



bridging
the gap

A Symposium on Critical Considerations,
Successes and Emerging Ideas
April 5-6, 2013

UNIVERSITY of **HOUSTON**
GRADUATE COLLEGE of SOCIAL WORK

bridging the gap

The title 'bridging the gap' is rendered in a black, serif font. The word 'bridging' is on the top line, and 'the gap' is on the bottom line. A stylized arch, composed of a red line on top and a black line on the bottom, spans across the top of the word 'bridging'.

Bridging the Research and Practice Gap:
A Symposium on Critical Considerations,
Successes and Emerging Ideas

April 5 - 6, 2013

University of Houston
M.D. Anderson Library, Elizabeth D. Rockwell Pavilion

Hosted by:
The University of Houston
Graduate College of Social Work

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Mission Statement

Despite a burgeoning literature base and decades of efforts to integrate research into real practice settings, we have not achieved widespread implementation of effective interventions or programs in social work or allied fields. The purpose of this national symposium is to create important (and long overdue) discourse between researchers, educators and practitioners to develop novel and practical solutions that bridge the gap between research and practice, while considering the complex and varied challenges faced in real practice settings. The overall goal is to identify several feasible and realistic frameworks and strategies that support the building of a sturdy, sustainable two-way bridge between research and practice, and disseminate them widely. Together, we can meet our shared goal of helping the clients and populations we all care about.

National Steering Committee

Danielle Parrish, Ph.D.

Conference Chair
Assistant Professor
*Graduate College of Social Work
University of Houston*

Bruce A. Thyer, Ph.D.

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*College of Social Work
The Florida State University*

Jennifer Bellamy, Ph.D.

Assistant Professor
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University of Columbia*

Joanne Yaffe, MSW, Ph.D.

Associate Professor
*College of Social Work
University of Utah*

Allen Rubin, Ph.D.

Bert Kruger Smith Centennial Professor
*School of Social Work
University of Texas at Austin*

Welcome

I'd like to welcome you to the National Bridging the Research and Practice Gap Symposium, hosted by the Graduate College of Social Work at the University of Houston. I'm pleased this event has attracted such a diverse group of practitioners, scholars, and educators across the United States and Canada to discuss the varied complex issues and challenges that have complicated the implementation of evidence-based practice in real practice settings.

Over the next two days, we will discuss several ideas to help all of us meet our shared goal of providing the very best services to the clients and populations we serve. A variety of panels, headed by an outstanding group of internationally known and respected experts, will provide us with strategies to help us overcome the common challenges faced across a range of real practice settings and contexts, such as achieving fidelity when implementing empirically supported interventions, and identifying and implementing useful organizational support structures and implementation frameworks for implementing evidence-based practice. On the second day, we will have an opportunity to further discuss these ideas and strategies in small groups, and learn about additional efforts to facilitate the use of relevant and practical research and evaluation in real practice settings.

Thank you for taking the time out of your busy schedule to be here. I'm hoping that our time together will be intellectually stimulating and practically relevant to what you do, and that we will be able to translate these ideas into clear actions that improve the lives of the populations we care about.

Danielle Parrish, Ph.D.

Conference Chair



Jennifer Bellamy, Ph.D.

Dr. Bellamy is an Assistant Professor at the School of Social Service Administration (SSA) at the University of Chicago. At SSA she teaches courses in clinical social work practice, integrating evidence into practice, and a doctoral dissertation seminar. She received her Master's of Science in Social Work from The University of Texas at Austin. Before earning her Ph.D. she worked as a project coordinator for a multisite demonstration project across the state of Texas designed to deliver case management, employment and peer-support services to young, unmarried, low-income fathers. She completed her PhD at the Columbia University School of Social Work in 2006 and postdoctoral training at the George Warren Brown School of Social Work at Washington University in Saint Louis in 2008. Her current research interests include evidence-based practice (EBP) in social work and the engagement of fathers in child and family services designed to improve parenting, reduce maltreatment risk, and support children's behavioral health outcomes. She has published extensively in the area of EBP and is currently engaged in research projects focused on partnerships between social service providers and researchers to support evidence-based practice and adaptations to evidence-based parenting interventions, including home visiting and parent training, to increase fathers' participation, retention, and engagement.



Rosalyn M. Bertram, Ph.D.

Dr. Bertram currently serves as an associate professor at the University of Missouri-Kansas City, and as a training, technical assistance and expert content consultant for SAMHSA. With the Child and Family Evidence-Based Practice Consortium, she leads a study of the extent to which evidence-based practice is taught in over 200 North American MSW programs. Her recent research focuses through implementation science. She co-authored a national policy brief on implementation of prevention and health promotion initiatives with the National Implementation Research Network (NIRN), Mental Health America, and the National Association of State Mental Health Program Directors (Bertram, Blase, Shern, Shea, & Fixsen, 2011). Rosalyn's previous funded research identified theory base(s) for wraparound fidelity (Bertram & Bertram, 2004; Malysiak 1996, 1997, 1998). She recently merged this with implementation science in a participatory program evaluation that transformed training, coaching, administration, technical assistance and use of data systems to improve wraparound fidelity and youth outcomes in a SAMHSA Children's Mental Health Initiative grant in Houston, TX (Bertram, Schaffer, & Charnin, in press). Her research on theory-based multi-systemic administrative team development in Kansas City's response to reports of child sexual abuse (Bertram, 2008) produced over \$1,000,000 in service grants and contracts with child welfare agencies. Rosalyn also co-chairs an annual regional conference, Fostering Strategies for Change: Children, Families, and their Communities, that attracts over 400 participants, half of whom are youth and caregivers, in explorations of innovative collaborative practice.



Sarah E. (Betsy) Bledsoe-Mansori, Ph.D.

Dr. Bledsoe-Mansori joined the faculty of the School of Social Work at the University of North Carolina at Chapel Hill in 2006. She teaches advanced practice courses in the MSW curriculum and qualitative methods in the doctoral program. Her training includes a doctorate (2007) and master of philosophy (2005) in social work from Columbia University, a master of social work (2001) from the University of Pittsburgh, and a bachelor of arts in psychology (1999) from the University of Tennessee. As an intervention and translational scientist, she has been focused on research related to evidence-based practice and evidence-supported interventions for over 13 years. Her research interests include, broadly, the implementation of evidence-based practice and evidence-supported interventions in social work education and practice, the adaptation of evidence-supported interventions to address health disparities in high-risk populations, maternal and infant mental health and wellbeing, and the engagement and retention low-income women and adolescents in mental health services.



Patrick S. Bordnick, Ph.D.

Dr. Patrick S. Bordnick is a Professor with the University of Houston Graduate College of Social Work. He is a Behavioral Scientist, Human Computer Interaction (HCI) Visionary, Researcher, artist & photographer. Dr. Bordnick has over eighteen years' experience in clinical and laboratory research on cocaine, marijuana, alcohol, amphetamine, and nicotine addiction. Research interest areas include clinical medication trials, treatment development, human laboratory studies, virtual reality (VR), assessment tools and data collection/database management. Dr. Bordnick has been funded as a research fellow by NIDA (F-32) and NIAAA, and has individual grants for nicotine-R21 DA022995, R42DA016085, R41DA016085, alcohol-R41AA014312, R21 AA018177, and cannabis-R41DA018454. Dr. Bordnick is Co-researcher on many NIH funded projects and has had numerous state and privately funded projects on drug craving and reactivity. During his career, Dr. Bordnick has developed research centers at universities in Georgia and Texas. Both centers devoted resources to develop new faculty investigators and graduate students' research careers. Dr. Bordnick received an international award in 2004 for outstanding scientific merit in VR drug abuse research from the Canada Chair in Cyber Psychology. Dr. Bordnick is Co-researcher on many NIH funded projects and has had numerous state and privately funded projects on drug craving and reactivity.



Ira C. Colby, Ph.D.

Dr. Colby became Dean of the University of Houston Graduate School of Social Work in 1999 and has spent the past 37 years in social work education in both public and private universities including BSW, MSW, and PhD levels of study. Throughout his career, Dr. Colby has served on, chaired, or held elective positions in a number of national and international social work associations, including the International Association of Schools of Social Work, the National Association of Deans and Directors of Schools of Social Work, the National Association of Social Workers, the Action Network for Social Work Research and Education, the Institute for the Advancement for Social Work Research, and the National Rural Social Work Caucus. Dr. Colby is the immediate past president of the Council on Social Work Education, the national educational association that represents 736 social work educational programs, on average 70,000 undergraduate and graduate students enrolled in these programs, staffed by approximately 9,000 faculty.



Cathy Crouch, LCSW

Cathy Crouch is Executive Vice-President of SEARCH Homeless Services, a large multi-service organization in Houston. Since joining the organization in 1994, she has held management positions of increasing responsibility. She currently supervises programs, facilities and IT activities. Cathy has 27 years of management experience in non-profit, corporate and academic settings, and a strong commitment to using evidence-based practices and conducting research and evaluation. Over her career she has served as co-principal investigator or consultant on several large federally funded research grants, including several clinical trials. Cathy is a licensed clinical social worker, a state board approved clinical supervisor, trainer in the Motivational Interviewing Network of Trainers, and co-author of the best selling *Group Treatment of Substance Abuse: A Stages of Change Therapy Manual*. Over the past eight years Cathy has served on a number of strategy and policy committees in the community that are charged with implementation of the 10-Year Plan to Address Homelessness. She is a member of the Texas Supportive Housing Coalition, serving as co-chair of the group's Homeless Housing and Services task force. Cathy is also a member of the National Homeless Employment Advisory Group. She earned her Master's in Social Work from the University of Houston with a concentration in Planning and Administration in 1987 and has served since 1989 as adjunct faculty, and on the Field Practicum Advisory Committee since 2008. Cathy is also an alumnus of the University of Texas at Austin, having earned her Bachelor of Arts Degree in Psychology in 1982.



Irwin Epstein, Ph.D.

Dr. Epstein is the Helen Rehr Professor of Applied Social Work Research (Health and Mental Health) at the Silberman School of Social Work of Hunter College, where he is Deputy Executive Officer of the City University of New York PhD Program in Social Welfare. An Adjunct Professor at the Mt. Sinai Medical Center, he has introduced concepts and methodologies of "practice-based research" (PBR) and "clinical data-mining" (CDM) into social work and allied health professions. He has provided PBR and CDM training workshops at universities, social agencies and hospitals in Australia, Canada, Finland, Hong Kong, Ireland, Israel, New Zealand, Singapore and the U.K. A Fulbright Senior Scholar to the University of Wales (Cardiff) and the first social worker to receive the Miegunyah Distinguished Visiting Professorship at the University of Melbourne, kudos closer to home seem harder to come by. Not the least bit embittered (think of all the frequent flyer miles), his current passion is promoting practice-research integration by engaging practitioners and practice-oriented PhD dissertation students in studying practice by using routinely available clinical and administrative data for knowledge-generation. Author of several books and numerous articles on social worker professionalization, program evaluation, research utilization and CDM, his newest book (co-authored with S.J. Dodd) is entitled *Practice-based research in social work: A guide for reluctant researchers*. It was published in 2012 by Routledge Press.



Eileen Gambrill, Ph.D.

Dr. Gambrill is the Hutto Patterson Professor of Child and Family Studies at the School of social Welfare, University of California at Berkeley where she teaches both research and practice. Her research interests include professional decision making, evidence-informed practice and the role of critical thinking within this, propaganda in the helping professions and its harmful effects, and the ethics of helping. Recent publications include Propaganda in the helping professions (2012), Oxford; Critical thinking in clinical practice: Improving the quality of judgments and decisions (3rd Ed.) (2012), John Wiley & Sons; Critical thinking for helping professionals: A skills-based workbook (with Len Gibbs) (3rd Ed.) (2009), Oxford, and Social work practice: A critical thinker's guide (3rd Ed.) (2013), Oxford.



Flavio F. Marsiglia, Ph.D.

Since 1994, Dr. Marsiglia has been a member of the faculty of the Arizona State University School of Social Work where he is the Distinguished Foundation Professor of Cultural Diversity and Health. He is also the director of the Southwest Interdisciplinary Research Center (SIRC), a national exploratory center of excellence funded by the National Institute on Minority Health and Health Disparities (NIMHD) of the National Institutes of Health (NIH). Dr. Marsiglia is the Principal Investigator of research projects studying risk and protective factors associated with health outcomes among ethnic minority youth and their families. His work focuses on health disparities research, drug abuse prevention, HIV/AIDS prevention, and culturally grounded social work practice with an emphasis on Latino cultures. He is actively involved in several global health studies and research training projects in Mexico, Spain, Guatemala, Taiwan, and Tanzania. Dr. Marsiglia has authored/co-authored more than 100 peer-reviewed articles and has co-authored a book entitled Diversity, Oppression and Change: Culturally Grounded Social Work. One of the most recent national recognition he received was the "2012 Community, Culture and Prevention Science Award" granted by the Society for Prevention Research in recognition of research that enhances the understanding, development, and adaptation of effective prevention strategies for traditionally underserved populations, including racial and ethnic groups. Dr. Marsiglia was inducted as a Fellow of the American Academy of Social Work and Social Welfare on November, 2012 in Washington, DC.



Bowen McBeath, Ph.D.

Dr. McBeath is concerned with the architecture of human service systems and in particular with how child welfare agencies provide effective, culturally-responsive, and consumer-centered care. Currently an Associate Professor in the School of Social Work and Hatfield School of Government (Division of Public Administration) at Portland State University, an Affiliate Scientist at the Oregon Social Learning Center, and a Research Fellow at the University of California-Berkeley Mack Center on Nonprofit Management in the Human Services, Dr. McBeath is involved in community-based clinical/translational studies funded by NIMH, NICHD, and NIDA focused upon promoting sibling and peer relationship development for foster youth and applying parent training to the community corrections population. He is also engaged in research on the organization and financing of the child welfare sector and on how human service organizations improve performance through data-driven learning. His scholarship reflects his professional experiences in program evaluation and human resource development as well as his dissertation, which he completed at the University of Michigan in Social Work and Political Science and was awarded the 2007 SSWR Outstanding Social Work Dissertation Award. He teaches courses in organizations and management, intervention development and intervention research, community-based practice, child welfare policy, macro HBSE, and research and statistics. His work has been published in the premier social work and public administration journals, and he has received awards and fellowships from the Academy of Management, the Aspen Institute, the Association for Research on Nonprofit Organizations and Voluntary Action, the Center for Child Welfare Policy of the North American Resource Center for Child Welfare, the Council on Social Work Education, the National Network for Social Work Management, the Nonprofit Academic Centers Council, Portland State University, and the University of Michigan. He is on two editorial boards and is the Treasurer of SSWR.



Mary M. McKay, Ph.D.

Dr. McKay joined New York University Silver School of Social Work in September 2011 as Professor and Director of the McSilver Institute for Poverty Policy & Research. Prior to joining Silver, she served as the Head of the Division of Mental Health Services Research at Mount Sinai. She has received substantial federal funding for research focused on meeting the mental health and health prevention needs of inner-city youth and families. Working with colleagues in the field, she developed a substantial body of research findings around engagement practices to improve involvement in family-based HIV prevention programs and mental health services by children, youth, and families in poverty-impacted urban areas. She has significant expertise in services and implementation research methods, as well as 15 years of experience conducting HIV prevention and care oriented studies, all of which has been supported by continuous NIH funding. In addition, she has collaborated with the National Institute of Mental Health, the New York State Office of Mental Health, and the New York City Department of Health and Mental Hygiene to create evidence-based engagement interventions and to test models of dissemination and training for mental health professionals in engagement best practices. She has published over 100 peer-reviewed publications on the topics of mental and behavioral health, HIV/AIDS prevention and behavior modification, and other urban health issues.



Allison J. Metz, Ph.D.

Dr. Metz is a developmental psychologist and Associate Director of the National Implementation Research Network and Scientist at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. Dr. Metz specializes in the effective implementation and scaling-up of evidence-based practices in a range of human service settings. Her recent work focuses on implementing evidence-based practices and systems change in child welfare, education and early childhood nationally and globally. She has expertise in the areas of organizational and systems change, implementation science, capacity building, training and technical assistance, and coaching. Dr. Metz works with the Global Implementation Initiative to improve the science and practice of implementation worldwide so that better outcomes are realized for children and families. She is co-editor of a forthcoming volume *The Application of Implementation Science on Early Childhood Programs and Systems* and is an invited trainer and speaker on these topics. More information on Dr. Metz can be found on the FPG Child Development Institute website at http://www.fpg.unc.edu/people/fpg_people.cfm?staffid=2081. (www.implementationconference.org)



Danielle E. Parrish, Ph.D.

Dr. Parrish is an assistant professor at the University of Houston Graduate College of Social Work. After graduating with a doctorate in social work from the University of Texas at Austin School of Social Work, she completed a post-doctoral research fellowship with the Health Behavior Research and Training Institute, also at the University of Texas at Austin. Dr. Parrish's passion for bridging the research-practice gap is informed by her prior clinical experience in California working in public mental health settings with children, adolescents, adults and families, including juvenile justice mental health, infant mental health, and outpatient mental health. As such, her work focuses on developing feasible behavioral health interventions that will translate into real settings. Dr. Parrish is currently principal investigator on a National Institute on Drug Abuse (NIDA) funded study titled, "CHOICES-TEEN: A Bundled Risk Reduction Intervention for Juvenile Justice Females" (1R03DA034099), which is testing the feasibility of a "bundled" risk reduction intervention to reduce the overlapping risks of smoking, alcohol consumption, HIV and unplanned pregnancy among adolescent females on intensive probation. She is also co-investigator on a CDC funded study titled, "Project CHOICES+: Preconception approach to reducing alcohol and tobacco-exposed pregnancy" [PI: Dr. Mary Velasquez], and recently completed a study assessing the feasibility of Virtual Reality as an exposure treatment for adolescents with social anxiety disorder. Dr. Parrish has published widely on the evidence-based practice (EBP) model and its applicability to social work practice, providing several invited trainings on this model for social work practitioners, students and faculty.



Allen Rubin, Ph.D. | Keynote Speaker

Dr. Rubin is the Bert Kruger Smith Centennial Professor in the School of Social Work at the University of Texas at Austin, where he has been a faculty member since 1979. He is internationally known for his many publications pertaining to research and evidence-based practice. In 1997 he was a co-recipient of the Society for Social Work and Research Award for Outstanding Examples of Published Research. He has served as a consulting editor for seven professional journals. He was a founding member of the Society for Social Work and Research and served as its president from 1998 to 2000. In 1993 he received the University of Pittsburgh, School of Social Work's Distinguished Alumnus Award. In 2007 he received the Council on Social Work Education's Significant Lifetime Achievement Award. In 2010 he was inducted as a Fellow of the American Academy of Social Work and Social Welfare.



McClain M. Sampson, Ph.D.

Dr. McClain Sampson joined the University of Houston Graduate College of Social Work as a Visiting Professor in January 2011 and began her tenure track position in Fall 2011. Dr. Sampson's overarching research interest is in culturally relevant interventions for maternal health. Prior to her UH faculty appointment Dr. Sampson completed a post-doctoral research fellowship with Baylor College of Medicine. Dr. Sampson maintains a Clinical Adjunct Professor position with Baylor College of Medicine. Through this affiliation she has taught primary care mental health specialists techniques of motivational interviewing for behavior change. Dr. Sampson is the Principal Investigator for a HRSA funded mental and behavioral training grant. She works with GCSW bilingual students to place them in field placements that provide advanced clinical training in integrated health settings. Dr. Sampson is also the lead investigator for a pilot feasibility study of a home based intervention to prevent postpartum depression. The intervention is being tested among low-income African American mothers at a local family services agency and she hopes to expand to a Spanish speaking setting. The intervention was informed by her prior study which explored cultural beliefs of treatment seeking and the intervention is offered in English and Spanish. Dr. Sampson is also engaged in a line of research focused on prevention strategies of obesity during pregnancy. She brings her expertise of exploring psychological and cultural factors that impact health behaviors when working collaboratively with colleagues in nursing and health promotion. Dr. Sampson teaches Assessment in Social Work Practice and Qualitative Research Methods.



Aron Shlonsky, Ph.D.

Aron Shlonsky is the incoming Professor of Evidence Informed Practice at University of Melbourne Department of Social Work beginning in July 2013 and he is currently Associate Professor and Factor-Inwentash Chair in Child Welfare at the University of Toronto Faculty of Social Work, director of the U of T PhD Program, and Scientific Director of the Ontario Child Abuse and Neglect Data System (OCANDS). After graduating from UC Berkeley with a doctorate in social welfare and a master's degree in public health, Shlonsky was an Assistant Professor at Columbia University School of Social Work. Prior to his academic career, he spent a number of years as a child protective services worker and substance abuse counselor in Los Angeles. His professional interests center largely on child welfare, the use of evidence in practice and he has authored and co-authored numerous books and peer-reviewed articles highlighting the use of actuarial tools in child welfare settings, the predictors and effects of sibling separation in foster care, issues surrounding kinship foster care, and the teaching and implementation of evidence-informed practice.



Bruce A. Thyer, Ph.D.

Bruce A. Thyer, Ph.D., is currently a Professor and former Dean with the social work program at Florida State University. Dr. Thyer received his MSW in 1978 from the University of Georgia and his Ph.D. in social work and psychology from the University of Michigan in 1982. He holds current practice credentials as a Licensed Clinical Social Worker and as a Board Certified Behavior Analyst. Dr. Thyer is the founding and current editor of *Research on Social Work Practice*, a peer-reviewed bimonthly professional journal which was established in 1991, and is produced by Sage Publications. RSWP had the highest impact factor of all true social work journals, for 2011, according to the Journal Citation reports, and is received by over 7000 subscribers.



Luis R. Torres, Ph.D.

Luis R. Torres, Ph.D., is an Assistant Professor in the Graduate College of Social Work at The University of Houston, and a researcher with both the Center for Drug and Social Policy Research and the Child and Family Center for Innovative Research. Prior to coming to the University of Houston, Dr. Torres completed a two year, National Institute of Drug Abuse (NIDA)-funded Post-Doctoral Research Fellowship in The George Warren Brown School of Social Work at Washington University in St. Louis. His research agenda focuses on health disparities, specifically co-occurring mental health, substance use and medical disorders in Hispanics, and on family-strengthening efforts with a focus on Hispanic communities. He is currently the Project Director of a NIDA-funded study examining health consequences of long-term injection heroin use in aging Mexican American men. Dr. Torres is also Co-Principal Investigator in a national implementation evaluation of grantees in the federal Hispanic Healthy Marriage Initiative, focusing on issues of cultural resonance and cultural adaptations, and Co-Principal Investigator in a national study examining programs that serve Hispanic fathers. Dr. Torres, a native of Puerto Rico, has a doctorate in clinical psychology from Fordham University in New York City and over 20 years of clinical, administrative, and research experience.



Mary Marden Velasquez, Ph.D.

Dr. Mary Marden Velasquez is Professor, Associate Dean for Research, Director of the Center for Social Work Research, and Director of the Health Behavior Research and Training Institute at the University of Texas-Austin. Her area of specialty is the development and implementation of interventions using the transtheoretical model of behavior change and motivational interviewing. Dr. Velasquez' work includes development of interventions in the areas of fetal alcohol spectrum disorder, alcohol and other drug abuse, respiratory health, prenatal health, HIV prevention, and smoking cessation. A recent emphasis has been on developing curriculum for teaching medical students and residents to use brief motivational interventions in medical settings. Dr. Velasquez is lead author on "Group Treatment for Substance Abuse – A Stages of Change Therapy Manual" and co-author on the newly released "Substance Abuse Treatment and the Stages of Change – Selecting and Planning Interventions". She is author of numerous journal articles and book chapters on using brief interventions to facilitate treatment adherence and promote behavior change in clients with a variety of health problems. Dr. Velasquez is an internationally recognized trainer in both motivational interviewing and the transtheoretical model, and is a founding member of the Steering Committee for the International Motivational Interviewing Network of Trainers.



Joanne Yaffe, Ph.D.

Dr. Joanne Yaffe received her MSW and PhD from the University of Michigan. She has been on the faculty at the University of Utah since 1987, currently chairs the research curriculum for the MSW program, teaches research methods in both the MSW and PhD programs, and also lectures to residents in psychiatry about evidence-informed decision-making. Her research centers on evidence-informed and technology-enhanced social work practice, and is currently engaged in research investigating how social work and other psychosocial helpers can optimally use systematic reviews produced through the Campbell and Cochrane Collaborations. She serves on the Editorial Advisory Board of the Journal of Social Work Education and serves on the editorial boards of the Journal of Technology in Human Services, the Journal of the Society of Social Work and Research and the Social Welfare Coordinating Group of the Campbell Collaboration. She also serves on the Committee on Publications of the Society of Social Work and Research.

Friday 5 April 2013

8:30-9:00 AM

Registration/Continental Breakfast (Rockwell Foyer)

9:00-9:15 AM

Welcome (Rockwell Pavilion)**Ira C. Colby, Ph.D.**, Dean, *Graduate College of Social Work, University of Houston***Danielle Parrish, Ph.D.**, Assistant Professor, Conference Chair, *Graduate College of Social Work, University of Houston*

9:15-10:15 AM

Keynote Address**Allen Rubin, Ph.D.**, Bert Kruger Smith Centennial Professor in Social Work, *The University of Texas at Austin (arubin@austin.utexas.edu)*

Bridging the Gap: Progress and Prospects. This keynote address will cover the history of efforts to bridge the gap between research and practice in social work, including the following: calls for research utilization at the dawn of the profession; 1970s conferences on the same theme as this one; the empirical clinical practice movement; influences during the 1990s; the 1998 NASW Summit; empirically supported interventions (ESTs); and the evidence-based practice movement. More current factors, issues, and implications to be covered include: advances in implementation science; issues in the common elements approach; problems of implementing ESTs in real world settings; and implications for future efforts to bridge the gap.

Moderator: Danielle Parrish, Ph.D., Assistant Professor, *Graduate College of Social Work, University of Houston*

10:15—10:30 AM

Break

10:30—11:45 AM

Training and Fidelity of Empirically Supported Interventions in Real Settings**Allison Metz, Ph.D.**, Scientist, *Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. (allison.metz@unc.edu)*

Active Implementation Frameworks for Successful Service Delivery: A Case Study of the Catawba County Child Wellbeing Project. Traditional approaches to disseminating evidence-based programs and innovations for children and families, which rely on practitioners and policy-makers to make sense of research on their own, have been found insufficient. There is growing interest in strategies that “make it happen” by actively building the capacity of service providers to implement innovations with high fidelity and good effect. This paper provides an overview of the Active Implementation Frameworks (AIF), a science-based implementation framework, and describes a case study in child welfare where the AIF was used to facilitate the implementation of evidence-based and evidence-informed practices to improve the wellbeing of children exiting out of home placement to permanency. In this paper we provide descriptive data that suggest AIF is a promising framework for promoting high-fidelity implementation of both evidence-based models and innovations through the development of active implementation teams.

Discussants:**Bruce Thyer, Ph.D.**, Professor, *College of Social Work, The Florida State University (bthyer@fsu.edu)***Moderator: Monit Cheung, Ph.D.**, Professor, *Graduate College of Social Work, University of Houston*

11:45—12:15 PM

Break for Lunch

12:15—1:30 PM

Cultural/Developmental Adaptation of Interventions in Real Practice Settings.

Flavio F. Marsiglia, Ph.D., Director, *Southwest Interdisciplinary Research Center, Arizona State University*, (marsiglia@asu.edu)

Cultural Adaptation of Interventions in Real Practice Settings: This presentation provides an overview of some common challenges and opportunities related to the cultural adaptation of social work interventions. Cultural adaptation will be presented as a necessary step before adopting an evidence base intervention with ethnic and other cultural minority communities. The presentation will provide a general framework to examine the cultural appropriateness of existing interventions as well as specific strategies to conduct an assessment of cultural relevancy. An explicit cultural adaptation model and the outlines of a cultural adaptation protocol will be discussed. A case study and lessons learned while conducting cultural adaptation research with Mexican American and American Indian communities in the Southwest will illustrate the application of the proposed model, followed by implications and recommendations for culturally grounded social work practice.

Discussants:

Luis R. Torres, Ph.D., Assistant Professor, *Graduate College of Social Work, University of Houston* (lrtorres@uh.edu)

McClain Sampson, Ph.D., Assistant Professor, *Graduate College of Social Work, University of Houston* (mmsampson@uh.edu).

Moderator: Marissa Hansen, Ph.D., Assistant Professor, *Graduate College of Social Work, University of Houston*

1:30—2:45 PM

Using Research to Inform Practice with Co-Morbid or Complex Client Presentations.

Mary M. McKay, Ph.D., McSilver Professor of Poverty Studies, *New York University* (mmm25@nyu.edu)

Meeting the complex needs of urban youth and their families through the 4Rs 2Ss Family Strengthening Program: The “real world” meets evidence-informed care. In order to meet the needs of families presenting with complex needs and while rearing youth with serious mental health challenges, evidence-informed care models need to be highly engaging and flexible. Further, providers need support and training in helping make the evidence-base transparent and highly relevant to youth and their families. In addition, there is a critical need for collaboratively creating and aligning services to meet the most pressing needs defined by the family within constrained organizational contexts. This workshop will offer examples of evidence-informed, family-focused, group-delivered models aimed at addressing youth with serious behavioral challenges, as well as a range of additional needs. The ability of these service delivery models to address the specific needs of families, including those experiencing high levels of stress, child welfare involvement or those headed by adults with their own pressing mental health needs, will be highlighted.

Discussants:

Jennifer Bellamy, Ph.D., Assistant Professor, *School of Social Service Administration, University of Chicago* (jbellamy@uchicago.edu)

Sarah (Betsy) E. Bledsoe-Mansori, Ph.D., Assistant Professor, *University of North Carolina at Chapel Hill*

Moderator: Sarah Narendorf, Ph.D., Assistant Professor, *Graduate College of Social Work, University*

of Houston

2:45—3:00 PM

Break

3:00—4:15 PM

Bridging the Research-Practice Gap: Organizational and Administrative Issues.

Bowen McBeath, Ph.D., Associate Professor, *School of Social Work, Portland State University (mcbeath@pdx.edu)*

The Organizational Context of Research-Minded Practitioners. Challenges and Opportunities: If some practitioners are more research-minded than others, then promising approaches for bridging the research-to-practice gap may be developed by describing research-minded practitioners and examining how to locate and support them. This paper follows this basic logic in providing an overview of organizational development and practitioner support models for increasing knowledge use in human service organizations. The paper begins with a conceptual profile of research-minded practitioners—individuals with an affinity for empirical inquiry, critical thinking, and reflection allied with a commitment to data-driven organizational improvement—and the organizational settings needed to host research-minded practice. This is followed by a description of the challenges involved in promoting practitioner involvement in using, translating, and doing research and strategies to address these challenges. We conclude with implications for supporting research-minded practitioners and aligning their efforts with organizational improvement processes. The goal of the analysis is to identify the organizational contexts in which research-minded practitioners can thrive as well as new directions for practice research.

Discussants:

Joanne Yaffe, Ph.D., Associate Professor, *College of Social Work, University of Utah (joanne.yaffe@utah.edu)*

Cathy Crouch, LCSW, Executive Vice President, *SEARCH Homeless Services (ccrouch@searchhomeless.org)*

Moderator: Jean K. Latting, Professor Emerita & Kantambu Latting Endowed Professor of Leadership & Change, *Graduate College of Social Work, University of Houston*

4:15—5:30 PM

Preparing Current and Future Practitioners to Integrate Research Into Real Practice Settings.

Bruce A. Thyer, Ph.D., Professor, *College of Social Work, The Florida State University (bthyer@fsu.edu)*

Preparing Current and Future Practitioners to Integrate Research in Real Practice Settings. The topic Preparing Current and Future Practitioners to Integrate Research in Real Practice Settings, can be interpreted as involving at least two different tasks. One is to reinforce the use of the best quality available evidence by social work practitioners, in the process of making decisions with clients regarding the assessment and intervention methods they use. In other words, to promote the uptake of empirically-based research knowledge by social work practitioners. A second meaning of my paper's title refers to promoting social work practitioners' design and conduct of original research in their own practice settings. Acknowledging that there is indeed a gap between the techniques commonly used in social work practice, and what research has to say about various methods of assessment and intervention, the two meanings of my topic can be viewed as bridging the gap from two different directions. This paper presents various approaches to encourage practitioners to better consult and integrate research findings into their delivery of social work services, and of ways to encourage researchers, primarily academic-based social workers, to devote more effort to conducting research on social work practice, with a focus on intervention research, and relatively less efforts in the direction of surveys, correlational studies, predictor studies, descriptive research, and theory testing. The academy tends to reinforce mere numbers of faculty publications, and relatively little attention is given to the pragmatic applications of such research to enhanced client well-being and the development of effective policies. The original decision-making process known as evidence-based practice affords a well-developed approach to help practitioners integrate research into their practice, and simple single-subject and group research designs are useful approaches for social workers to use in developing their own original research studies in the field. The academy should differentially reinforce the design and conduct of outcome research using agency-based settings by faculty. Some ways in which this might be accomplished are discussed.

Discussants:

Patrick Bordnick, Ph.D., Associate Dean of Research, *Graduate College of Social Work, University of Houston (bordnick@uh.edu)*

Aron Shlonsky, Ph.D., Associate Professor, *Factor-Inwentash Chair in Child Welfare, University of Toronto (aron.shlonsky@utoronto.ca)*

Eileen Gambrill, Ph.D., Hutto Patterson Charitable Foundation Professor in Child and Family Studies, *University of California, Berkeley, School of Social Welfare (gambrill@berkeley.edu)*

Moderator: Susan Robbins, Ph.D., Associate Professor of Social Work, *Graduate College of Social Work, University of Houston*

5:30—7:00 PM

Entertainment/Happy Hour/Networking & Poster Session

David Flores Latin Jazz Combo, featuring GCSW alumnus, **David Flores, Ph.D.**, Assistant Professor, *University of Texas Medical School*

Saturday 6 April 2013

8:30—9:00 AM

Breakfast

9:00—10:15 AM

Improving Programs and Outcomes: Implementation Frameworks 2013

Roselyn Bertram, Ph.D., Associate Professor, *School of Social Work, University of Missouri-Kansas City* (bertramr@umkc.edu)

This paper presents recent refinements to implementation constructs and frameworks. It updates and clarifies the initial, frequently cited study of the National Implementation Research Network that introduced these frameworks for application in diverse endeavors. As such it may serve as a historical marker in the rapidly developing science and language of implementation. Within this explication, two studies alternate as examples of how these frameworks can be used as a practical guide for more effective implementation of human service programs.

Moderator: Dennis Kao, Ph.D., Assistant Professor, *Graduate College of Social Work, University of Houston*

10:15—11:15 AM

Successes and Challenges of Specific Projects/Programs

- CHOICES Preconception Intervention: **Mary Velasquez, Ph.D.**, *University of Texas at Austin* (velasquez@austin.utexas.edu)
- SEARCH Homeless Services: **Cathy Crouch, LCSW**, Executive Vice President, *SEARCH Homeless Services* (ccrouch@searchhomeless.org)

Moderator: Jodi Berger-Cardoso, Ph.D., Assistant Professor, *Graduate College of Social Work, University of Houston*

11:15—11:30 PM

Break

11:30—1:00 PM

Bridging the Research-Practice Gap: Contrasting Views and Possible Strategies

Lead Presenter: Irwin Epstein, Ph.D., Helen Rehr Professor of Applied Social Work Research, *Hunter College* (iepstein@hunter.cuny.edu)

Panelists: Bruce Thyer, Professor College of Social Work, *The Florida State University* (bthyer@fsu.edu)

Allen Rubin, Ph.D., Bert Kruger Smith Centennial Professor in Social Work, *The University of Texas at Austin* (arubin@austin.utexas.edu)

Aron Shlonsky, Ph.D., Associate Professor, Factor-Inwentash Chair in Child Welfare, *University of Toronto* (aron.shlonsky@utoronto.ca)

Eileen Gambrill, Ph.D., Hutto Patterson Charitable Foundation Professor in Child and Family Studies, *University of California, Berkeley, School of Social Welfare*

Moderator: Patrick Leung, Ph.D., Professor, *Graduate College of Social Work, University of Houston*

1:00—1:15 PM

Break/Get Lunch

1:15—3:15 PM

Break Out Sessions by Topic (Social Work Building)

- Training and Fidelity of Empirically Supported Interventions in Real Settings (*SW110J*)
- Cultural/Developmental Adaptation of Interventions in Real Practice Settings (*SW107A*)
- Using Research to Inform Practice with Co-Morbid or Complex Client Presentations (*SW107B*)
- Bridging the Gap: Organizational and Administrative Issues (*SW229*)
- Preparing Current and Future Practitioners to Integrate Research in Real Practice Settings (*SW231*)

3:15—3:30PM

Break

3:30—5:00PM

Break Out Session by Topic Reporting (Rockwell Pavilion)

Poster #1: Using Person-Oriented Analytic Methods to Identify What Services Work for Whom Under What Conditions: A Practice-Based Demonstration. **By: Shamra M. Boel-Studt**, LMSW, *University of Iowa School of Social Work*

Poster #2: Influencing Self-reported Health among Rural Low-Income Women through Health Care and Social Service Utilization: A Structural Equation Model. **By: Tiffany Bice-Wigington, Ph.D.**, *Stephen F. Austin State University School of Social Work* & **Catherine Huddleston-Casas**, *University of Nebraska*

Poster #3: Bridging the Gap Through University-Agency Partnerships: A Multi-Stage National Study. **By: Sarah Bledsoe-Mansori, Ph.D.**, *University of North Carolina at Chapel Hill, School of Social Work*, **Jennifer L. Bellamy, Ph.D.**, *University of Chicago*, **Traci L. Wike, Ph.D.**, *Virginia Commonwealth University*, **Erna Dinata**, *University of Chicago* & **Melissa D. Grady, Ph.D.**, *The Catholic University of America*

Poster #4: A Case Study: How the Contraceptive CHOICE Project is Using Theory to Guide the Translation of Research into Practice. **By: Hilary O. Bourghton**, MSW, **Secura G.M.**, **Omvig K.J.**, **Buckel C.M.**, **Mullersman J.L.**, **Wade J.A.** and **Peipert J.F.**

Poster #5: Integrating Research and Practice in Child Welfare: Core Components, Advocacy, Fidelity, Training and Technology. **By: Jacquelynn F. Duron**, LCSW, *University of Houston Graduate College of Social Work*

Poster #6: Bridging the Gap: Evidence Based Programming on College Campus. **By: Gail Gilan, Ph.D.**, LCSW, **Reuben Parrish**, **Gaylyn Maurer**, *University of Houston Wellness*

Poster #7: Examining the Dissemination of Empirically-Supported, Spiritually-Sensitive Mental Health Interventions through the Diffusion of Innovations Theory. **By: Holly Oxhandler**, MSW, *University of Houston Graduate College of Social Work*

Poster #8: An Integrated Model for Infertility Treatment. **By: Marilyn S. Paul, Ph.D.**, LCSW, *Adelphi University School of Social Work*

Poster #9: Preparing practitioners: Relocation in Older Adulthood. **By: Tam E. Perry, Ph.D.**, *Wayne State University, School of Social Work*, **Shantel West**, MSW, **Julia Valierani**, B.A.

Poster #10: Assessing the Effectiveness of the Pass Program: An Early Intervention for at-risk Middle School students. **By: Lisa A. Rapp, Ph.D.**, *University of South Florida, School of Social Work*, **Chris Stewart** and **William Rowe**

Poster #11: The gap is in the field: An innovative EBP teaching model for dyads of field instructors and social work students. **By: Julie Tennille**, MSW, LSW, *University of Pennsylvania School of Social Policy & Practice*

Poster #12: The Hub of Hope: Research, Innovation, and Collaboration. **By: Josephine Russo**, BSW, *Project. H.O.M.E.*

Poster #13: Pictures that Speak: A Photovoice Project for Men Living with HIV/AIDS. **By: Abigail J. Rolbiecki**, MPH, *University of Missouri School of Social Work*, & **Teti, M.** and **Hampton, D.**

Poster #14: "It brought me out of my depression:" Photovoice as a strategy to improve mental health among women living with HIV/AIDS. **By: Michelle Teti**, DrPH, MPH, *University of Missouri, School of Health Professions*, **Rolbiecki, A.**, **Schneider, C.** and **Binson, D.**

Poster #15: Factors Influencing Social Workers use of Evidence-Based Practice Behaviors. **By: Micki Washburn**, MA, *University of Houston, Graduate College of Social Work*

Poster #16: Capitalizing on Resources to Help Students Integrate Research and Practice: One Student's Journey in an Emerging Research University. **By: Betsy L. Wisener, Ph.D.**, *University of Texas—San Marcos School of Social Work*, **Matthew Krugh**, B.A.

Poster #17: Intervention Development in Real World Settings: The Case of Treatment Foster Care for Older Youth. **By: Sarah C. Narendorf, Ph.D.**, *University of Houston, Graduate College of Social Work* & **J. Curtis McMillen**, Ph.D., *University of Chicago*

Special thanks to the following for their help and support of this event.

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