OVERVIEW OF SPECIAL ISSUE OF
Administration and Policy in Mental Health and Mental Health Services Research

Topic: Forging and Sustaining Partnerships to Support Child Mental Health Prevention and Services Research
Guest Editors: Catherine Bradshaw & Katherine Taylor Haynes
Editor-in-Chief: Len Bickman
Date: May 1, 2010

OVERALL AIMS OF THE SPECIAL ISSUE
1) Share information about how to develop and maintain practice relationships to support child mental health services and prevention research
2) Identify theoretical or conceptual models which guide the formation and maintenance of research partnerships.
3) Identify future research directions related to practice relationships.

Possible Topics to Address in the Manuscript:
- Role of partnerships or “practice relationships” to support implementation of mental health prevention programs and improved service delivery across multiple service sectors (e.g., schools, mental health).
- The process, importance, and outcomes of forging partnerships between researchers and practitioners to foster high quality child mental health services and prevention research.
- Lessons learned from forming and sustaining partnerships: What works or does not work? What can we learn from the examples of partnerships that have been forged successfully? What are the key components or facets of successful partnerships between practitioners and researchers? What are researchers’ strategies for fostering successful partnerships? In what situations do practitioners or service providers find it advantageous to seek out and build ongoing relationships with researchers?
- Contextual influences on partnerships: Are there differences in the role of partnerships across context or service sector (e.g., schools, community mental health, child protective services)?
- The reality of forming partnerships (e.g., missteps, challenges, feasibility).
- With whom to partner: Building personal and professional relationships which are sustainable and authentic.
- Insights into trade secrets (e.g., contact points, information technology, data sharing, liaisons, troubleshooting, facilitation, infrastructure, motivating factors).
- Resource sharing and shared decision-making.
- Do relationship-brokers help promote sustainability and higher quality research?
- Role of theory: Are there theoretical models which guide the formation of partnerships?
- The science of partnerships: Future research directions.
Potential Relevant Literature:
- Translational research
- Prevention science perspective
- Potential conceptual frameworks which guide or inform the work (e.g., community-based participatory research and participatory action research)
- Organizational theory and the importance of contextual factors
- Ethnographic and mixed-methods research

Suggested Outline for Manuscripts
- Nature of the problem(s) studied
- History and purpose of the collaboration(s)
- Approach to collaboration (e.g., theory, funding, shared decision-making)
- Lessons learned (e.g., strengths, challenges, barriers)
- Implications for future research

All Manuscripts Submitted Should Meet The Following Criteria:
- MS Word format
- A cover page that includes the title of the manuscript; names, degrees, job titles, and authors’ professional affiliations; date of submission; whether the paper was presented at a meeting; the address, phone number, and email of the contact author
- 100 word abstract
- One-inch margins on all sides
- Double space everything
- Page limit is a maximum of 25 pages (including the cover page, body of the manuscript, tables/figures, and references)
- 12-point font (Times New Roman)
- Tables/Figures in APA format, after References and are included in the 25 page limit
- Submitted through the on-line portal http://www.editorialmanager.com/apmh/

Timeline for Review Process
April 2010  Submission of tentative title, tentative authorship, contact information for the lead/corresponding author, and a 100 word abstract to Drs. Bradshaw and Taylor Haynes via email.
May 2010  Full prospectus for the special issue including abstracts circulated to all confirmed authors by editors. Confirmed authors receive access to authors-only website.
August 15, 2010  First drafts of papers submitted to the journal on-line portal http://www.editorialmanager.com/apmh/ for external review. Please indicate in the cover letter that the manuscript is an invited submission to the special issue on partnerships.
November 2010  Authors notified of editorial decision.
January 2011  Submission of all final manuscripts for typesetting.
February 2011  Author review of page proofs.
Summer 2011  Publication of special issue.

Although the articles are invited, they will go through the peer-review process. We will assign reviewers based on the Journal’s existing pool of reviewers, editorial board members, and some ad hoc reviewers with expertise in child mental health prevention and services research. As Editor-in-Chief, Dr. Bickman will make the final decision regarding publication.

COMMUNICATIONS
A website that contains information about the special issue has been set up. [http://peabody.vanderbilt.edu/x11899.xml](http://peabody.vanderbilt.edu/x11899.xml). All first and final submissions of the manuscripts will be posted on this site. Please email the guest editors with any questions regarding the special issue (C. Bradshaw: cbradsha@jhsph.edu or K.T. Haynes: katherine.taylor.haynes@Vanderbilt.Edu).

LIST OF CONTRIBUTORS AND WORKING TITLES
Below are brief descriptions of the papers grouped under two sections: Prevention Research and Child Mental Health Services Research. All of the authors (e.g., order of authorship), titles, and abstracts are tentative. We also plan to publish a series of brief commentaries from federal agencies and community partners.

SECTION I: PREVENTION RESEARCH

Paper 1: Two Decades of Collaborative Prevention Efforts in Maryland Public Schools: Developing a Model for Prevention Partnerships  
Authorship: Catherine Bradshaw; Jeanne Poduska; Philip Leaf; Nick Ialongo; & Sheppard Kellam (Johns Hopkins Bloomberg School of Public Health)

Abstract: Schools continue to be an important context for preventive interventions targeting a range of behavioral and mental health problems. Yet competing demands on teachers and shifting priorities in response to federal legislation has posed some unique challenges to prevention researchers working in school settings. This paper summarizes an approach to prevention partnerships developed through two decades of collaborative research projects in Maryland public schools. Drawing on a community-based participatory research framework for developing research partnerships, we outline a model for forming and sustaining authentic relationships to support school-based prevention research. We identify potential areas for future research on the prevention partnership model and discuss implications for both researchers and community partners engaged in translational research.
Paper 2: Developing a Collaboration with the Houston Independent School District: Testing the Generalizability of a Partnership Model

Authorship: Jeanne Poduska (American Institutes for Research in collaboration with the Houston Independent School District)

Abstract: This paper describes the development of a partnership with the Houston Independent School District and the greater Houston community to support research and program sustainability. We describe the conceptual framework guiding our partnership and base-building activities which is informed by a sociological perspective of organizations and the more recent literature on community-based participatory research. We explore the process of partnership-building through various points of view including school district personnel, key community leaders, and the researchers. We close with a discussion of lessons learned and the implication for this framework to serve as a model for partnership development across communities.

Paper 3: Collaboration of Prevention Research and the Domestic Relations Court

Authors: Irwin Sandler (Arizona State University Prevention Research Center) & Phil Knox (Superior Court of Arizona)

Abstract: This paper will describe an ongoing collaboration between prevention researchers and the Maricopa Domestic Relations Court. The collaborative relationship included multiple projects over two decades. The projects included instances in which prevention researchers assisted in the development of new court services or evaluated existing court services, and instances in which the court and the prevention researchers jointly developed a randomized trial of an intervention that targeted a problem with significant implications for the court and for prevention of child mental health problems. Issues in maintaining the collaboration, including areas of convergent and divergent interests and needs are discussed.

Paper 4: Integrating Evidence-Based Policies, Practices and Kernels to Prevent Mental, Emotional, and Behavioral Disorders at a Population Level

Authors: Dennis Embry (PAXIS Institute); Brian Flay (Oregon State University); Tony Biglan (Oregon Research Institute); and members of the Promise Neighborhood Research Consortium

Abstract: The Promise Neighborhood Research Consortium (PNRC) was funded by the National Institutes of Health to assist poor neighborhoods and communities develop coherent strategies of integrated policies, programs and kernels to achieve population-level prevention effects. The PNRC has developed a testable model of integrating policies, programs and kernels to address prevention across the lifespan, which includes indicators, measures and practical experimental designs to show effects. Using the foundation provided by the recent Institute of Medicine Report on the Prevention of Mental, Emotional and Behavioral Disorders, the PNRC model presents an opportunity for America to reduce morbidity and mortality from mental, emotional and behavioral for whole populations in
the poorest areas of the country with the possibility of replication, continuous
improvement and accountability. This paper lays out the PNRC model—including meta-
theory; rationales for combinations of policies, programs, and kernels; measures; research
designs; and development neighborhood and early career talent.

Paper 5: A State Agency-University Partnership for Translational Research and the
Dissemination of Evidence-based Prevention and Intervention
Author: Brian Bumbarger (Evidence-based Prevention and Intervention Support Center
(EPISCenter), Prevention Research Center, Penn State University)

Abstract: This article will describe a decade-long partnership between the Prevention
Research Center at Penn State and the Pennsylvania Commission on Crime and
Delinquency. This partnership has resulted in the implementation nearly 200 replications
of evidence-based prevention and intervention programs, and a series of studies indicating
a significant and sustained impact on both system- and population-level youth outcomes.
We will discuss the partnership and policy lessons learned throughout this journey, and
describe how the partnership has evolved into an important portfolio of translational
research and a sophisticated prevention support system involving multiple state agencies.

Paper 6: Methodologic Perspectives on Partnerships in Evaluating, Adopting and
Implementing Prevention Programs
Authorship: Hendricks Brown (University of Miami); Sheppard Kellam (Johns Hopkins
University); Craig PoVey (President National Prevention Network); Rick Cady (DHS Human
Services State of Oregon); Tom Valente (USC); John Landsverk (Center for Research to
Practice); José Szapocznik (University of Miami); Hilda Pantin (University of Miami); Peter
J. Wyman (University of Rochester); Neil Johnson (University of Miami); Wei Wang
(University of South Florida); J. David Hawkins (University of Washington); and Bengt
Muthén (UCLA)

Abstract: The last two decades of scientific research have identified a wide range of
interventions that have demonstrated clear benefit in preventing drug and alcohol abuse,
conduct disorder and delinquency, depression, as well as other externalizing and
internalizing behaviors. We have learned a great deal how to form partnerships between
communities, agencies, and scientists to conduct rigorous field trials of effectiveness. We
briefly review some of these innovative partnerships in the prevention field. A next major
new scientific challenge, however, involves understand the processes that facilitate or
impede quality implementation of programs demonstrated to have positive effects on child
behavior. To date, few of these successful programs have been implemented in
communities, and the scientific community is in the process of designing new methodologic
approaches to understand the implementation processes. Our central work in this paper is
to focus on two methodologic approaches to implementation science and the partnerships
that are an integral part of this work. We major challenges in implementing these
programs. First is the fact that those partnerships that now exist between community leaders, policy makers, and researchers are often too weak to integrate our existing knowledge about prevention with prevention policies, services, and science to improve behavioral outcomes for youth. Secondly, we need new methodology for measuring these partnerships and for testing theories of partnership formation with rigorous designs and analyses. This paper presents novel methodologic work in implementation science and illustrates their use in research on partnership formation and functioning for the adoption and implementation of prevention programs.

**SECTION II: CHILD MENTAL HEALTH SERVICES RESEARCH**

**Paper 7:** *Brokering a Research-Private Sector Partnership: The Translational Process Involved in Implementing a Feedback Intervention*

*Authors:* Manuel Riemer (Wilfrid Laurier University); Susan Casey (Providence Service Corporation); Susan Douglas Kelley and Katherine Taylor Haynes (Vanderbilt University).

*Abstract:* The research-practice partnership required to implement Contextualized Intervention Training (CFIT) entailed negotiating two starkly different organizational cultures and facing and overcoming the tensions between mental health practitioners in a for-profit organization and researchers. This article will describe the translation process derived from the tensions between researchers’ knowledge of the best practices in the implementation literature and the reality of varying contexts and practitioners’ needs. This article explores pivotal ways in which this translation process has contributed to the successes and challenges of implementing CFIT, offering ‘lessons learned’ about the translational process of implementation according to key decision-making personnel.

**Paper 8:** *Towards Sustainable School-Community Partnerships: A Tale of Three Agencies*

*Authors:* Marc S. Atkins; Stacy L. Frazier; Elisa Shernoff; Tara Mehta (University of Illinois at Chicago); Elise Cappella (New York University); and Ane Marinez-Lora (University of Illinois at Chicago).

*Abstract:* Three community social service agencies in urban, high-poverty neighborhoods each adopted an experimental school mental health services model for children with disruptive behavior problems. Despite similarities in provider training and support across the three sites, distinct challenges around implementation of the service model revealed unique characteristics of the collaborative process and led to substantive modifications in service components, provider roles, and supervision. Field notes and semi-structured interviews with agency and school staff will be utilized to describe those challenges and highlight revisions to the model. Implications for research and practice will be discussed.
Paper 9:  *A Clear Path for School Mental Health: Bridging Research and Practice through Partnerships*

Authors: Kathy Short (Evidence-Based Education and Services Team (EBEST), Hamilton Wentworth District School Board, Ontario, CA); Mark Weist (Center for School Mental Health, University of Maryland School of Medicine, US); Ian Manion (Provincial Centre of Excellence for Child and Youth Mental Health, Children’s Hospital of Eastern Ontario, CA); and Steve Evans (Department of Psychology, Ohio University, US)

Abstract: There is solid evidence for strategies and programs that, if implemented with fidelity in schools, would enhance the mental health of children and youth. To date, however, these practices are inconsistently applied and rarely evaluated systematically. In recent years, implementation variables that may influence uptake have become a focus of study. An emerging area of interest is the role that partnerships might play in narrowing the gap between research and practice. Using a series of case examples from Canada and the United States, this paper examines how collaborative relationships across countries, organizations, sectors, and disciplines might influence the uptake of evidence-based practices in schools.

Paper 10:  *Building a Research-Practice Partnership: Learning to Negotiate Language, Culture, and Workflow to Create Change*

Authors: Susan Douglas Kelley & Susan Casey (Center for Evaluation and Program Improvement/Vanderbilt University and Providence Service Corporation)

Abstract: The two authors present their experience developing a highly functional research-practice partnership over five years of collaborating on the development, training, implementation, and evaluation of a quality improvement approach intended to change clinician behavior through the use of clinical feedback. Extensive interaction with key stakeholders at all levels highlighted similar issues of culture, language, and workflow that sometimes presented barriers to successful partnership. Illustrated by examples, the authors review the literature on partnership-building, focusing on project responsibility and issues of language and culture relevant to academic and practice pursuits. The article concludes with several concrete recommendations for building strong and effective partnerships.

Paper 11:  *Seeking Trust and Parity in a Twenty Year Practice and Research Partnership: A Reflection and Evaluation of the CASRC Experience in San Diego*

Authors: John Landsverk; Ann Garland; and Child and Adolescent Service Research Center (CASRC) Investigators (CASRC; University of California San Diego)

Abstract: No systematic theory guided the development of a robust practice and research community partnership in San Diego County that has sustained over twenty years across multiple public child serving sectors, especially (child welfare and mental health). Currently involving over 100 research staff and investigators in San Diego from four universities and Rady Children’s Hospital, the partnership extends to state and national research partnerships, and includes a portfolio of more than 150 funded studies ranging
from longitudinal and experimental to implementation research. This paper will examine the principles guiding the partnership and evaluate the resulting experiences against current theories of partnership.

**Paper 12: Partnership Models for Scaling Up Evidence-Based Practice in the U.S. and England: Rolling Cohorts, Cascading Dissemination, and Community Development Teams**

**Authors:** Patti Chamberlain (Oregon Social Learning Center); L. Marsenich; T. Sosna, R. Roberts; and J. Price

**Abstract:** Three models of collaboration that have been used to scale up two evidence-based practices (MTFC and KEEP) within child welfare, juvenile justice, and mental health system settings will be described. The three collaboration models were developed either by the community partners or in collaboration between researchers and community partners. Two of the models (Cascading Dissemination and Community Development Teams) have been or are being currently tested within the context of randomized controlled trials. The role of the partnerships between the researchers and the community practitioners and the contextual factors that influenced successes and/or barriers to implementing new practices within host communities will be discussed. Preliminary results from experimental tests of the scale up designs will be presented along with implications for future research.