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

Graduate Training Curriculum
Developed by Elisabeth Cannata, Ph.D.,
Wheeler Clinic, Plainville, Connecticut

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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.
For additional information contact:

Elisabeth Cannata, Ph.D.
Vice President of Community-Based Family Services
and Practice Innovation
Wheeler Clinic
91 Northwest Drive
Plainville, CT 06062
(860) 793-3547
E-Mail: ecannata@wheelerclinic.org

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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:
  Lisa Otto, LCSW,
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Graduate Training Curriculum:

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

Graduate Course Curriculum Developed by
Elisabeth Cannata, Ph.D.
Wheeler Clinic
eccannata@wheelerclinic.org

**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.
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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)

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

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)*