



THE LOUIS DE LA PARTE FLORIDA MENTAL HEALTH INSTITUTE

APA 2005
Annual
Convention

Washington, DC • August 19, 2005

Transformation: Personal, Professional, & Systemic

Topics

- ▶ Implementation of Systems of Care
- ▶ System Transformation
- ▶ Performance Measurement
- ▶ Professional Training
- ▶ Social Capital
- ▶ Unregulated Residential Care

Themes

- ▶ Systemic Thinking
- ▶ Cross-Disciplinary Approaches
- ▶ Continuous Learning
- ▶ Children's Mental Health

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Department of Child & Family Studies

The Department of Child and Family Studies (CFS) of the Louis de la Parte Florida Mental Health Institute seeks to improve the social and emotional competence and overall well-being of children, and their families through applied research, program evaluation, policy analyses, education, training, and technical assistance, and a wide range of dissemination and information-sharing activities.

CFS is committed to a multi-disciplinary approach to addressing complex child, family, community, and systemic issues, and our team includes individuals from over 20 different academic disciplines, and individuals from varying perspectives, including clinicians, administrators, policy-makers, both qualitative and quantitative researchers, and family members of young people with special challenges.

CFS has concentrated its efforts on:

- Children with serious emotional disturbances and their families, with a special focus on the development of effective, integrated systems of care;
- Children with autism and other developmental disabilities, children who have been abused or neglected, and young children with special needs;
- The development of theories of change, with accompanying logic models, to assist in program and system planning, and the development of principles of effective implementation at the practice, program, and policy level;
- The application of positive behavior support principles and practices to serving children and families in their home, in their schools, and in community settings;
- Strategies for assisting adolescents with mental health challenges in making an effective transition to adulthood;
- The use of multiple research methods, and the in depth study of complex phenomena in their natural settings from a systemic perspective;
- Research on strategies for enhancing collaboration between schools and other service sectors, for strengthening financing and assessment of service systems, for promoting cultural competence and increasing access to effective care for diverse populations, and for enhancing family voice and choice in decision-making at the practice and system level.



“We cannot solve our problems with the same level of thinking that created them.”

—Einstein

Effective Systems of Care:

The Research and Training Center for Children's Mental Health has developed a model of factors that it believes contribute to implementation of effective systems of care.

The factors are based on research and theory on systems of care for children with serious emotional disturbances and their families, research and theory in related fields, the experiences of the Center in conducting research and providing consultation within systems of care, and feedback from the Center's Board of Advisors, state directors of children's mental health, and other parent and professional leaders in children's mental health. The full rationale for the selection of the factors is beyond the scope of this brief description but is available upon request from the Center. The model builds on, and is consistent with, earlier work on systems of care but places a greater emphasis on a number of planning, management, and accountability processes.

Although the factors are presented in list form, the Center believes that they can best be understood from a holistic and systemic perspective. The most important issues may not be the implementation of each factor but rather how the pieces of the system fit together, and how they match up with the cultural and community context in which they are to be applied.



A Summary of Implementation Factors

Pathways to Care

Outreach mechanisms and clear pathways that facilitate access into and flow through effective care for all individuals in the identified population of concern. This is an especially important issue for children from racial and ethnic minority groups where access to care has historically been less effective than it has for other groups.

Range of Effective Services and Supports

A broad and comprehensive range of effective services and supports, including care coordination, to support the development of individualized, culturally competent, and comprehensive treatment plans that assist the child and the entire family.

Population Description

A population of concern that is clearly defined and well-understood within the local context. For a system to be effective, there must be adequate information on the needs, strengths, and overall characteristics of the population of concern, including their culture and help-seeking patterns, and the functioning of the entire system.

Values and Principles

A statement of values and principles, consistent with system of care values and principles, that has been developed through an inclusive, participatory process, and serves as a foundation for system development and evaluation efforts.

Theory of Change

A clear and widely held local theory of change that is developed through a participatory process and describes the population of concern, goals of the system, and mechanisms through which the community expects to be able to achieve the goals.

Implementation Plan

An implementation plan describes the steps that will be taken to achieve the desired goals and includes timelines and a listing of individuals responsible for the actions to be taken. Such a plan is regularly updated and recognizes the complexity and challenge of taking statements of intended action, and actually implementing them as intended.

Performance Measurement

A performance measurement system that includes both process and outcome measures, is based on the theory of change, and provides ongoing information about the performance of the system which can be used to improve the system.

Financing Structures and Strategies

A comprehensive financing plan that is consistent with the goals of the system, the system values and principles, and the needs of the population of concern. Such a plan should identify expenditures across major child serving systems, utilize varied sources of funding, promote fiscal flexibility and incentives, maximize federal entitlements, and re-direct spending from restrictive placements to home and community-based services.

Provider Network

A provider network that is diverse in background, culturally competent, skilled in providing services and supports consistent with the values and principles promoted by the system, and of sufficient capacity to provide family choice.

Provider Accountability

An accountability system at the provider level in which the use of particular providers and the provision of funding to them is clearly tied to their performance so that incentives are created for high quality and family-responsive performance.

Family Choice

Mechanisms to ensure that families are provided with choice of services and providers in collaboration with their treatment team.

Collaboration and Family Voice

Mechanisms to promote collaboration between key service sectors and between families and professionals at all levels of the system.

Governance

Governance mechanisms that maintain the focus on the system values, goals, and theory of change, and the use of systematic data and stakeholder inputs to continuously strengthen the system, and that provide for clear and efficient decision-making about the system.

Transformational Leadership

Leadership that appreciates the inter-relatedness of each of implementation factors and their functions within a system and recognizes the importance of community-specific contextual factors. To be transformational, such leadership must be able to tie together all of the processes and functions into an integrated system and must be able to create and carry partnerships and collaborations to a high level.

pieces; yet the challenges we face are increasingly systemic.”
—Senge



<http://rtckids.fmhi.usf.edu>

The Research and Training Center for Children's Mental Health at USF's Louis de la Parte Florida Mental Health Institute was initiated in 1984 to address the need for improved services and outcomes for children with serious emotional/behavioral disabilities and their families.

Since that time, the Center has conducted research, synthesized and shared existing knowledge, provided training and consultation. It has served as a resource for other researchers, policy makers, administrators in the public system, and organizations representing parents, consumers, advocates, professional societies, and practitioners. The Center's annual conference has become the principal national forum for exploring research and evaluation findings related to the implementation of systems of care.

In the fall of 2004, the Center received funding for an additional 5 years. Building on previous investigations, the Center's six integrated research projects are designed, in the short run, to enhance knowledge about effective implementation of systems of care, and, in the long run to make it possible for children with serious emotional disturbances to live, learn, work, and thrive in their own communities.

Publications by Center Investigators

Visit the site for access to publications addressing the Center's commitment to expanding the research base for creating community-based, integrated systems of care for children and families.

"Dynamic multisystem models of human learning, development, and psychopathology are transforming sciences, practices, and policies concerned with the health, success, and well-being of children and the adult citizens of society they will become."

—Masten, 2003

"The research enterprise is conceived as a pluralistic process where a range of methods and data sources are invoked to enhance the understanding of phenomena."

—Kelly, 2000

"Understanding complex systems requires mastery of concepts such as feedback, stocks and flows, time delays, and nonlinearity."

—Stermen, 2002

"We continually fragment problems into

Mark Your Calendar! February 22-25, 2006

A System of Care for Children's Mental Health: Expanding the Research Base



Each year the Research and Training Center for Children's Mental Health provides an opportunity for researchers, policy makers, and family members to come together to exchange information about important issues related to systems of care, and new research findings. The purpose of this annual conference is not only to support the dissemination of new knowledge, but to provide a forum for bringing diverse groups of people together to address important and practical issues in children's mental health and services research.

The next conference will be February 22-25, 2006, in Tampa, Florida. Abstracts for presentations are due by October 31, 2005. Further information is available from <http://rtckids.fmhi.usf.edu>

New at CFS



A START

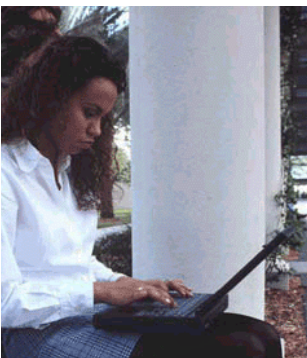
A concern about a growing number of reports from youth and families, and from the public media, regarding the exploitation, mistreatment, and abuse of youth in unregulated, private residential treatment programs has given rise to an alliance of individuals and organizations that are working together to address this problem.

The Alliance for the Safe, Therapeutic and Appropriate use of Residential Treatment (A START) is co-sponsored by the Department of Child and Family Studies of the University of South Florida and the Bazelon Center for Mental Health Law. The Alliance now includes leaders in psychology, psychiatry, nursing, mental health law, policy and family advocacy, as well as individuals with direct program experience as director, evaluator, parent or participant in such programs.

A START believes that residential programs serving children with special mental health challenges should be properly licensed and monitored by state government, and accredited by independent accrediting organizations. Currently, the only information available about most of these programs comes from their own marketing efforts. A START seeks to promote protections for children and families, and the availability of information about these programs so that parents can make the best choices with and for their children. A START seeks to also promote information and access to community-based care so that children and families have meaningful, safe, and effective options available to them.

Currently, A START is organizing a press conference on Capitol Hill to highlight the concerns relating to unregulated residential facilities for youth. As part of this press conference, A START has prepared a sign-on letter for mental health professionals and a second one for family members and organizations expressing concern about these issues and support of H.R. 1738, the End Institutionalized Abuse Against Children Act of 2005. For more information about A START, including an article describing the problem, please contact Allison Pinto, Ph.D. at apinto@fmhi.usf.edu or 813-974-9179.

Systems of Care Professional Training Consortium



A consortium of universities, under the leadership of the University of South Florida, has come together to share resources, use new technologies, and collectively offer a wide range of courses, and certificate and degree options in children's mental health to address important workforce development issues in the field.

In 2006, the first web-based/distance learning courses designed by the System of Care Professional Training Consortium will be offered to students throughout the country. These courses launch two interdisciplinary training programs: a Master of Science degree program and a Graduate Certificate program.

Each program is designed to provide a rigorous, systems-of-care values infused, and empirically-based education to individuals in the behavioral health care services field. First of its kind, this collaborative university-based training program is developing course content that brings current knowledge about effective service delivery to new professionals entering the behavioral and mental health fields, as well as retrain and retool existing providers to perform new roles and responsibilities.

Students from any of the participating institutions may enroll in the program of study, and a variety of distance learning methods will be used to deliver course content across the Consortium. Participating universities will offer specific courses based upon their particular curriculum strengths, and waive residency requirements to allow students to transfer credit across institutions.



NIRN
THE NATIONAL
IMPLEMENTATION
RESEARCH NETWORK

NIRN is comprised of researchers, program developers and stakeholders interested in or engaged in the development, research, implementation and dissemination of evidence-based programs and practices. Network participants and activities span a variety of behavioral health initiatives, settings, programs and practices (e.g., adult/child, public/private/nonprofit, mental health, substance abuse, developmental disabilities, justice arenas, educational settings, child welfare, early intervention). With a strong science to practice and practice to science agenda, the National Implementation Research Network is focused on closing the gap between science and service and developing a science of program implementation and dissemination.

For more information on these and other projects at CFS, visit our website at

<http://cfs.fmhi.usf.edu>

