

**Society for Prevention Research
27th Annual Meeting
San Francisco, CA**

Pre-Conference Workshop IV

Date: Tuesday, May 28, 2019

Time: 8:30 am – 5:30 pm

Prevention through Partnership: Translating Evidence to and from Practice through Research-Practice Partnerships *(To register select: Prevention through Partnerships)*

Organizer: John R. Seeley, Ph.D., Professor, Special Education and Clinical Sciences, University of Oregon

Presenters:

- John R. Seeley, Ph.D., Professor, Special Education and Clinical Sciences, University of Oregon
- Nicholas J. Parr, MPH, Doctoral Student, Prevention Science, University of Oregon
- Jonathan L. Rochelle, MS, Doctoral Student, Special Education, University of Oregon
- Roger Brubaker, MPH, Prevention Lane Suicide Prevention and Mental Health Promotion Coordinator, Lane County Public Health
- Maria L. Schweer-Collins, MA, Doctoral Student, Prevention Science, University of Oregon

Description:

Research-Practice Partnerships (RPPs) are critical avenues for effectively testing and disseminating evidence-based practices to community settings; for establishing and strengthening relationships between scientists, research institutions, and community stakeholders; and for comprehensively evaluating practice implementation (Bryk, Gomez, Grunow, & LeMahieu, 2015; Tseng, Easton, & Supplee, 2017). Despite their promise, RPPs can be challenging to develop and maintain, and require multidisciplinary skillsets to facilitate equitable goal-setting and ongoing collaboration (Palinkas, Short, & Wong, 2015). Building on established RPP frameworks and drawing from hands-on experience implementing statewide RPP efforts in mental health promotion and suicide prevention, this workshop will train prevention researchers on how to form and sustain RPPs under real-world constraints, how to maximize the benefit of RPPs to researchers and practitioners, and how to navigate complex relational, analytic, and communications issues to ensure the success of RPPs for addressing important prevention and public health challenges.

During the workshop, participants will engage in a series of interlinked breakout activities which will guide them through conceptualizing an RPP relevant to their settings and research aims. Through these hands-on activities, participants will be supported to conduct a preliminary assessment of their context for RPP implementation, identify potential stakeholders, and outline a strategy for identifying and utilizing key data necessary to establish an RPP in their context. Following the workshop, participants will be provided customizable tools to communicate RPP concepts and goals to community stakeholders.

By completing the workshop, participants will:

1. Understand the goals, benefits, and components of RPPs, and the key stages of establishing and scaling up RPPs.
2. Acquire skillsets in developing partnerships with community stakeholders, including addressing ethical issues and other concerns when RPPs engage minority populations and communities

with medical or institutional mistrust, and when RPPs are established around complex issues, such as suicide prevention.

3. Gain greater knowledge related to identifying, collecting, and improving the quality of administrative data from complex, real-world systems and settings; evaluating research-informed programs for implementation; and assessing and interpreting data in ways which are meaningful to both researchers and community stakeholders.
4. Possess awareness of important considerations for implementing RPPs, including navigating the role of participatory evaluator, facilitating ongoing and transparent communication while maintaining research-appropriate confidentiality, and identifying and maintaining funding streams in unstable public policy environments.

Target Workshop Audience

Researchers and graduate students focused on translational and effectiveness research, implementation and dissemination science, and program evaluation are encouraged to attend this workshop. The workshop would also benefit from the participation and contribution of clinicians and practitioners, given the partnership-with-practice focus of the workshop.

Materials to be provided to attendees

Prior to workshop:

1. PDFs of relevant articles for optional pre-workshop review, including:
 - Klar, H., Huggins, K., Buskey, F., Desmangles, J., & Phelps-Ward, R. (2018). Developing social capital for collaboration in a research-practice partnership. *Journal of Professional Capital and Community*, 3(4), 287-305.
 - Tseng, V., Easton, J. Q., & Supplee, L. H. (2017). Research-practice partnerships: Building two-way streets of engagement. *Social Policy Report*, 30(4), 1-15.

During workshop:

1. Overview of RPP-related data types and sources
2. Worksheets to guide activities
3. Summary of key planning and consensus-finding tools, such as the *Hexagon Tool* (Blase, Kiser, & Van Dyke, 2013)

Following workshop:

1. Copy of workshop slides (PDF)
2. Brief, customizable slideshow (PowerPoint format), oriented to practitioners, which researchers can use to introduce RPPs to potential community stakeholders. Slideshow will be pre-formatted and include prompts for researchers to input specific details of their program goals and components.

Outline of Proposed Workshop

8:30 – 9:00 AM: Introductions, Background, and Expectation-setting (Seeley)

9:00 – 10:30 AM: Overview of Research-Practice Partnerships (Parr)

- Purpose and aims of RPPs within key prevention science and public health frameworks
- Benefits and relevant contexts for implementing RPPs
- Stages of RPP development and sustainment

- *Breakout Activity: Assessing your context for RPP implementation (Participants provided assessment template and guided through assessment process)*

10:30 – 10:45 AM: Break

10:45 – 12:00 PM: Identifying Stakeholders and Building Partnerships (Rochelle)

- Identifying important community and governmental partners for RPP implementation
- Roles of stakeholders in RPP design and implementation
- Applications of RPPs within complex community-level dynamics, including among populations with institutional mistrust and within highly siloed or disconnected health systems
- Developing an RPP knowledge-hub

12:00 – 1:00 PM: Lunch

1:00 – 2:30 PM: Maintaining Partnerships (Schweer-Collins & Seeley)

- Approaches to maintaining open communication and synchronizing research and community goals
- Opportunities and complexities of the role of the participatory evaluator
- Roles of stakeholders in ongoing RPP implementation
- *Breakout Activity: Identifying your stakeholders (Participants provided summary of key RPP partnership and stakeholder types, and activity worksheet)*

2:30 – 2:45 PM: Break

2:45 – 3:45 PM: Funding and Sustaining RPPs (Schweer-Collins)

- Overview of RPP funding considerations and mechanisms
- Tailoring existing funding mechanisms to enhance evidence-based program implementation fidelity and evaluation efforts within an RPP framework

3:45 – 5:15 PM: The Roles of Data in RPP Implementation and Success (Brubaker & Parr)

- Utilizing an RPP knowledge-hub
- *Breakout Activity: Identifying important data types and systems for RPP implementation in your context (Participants provided a list of traditional and nontraditional types and sources of state and community-level data, and activity worksheet)*
- Applications of traditional and nontraditional data for supporting RPP implementation
- Articulating data usefully and meaningfully to community stakeholders

5:15 – 5:30 PM: Wrap-up

Presenters

John R. Seeley, Ph.D. is a Professor of Special Education and Clinical Sciences at the University of Oregon and a Senior Scientist at the Oregon Research Institute, with over 30 years of experience in conducting epidemiological and intervention research on internalizing and externalizing psychopathology in adolescents and young adults. During this time, he has gained extensive experience and expertise with intervention research methodology and implementation science approaches including RPPs. He supervises a team of pre- and post-doctoral researchers funded to evaluate and support implementation of Oregon’s Youth Suicide Intervention and Prevention Plan through an RPP framework.

This work extends to his appointment as a member of the Oregon Alliance to Prevent Suicide, a statewide policy and practice-oriented stakeholder group, as well as to his service as chair of the Data and Evaluation Committee for the suicide prevention initiatives of the Oregon Health Authority. Across these domains, Dr. Seeley has acquired expertise in integrating the goals of researchers, practitioners, and governmental public health systems.

Nicholas J. Parr, MPH is a doctoral student in the Prevention Science program at the University of Oregon. Prior to his doctoral studies, Nicholas served as a senior analyst at a national public health organization in Washington, DC, where he led development, implementation, and evaluation of federally-funded multistate programs focused on disease prevention and improving health outcomes for racial and ethnic minority and sexual and gender minority (SGM) individuals and communities. In this position, he conducted extensive technical assistance (TA) and training curricula development and delivery, and facilitated in-person and online communities of practice. In his Master of Public Health program, he focused on health systems improvement; program design, implementation, and evaluation; and health equity issues. During this time, he also worked as a program coordinator and TA provider supporting implementation of disease prevention and harm reduction programs for SGM individuals and persons who inject drugs at a nationally-recognized Federally Qualified Health Center. His current research focuses on methodological and analytic approaches to more fully characterize health and wellness outcomes experienced by sexual and gender minorities and other underserved communities.

Jonathan L. Rochelle, MS is a doctoral student and researcher in the Special Education program at the University of Oregon. He currently works as a participatory evaluator in a partnership with the Oregon Alliance to Prevent Suicide, providing TA and progress monitoring for statewide suicide prevention programs in public schools. His research interests involve leveraging improvement and implementation science frameworks to facilitate, assess, and monitor the dissemination and implementation of evidence-based programs through the use of networked communities. Jonathan is concurrently enrolled in a Master of Science program in Developmental Psychology and studies how early environmental stressors can impact learning trajectories for children from lower socioeconomic and disadvantaged households. Before his doctoral studies, Jonathan received a Master of Science in Educational Leadership with a concentration in educational equity at the University of Oregon. During his Educational Leadership program, Jonathan used his prior experiences as a high school teacher in an underserved school to better elucidate the systematic societal barriers facing minority students.

Roger Brubaker, MPH is the Suicide Prevention and Mental Health Promotion Coordinator at Lane County Public Health in Eugene, Oregon. In this position, he is responsible for analyzing state and local mental and behavioral health data for use in developing policy to reduce the incidence of suicide and adverse mental health outcomes, and to promote community resilience. He also coordinates, implements, and evaluates evidence-based suicide prevention and mental health programs, and provides capacity-building assistance in suicide prevention and mental health crisis interventions to lay and professional community stakeholders. Prior to his Master of Public Health studies, Roger was a group intervention facilitator in an intimate partner violence and child abuse prevention program, and served as a Peace Corps volunteer. Roger is certified as a trainer in the *Question, Persuade, Refer* (QPR) suicide prevention program as well as the *Connect* postvention program.

Maria Schweer-Collins, MA is a doctoral student in the Prevention Science program at the University of Oregon, where she studies developmental processes in early childhood and parent-child interactions to better understand the intergenerational transmission of self-regulation processes in parents and

children who have experienced child maltreatment and other forms of early adversity. Her work also focuses on identifying the optimal dosage of evidence-based services necessary to prevent occurrence of child maltreatment. Prior to her doctoral studies, Maria received a Master of Arts in Couple and Family Therapy at Bethel University, after which she worked as a home-based mental health counselor in Minneapolis supporting child welfare-involved families. Since that time, she has worked as a mental health professional in a variety of community non-profit settings, and gained substantial experience in providing TA for fidelity monitoring and in evaluating the implementation of evidence-based programs within community service-delivery settings. Additionally, Maria supports the Oregon Health Authority's Child and Family Health Behavioral Unit in designing new funding mechanisms to ensure rural parts of the state have access to resources to effectively implement evidence-based early childhood programs.

Relevance to Conference Themes:

The effectiveness of RPPs is strengthened through robust data collection and analysis; these data are often heterogenous in type, source, and in required analytic approach. A key focus of this workshop is developing participant skills in gathering and understanding these important but varied data from complex, real-world systems, which range from state-level data systems to local and regional organizations, schools, and institutions, to individual community stakeholders. Given this focus, the workshop is specifically relevant to the SPR Training Needs Assessment Task Force Priority 2, *Complex systems and systems theory*, as well as the general conference interest of developing ethical partnerships to implement and evaluate community programming. Many of the workshop's examples are drawn from suicide prevention efforts, and therefore highlight salient ethical considerations in the development and implementation of RPPs.

References

- Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (2015). *Learning to improve: How America's schools can get better at getting better*. Cambridge, MA: Harvard Education Press.
- Blaze, K., Kiser, L., & Van Dyke, M. (2013). *The Hexagon Tool: Exploring context*. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill.
- Palinkas, L. A., Short, C., & Wong, M. (2015). *Research-practice-policy partnerships for implementation of evidence-based practices in child welfare and child mental health*. New York, NY: William T. Grant Foundation.
- Tseng, V., Easton, J. Q., & Supplee, L. H. (2017). Research-practice partnerships: Building two-way streets of engagement. *Social Policy Report*, 30(4), 1-17.