

# CURRENT TRENDS IN FAMILY INTERVENTION: EVIDENCE-BASED AND PROMISING PRACTICE MODELS OF IN-HOME TREATMENT IN CONNECTICUT (5<sup>TH</sup> EDITION)

*Graduate Training Curriculum  
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**The views, opinions, and contents of this publication are those of the author and do not necessarily reflect the views, opinions, or policies of SAMHSA, DHHS, or the State of Connecticut.**



**CONNECTICUT  
WORKFORCE  
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Connecticut was one of seven states awarded a multi-year Mental Health Transformation State Incentive Grant (MHT-SIG) by the United States Department of Health and Human Services Substance Abuse and Mental Health Services Administration (SAMHSA) in 2005. The purpose of the grant was to transform the state's system of mental health care to develop a statewide recovery-oriented system of care and services for all citizens of Connecticut in line with the recommendations of the Report of the President's New Freedom Commission on Mental Health (2003). The transformation initiative involved the collaborative efforts of numerous Departments within Connecticut's Executive Branch (including Mental Health and Addiction Services, Children and Families, Higher Education, Information Technology, Insurance, Labor, Developmental Services, Corrections, Public Health, Social Services, Education, and Veteran Affairs), as well as the Court Support Services Division in the Judicial Branch, the Office of Policy and Management, the Commission on Aging, consumers and family members, state and private providers, advocates and other interested stakeholders.

In the first year of the grant, representatives of all key stakeholder groups met to outline a *Comprehensive Mental Health Plan for the State of Connecticut*. One of the goals established by this initiative was to *transform and develop Connecticut's workforce*. Under the leadership of the Yale Center for Workforce Development, a workforce transformation workgroup was established, with representation from all of the key stakeholder groups, to identify specific strategies to improve Connecticut's workforce. One of the seven initial strategy recommendations was to build the workforce for the large number of evidence-based in-home treatment programs across the state by enhancing graduate training curricula in Social Work, Marriage and Family Therapy, Counseling and Clinical Psychology. The Wheeler Clinic received funding from the Connecticut MHT-SIG, contracted through the Yale Center for Workforce Development, to develop and implement this workforce initiative. The resulting graduate training curriculum, *Current Trends in Family Intervention: Evidence-Based and Promising Practice Models of In-Home Treatment in Connecticut* was developed as a 14-week graduate level course with a full instructor toolkit. The course provides an overview of several specific models of treatment as well as the core competencies that are shared across models. A 30 hour "train the trainer" faculty fellowship is central to the successful implementation of the curriculum. The training prepares graduate faculty

with the prerequisite background and expands upon the information provided in the toolkit. To further enhance the learning experience for graduate students, the initiative also coordinates providers of the models and clients/family members who have received one or more of the models to provide guest lectures during course delivery.

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IICAPS Services, Yale Child Study Center
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Jennifer Melquist, M.A., LPC,  
Wheeler Clinic
- Curriculum module on Functional Family Therapy (FFT) prepared by:  
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Some of the class presentation slides for the ***Multisystemic Therapy Building Stronger Families*** session are provided courtesy of Cindy Cupit Swenson, Ph.D. and Cindy Schaeffer, Ph.D., Medical University of South Carolina.

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## **Graduate Training Curriculum:**

# **Current Trends in Family Intervention: Evidence-Based and Promising Practice Models of In-Home Treatment in Connecticut (5<sup>th</sup> Edition)**

Graduate Course Curriculum Developed by  
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## **SYLLABUS**

### **Introduction:**

This 3-credit, full semester course is designed for graduate students in Social Work, Marriage and Family Therapy, Psychology and Counseling. The course will provide an introduction to definitions and competencies connected with “Evidence-Based Practice” (EBP) and an overview of the history, theoretical foundations, and implementation of several nationally (and internationally) acclaimed evidence-based in-home family treatment models, as well as a few of Connecticut’s “home-grown” promising practices. Over the course of the semester, students will receive didactic training in the theory and practice of these treatment models, and hands-on training exercises to demonstrate the use of some of the specific treatment tools that are utilized within the models. Didactic Presentation and Discussions will be supplemented by case presentations from local providers of several of the models, and by testimonials from families who have received in-home services. Students completing the course will be able to distinguish between the different models, and have an understanding of the shared core competencies for home-based family therapists, as well as an understanding of evidence-based practice.

**Course Content:**

Sessions 1 & 2	<ul style="list-style-type: none"> <li>▪ Introduction to Evidence-based Practice (EBP)</li> </ul>
Session 3	<ul style="list-style-type: none"> <li>▪ Development of Home-Based EBP in CT</li> <li>▪ Core Competencies</li> </ul>
Session 4	<ul style="list-style-type: none"> <li>▪ Overview of Multidimensional Family Therapy (MDFT)</li> </ul>
Sessions 5 & 6	<ul style="list-style-type: none"> <li>▪ Overview of Multisystemic Therapy (MST)</li> <li>▪ Expansion of Evidence-Based Practice Within a Model:                             <ul style="list-style-type: none"> <li>– MST for Problem Sexual Behavior</li> <li>– MST for Transitional Age Youth</li> <li>– MST Family Integrated Transitions</li> </ul> </li> </ul>
Session 7	<ul style="list-style-type: none"> <li>▪ Overview of Intensive In-home Child and Adolescent Services (IICAPS)</li> </ul>
Session 8	<ul style="list-style-type: none"> <li>▪ Overview of Functional Family Therapy (FFT)</li> </ul>
Session 9	<ul style="list-style-type: none"> <li>▪ Mid-term</li> <li>▪ Review: Similarities and Differences</li> </ul>
Sessions 10 & 11	<ul style="list-style-type: none"> <li>▪ Shifting Targets: Building Upon EBP of In-Home Family Treatment to Develop Intervention Models to Address Parental Substance abuse.                             <ul style="list-style-type: none"> <li>– Family-Based Recovery (FBR)</li> <li>– MST – Building Stronger Families (MST – BSF)</li> </ul> </li> </ul>
Session 12	<ul style="list-style-type: none"> <li>▪ Engaging Families in Treatment</li> </ul>
Sessions 13 & 14	<ul style="list-style-type: none"> <li>▪ Small Group Presentations/skill development</li> </ul>

## **Sessions 1 & 2**

### **Overview of Evidence-based Practice (EBP)**

#### **Session 1**

- I. Overview of Evidence-Based Practice
  - a) Demand for Evidence-Based Practice
  - b) Evidence-Based *Practice*
  - c) Evidence-Based *Practices* or Treatments
- II. Evidence-Based *Practice* Skill-Set
- III. Hierarchies of Evidence

#### **Session 2**

- IV. Evidence-Based Practices/Treatments
  - a) Different types/levels of research support
  - b) System of classification for programs with some
  - c) research basis of support
- V. Misconceptions About Evidence-Based Practice
- VI. Implementation Science
- VII. Resources

## **Sessions 3**

### **Part 1: Development of In-Home EBP in Connecticut**

- I. Key Stakeholders
- II. National and Local Initiatives to Improve Behavioral Health Services for Children
- III. System Development
- IV. Workforce Development

### **Part 2: Core Competencies**

- I. Clinician Characteristics
- II. Working in People's Homes
- III. Foundational Skill Sets
  - a) Assessment and Diagnosis
  - b) Child and Family Development
  - c) Cultural Competency
  - d) Family Therapy
    - i. A Systemic Framework
    - ii. Structural
    - iii. Strategic
    - iv. Genograms
  - e) Effective Parenting Strategies



## **Session 4**

### **Overview of Multidimensional Family Therapy (MDFT)**

#### Didactic Presentation and Discussion:

- I. Model Development, Research & Dissemination
- II. Theoretical Foundation
- III. Clinical Process
- IV. Implementation
- V. Supervision and Training

Provider Presentation: Local MDFT therapist's experience and case example

## **Session 5**

### **Overview of Multisystemic Therapy (MST)**

#### Didactic Presentation and Discussion:

- I. Purpose of MST
- II. MST as Evidence-Based Practice
- III. Model Development
- IV. Theoretical Foundation
- V. Clinical Foundations
- VI. Practice Parameters
- VII. MST Outcomes in Connecticut

## **Session 6**

### **Expansion of Evidence-Based Practice within a Model: MST Adaptations**

- I. Building Upon the Evidence
- II. MST Adaptations in Connecticut
- III. MST for Problem Sexual Behavior
  - a) Research foundation
  - b) Implications for treatment
  - c) Empirical Support
- IV. MST for Transitional Age Youth
- V. MST Family Integrated Transitions

Provider Presentation: Local MST therapist's experience and case example

## Session 7

### Overview of Intensive In-Home Child and Adolescent Psychiatric Services (IICAPS)

Didactic Presentation and Discussion:

- I. History of IICAPS
- II. IICAPS Structure
  - a) Target Population
  - b) staffing
- III. Practice Parameters
- IV. Theoretical Foundation
- V. Core Beliefs
- VI. Treatment Process
- VII. Model Fidelity and Quality Assurance

Provider Presentation: Local IICAPS therapist's experience and case example

## Session 8

### Overview of Functional Family Therapy (FFT)

Didactic Presentation and Discussion:

- I. History of FFT
  - a) Model Development
  - b) Research Basis of Support
  - c) Model Dissemination
- II. Theoretical Foundation
- III. Process/Practice
- IV. Quality Assurance

Provider Presentation: Local FFT therapist's experience and case example

## Session 9

### Midterm

In-class exam (1 hour)

☞ AND/OR ☞

### Review: Commonalities and Differences Among the Evidence-Based and Promising Practice Models

Didactic Presentation and Discussion

- I. Alphabet Soup
- II. Differences Between the Models
- III. Similarities
- IV. Therapist Development

## **Session 10 & 11**

### **Innovative Promising Practices in Connecticut: Intensive In-Home Treatment Models Targeting Parental Substance Abuse**

#### **Session 10: Family-Based Recovery (FBR)**

##### Didactic Presentation and Discussion

- I. Identified Problem
- II. Accessing the Knowledge Base
- III. FBR Model
- IV. FBR Treatment Tools
- V. Next Steps

#### **Session 11: MST – Building Stronger Families (MST –BSF)**

##### Didactic Presentation and Discussion

- I. Birth of a movement
- II. MST-BSF: Forging Partnerships
- III. MST-BSF Treatment Model
- IV. Connecticut Outcomes

#### **Session 12**

##### **Family Engagement**

##### Didactic Presentation and Discussion:

- I. Therapeutic Alliance
- II. Central Role of Families in the Treatment Process
- III. Signs of Engagement & Disengagement and Barriers to Engagement
- IV. Engagement Strategies

Family Panel: *Experiences Receiving EBP In-Home Services*

#### **Session 13 & 14**

##### **Small Group Project Presentations**

Students will present small group projects assigned at the beginning of the semester demonstrating application of one of the treatment models.

**Note: (Course content also available for Brief Strategic Therapy, BSFT)**