned in concert with stakeholders and consider the following:
  - Stage: Determine project's stage; set expectations based on stage and project goals
  - Context: Local/regional barriers/facilitators assessed formally or informally
  - Precision implementation strategies: Decide what TA is provided based on stage, matched to barriers/facilitators, and congruent with project goals

Four MHTTC Intensive TA Projects Grounded in D&I Science

Gotham, H. J., Cummings, J., Dolce, J. N., Druss, B., Gill, K. J., Kopelovich, S. L., Molfenter, T., Olson, J. R., Benson, F., & Chwastiak, L. (2022). *General Hospital Psychiatry, 75*, 1-9.

Implementing Motivational Interviewing in BH Organizations

- Participants:
  - 15 org leaders
  - 26 clinical supervisors
  - 88 service providers
  - 4 BH orgs
- Facilitators/barriers:
  - High level of interest
  - Pandemic – crisis mode
  - Staff turnover

- TTA/Imp Strategies:
  - Education for all
  - MI training
  - Group coaching
  - Fidelity review
  - Training-of-Trainers
- Results:
  - Improved MI skills
  - High training satisfaction
  - Common language across agency

Northeast & Caribbean (HHS Region 2)

MHTTC

Implementing CBTp in Coordinated Specialty Care Teams

- Participants:
  - 9 Coordinated Specialty Care programs for early psychosis
  - Network clinical training director

- Facilitators/barriers:
  - High clinician and stakeholder interest and motivation
  - Multiple roles, other commitments, lack of time for training

- TTA/Imp Strategies:
  - CBTp Org Readiness Tool
  - Multi-day in-person CBTp workshop
  - Consultation calls
  - 1-3 fidelity reviews
  - Training-of-Trainers

- Results:
  - Improved CBTp knowledge & skills
  - Improved attitudes toward psychosis

Northwest (HHS Region 10)
MHTTC

Supporting Organizational Change: Process Improvement to Reduce Virtual Appt No-Shows

- Participants:
  - 11 behavioral health clinics
  - Outpatient MH, some SUD
- Facilitators/barriers:
  - High clinician and stakeholder interest and motivation
  - Patient demand for virtual services
  - Patient access to technology
  - Keeping leadership and staff aligned on project aim
  - Making system changes

- TTA/Imp Strategies:
  - Learning collaborative
    - 4 presentations
    - Group sharing
    - Submitted data 3x
    - Rapid-cycle PDSAs
- Results:
  - Decreased no show rates
  - Use of text reminders
  - Patient choice for in-person or virtual

Great Lakes (HHS Region 5)
MHTTC

Advancing Systems Change: Regional School Mental Health Learning Community

- Participants:
  - 6 state teams
    - BH & Ed leaders
    - 6-12 members per team
- Facilitators/barriers:
  - High priority to advance school mental health services following Parkland, FL school shooting
  - Pandemic – change focus, shift to virtual format

- TTA/Imp Strategies:
  - 9 learning sessions
    - SMART goals
  - Coaching calls with state teams
  - Intensive state-specific training
- Results:
  - 5 state teams reported progress on goals
  - 3 teams achieved at least one goal
  - 1 team achieved all goals

Southeast (HHS Region 4)
MHTTC

Summary of Intensive TA Projects

- Illustrate heavy lift of this work

- Benefits of state/regional focus

- D&I science factors:
    - Readiness assessments
    - Training necessary but not sufficient
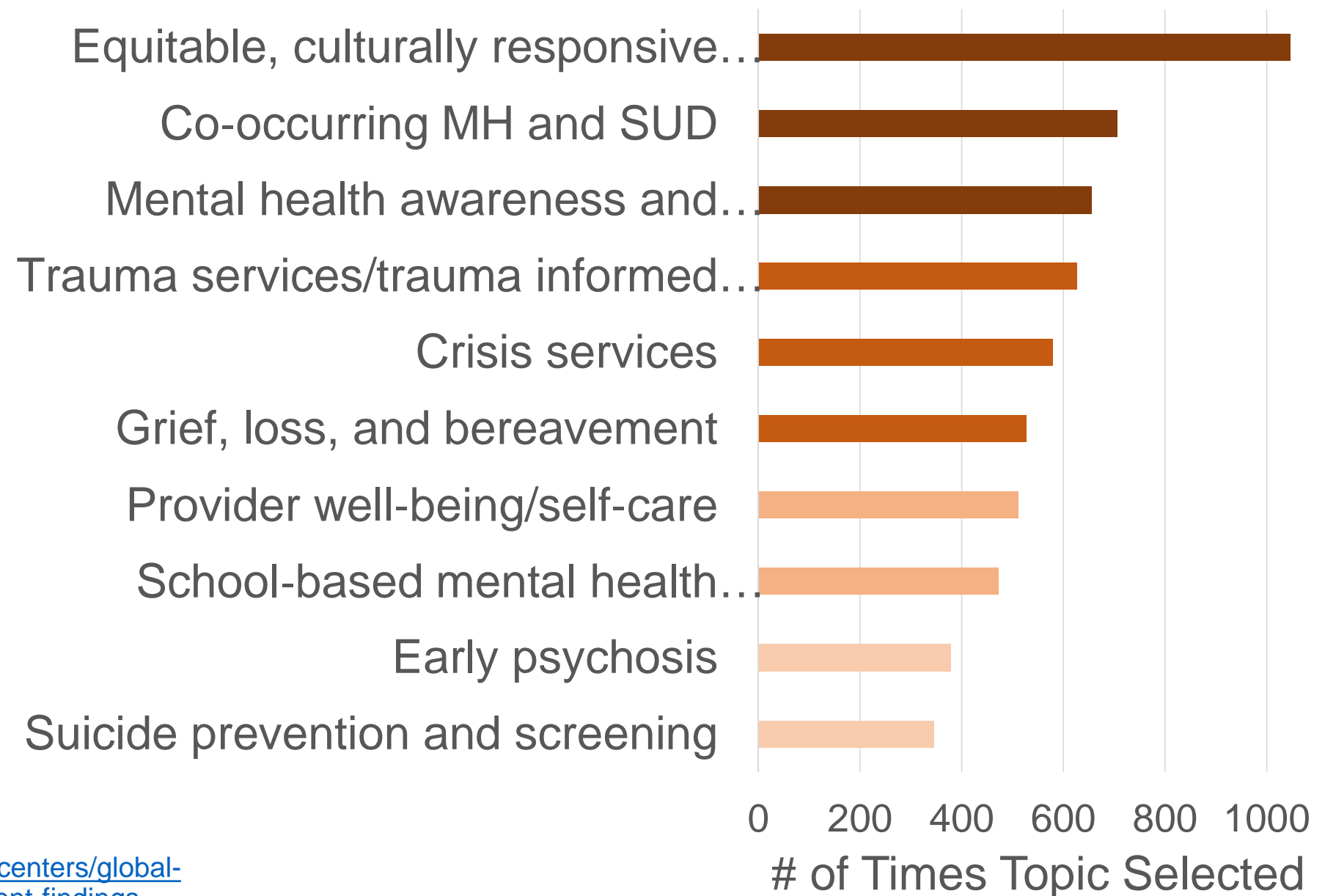   - Adjust content/intensity of TTA

Looking Forward to Year 5

MHTTC 2021 Needs Assessment

- 10 Regional Centers conducted survey

- MHTTCs - increase efforts in these areas, consider national projects

- SAMHSA - develop/increase funding for TTA on these topics; develop services grant programs

See the full report at https://mhttcnetwork.org/centers/global-mhttc/product/2021-mhttc-needs-assessment-findings

Top Technical Assistance Needs (N=2321)

Equitable, culturally responsive…
Co-occurring MH and SUD
Mental health awareness and…
Trauma services/trauma informed…
Crisis services
Grief, loss, and bereavement
Provider well-being/self-care
School-based mental health…
Early psychosis
Suicide prevention and screening

0   200   400   600   800   1000

# of Times Topic Selected

Year 5 School Mental Health Initiative

Goal 1: Continue providing TTA on the implementation and delivery of mental health services in schools and school systems to the field and Project AWARE grantees

Goal 2: Provide TTA across modalities on topics including: EBPs; needs assessments & strategic planning; trauma-informed organizations; school staff wellness; staff retention & shortages; collaboration between school and community; inclusion of student voice; impact of COVID; screening and referral pathways


Goal 3: Work acoss the Network to develop and implement a coordinated and integrated approach for TTA related to school violence. NCO: develop a white paper on the use of behavioral threat assessment teams and their intersection with youth mental health

Classroom WISE: Well-being Information and Strategies for Educators

A FREE 3-part training package for K-12 educators and school personnel on mental health literacy

- Evidence-based strategies to promote and support student MH
- 5-hour, self-paced online course
  - Over 13,000 enrollments, over 10,000 completions
- MHTTCs provide implementation support to schools and districts
- States (MD, NC, OR) have incorporated Classroom WISE into required professional development

Classroom
WISE
Well-Being Information and
Strategies for Educators

Online Course

Video Library +
Resource Collection

Website
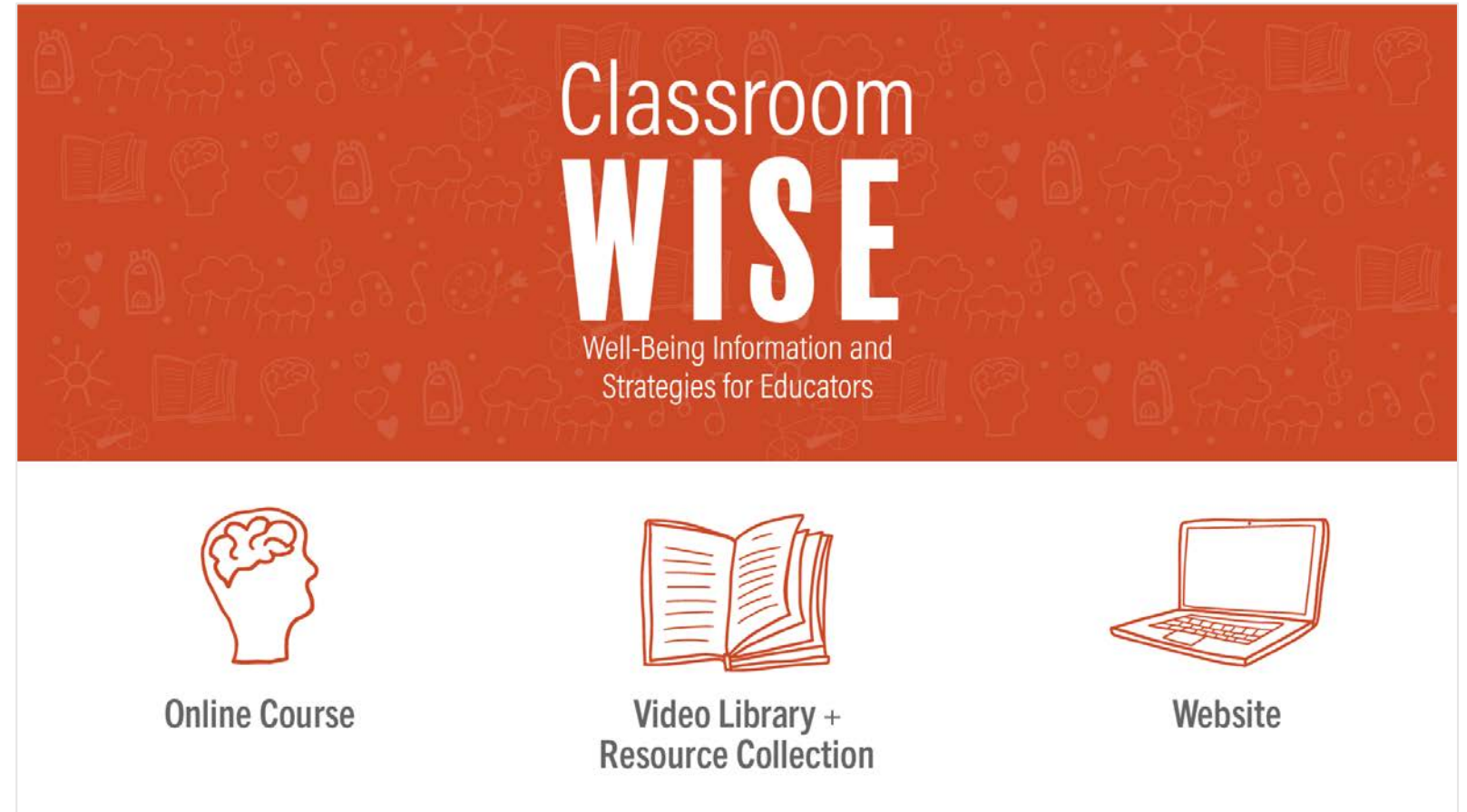
Available at www.classroomwise.org

Cultural Inclusiveness and Equity WISE

- **Just launched!**
- A companion course to Classroom WISE
- Understand how inequities in education impact student mental health and how implicit bias influences our perceptions and responses.
- Learn culturally inclusive classroom strategies to support student mental health
- Visit www.classroomwise.org/companion-course to learn more!

NCSMH
NATIONAL CENTER FOR
SCHOOL MENTAL HEALTH

USING EVIDENCE-BASED TOOLS TO IMPROVE CLINICAL CARE OF EARLY PSYCHOSIS CLIENTS

- May 2021, live session with 342 attendees
- For _providers_ who support individuals in coordinated specialty care clinics
- Introduced Core Assessment Battery (CAB)
- How these measures enhance clinical interactions with clients
- Recording and materials available via QR code and our website

COMING IN SEPTEMBER

WEBCAB: A NEW ONLINE OUTCOMES MONITORING TOOL FOR STATES AND AGENCY ADMINISTRATORS WORKING WITH EARLY PSYCHOSIS CLINICS

- _For State staff and agency administrators_
- Introduce CAB and WEBCAB
- State example of CAB implementation
- Stay up to date on this event by visiting our website

mhttcnetwork.org

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- *MHTTC Pathways*
  - Monthly eNewsletter

THANK YOU!

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