

Clinician Knowledge and Appropriate Use of Evidenced Based Assessment Tools and Practices

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BACKGROUND

Research has shown that empirically supported treatments (ESTs) produce a positive effect compared to treatment as usual. Although evidenced-based practices (EBPs) are viewed as the gold standard for treatment of behavioral health concerns, a number of barriers stand in the way of dissemination of these practices. Barriers may include *inaccessibility, length, and cost* of training. Additionally, many mental health treatments address one problem area at a time, overlooking the possibility of comorbid presentations.

An 11-week Evidenced-Based Assessment and Treatment (EBAT) seminar was created to train both trainees and staff clinicians on benefits, conceptual underpinnings, and the modular approach to EBP in mental health treatment. **Clinician's knowledge as well as their appropriate use of assessment measures and clinical interventions were assessed.** The objective was to gain insight surrounding the utility of the seminar as well as how clinicians view their own competencies in these areas. Data was collected prior to and following the 11-week seminar from all EBAT participants.



WHAT IS THE MODULAR APPROACH?

- A modular approach includes multiple treatment elements from different standardized interventions to suit client's diverse backgrounds and comorbid mental health conditions
- Benefits:
 - Several studies have shown promising results for modular interventions
 - Gives clinicians the autonomy to pick and choose practice elements that are appropriate for their clients
 - Easier to learn and implement than an entire manualized intervention
 - Allows clients' treatment plans to be specifically tailored around evidence-based strategies

EBAT SESSION TOPICS

- Week 1:** Benefits of Evidenced-Based Assessment and Treatment and Evidenced-Based Assessment Measure Selection
- Week 2:** Evidenced-Based Assessment for Mood Disorders, Anxiety, and Trauma
- Week 3:** Evidenced-Based Assessment for Disruptive Behavior Disorders, ADHD, ASD, Social Skills, Parenting, Eating Disorders, and School Refusal
- Week 4:** Introduction to Evidence-Based Practice: Motivational Interview and Overview of CBT
- Week 5:** Treating Depressive Symptoms 1: Psychoeducation and CBT for Depression
- Week 6:** Treating Depressive Symptoms 2: DBT and ACT
- Week 7:** Treating Anxiety Symptoms: Psychoeducation, CBT for Anxiety, ACT strategies, and DBT strategies
- Week 8:** Treating Disruptive Behaviors 1: Psychoeducation, Parent Management Therapy, and Behavior Plans
- Week 9:** Treating Disruptive Behaviors 2: Collaborative and Proactive Solutions (formerly Collaborative Problem Solving), Anger Management Training, and Problem-Solving Skills
- Week 10:** Treating Trauma and Related Symptoms: Psychoeducation and TF-CBT
- Week 11:** Treating Autism and Related Symptoms: Psychoeducation, Strategies for High Functioning ASD, and Social Skills Strategies

SAMPLE & PROCEDURE

- Thirty staff clinicians, supervisors, and trainees from the URM child and adolescent outpatient clinic completed a questionnaire at the end of the seminar series asking to rate their knowledge and appropriate use of evidenced-based assessment tools and clinical interventions
- Various disciplines represented (Mental Health Clinician, Master's of Social Work, Licensed Clinical Social Worker, Psychology, Psychiatry, Nursing)

SAMPLE QUESTION

Items were rated on 5-point scale: (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Somewhat Agree, and (5) Strongly Agree.

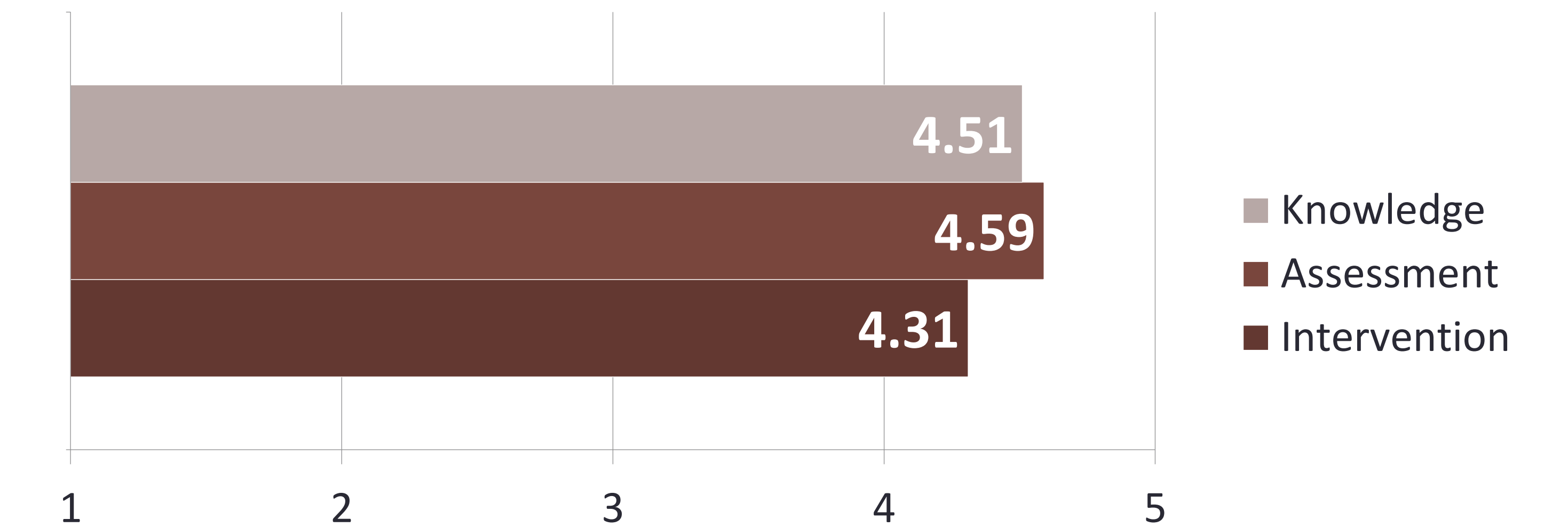
Example:

Week 2: Evidenced-Based Assessment for Mood Disorders, Anxiety, and Trauma

1. My knowledge of these assessments increased as a result of this session	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree	NA (I was absent at this seminar)
2. My clinically appropriate use of these assessments increased after this session	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree	

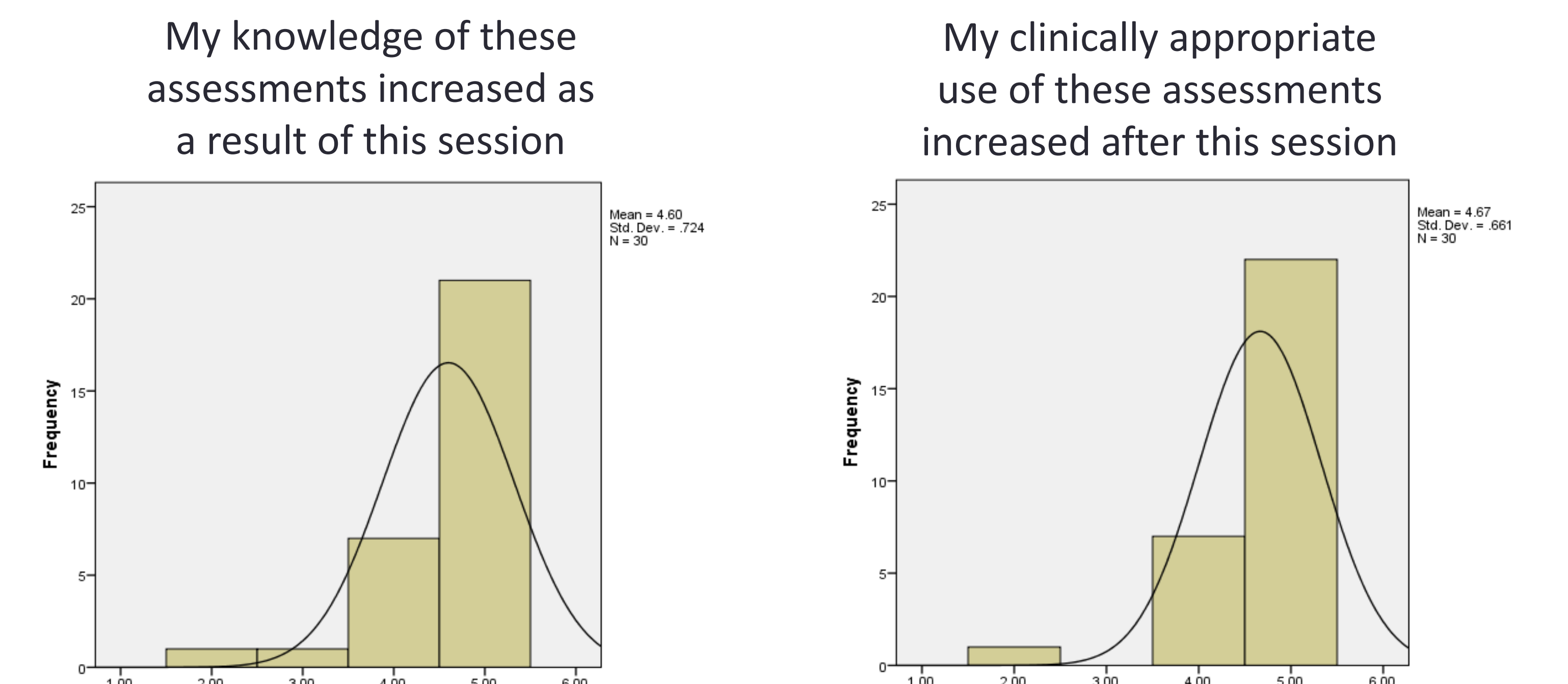
RESULTS

Results indicate that trainees and clinicians rated an increase in their overall **knowledge** as well as an increase in their appropriate use of **assessment tools** and **clinical interventions** after attending the seminar.



Results also show an increase in trainees and clinicians' rating of their knowledge and appropriate use of assessment tools or clinical intervention **for each weekly seminar.**

Evidenced-Based Assessment of Mood Disorders, Anxiety, and Trauma (week 2)



CONCLUSIONS

- Overall, the majority of attendees reported that their knowledge and clinically appropriate use of assessments and interventions **increased following the seminars**
- The overwhelming positive responses indicate the need for, and importance of, ongoing training in evidenced-based assessment tools and practices

CLINICIAN FEEDBACK

- "Past seminars I've attended have focused on a single treatment approach (e.g. CBT), so it was helpful to see broad approaches to treating symptom clusters using blends of skills/activities/etc." ~Psychology Trainee
- "My program has provided very little information on the actual implementation of specific therapeutic skills to use in treatment. These seminars allowed me to begin the practice of becoming a skills-based therapist." ~MHC Trainee
- "The seminars expanded my knowledge in each topic area and I think it was especially helpful as a confidence boost to see that things I am doing are already standard/acceptable methods of treatment." ~ Staff Clinician