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# Overview of Evidence-Based Practices and Treatments

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# Overview of Presentation

- Goals
- Definition of terms
  - Understand EBP & related terms
- History: moving from macro to micro
  - Federal
  - State
  - Local (SCCMHA)
- Roles & responsibilities of consumers & providers
- Recovery & person-centered planning



# Goals of Presentation

- Understanding what EBPs are
- Understanding why we are implementing EBPs
  - Understanding reasons why EBPs are of value
- Understanding the status of EBP implementation at SCCMHA
- Understanding the basics of adapting EBPs



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## What is an EBP?

A clinical intervention that has a strongly rooted scientific foundation and produces consistent results in assisting consumers to achieve their desired goals or outcomes.



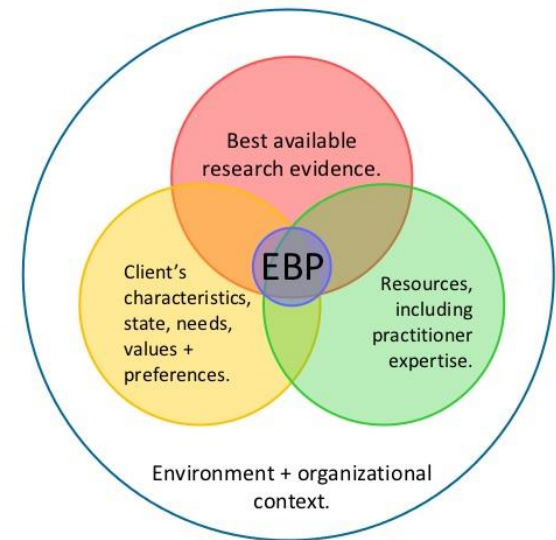
# Other Definitions

- **Evidence-Based Practice** – The overall idea that we practice in an evidence-based way, understanding the importance of scientific research and producing consistent overall positive outcomes
  - Clinical
  - Service delivery (admin.)
- **Evidence-Based Treatment** – A specific treatment that is rooted in scientific evidence and produces specific proven results (Often referred to as Evidence-Based Practice)
- **Best Practice** – The best clinical or administrative practice or approach currently, given the situation, consumer's/family's needs & desires, evidence about what works for this situation/need/desire, & available resources
  - Best practice ≠ EBP
- **Promising Practice** – Considerable evidence or expert opinion; shows potential for + results &/or significant evidence or expert consensus
- **Emerging Practice** – New innovation but lacks broad consensus support & scientific evidence; innovative practice that deals with specific needs, but not supported by the strongest scientific evidence

# Components of EBPs

- Highest level of scientific evidence
- Clinical expertise of the practitioner-your thoughts and ideas and creativity matter!
- Choices, values, & goals of consumer

EBP





# Why focus on EBPs?

- Ethical responsibility to provide best possible care
- Commitment to quality
- Consumers' right to choose most effective services
- Positive consumer outcomes
- Model of service for clinicians
- Accountability for outcomes and dollars spent
- Allocation of scarce resources – doing more with less
- Do no harm
- Support recovery & resiliency
- Trauma-informed





# Defining “What Works”

- What works can mean:
  - Reducing symptoms or increasing function
  - Getting a job, staying in school, having a friend, or getting to live where you want
  - Staying out of the hospital or out of trouble with the law
- Based on the individual's perspective
  - Start with a shared definition
  - Start with the person, not the dx
  - Start where the person is – stage of treatment for each problem







# What to Look For

- At least 2 Randomized Control Trials (RCTs) with at least 30 participants
  - Independent replication
- Published in peer-reviewed journals-more than one and ones without bias
- High quality meta-analyses, systematic reviews of RCTs
- Demonstrated sustained effectiveness in everyday practice settings
- Theory – explains why the practice works
- Manualized – not all but most EBT's have manuals
- Fidelity measurement tool



# Weighing the Evidence

1. Controlled clinical trials with random assignment of individuals from similar groups to the experimental care or routine care
  - Randomized Control Trials (RCT) = gold standard
  - Replicated in routine settings
2. Scientific controlled studies unproven outside of the controlled environment
  - i.e. at clinics in real life settings with real life non-collegiate practitioners





# Weighing the Evidence

## 3. Evaluations and demonstrations

- Compare the “before” and “after”

## 4. Expert consensus

## 5. Case studies

- Individual anecdotal stories/experiences about practice in general, or those based upon treatment approaches by an individual practitioner or for a particular individual





# Federal History



- Surgeon General Report on MH (1999)
- IOM - Crossing the Quality Chasm (2001)
- President's New Freedom Commission on MH (2003)
- IOM – Crossing the Quality Chasm: Improving MH/SUD Care (2005)
- SAMHSA EBP Toolkits & National Registry of Evidence-based Programs and Practices (NREPP) (former, until 2016)
- SAMHSA Evidence-Based Practices Resource Center (present)



# State History

- Michigan Mental Health Commission Final Report (2004)
- Closing the Quality Gap in Michigan — Prescription for Health Care 2004 (Flynn Foundation, Michigan)
- MDCH Evidence-Based Practice Steering Committee (2005)
- [improvingMIpractices.org](http://improvingMIpractices.org) (2013)
- State of Michigan Mental Health and Wellness Commission Report (2013, 2020)



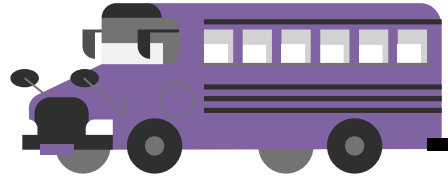
# SCCMHA

- 2004: Start
  - EBP research and guides
- 2005: System Transformation & Culture Shift
  - Moving from practitioner-based to practice-based system
- 2006: Initiation of EBP training
- 2014-2015: EBP Coordinator, EBP Leadership Team
  - Privileging
  - System-wide fidelity reviews
  - Training and consultation
- 2016-2018: Implementing new EBPs, data collection/quality control
- 2019 and beyond: Focusing on continually improving quality and outcome processes and addressing CCBHC EBP needs





# Transporting EBPs to Everyday Practice Settings



- Takes about 10 years for system transformation
- Activities:
  - Change Management
  - Improving Practices Oversight (state & local)
  - \$\$: Block Grants – Beginning Implementation FY 2005-2006
  - National experts/purveyors for local & statewide training
  - Contractual requirements for all Michigan PIHPs
  - Training for staff and administrators
  - Ongoing fidelity monitoring to prevent drift



# Cautions

- Evidence-based practices are not available for all needs and problems
- Even when evidence-based practices are available, they do not always produce the same outcomes for all consumers
- Just because something says it is researched does not mean it is an EBP
- EBPs can take a long time from creation of a research question to published results
  - From the time of conception to the time of roll out it can take up to 10 years
  - An EBP must go through all the steps and research before being considered an EBP







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# Video



## **“Evidence-based” Treatment: What Does It Mean?**



National Center for  
**PTSD**  
POSTTRAUMATIC STRESS DISORDER

VA

0:01 / 2:43





# Implementing EBPs at SCCMHA

- The implementation & supervision of specific practices takes time and much consideration
- Consideration of cost vs. need-penetration rates, overall system need
  - Training cost
  - Turn over
  - Sustainability
- EBP Leadership team
  - EBP oversight
  - Consultation to EBP/TIC Coordinator
  - Evaluating & approving additional EBPs
- Privileging
- Fidelity reviews





## Considerations made when implementing a new EBP

- Is the practice an actual EBP?
  - Check national registries:
    - [Blueprintsprogram.com](http://Blueprintsprogram.com)
    - [www.centerforebp.case.edu](http://www.centerforebp.case.edu)
  - Evaluate the research
- Feasibility:
  - Cost-of implementation and training and ongoing fidelity reviews/certifications etc.
  - Population needs
  - Penetration rates
  - Team Capacity/workloads/time
- Sustainability
  - Is the practice sustainable –staff training needs, cost, benefits etc.

# Challenges

- Resource intensive
- Coordination/integration of multiple practices
- System change/organizational structure
- Attitudes & beliefs/buy-in
  - Changing from doing what is comfortable or familiar
- Training
- Appropriate documentation
- Sustainability
  - Fidelity vs. drift





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# The Knowledge Gap



- There is a significant gap between the knowledge base of effective interventions and what is practiced in everyday settings
- **Knowledge Gap = Need for Fidelity**





# Fidelity

- Adherence to the key elements of an EBP
  - Changing or modifying EBPs can change the researched results
- Critical to achieving + results
  - The quality of implementation strongly influences outcomes
- Replication/transportability
- Manualized
- Prevent drift





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# SAMHSA Toolkits

- Illness Management & Recovery (M&R)
- Supported Employment/IPS (SE)
- Family Psychoeducation (FPE)
- **Assertive Community Treatment (ACT)**
- **Integrated Dual Disorders Treatment (IDDT)**
- Dual Diagnosis Capability in Mental Health Treatment (DDCMHT)
- **Permanent Supportive Housing (PSH)**
- Interventions for Disruptive Behavior Disorders (IDBD)
- Treatment of Depression in Older Adults
- Preventing Suicide in High Schools
- Promoting Emotional Health and Preventing Suicide in Senior Living Communities
- Smoking Cessation for Persons with MI
- Supported Education (SEd)
- MedTEAM (Medication, Treatment, Evaluation, and Management)



# Example from ACT

| Organizational boundaries |   |  |   |  |  |  |
|---------------------------|---|--|---|--|--|--|
| Criterion                 |   | Ratings / Anchors  |   |  |  |  |
|                           |   | 1  | 2   | 3  | 4  | 5  |
| 01                        | <b>Explicit admission criteria:</b><br><br>Has clearly identified mission to serve a particular population.<br>Has and uses measurable and operationally defined criteria to screen out inappropriate referrals.                                | Has no set criteria and takes all types of cases as determined outside the program | Has a generally defined mission but admission process dominated by organizational convenience | Tries to seek and select a defined set of consumers but accepts most referrals | Typically actively seeks and screens referrals carefully but occasionally bows to organizational pressure            | Actively recruits a defined population and all cases comply with explicit admission criteria |
| 02                        | <b>Intake rate:</b><br><br>Takes consumers in at a low rate to maintain a stable service environment  | Highest monthly intake rate in the last 6 months = greater than 15 consumers/month | 13–15   | 10–12  | 7–9  | Highest monthly intake rate in the last 6 months no greater than 6 consumers/month           |
| 03                        | <b>Full responsibility for treatment services:</b><br><br>In addition to case management, directly provides psychiatric services, counseling/ psychotherapy, housing support, substance abuse treatment, employment and rehabilitative services | Provides no more than case management services                                     | Provides 1 of 5 additional services and refers externally for others                          | Provides 2 of 5 additional services and refers externally for others           | Provides 3 or 4 of 5 additional services and refers externally for others  | Provides all 5 services to consumers   |
| 04                        | <b>Responsibility for crisis services:</b><br><br>Has 24-hour responsibility for covering psychiatric crises  | Has no responsibility for handling crises after hours                              | Emergency service has program-generated protocol for program consumers                        | Is available by phone, mostly in consulting role                               | Provides emergency service backup; e.g., program is called, makes decision about need for direct program involvement | Provides 24-hour coverage  |

*This  
snapshot is  
not the  
complete  
instrument.*





# Global Organizational Index Scale

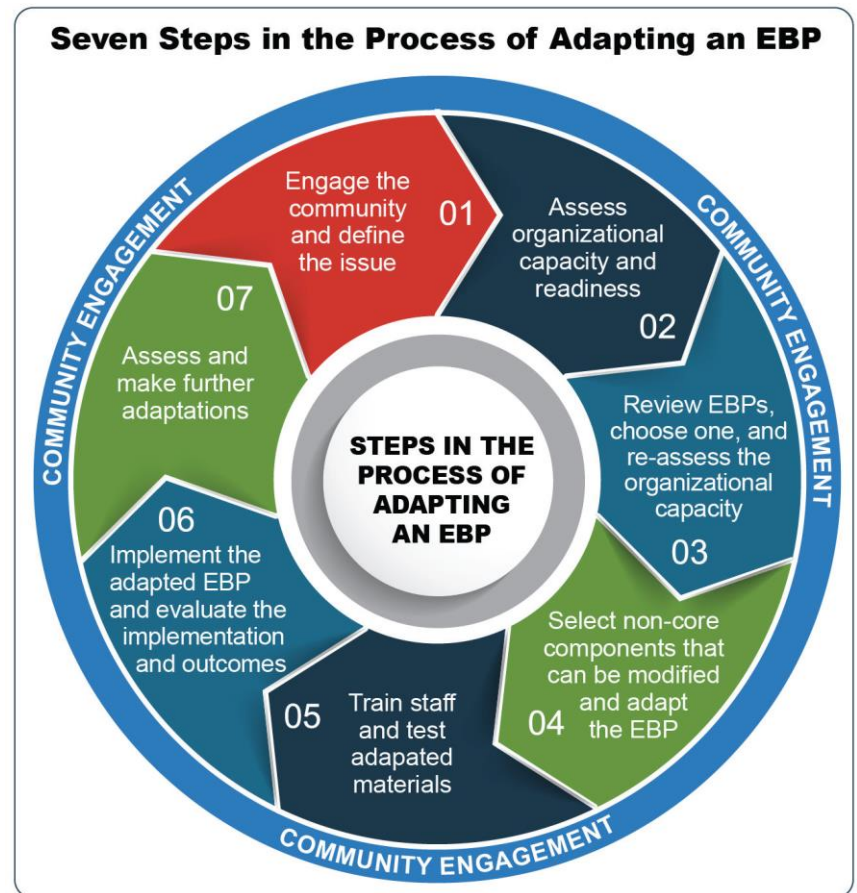
|  | 1  | 2  | 3   | 4   | 5   |
|--|--|--|---|---|---|
| <b>G4. Assessment.</b> Full standardized assessment of all clients who receive EBP services. Assessment includes history and treatment of medical / psychiatric / substance use disorders, current stages of all existing disorders, vocational history, and existing support network, and evaluation of biopsychosocial risk factors. | Assessments are completely absent or completely non-standardized   | Pervasive deficiencies in two of the following: Standardization, Quality of assessments, Timelines, Comprehensiveness                                  | Pervasive deficiencies in one of the following: Standardization, Quality of assessments, Timelines, Comprehensiveness   | 61%-80% of clients receive standardized, high quality assessments at least annually OR Information is deficient for one or two assessment domains   | >80% of clients receive standardized, high quality assessments, the information is comprehensive across all assessment domains, and updated at least annually               |
| <b>G5. Individualized Treatment Plan.</b> For all EBP clients, there is an explicit, individualized treatment plan <i>related to the EBP</i> that is consistent with assessment and updated every 3 months.  | =20% of clients served by EBP have an explicit individualized treatment plan, <i>related to the EBP</i> , updated every 3 months | 21%-40% of clients served by EBP have an explicit individualized treatment plan, <i>related to the EBP</i> , updated every 3 months                    | 41%-60% of clients served by EBP have an explicit individualized treatment plan, <i>related to the EBP</i> , updated every 3 months.<br>OR<br>Individualized treatment plans updated every 6 months for all clients | 61%-80% of clients served by EBP have an explicit individualized treatment plan, <i>related to the EBP</i> , updated every 3 months                 | >80% of clients served by EBP have an explicit individualized treatment plan, <i>related to the EBP</i> , updated every 3 months  |
| <b>G6. Individualized Treatment.</b> All EBP clients receive individualized treatment meeting the goals of the EBP.  | =20% of clients served by EBP receive individualized services meeting the goals of the EBP                                       | 21%-40% of clients served by EBP receive individualized services meeting the goals of the EBP  | 41%-60% of clients served by EBP receive individualized services meeting the goals of the EBP   | 61%-80% of clients served by EBP receive individualized services meeting the goals of the EBP   | >80% of clients served by EBP receive individualized services meeting the goals of the EBP  |
| <b>G7. Training.</b> All new practitioners receive standardized training in the EBP (at least a 2-day workshop or its equivalent) <i>within 2 months of hiring</i> . Existing practitioners receive annual refresher training (at least 1-day workshop or its equivalent)  | =20% of practitioners receive standardized training annually   | 21%-40% of practitioners receive standardized training annually  | 41%-60% of practitioners receive standardized training annually   | 61%-80% of practitioners receive standardized training annually   | >80% of practitioners receive standardized training annually  |
| <b>G8. Supervision.</b> EBP practitioners receive structured, weekly supervision (group or individual format) from a practitioner experienced in the particular EBP. The supervision should be client-centered and explicitly address the EBP model and its application of <i>specific client situations</i> .                         | =20% of practitioners receive supervision  | 21%-40% of practitioners receive weekly structured client-centered supervision<br>OR<br>All EBP practitioners receive supervision on an informal basis | 41%-60% of practitioners receive weekly structured client-centered supervision<br>OR<br>All EBP practitioners receive supervision monthly   | 61%-80% of EBP practitioners receive weekly structured client-centered supervision<br>OR<br>All EBP practitioners receive supervision twice a month | >80% of EBP practitioners receive structured weekly supervision, focusing on specific clients, in sessions that <i>explicitly address the EBP model and its application</i> |

*This snapshot is not the complete instrument.*



# Adapting EBPs for Under-Resourced Populations

- Adapting evidence-based practices (EBPs) to the cultural, social, gender, age, and other socio-demographic contexts of individuals served yields positive outcomes
- Adaptation of an EBP involves making changes to better fit the needs of the population being served without negatively removing or changing core elements.
- Communities and individuals benefit when they receive behavioral health services that are clinically proven effective, equitable, and culturally appropriate.





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# SCCMHA EBP Organizational Integration

**SCCMHA Quality Governance Council**

**EBP Leadership Team**

**Recovery**

**Dialectical  
Behavioral  
Therapy  
Program  
(DBT)**

**Co-  
Occurring  
Disorders  
(COD/IDDT)**

**Trauma  
Recovery  
Empowerment  
Model  
(TREM)**

**Assertive  
Community  
Treatment  
Program  
(ACT)**

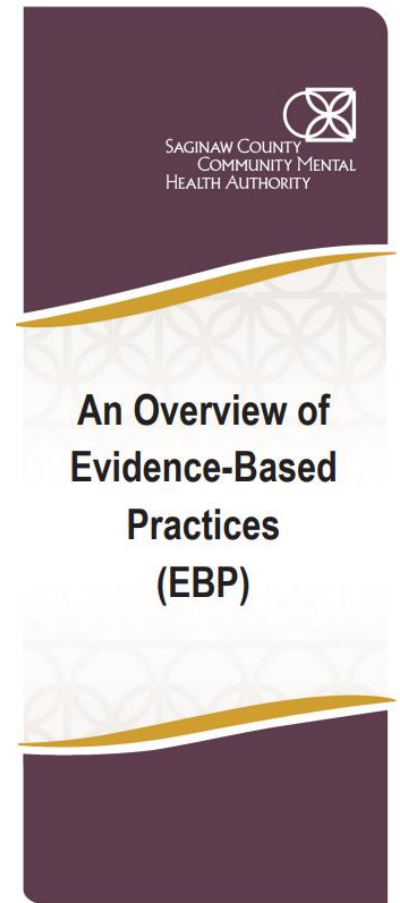
**Peer  
Support  
Services  
(PSS)**

**Other  
Evidence  
Based  
Practices**

# SCCMHA EBPs/EBTS

- Please refer to the SCCMHA website to see information about EBPs.
- Not all the EBPs listed are always offered.
- Each listed EBP has a printable brochure and a website link for more information.

[Evidence-Based Practices | SCCMHA](#)





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# Capturing EBP Use In SENTRI II

For this encounter, did you use an Evidence Based Practice (EBP) to fidelity that is included in the drop-down menu below? (Please do not select "Yes" if you have not met the necessary requirements, i.e. been privileged, to be a provider of the EBP.)

☐ Yes ☒ No

For this encounter, did you use an Evidence Based Practice (EBP) to fidelity that is included in the drop-down menu below? (Please do not select "Yes" if you have not met the necessary requirements, i.e. been privileged, to be a provider of the EBP.)

☒ Yes ☐ No

The contact documented by this note involved the following evidence based practice(s)

[Show / Hide EBP Descriptions](#)

[+ Add Evidence Based Practice](#)

Evidence Based Practice

\* Select Value

Answer this question, "yes" or "no" . IF "no" there is nothing else you need to do related to EBPs.

To view the drop-down menu, you can select "yes" (see instructions below) and change it back to "no" if "no" is the appropriate response for this contact.



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# Capturing EBP Use In SENTRI II

\* Select Value

- \* Select Value
- Assertive Community Treatment
- Auricular Acupuncture
- CBT For Hoarding
- Child-Parent Psychotherapy
- Cognitive Behavior Therapy (CBT)
- Competitive Int. Employment
- COORD
- DBT-A
- Dialectical Behavior Therapy
- EMDR
- Family Psychoeducation
- IDDT
- IFSS
- MGMT
- Mindfulness/meditation
- Mobile Response & Stabilization
- Parent Support Partners
- Parenting through Change
- Peer Support Services

If your answer is “yes”, please choose “Add Evidence Based Practice” and select the appropriate practice from the drop-down menu, “Select Value”.

Are you not sure if your answer should be “yes” or “no”?

See next slide.



# Capturing EBP Use In SENTRI II



[Show / Hide EBP Descriptions](#)

|                                  |  |
|----------------------------------|--|
| <b>EBP Descriptions</b>          |  |
| Assertive Community Treatment    | Must be member of the ACT Team.  |
| Auricular Acupuncture            | Must be certified in Auricular Acupuncture (NADA Protocol) or in the process of working toward certification   |
| CBT For Hoarding                 | For use only by mental health clinicians who are treating consumers with hoarding disorder using CBT for Hoarding.   |
| Child-Parent Psychotherapy       | Must be Master's level and have completed the appropriate, specific CPP training to use or currently in a training cohort; For ages 0-5.   |
| Cognitive Behavior Therapy (CBT) | Cognitive Behavior Therapy (CBT). May be selected by a master's level clinician who has been privileged in CBT and is providing CBT in an individual or group psychotherapy session. |
| Competitive Int. Employment      |  |
| COORD                            | Health Home Use Only   |
| DBT-A                            | Must be Master's level and have completed the appropriate DBT training to use; Youth population.   |
| Dialectical Behavior Therapy     | Must be Master's level and have completed the appropriate DBT training to use; Adult population.   |
| EMDR                             | Must be Master's or PhD level mental health professional who has successfully completed EMDR Basic Training  |
| Family Psychoeducation           | Specific to Family Psychoeducation program, requires clinician to have completed FPE training, not for general use.  |
| IDDT                             | Must be addressing substance use with an individual with a co-occurring disorder diagnosis   |
| IFSS                             | Health Home Use Only   |
| MGMT                             | Health Home Use Only   |

[Show / Hide EBP Descriptions](#)

[+ Add Evidence Based Practice](#)

**Evidence Based Practice**

\* Select Value  

If you are not sure if you should answer “yes” or “no”, please click “Show/Hide EBP Description” for more information to help you decide.



# EBPs promote Recovery







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## Recovery – definition

*Recovery from mental and/or substance use disorders is a process of change through which individuals improve their health and wellness, live a self-directed life, and strive to reach their full potential.*



# Recovery

- An individual process directed by the individual rather than by practitioners or others
- The desired outcome of treatment or services
- Very individualistic
- Choice and control are central
- Hope for a fulfilling life is critical

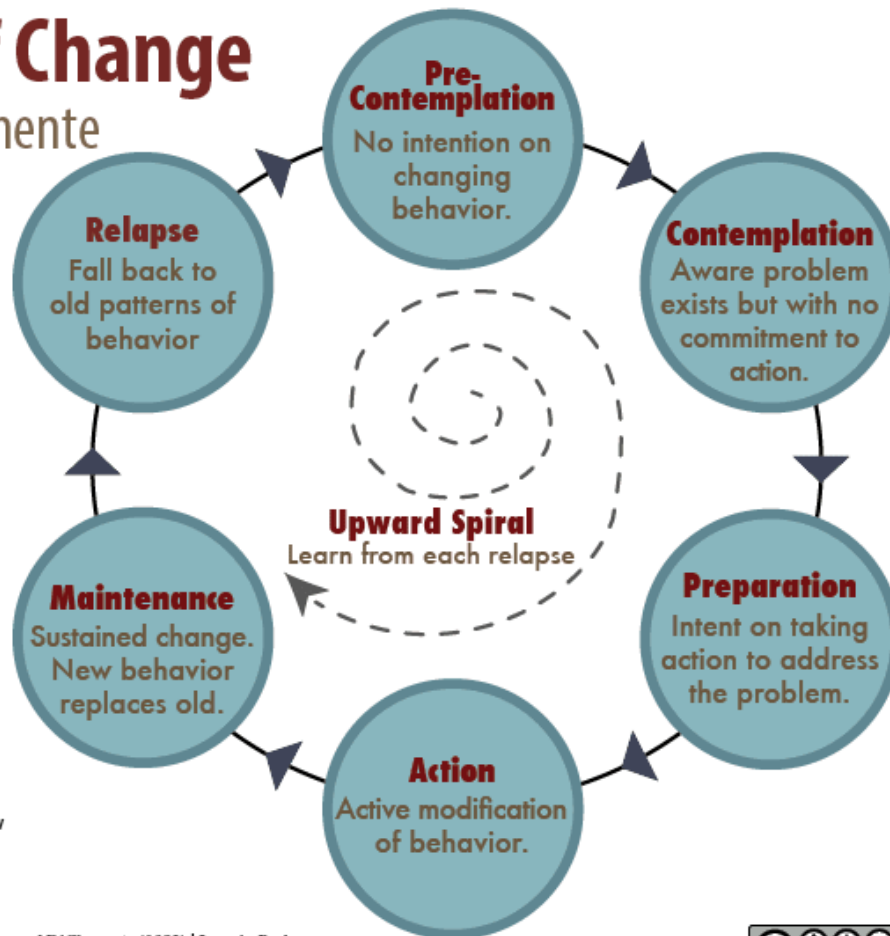


# Stages of Change

## The Cycle of Change

Prochaska & DiClemente

- **Precontemplation:** A logical starting point for the model, where there is no intention of changing behavior; the person may be unaware that a problem exists
- **Contemplation:** The person becomes aware that there is a problem, but has made no commitment to change
- **Preparation:** The person is intent on taking action to correct the problem; usually requires buy-in from the client (i.e. the client is convinced that the change is good) and increased self-efficacy (i.e. the client believes s/he can make change)
- **Action:** The person is in active modification of behavior
- **Maintenance:** Sustained change occurs and new behavior(s) replaces old ones. Per this model, this stage is also transitional
- **Relapse:** The person falls back into old patterns of behavior
- **Upward Spiral:** Each time a person goes through the cycle, they learn from each relapse and (hopefully) grow stronger so that relapse is shorter or less devastating.



The Cycle of Change  
Adapted from a work by Prochaska and DiClemente (1983) | Ignacio Pacheco  
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Permissions beyond the scope of this license may be available at [socialworktech.com/about](https://socialworktech.com/about)





# Stage of Change - MI Techniques

|  |   |
|--|---|
| Precontemplation<br>Denial/lack of recognition | Engagement<br>Self-assessment   |
| Contemplation<br>Ambivalence                   | Benefits & Consequences Analysis<br>Tip the balance: –s outweigh +s of changing |
| Preparation/Action<br>Commitment to change     | Menu of options<br>This is where you give EBT's                                 |
| Maintenance<br>Solidifying change              | Support/reinforce progress<br>Trigger analysis                                  |
| Relapse<br>Learn from slips                    | Opportunity to learn<br>Fine-tune plan  |



## 4 major Dimensions that support a life in recovery

- 1. Health:** Overcoming or managing one's disease(s) or symptoms — for example, abstaining from use of alcohol, illicit drugs, and non-prescribed medications if one has an addiction problem—and for everyone in recovery, making informed, healthy choices that support physical and emotional wellbeing.
- 2. Home:** A stable and safe place to live.
- 3. Purpose:** Meaningful daily activities, such as a job, school, volunteerism, family caretaking, or creative endeavors, and the independence, income and resources to participate in society.
- 4. Community:** Relationships and social networks that provide support, friendship, love, and hope.



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# Guiding Principles of Recovery

- Recovery emerges from hope
- Recovery is person-driven
- Recovery occurs via many pathways
- Recovery is holistic
- Recovery is supported by peers and allies
- Recovery is supported through relationship and social networks
- Recovery is culturally-based and influenced
- Recovery is supported by addressing trauma
- Recovery involves individual, family, and community strengths and responsibility
- Recovery is based on respect

# Relationship Skills

- Genuine warmth
- Empathy
- Honesty
- Enthusiasm
- Collaboration/Partnership





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# Rapport is Critical

- The personal characteristics of the practitioner and strength of the therapeutic relationship have been found to be critical to the outcomes of psychosocial therapies
- The relationship accounts for 30% of improvement







# Remember

- Think evidence-based
  - Is what I am doing evidence-based?
  - Am I collaborating with the consumer in a true partnership?
  - Am I showing cultural humility?
  - Does the consumer's IPOS reflect use of EBPs?
- Advocate for consumers' access to EBPs



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# Want More Information?

- SCCMHA Website (Resources section)
- SCCMHA Website, staff section
- G-drive/Teams
- Practice Champions
- National Implementation Research Network (NIRN)





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# Questions, Comments, Feedback



Feel free to unmute to  
ask questions or  
comment or you may do  
so in the chat box.

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## **Main Facility**

500 Hancock, Saginaw, Michigan 48602

Phone: (989) 797-3400

Toll Free: 1-800-258-8678

Michigan Relay 711

## **24 Hour Mental Health Emergency Services**

(989) 792-9732

Toll Free: 1-800-233-0022

[www.sccmha.org](http://www.sccmha.org)

