Abstracts

Stephanie Bauer - Research Methods in E-mental Health

In recent years, the field of "e-mental health" has expanded rapidly and interventions based on information and communication technologies are increasingly suggested as means to complement conventional mental health care. Using technology, especially the Internet, to deliver preventive and therapeutic interventions appears promising for several reasons. These include the fact that such programs can easily be made available to large target populations, that their delivery can be managed from a distance, and that they can be accessed at anytime from anywhere with various devices (e.g., computers, laptops, smartphones). Furthermore, e-mental health interventions have proven to be a promising component in stepped care approaches when support prior to conventional psychotherapy (step-up care) or thereafter (step-down care) is provided through technology.

In this workshop, an overview on the opportunities as well as the limitations and risks associated with e-mental health will be provided and the current empirical evidence base will be reviewed. A number of specific e-mental health interventions will be introduced and may be tested by workshop participants. Practical examples and case reports will be presented to illustrate the perspectives of patients, clinicians, and providers of e-mental health. Furthermore, the workshop will introduce methods used to study processes and outcome of e-mental health interventions including approaches to investigate the working alliance and therapist-patient-interactions.

Suggested Readings

Bauer, S. & Moessner, M. (2013). Harnessing the Power of Technology for the Treatment and Prevention of Eating Disorders. *International Journal of Eating Disorders, 46,* 508-515.

Lal, S., & Adair, C. E. (2014). E-Mental Health: A Rapid Review of the Literature. *Psychiatric Services, 65(1),* 24-32.

Moock, J. (2014). Support from the Internet for individuals with mental disorders: advantages and disadvantages of e-mental health service delivery. *Frontiers in Public Health, 2,* 65.

Rozental, A., Andersson, G., Boettcher, J., Ebert, D. D., Cuijpers, P., Knaevelsrud, C., ... & Carlbring, P. (2014). Consensus statement on defining and measuring negative effects of Internet interventions. *Internet Interventions, 1(1),* 12-19.

Jan Rasmus Böhnke - Item Response Models

Standard approaches to the analysis of the dimensionality of responses to psychometric instruments have undergone tremendous changes during the last decade. This workshop will introduce relevant developments in the field of the analysis of common variance (i.e. Generalisability Theory will not be part of this workshop). The workshop will start with factor analytic models and the logic of identifying latent variables as the common causes of a set of responses of questionnaire items. In addition to purely multidimensional models the idea of bifactor models will be introduced, that allow for the detailed analysis of multiple and possibly sources of common variance in the responses to an instrument: for example separating general from specific psychological distress as well as accounting for method factors like differently phrased items. Although having been developed in the 1950s, The use of these models has come to its full glory only since the early 2000s. The ideas presented so far will swiftly be extended to model ordinal responses and from there the workshop will deal with item response models and the Rasch Model as a very specific and useful case.
The workshop is aimed either at researchers having a basic understanding of factor analytic models that want to extend their practice or at those who are familiar with item response models and want to look into more detail into the similarities and differences between factor analytic and item response models.

Suggested Readings

Doucette, A., & Wolf, A. W. (2009). Questioning the measurement precision of psychotherapy research. *Psychotherapy Research, 19*, 374–389.

Reise, S. P. (2012). The rediscovery of bifactor measurement models. *Multivariate Behavioral Research, 47*, 667–696.

Reise, S. P., & Haviland, M. G. (2005). Item response theory and the measurement of clinical change. *Journal of Personality Assessment, 84*, 228–238.

Wirth, R. J., & Edwards, M. C. (2007). Item factor analysis: Current approaches and future directions. *Psychological Methods, 12*, 58–79.

Pim Cuijpers - Systematic reviews and meta-analyses: A practical workshop

Science is exploding. Every year thousands of new randomized controlled trials on many different kinds of treatments and interventions are published in thousands of biomedical journals, and these numbers are increasing exponentially. It is impossible to keep track of new studies even in small subfields of science. We need advanced methodologies to summarize this knowledge and to use it for treatment guidelines and policy making. Systematic reviews and meta-analyses are the best method available.
In this workshop you will learn the steps that have to be taken in a meta-analysis and the methodologies that are needed. First, I will discuss what meta-analyses are and why they are important. Then I will systematically work through the six steps of a meta-analysis: (1) Defining research questions for meta-analyses: PICO; (2) Searching bibliographical databases; (3) Selection of studies and retrievement of data; (4) Calculating and pooling effect sizes; (5) Examining heterogeneity; and (6) Reporting and publishing meta-analyses. At the end of the workshop you will be able to conduct a simple meta-analysis.

The workshop is aimed at researchers having at least a doctoral degree and have a basic understanding of statistical methods. The workshop is aimed at learning the basics of systematic reviews and meta-analyses.

In the workshop I will work with the software package "Comprehensive Meta-analysis". A trial version can be downloaded at: http://www.meta-analysis.com/index.php

If you can take your own laptop with a trial version of "Comprehensive Meta-analysis" installed, you will benefit most from this workshop, because when we will have enough time, we will do some practical exercises.

Suggested reading

Centre for Reviews and Dissemination (2009). Systematic Reviews; CRD's guidance for undertaking reviews in health care. Author: University of York, 2008. Freely available at: http://www.york.ac.uk/inst/crd/pdf/Systematic_Reviews.pdf

Higgins JPT, Green S (editors). Cochrane Handbook for Systematic Reviews of Interventions Version 5.1.0 [updated March 2011]. The Cochrane Collaboration, 2011. Available from: www.cochrane-handbook.org

Christoph Flückiger - Longitudinal data analysis

Longitudinal designs are usual in psychotherapy research. Multilevel models are widely used statistical methods with names such as hierarchical linear models and random or mixed effects models. This workshop presents an introduction to multilevel models featuring their use in longitudinal analyses. By attending the workshop, participants gain a basic understanding of the modeling approach and will be able to conduct basic longitudinal analyses. Topics include analyses for basic repeated measures data, analysis of growth curves, and simultaneous prediction of multiple sources of variation.

Literature

Raudenbush, S. W. & Bryk, A. S. (2002). Hierarchical linear models. London: Sage.

Tasca, G. A. & Gallop, R. (2009). Multilevel modeling of longitudinal data for psychotherapy researchers: 1. The basics. Psychotherapy Research, 429-437, doi: 10.1080/10503300802641444

Tasca, G. A. & Gallop, R. (2009). Multilevel modeling of longitudinal data for psychotherapy researchers: 1. The Complexities. Psychotherapy Research, 438-452, doi: 10.1080/10503300902849475

Kenny, D. A. & Hoyt, W. T. (2009). Multiple levels of analysis in psychotherapy research, Psychotherapy Research, 462-468. doi: 10.1080/10503300902933188

Pinheiro, J., Bates, D., DebRoy, S. & Sarkar, D. (2014, Jul. 2). Package nlme. cran.r-project.org/web/packages/nlme/nlme.pdf

Sarah Knox - Using Consensual Qualitative Research (CQR) for Psychotherapy Research

This workshop will begin with a very brief overview of qualitative research in general, including how CQR fits into the qualitative research paradigms. The focus will then shift to the process and steps of CQR. Once that basic groundwork has been established, attendees will examine actual CQR data from published studies to see how the data analysis process unfolded. In the final portion of the workshop, attendees will engage in hands-on analysis of CQR data, thus providing them an opportunity to apply and practice what they have learned in the earlier parts of the session.

Recommended Readings

Hill, C. E. (Ed.) (2012). *Consensual qualitative research: A practical resource for investigating social science phenomena.* Washington DC: American Psychological Association.

Hill, C. E., Knox, S., Thompson, B. J., Williams, E. N., Hess, S. A., & Ladany, N. (2005). Consensual Qualitative Research: An update. *Journal of Counseling Psychology, 52*, 196-205.

[The References section of this article uses an asterisk to identify the studies discussed in the article. I recommend that workshop attendees read two to four of these exemplary CQR studies.]

Hill, C. E., Thompson, B. J., & Williams, E. N. (1997). A guide to conducting consensual qualitative research. *The Counseling Psychologist, 25*, 517-572.

David Orlinsky - Engaging in Collaborative Research: How to Do Psychotherapy Research Without a Grant

In 1987, I presented a short paper at the 18th annual SPR conference in Ulm titled "How to Do Psychotherapy Research Without a Grant"—based on my experience collaborating for years with my good friend Ken Howard (e.g., Orlinsky & Howard, 1975). In the paper I argued: all that is really required to do psychotherapy research is a friend who shares a genuine interest, a desktop computer, and a practice or clinical setting at which to collect data. The best measure of genuine interest is that work becomes intrinsically rewarding (i.e., fun to do and share). ***Two years later***, at the 1989 European SPR conference in Bern, I became involved in a much larger project that still is ongoing after 25 years (Orlinsky & Rønnestad, 2005): the SPR Collaborative Research Network international study of psychotherapist development (N=11710). Finally, for ***the past two years*** I've worked with colleagues to formulate and organize an ambitious international, collaborative, multi-site longitudinal study of development in psychotherapy trainees that is about to be launched by the SPR Interest Section on Therapist Training and Development (SPRISTAD). ***The present workshop*** will describe those two studies of therapist development with the aim of interesting you in research collaboration—focusing on (1) theoretical considerations that went into planning, (2) instruments devised for the studies, (3) practical issues of implementation, and (4) reflection on opportunities and limitations involved.

Suggested Readings

Orlinsky, D. E. (1990). ***On the structure and functions of research theory***. From a lectures presented at the Department of Psychotherapy and Psychosomatics, University of Ulm.

Orlinsky, D. E. (2005), ***Origins of the SPR Collaborative Research Network Study***. In D. E. Orlinsky & M. H. Rønnestad, *How Psychotherapists Develop: A Study of Therapeutic Work and Professional Development* (appendix A).

Orlinsky, D. E., & Rønnestad & M. H. (2005). ***Aspects of professional development***. In D. E. Orlinsky & M. H. Rønnestad, *How Psychotherapists Develop: A Study of Therapeutic Work and Professional Development* (chapter 7).

Orlinsky, D. E., & Rønnestad & M. H. (2014). ***What Kind(s) of evidence indicate therapist development?*** Paper presented at the 2014 meeting of the Society for Psychotherapy Research, Copenhagen, Denmark.

Michael Lambert - How to conduct feedback studies

The course is devoted to evidence that suggests a substantial number of patients treated for psychological problems do not benefit and that therapists routinely fail to identify such cases. Methods of monitoring treatment response are suggested and the demonstrated benefits of applying these methods are outlined. The research evidence suggests that these methods can be applied in routine care and take little therapist time. How these ideas, methods, and results can be applied will be discussed with the workshop participants.

The second part focuses on the evidence that individual therapists account for more of the outcome of treatment than specific techniques or models (in contrast to many current notions of 'evidence based psychotherapy'). Participants will be shown methods for tracking their patients' outcomes and for comparing themselves against especially successful therapists. The implications of this work for the field will again be discussed with the workshop participants. The proposition is that if practitioners want to enhance their effectiveness, they will benefit from monitoring their patients' treatment responses and acting responsively to the feedback provided by outcomes monitoring.

Zoran Martinovich and Wolfgang Lutz - How to present research results

The workshop covers content and presentation in tables and figures for ANOVA/ANCOVA models typically found in experiments/quasi-experiments, tables/figures for multiple regression models, t/f for multi-repeated measures models including HLM models, t/f for some more unusual growth model forms. Figures will include alternative candlestick strategies, slopegraphs, Venn diagrams (regression), and pie chart (for those, who need a food-metaphor to be comfortable with statistics). The second bit, will go into patient-focused vs treatment-focused research, and contrast sampling-based approach (sampling homogenous sample, simple math model) vs aggregate approaches (sample broadly, complicated math model) as well as graphical representations of results and decision support tools in feedback studies.

Suggested Reading

Lutz, W., Stulz, N., Martinovich, Z., Leon, S., & Saunders, S. M. (2014). Patient-focused research in psychotherapy: methodological background, decision rules and feedback tools. In W. Lutz, & S. Knox (Eds.), Quantitative and Qualitative Methods in Psychotherapy Research (pp. 204-217). Hove, East Sussex: Routledge.