

Implementing Evidence-Based Practice on a Large Scale

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Nationwide Implementation Study in Norway



- **International Collaboration**
 - OSLC (Forgatch, Patterson, DeGarmo)
 - Norwegian Center for the Study of Behavioral Problems and Innovative Practices (Atferdsenteret) (Ogden)
 - University of Michigan (Price)
- **Nationwide Implementation of PMTO**
- **Study factors contributing to**
 - Implementation
 - Adoption
 - Adaptation
 - Fidelity through successive generations
- **Successive Generations of Norwegian Professionals**
 - Generation 1 (G1): certified by OSLC professionals (N=34)
 - Generation 2 (G2): certified by G1 (N=79)
 - Generation 3 (G3): certified by G1 & G2 (N=69)
 - Generation 4 (G4): in process (N=74)

System-wide Implementation in Norway (Ogden, Forgatch *et al.*, 2005)

- **Establish National Implementation and Research Center**
- **Develop Plans @ County & Municipal Levels**
- **Conduct Therapist Recruitment, Training, & Maintenance Program**
- **Conduct Clinical Outcome Research**
- **Conduct Implementation Research**



G1 Specialists

N = 34

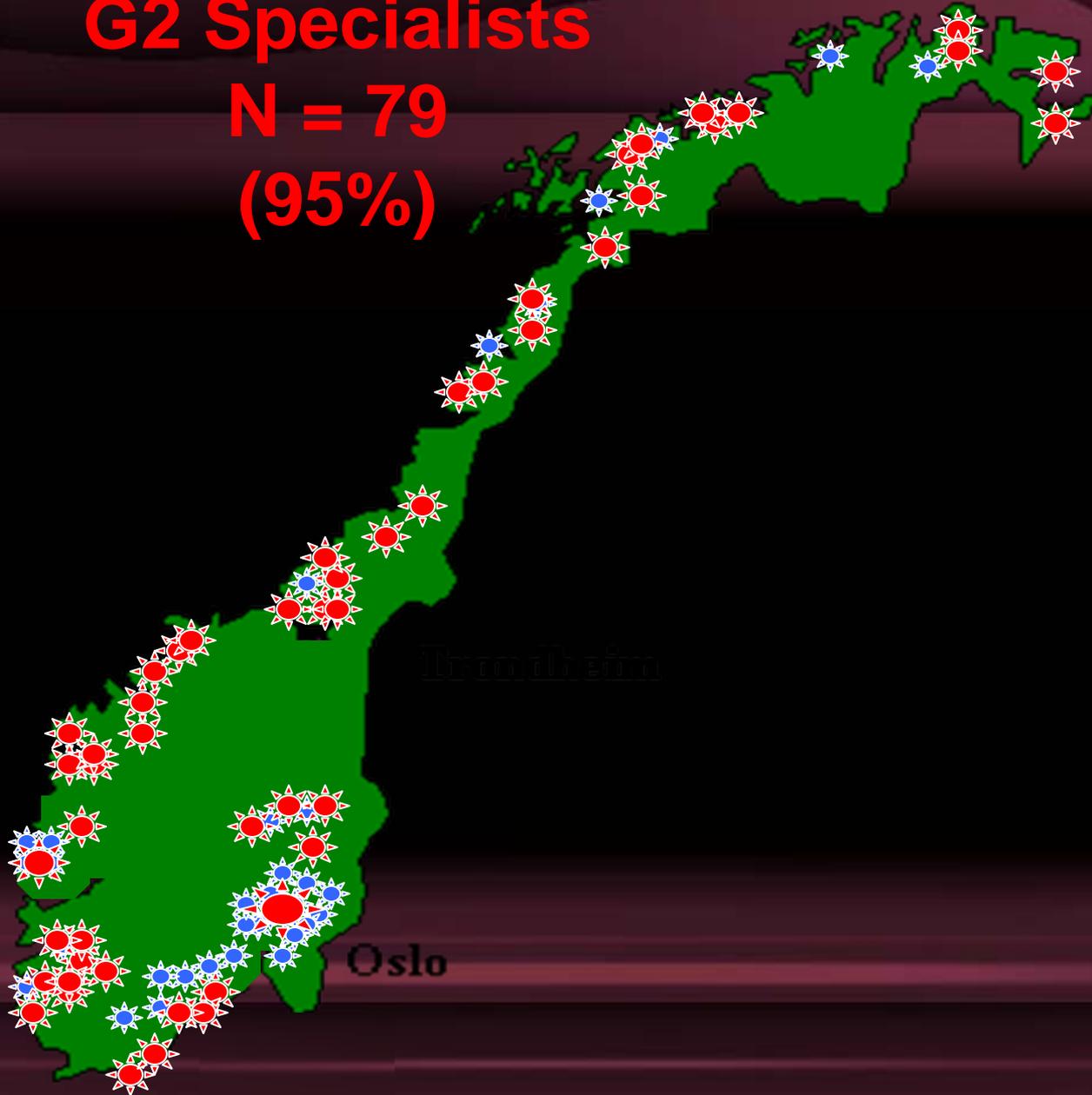
(85%)



G2 Specialists

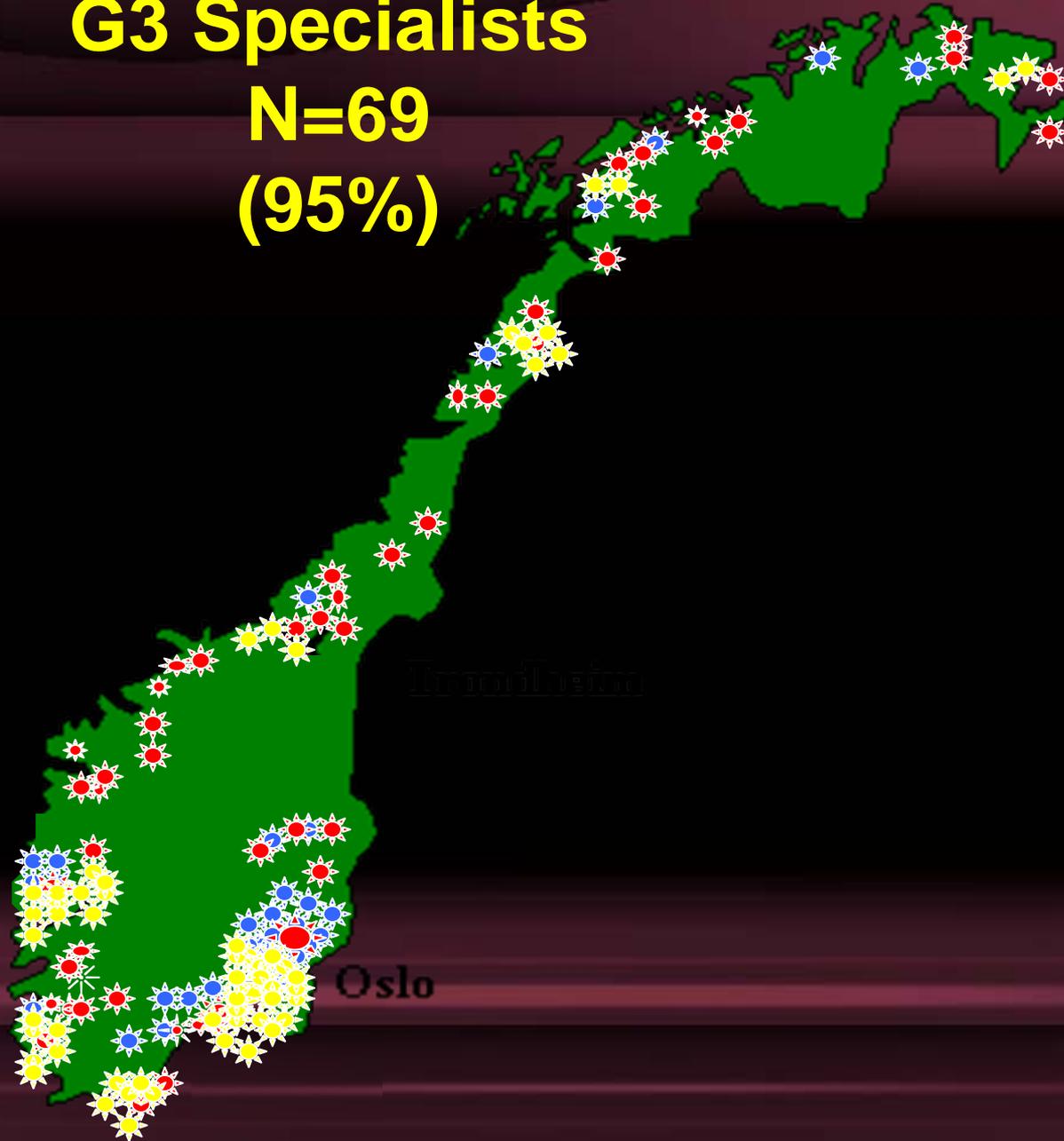
N = 79

(95%)



G3 Specialists

N=69
(95%)



**Expected G4
Specialists
N=73**



Implementation Feedback Process

Develop a Collaborative Partnership

Adapt for Contexts & Culture

Train Professionals

Evaluate Effectiveness

Evaluate Fidelity

Make Sustainable



Fidelity of Implementation Rating System (FIMP)

Knutson, Forgatch, & Rains (2003)

- ❖ **Rating system: evaluates competent application of PMTO principles**
- ❖ **Ratings based on direct observation of intervention sessions (DVD recordings)**
- ❖ **Sessions scored: Encouragement & Discipline**
- ❖ **Session segments rated: 10-35 minute samples**

FIMP Content

Principal Component Analysis: Alpha = .947; 1 component extracted; 82.85% of variance explained

9-Point Likert Scale:

Good work = 7-9; Acceptable = 4-6; Needs Work = 1-3

5 categories:

Knowledge: Proficiency in understanding and application of core principles

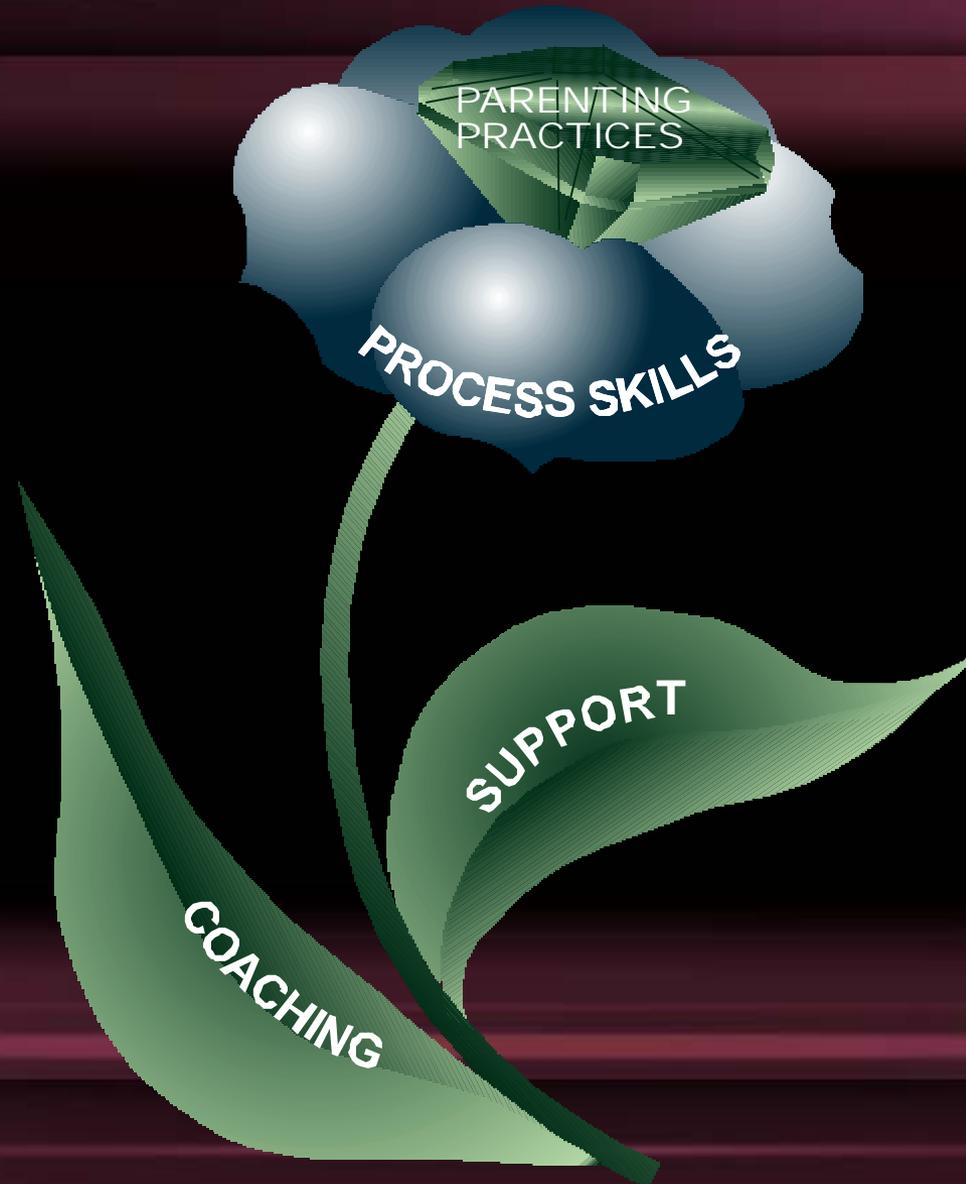
Structure: Session management, pacing, leads without dominating

Teaching: Interactive approach to promote parents' mastery and independent use of PMTO skills & tools

Process: Proficiency in use of clinical and strategic skills, provides safe context in which to learn

Overall (Integration): Growth during session, family satisfaction, likelihood to continue & use, sensitive to context

PMTO Intervention Model

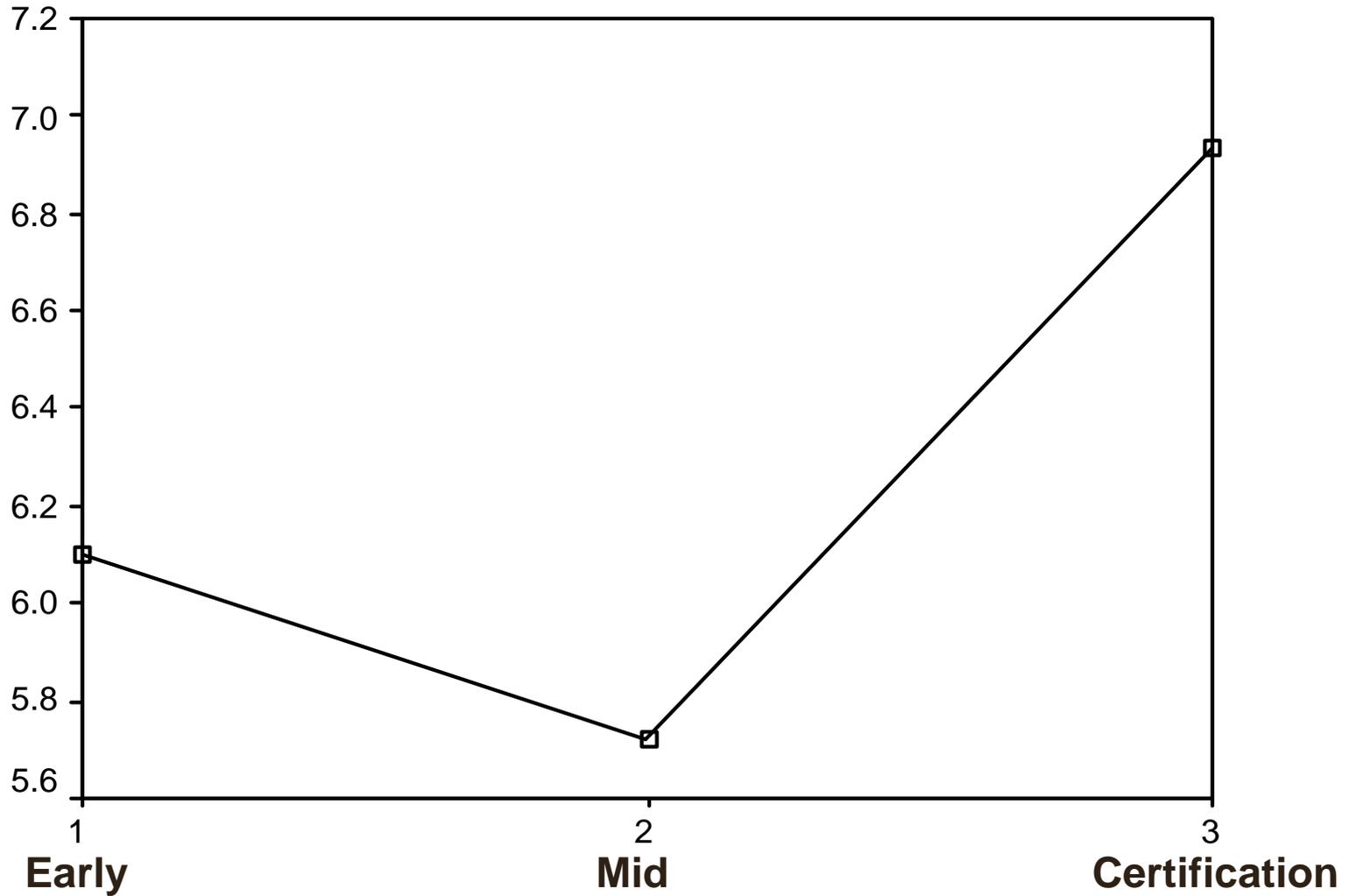


Does Training Increase Fidelity?

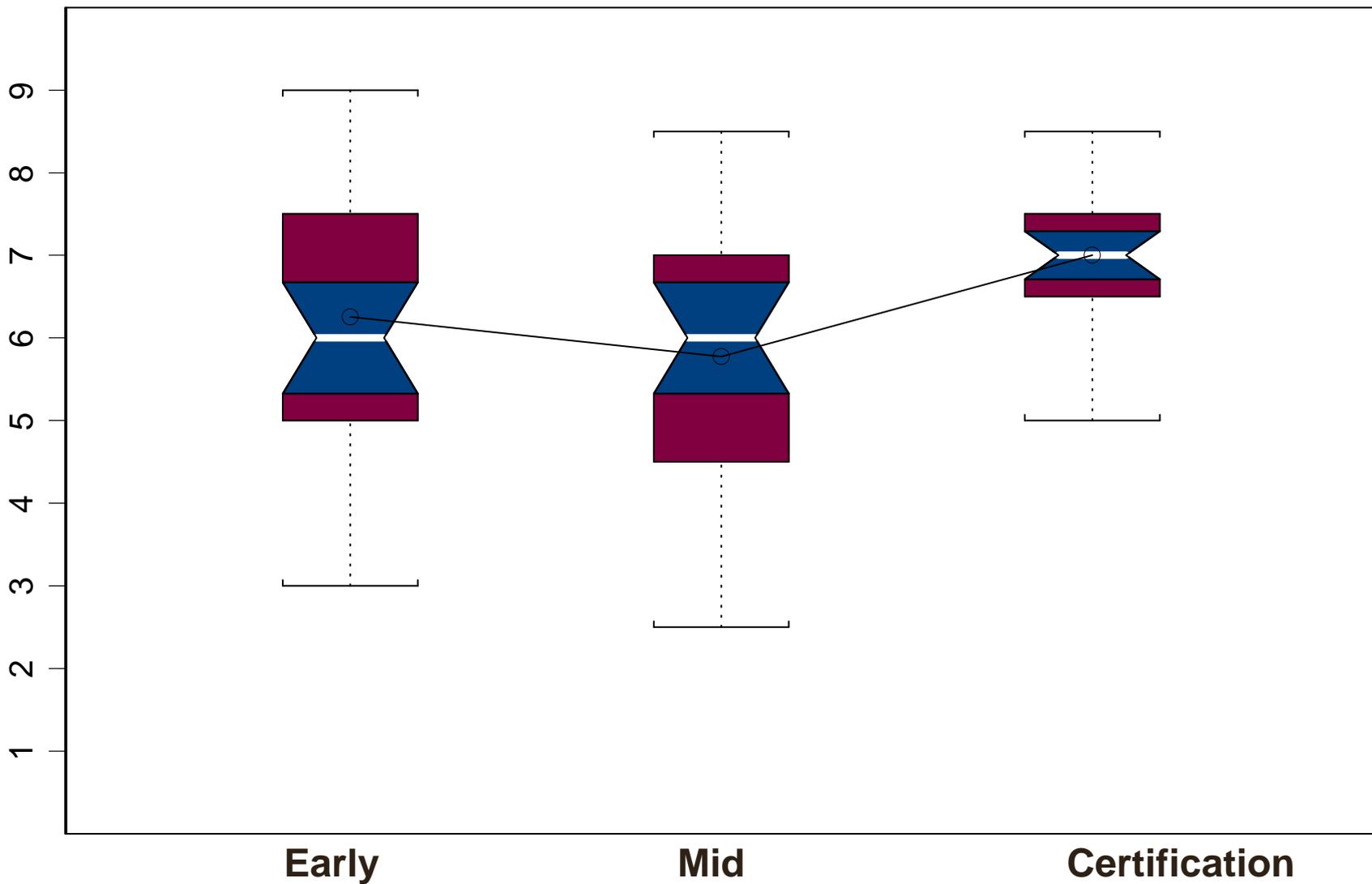
G1

<u>Early Training</u>	<u>Mid Training</u>	<u>Certification</u>
Training Cases	Training Cases	New Cases
88 (2.6)	81 (2.4)	70 (2.3)

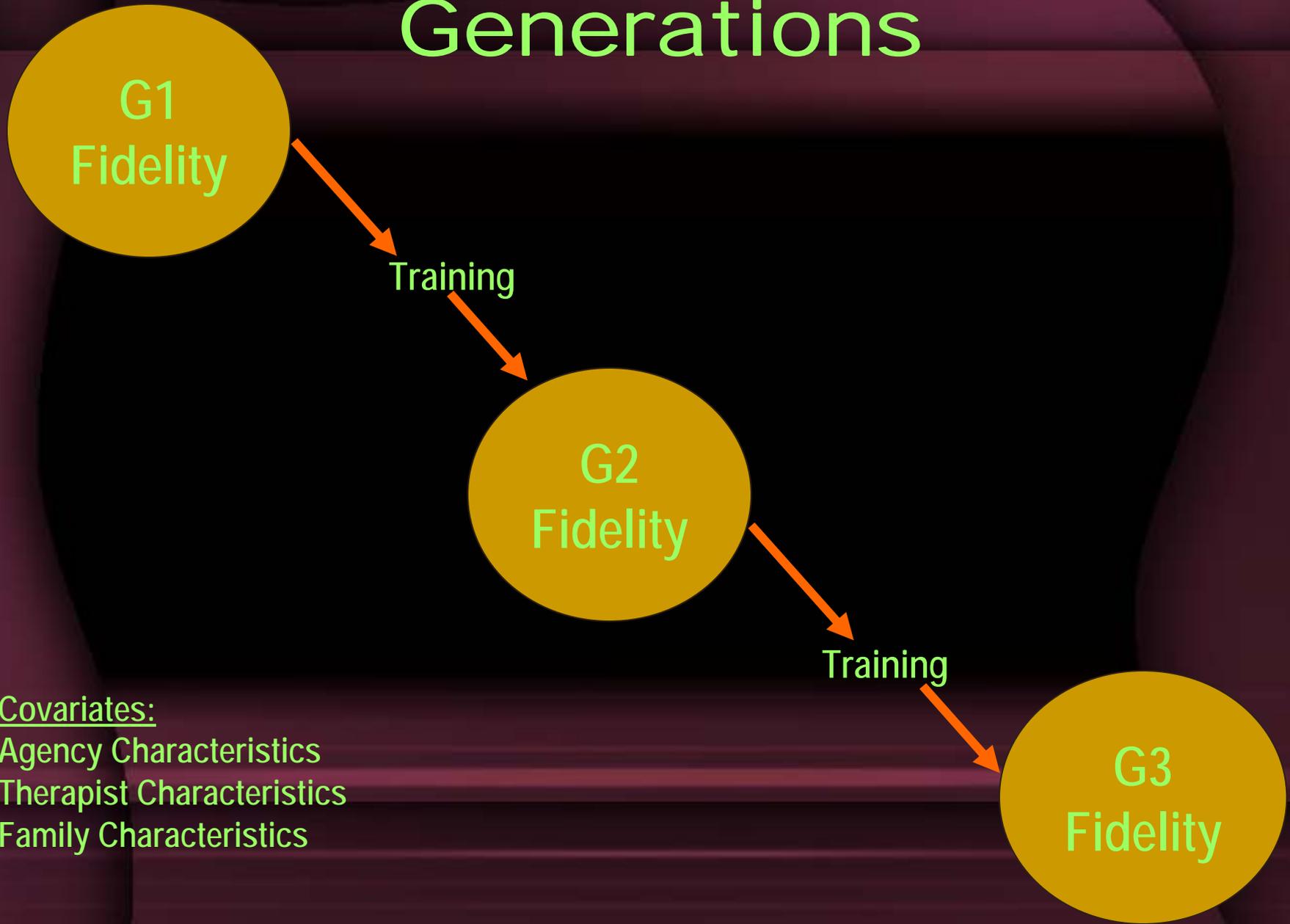
Norway G1 FIMP Across Training



Norway G1 FIMP Across Training



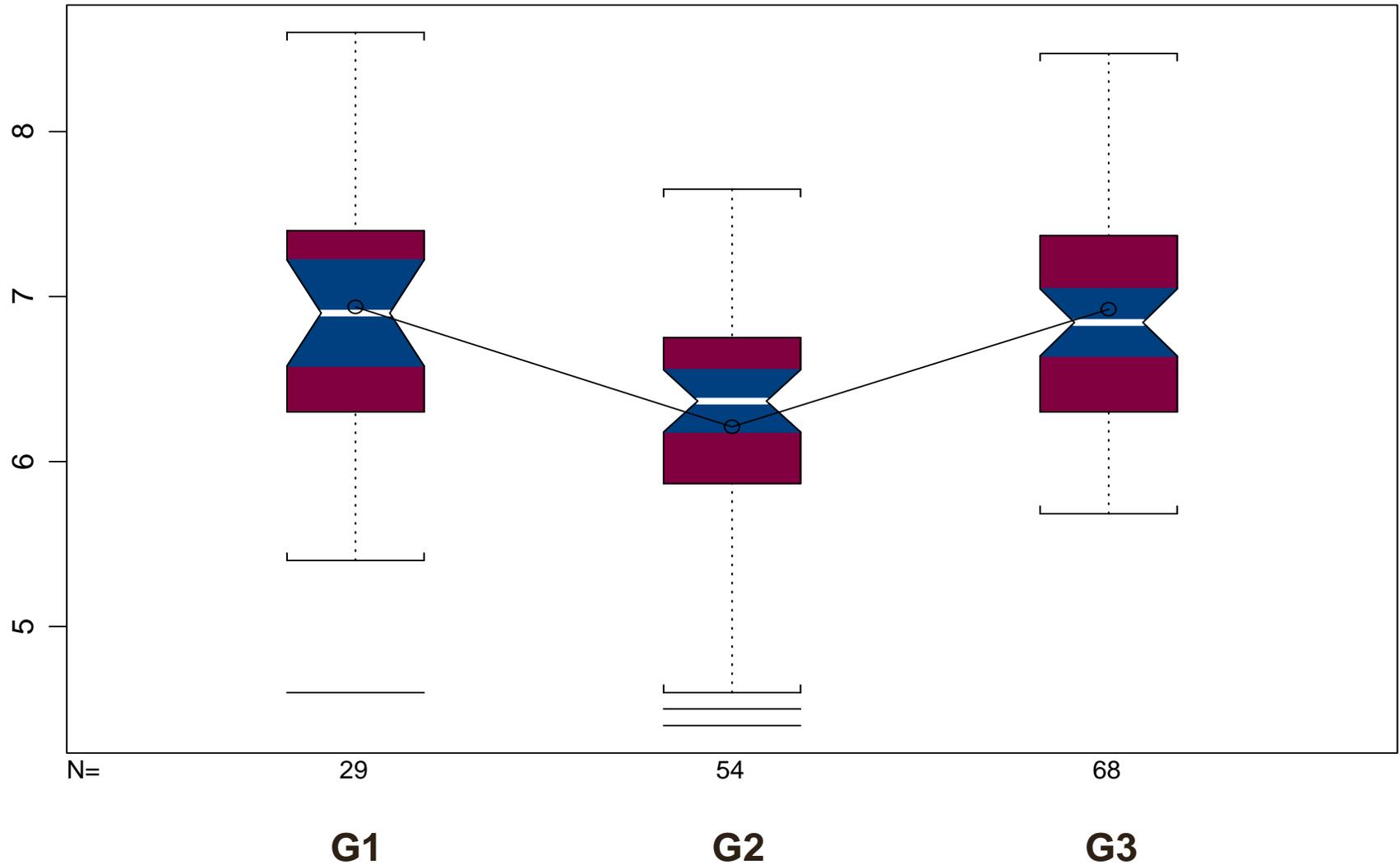
Fidelity Drift Across Generations



Covariates:

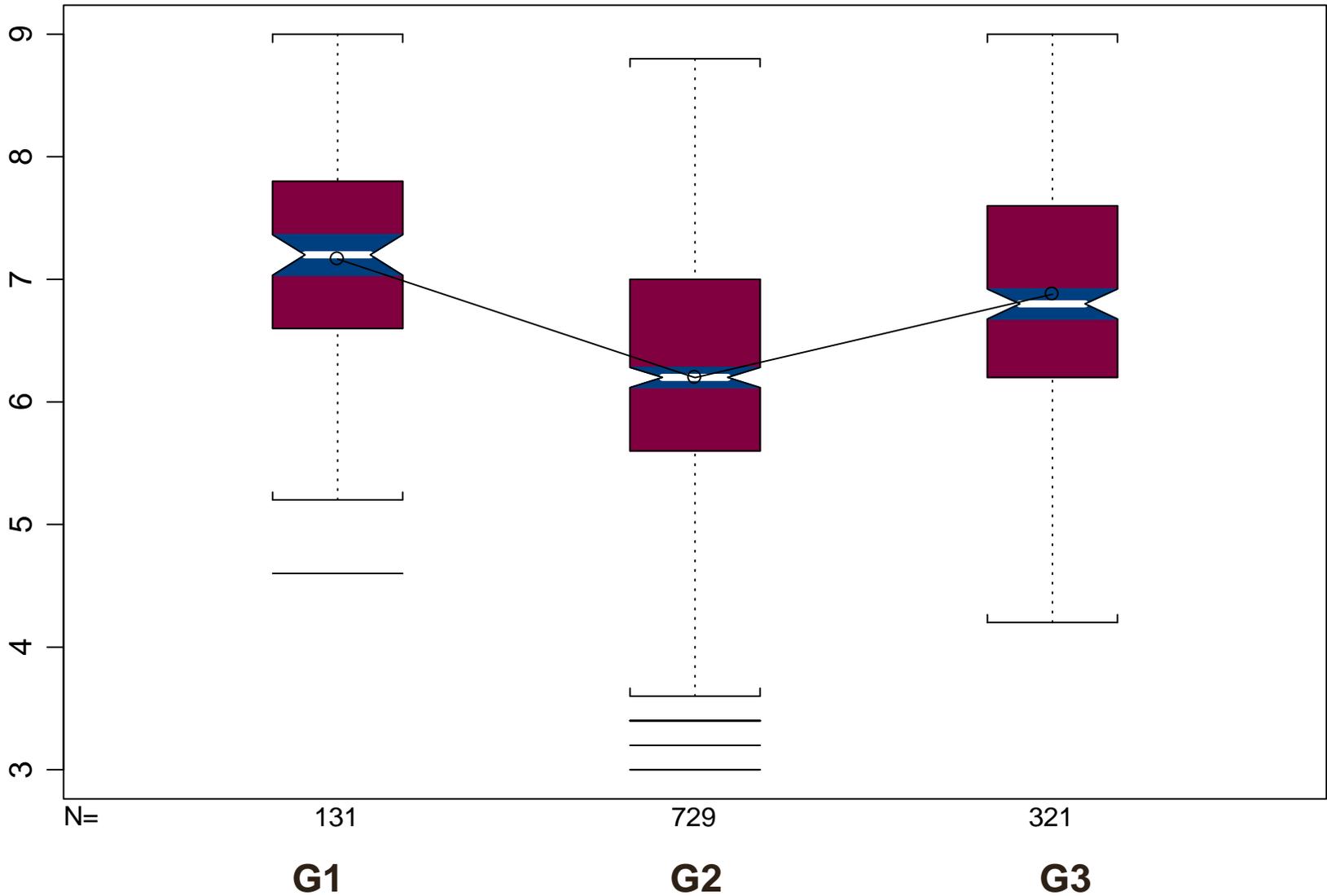
- Agency Characteristics
- Therapist Characteristics
- Family Characteristics

Fidelity Across Generations Certification



Fidelity Across Generations

All Available FIMPs

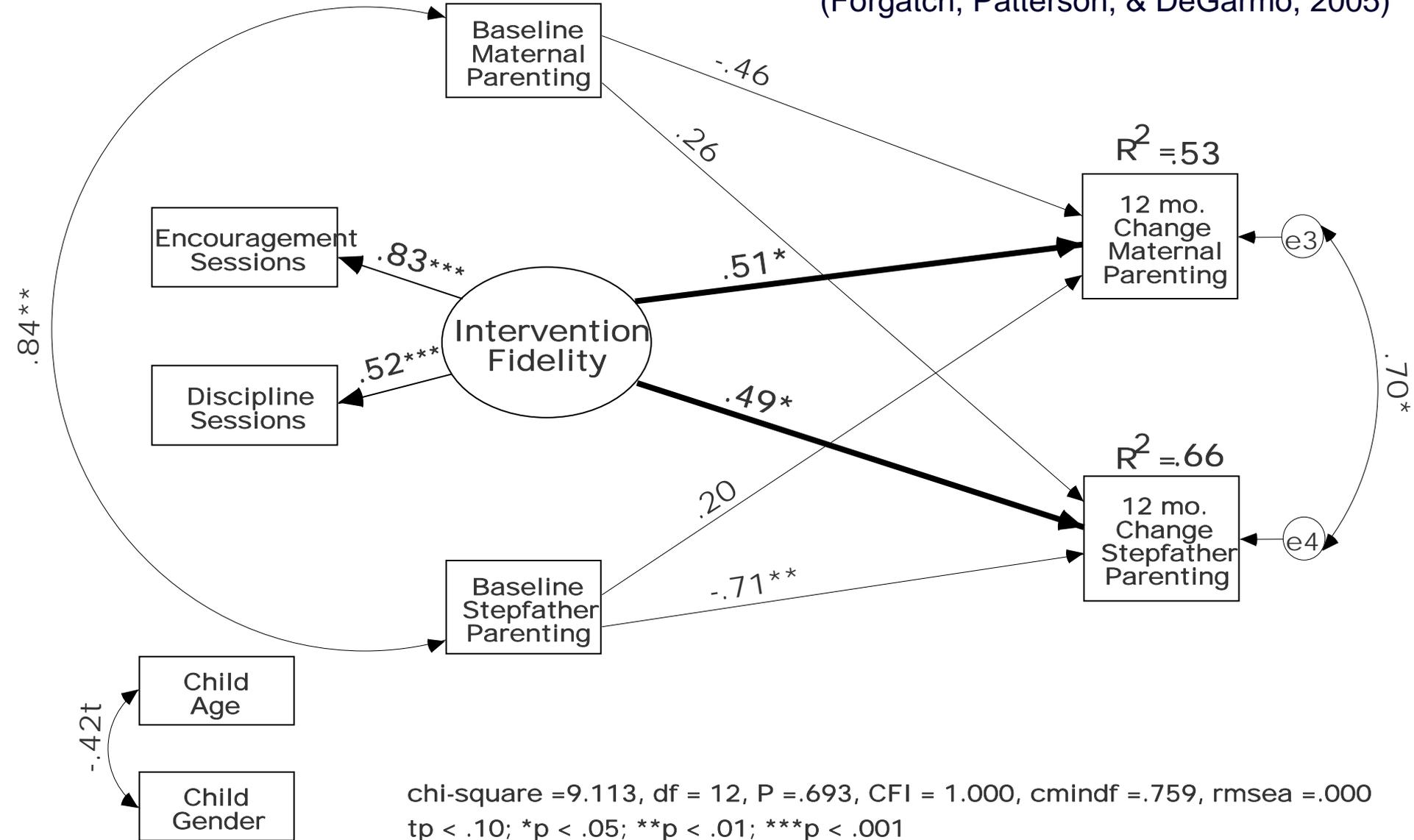


Fidelity Model

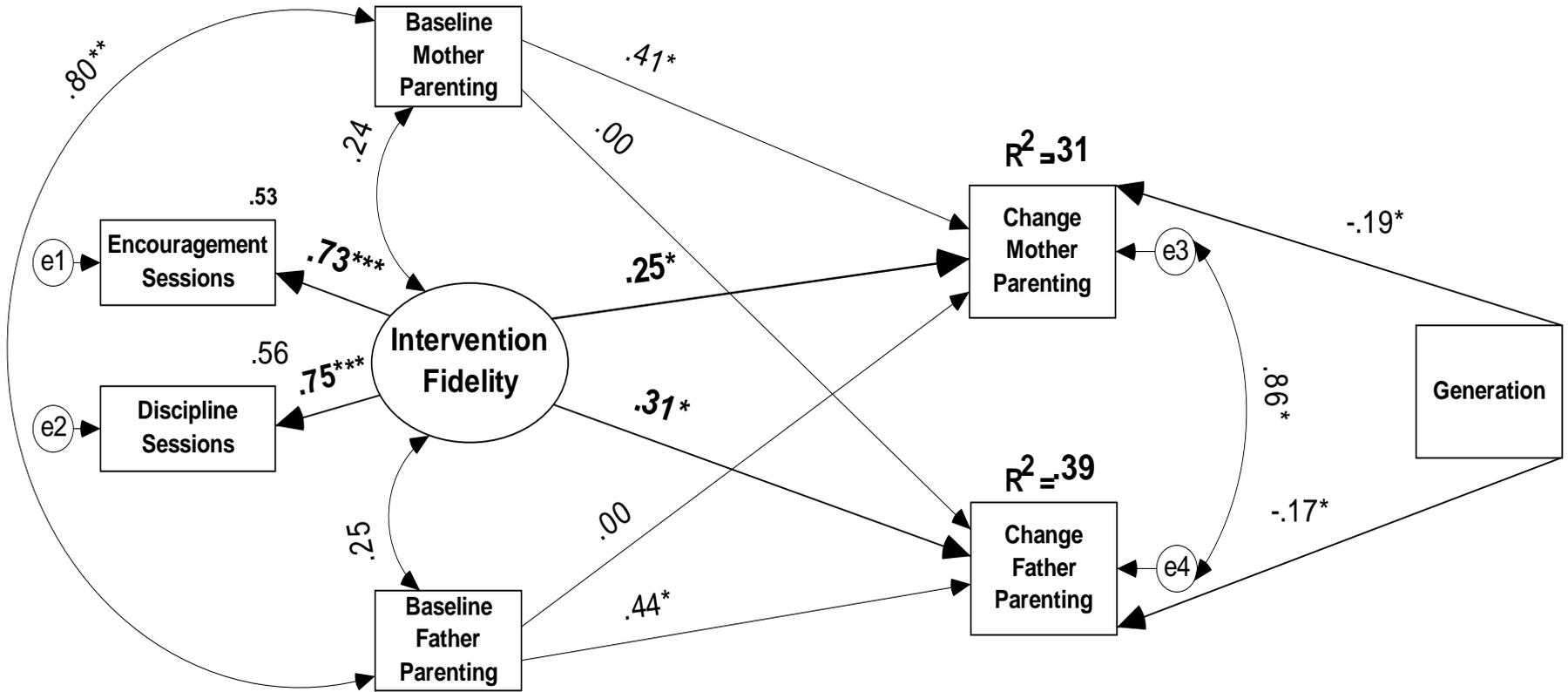


Fidelity Effects on Change in Observed Effective Parenting: OSLC Stepfamily Sample

(Forgatch, Patterson, & DeGarmo, 2005)

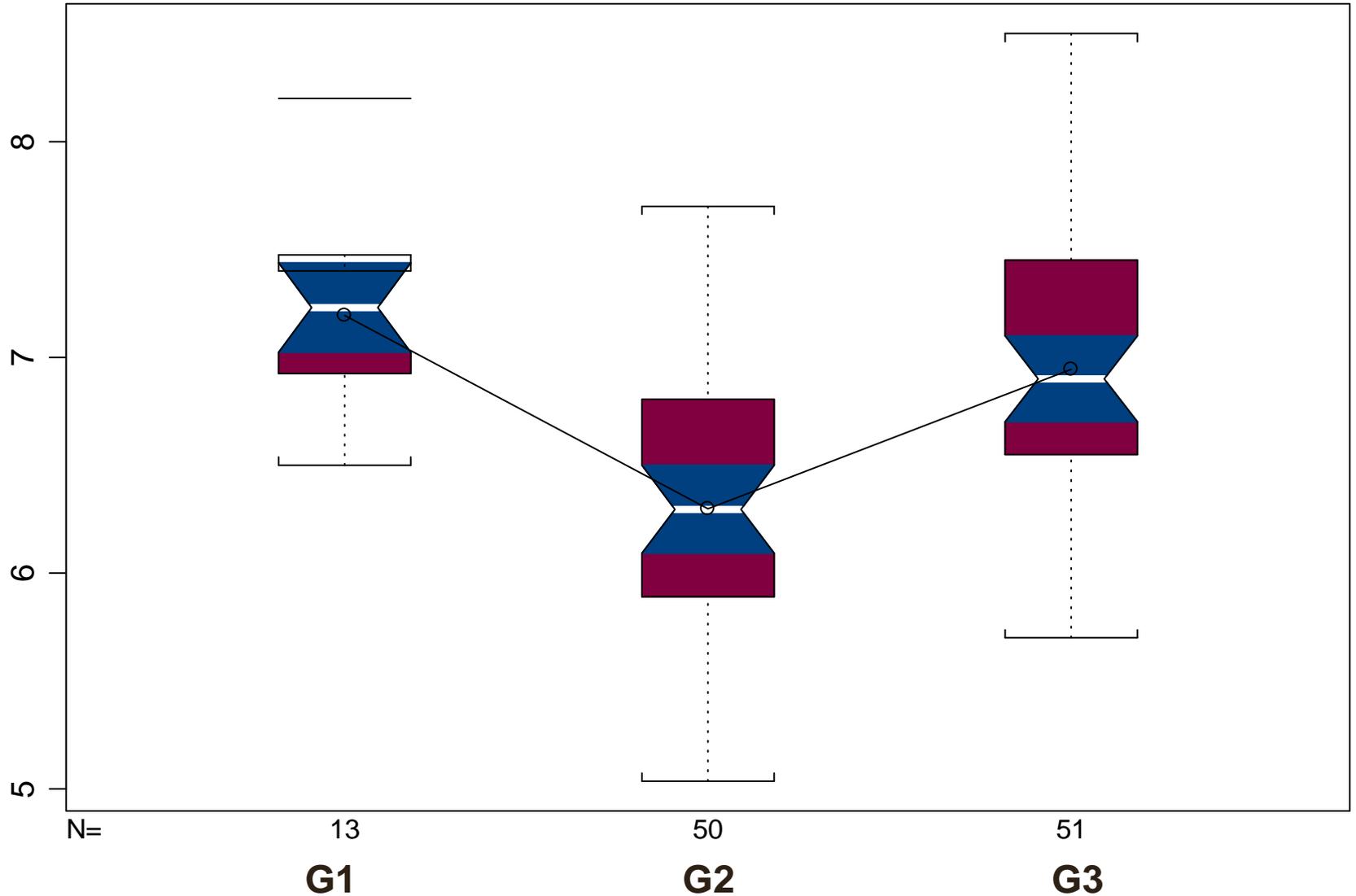


Fidelity Effects on Pre/Post Treatment Change in Effective Parenting: Norwegian Sample



chi-square = 10.882, df = 8, P = .208, CFI = .990, cmin df = 1.360, rmsea = .053
 tp < .10; *p < .05; **p < .01; ***p < .001

FIMP scores by Generation for Norwegian Model





Community

Source

References

- Forgatch, M. S., Patterson, G. R., & DeGarmo, D. S. (2005). Evaluating fidelity: Predictive validity for a measure of competent adherence to the Oregon model of parent management training (PMTO). *Behavior Therapy, 36*, 3-13.
- Knutson, N. M., Forgatch, M. S., & Rains, L. A. (2003). Fidelity of Implementation Rating System (FIMP): The training manual for PMTO. Eugene: Oregon Social Learning Center.
- Ogden, T., Forgatch, M. S., Askeland, E., Patterson, G. R., & Bullock, B. M. (2005). Implementation of parent management training at the national level: The case of Norway. *Journal of Social Work Practice, 19*(3), 317-329.