

# Request for Reassigned Time 2020-2021

Per Article 10.26 of the 2018-2021 Faculty Contract, "the Administration will provide at least 48 formula hours of credit per semester for the purpose of reassigning faculty from direct teaching responsibilities to specific and approved projects in scholarship, creative endeavors, public service, and/or applied research (including, but not limited to, research on student performance, assessment and accreditation). Allocations of this time reassignment will be distributed among faculty from the five academic schools in a manner which considers (a) the relative size of the various schools, and (b) particular faculty needs and opportunities for productive use of the reassigned time. Faculty members shall provide notice to their department chair of their application for research reassigned time. Research reassigned time shall be distributed by the Committee for Faculty Scholarship and Development based upon procedures codified in the Committee By-laws and approved by the RIC/AFT President, the Provost/VPAA and the RIC Council Chair. Faculty members who receive three or more formula hours of credit of reassigned time from teaching under the provisions of this section will not be eligible for over load compensation during the semester of reassignment and may not have more than 14 credits of workload overall for the semester."

<b>First name</b>	<b>Last name</b>	<b>Title</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>

<b>Phone</b>	<b>Email</b>
<input type="text"/>	<input type="text"/>

<b>School within RIC (e.g., FAS, FSEHD, etc.)</b>	<b>Department</b>
<input type="text"/>	<input type="text"/>

<b>Select One</b>	<b>Select One</b>
<input type="text"/>	<input type="text"/>

<b>Semester and year for which the reassigned time is requested</b>	<b>Number of credits of reassigned-time being requested</b>
<input type="text"/>	<input type="text"/>

**Title of Project**

**Applicants must inform their department chair of their application for reassigned time. Please attach an email or letter, as a PDF, from your chair indicating that she/he has been informed and that the department would be able to accommodate the reassigned time.**

CT letter. Reassigned Time.pdf

**Applicants are reminded to avoid technical jargon in their project description, keeping in mind that they are writing for a multidisciplinary audience.**

NB: This form is only capable of calculating length in characters, not words. For instructions how to count

characters in Microsoft Word, go to <https://support.office.com/en-us/article/Show-the-word-count-and-more-3c9e6a11-a04d-43b4-977c-563a0e0d5da3> (Windows) or <https://support.office.com/en-us/article/Show-the-word-count-and-more-in-Word-for-Mac-441b6035-17fc-46df-9f6d-9174bd5c3bf1> (Mac)

## **Please respond as fully as possible to the prompts within the character limits.**

**Describe the project to be addressed during the period of reassignment—its character (e.g., scholarship, creative endeavor, public service, applied research).**

Eating disorders (EDs) are serious psychiatric illnesses with high rates of morbidity and mortality. EDs often present during adolescence, and if left untreated, can have a chronic and unremitting course. Although there are several efficacious treatments for adolescent EDs, these are not implemented consistently across levels of care. In RI, there is a dearth of healthcare providers trained in administering “gold standard” ED diagnostic assessments and treatments. In addition to adverse effects on patients seeking treatment for EDs, a secondary consequence of this shortage is that it limits the availability of training opportunities for the next generation of clinicians interested in helping patients recover from EDs. The goals of this project are to 1) develop training opportunities for master’s-level and pre-doctoral psychology students in evidence-based assessment and treatment of adolescent EDs; and 2) to provide the healthcare workforce, including licensed health professionals such as primary care physicians and behavioral health interventionists, with knowledge and competence to recognize early symptoms of and intervention strategies for EDs. Partner organizations/collaborators include researchers at The Miriam Hospital; the University of Rhode Island psychology training programs; primary care practices in the community; the Providence Center, a community mental health agency; and ED treatment providers at Hasbro Children’s Hospital. Collectively, these goals will address the shortage of ED services available in RI, particularly those that are accessible to the Medicaid population, and encourage healthcare professional to practice integrated, team-based care. Project CORE: Creating Opportunities for Rhode Island Eating disorder professionals was developed across 3 phases. The phases correspond to needs assessment (Phase 1, which was already completed) and informed development of specific training and education activities for clinicians, and therapeutic interventions for RI eating disorder patients (Phase II, which is currently underway). The final phase (Phase III, period of reassigned time), will consist of further development of training/education approaches for the RI healthcare workforce, including a follow-up needs assessment with primary care clinics and resulting modifications to the training approach; identification of providers (“champions”) in the primary care, community-based and hospital-based settings who will commit to training and educating future generations of eating disorder clinicians to achieve long-term sustainability; and evaluation of eating disorder outcomes among patients and families receiving evidence-based treatment through Project CORE. Finally, we will also work to develop and refine Eating Disorders Collaborative (EDC) requirements, course offerings, and faculty across institutions.

*3000 characters or fewer. Score: 0-20*

**Please explain why you requested the number of hours of release time.**

I will be responsible for the oversight of the proposed study, including project leadership; IRB submission and maintenance; ongoing supervision of community partner clinicians and practicum students; course material development for “Foundations of Eating Disorder Assessment and Treatment”, “Advances in Eating Disorder Treatment courses” and “Advanced Seminar”; development and administration of the RI Eating Disorders Collaborative; consultation with experts in DBT (Dialectical Behavioral Therapy) and CBT-AFRID (Cognitive Behavioral Therapy for Avoidance and Restrictive Food Intake Disorder) to coordinate and implement training workshops; coordination with external consultants in continuing monthly in-services for primary care setting; oversight of data collection, entry, organization, and analysis; and dissemination of study findings.

**What is the expected product or outcome of the project? Please also provide a time-line for the project (i.e., When will it be initiated, or has it already begun? What is the anticipated completion date?)**

The overall goal of Project CORE is to build interdisciplinary care capacity for adolescent eating disorders that extends beyond traditional healthcare providers (e.g., outpatient eating disorder specialty treatment providers operating in private practice settings) to address both physical and mental health needs of this population within an integrated, team-based care approach. Project CORE seeks to address the shortage of eating disorder services available to adolescents and their families in RI and encourage healthcare professionals to practice integrated, team-based care. By improving accessibility of healthcare services in the community and coordinating primary care with eating disorder behavioral health services, we aim to reduce the need for intensive, specialized, and costly hospital admissions and reduce the overall burden to families and the healthcare system. We plan to disseminate our study findings via manuscript preparation and preparation of presentations for scientific conferences and community audiences. Finally, we have applied for subsequent funding (R-34) which would build upon this line of collaborative research by investigating mechanisms underlying the efficacy of FBT, and dissemination and implementation of FBT adapted for the home-based setting.

**TIMELINE: Phase III (8/20-12/20)**

8/20-12/20

- Ongoing case consultation and monthly in-services for primary care clinicians
- Weekly group supervision for community mental health clinicians
- Evaluate therapist knowledge & competence, & ED outcomes for select patients and families, including coding of session recordings and scoring and analysis of questionnaire data

9/20-12/20:

- Observe and supervise “champions” providing supervision (rather than direct patient care); Develop third EDC course

8/20-9/20:

- Recruit primary care “champions”; Follow-up needs assessment; Offer DBT Workshop

9/20-10/20:

- Analyze needs assessment data; Focus group

10/20-11/20:

- Offer CBT-ARFID Workshop

3000 characters or fewer. Score: 0-15

**What is the connection to your current scholarly (e.g., research, creative) and/or pedagogical activities?**

I study the dissemination and implementation of evidence-based interventions to treat eating disorders. As a clinical expert in eating disorder treatment and supervision, I collaborate with researchers to implement and oversee the clinical interventions being tested. With colleagues at Rhode Island Hospital, I have collaborated on a funded project to bring facets of family-based treatment (FBT) to various levels of eating disorder care within the RI community. This led to identification of gaps within the hospital's service line, including a lack of trained mental health professionals in the outpatient setting. I have since helped develop and supervise an enhanced outpatient services level of care specializing in eating disorders (home-based therapy). I am also a collaborator on an ongoing, four-year grant with initiatives: 1) Developing and implementing group therapies for patients with eating disorders and their families 2) Training and supervising home-based clinicians in providing FBT; and 3) Assessing the feasibility of delivering FBT in the home-based setting. This line of dissemination research led to Project CORE, a multi-year project funded through a Medicaid-Interagency Service Agreement grant awarded to RIC. This is the research for which I am seeking reassigned time. In specific, I am seeking to complete Phase 3 of our project.

*Explain how the proposed work represents a new direction, continuation, or completion of previous work. 1500 characters or fewer. Score: 0-10; +1 for new projects or project completion.*

**Student Involvement and/or Impact**

My previous and current research projects have afforded me opportunities to involve RIC graduate students. I have had the pleasure of mentoring students who are interested in eating disorder interventions, helping them to understand the evidence-basis for treatments that they select for their clients, find appropriate referrals, and connect them to our local eating disorder community. RIC students have also participated in data collection and IRB preparation for my research studies conducted in collaboration with Hasbro Children's and Miriam Hospitals. In addition, I have hired two RIC graduate students for my multi-year research study with the plan to have more student involvement in developing presentations and publications in the coming years.

*Please describe the extent to which students will be directly involved in or positively impacted by this project. Score: 0-2*

**What impact will this have on your teaching effectiveness and/or professional competence?**

I can best describe my research activity as community-based, interdisciplinary, clinical intervention research. More specifically, my research agenda has focused on studying the development, implementation, and dissemination of interventions to treat eating disorders. I have collaborated with professionals and students across numerous institutions and community-based organizations. My roles as a counselor educator, licensed psychologist, consultant, and researcher have informed my endeavors. I have written about and presented on adapting family-based treatment for anorexia nervosa for the home setting, and am currently leading a co-edited book for clinicians on treatment adaptations for eating disorders, *Adapting Evidence-Based Treatments for Eating Disorders in Novel Populations and Settings*, forthcoming from Routledge in February 2020. My research projects have led to several peer-reviewed publications, national/international presentations and grant submissions.

*Describe how the activity for which you are seeking funding will contribute to your advancement in your teaching practice or research/creative practice, in alignment with "The Criteria for Evaluation, Salary Evaluation, Salary Increments, Promotion, and Tenure in the RIC/AFT Contract" (<https://www.ricaft.org/>) 1000 characters or fewer. Score 0-5; +0-1 for teaching activities (see instructions)*

**What is your plan for communicating project results?**

Our research team is dedicated to translating the work of Project CORE into manuscripts and presentations. We presented at the Society of Adolescent Medicine last Spring and a similar workshop has been accepted at the International Conference on Eating Disorders in June, 2020. Our study was also featured on F.E.A.S.T. (Families Empowered And Supporting Treatment for Eating Disorders), through which we have received several inquiries (both nationally and internationally) about the prospect of receiving training in the FBT Home-Based intervention. We have also submitted an abstract to the Association for Behavioral and Cognitive Therapies in November, 2020.

*Please describe how you intend to communicate the results of your research, e.g, published paper; conference presentation, etc. 700 characters or fewer. Score: 0-10*

**Please list any reassigned time you've received over the past five years and describe the work or project produced. For a continuing project, please describe work-to-date.**

None

*+2 for those not awarded reassigned time in the last 5 years; +1 for those who were productive in their previous reassigned time; up to -10 for those not productive in previous reassigned time in the last 5 years.*

If you are able and it is relevant, please attach a file showing what you accomplished with previous release time. This may be a PDF with images for fine artists, a word document, or published article.

**Work produced in previous release time, if applicable.**

**Notes to committee**

I have found it difficult to provide a succinct yet comprehensive overview of Project CORE. I have included the link to an article that was recently published in the RI Medical Journal which summarizes the phases and stakeholders of our work. You can access the article at <http://rimed.org/rimedicaljournal/2020/03/2020-03-36-contribution-dunbar.pdf>.

Second, the funding through M-ISA has been integral to supporting my research goals for Project CORE; yet, as with external funding, it can change at any time. In December, 2019, I received an email stating that due to changes to Medicaid funded projects, funding would continue through June 30, 2020. My project was developed to continue through Dec., 2020. Receiving this reassigned time would allow me to see this project through to its completion.

*If you have received any counsel from the chair of the committee in relation to extenuating circumstances of your application, please note that here.*

**Upon submission of my request for reassigned time:**

- I acknowledge that my application may not be considered if it is received after the deadline.
- I have filled out every applicable field of this application form. Where something is not applicable, I have inserted "n/a" or "none."
- I have attached any previous work completed during reassigned time as a PDF document.

**If awarded reassigned time:**

I understand that my release time will not be available until a written approval is made from the committee.

I must submit a final report of 500-1000 words on the use of this release from teaching by end of September of the following academic year. The award letter will detail the report requirements. Until I submit the final report, I will not be eligible to receive future release time..

I will acknowledge support of the Committee for Faculty Scholarship & Development in my completed work.

I agree that award title and basic project information may be shared with the campus community and the Office of College Communications and Marketing as part of the college's effort to publicize faculty research and projects.