

Seeing & Using Open Platforms to Bring Evidence-based Psychology to the People Who Would Benefit: A Dissemination and Implementation Workshop

5:00-6:30 PM Saturday (Earn 1.5 CE credits) Research & Professional Development 4

Panelists:

Co-chairs:

Eric A. Youngstrom, Ph.D., University of North Carolina at Chapel Hill & HGAPS.org

Mian-Li Ong, Ph.D., Mayo Clinic & HGAPS.org

Presenters:

Elizabeth D. Wilson, B.S., University of North Carolina at Chapel Hill & HGAPS.org

Hannah Kim, B.S., NIH & HGAPS.org

Emma Grace Choplin, B.S., University of Miami & HGAPS.org

Joshua Langfus, M.A., University of North Carolina at Chapel Hill & HGAPS.org

What this is: A handout, instead of just slides and where you can post your questions and all of us can answer!

Why?: This will let us add links, keep a copy after the session is over, and share the good stuff with other people! ([Here are slides](#) that give a big picture). Experts like Tufte (who [hates Powerpoint!](#)) suggest that a printed page lets us take away a lot more information.

How? Just start typing!

Description:

The leaky pipeline is a well-established metaphor for the challenges preventing research advances from reaching clinicians, consumers, and the general public. Evidence-based assessment (EBA) can improve the formulation, diagnosis, treatment plans, and outcomes – but only if clinicians are aware of them, can find them, and use them. Open source approaches to dissemination show great promise in bridging the leaky pipeline due to easy accessibility and low cost. For example, Wikipedia is the largest encyclopedia globally, and the 5th most visited Internet site. Wikiversity is a sister site geared towards teaching and practice. This workshop shares pages on these, with links to several different open-sourced platforms that improve psychological science dissemination, including some of the best free assessment tools and therapy resources. General descriptions and background are geared towards the general public on Wikipedia; Wikiversity hosts more technical scoring and interpretive information. An assessment center with free, automated scoring for more than 65 scales has been built with grants from the APS, SSCP, SCCAP/Division 53, SCP/Division 12, and the APA/CODAPAR. We discuss the impact of the different dissemination approaches, provide suggestions on future directions that the field can take, and introduce collaboration and audience contribution opportunities. In the workshop, we show resources and then use high structure activities such as paired role plays to apply resources as clinicians and clients. QR codes and tiny URLs disseminate the information, and the Open Science Framework provides a back end to store files and resources. Participants will leave with more than 65 free-scoring assessments, more than 200 PDFs, 300 printed pages worth of support materials, and exposure to ways of updating and elaborating the information available.

Here's the [Wikiversity Page](#) with copies of slides and other goodies linked!

Please subscribe to our [YouTube Channel](#) for HGAPS

Learning Objectives:

At the end of this session, the learner will be able to:

1. Access and use at least two free online assessments that could be used in one's work.
Done! The Assessment Center (which you may have linked in your phone) just gave you 70!
2. Discuss and provide feedback about a resource kit for working with emotional and behavioral problems.
Done-ish. The resource kits are all here. The “discuss” tabs are a way of giving feedback. This is more fun and effective to talk about in breakout rooms (which is how we do it now in Zoom meetings)
3. Create a network to share suggestions and get updated versions of kits and materials.
4. Identify 3 free resources available online (and discoverable via Google search) that provide information about psychological services.
Done! There are more than 200 Wikiversity pages of material about assessments, several hundred free PDF copies of measures (and of course, also the Assessment Center!)
5. Describe the steps involved in editing and monitoring content on Wikipedia and Wikiversity.
Started! Josh's talk walks through how to set up an account and how to get started. Once you have an account, you can add pages to a “watchlist” and Wiki will let you know when the page is edited. We will have web workshops in 2021 to coach people on this, and we'll be adding short videos about specific tools and skills, too.

PRESENTATION QUESTIONS

You can drop in questions and links under each talk, and we have a general section at the end.

HGAPS Assessment Center by Lizzie Wilson

- [The Assessment Center](#)
- [Assessment Center Information on Wikiversity](#)

[Link to YouTube segment](#)

Questions for this talk:

1. **Question:** Does the platform collect the data/results?
 - a. **Answer:** All of the responses are deidentified (or anonymous), so we keep no identifying information about any of the folks who take our assessments. This is how we keep all of the responses confidential. However, responses to assessments can be saved in the form of a PDF after you or a client takes the assessment. This is how clinicians can get their

client's responses. We are also working on creating a system where clients' responses will be sent directly to a clinician's email, and are in the process of trial running this system in UNC's training clinics at the moment. Hopefully we will have this available more widely in the near future.

2. **Question:** Have people been using the site for teaching purposes?

a. **Answer:** Yes! Eric has used the site for teaching purposes in both his undergraduate Developmental Psychopathology class and his graduate Assessment class. We use them to learn how to fill out assessments for clinical vignettes. In each of the assessment batteries, there is an option to indicate that you are taking the assessment for a reason other than to seriously probe your own or a loved one's mental health. We usually ask students to press this option so that we can filter "real" responses from responses made out of curiosity or for teaching purposes.

Using Wiki To Disseminate Psychological Science by Josh Langfus

- [Full Evidence-based Assessment Guide, Manual and Resources on Wikiversity](#)

[Link to Youtube segment](#)

Questions for this talk:

1. Imposter syndrome grad student over here.... Can I disseminate information on wikipedia without a doctorate?
 - a. **Answer:** Absolutely! As long as the content you add meets the quality requirements. Those requirements are publicly available, and include adhering to neutral point of view, adding citations for factual claims, etc. Anybody can edit wikipedia, and there are many other users who volunteer to help new users learn how to make helpful contributions. That is the beauty of Wikipedia - it is freely editable, open-access, and also has many experienced editors providing oversight. Edit away!
 - b. **Another general tip:** editing lower profile pages first is the way to go! Stick with editing pages that have very little on them that need improvement (pages called "stubs"). You are least likely to get yelled at that way. Also people are generally blunt on Wikipedia, but forgiving if they know you are well intentioned!
 - c. Here is a list of all the psychology "stubs" that need improvement:
<https://wp1.openzim.org/#/project/Psychology/articles?quality=Stub-Class&importance=>
 - d. Also, here are all of the psychology pages on Wikipedia generally:
https://en.wikipedia.org/wiki/Wikipedia:WikiProject_Psychology
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Atypical Service Through Atypical Means HGAPS Evolution in Responding to Crises by Hannah Kim

- <https://www.hgaps.org/assessment-center.html>
- [Coping with Social Isolation Wikiversity](#)
- [Hurricane and Flooding Prep and Tips Wikiversity](#)

[Link to YouTube segment](#) ← Note: The quality of the video is better on YouTube because it is not getting streamed through another layer of software (compression issues)

@Hannah and team have put together a [list](#) of practical tips for making infographics.

Questions for this talk:

1. Were you using Canva for those infographics? They look incredible!
 - a. Answer: : Yes! We almost exclusively use Canva for our infographics.
 - b. Most of our current ones are Canva, but we have used other programs too,

Psychological Science for Public Consumption by Emma Choplin

About: This segment of the presentation is an introduction and examples on how to assess the public's needs and then how to fulfill them by disseminating open-access psychological science in an attractive and digestible form so that it can reach most the people without any barriers of use. Click here for the PowerPoint seen in this segment of presentation: [Powerpoint](#)

[Link to YouTube segment](#)

Telepsychology

- [Telepsychology Guide for Clinicians Wikiversity Page](#)
- [Telepsychology Guide for Patients Wikiversity Page](#)

13 Reasons Why/Hannah Baker Vignette

- [Hannah Baker Clinical Vignette on Wikiversity](#)
- [What We Wish They Knew: 13 Reasons Why](#)

Questions for this talk:

1. I love the idea of information as a fundamental right! The clean water ~ clean information metaphor is neat, too.
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Recommended Readings:

- Youngstrom, E. A., & Van Meter, A. (2019). Working smarter, not harder: comparing evidence-based assessment to the conventional routine assessment process. In S. Dimidjian (Ed.), *Evidence-based practice in action* (pp. 167-183). Guilford Press.
- Youngstrom, E. A., Van Meter, A., Frazier, T. W., Hunsley, J., Prinstein, M. J., Ong, M. L., & Youngstrom, J. K. (2017). Evidence-Based Assessment as an Integrative Model for Applying Psychological Science to Guide the Voyage of Treatment. *Clinical Psychology: Science and Practice*, 24, 331-363. <https://doi.org/10.1111/cpsp.12207>
- Beidas, R. S., Stewart, R. E., Walsh, L., Lucas, S., Downey, M. M., Jackson, K., Fernandez, T., & Mandell, D. S. (2015). Free, brief, and validated: Standardized instruments for low-resource mental health settings. *Cognitive & Behavioral Practice*, 22, 5-19. <https://doi.org/10.1016/j.cbpra.2014.02.002>
- Friedberg, R. D., Nakamura, B. J., Winkelspect, C., Tebben, E., Miller, A., & Beidas, R. S. (2018). Disruptive Innovations to Facilitate Better Dissemination and Delivery of Evidence-Based Practices: Leaping Over the Tar Pit. *Evidence-Based Practice in Child and Adolescent Mental Health*, 3, 57-69. <https://doi.org/10.1080/23794925.2018.1427009>
- Jensen-Doss, A., & Hawley, K. M. (2011). Understanding Clinicians' Diagnostic Practices: Attitudes Toward the Utility of Diagnosis and Standardized Diagnostic Tools. *Administration and Policy in Mental Health*, 38, 476-485. <https://doi.org/10.1007/s10488-011-0334-3>

GENERAL QUESTIONS:

(Add your question here!)

1. Any recommendations for apps/platforms to make administering assessments and logging the data easier?
 - a. **Answer Part I:** This is such a great question! Broadly, we have found it helpful to consider *stakeholder perspectives*. We have found, for instance, that clinicians want things to be as clean and simple as possible, and don't add to their clinic time. Second, we have also learnt that cutting out jargon has been incredibly helpful in maintaining sustained use over time. Finally, we have learnt that making it beautiful-looking (simple and with nice color tones) has served to increase usage and credibility (in a totally understandable but also interesting way).
 - b. **Answer part II:** The Assessment Center is built in Qualtrics. We can export the questionnaire (as a .QSF file) that you could import into your own site and then customize it. #2021goals: we are also converting a subset of these into REDCap (and some of the tools were already there, from other researchers). Both of these are ways that we can make it easier for researchers to use the same tools that we are making it easier for clinicians and the public to use!
 - c. **Answer part III:** If you are looking for a good idiographic tracking tool, PracticeWise offers a great, FREE service to track each client's scores on a particular assessment over time. The link to this can be found on our [clinician tools Wikiversity page](#) that is connected to the assessment center as well.
2. Are behavioral assessments (measures of clinical progress) available on your site? Yes!
3. Adding psychosis measures
 - a. Vbrs - interview maybe a self report
 - b. Panss needs training 5-factors not correlated
 - c. Conflict scale on the ISS

CE Questions

- Which has the largest audience, measured as views per year?
 - Wikiversity
 - ABCT.org
 - APA.org
 - Wikipedia
- What best describes Wikiversity?
 - It is a great place to share more technical information than Wikipedia
 - It can be a “manual in the cloud” for clinicians
 - It is a place to share teaching materials
 - All of the above
- What is a limitation of the psychological information on Wikipedia?
 - Content experts are not monitoring the information
 - More information is available about drugs and non-psychological treatment options
 - The psychology pages are often less good than medicine, biology, and computer science pages
 - All of the above
- True or false: Creative Commons licensing costs a nominal fee to register a project or product.
 - True - but worth it for the reach
 - False - totally free!
- True or false: When we make something, like a therapy handout, tip sheet, or assessment, we need to pick between copyright and a Creative Commons License.
 - True
 - False
- Why use Hannah Baker from 13 Reasons Why as a teaching case on Wikiversity?
 - Because she’s a fictional character, there are no issues with confidentiality
 - The popularity of the book and series can help engage teens and young adults with mental health resources
 - Because the depiction of psychological services ranged from cringeworthy to unethical
 - All of the above
- What is an advantage of using Wikipedia to disseminate information about psychological services?
 - Ease of updating
 - Transparency
 - Reach
 - Low cost (<-Free to us!)
 - Google leverages it
 - All of the above
- True or false: Once you put a CC BY 4.0 on something, you cannot use the same thing in a traditional journal or book chapter?
 - True -- you would need to make a different version
 - False -- most publishers will accept CC BY content (they don’t need to pay for it, and they don’t need to change their business model!)
- What are advantages of the HGAPS Assessment Center and Wikiversity pages for finding free assessments compared to just doing a Google search?
 - Google will offer an overwhelming number of hits, and paid ads are at the top.
 - HGAPS is curating the tools to focus on the best (most research) of the free (no cost barrier to access)
 - HGAPS is gathering PDFs of the measures (so that the links won’t rot over time)
 - HGAPS is giving away free scoring and reports for many of the measures
 - All of the above.
- Which is often the best choice of Creative Commons license for academics?
 - CC 0/Public Domain - free, and who needs credit?
 - CC BY 4.0 - the most free that still gives author credit
 - CC BY-SA 4.0 - prevents others from charging if we gave away freely
 - CC BY-SA-ND-NC 4.0 - internationally recognized protection to reinforce copyright

11. What is the value added by pairing the Open Science Framework with Wikiversity?
 - a. OSF offers organization, version control, registration
 - b. Wikiversity offers crowdsourcing, ease of finding, ease of editing
 - c. Both of the above add to the value of combining the two.

SUGGESTIONS FOR HGAPS

This could include links, resources, infographics, fundraising/grant opportunities, recommended papers to read, measures to add to the Assessment Center, etc.

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