

## **Attachment Based Family Therapy in Graduate Training Programs: Dissemination Methods for Empirically-Supported Practices in Educational Settings**

*NCFR is authorized to disseminate this resource handout*

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### **Advancing Dissemination of Empirically Supported Family Approaches**

- Family Therapy has a tradition of empirically supported treatment (EST) development, testing and dissemination; yet, many of these practices have not been incorporated into graduate training.
- Many reasons exist for this division between clinical research and practice.
  - E.g., cost, duration of training, intrusion on clinical practice and billing, therapist receptivity
- Few solutions have been proposed to close this research practice gap.
- Why close the research practice gap in graduate training?
  - Exposing students to formal training in an EST during graduate school might maximize on a more receptive phase of professional development.
  - Not only could students learn empirically-supported practices, but also these efforts might influence their willingness to adopt ESTs in the future.
- Purpose of resource exchange session: *To examine one approach to the dissemination of empirically-supported treatments in clinical education programs and provide an illustrative example to scaffold discussions about feasible dissemination strategies.*

### **Example Dissemination Methodology: Attachment-Based Family Therapy**

- The Attachment-Based Family Therapy (ABFT; Diamond, Diamond & Levy, 2014) Training Program has designed an online course to implement clinical training into educational institutions.

#### ***Model Overview:***

- ABFT is a manualized, empirically-supported family therapy model designed to target family and individual processes associated with adolescent suicide and depression.

#### ***Training Program:***

- Typically, training for ABFT occurs in the community, and is centered on therapists working in a variety of settings (e.g., inpatient, schools, community mental health).
- Training to the level of “certified therapist” consists of attending a three-day workshop, bi-weekly supervision for a year (22 sessions), an advanced workshop, and then a review of video-recorded therapy sessions for final credentialing.

#### ***Graduate Training Program:***

- The ABFT graduate training course is designed to deliver all information/materials provided in the initial one-day, face-to-face introductory workshop.
- The curriculum provides enough material so that an experienced couple/marriage and family therapy instructor could teach the course, even if they had limited exposure to the ABFT model.
- The program is designed as a 7-week semester course or as a “special topics” track outside of the standard curriculum (e.g. summer intensive, special training).
- Available Program Materials: Brief Course Description and Program Components, Online Assessment for Instructor Feedback

### **Discussion Questions:**

- What are the barriers and facilitators associated with implementing this graduate training program into clinical programs? What programmatic and delivery modifications would need to be considered?