

PROMOTION OF EBP TO THE  
PSYCHOLOGICAL COMMUNITY

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WHY DO IT?

- Most EBP training takes place in clinical psych PhD programs
- Mental health practitioners are *not* just psychologists, but also
  - Counselors
  - Social workers
  - Psychiatrists
  - Psychiatric nurses
  - And more!

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WHY DO IT?

- Training and exposure to EBP varies widely, with majority of MHP not being trained in it
- Disseminating EBP among established practitioners can have multiple benefits
  - New tools for their use
  - Improved outcome for their patients
  - Improved reputation for the field
  - “Snowball effect” for EBP

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### Why Bother?

- Why would established practitioners want a new way to practice?
- EBP is being increasingly sought after by clients and referral sources
  - More people are becoming aware that psychology works, but only certain kinds of psychology
- Reimbursement issues from third-party sources
  - Governmental payouts and private insurers in the US are moving towards greater accountability before paying for services, both medical and psychological

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### Why Bother?

- Frustration with lack of success with certain populations
  - Anxiety, depressive, and disruptive behavior disorders, as well as numerous health problems, respond much better to certain ESTs than just supportive therapy
- Professional ethics
  - Practitioners should want to give their clients the most effective treatments available

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### YOU CAN TEACH AN OLD DOG

- Even once they understand the benefits of using EBP, few MHP will take a semester long course at a university to gain those skills
- So, how to best train people in EBP in a shorter period of time? And, how to assure that they apply these new skills properly once they leave?

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### YOU CAN TEACH AN OLD DOG

- Those skilled in EBP, whether in general or for a specific population, can assist those wanting to learn it in multiple ways
  - Holding seminars / workshops
  - Doing in-house trainings at agencies
  - Being a supervisor for a novice EBP therapist
  - Making yourself available as a guide to reference sources

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### SEMINARS / WORKSHOPS

- This is one of the most efficient ways to promote EBP to a wide number of practitioners
- All licenses require continuing education, and attending workshops to gain CEs is very popular
- Becoming a certified provider of CEs varies regionally, so be sure to check with local licensing board for details

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### SEMINARS / WORKSHOPS

- Effective presentations to disseminate EBP share several common factors
  - Length of presentation
  - Focus on both theory *and* practice
  - Use of clinical examples / hands-on activities
  - Time for feedback and questions from audience
  - List of references for further learning or supervision

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### PRESENTATION LENGTH

- In general, most will run for  $\frac{1}{2}$  day (four hours) or a full day (eight hours)
- Shorter presentations will not usually allow a long enough time period to cover all needed components
- Longer times allow for a more thorough covering of the material, plus plenty of time for questions

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### THEORY & PRACTICE

- When teaching EBP, it is imperative to focus not only the what (practice), but also on the why (theory)
- An understanding of theory behind practice allows practitioners to become more flexible in their application of techniques, tailoring it to the individual client

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### EXAMPLES & ACTIVITIES

- Presentation of how techniques were tailored to specific clients that you worked with helps to drive home their use
  - Adults vs. children
  - Low-functioning vs. high-functioning
- Hands-on demonstrations of techniques will provide observational learning opportunities
  - Exposures
  - Relaxation techniques

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### Q & A

- An essential part of any training is allow the learners to have a feedback opportunity
- Answering questions about how to conceptualize certain cases with the EBP of cognitive or behavioral therapies helps them to better understand concepts and apply them
- This will also allow for further examples of tailoring techniques discussed, clarifying misconceptions, etc.

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### FURTHER READING

- Having handouts with books or article references is essential, as further review of and learning about the EBP discussed will be needed for the practitioners
- This could also include a reference list of providers in the area who would be available for consultation or supervision as they put the EBP techniques into practice

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### IN HOUSE TRAININGS

- Sponsored by an agency or university, these are very similar to doing a seminar or workshop
- Primary difference may be the ability to have people prepare some ahead of time by giving them readings prior to the date of the training
- These could also include follow-up presentations or contracting with the agency to provide group supervision of cases for novice EBP practitioners

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### SUPERVISING

- An essential element to becoming competent in providing EBP is having supervision from an expert
- Consider trying to set up supervision groups for persons interested in learning how to do EBP, recruiting them from workshops or trainings
  - This will make it less expensive for them, as well as provide more case examples of how to do EBP

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### SUPERVISING

- With proper supervision, learners are able to take knowledge from books/workshops and integrate them into real-world practice
- Just as with therapy, there are EBP models of supervision, which are designed to reinforce particular skills (e.g., Sudak et al., 2001)

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### BEING A GUIDE

- Those currently practicing EBP should consider themselves guides, willing to help those who are not adjust and learn to deliver EBP
- This encompasses all the previously mentioned ways to disseminate
  - Providing workshops or trainings, supervising novice EBP therapists

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## CONCLUSIONS

- Learning EBP, even after formal schooling, is a very doable task *if* currently trained EBP therapists are willing to facilitate it
- Putting yourself out there as a EBP professional can have great benefits to others in the mental health community, as well as their clients

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