

Overview of Practicewise Tools

The MAP System: Managing and Adapting Practice



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Getting Started with MAP/Practicewise Tools

□ Concepts

- ▣ Access
- ▣ Evidence Based Practice System
- ▣ EBS System Model

□ Tools

- ▣ Practitioner Guides
 - ▣ Process Guides
 - ▣ Practice Guides
- ▣ PWEBS Database
- ▣ Clinical Dashboards
- ▣ Distance Learning Videos
- ▣ MATCH-ADTC Protocol

Access Through DAT STAT System



Client Management Console

Your Account
Preferences
Log Out
Clients
All Clients
Add Client
Reports
Assessment Scores
Clinical Significance Graph
Paper Surveys
Outcomes Data
Summary
Resources
PracticeWise
Project Educare

Clients			
RIN <input type="text" value="▼"/>	starts with <input type="text"/>	ICG <input type="text" value="Any ▼"/>	Flag <input type="text" value="Any ▼"/>
Agency	<input type="text" value="Egyptian Public & Mental H ▼"/>	Site	<input type="text" value="Egyptian Public & Mental H ▼"/>
Gender	<input type="text" value="Any ▼"/>	Region	<input type="text" value="Any ▼"/>
EBP	<input type="text" value="Any ▼"/>	Status	<input type="text" value="Active ▼"/>
		Format	<input type="text" value="HTML ▼"/>
<input type="button" value="Submit"/>			

No Matches

No clients meet the criteria you specified.

If this is your first time using the DHS Participant Management Console, see the [Getting Started](#) help page.



Illinois Child and Adolescent Mental Health Services

Client Management Console

[Help](#)

Your Account
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Managing & Adapting Practices

Practicewise vs. MAP vs. MATCH-ADTC

What is MAP?

What Is Managing and Adapting Practice (MAP)?

- A system for providing evidence-informed care
 - ▣ Includes a variety of models to support assessment and planning and monitoring of care for a variety of problems
 - Include coordination of care for cases with multiple problems
 - ▣ Includes resources that help you manage and adapt practice
 - Database summarizing hundreds of treatment studies
 - Practitioner guide that includes the most common practices from the most successful treatments
 - A tool to track treatment history and client outcomes

The Bottom Line

- A single system designed to support your clinical decision making using evidence
- Coordinates provider and family expertise (local knowledge) with findings from the evidence base (general knowledge) to guide and organize treatment
- More like a toolkit to build treatments, rather than a treatment itself

The Evidence-Based Services System Model

The EBS System Model

The EBS System Model

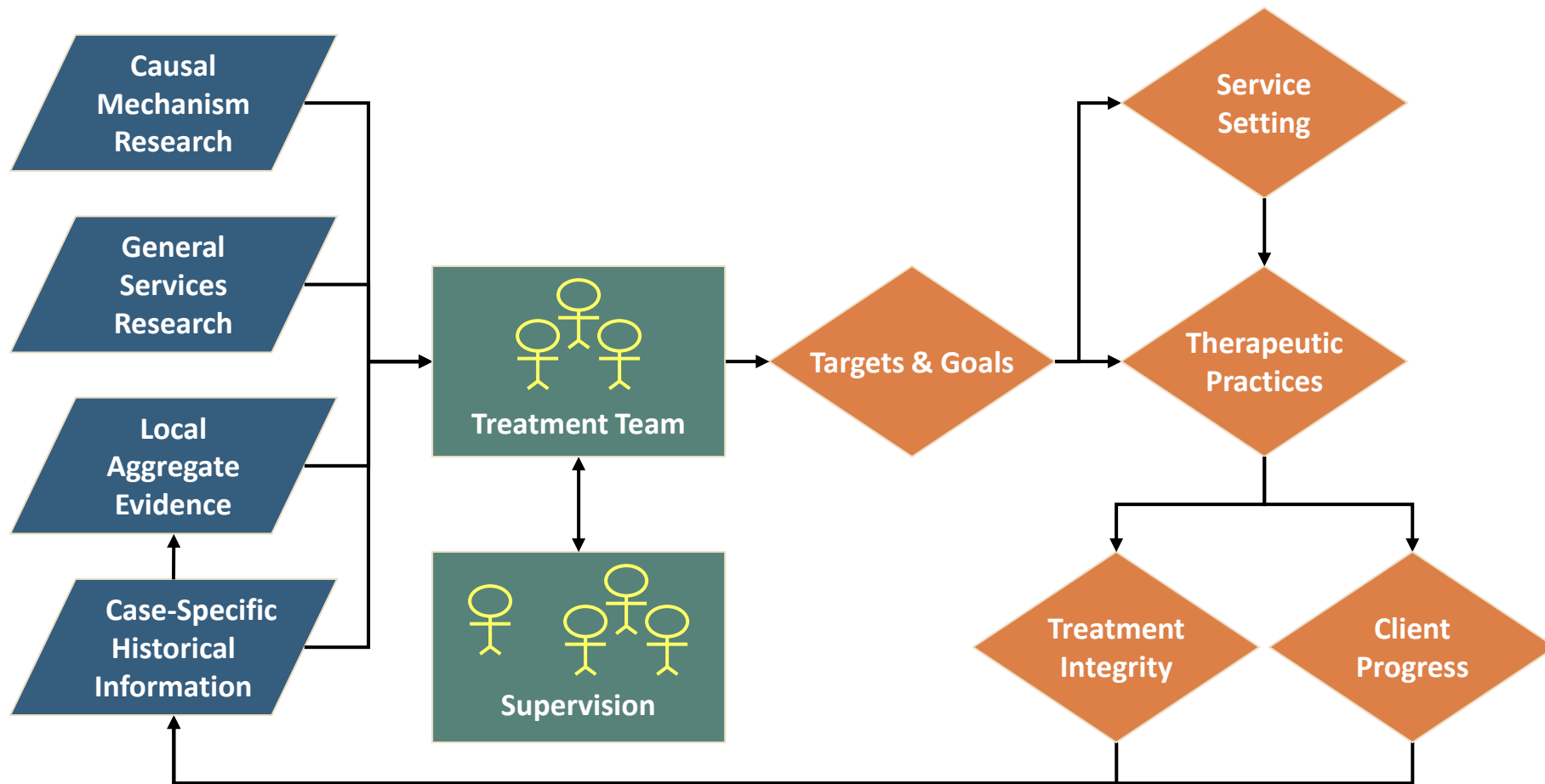
- A model for how a system is structured to provide a service, which outlines:
 - ▣ What decisions are being made
 - ▣ Who makes those decisions
 - ▣ What drives the decision-making
- Examining the EBS System Model helps us think about how we formulate a case and how to make informed decisions about clinical care

Why the Focus on “Evidence-Based?”

□ Evidence

- ▣ Is frequently available but infrequently used
- ▣ Holds us accountable
- ▣ Helps us set priorities
- ▣ Keeps us organized and grounded
- ▣ Gives us ideas
- ▣ Allows us to self-correct and develop as professionals
- ▣ Helps us make better decisions

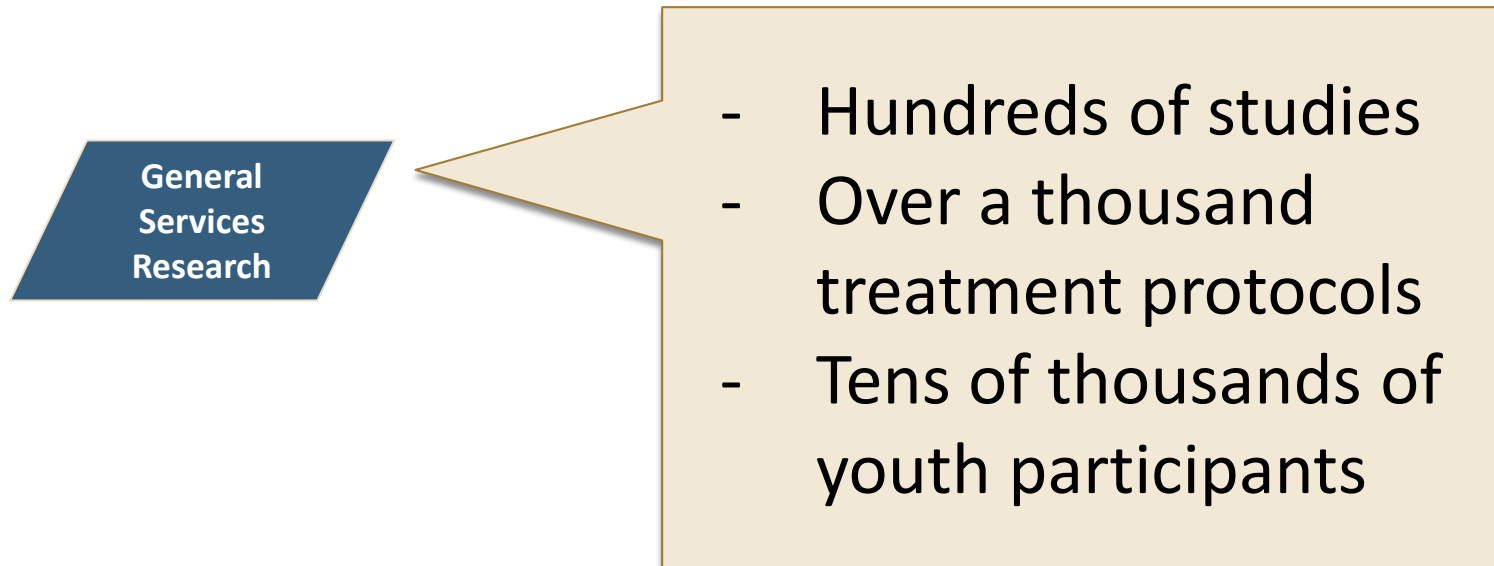
The EBS System Model



PWEBS Database

Practicewise Evidence Based Services Database

What is in the treatment literature?

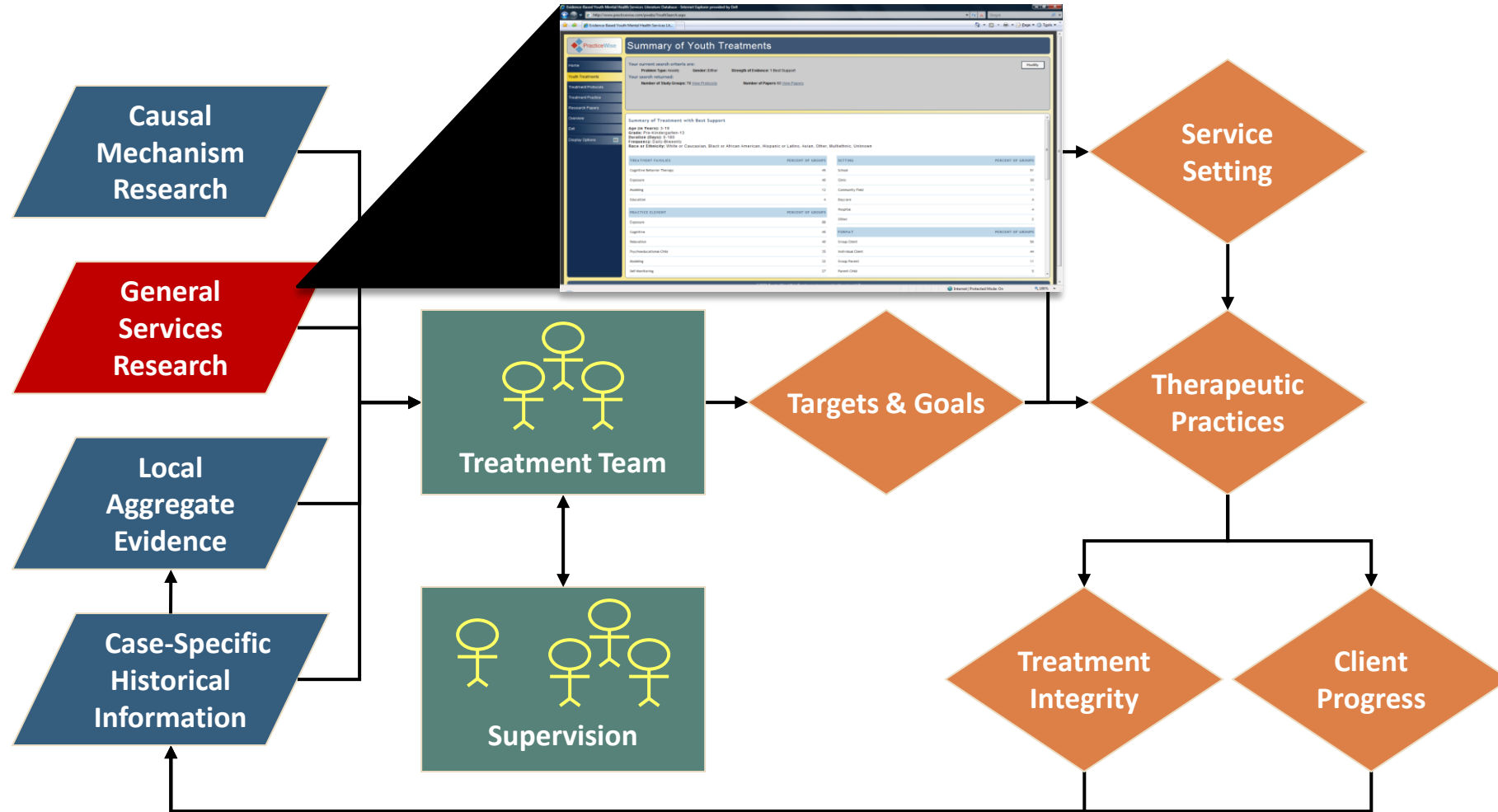


Information Overload



“Good to see you, Maggie. As soon as I finish reading these papers, we can start our session today.”

PWEBS and the EBS System Model



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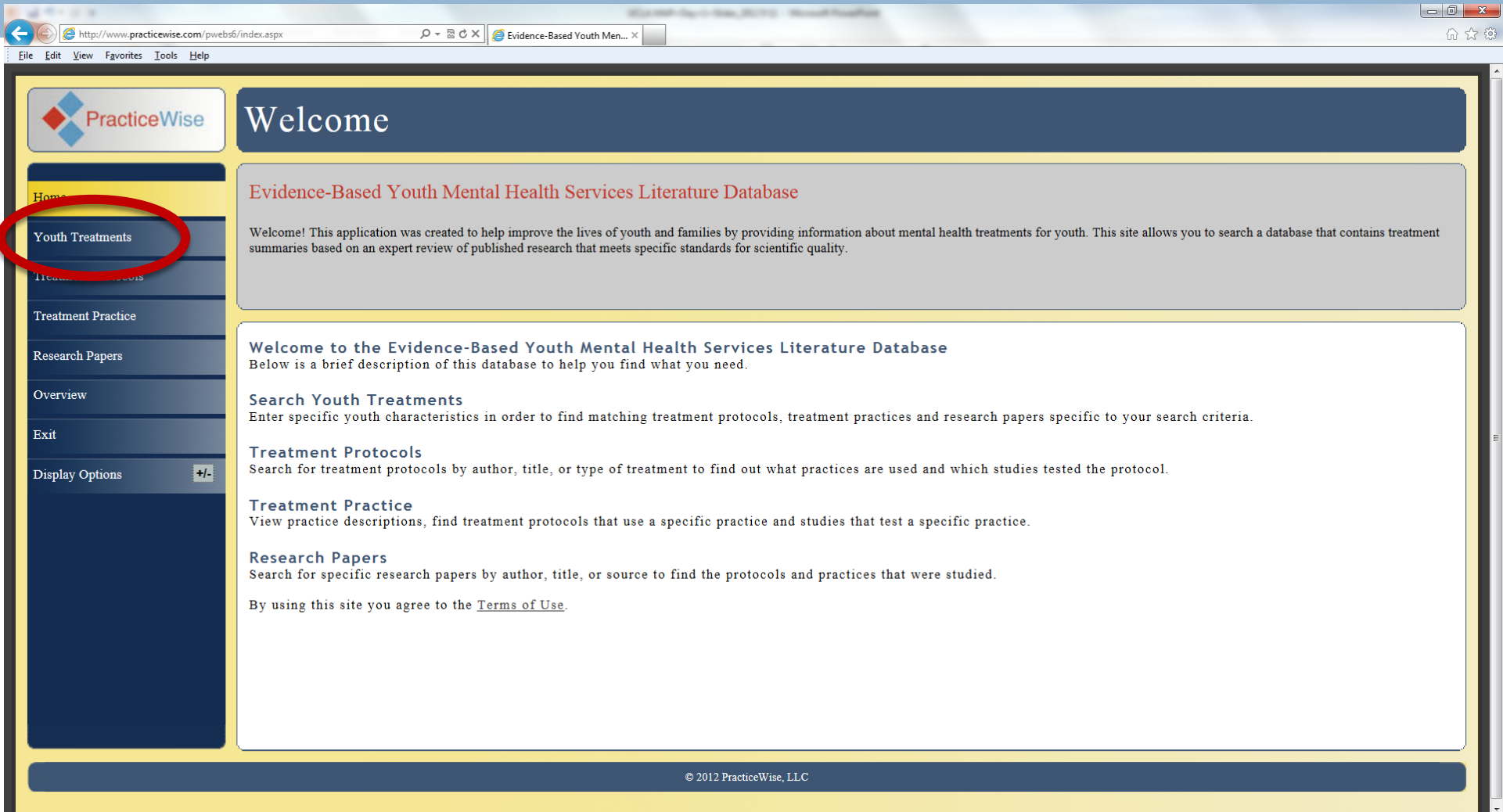
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PWEBS Database



PWEBS: How Does It Work?

YOU CAN SELECT

- ☐ Strength of Evidence
- ☐ Problem Type
- ☐ Age OR Grade
- ☐ Gender
- ☐ Ethnicity
- ☐ Setting
- ☐ Diagnosis

YOU GET BACK

- ☐ “Families” (types) of treatments that have been shown to work
- ☐ Settings/Formats where/how the treatments took place
- ☐ The components of those treatments

What Is Strength of Evidence?

- A classification of treatments according to the quality and quantity of evidence behind them
- More evidence usually is associated with greater confidence in that treatment
- Guided by standards set by APA Division 12



Search by Youth Characteristics

Enter Youth Characteristics

[View Results](#)

The treatment summary that you will see is based on research including all the characteristics that you select below. After selecting criteria, click on the View Results button and the system will summarize relevant Treatment Protocols and Research Papers. As you choose more characteristics, your search results are likely to decrease because less research is available that meets all of your criteria.

Level: Level 2 Good Support or Better ▼

Problem Type:

- ☐ Anxiety
- ☐ Attention Problems
- ☐ Autism Spectrum
- ☐ Depression
- ☐ Disruptive Behavior
- ☐ Eating
- ☐ Elimination
- ☐ Mania
- ☐ Substance Use
- ☐ Suicidality
- ☒ Traumatic Stress

Age or Grade:

Birthdate (mm/dd/yyyy):

Age:

Grade: -- Select Grade -- ▼

Gender:

☐ Either ☐ Male ☐ Female

Race or Ethnicity:

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic or Latino
- ☐ Multiethnic
- ☐ Native Hawaiian or Pacific Islander
- ☐ White or Caucasian
- ☐ Other

Evidence-Based Youth Mental Health Services Literature Database - Internet Explorer provided by Dell

http://www.practicewise.com/pwebs/YouthSearch.aspx

Evidence-Based Youth Mental Health Services Lit...

PracticeWise

Summary of Youth Treatments

Your current search criteria are:
Problem Type: Anxiety **Age:** 12 **Gender:** Male **Strength of Evidence:** 2 Good Support or Better Modify

Your search returned:
Number of Study Groups: 30 [View Protocols](#) **Number of Papers:** 22 [View Papers](#)

Summary of Treatment with Good Support or Better

Age (in Years): 5-18
Grade: 1-10
Duration (Days): 1-180
Frequency: Daily-Biweekly
Race or Ethnicity: White or Caucasian, Black or African American, Hispanic or Latino, Asian, Other, Multiethnic

TREATMENT FAMILIES	PERCENT OF GROUPS
Cognitive Behavior Therapy	50
Exposure	23
Cognitive Behavior Therapy with Parents	7
Modeling	7
Cognitive Behavior Therapy and Medication	3
Cognitive Behavior Therapy for Child and Parent	3
Education	3
Hypnosis	3

SETTING	PERCENT OF GROUPS
Clinic	57
School	33
Other	5

FORMAT	PERCENT OF GROUPS
Group Client	50
Individual Client	50
Group Parent	13
Individual Parent	13
Parent Child	10
Multiple Family	7
Family	3

PRACTICE ELEMENT	PERCENT OF GROUPS
Exposure	90
Relaxation	67

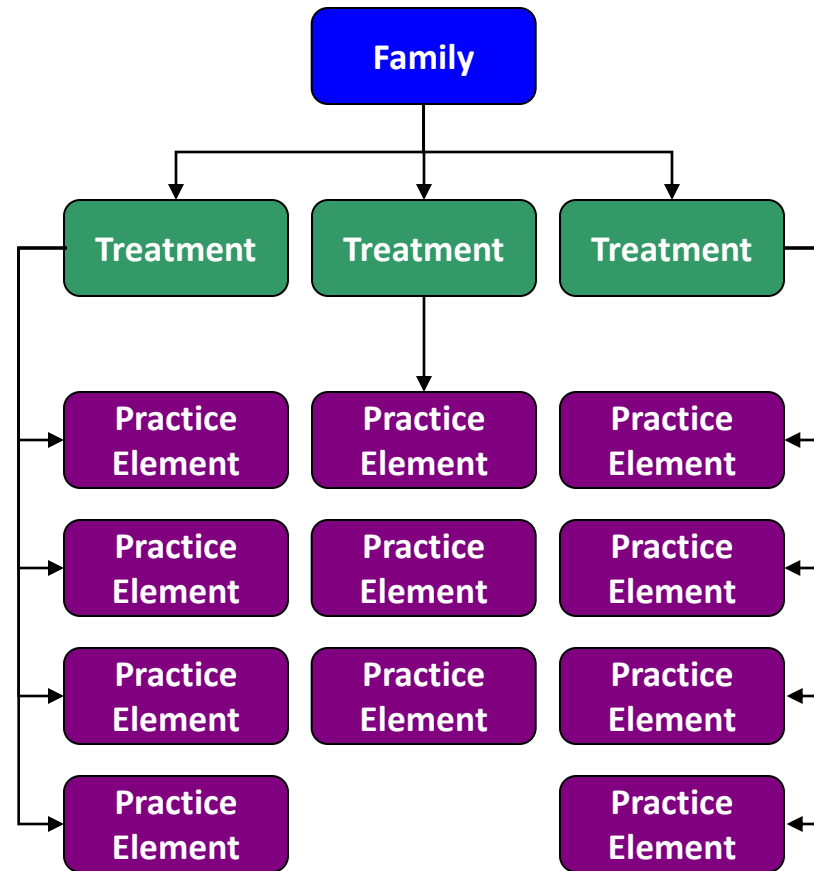
Done

Internet | Protected Mode: On

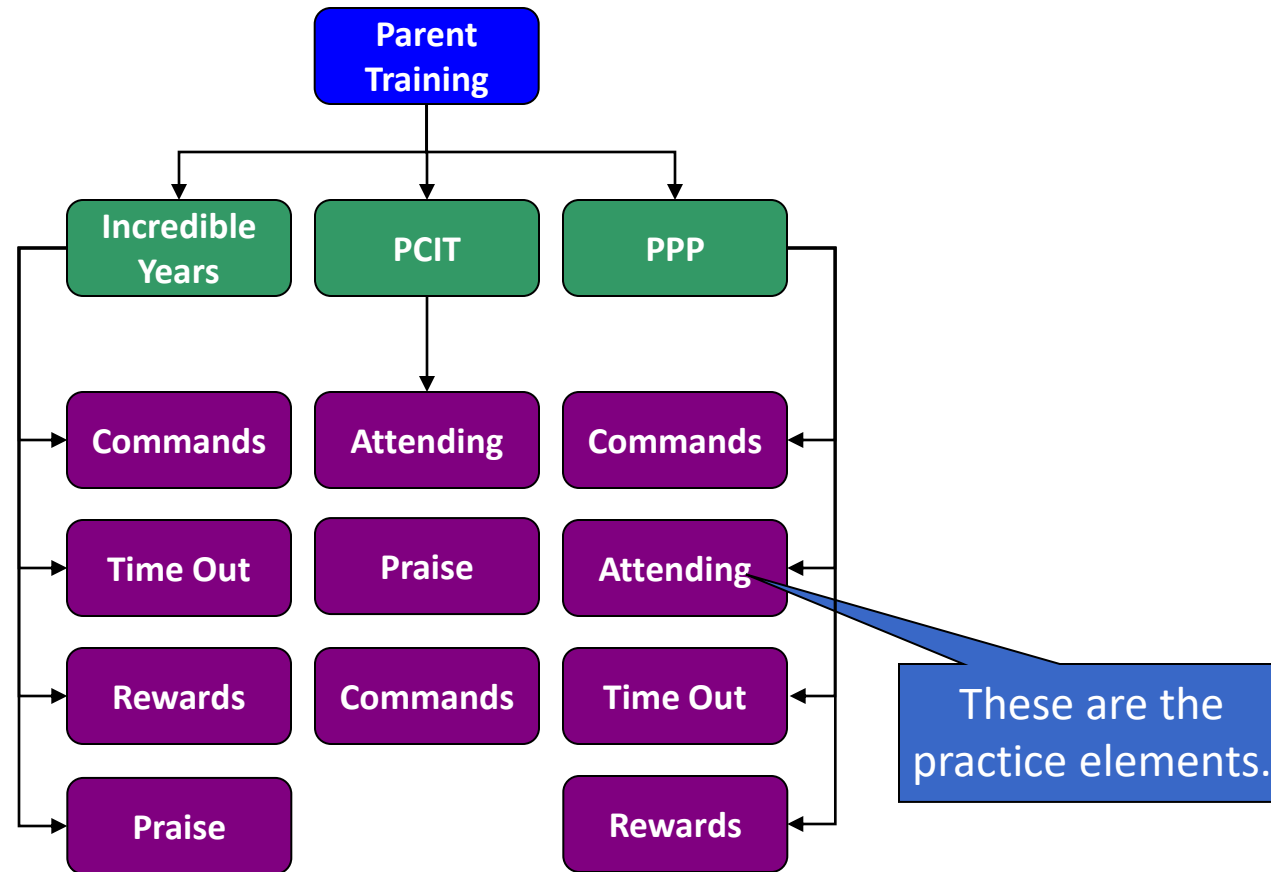
100%

This tells you the treatment types that work for this problem.

Practice Elements Are the Parts of Treatments



Practice Elements Are the Parts of Treatments



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PRACTICE ELEMENT	PERCENT OF GROUPS
Exposure	10
Relaxation	7
Cognitive	3
Psychoeducational-Child	67
Psychoeducational-Parent	63
Self-Monitoring	57
Self-Reward/Self-Praise	47
Maintenance/Relapse Prevention	43
Modeling	43
Tangible Rewards	40
Therapist Praise/Rewards	33
Problem Solving	33
Relationship/Rapport Building	30
Assertiveness Training	27
Praise	17
Behavioral Prevention	17

This tells you the practice elements associated with those treatment types.

Done

Internet | Protected Mode: On

100%

Tips for Practicing

- Helpful tips
 - ▣ Start at Level 2 Support
 - ▣ Search one problem area at a time
 - ▣ Do not put in too many demographics at once!

The Practitioner Guides

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Welcome to the Practitioner Guides


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The Practitioner Guides are a set of treatment materials that summarize the most common elements of evidence-based treatments for youth. Each practice or process is summarized in a convenient handout format to guide therapists in performing the main steps.

Get Started

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- Using the Practitioner Guides with the Managing and Adapting Practice (MAP) system? Get started with the [MAP Quick Start Guide](#)

Key:

 [Text](#) Open a pdf file for convenient printing or navigate to the linked content.



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
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
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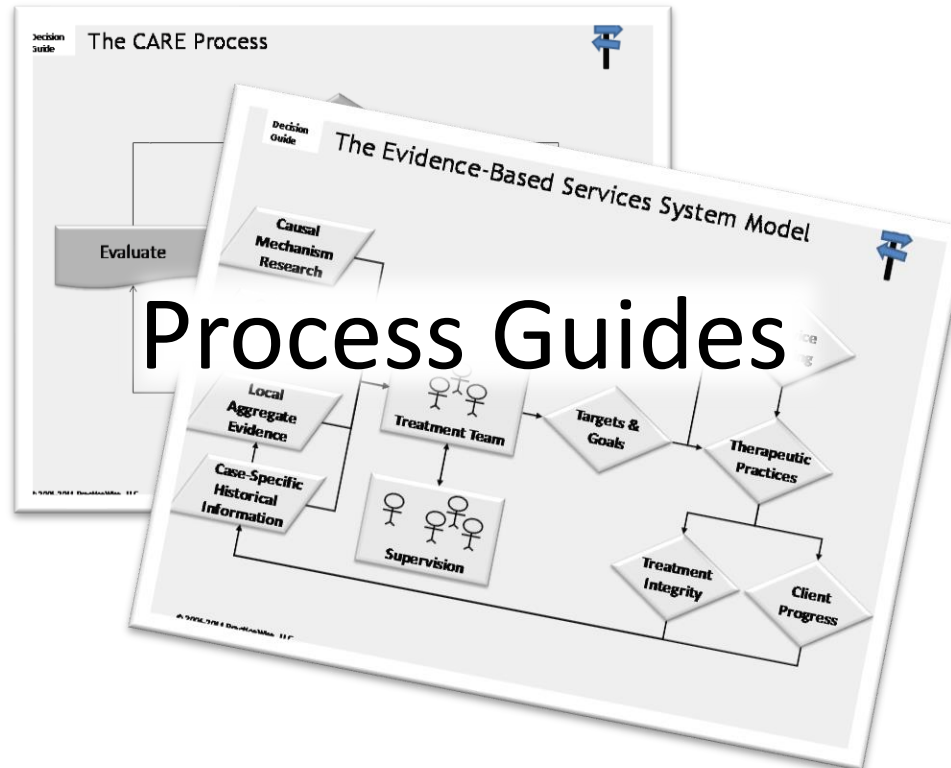
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What Are Practitioner Guides?

- Process Guides
 - ▣ Visual models of the core frameworks for MAP
- Practice Guides
 - ▣ A convenient set of instructions for the most common practice elements amongst evidence-based treatments for youth
 - ▣ Includes “generic” versions of these common practice elements
- Accessible online and downloadable to your desktop

What Are Practitioner Guides?



Process Guides

<input type="checkbox"/> Discuss life goals in the context of the target behavior	Have the child state specific goals for 5, 10, and 20 years. Then, ask: <ul style="list-style-type: none">• How important is it for you to achieve these goals? Why?• What would it take for you to reach your goals?• Have you ever done something like this before?• What did it take for you to achieve your goals in the past? Ask: "How will [the behaviors] help you achieve your goals?" "How will
<input type="checkbox"/> Respond with reflect	
<input type="checkbox"/> Explore behavior cha	
<input type="checkbox"/> Consider life goals in context of behavior c	
<input type="checkbox"/> Identify a small goal	
<input type="checkbox"/> Reinforce "change ta	
<input type="checkbox"/> Foster self-efficacy	
<input type="checkbox"/> T	
<input type="checkbox"/> Elicit a commitment	
Helpful Tips: <ul style="list-style-type: none">• Remember the imposing spec increase resist• Remember the	

Practitioner Guide

Motivational Enhancement

Use This When:
To increase reflection, efficacy, and commitment about behavior change.

Objectives:

- To highlight the discrepancy between values and life goals and current behavior
- To increase perceptions of self-efficacy

Steps:

<input type="checkbox"/> Adopt a collaborative, reflective style	The purpose of motivational enhancement is to promote the child's reflection about behavior in relation to goals. Be aware that resistance to behavior change is normal. Avoid imposing a specific end goal (e.g., total abstinence). Instead, encourage any behavior change that has the potential to improve the current situation (e.g., reduction of harm or risk related to behavior). Also minimize advice-giving, persuasion, and confrontation, which are contrary to the principles of motivational enhancement and likely to increase resistance to change.
<input type="checkbox"/> Explain rationale	Let the child know you value his or her perspectives and want to learn how the child makes decisions about behavior. Normalize and empathize with the child's situation (e.g., "Other children say it's a real hassle when adults are on their case about [substance use, sexual risk behaviors, unhealthy eating or exercise habits, poor study habits, etc.] and that they get frustrated when other people tell them how they should change.").
<input type="checkbox"/> Elicit benefits of a specific behavior	Have the child think about the immediate and long-term benefits of a specific target behavior (e.g., substance use, violating curfew). To promote reflection, ask questions such as:

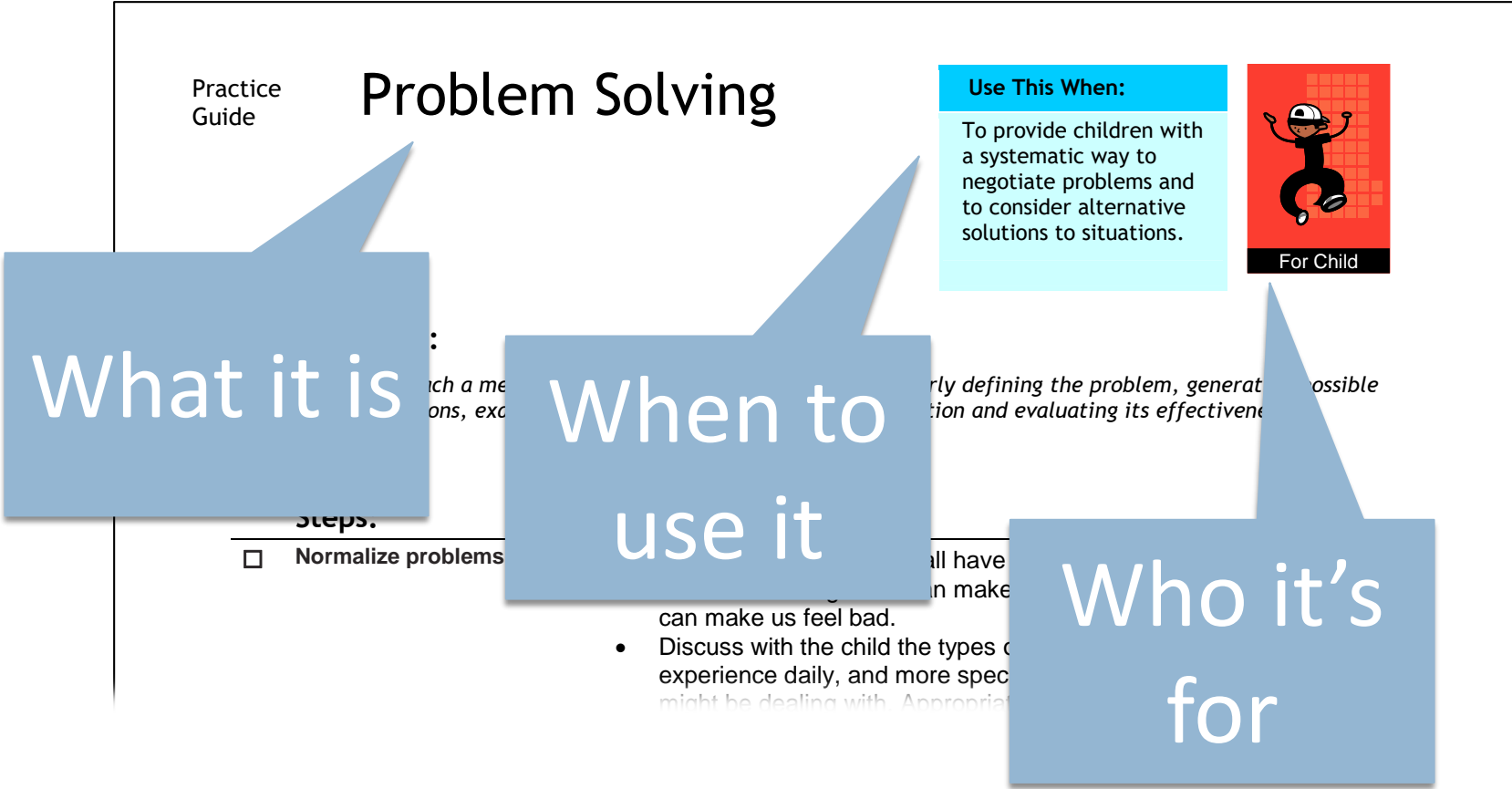
Helpful Tips:

- Normalize the child's experiences (e.g., "Yes, a lot of kids say that smoking helps them cope with the challenges of being a teenager.").
- Have child provide relative rankings of the benefits (i.e., which benefit is most important to them?).

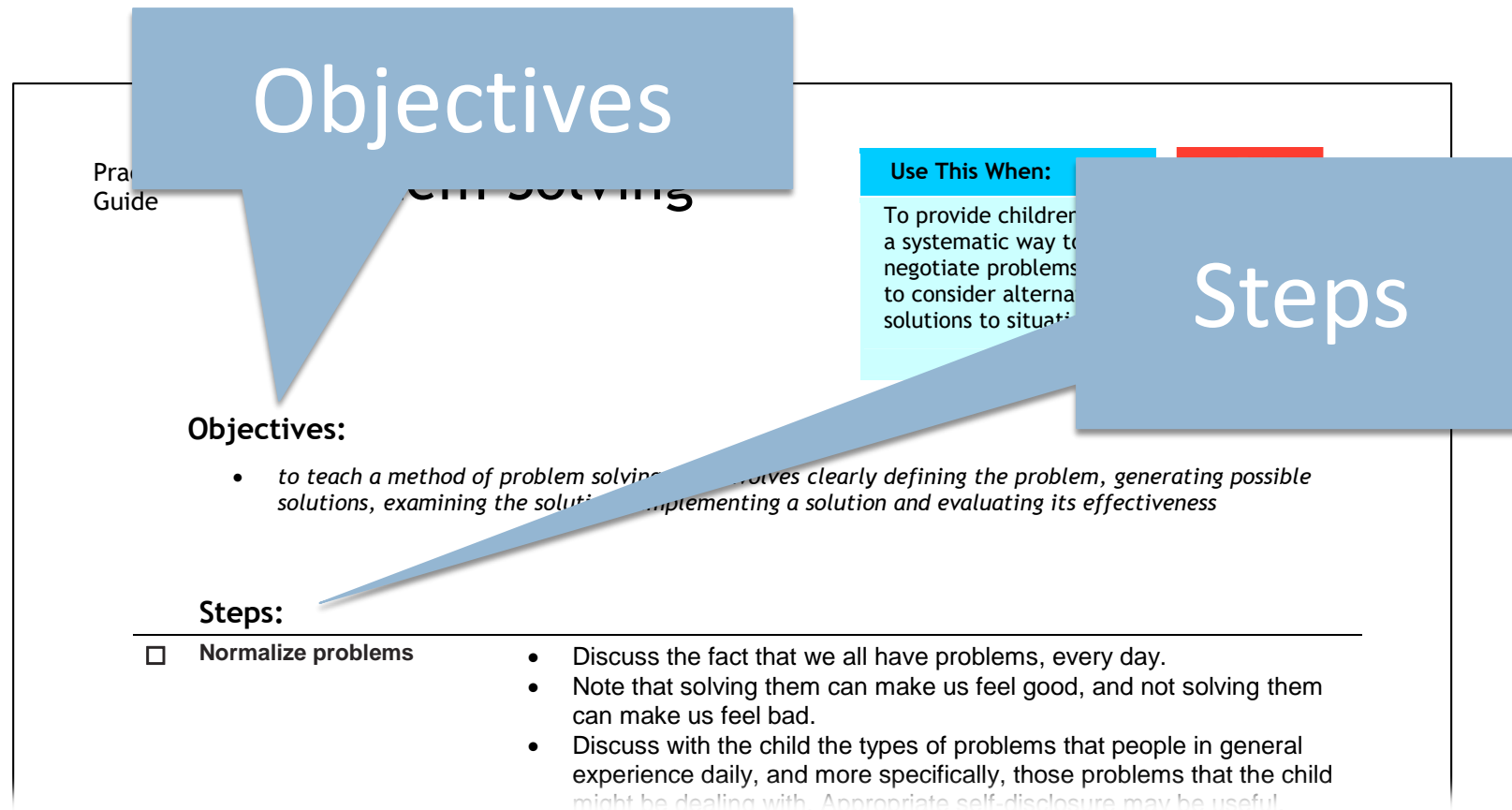
<input type="checkbox"/> Elicit negative consequences of the behavior	Have the child think about the immediate and long-term negative outcomes of the behavior. Ask questions such as: <ul style="list-style-type: none">• What feels bad/unhelpful about [the behavior] when you do it?• How does [the behavior] get in the way of feeling good about yourself?• How does [the behavior] get in the way of coping with your problems?• How does [the behavior] cause problems for you with socially?• How does [the behavior] get in the way of doing what needs to be done? Thoroughly explore and record the child's responses. If the child has difficulty thinking of negative consequences, provide prompts (e.g., "Some kids say that drinking can make it hard for them to study or to do well during sports competitions. Is this a concern for you?"). Validate and empathize (e.g., "It must be really tough to your parents/teachers/the police on your case."). Have child provide relative rankings of the negative consequences (i.e., which consequence is most problematic?).
---	--

Practice Guides

Anatomy of a Practice Guide



Anatomy of a Practice Guide



About the Steps

Checklist

Steps:

Normalize problems

- Discuss the fact that we all have problems, every day.
- Note that solving them can make us feel good, and not solving them can make us feel bad.
- Discuss with the child the types of problems that people in general experience daily, and more specifically, those problems that the child might be dealing with. Appropriate self-disclosure may be useful.
- Ask the child to begin thinking about a particular problem he/she has experienced lately.

Teach 5 steps to problem solving

- 1) Say what the problem is
- 2) Think of solutions
- 3) Examine each one (what good and bad things would happen if he/she tried this solution?)
- 4) Pick one and try it out
- 5) See if it worked. If so, great! If not, go back to the list of solutions and try another one.

Practice using the problem solving steps

- Familiarize the child with this problem-solving process by starting with your own problem and allow the child to help you in working through the problem solving steps.
- Keep your example brief (e.g., use only 2 or 3 possible solutions, and move through them quickly; the goal is to illustrate the process).
- Use questioning to make sure he/she understands the steps.

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PracticeWise offers courses covering resources (tools that assist with evidence-informed clinical decision making), direct services applications (e.g., common practices), and supervision and training topics.

At present, you are subscribed to the following courses:

[+ Resource Courses](#)

[+ Direct Services Courses](#)

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CLINICAL DASHBOARDS



MAP Dashboard

Best for basic MAP applications. Uses practice labels that refer to the most common Practice Guides, with the option to overwrite any of the practice labels. Displays up to 5 progress measures.

[Download](#)

MATCH Dashboard

Best for basic MATCH-ADTC applications. Uses practice labels that refer to the MATCH modules and highlights those associated with the user-selected treatment focus. Displays up to 5 progress measures.

[Download](#)

Advanced Dashboard

Best for any customized applications. Provides a "toolbox" that allows the user to configure up to 100 practices and 100 progress measures.

[Download](#)

Clinical Dashboard Library

The full collection of our different versions and examples, including community contributions, instructional examples, and those for older versions of Excel™.

[Find More](#)

Dashboard Integration

PracticeWise encourages service systems to integrate the functionality of the dashboards into local information systems, such as outcome management or electronic health record systems.

[More Info](#)

Instructional Video

Includes everything from how to get started to advanced examples.

[Learn More](#)

To Last Event

Free Distance Learning Videos

Free Distance Learning Resources

- PracticeWise offers free online learning videos in the My Courses section of the website
- Course topics include:
 - ▣ Resources
 - PWEBS, Process Guides, Clinical Dashboards, and more
 - ▣ Direct Services
 - EBS System Model, practices, and applications

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MY SERVICES

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- [+ Clinical Dashboards](#)
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- [+ Practitioner Guides](#)
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Explore [More Courses](#)

ONLINE LEARNING

You are enrolled in the following Resource Courses:

- ***[Clinical Dashboards \(free course\)](#)
- ***[Clinical Dashboards: Advanced \(free course\)](#)
- ***[MAP Quick Start Guide \(free course\)](#)
- ***[MATCH \(free course\)](#)
- ***[Practice Guides \(free course\)](#)
- ***[Process Guides \(free course\)](#)
- ***[PWEBS \(free course\)](#)

RESOURCE COURSES [See all](#)

Resource courses cover specific tools that assists with evidence-informed clinical decision making.

DIRECT SERVICES COURSES [See all](#)

Direct services courses cover concepts or applications from evidence-based treatments, such as common practices.

The diagram consists of four light blue rounded rectangular boxes arranged horizontally. The first box on the left is labeled 'Free Direct Services Course Bundle' and contains an icon of three overlapping document pages. The remaining three boxes are labeled 'Active Ignoring', 'Activity Selection', and 'Assertiveness Training', each containing an icon of two stylized human figures. Below each of these three boxes is a dark blue horizontal bar with the text 'Continuing Education' in white. Navigation arrows are visible on the far left and right sides of the row of boxes.

Course Bundle	Continuing Education
Free Direct Services Course Bundle	No
Active Ignoring	Yes
Activity Selection	Yes
Assertiveness Training	Yes

You are enrolled in the following Direct Services Courses:

- [Active Ignoring](#) (free course)
- [Activity Selection](#) (free course)
- [Assertiveness Training](#) (free course)
- [Attending](#) (free course)
- [CARE Process](#) (free course)
- [Caregiver-Directed Nutrition](#) (free course)
- [Communication Skills: Advanced](#) (free course)
- [Connect-Cultivate-Consolidate](#) (free course)

ONLINE LEARNING

You are enrolled in the following Resource Courses:

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[Clinical Dashboards Advanced \(free course\)](#)

[MAP Quick Start Guide \(free course\)](#)

[MATCH \(free course\)](#)

[Practice Guides \(free course\)](#)

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[Assertiveness Training \(free course\)](#)

[Attending \(free course\)](#)

[CARE Process \(free course\)](#)


[Caregiver-Directed Nutrition \(free course\)](#)

[Communication Skills: Advanced \(free course\)](#)


[Connect-Cultivate-Consolidate \(free course\)](#)


RESOURCE COURSES [See all](#)

Resource courses cover specific tools that assist with evidence-informed clinical decision making.




Free Resource Course Bundle




Free Edition 


Clinical Dashboards




Continuing Education
3.00 credits, \$20.00

Free Edition 


Clinical Dashboards: Advanced




Continuing Education
2.25 credits, \$16.25


Free Edition 

MAP Quick Start Guide




Continuing Education
1.25 credits, \$7.25

Free Edition 




DIRECT SERVICES COURSES [See all](#)

Direct services courses cover concepts or applications from evidence-based treatments, such as common practices.




Free Direct Services Course Bundle




Continuing Education

Active Ignoring




Continuing Education

Activity Selection




Continuing Education

Assertiveness Training



Continuing Education



Summary

□ Concepts

- ▣ Access
- ▣ Evidence Based Practice System
- ▣ EBS System Model

□ Tools

- ▣ Practitioner Guides
 - ▣ Process Guides
 - ▣ Practice Guides
- ▣ PWEBS Database
- ▣ Clinical Dashboards
- ▣ Distance Learning Videos
- ▣ MATCH-ADTC Protocol

Summary of Concepts and Tools

□ Concepts

- ▣ Access
- ▣ Evidence Based Practice System
- ▣ EBS System Model

□ Tools

- ▣ Practitioner Guides
 - ▣ Process Guides
 - ▣ Practice Guides
- ▣ PWEBS Database
- ▣ Clinical Dashboards
- ▣ Distance Learning Videos
- ▣ MATCH-ADTC Protocol

Thank you!

- Thank you, Gracias, Hahoo, Dank u wel, Dua netjer en etj, Vinaka, Kiitoksia, Merci, Aayya, Danke, Efcharisto, Toda, Takk, Go raibh maith agat, Arigato, Gratia, Webale, Grazzi, Laengz zingh, Nihedebil, Bayarlalaa, Tusen takk, Dzieki, Obrigado, Da-wah-eh, Spasibo, Multumesc, Tapadh leibh, Hvala, Sha ja non, Gracias, Inwali, Tack, Khawp khun, Diolch