

**STRIDE** 



# Empowering Wellness:

Implementing STRIDE  
from Research to Real Life



Mental Health Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration

**W** UNIVERSITY of WASHINGTON  
PSYCHIATRY & BEHAVIORAL SCIENCES  
School of Medicine



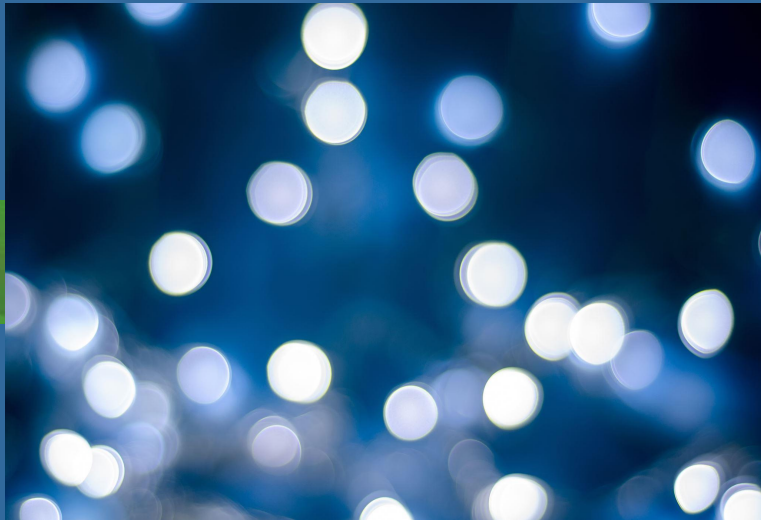
# LAND & LABOR ACKNOWLEDGEMENT

The Northwest MHTTC acknowledges the Native and Indigenous peoples who are tied to this land through history, legends, and culture since time immemorial, and whose lands were forcibly taken. This acknowledgment is a commitment to show respect, build relationships, learn and remember tribal history and sovereignty, and work for justice in these communities.

We also acknowledge that like most modern-day U.S. institutions, the University of Washington benefits from the unaddressed legacy of stolen labor and slavery, which is at the foundation of this nation and its vast and inequitable wealth. We recognize our debt to exploited workers past and present whose labor was and continues to be stolen through unjust practices.



# AGENDA



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**INTRODUCTIONS & AIMS**

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**PROJECT OVERVIEW**

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**IMPLEMENTING CHANGE**

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**STRIDE ILLUSTRATION**

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**SUPPORTING IMPLEMENTATION**

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**TOOLS YOU CAN USE**

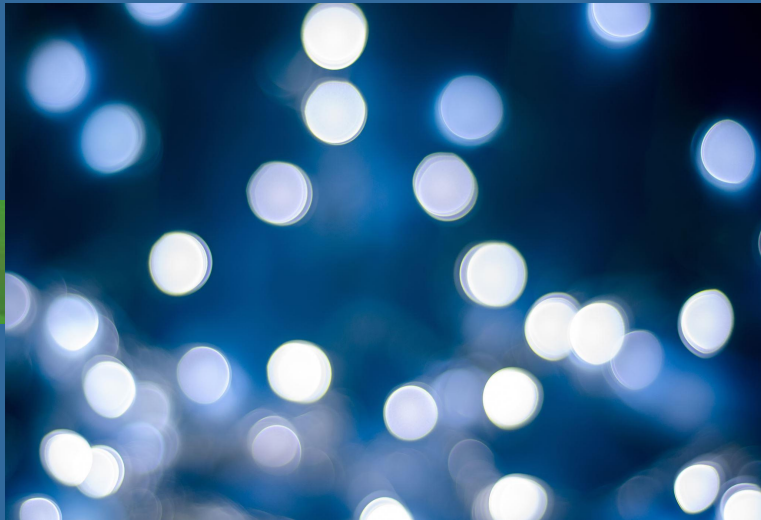
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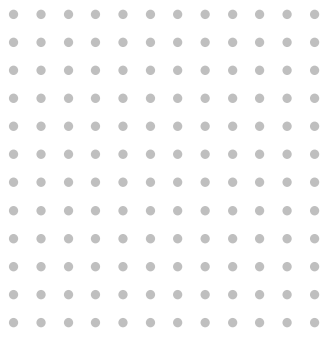
**Q & A**



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# INTRODUCTIONS & AIMS





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UNIVERSITY OF WASHINGTON**

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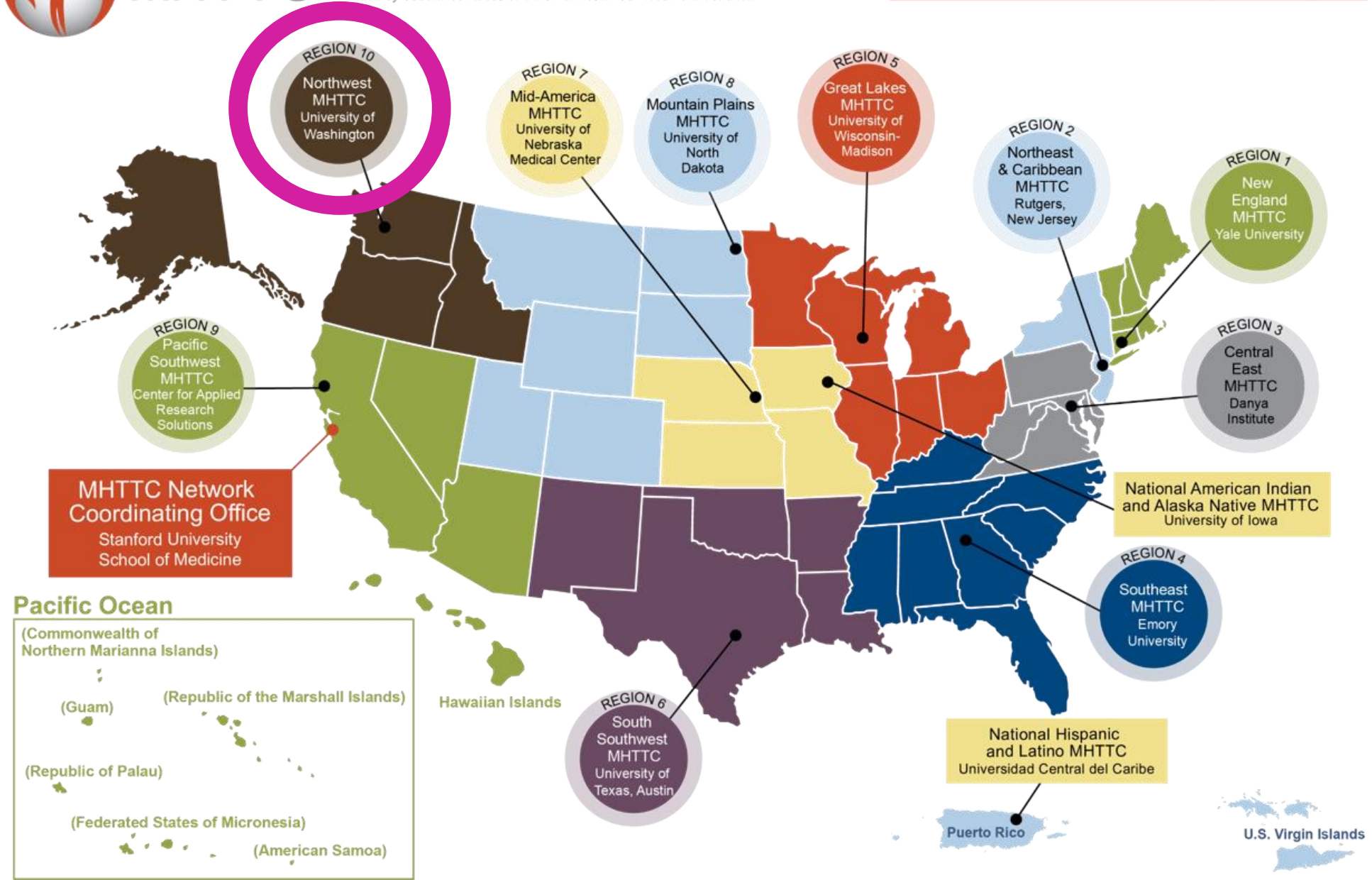
**Program Manager  
Northwest MHTTC  
UNIVERSITY OF WASHINGTON**



# MHTTC

Mental Health Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration

## MHTTC Network







## OUR GOALS



Support mental health-related EBPs and best practices.



Heighten awareness, knowledge, and skills



Foster alliances and address diversity of training needs



Share FREE, publicly available training and TA.



**LIVE & RECORDED WEBINARS**



**VIRTUAL LEARNING COMMUNITIES**



**ONLINE, SELF-PACED COURSES**



**NEWSLETTERS & OPPORTUNITIES**



**RESOURCE LIBRARY**



**"PUTTING IT TOGETHER" PODCAST**

**NETWORK AREA OF FOCUS: Evidence-based practices (EBPs) for psychosis**

Including CBT for psychosis (CBTp) & Assertive Community Treatment (ACT)

### ADDITIONAL TRAINING TOPICS

Integrated Care ~ Peer Support ~ Leadership ~ Co-occurring Substance Use Disorders  
Provider Well-being ~ Suicide Prevention ~ Equity & Inclusion ~ Families ~ Trauma-Informed  
Addressing Stigma ~ Culturally Responsive ~ Crisis Work ~ Grief & Loss

*PRIORITIZING EQUITY, DIVERSITY, INCLUSION & PROVIDER WELL-BEING*



LYDIA CHWASTIAK, MD, MPH  
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mhttcnetwork.org/northwest





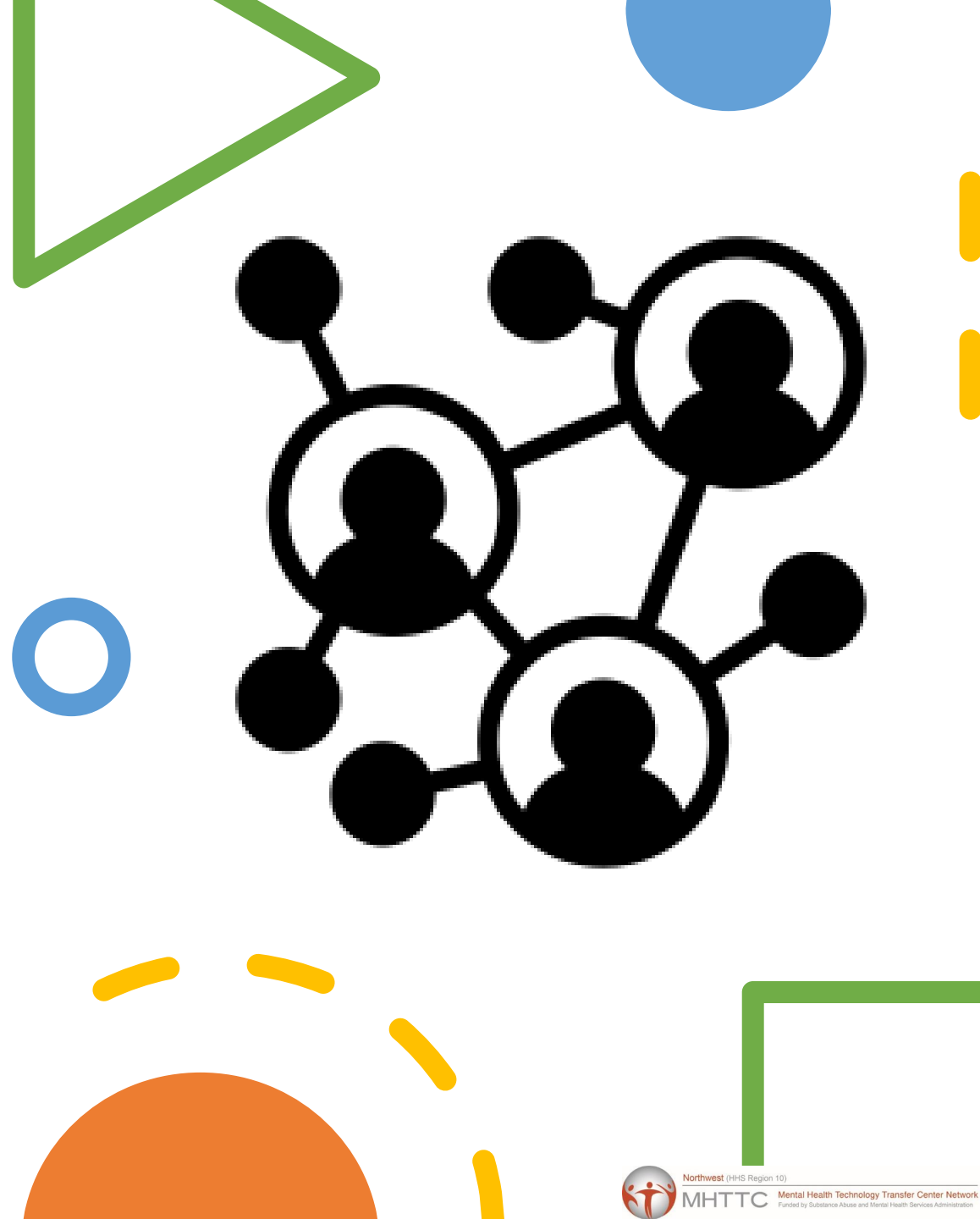
*This presentation is supported by the Northwest Mental Health Technology Transfer Center under a cooperative agreement by grant SM 081721 from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration.*

*At the time of this presentation, Miriam Delphin-Rittmon served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.*



# Have you tried to implement a change at work?

- *Professional Practice*
- *Team*
- *Agency*



# Learning Objectives & Aims

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## Examine

Examine implementing a new practice

## Learn

Learn how to adapt trainings

## Anticipate

Anticipate barriers and facilitators

## Discuss

Discuss practical strategies

# WHAT BRINGS YOU HERE TODAY?







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# PROJECT OVERVIEW





2019

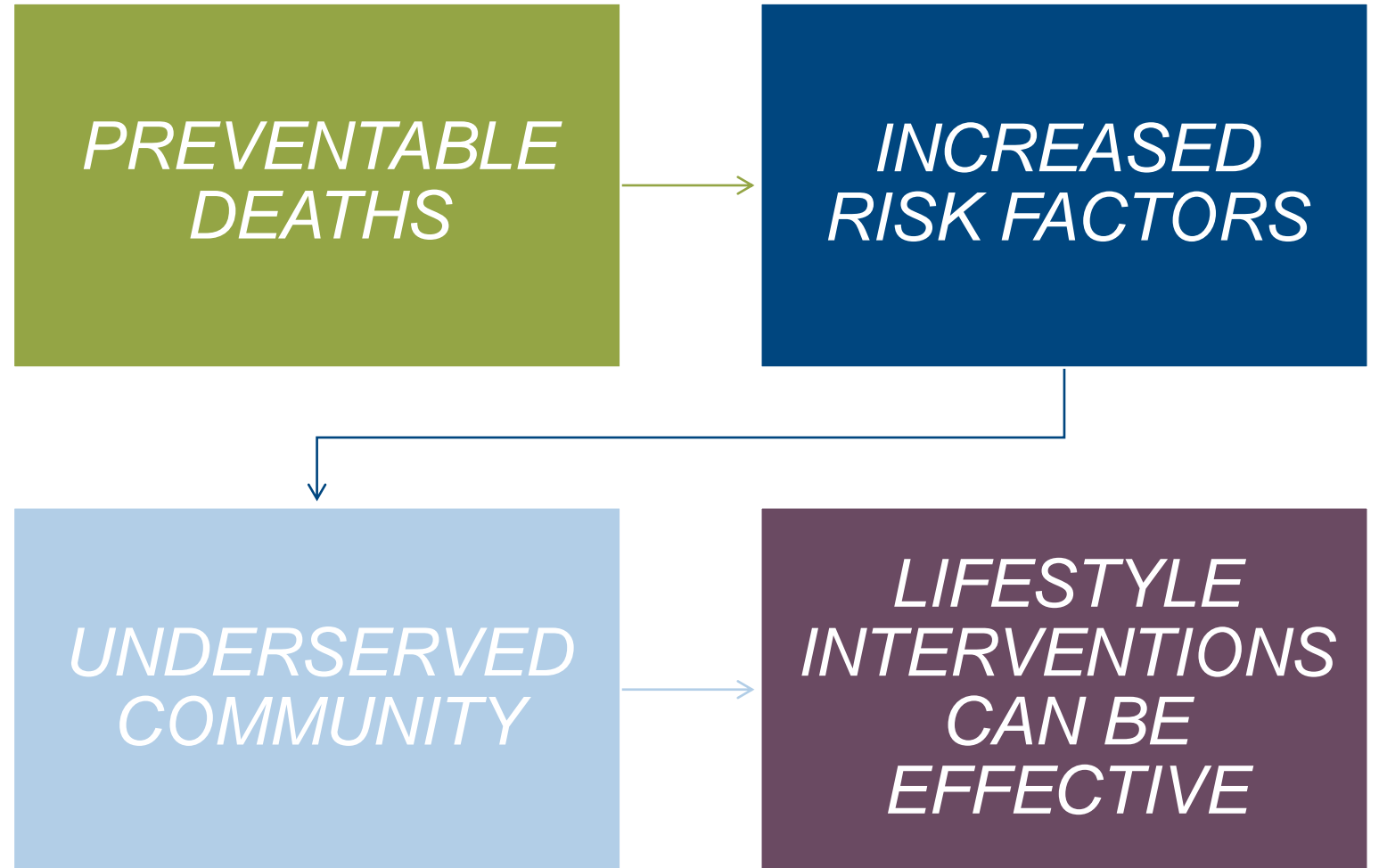


**LET'S TAKE A JOURNEY!**



Why the  
STRIDE  
Program  
was  
created

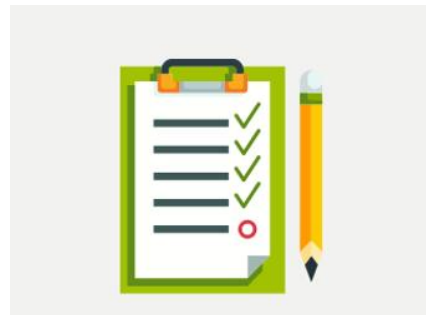
 KAISER PERMANENTE.  
Center for Health Research





# What is the STRIDE program?

- Lifestyle intervention for people with serious mental health issues
  - Weekly group meetings (6 mo)
  - Monthly maintenance meetings (6 mo)
- Small changes made over time
- Provide tools and information to help participants make their own choices
- Group leaders provide support and help with problem-solving





# Lifestyle Intervention Helps People Taking Antipsychotic Medications Lose Weight and Reduce Diabetes Risk

*Press Release: Sep 15, 2014 -- American Journal of Psychiatry*

**People with serious mental illnesses already at higher risk for obesity; medications that control their symptoms often lead to additional weight gain.**

- *200 people in study (half intervention, half control group)*
- *All classified as overweight or obese, and taking antipsychotic medications for serious mental illness*

## **OUTCOMES for intervention group at end of year-long study:**

- lost weight & kept it off
- more than twice as likely to have normal fasting glucose levels
- 1/3 the rate of medical hospitalizations compared to control group



Collaborate with STRIDE Researchers & Trainers



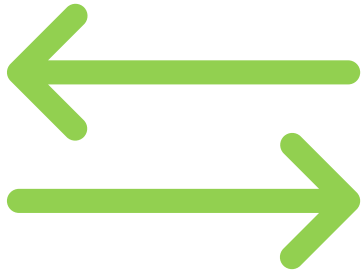
Train a group of providers at a BH agency



Implement STRIDE model in real life!

# ARE WE READY?





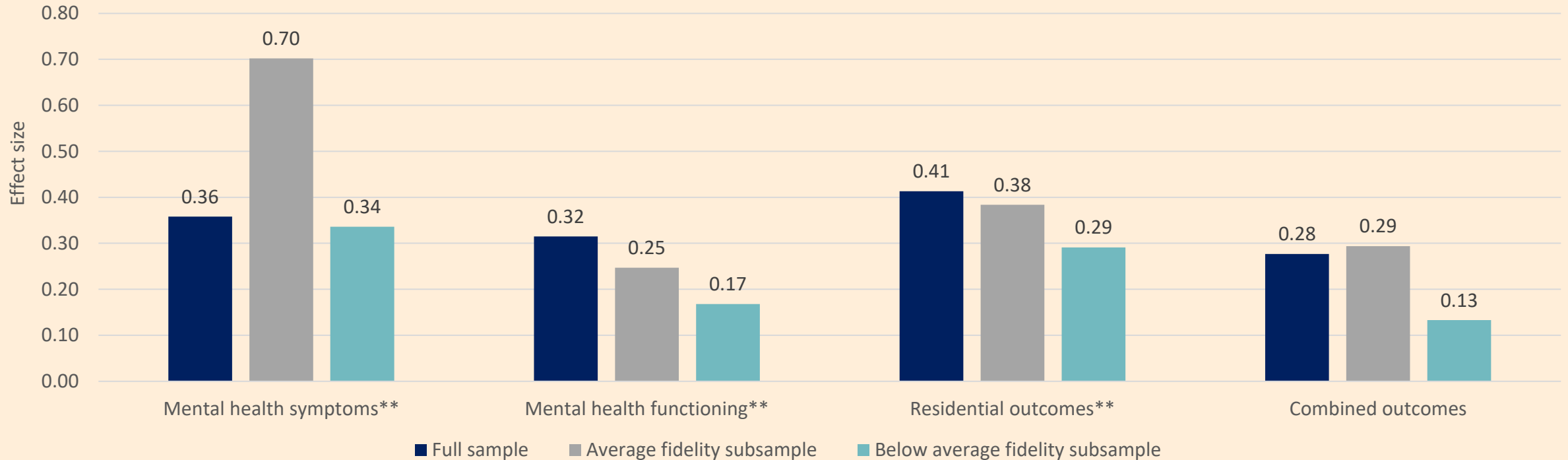
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# IMPLEMENTING PRACTICE CHANGE



# Why should we care about implementation quality?

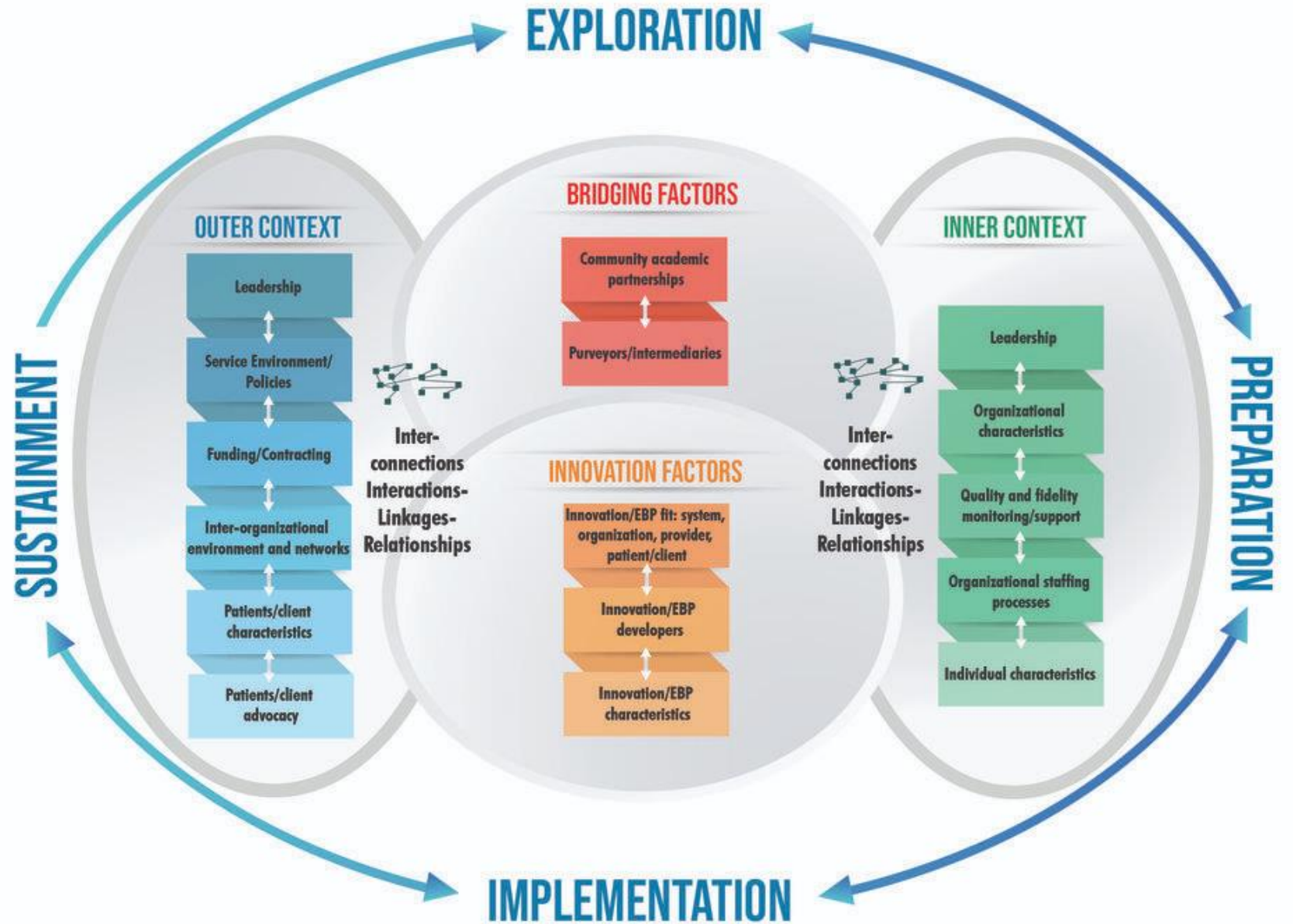
Average effect sizes (Hedges' g) across select outcomes



\* Average fidelity subsample demonstrated adequate adherence to Wraparound practice elements across most Wraparound Fidelity Index subscales.

\*\*Note: Only a single study assessed each individual outcome in either the average or below average fidelity subsamples

The EPIS model helps organize the many factors that influence implementation quality

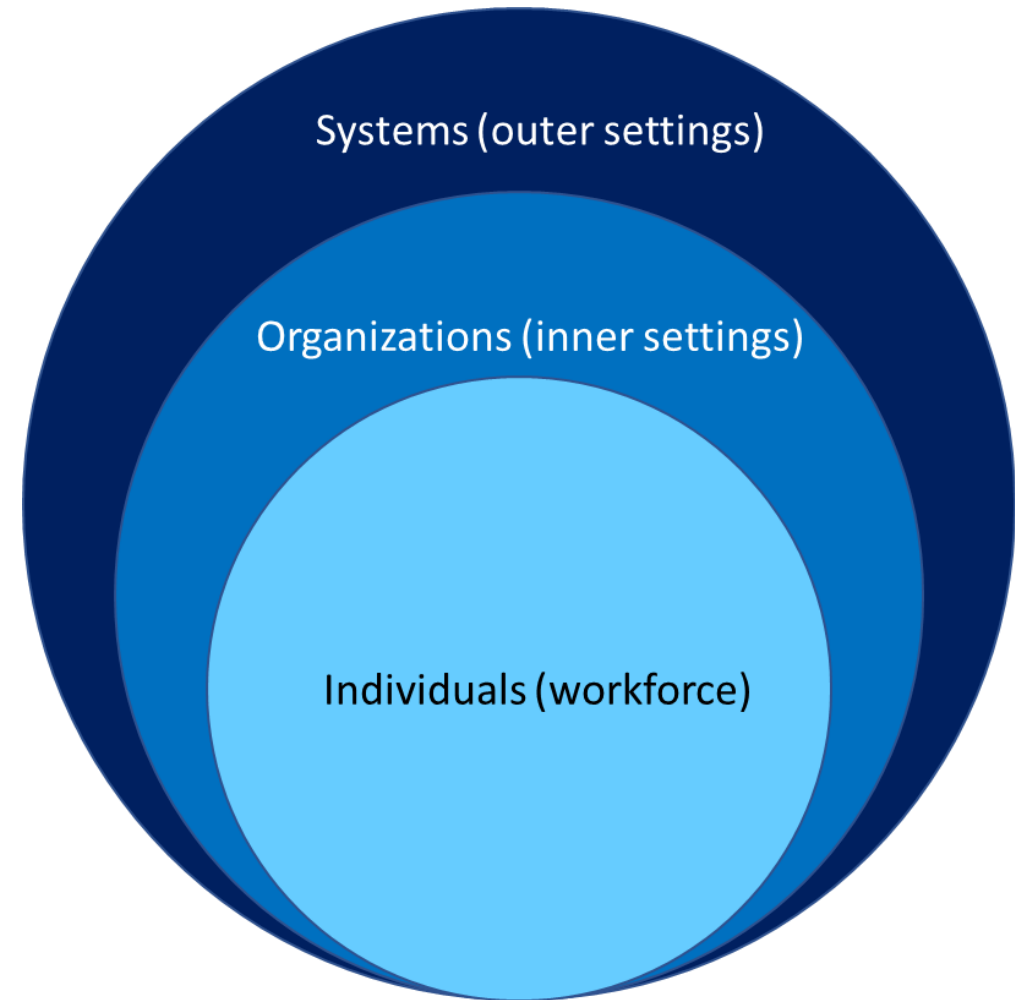


# Implementation cannot be separated from context

At the simplest level, we can think of three levels of context:

- Individuals
- Organizations
- Systems

We see many barriers and facilitators to implementation within each of these settings





We can learn more about the  
impact of context from the  
fictional world of

**MISTER  
ROGERS'  
NEIGHBORHOOD®**



# Individuals

At the individual level, Mr. Rogers is surrounded by friendly neighbors who are committed to helping children learn and gain positive experiences



The individuals within Mr. Rogers' neighborhood are embedded within a cozy house that includes a creative world of make-believe that is filled with numerous resources including puppets, props, and educational materials

# Inner Settings





# Outer Settings

Mr. Rogers' house is embedded within a resource-filled community that includes specialty shops, museums, a library, a post-office, and a bakery, among many other community assets. The community appears safe and provides a supportive environment that helps enable Mr. Rogers' efforts to support young people.





# How is context similar across Mr. Rogers' neighborhood and EBPs?



	Mr. Rogers' Neighborhood:	EBPs:
Individuals	Friendly neighbors <ul style="list-style-type: none"> <li>• Mr. Rogers</li> <li>• Mr. and Mrs. McFeely</li> <li>• Lady Aberlin</li> <li>• Officer Clemmons</li> </ul>	Behavioral health professionals: <ul style="list-style-type: none"> <li>• Clinicians</li> <li>• Supervisors</li> <li>• Administrators</li> <li>• Staff</li> </ul>
Inner Settings	Mr. Rogers' house: <ul style="list-style-type: none"> <li>• Living room</li> <li>• Land of make-believe</li> <li>• Culture, values, climate</li> </ul>	Provider agencies: <ul style="list-style-type: none"> <li>• Resources</li> <li>• Organizational culture, values</li> <li>• Leadership</li> </ul>
Outer Settings	Mr. Roger's neighborhood <ul style="list-style-type: none"> <li>• Stores</li> <li>• Museums</li> <li>• Parks, safe streets, etc.</li> </ul>	Systems-level factors, including: <ul style="list-style-type: none"> <li>• Policies</li> <li>• Financing structures</li> <li>• Government priorities</li> </ul>



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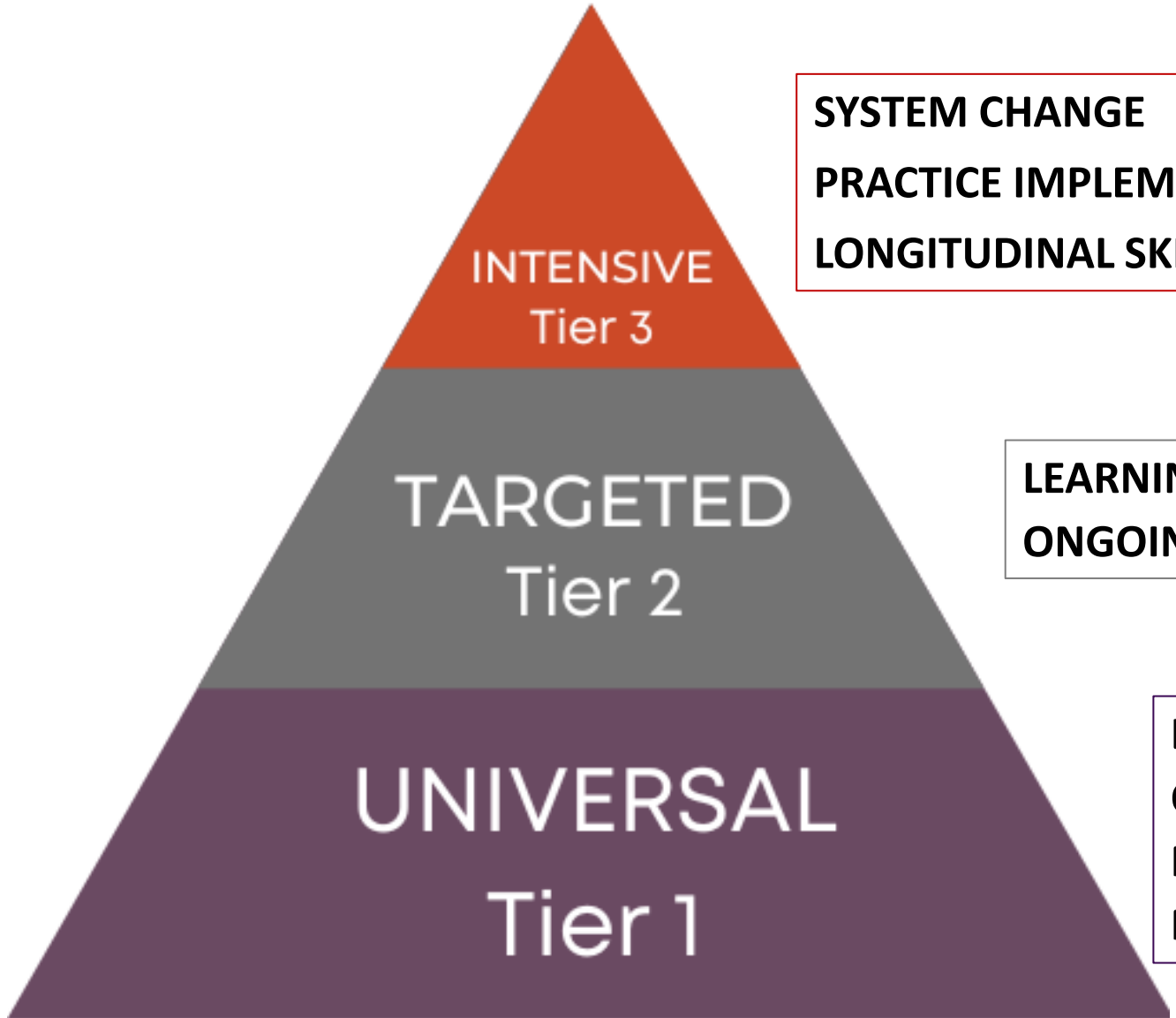
# PROJECT REVISITED



*“Houston, we  
have a problem...”*







**SYSTEM CHANGE**  
**PRACTICE IMPLEMENTATION**  
**LONGITUDINAL SKILL-BASED COHORTS**

**LEARNING COMMUNITIES**  
**ONGOING CONSULT CALLS**

**LIVE WEBINARS & RECORDINGS**  
**ONLINE COURSES**  
**PUBLICATIONS**  
**PODCASTS**

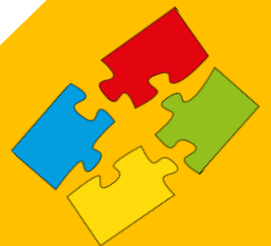




Modern Learners are...	Therefore, Virtual Training must be...
Remote	Social
Distracted	Engaging
Overwhelmed	Purposefully-Designed
Overloaded	Simple
Unique	Personalized

## STRIDE INTENSIVE PROJECT ver 2.0:

- Asynchronous online foundational e-course
- Live *virtual* training
- Evaluation
- Coaching sessions virtually
- Curriculum package
- Training videos
- Full training e-course



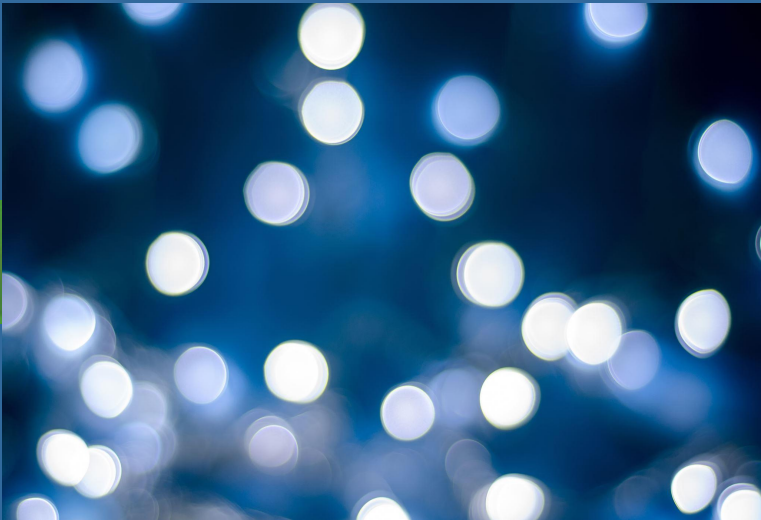


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# STRIDE ILLUSTRATION

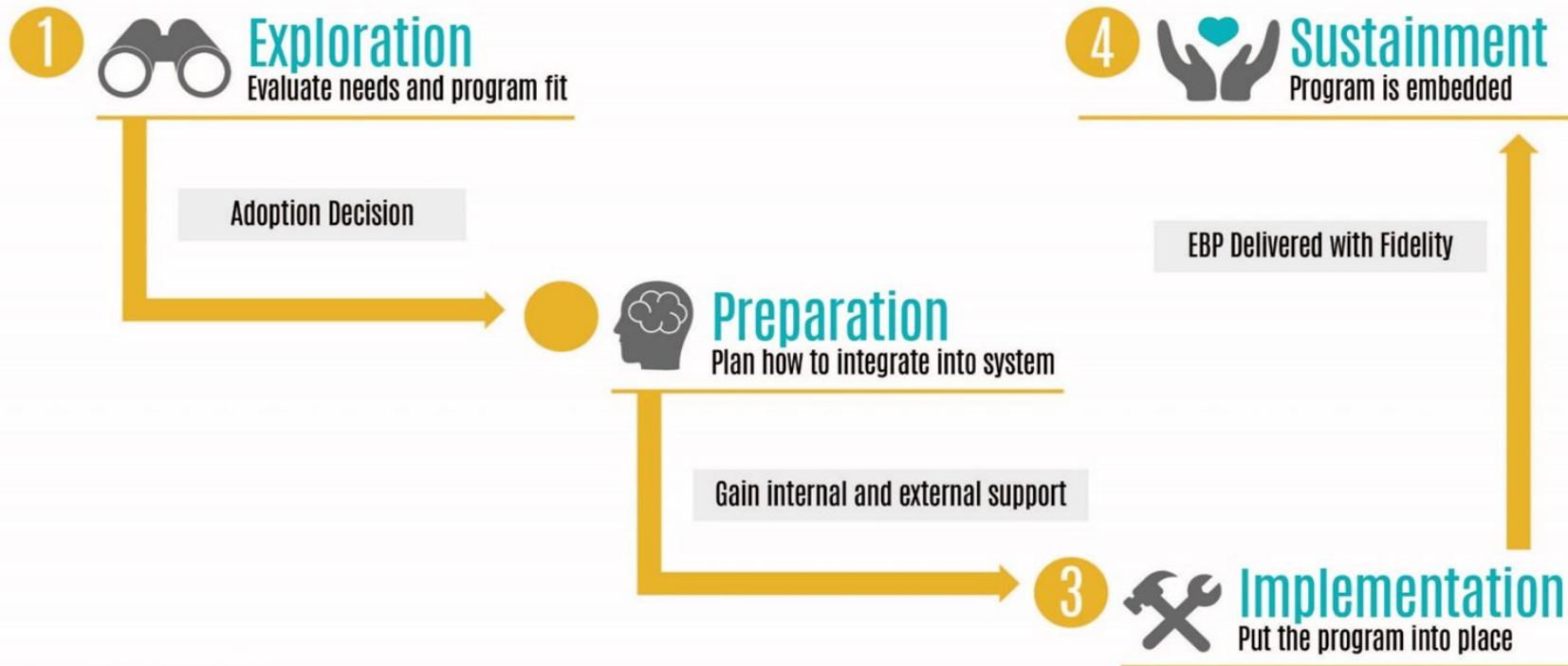
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*EPIS & STRIDE*



# The Northwest MHTTC followed the EPIS stages in its support of STRIDE implementation

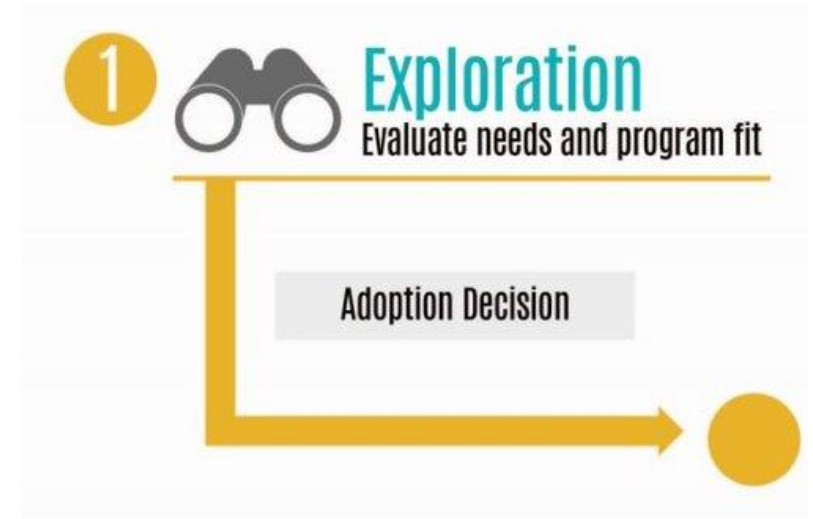
**EPIS** Exploration, preparation, implementation and sustainment



Source: Aarons, Hurlburt and Horowitz, 2011

# Exploration stage: Is STRIDE the right intervention?

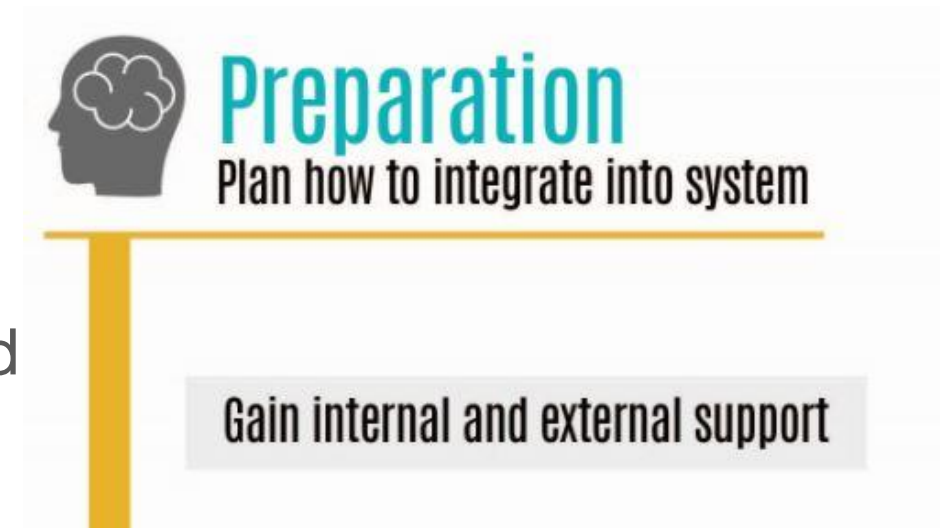
- **Organizational consultation meetings** were held in March and June 2021 to review requirements for implementation
  - Explored **if the intervention fit** with organizational needs and overall vision
  - Our partners included:
    - A newly granted Certified Community Behavioral Health Clinic (CCBHC)
    - KPCHR developers of the STRIDE intervention





# Preparation phase: Planning and implementing workforce training to support STRIDE implementation

- **Planning meetings** to develop an implementation blueprint and timeline
- **Educational meetings** to introduce STRIDE to stakeholders at clinical sites
- **Educational materials developed** and delivered in collaboration with subject matter experts (SMEs):
  - 30-minute online introduction to the topic
  - Live virtual training was conducted over two days in September 2021



# Implementation stage: Supporting STRIDE group facilitators during implementation

- One of the developers of STRIDE provided **ongoing consultation** to support implementation:
  - Meetings to reinforce clinical skills and competence
  - Weekly meetings for first month, then bi-weekly for 6 months
- **Consultation calls** designed to troubleshoot challenges and guide adaptations to the intervention



# Sustainment stage: Continued support designed to maintain STRIDE over time

- After the 6-month implementation phase, **monthly calls were continued** to provide ongoing support
  - Continue problem-solving
  - Brainstorm ways to promote the program to clinicians and potential participants
  - Support content changes, and transitions in frequency of meetings of STRIDE groups over time







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# STRIDE ILLUSTRATION

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*HOW DID IT GO?*



# We encountered numerous contextual barriers and facilitators across all EPIS stages

Contextual level	Barriers	Facilitators
Outer setting	<ul style="list-style-type: none"> <li>• COVID-19 pandemic surge</li> </ul>	<ul style="list-style-type: none"> <li>• Medicaid focus on integrated care</li> </ul>
Inner setting	<ul style="list-style-type: none"> <li>• Funding necessitated rushed launch</li> <li>• Open staff positions</li> <li>• Competing org demands</li> <li>• No protocols for referrals</li> <li>• Staff turnover</li> </ul>	<ul style="list-style-type: none"> <li>• Buy-in from org leaders</li> <li>• Healthy lifestyle emphasized at org level</li> <li>• Grant funding</li> <li>• Data tracking tools</li> <li>• Enrollment targets established</li> </ul>
Individual	<ul style="list-style-type: none"> <li>• Challenges following manualized curriculum</li> <li>• Inconsistent attendance at coaching calls</li> </ul>	<ul style="list-style-type: none"> <li>• Staff engagement and interest</li> </ul>
Intervention	<ul style="list-style-type: none"> <li>• More time-intensive than other group interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Structured curriculum</li> <li>• Engaging sessions</li> </ul>

# Responses to select barriers were varied:

Contextual level	Barriers addressed	Responses
Outer setting	<ul style="list-style-type: none"> <li>• Pandemic surge</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum was adapted to online/hybrid format</li> </ul>
Inner setting	<ul style="list-style-type: none"> <li>• Staffing</li> <li>• Lack of participant referrals</li> </ul>	<ul style="list-style-type: none"> <li>• Began STRIDE implementation with a single facilitator</li> <li>• Started STRIDE with participants from an existing wellness group</li> </ul>
Individual	<ul style="list-style-type: none"> <li>• Time constraints</li> </ul>	<ul style="list-style-type: none"> <li>• Some STRIDE session topics were skipped or carried over to future sessions</li> </ul>
Intervention	<ul style="list-style-type: none"> <li>• Length of curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• STRIDE sessions were launched as open enrollment rather than following cohorts</li> </ul>



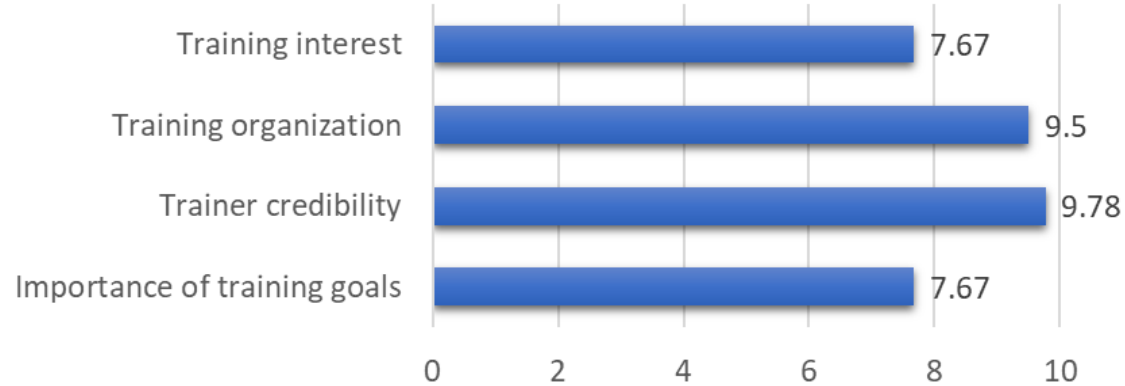
# Reflections

- *SETTING OUR INTENTION*
- *ASSESSING OUR IMPACT*
- *BEING ACCOUNTABLE*

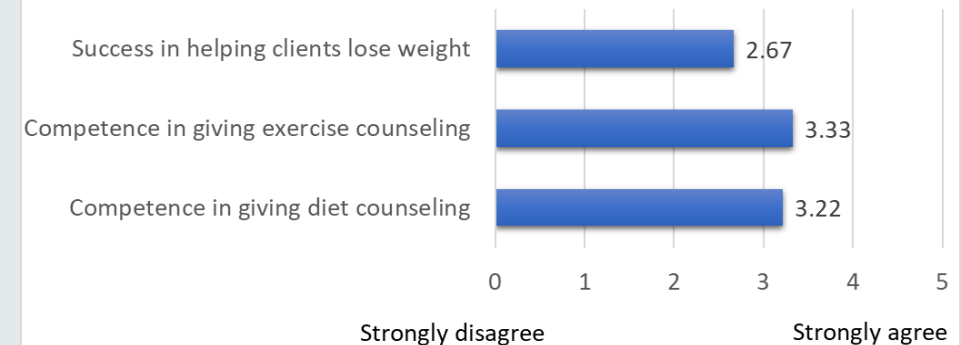


# Results from post-event survey indicate that the STRIDE training was well-received

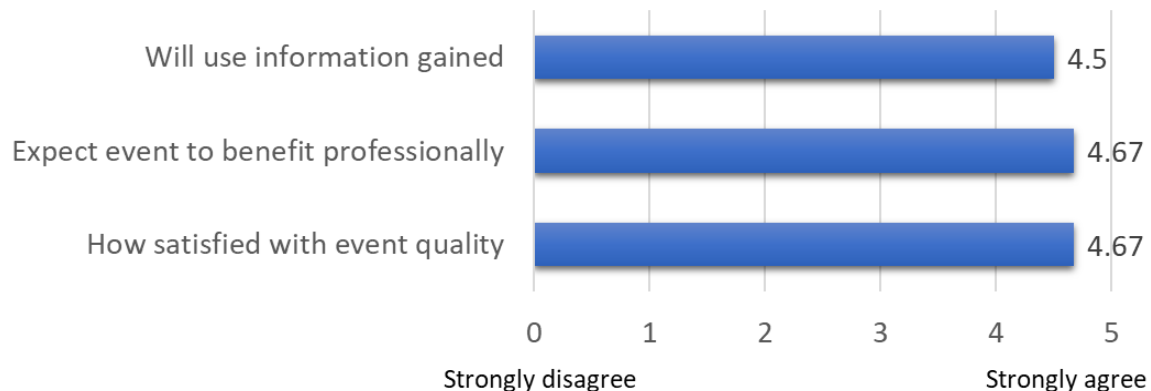
### Perceptions of STRIDE training (N = 9)



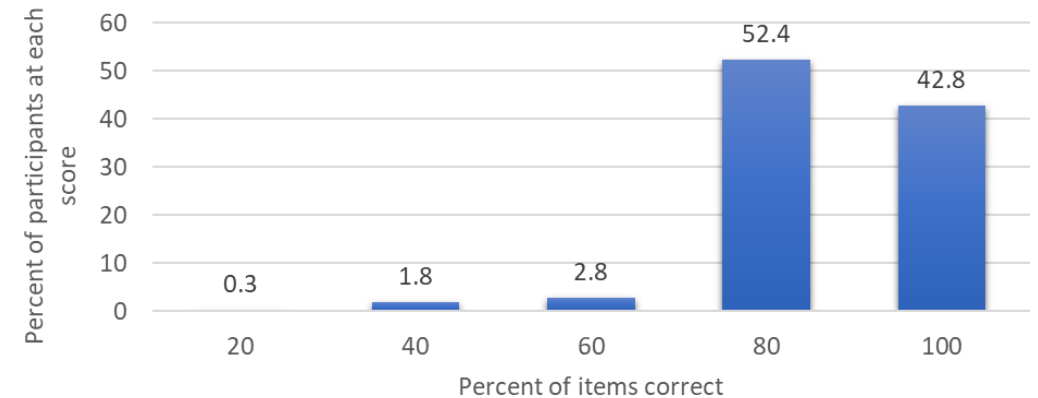
### Confidence in providing diet and exercise counseling (N = 9)



### Satisfaction with STRIDE training (N = 9)



### Distribution of Quiz Scores following STRIDE primer (N = 397)





# What are ways we can better support implementation of practice change?



## Examples of outer-context **facilitators**:

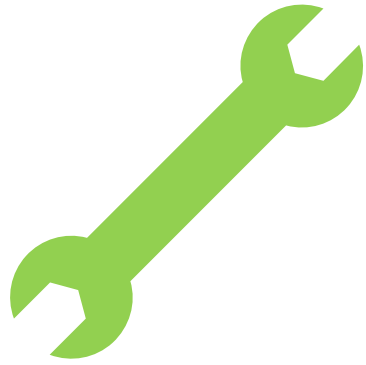
- Available funding
- Political priority
- Public demand

## Examples of organization-level **facilitators**:

- Innovative organizational culture
- Supportive leadership
- Organizational resources

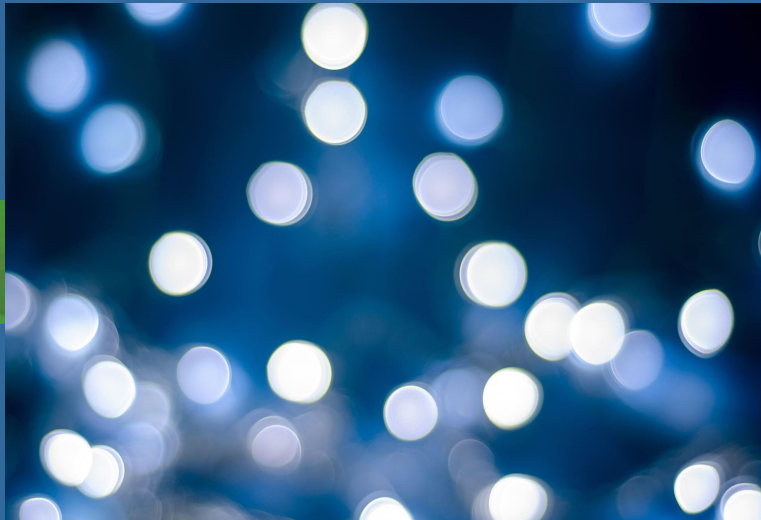
## Examples of individual-level **facilitators**:

- Motivated workforce
- Skilled practitioners



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# TOOLS YOU CAN USE



# Resources to support implementing practice change

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- STRIDE summary & Curriculum Package
- Online resources
- Series from MHTTC
- SAMHSA publications
- Using resources more intentionally
  - *Virtual, group, cohort*





# Making It Stick: A Practical Approach to Dissemination and Implementation

An Internal Learning Community  
Open to All TTC Staff

Presented by: MHTTC Dissemination and Implementation  
Working Group



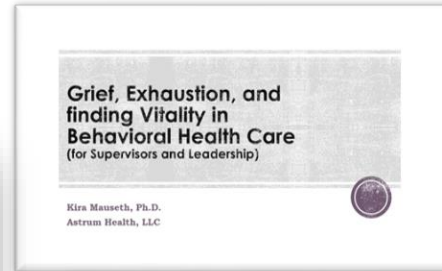
## **Making it Stick: A Guide to Using Dissemination and Implementation Science in Planning High-Impact Training and Technical Assistance**

- Based on live learning community for MHTTC Regional Centers

### **Session Recordings and Slide Decks**

- *Session 1 - D&I Science: Where do we start?*
- *Session 2 - Rollout: How do we decide what to do?*
- *Session 3 - Working Session: How do we put what we've learned into practice?*

# Examples of Trainings



## Topics

- Evidence-Based Practices for Psychosis
- Integrated Care
- School Mental Health
- Culturally-responsive Practices
- Suicide Prevention
- Peer Support
- Supervision Topics
- Provider Well-Being & Resilience
- Native & Tribal Projects

## Products

- Podcast "Putting It Together"
- Recorded Webinars
- Publications



MHTTC

Mental Health Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration

- YOUR MHTTC ▾
- TRAINING AND EVENTS ▾
- RESOURCES ▾
- PROJECTS ▾
- COMMUNICATION ▾
- ABOUT ▾

## Products & Resources Catalog

### Search

### Product Type

### Center

### Target Audience

### Keywords

Apply



#### Introduction to Children's System of Care

On December 4th, Rebekah Behan and Tim Marshall introduced Children's System of Care. The system of care (SOC) is a comprehensive spectrum of

MHP RES ACS CJP AC EDU



#### Advancing Equity in Cancer Care for People with Mental Illness

Patients with serious mental illness (SMI) experience inequities in cancer care that contribute to increased cancer mortality. Comorbid mental

MP MHP RES comorbid



#### Recruitment and Hiring for Youth Peer Support Specialists

Youth peer support is an increasingly popular intervention for youth and young adults with serious mental health conditions. However, many

MHP RES ACS comorbid



#### School-Based Mental Health State Legislation in the Southeast: A Tiered Approach

This resource provides a tiered description of the key policies around the financing and provision of school-based mental health services that

MHP RES PSS ACS EDU comorbid



#### State Policy & School-Based Mental Health in the Southeast

This infographic describes recently enacted and currently considered school-based mental health laws and executive actions.

MHP RES PSS ACS EDU comorbid



MHTTC

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- YOUR MHTTC ▾
- TRAINING AND EVENTS ▾
- RESOURCES ▾
- PROJECTS ▾
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- ABOUT ▾

## Training and Events Calendar

### UPCOMING EVENTS

### ONGOING EVENTS

### PAST EVENTS

#### Keyword Search

#### Filter by Event Type

#### Select Date Range

#### And

#### Center

Apply

DEC 04



#### Culture, Trauma, and Mental Health Services for Hispanic & Latino Students

\*UPDATE\* The University of Houston-Clear Lake BSW Program is an approved Continuing Education

DEC 04



#### Creating Cohesive, Equitable, and Stakeholder-driven School Mental Health Referral Pathways

Times: 9:00am - 4:00pm (check in begins at 8:30am) School mental health referral pathways (SMHRPs)

DEC 04



#### Webinar #2: Trauma-Informed Skills for Educators (TISE) - Part 2 (of 2): Trauma-Responsive Skills...

The Northwest Mental Health Technology Transfer Center, in partnership with the Treatment and

DEC 04



#### Introduction to Children's System of Care

The system of care (SOC) is a comprehensive spectrum of mental health, behavioral health, and other



# CREATE OPTIONS



HealthKnowledge

Home About Get Help How to Use How to Register My Courses

FREE ONLINE LEARNING & LOW-COST CONTINUING EDUCATION FOR HEALTHCARE PROVIDERS

PROVIDERS  
FOR HEALTHCARE  
CONTINUING EDUCATION  
& LOW-COST  
FREE ONLINE LEARNING

A PODCAST FOR THE MENTAL HEALTH WORKFORCE

PUTTING IT TOGETHER

Northwest (MHS Region 10)  
MHTTC  
Mental Health Technology Transfer Center Network  
Mental Health Research and Practice Center

TOGETHER  
PUTTING IT



## NORTHWEST MHTTC

- [Website](#)

Note that anything on the orange bar at the top beyond “your MHTTC” is the NATIONAL centers’ combined info; Our info is under the grey navigation menu that expands

- [Areas of Focus](#)
- [Our Publications](#)
- [Our Podcast "Putting It Together"](#)
- [Staff & Faculty Directory](#)
- [Regional Advisory Board members](#)
- [Online Courses](#)
- [Our Learning Communities](#)
- [Archived Webinars](#)
- [School Mental Health](#)

## MHTTC NETWORK

- <https://mhttcnetwork.org/>
- [Making it Stick: A Guide to Using Dissemination and Implementation Science in Planning High-Impact Training and Technical Assistance](#)
  - [# 1 - D&I Science: Where do we start?](#)
  - [# 2 - Roll Out: How do we decide what to do?](#)
  - [# 3 - Working Session: How do we put what we’ve learned into practice?](#)

## Other Region 10 TTCs

- [Addiction TTC](#)
- [Prevention TTC](#)
- <https://techtransfercenters.org/landing>
- <https://techtransfercenters.org/events>

## HealthKnowledge (free online courses in behavioral health)

- <https://healthknowledge.org/>

## UW SPIRIT Lab

<https://uwspiritlab.org/>

## University of Washington

[Department of Psychiatry & Behavioral Sciences](#)  
[University of Washington Race & Equity Initiative Anti-Racism Resources](#)

## SAMHSA TRAINING & OTHER RESOURCES

- [Practitioner Training & Centers](#)
- [National Network to Eliminate Disparities in Behavioral Health \(NNEED\)](#)
- <https://www.samhsa.gov/behavioral-health-equity>
- [988 Suicide & Crisis Lifeline](#)
- [HHS Think Cultural Health—CLAS Standards](#)
- [EVIDENCE-BASED RESOURCE GUIDE SERIES: Addressing Burnout in the Behavioral Health Workforce Through Organizational Strategies](#)

## Northwest MHTTC Integrated Care and STRIDE RESOURCES & WEBSITES

- [Integrated Care Resource page](#)
- [Live Northwest MHTTC STRIDE training information](#)
- [Northwest MHTTC STRIDE Curriculum Package](#)
- [Empowering Wellness & STRIDE Group Facilitation](#) e-courses
- [Northwest MHTTC Research Brief](#)

## Training recordings:

- [Integrated Care Webinar Series 2019-2020](#)
- [Integrated Care Webinar Series 2021](#)
- [Assessment of Psychosis and Behavioral Interventions](#)
- [Medication Management](#)
- [Management of Psychosis in Primary Care Settings: Medical Management of Psychosis](#)
- [Management of Psychosis in Primary Care Settings](#)

## Kaiser Permanente Center for Health Research (KPCHR)

- [STRIDE information & facilitation materials \(free!\)](#)
- [KPCHR press release: STRIDE positive outcomes in American Journal of Psychiatry](#)

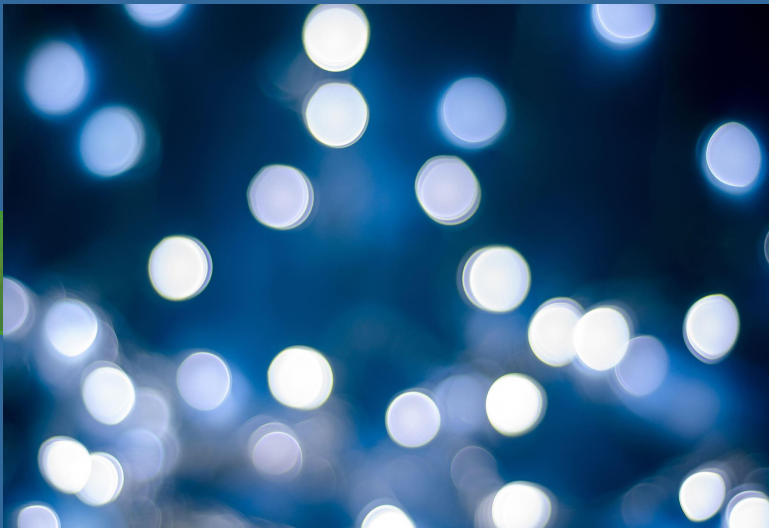
## OTHER RESOURCES RELATED TO INTEGRATED CARE

- [Advancing Integrated Mental Health Solutions \(AIMS\) at UW](#)
- [SAMHSA - National Council Center of Excellence for Integrated Health Solutions](#)



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# QUESTIONS & DISCUSSION





Northwest (HHS Region 10)

**MHTTC**

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# THANK YOU!



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