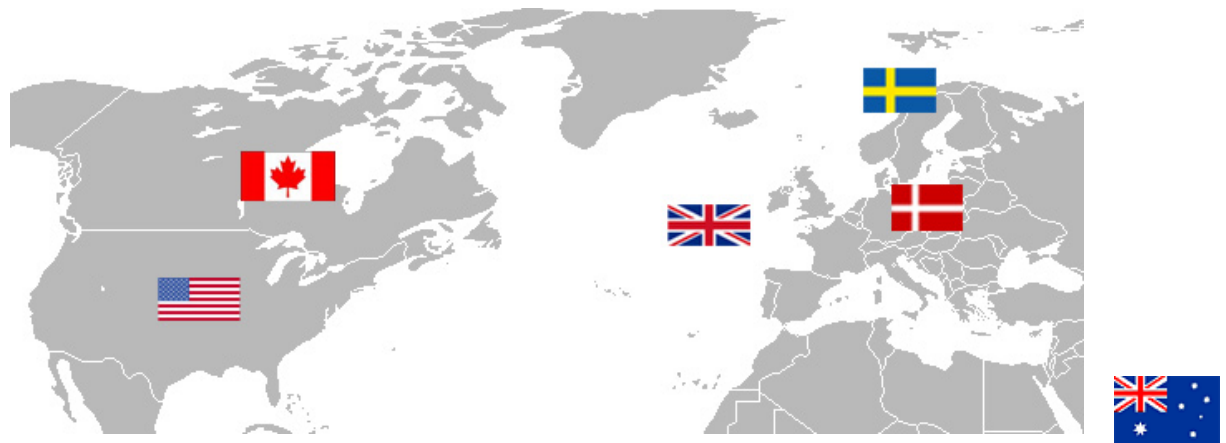


Evidence into Practice: An International Perspective



Child and Youth
Mental Health Information Network
www.cymhin.ca

CMHO Conference, Toronto, November 2008



Child and Youth Mental Health Information Network Partners



www.eMentalHealth.ca
Your Online Mental Health Resource



www.eSantéMentale.ca
Ressource de santé mentale en ligne



Children's Mental Health Ontario
Santé Mentale pour Enfants Ontario



The Provincial Centre of Excellence for Child and Youth Mental Health at CHEO
Le Centre d'excellence provincial au CHEO en santé mentale des enfants et ados

Child and Youth Mental Health Information Network Presenters

- **Don Buchanan,**
Offord Centre for Child Studies
- **Dr. Michael Cheng,**
eMentalHealth.ca
- **Joanne Johnston,**
Children's Mental Health Ontario
- **Dr. Ian Manion,**
Provincial Centre of Excellence for Child and Youth Mental Health at CHEO
- **Dr. Kathy Short**
Evidence-Based Education and Services Team, HWDSB



(aka Team Canada 1)

The Problem

- Mental health problems are massive burdens
- Families desperately need information....



But where do you go for reliable information?



Solution... the Child/Youth Mental Health Information Network (CYMHIN)!

Mission:

- Create + disseminate high-quality, evidence-based information about child and youth mental health for children, youth, families, professionals

Vision:

- High-quality information about child and youth mental health problems is available to everyone

Values:

- **Empowerment:** 'Knowledge is power'
- **Engagement:** 'Nothing for us without us'

Network Features

- Focus on empirically-supported, relevant information to support decisions at the organization, practitioner, and family level
- Use of technology and innovative methods to promote knowledge exchange
- Integrated, multi-organization approach
- Cross-sectoral membership
- National reach
- Expanding to include new Canadian members with expertise in knowledge exchange





Status of EIP in Ontario

A Brief Overview

Status of EIP in Ontario

- Mental Health Commission of Canada identified children and youth as a focal population, and knowledge exchange as a key activity
- Ministry of Children and Youth Services' policy framework (A Shared Responsibility) to be implemented
- Provincial Centre of Excellence for Child and Youth Mental Health at CHEO established
 - promoting integration of research & practice through innovation, partnership, and a commitment to knowledge exchange

Progress since the CMHO Knowledge Transfer report

(Barwick et. al., 2005)

- **Access to the knowledge base** - access to journal databases still problematic for some service providers; CYMHIN developed
- **Professional Development / networking as a core activity**- Communities of Practice being developed by CMHO, Provincial Centre of Excellence, Offord Centre, others; advocacy with funders taking place
- **Incentives for implementation of EBPs** - “Made in Ontario” Showcase; Provincial Centre of Excellence funding for implementation trials



Progress since the CMHO Knowledge Transfer report, cont'd

- **Adopt Berwick's (2003) 7 rules** - some integrated into CMHO accreditation process
- **Level of awareness / support for EBPs in organizations** - increasing, CMHO accreditation standards feature this
- **Improve knowledge acquisition in EBPs** - featured in CMHO strategic plan

Progress since the CMHO Knowledge Transfer report, cont'd

- **Board dynamics / role creating a change culture** - CMHO's assessment tool & process "A Culture of Accountability" (Armstrong & Mollenhauer, 2006)
- **Evaluation of promising treatment approaches**
Provincial Centre of Excellence training, proposal support & grants for Program Evaluation
- **Linkages with educators**- featured in CMHO strategic plan; inclusion of a school district research / KE team in the Network



Beyond the Rhetoric: International Perspectives on Evidence-Informed Practice

A practical 48-hour workshop for those working alongside service agencies to support the development and maintenance of evidence-informed practice

Aim of Workshop

- To bring together teams of people from Europe, North America and Australia who act as research and practice ‘brokers’ to extend our knowledge, skills and learning

Our hosts:

research **in** practice

research in practice *for adults*

<http://www.rip.org.uk/>



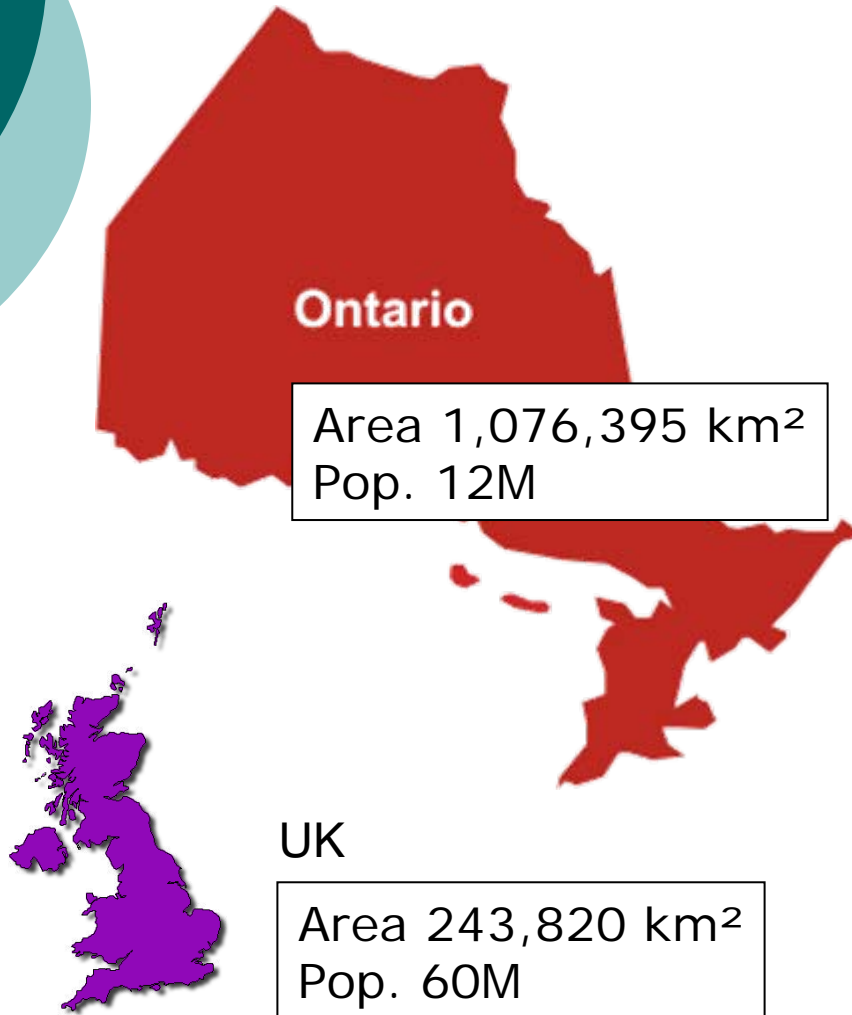
research in practice

supporting evidence-informed practice with children and families

Ontario Compared to UK

In other words ...

Population of Scotland, spread out over an area 4X the UK

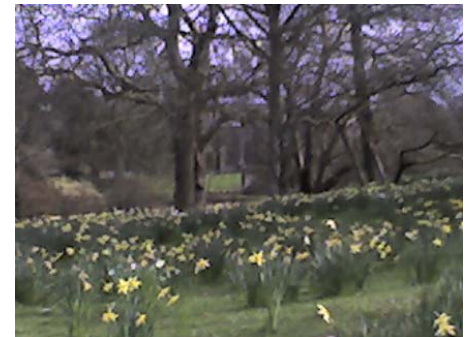


Dartington Hall, Totnes, England



International Participants

- Team Australia
- Team Canada (2) Network for Child and Youth Mental Health Information, Practice and Research Together
- Team England (4) Barnardo's, Research in Practice, Research in Practice for Adults, Social Care Institute for Excellence
- Team Finland
- Team Ireland
- Team Norway
- Team Sweden
- Team USA







Theme Discussions

Sampling of our International
Dialogue

Workshop Focus Themes

1. Strategies for identifying evidence
2. Strategies for delivering evidence-informed practice
3. Program evaluation
4. Embedding evidence-informed practice
5. Measuring impact





Strategies for Identifying Evidence

Focus Presentation: Barnardo's, UK

Evidence Request Service:

- Designed to increase access to relevant, reliable research evidence for staff
- Dissemination of existing evidence & research reviews, relevant to a specific question
- Produces easy to read, summaries of relevant research in response to questions posed by practitioners

Group Discussion Questions- Strategies for Identifying Evidence

1. Are there different levels of evidence required for individual, organizational, and universal levels of practice?
 - Evidence can be used at all levels
 - Need to understand where it's from, what it's limitations are

2. Is it possible to provide research syntheses in time for relevant practice and policy response?
 - Knowledge brokers need to be prepared-scan the horizon & anticipate user needs
 - Educate practitioners & policy makers to frame questions

Group Discussion Questions- Strategies for Identifying Evidence

3. What are the range of methods available for accessing evidence, and can these be used in combination?
 - Different questions require different methods; they can co-exist
 - Find out what works AND what makes it work

4. How do you get strategies for identifying evidence that will fit with how people use it?
 - People learn in different ways – provide the information in ways that suit their learning styles and practice needs e.g., case studies for press and politicians
 - Bringing in a culture that is receptive to research in practice – so staff seek out research information



Strategies for Delivering EIP

Focus Presentation:

Oz Team, Research in Practice Team (UK)

Team Oz- “Strategies for delivering evidence informed practice: Solutions not problems”

- Focused on “Three Cultures” model - research, policy, and practice.
- Research must compete with other types of knowledge: practitioner knowledge, policy community knowledge, organisational knowledge and service user knowledge.

RiP “Our strategies for delivering evidence-informed practice”

- A partnership organisation.
- A sense of ‘ownership’ is vital to the successful uptake of research implementation projects, and that project ‘champions’ are crucial to the promotion of new ideas or practices.

Group Discussion Questions- Strategies for Delivering EIP

- 1. What are systematic ways for finding out what evidence end users want/require?**
 - Involve the end-user from the outset. Be clear on who the “end user” is!
 - Watch your language! Is the information written in accessible language? Can you involve young people in writing?
 - What practitioners, experts and clients think is important may be different for each of these groups

Group Discussion Questions- Strategies for Delivering EIP

2. **What are the ways of creating a supportive culture for moving evidence into practice?**
 - Have a middleman- someone who can translate the needs of the frontline to decision makers
 - Change the conversation- moving evidence into practice isn't an "extra" bit of work, it's integral to what we do.

Group Discussion Questions- Strategies for Delivering EIP

3. **How should evidence be directed towards service users (clients) and drive culture change?**
 - Inclusion and participation of service users is vital across all activities
 - All participants should be informed of changes, and participate in evaluating the changes
 - This is not a “one-off” process, but must be an integral change to how we do business.



Program Evaluation

Focus Presentations: RIP & RIPFA, UK

Research In Practice (RIP), UK

- Support at member agency level is both universal and targeted
- RIP collates and shares evaluation information with agencies on where they are at
- Developing systematic, structured evaluation processes to assure fidelity of EIP's across member agencies

Research in Practice for Adults (RIPFA), UK

- 1 to 1 support program (up to 20 hours) for members
- Building in-house capacity at member agency level
 - Evidence gathering, project support
 - Research & evaluation skills, proposal writing

Program Evaluation

Focus Presentation: Finland+

ARVO Evaluation Team, Finland

- Developing evaluation methods for daily practice
 - Participatory and experiential methods
- Direct training, consultations, learning materials

Ontario on the cutting edge

- **Provincial Centre of Excellence, mental health sector**
 - Building capacity through funded program evaluation
 - Consultations
 - Tools (tool kit, on-line training module)
- **E-BEST, education sector**
 - Building capacity in schools for research and evaluation
 - Consultations for teachers
 - Applied research practicum

Group Discussion Questions- Program Evaluation

1. How much time should practitioners spend on conducting research/evaluation in their daily work?
 - Time is a major barrier
 - Facilitate protected time for research or even for critical reflection of one's own practice
2. What methods work best with program evaluation and why?
 - KISS
 - Systematize approach to evaluation across agencies (open-source evaluation system available to all)

Group Discussion Questions- Program Evaluation

3. What is the minimum level of training needed to conduct program evaluation?
 - Research literacy (all) vs. research competence (some)
 - Fundamental training vs. continuing professional development vs. culture shift
4. How can value be added to program evaluations?
 - Scale up gradually (build capacity)
 - Work in partnerships
5. How should negative results be handled in the context of political pressure?
 - All results provide value (learn from what went wrong)
 - Networks and partnerships to validate work being done



Embedding EIP

Focus Presentation: SCIE, CYMHIN

Social Care Institute for Excellence

- A framework for identifying good practice
- Identifies good practice through research, then helps embed into everyday social care

Child and Youth Mental Health Information Network

- Embedding EIP in children's mental health in Ontario; Knowledge is power
- Network partners
 - share (what a concept!) mental health information under a Creative Commons license (as opposed to traditional copyright)
 - distribute information to families, clinicians, and educators



Group Discussion Questions - Embedding EIP

1. What are the required elements within an organisation to embed evidence within its practice?
 - Support from the top
 - Real support from senior leadership to support trying new practices
 - Concrete support
 - Time/support for reading
 - Time/support for training
 - Champions/experts about evidence-informed practice (in-house or outside) that front-line clinicians can contact

Group Discussion Questions - Embedding EIP

2. Who are some of the new people begin to bring to table to refresh the conversations?
 - Information Technology (I.T)
 - Better use of I.T. to make it easier to access info
 - Adult Education experts
 - Marketing/business
 - Perhaps marketing/business approaches would help with knowledge dissemination

Group Discussion Questions - Embedding EIP

3. How can we use practitioner based knowledge to influence policy and funding decisions?
 - Focus on longer term outcomes such as 'what works'
 - Don't just focus on short-term cost-benefit



Group Discussion Questions - Embedding EIP

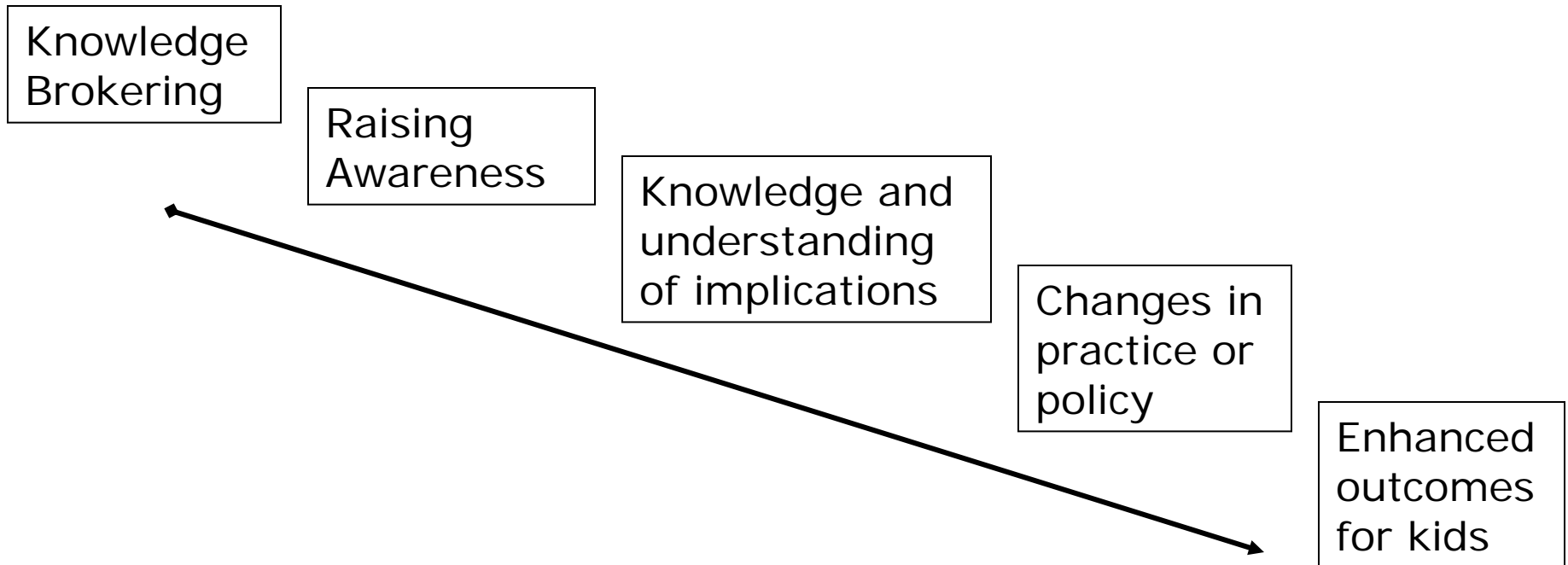
4. How do we rate good practice and validate practitioner knowledge?
 - Rating good practice
 - Complexity of variables
 - Using tools and measures?
 - No one else using “CAFAS” type tools
 - Validating practitioner knowledge
 - Research on a particular evidence-based practice should reflect real-life practice not just some Ivory Tower
 - E.g. community-based trials



Measuring Impact of EIP

Focus Presentations: Ireland, USA

- Continuum of uptake





Measuring Impact of EIP

Team Ireland - Framework for EIP:

- Research impact/uptake needs to be a part of the initial planning of a study
- Research process needs to be collaborative (research-practitioner)
- Measurement of KM activities should be part of the service agency's accountability framework

Group Discussion Questions- Measuring Impact

1. How can we document changes in practice associated with EIP activities?
 - Not a linear process so framework needs to reflect complexity of the task. Knowledge is a cumulative process.
 - Expectations from policy to get data for issues which might not be measurable in that way (e.g., requiring numerical data)
2. What is the current evidence base related to the impact of EIP?
 - Draw together evidence from expertise assembled at Dartington
 - Need mechanisms for measuring – think strategically about how we collect information within and across organizations, and develop replicable protocols to ensure the systematic growth of the evidence base in this area

Group Discussion Questions- Measuring Impact

3. Should we be focusing our evaluation of impact on the practitioner, policy-maker, and/or client (child, parent)?
 - Meta responsibility – government, through policy and funding, needs to be evaluating impact and encouraging EIP amongst organizations
 - We can enable organisations to conduct evaluations, and to utilise existing research maximally (e.g., Triple P programme). Organizations can also be charged with transferring knowledge to consumers, with a view to changing behaviour and improving outcomes for children and youth.
 - We should be held accountable for the impact at user level – ethically we should be. If the knowledge we transfer isn't having an impact, we should stop.





Recommendations

- What are the top three priorities for moving EBP forward in Ontario?
- What next steps should be taken?



Upcoming Events

- Announce next international workshop, 2010 in Canada
- Upcoming opportunities
- Network update



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Child and Youth Mental Health Information Network
(www.cymhin.ca)