

MAP Direct Services Training Series

Workshop Day 1

The MAP System: Managing and Adapting Practice



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Training Team

Meet

- Natalie Ruth
 - Chestnut Health Systems

- Matt Buckman
 - Stress & Trauma Treatment Center

Day 1: Getting Started with MAP

- Access MAP resources at www.practicewise.com
- Introductions and goal setting
- What is MAP? Why should I learn about it?
- Therapist Portfolio

Day 1: Getting Started with MAP

□ Concepts

- EBS System Model
- Focus-Interference
- Connect-Cultivate-Consolidate
- Clinical Event Structure
- CARE Process
- The MAP

□ Resources

- PWEBS Database
- Practitioner Guides
- Clinical Dashboards

□ Applications

- Assessment
- Monitoring

Preview of the Week Ahead



Day Two:
Anxiety



Day Three:
**Trauma and
Depression**



Day Four:
Conduct Problems

Day Five

- Review, consolidation, planning
 - Case simulation
 - Putting concepts together
 - Preparing for the consultation period

Training Progression



Question Chat

- At any point, you can put confidential questions into the Chat!



DAT STAT Account Access

Ice Breaker



Think of three statements
about yourself:

2 statements must be true
1 statement must be false

The group will guess which
statement is false!

Ice Breaker

Chat privately to Matt

- Two truths
- One lie
- Your name
- Your name
- Agency and location
- Service(s) you are most involved with
 - E.g., outpatient, school-based, in-home, day treatment, residential

Getting to Know You

- Name
- Agency
- Training background
 - MSW? Psychology? MFT?
- Practice setting
 - Clinic, Home, School, Residential?
- Other EBP experience?

We will also pass around a contact information verification form

Learning Objectives for Today

- Obtain basic knowledge of and rehearsal with MAP concepts
 - Evidence-Based Services (EBS) System Model
 - Focus-Interference Framework and Connect-Cultivate-Consolidate
 - Clinical Event Structure
 - CARE Process
 - The MAP

Learning Objectives for Today

- Receive both didactic instruction and hands on practice with MAP resources
 - PWEBS Database
 - Clinical Dashboard
 - Practitioner Guides
- Formulate preliminary goals for training and consultation

Why Are We Here?

- ❑ What is your knowledge of MAP coming into the training today?
- ❑ How do you envision this training connecting to your work or to the individuals and families you serve?



What is Managing and Adapting Practice (MAP)?

- A system for providing evidence-informed care

Included in the MAP System

- A variety of models to support assessment and planning and monitoring of care for a variety of problems
 - Coordination of care for cases with multiple problems
- Resources that help you manage and adapt practice
 - Database summarizing hundreds of treatment studies
 - Practitioner Guides that include the most common practices from the most successful treatments
 - A tool to track treatment history and client outcomes

The Bottom Line About MAP

- ❑ 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

MAP Therapist Portfolio



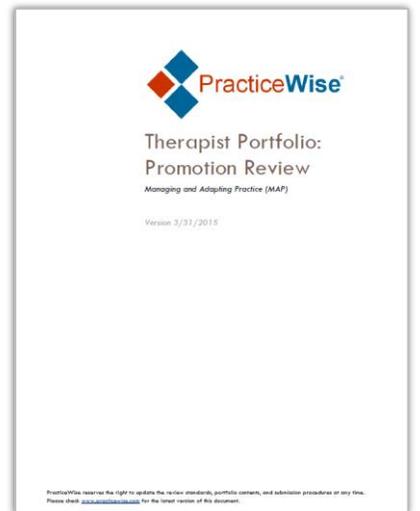
MAP Therapist Portfolio

□ Forms

- Submission Page
- Direct Service Learning Record (Learning Record)
- Direct Service Case Record (Case Record)

□ Case Materials (for two cases)

- PWEBS Summary of Youth Treatment
- Clinical Dashboard (de-identified)



Direct Service Learning Record

- ❑ Designed for tracking learning experience and expertise achieved with each of the domains included in the MAP Direct Services curriculum
- ❑ Experience and Expertise levels attained are recorded on the form

Learning Record: Experience

- Experience comes in two forms
 - Reviewed
 - This was something you were taught
 - Rehearsed
 - This is something you practiced in an exercise, role play, or with a client

Experience

Standards for Completion	Experience	
	Review	Rehearsed
You have learned the content for the domain, either from a MAP professional (i.e., Instructor, Agency Supervisor, or Training Professional) or an approved online course.	✓	
You have rehearsed practices appropriate for the domain with or under direction of another MAP professional.	✓	✓

Learning Record: Expertise

- Practice Knowledge
 - Verbal Knowledge
 - “I know what this is.”
- Practice Production
 - Procedural Knowledge
 - “I can do it, but maybe not smoothly.”
- Practice Skill
 - Skilled Performance, Compilation
 - “I can do this smoothly and from memory.”
- Practice Habit
 - Automaticity, Overlearning, Automatic Practice
 - “I can do this without thinking or while multitasking.”

Expertise

Standards for Completion	Expertise Achieved			
	Knowledge	Production	Skill	Habit
You can define the domain, recall key points or steps in the domain, and identify when the domain content might be useful or relevant for direct service.	✓			
You can perform the activity in the domain (e.g., apply a concept, use a resource, or perform a practice) but you need to consciously think through the steps as you go.	✓	✓		
You can perform the activity in the domain rapidly, with less error, and without having to think through the steps in your head.	✓	✓	✓	
You can perform the domain skills automatically, and can even perform other activities at the same time without significantly decreasing quality. You readily identify opportunities to use the domain skills, and you adapt the skills to specific situations (This level of expertise may not be achievable for all domains.)	✓	✓	✓	✓

MAP Therapist Portfolio

Direct Service Learning Record

DIRECT SERVICE LEARNING RECORD

CONCEPTS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
EBS System Model	<input type="checkbox"/>					
CARE Process	<input type="checkbox"/>					
The MAP	<input type="checkbox"/>					
Connect-Cultivate-Consolidate	<input type="checkbox"/>					
Focus-Interference	<input type="checkbox"/>					
Clinical Event Structure	<input type="checkbox"/>					
Embracing Diversity	<input type="checkbox"/>					
RESOURCES	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
PWEBS	<input type="checkbox"/>					
Practitioner Guides	<input type="checkbox"/>					
Clinical Dashboard	<input type="checkbox"/>					
Treatment Pathways						
Focus Area 1: _____	<input type="checkbox"/>					
Focus Area 2: _____	<input type="checkbox"/>					
APPLICATIONS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Assessment	<input type="checkbox"/>					
Monitoring	<input type="checkbox"/>					
Planning	<input type="checkbox"/>					
Practice Delivery						
Practice 1: _____	<input type="checkbox"/>					
Practice 2: _____	<input type="checkbox"/>					
Practice 3: _____	<input type="checkbox"/>					
Practice 4: _____	<input type="checkbox"/>					
Practice 5: _____	<input type="checkbox"/>					
Practice 6: _____	<input type="checkbox"/>					
Practice 7: _____	<input type="checkbox"/>					
Practice 8: _____	<input type="checkbox"/>					
Practice 9: _____	<input type="checkbox"/>					
Practice 10: _____	<input type="checkbox"/>					
Practice 11: _____	<input type="checkbox"/>					
Practice 12: _____	<input type="checkbox"/>					
Practice 13: _____	<input type="checkbox"/>					
Practice 14: _____	<input type="checkbox"/>					
Practice 15: _____	<input type="checkbox"/>					
Practice 16: _____	<input type="checkbox"/>					
Practice 17: _____	<input type="checkbox"/>					
Practice 18: _____	<input type="checkbox"/>					

MAP Therapist Portfolio

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Treatment Pathways						
Focus Area 1: <u>Anxiety</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus Area 2: _____	<input type="checkbox"/>	<input type="checkbox"/>				
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Planning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice Delivery						
Practice 1: <u>Psychoed: Anx-Child</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice 2: <u>Self-Monitoring</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice 3: <u>Cognitive: Anxiety</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice 4: <u>Exposure</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice 5: _____	<input type="checkbox"/>	<input type="checkbox"/>				
Practice 6: _____	<input type="checkbox"/>	<input type="checkbox"/>				
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MAP Therapist Portfolio

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Let's Get Started!

DIRECT SERVICE LEARNING RECORD



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Case Example



- Maggie
 - 7-year-old African American female
 - Presents with
 - Depressive Sxs (irritability, daily crying outbursts, suicidal ideation, lack of interest in play)
 - Anxiety Sxs (separation fears, cannot sleep alone, worries about family members and future)
 - Disruptive Behavior (“attitude,” non-compliance with adult commands, aggressive behavior towards siblings)
 - History of trauma and recent assault by male classmate who touched her inappropriately

Evidence-Based Services (EBS) System Model

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

About 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

More About Decisions

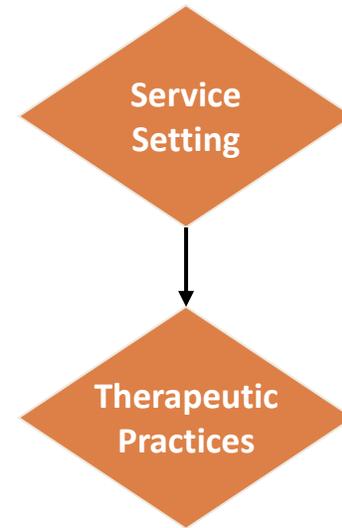
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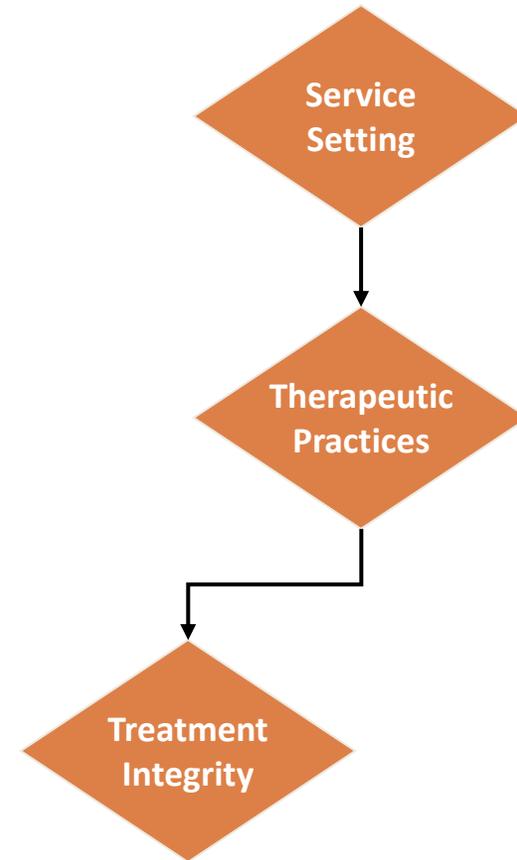
Where should we treat the youth?



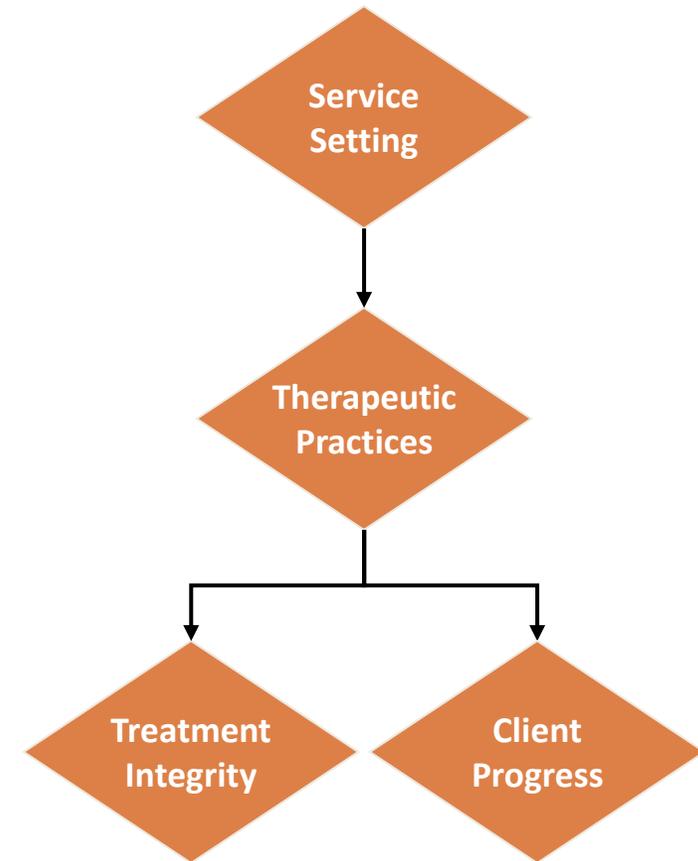
How should we treat the youth?



Are we providing quality services to the youth?



Is the youth getting better?



EBS System Model

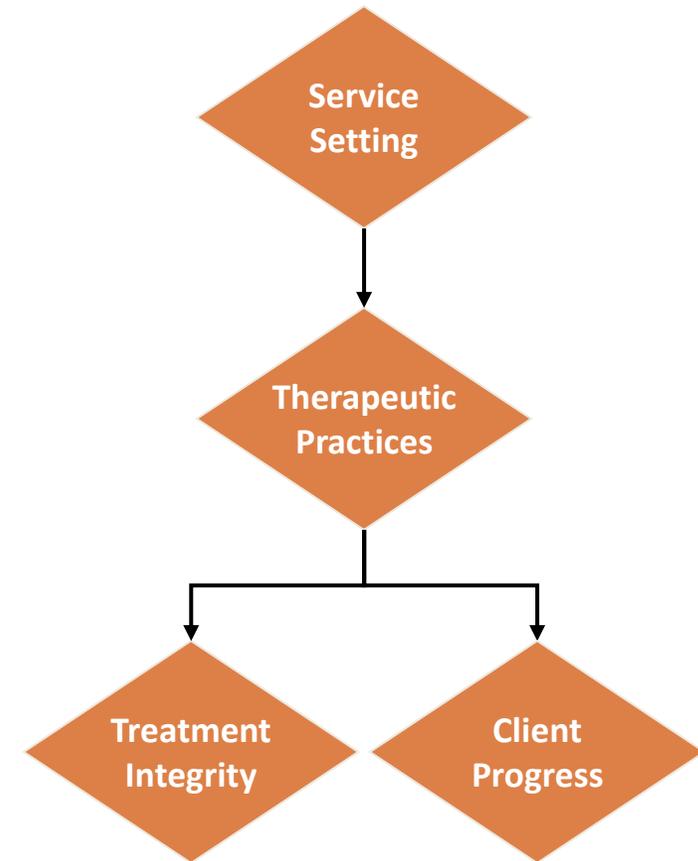
- Targets and Goals
 - What are the treatment targets/main problem areas?
 - What are the goals of treatment?
 - These directly affect the rest of the content/structure
- Service Setting
 - Where is treatment provided?

EBS System Model

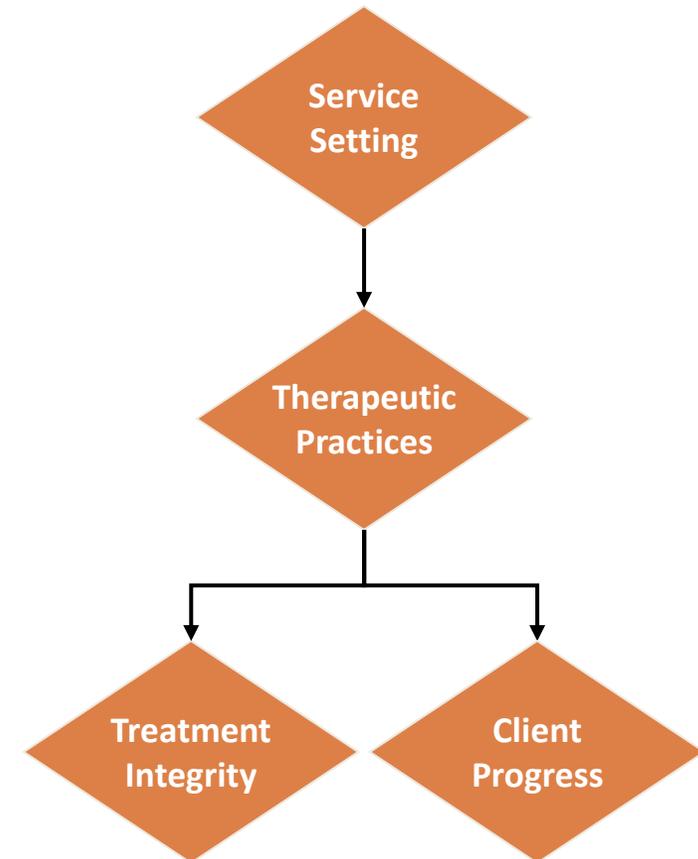
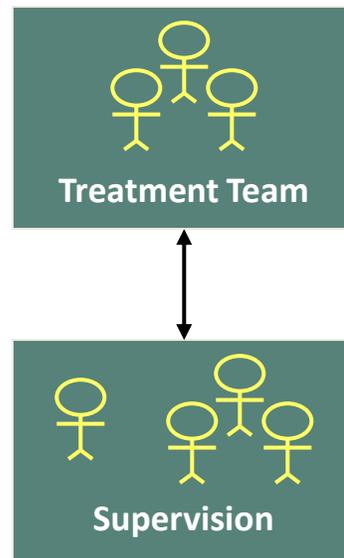
- Treatment Practices
 - What are the components of this treatment?
 - EBP sessions or Practice Elements
- Treatment Integrity
 - How do you know that you are keeping good fidelity to the treatment as it was intended to be implemented?
- Client Progress
 - Are there certain measures that are good indicators of treatment progress towards goals?

Who are the decision-makers?

Who should treat the client?



How should we manage the treatment?

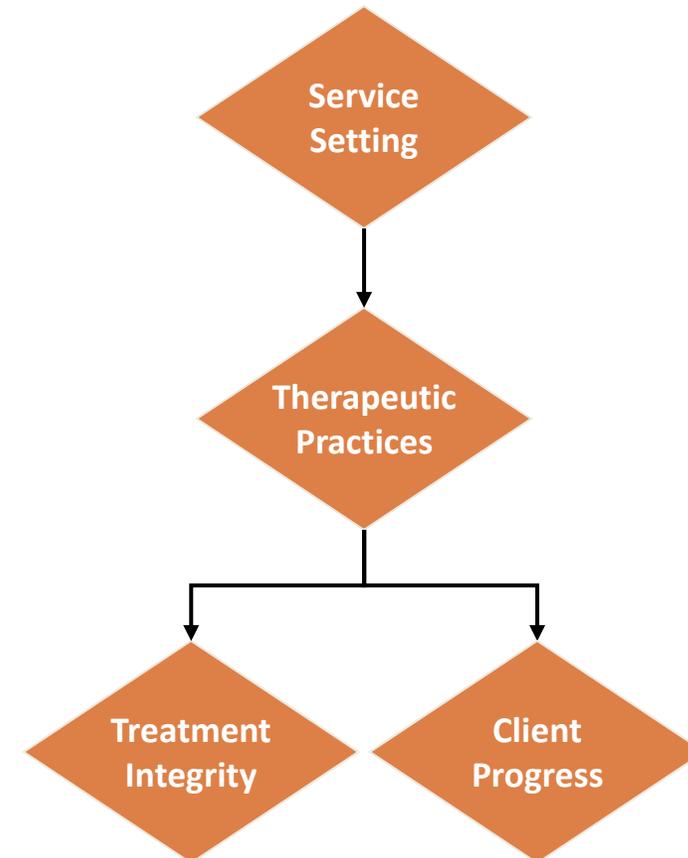
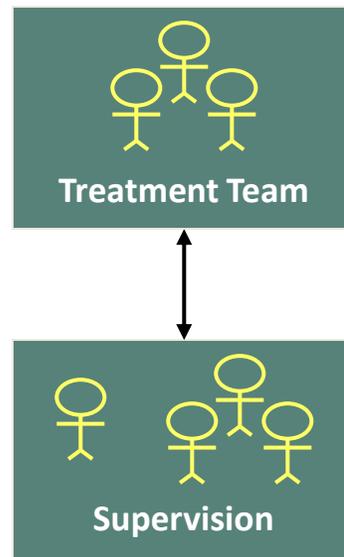


EBS System Model

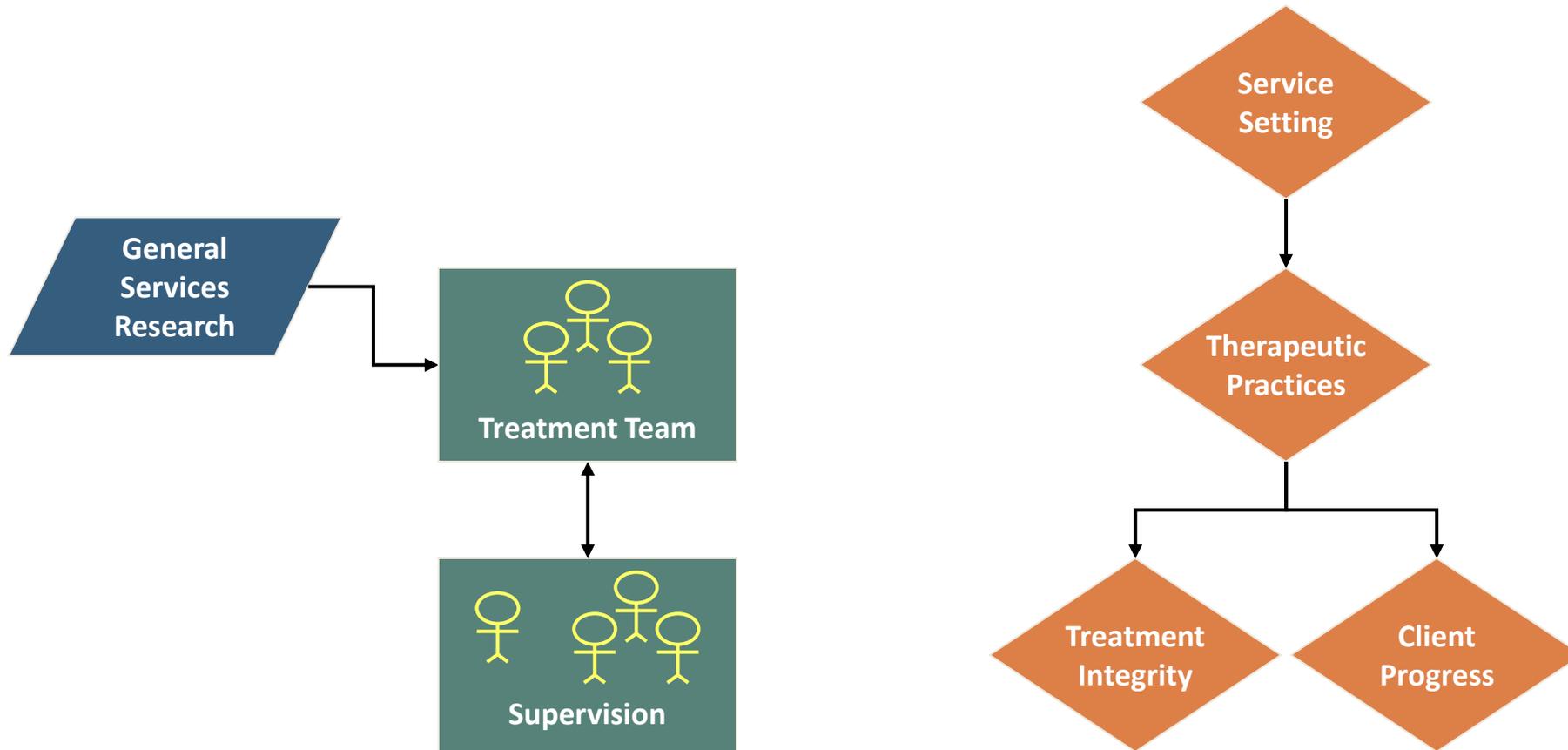
- Treatment Team
 - Who is involved in the treatment of the youth?
- Supervision
 - What does supervision look like for this EBP or type of organization?

What drives decision-making?

What evidence drives decisions?

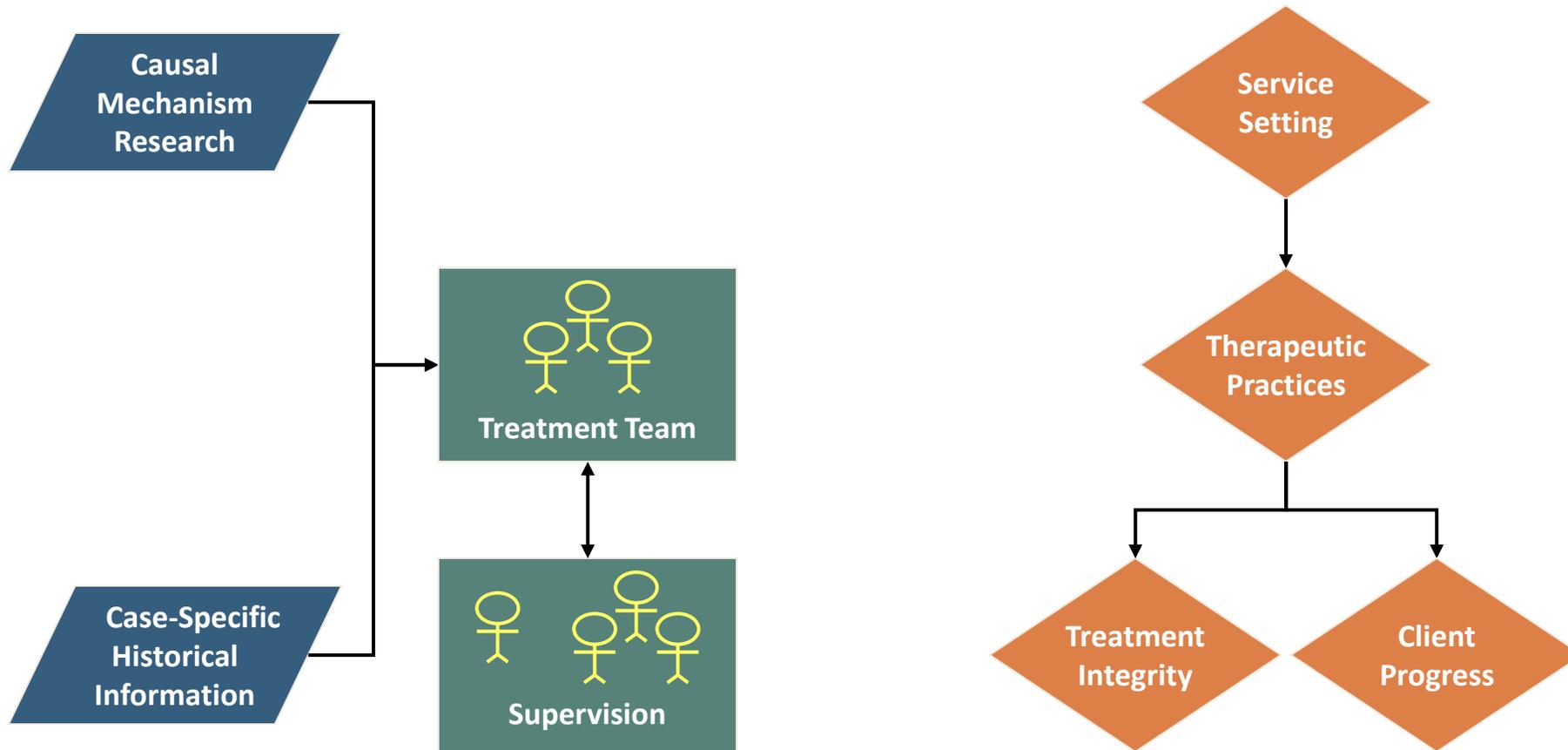


What evidence drives decisions?



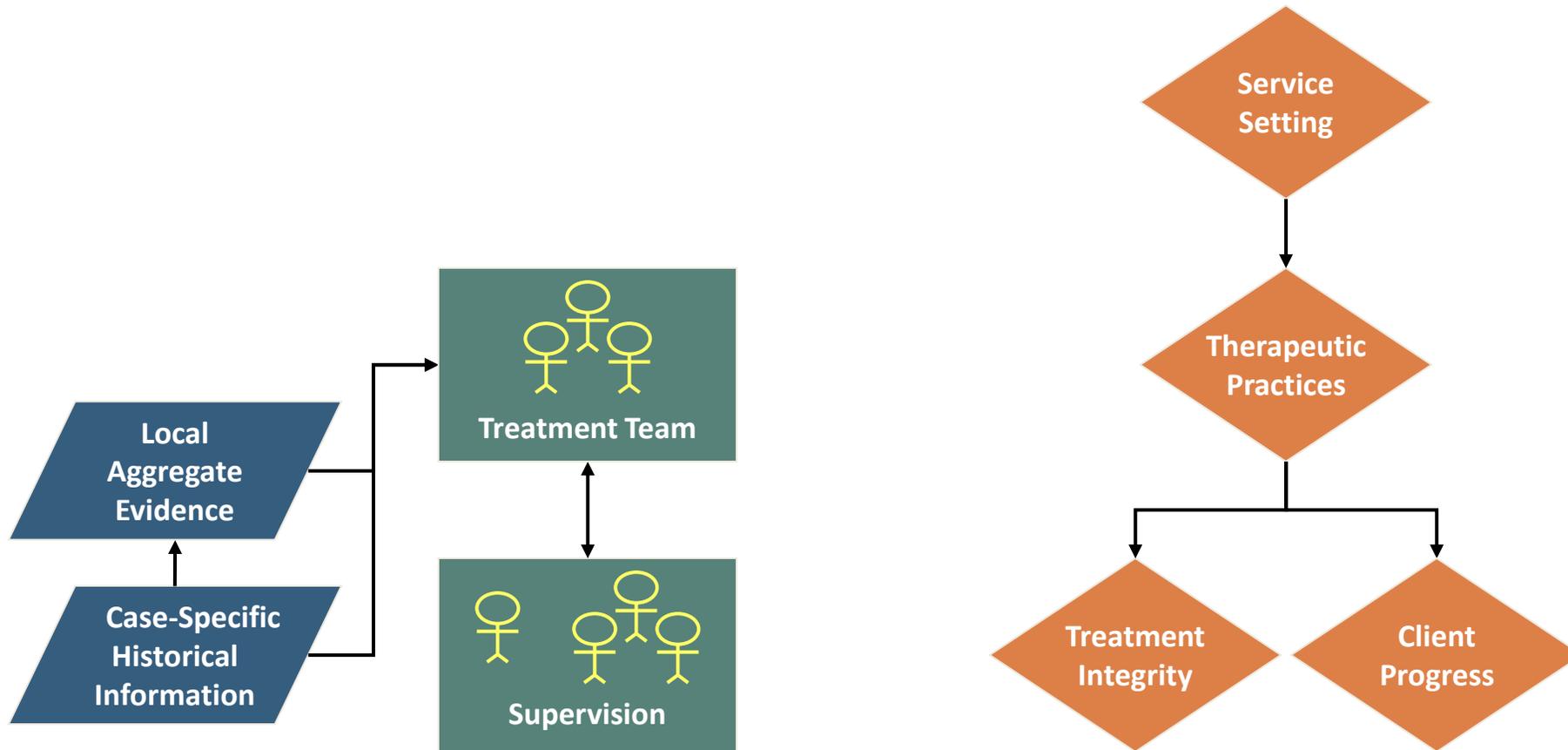
Evidence Based Treatment (EBT) Model

What evidence drives decisions?



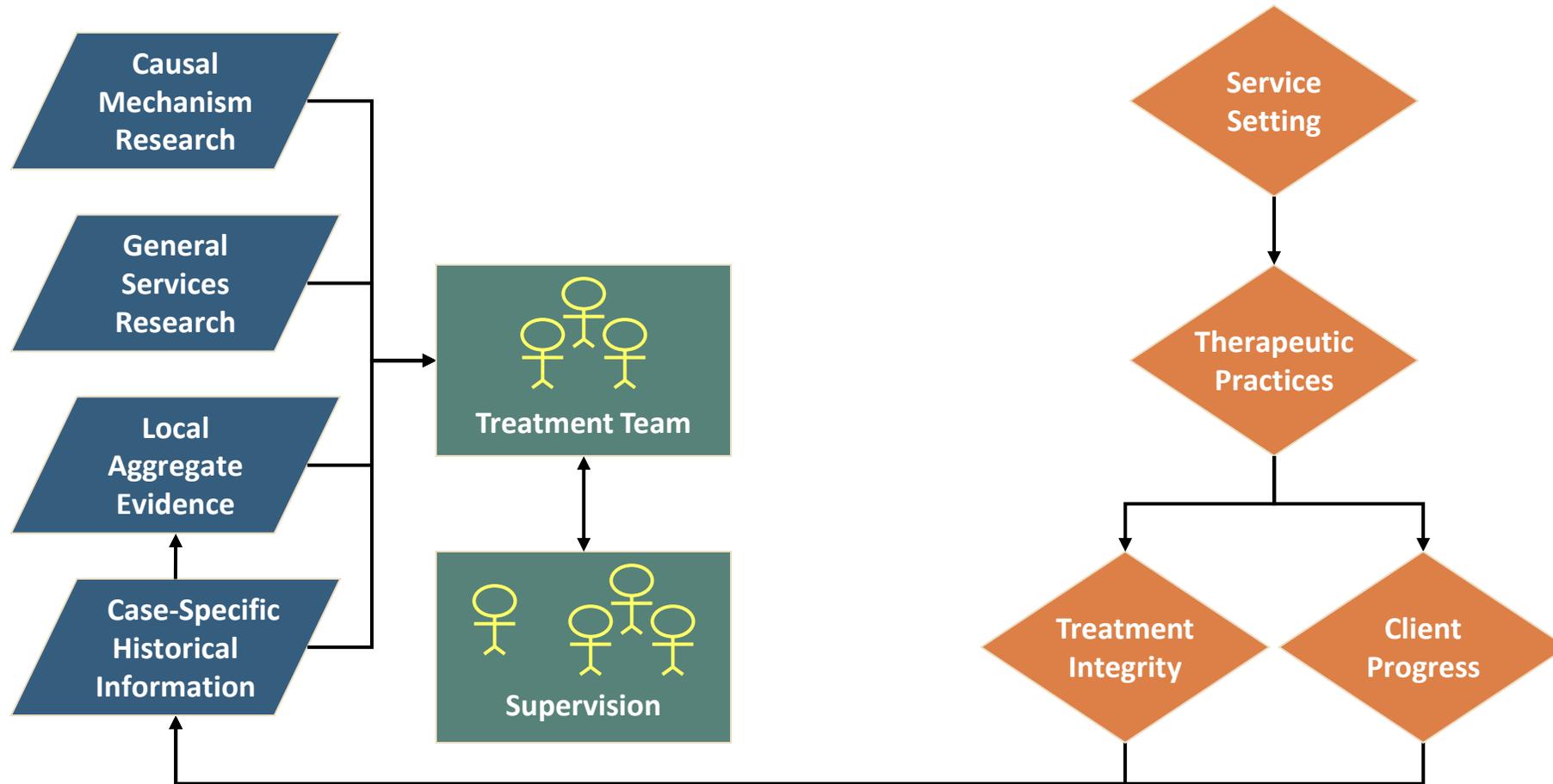
Individualized Case Conceptualization Model

What evidence drives decisions?



Practice-Based Evidence Model

Best to use all the evidence to drive decisions



EBS System Model

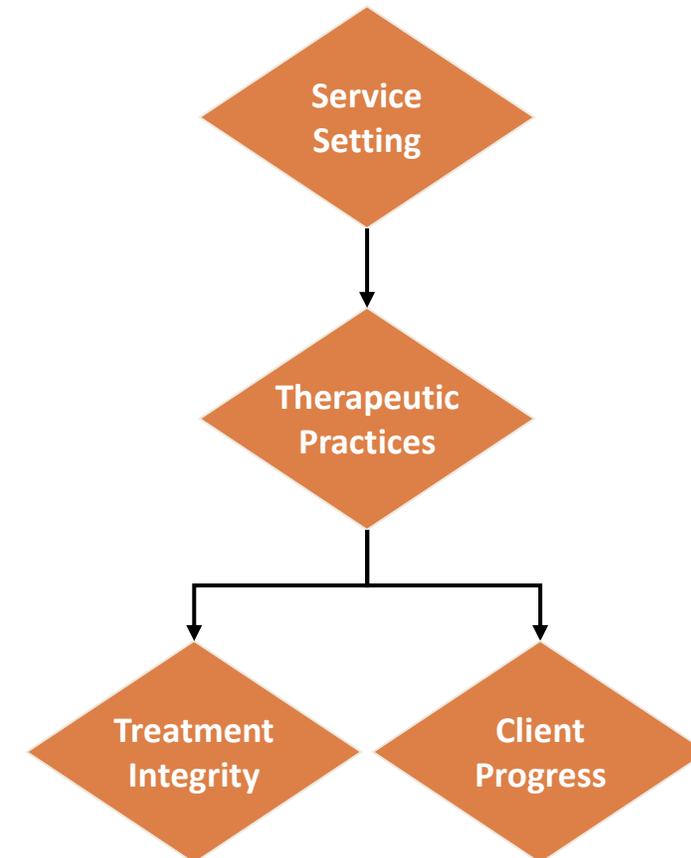
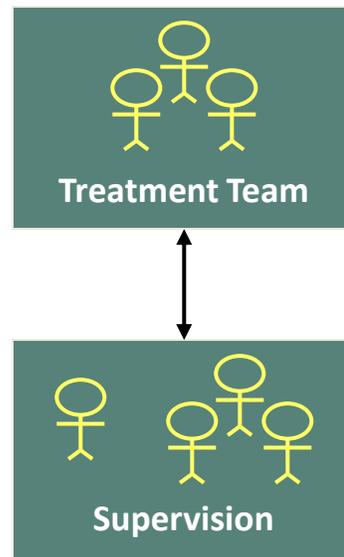
- Causal Mechanism Research
 - Theory on psychopathology
 - Information on the etiology and development of mental health problems in youths and families
 - Basic knowledge about development, emotions, and behaviors
- General Services Research
 - Knowledge represented by all the studies of treatments that show what has worked for certain kinds of youth with particular mental health problems

EBS System Model

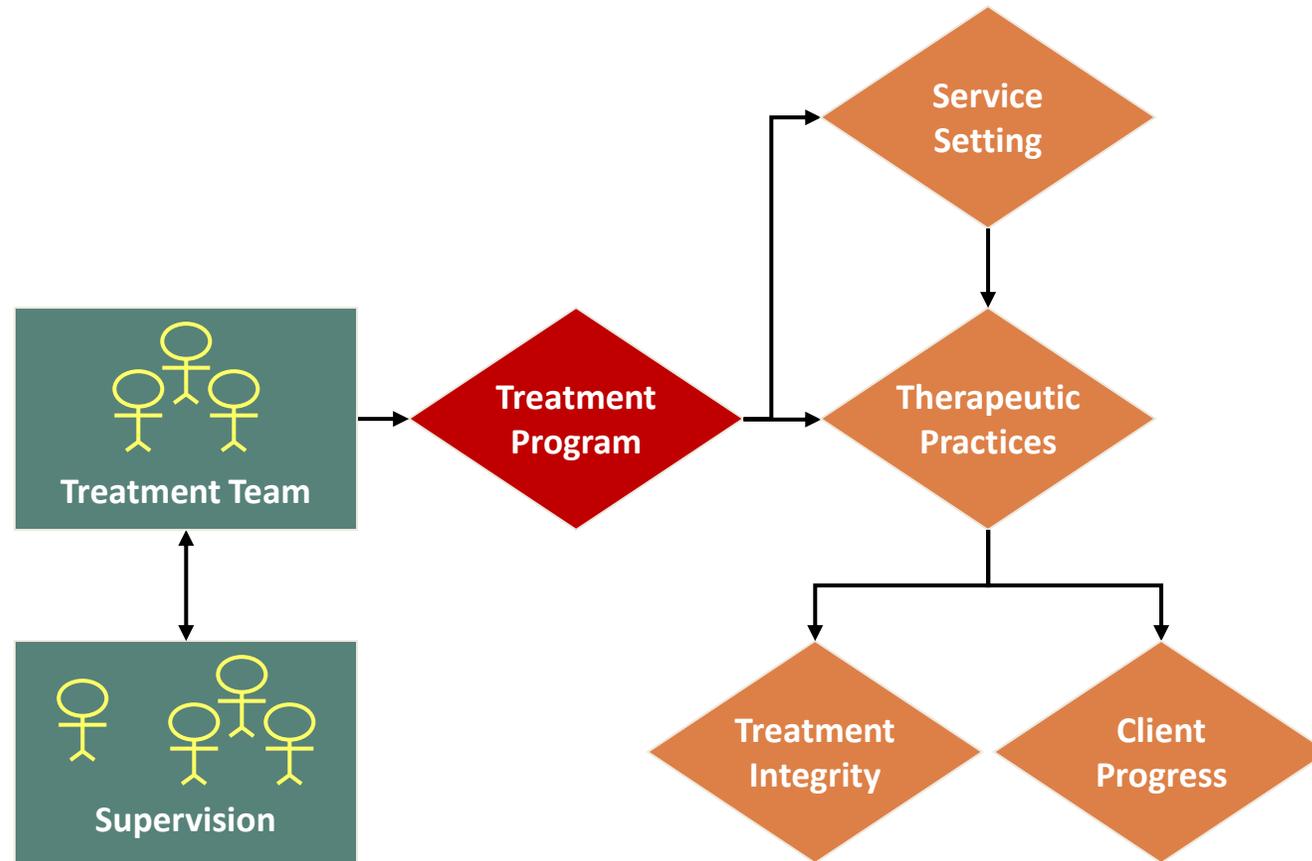
- Local Aggregate Evidence
 - Information grouped into units (e.g., caseloads, agencies, counties) summarizing averages, patterns, or trends on matters of interest (e.g., average test scores, effectiveness of treatments)
- Case-Specific Historical Information
 - The history of each youth or family, which can include
 - Practices received and progress ratings
 - Background information that describes the youth or family's characteristics and past experiences

How are the decisions related?

Often, treatment programs make many of the decisions for you in advance.

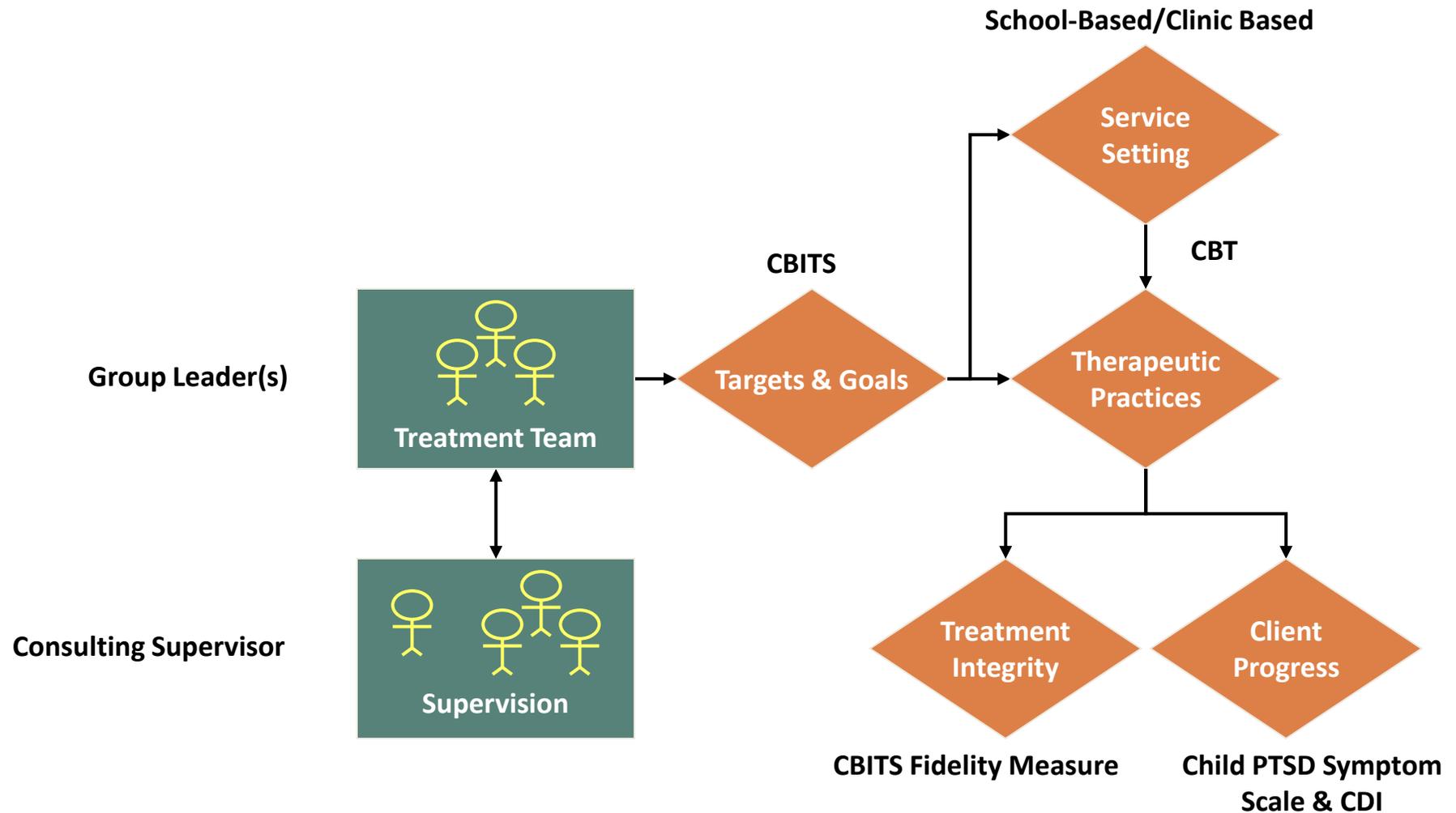


Selecting a treatment program will often dictate the setting, practices, integrity measures, progress measures, and even treatment team and supervision structure.

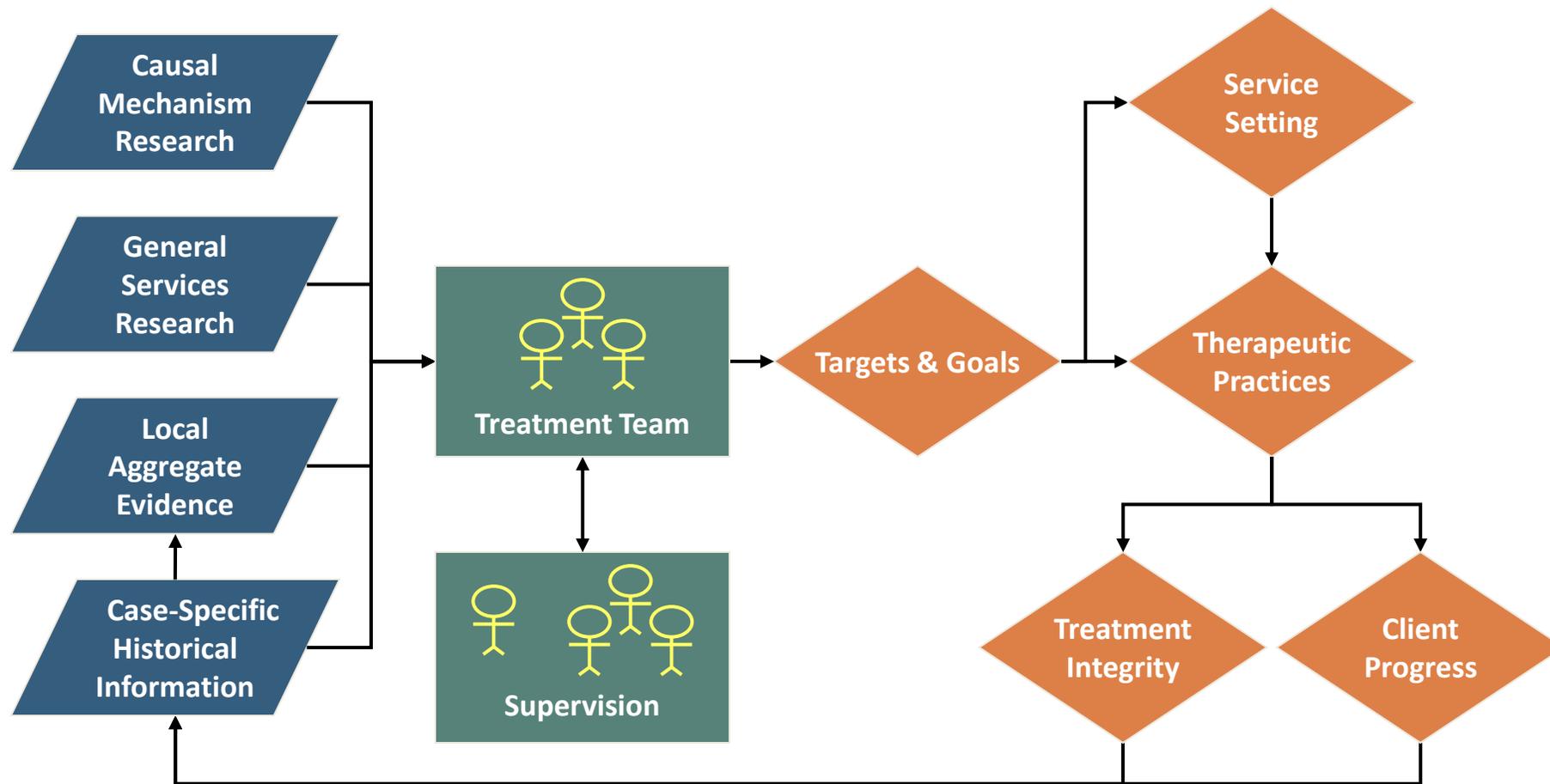


Example

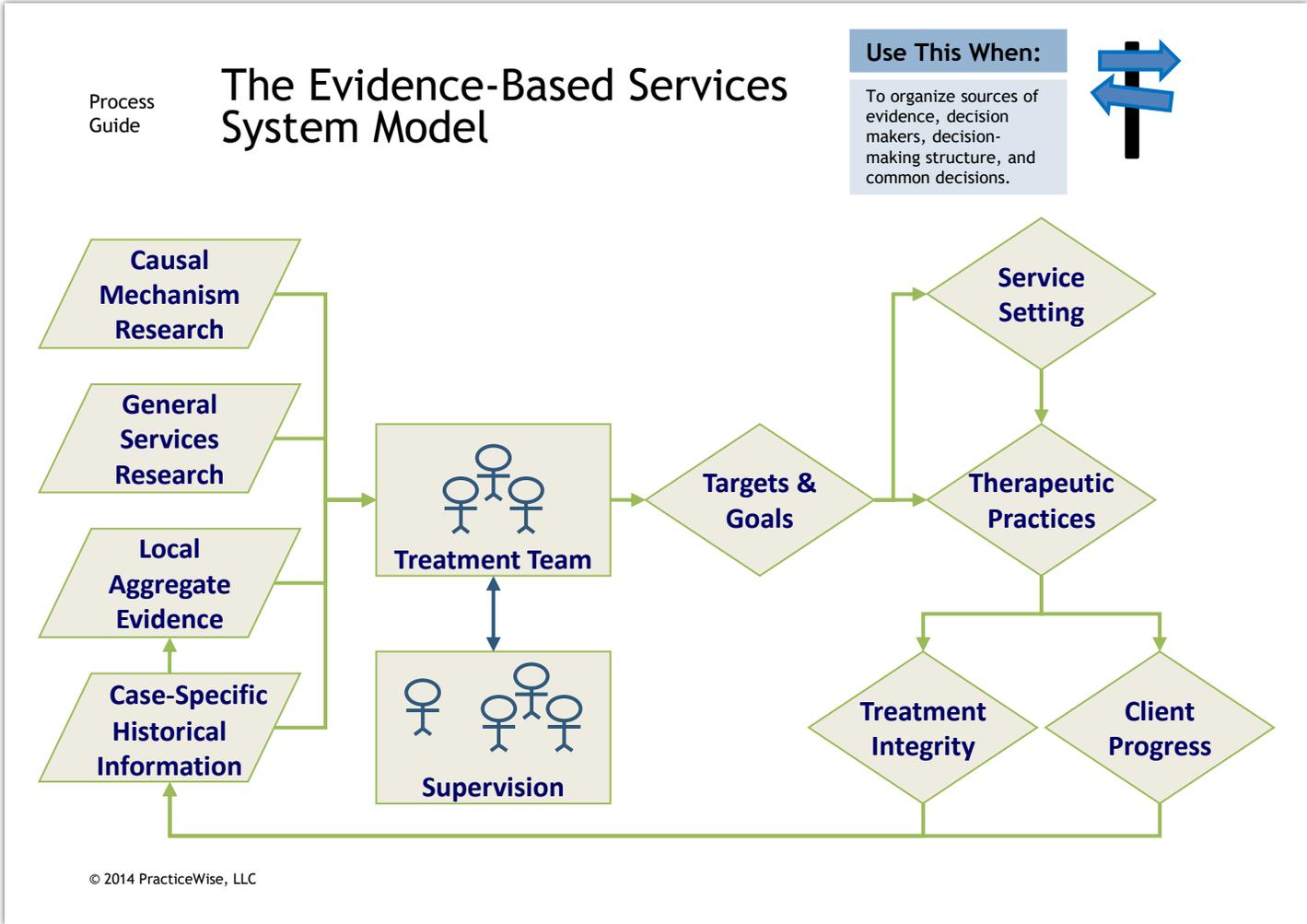
CBITS: Cognitive Behavioral Intervention for Trauma in Schools



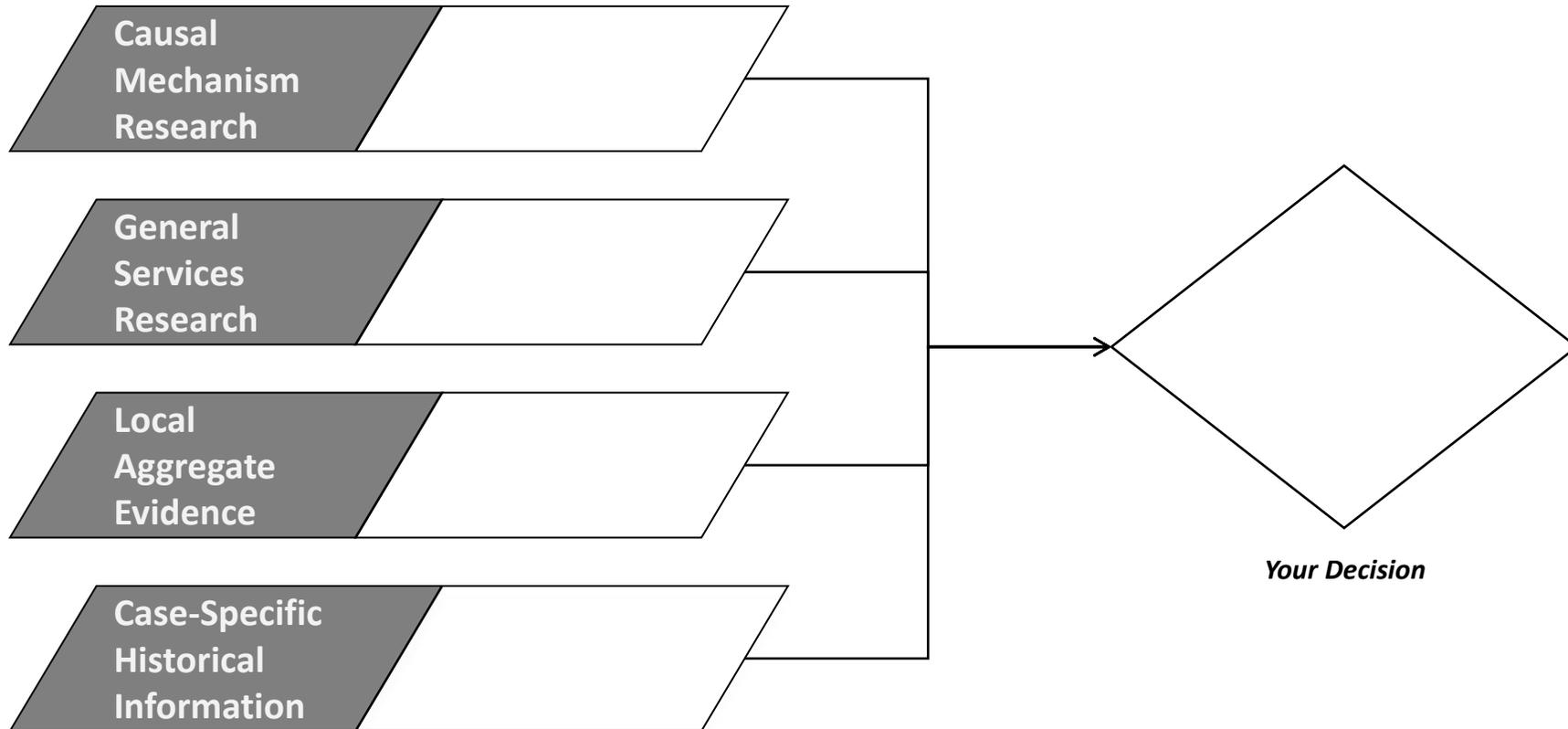
But these decisions can be “unbundled” by selecting targets and goals first and making other decisions in turn



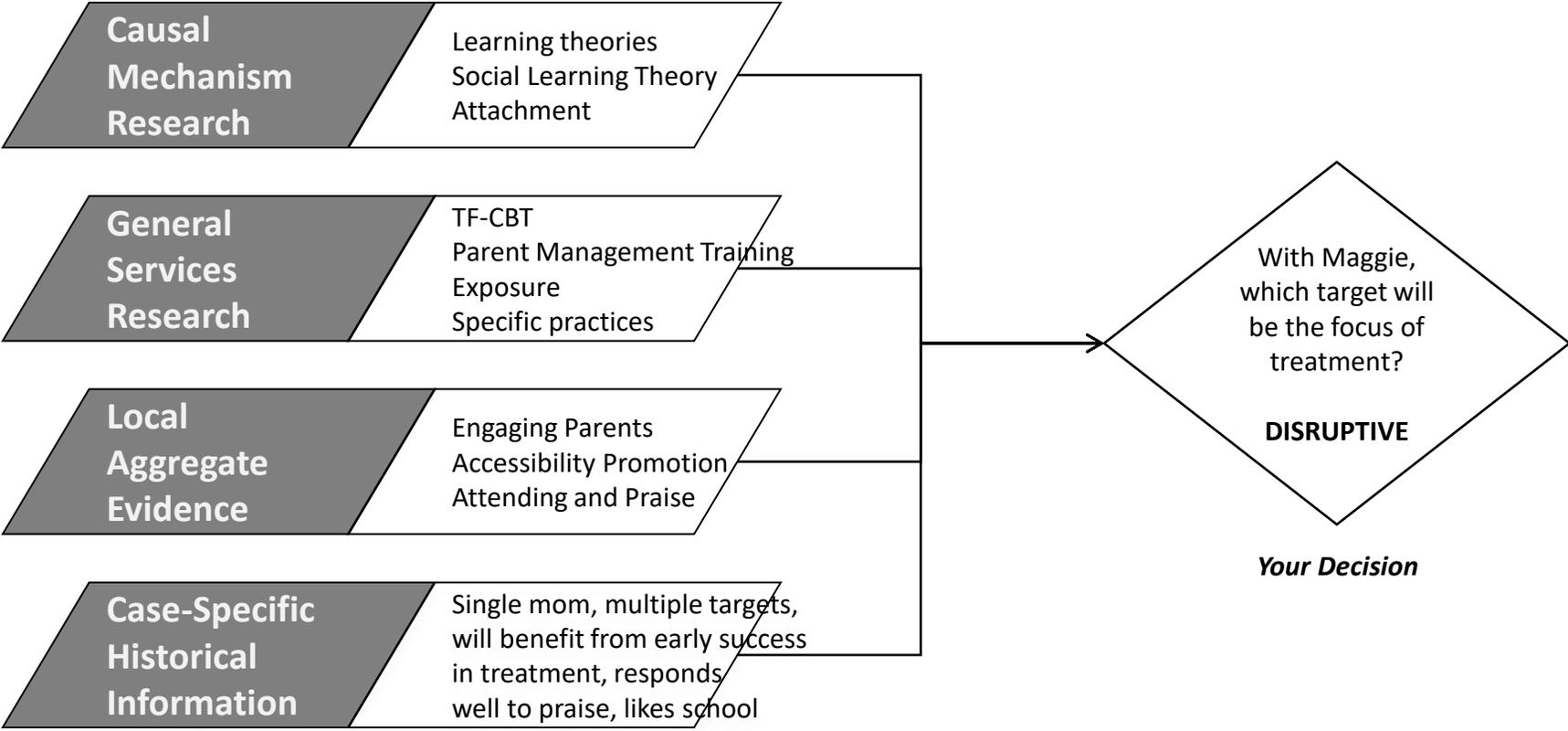
Process Guide



Evidence-Based Services (EBS) System Model



Evidence-Based Services (EBS) System Model



Activity

Process Guide: EBS System Model

EBS System Model Activity, Part 1

- 10-minute reflection
- Tasks:
 - Consider a case on your current or past caseload
 - Come up with a key question/decision
 - E.g., What practices should I use? When should I finish treatment?
 - Fill in the boxes of your process guide to show what evidence you used from each category in making one of your clinical decisions

EBS System Model Activity, Part 2

- ❑ 10-minute rehearsal, explaining your use of evidence
- ❑ Tasks (work with a partner):
 - ❑ Rehearse explaining how you thought through your treatment plan using the EBS System Model; each person gets 5 minutes to discuss
 - ❑ Describe how you made decisions about each section and clarify which data sources you used for your choice
 - ❑ Describe your thinking concerning
 - Assessment
 - Planning
 - Monitoring

Learning Record Update

MAP Therapist Portfolio

Direct Service Learning Record

Check off:

	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
EBS System Model	✓	✓	✓			

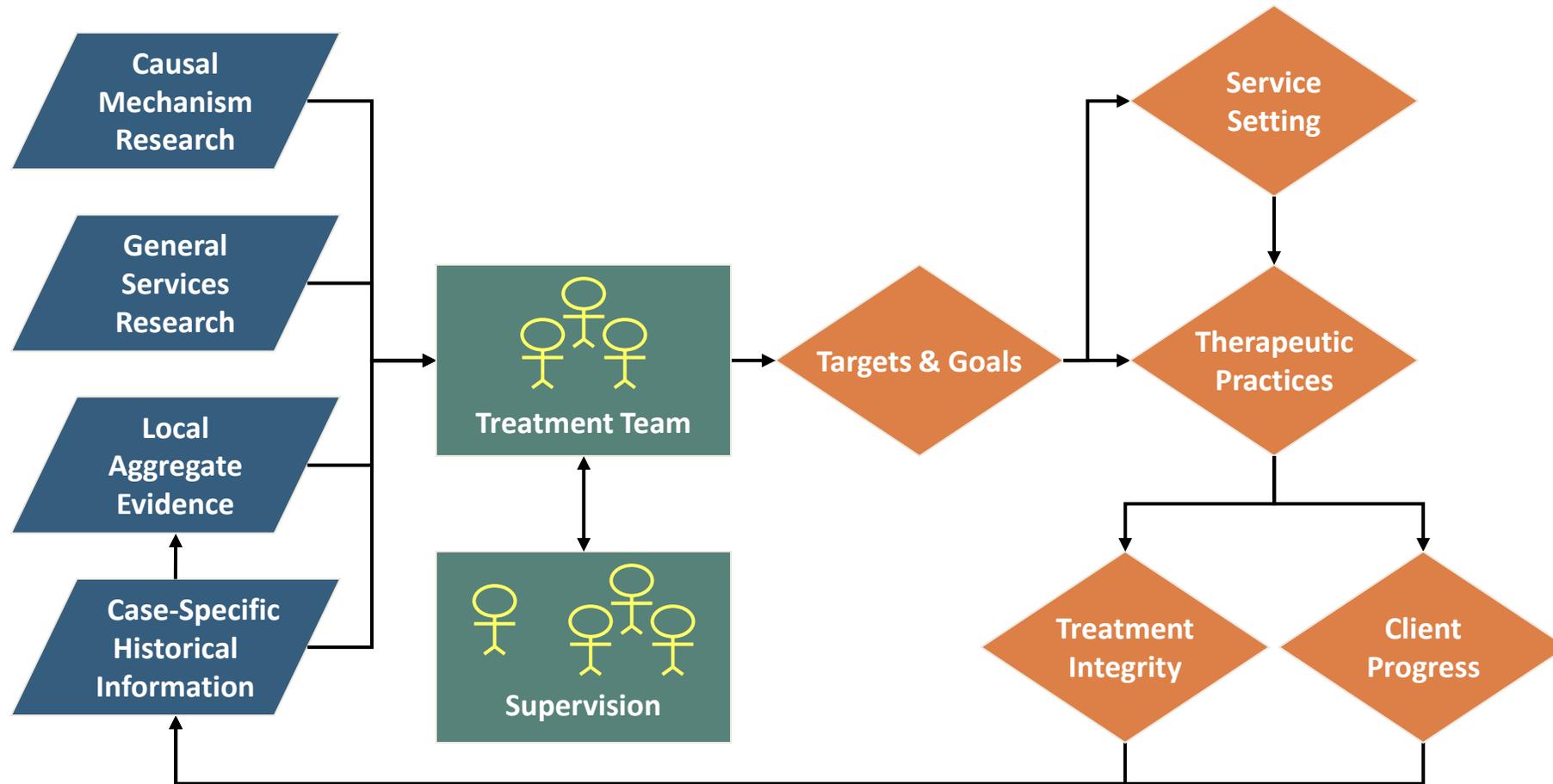
DIRECT SERVICE LEARNING RECORD

CONCEPTS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
EBS System Model	<input type="checkbox"/>					
CARE Process	<input type="checkbox"/>					
The MAP	<input type="checkbox"/>					
Connect-Cultivate-Consolidate	<input type="checkbox"/>					
Focus-Interference	<input type="checkbox"/>					
Clinical Event Structure	<input type="checkbox"/>					
Embracing Diversity	<input type="checkbox"/>					
RESOURCES	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
PWEBS	<input type="checkbox"/>					
Practitioner Guides	<input type="checkbox"/>					
Clinical Dashboard	<input type="checkbox"/>					
Treatment Pathways						
Focus Area 1: _____	<input type="checkbox"/>					
Focus Area 2: _____	<input type="checkbox"/>					
APPLICATIONS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Assessment	<input type="checkbox"/>					
Monitoring	<input type="checkbox"/>					
Planning	<input type="checkbox"/>					
Practice Delivery						
Practice 1: _____	<input type="checkbox"/>					
Practice 2: _____	<input type="checkbox"/>					
Practice 3: _____	<input type="checkbox"/>					
Practice 4: _____	<input type="checkbox"/>					
Practice 5: _____	<input type="checkbox"/>					
Practice 6: _____	<input type="checkbox"/>					
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Practice 18: _____	<input type="checkbox"/>					

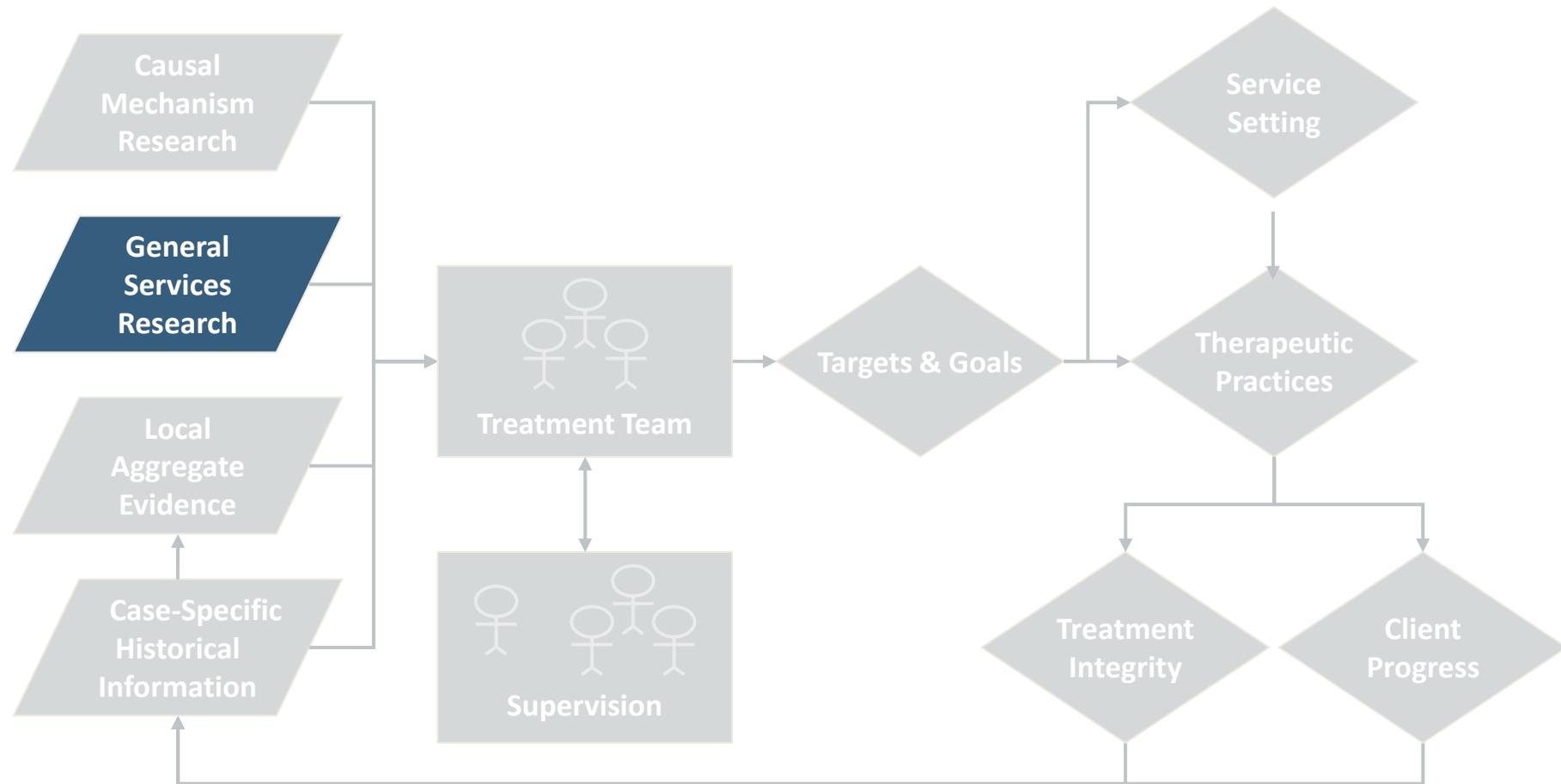
PWEBS Database

PacticeWise Evidence-Based Services Database

EBS System Model



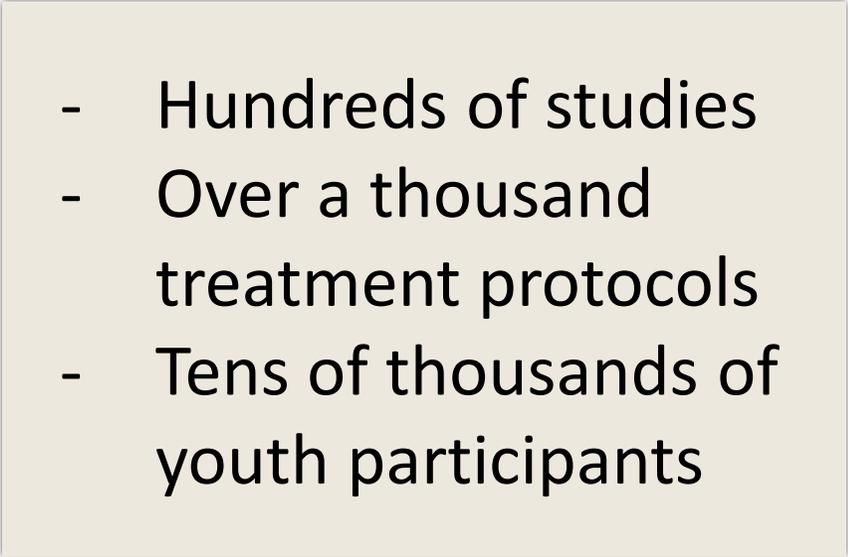
EBS System Model



What is in the treatment literature?



**General
Services
Research**

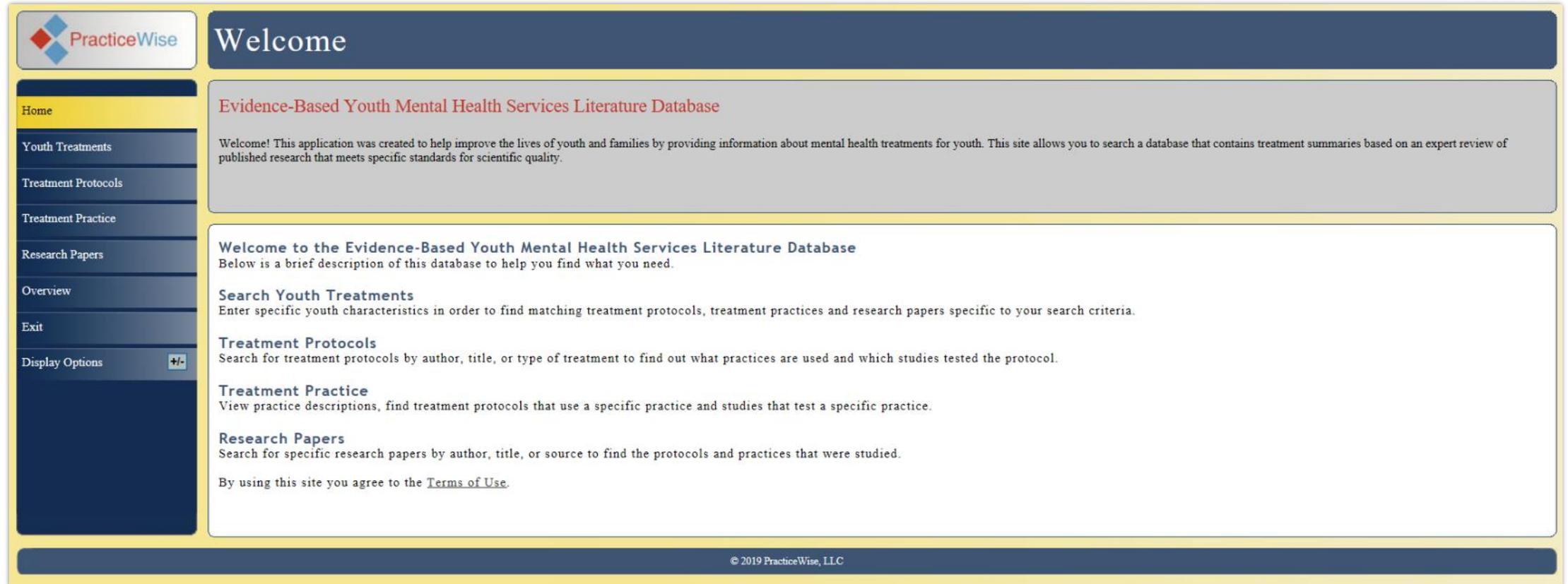
- 
- Hundreds of studies
 - Over a thousand treatment protocols
 - Tens of thousands of youth participants

Information Overload



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

PWEBS Database



The screenshot displays the PracticeWise website interface. On the left is a dark blue navigation menu with the PracticeWise logo at the top. The menu items are: Home, Youth Treatments, Treatment Protocols, Treatment Practice, Research Papers, Overview, Exit, and Display Options (with a +/- icon). The main content area has a dark blue header with the word "Welcome" in white. Below the header is a grey box with the title "Evidence-Based Youth Mental Health Services Literature Database" and a paragraph of introductory text. Underneath is a white box with a heading "Welcome to the Evidence-Based Youth Mental Health Services Literature Database" followed by a brief description and four search categories: Search Youth Treatments, Treatment Protocols, Treatment Practice, and Research Papers. At the bottom of the white box is a link to the Terms of Use. A dark blue footer bar at the very bottom contains the copyright notice "© 2019 PracticeWise, LLC".

PracticeWise

Welcome

Evidence-Based Youth Mental Health Services Literature Database

Welcome! This application was created to help improve the lives of youth and families by providing information about mental health treatments for youth. This site allows you to search a database that contains treatment summaries based on an expert review of published research that meets specific standards for scientific quality.

Welcome to the Evidence-Based Youth Mental Health Services Literature Database

Below is a brief description of this database to help you find what you need.

Search Youth Treatments

Enter specific youth characteristics in order to find matching treatment protocols, treatment practices and research papers specific to your search criteria.

Treatment Protocols

Search for treatment protocols by author, title, or type of treatment to find out what practices are used and which studies tested the protocol.

Treatment Practice

View practice descriptions, find treatment protocols that use a specific practice and studies that test a specific practice.

Research Papers

Search for specific research papers by author, title, or source to find the protocols and practices that were studied.

By using this site you agree to the [Terms of Use](#).

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PWEBS: Youth Treatments Search

The screenshot shows the PracticeWise website interface. At the top left is the PracticeWise logo. A dark blue header bar contains the word "Welcome". Below this is a grey banner with the text "Evidence-Based Youth Mental Health Services Literature Database" and a red arrow pointing to the "Youth Treatments" link in the left sidebar. The sidebar is a dark blue vertical menu with the following items: "Home", "Youth Treatments", "Treatment Practice", "Research Papers", "Overview", "Exit", and "Display Options". The main content area has a white background and contains the following text: "Welcome to the Evidence-Based Youth Mental Health Services Literature Database. Below is a brief description of this database to help you find what you need." It then lists search options: "Search Youth Treatments", "Treatment Protocols", "Treatment Practice", and "Research Papers". At the bottom of the page, it says "© 2019 PracticeWise, LLC".

PWEBS: Youth Treatments Search

YOU CAN SELECT

- ❑ Strength of Evidence
- ❑ Problem Type
- ❑ Age or Grade
- ❑ Gender
- ❑ Race or Ethnicity
- ❑ Service Settings
- ❑ Diagnosis

YOU GET BACK

- ❑ Treatment Families
 - ❑ Types of treatments that have been shown to work
- ❑ Settings and Formats
 - ❑ Where/how the treatments took place
- ❑ Practice Elements
 - ❑ Components of the treatments

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

Best Support: Level 1

- Two or more studies showing
 - Treatment was better than another treatment or placebo
 - OR
 - Equal to an established treatment (with $n > 30$ per group)
- Treatment manual needed
- Sample characteristics clearly specified
- Multiple investigator teams

Good Support: Level 2

- Two or more studies showing
 - Treatment was better than waitlist or no treatment

OR

- One study with
 - Manuals

AND

- Treatment was better than another treatment or placebo

OR

- Equal to an established treatment (with $n > 30$ per group)

Moderate Support: Level 3

- One study shows treatment is
 - Better than another treatment or placebo
- OR
- Equal to established treatment (with $n > 30$ per group)

Minimal Support: Level 4

- One study shows treatment is
 - Better than a waitlist
- OR
- No treatment control group

No Support: Level 5

- ❑ Tested in at least one study, but failed to meet criteria for levels 1 through 4

Problem Types Reviewed

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

PWEBS in Action

Let's go online!



PWEBS Youth Treatments Search



The screenshot displays the PracticeWise interface for a search on youth treatments. The left sidebar contains navigation links: Home, Youth Treatments (highlighted), Treatment Protocols, Treatment Practice, Research Papers, Overview, Exit, and Display Options (+/-). The main content area is titled "Summary of Youth Treatments" and includes a "Modify" button. Below this, search criteria are listed: Problem Type: Anxiety, Age: 12, Gender: Male, and Strength of Evidence: 2 Good Support or Better. Search results show 82 study groups and 59 papers, with links to view protocols and papers. A section titled "Summary of Treatment with Good Support or Better" lists search parameters: Age (5-18), Grade (1-10), Duration (1-168 days), Frequency (Daily-Monthly), and Race or Ethnicity (White or Caucasian, Black or African American, Hispanic or Latino, Asian, Native Hawaiian or Pacific Islander, American Indian or Alaska Native, Other, Multiethnic, Unknown). Two tables are provided: "TREATMENT FAMILIES" and "SETTING", both showing the percentage of groups for each category.

PracticeWise

Summary of Youth Treatments

Your current search criteria are: Modify

Problem Type: Anxiety **Age:** 12 **Gender:** Male **Strength of Evidence:** 2 Good Support or Better

Your search returned:

Number of Study Groups: 82 [View Protocols](#) **Number of Papers:** 59 [View Papers](#)

Summary of Treatment with Good Support or Better

Age (in Years): 5-18
Grade: 1-10
Duration (Days): 1-168
Frequency: Daily-Monthly
Race or Ethnicity: White or Caucasian, Black or African American, Hispanic or Latino, Asian, Native Hawaiian or Pacific Islander, American Indian or Alaska Native, Other, Multiethnic, Unknown

TREATMENT FAMILIES	PERCENT OF GROUPS	SETTING	PERCENT OF GROUPS
Cognitive Behavior Therapy	50	Clinic	70
Exposure	15	School	17
Cognitive Behavior Therapy with Parents	13	Home	11
Cognitive Behavior Therapy for Child and Parent	8	Other	2
Attention Training	3		

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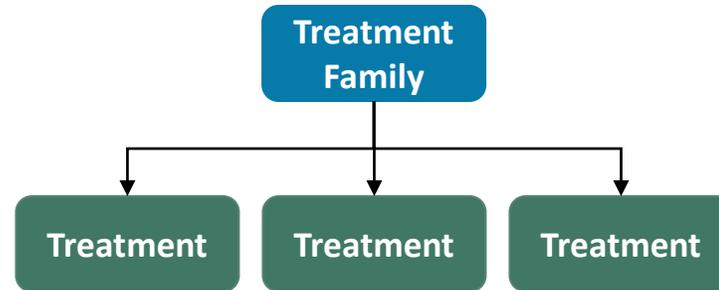
PWEBS Youth Treatments Search

This tells you the treatment types that work for this problem

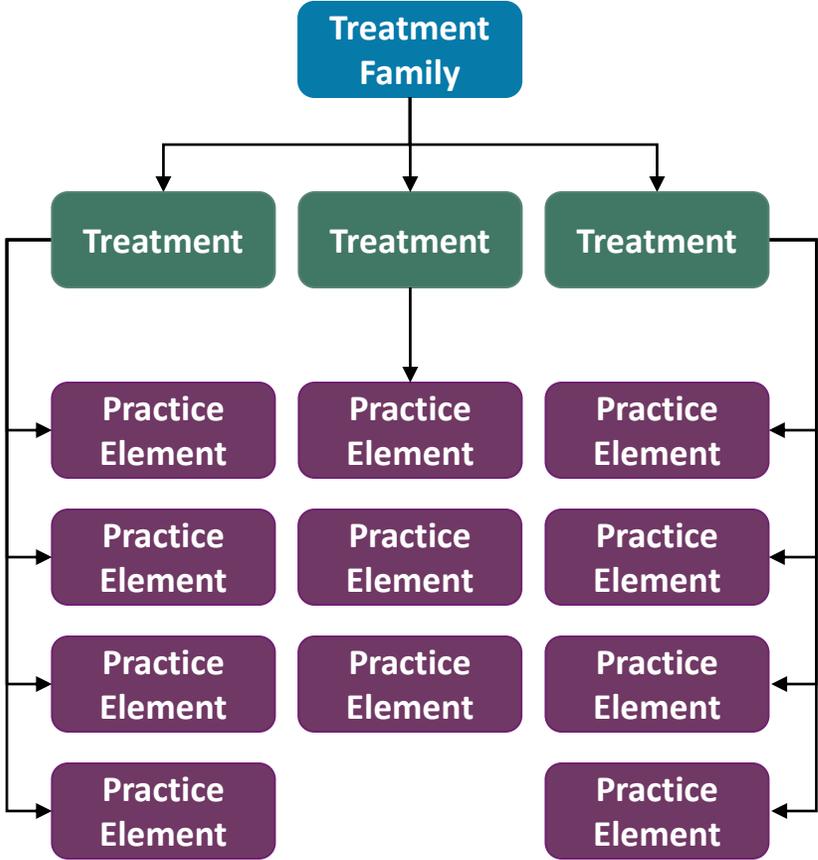
TREATMENT FAMILIES	PERCENT OF GROUPS
Cognitive Behavior Therapy	50
Exposure	15
Cognitive Behavior Therapy with Parents	13
Cognitive Behavior Therapy for Child and Parent	8

How exactly do I do these treatments?

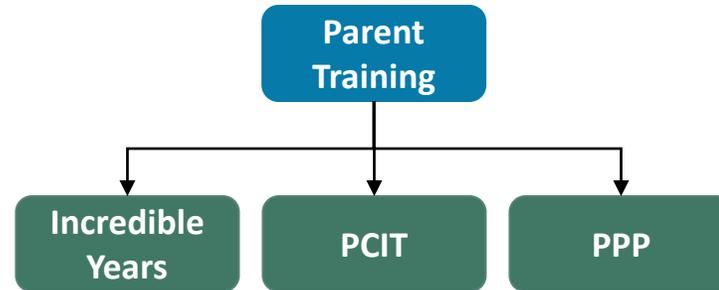
Practice Elements



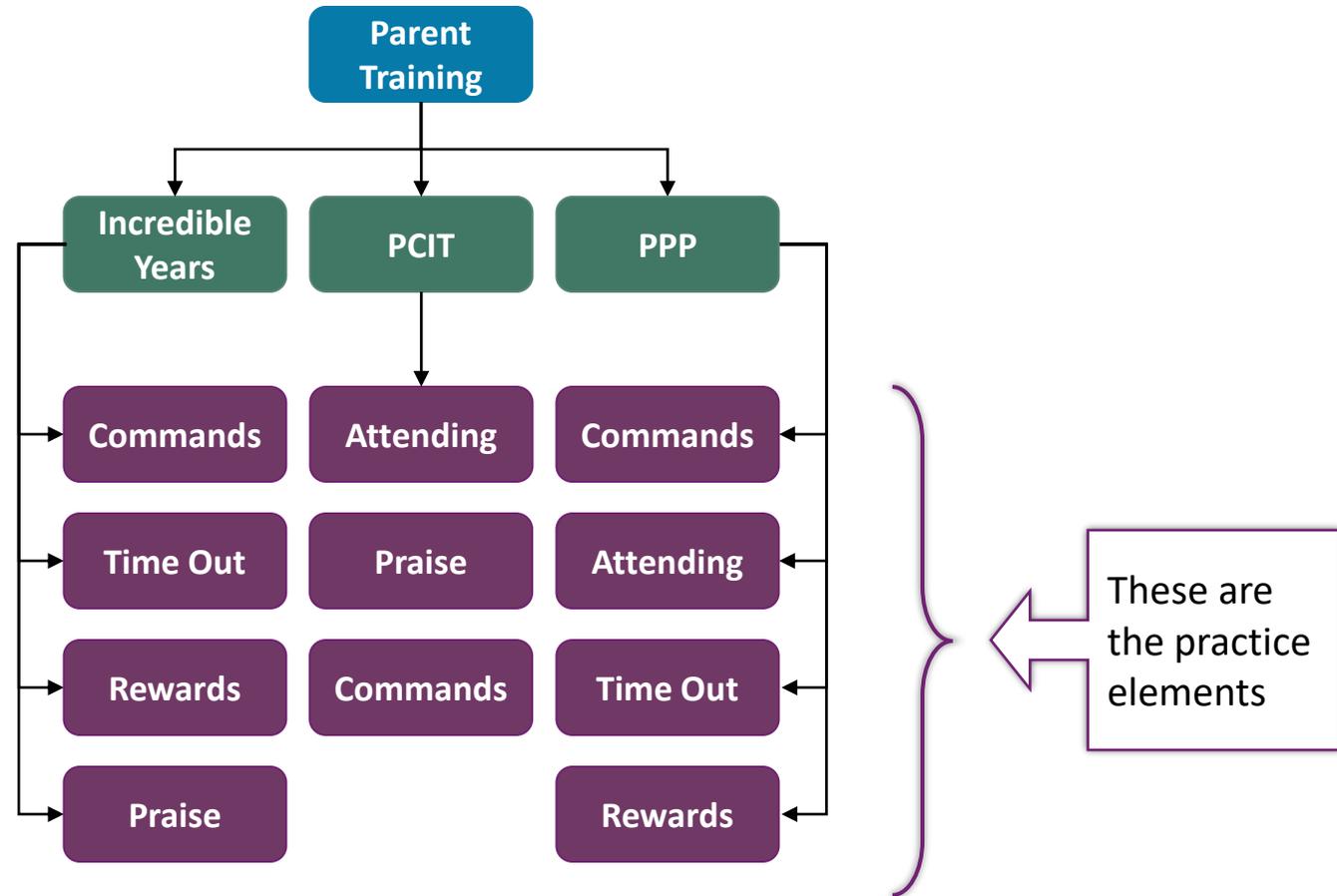
Practice Elements



Practice Elements



Practice Elements



Practice Elements

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: 82 [View Protocols](#) **Number of Papers:** 59 [View Papers](#)

PRACTICE ELEMENT	PERCENT OF GROUPS
Exposure	88
Cognitive	71
Psychoeducation - Child	69
Psychoeducation - Caregiver	55
Relaxation	55
Maintenance/Relapse Prevention	48
Problem Solving	38
Self-Reward/Self-Praise	36
Self-Monitoring	32

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Practice Elements

The screenshot shows the PracticeWise interface with a table of practice elements. A red arrow points from a text box to the table.

PRACTICE ELEMENT	PERCENT OF GROUPS
Exposure	88
Cognitive	71
Psychoeducation - Child	69
Psychoeducation - Caregiver	55
Relaxation	55
Maintenance/Relapse Prevention	48
Problem Solving	38
Self-Reward/Self-Praise	36

This tells you the practice elements associated with those treatment types

Practice

It's your turn to use PWEBS!

Tips for Practicing

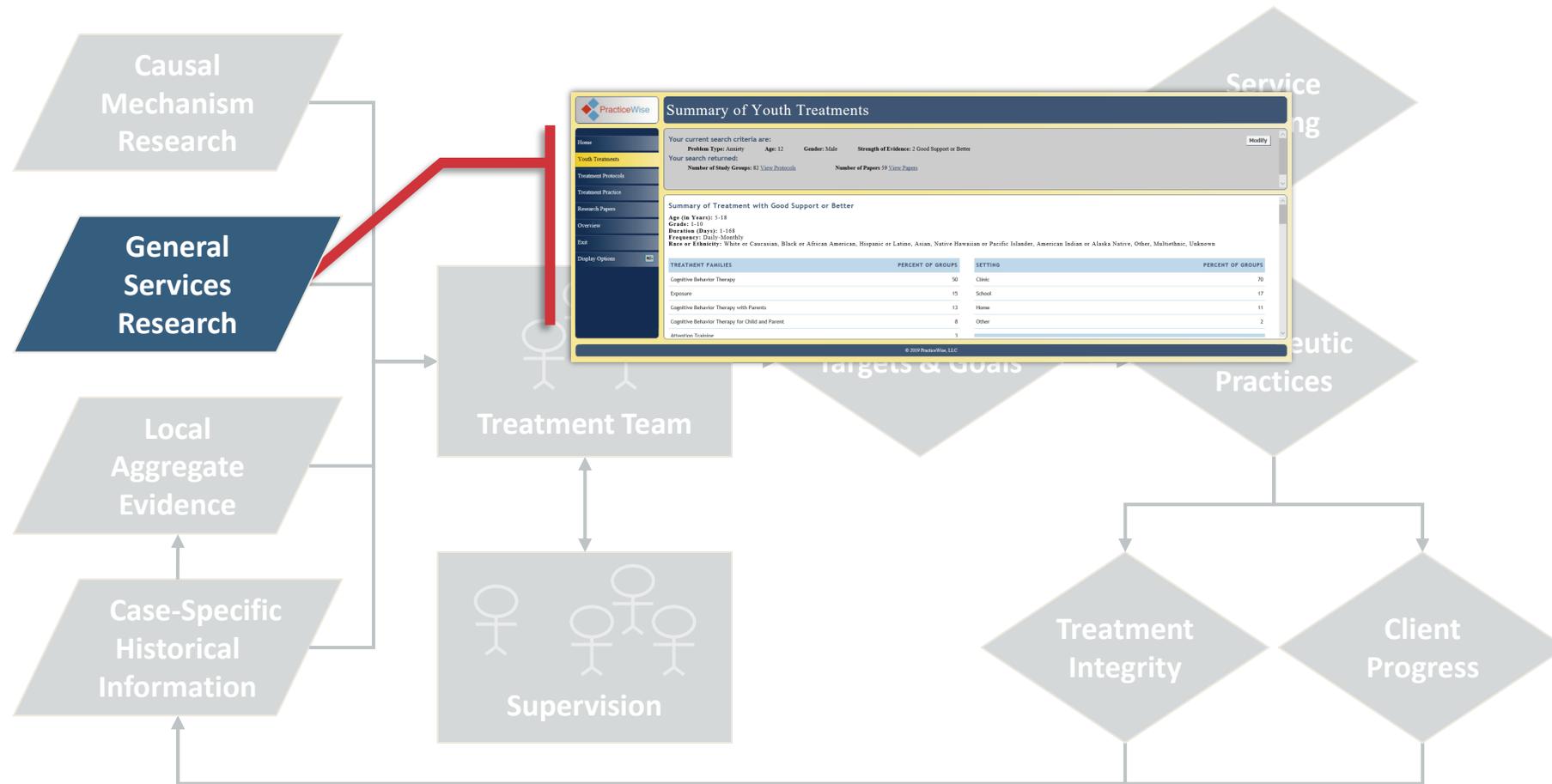
- ❑ Start at Level 2 Support
- ❑ Search one problem area at a time
- ❑ Do not put in too many demographics at once
- ❑ Example search criteria for Maggie
 - ❑ Level 2 Support
 - ❑ Depression
 - ❑ African American

Other Things to Know

- Advanced search features
 - Service Setting
 - Diagnosis
- Display options
 - Resizing the screen
 - Turning descriptions on and off

If you think we missed an article, email it to: nominations@practicewise.com

PWEBS and the EBS System Model



Learning Record Update

MAP Therapist Portfolio

Direct Service Learning Record

Check off:

	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
PWEBS	✓	✓	✓			

DIRECT SERVICE LEARNING RECORD

CONCEPTS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
EBS System Model	<input type="checkbox"/>					
CARE Process	<input type="checkbox"/>					
The MAP	<input type="checkbox"/>					
Connect-Cultivate-Consolidate	<input type="checkbox"/>					
Focus-Interference	<input type="checkbox"/>					
Clinical Event Structure	<input type="checkbox"/>					
Embracing Diversity	<input type="checkbox"/>					
RESOURCES	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
PWEBS	<input type="checkbox"/>					
Practitioner Guides	<input type="checkbox"/>					
Clinical Dashboard	<input type="checkbox"/>					
Treatment Pathways						
Focus Area 1: _____	<input type="checkbox"/>					
Focus Area 2: _____	<input type="checkbox"/>					
APPLICATIONS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Assessment	<input type="checkbox"/>					
Monitoring	<input type="checkbox"/>					
Planning	<input type="checkbox"/>					
Practice Delivery						
Practice 1: _____	<input type="checkbox"/>					
Practice 2: _____	<input type="checkbox"/>					
Practice 3: _____	<input type="checkbox"/>					
Practice 4: _____	<input type="checkbox"/>					
Practice 5: _____	<input type="checkbox"/>					
Practice 6: _____	<input type="checkbox"/>					
Practice 7: _____	<input type="checkbox"/>					
Practice 8: _____	<input type="checkbox"/>					
Practice 9: _____	<input type="checkbox"/>					
Practice 10: _____	<input type="checkbox"/>					
Practice 11: _____	<input type="checkbox"/>					
Practice 12: _____	<input type="checkbox"/>					
Practice 13: _____	<input type="checkbox"/>					
Practice 14: _____	<input type="checkbox"/>					
Practice 15: _____	<input type="checkbox"/>					
Practice 16: _____	<input type="checkbox"/>					
Practice 17: _____	<input type="checkbox"/>					
Practice 18: _____	<input type="checkbox"/>					

Treatment Planner

Focus-Interference Framework
Connect-Cultivate-Consolidate

Focus-Interference Framework

- Successful treatments are often characterized by a strong therapeutic focus
 - They involve a plan and stick to the plan
 - Focus can shift, but it should be strategic and not haphazard
 - They are not continually reacting or chasing the crisis of the week

Beware of the COW (Crisis of the Week)



*COWs must be addressed
and acknowledged, but
should not destroy the plan*

Treatment Planner

Focus

This is where your plan is...

Interference

*Issues that threaten the plan go
here...*



including me!

Interference: What Could Threaten the Plan?

- Problems we can search for on PWEBS
 - Even if its not an active problem now, we can do a PWEBS search for it and have some practices ready
- Others kinds of problems
 - How do we get an evidence-informed idea of what to do about problems like mom and dad arguing?
- Some interference areas will be in place at intake and some will emerge later on
 - Chronic and acute interference

Example

Focus

Working on depressed mood, using strategies to increase positive feelings and behaviors

Interference

Mom and Dad arguing lately

Connect-Cultivate-Consolidate

Connect

- Assess
- Engage
- Educate
- Orient



Cultivate

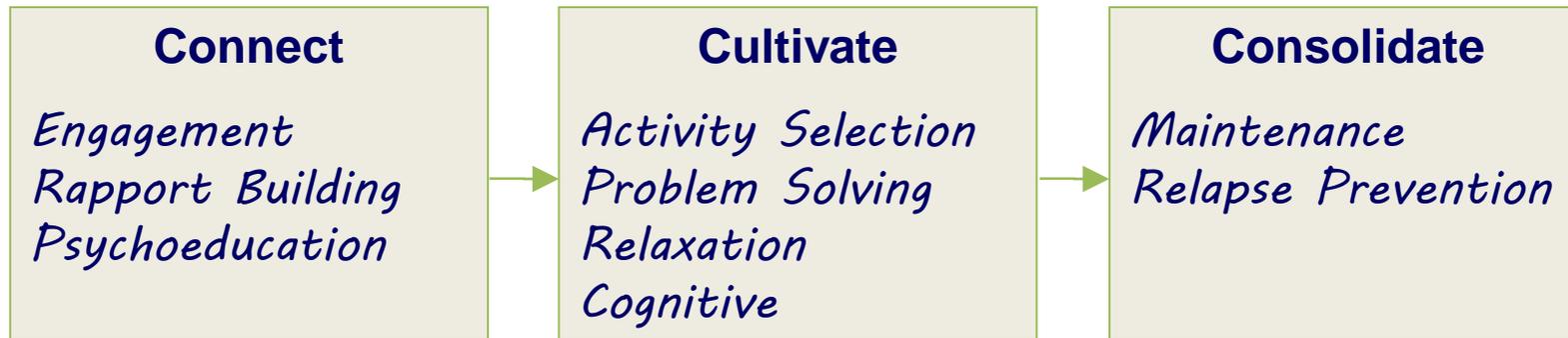
- Build new skills
- Teaching
- Rehearsal



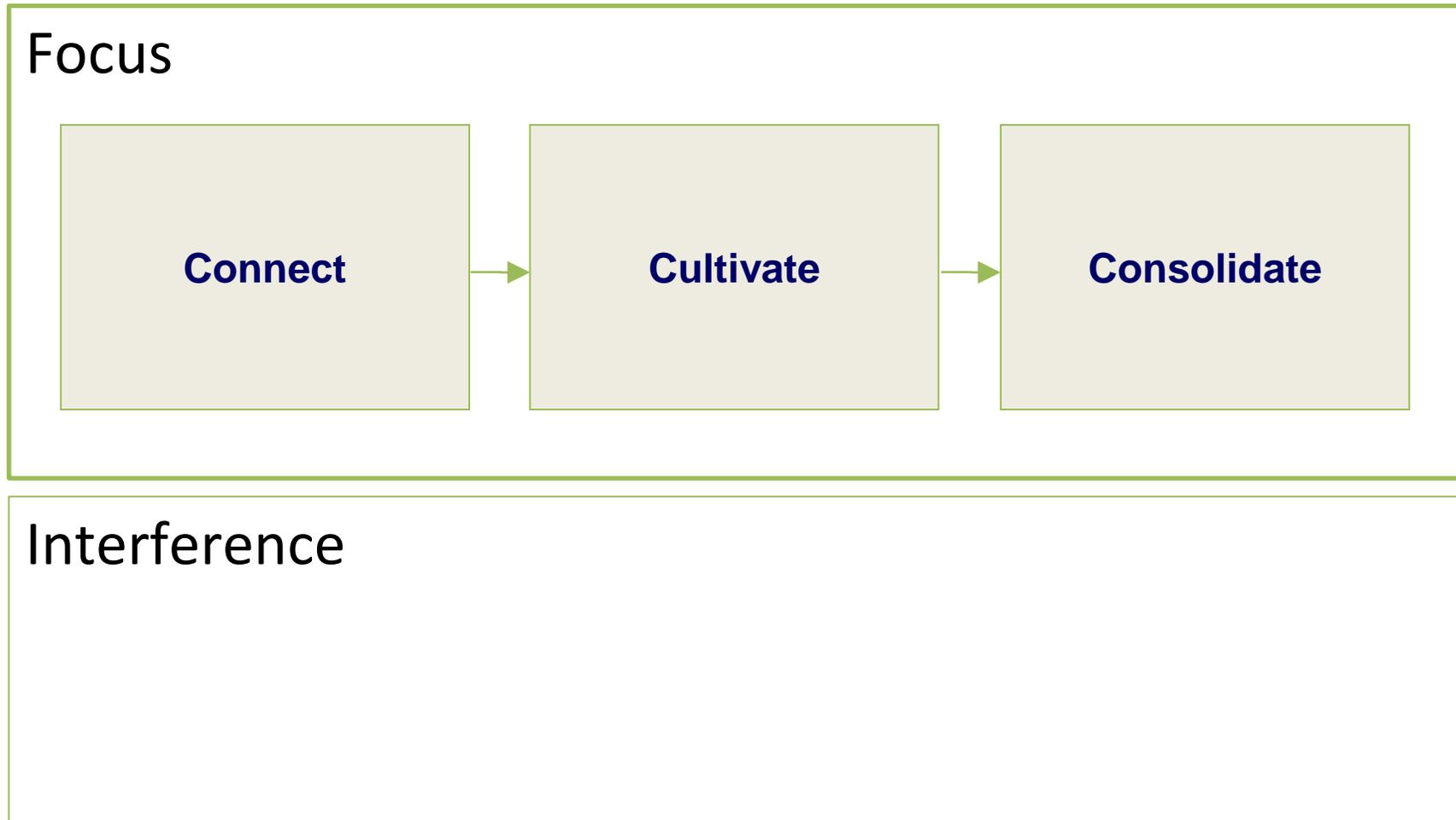
Consolidate

- Review
- Answer questions
- Try skills in new situations or with less help
- Build independence
- Prepare for termination

Example for Depression



Treatment Planner



Process Guide

Process Guide **The Treatment Planner**
(Focus-Interference & Connect-Cultivate-Consolidate)

Use This When:
To plan and coordinate an episode of care.



Focus

Connect → **Cultivate** → **Consolidate**

Interference

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Worksheet

The Treatment Planner

(Focus-Interference & Connect-Cultivate-Consolidate)

Focus

Target: _____

Practices:



Interference

Target(s): _____

Practices:

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Practice

Let's work with the Treatment Planner

Practice Activity

- Pick the focus
- Identify possible interference
- Do a PWEBS search for the focus target
- Write at least one practice element in each C-C-C box
- Do a PWEBS search for interference
- Write at least one practice element in the interference box

The Treatment Planner
(Focus-Interference & Connect-Cultivate-Consolidate)

Focus
Target: _____
Practices:

Connect	→	Cultivate	→	Consolidate
----------------	---	------------------	---	--------------------

Interference
Target(s): _____
Practices:

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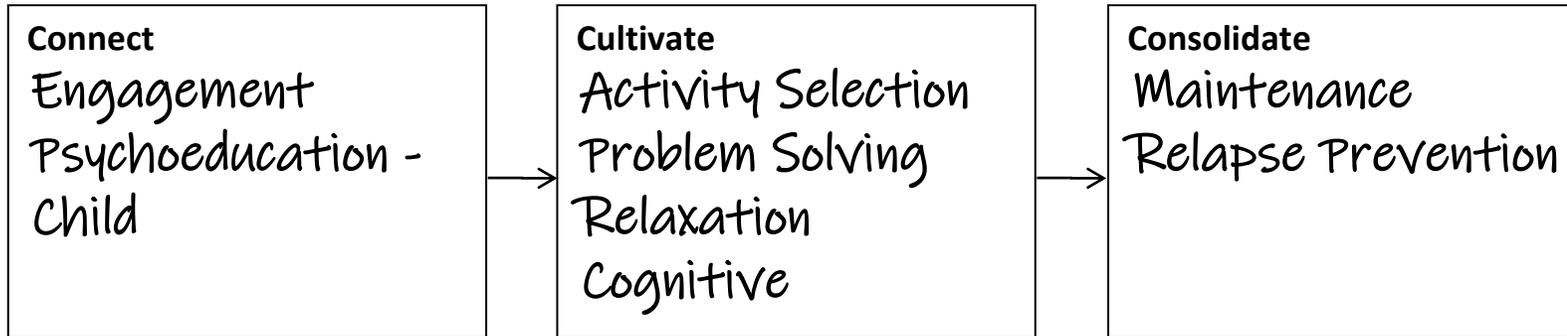
The Treatment Planner

(Focus-Interference & Connect-Cultivate-Consolidate)

Focus

Target: Depression

Practices:



Interference

Target(s): Disruptive Behavior

Practices:

Commands
Time Out

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Treatment Planner Summary

- Focus-Interference Framework
- Connect-Cultivate-Consolidate
- A “scratch pad” for planning which elements will be of best use during what phase of treatment
- Not “required paperwork,” but many people report that this framework is helpful for organizing their ideas

MAP Therapist Portfolio

Direct Service Learning Record

Check off:

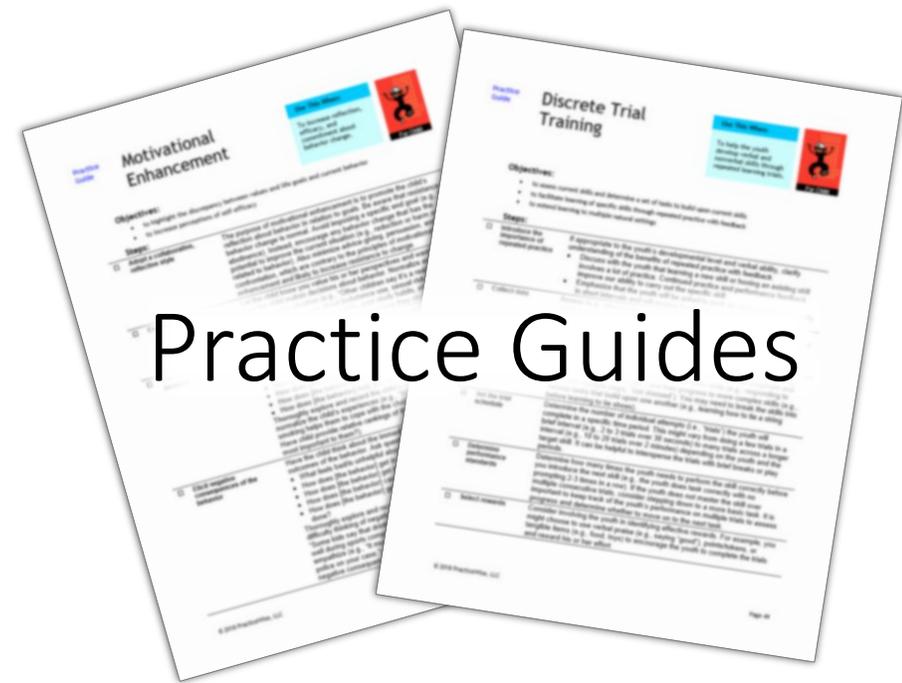
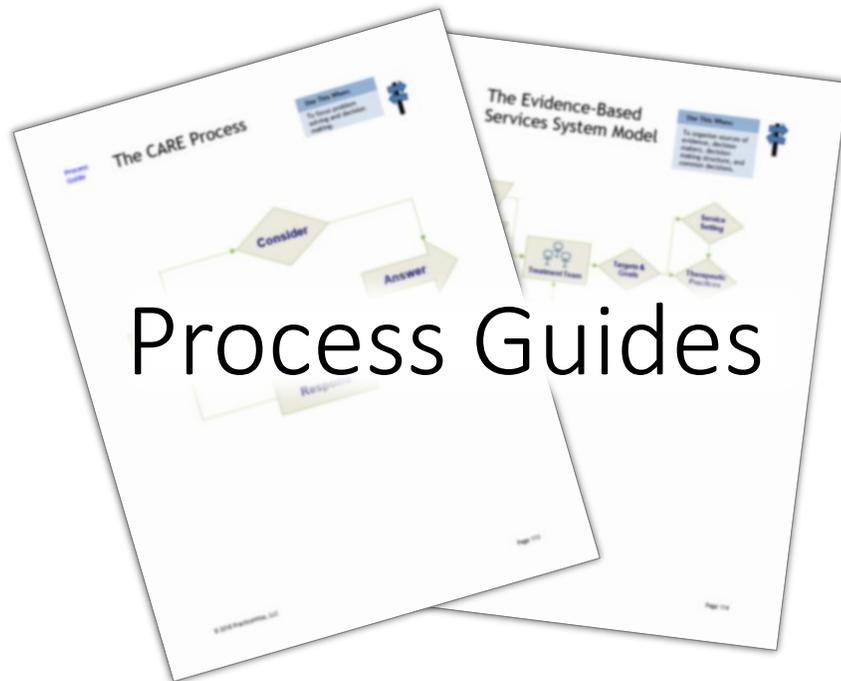
	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Connect-Cultivate-Consolidate	✓	✓	✓			
Focus-Interference	✓	✓	✓			

DIRECT SERVICE LEARNING RECORD

CONCEPTS	Experience		Expertise Achieved			
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EBS System Model	<input type="checkbox"/>					
CARE Process	<input type="checkbox"/>					
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Practice 15: _____	<input type="checkbox"/>					
Practice 16: _____	<input type="checkbox"/>					
Practice 17: _____	<input type="checkbox"/>					
Practice 18: _____	<input type="checkbox"/>					

Practitioner Guides

What Are Practitioner Guides?



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

Practitioner Guides

- We've already seen some Process Guides
 - EBS System Model
 - Treatment Planner
- Let's take a closer look at a Practice Guide...

Anatomy of a Practice Guide

Practice Guide

Problem Solving

What it is

When to use it

Who it's for

Use This When:
To provide children with a systematic way to negotiate problems and to consider alternative solutions to situations.



Objectives:

- to teach a method of problem solving that involves clearly defining the problem, generating possible solutions, examining the solutions, implementing a solution and evaluating effectiveness

Steps:

<input type="checkbox"/> Normalize problems	<ul style="list-style-type: none">• 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.
<input type="checkbox"/> Teach 5 steps to problem	1) Say what the problem is

Anatomy of a Practice Guide

Practice Guide

Problem Solving

Objectives

Objectives:

- to teach a method of problem solving that involves clearly defining the problem, generating possible solutions, examining the solutions, implementing a solution and evaluating its effectiveness

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**
 - 1) Say what the problem is

Use This When:

To provide children with a systematic way to negotiate problems and to consider alternative solutions to situations.



For Child

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 I 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 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.

Elicit personal example from child and practice

After you have disclosed your problem, work with the child to identify a problem from his/her life that the two of you can work on using the problem solving steps. Do this in more detail than your example above. If the child is not ready to discuss his/her problems, use a story or a problem of someone the child is close to (i.e., a friend or family member).

Details

Increasing Practice Expertise

Practice Delivery	Expertise Achieved			
	Knowledge	Production	Skill	Habit
Problem Solving	✓	✓		

Steps:	
<input type="checkbox"/> Normalize problems	<ul style="list-style-type: none"> 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.
<input type="checkbox"/> Teach 5 steps to problem solving	<ol style="list-style-type: none"> Say what the problem is Think of solutions Examine each one (what good and bad things would happen if he/she tried this solution?) Pick one and try it out See if it worked. If so, great! If not, go back to the list of solutions and try another one.
<input type="checkbox"/> Practice using the problem solving steps	<ul style="list-style-type: none"> 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.
<input type="checkbox"/> Elicit personal example from child and practice	<p>After you have disclosed your problem, work with the child to identify a problem from his/her life that the two of you can work on using the problem solving steps. Do this in more detail than your example above. If the child is not ready to discuss his/her problems, use a story or a problem of someone the child is close to (i.e., a friend or family member).</p>

Increasing Practice Expertise

Practice Delivery	Expertise Achieved			
	Knowledge	Production	Skill	Habit
Problem Solving	✓	✓	✓	

Steps:

- Normalize problems
- Teach 5 steps to problem solving
- Practice using the problem solving steps
- Elicit personal example for child and practice

More skilled users might reference the checklist only

Increasing Practice Expertise

Practice Delivery	Expertise Achieved			
	Knowledge	Production	Skill	Habit
Problem Solving	✓	✓	✓	✓

When the practice becomes a habit...

You might know the guide by heart!

Practitioner Guides Online

- Accessing the guides
 - Interactive version
 - Can manipulate the view to see as little or as much as you wish
 - Downloading PDF
- Please note:
 - MAP does not stipulate how much time/how many sessions you spend on each Practitioner Guide

Maggie's Example

- Given her age and presenting concerns, an important practice will be Engagement with Caregiver
- Let's examine the Practice Guide to see what is included
 - How is this similar or different from your current practice?

Learning Record Update

MAP Therapist Portfolio

Direct Service Learning Record

Check off:

	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Practitioner Guides	✓	✓	✓			

DIRECT SERVICE LEARNING RECORD

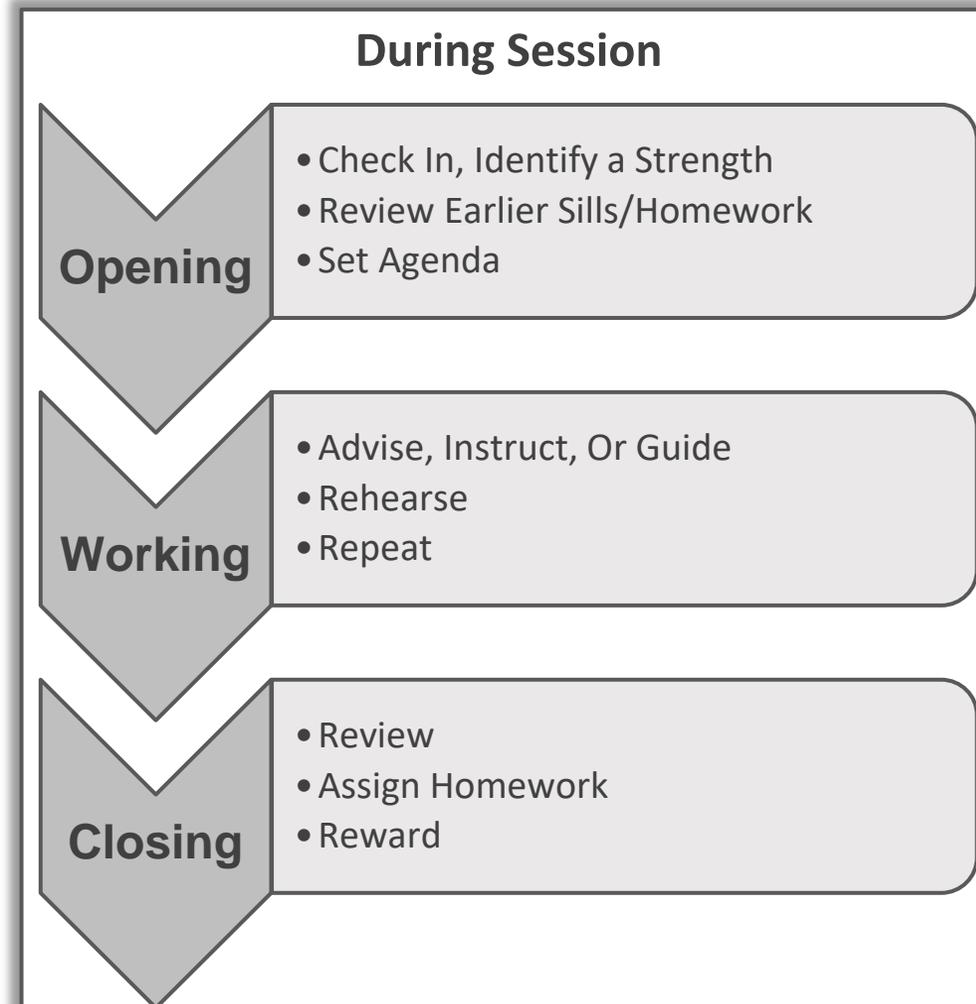
CONCEPTS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
EBS System Model	<input type="checkbox"/>					
CARE Process	<input type="checkbox"/>					
The MAP	<input type="checkbox"/>					
Connect-Cultivate-Consolidate	<input type="checkbox"/>					
Focus-Interference	<input type="checkbox"/>					
Clinical Event Structure	<input type="checkbox"/>					
Embracing Diversity	<input type="checkbox"/>					
RESOURCES	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
PWEBS	<input type="checkbox"/>					
Practitioner Guides	<input type="checkbox"/>					
Clinical Dashboard	<input type="checkbox"/>					
Treatment Pathways						
Focus Area 1: _____	<input type="checkbox"/>					
Focus Area 2: _____	<input type="checkbox"/>					
APPLICATIONS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Assessment	<input type="checkbox"/>					
Monitoring	<input type="checkbox"/>					
Planning	<input type="checkbox"/>					
Practice Delivery						
Practice 1: _____	<input type="checkbox"/>					
Practice 2: _____	<input type="checkbox"/>					
Practice 3: _____	<input type="checkbox"/>					
Practice 4: _____	<input type="checkbox"/>					
Practice 5: _____	<input type="checkbox"/>					
Practice 6: _____	<input type="checkbox"/>					
Practice 7: _____	<input type="checkbox"/>					
Practice 8: _____	<input type="checkbox"/>					
Practice 9: _____	<input type="checkbox"/>					
Practice 10: _____	<input type="checkbox"/>					
Practice 11: _____	<input type="checkbox"/>					
Practice 12: _____	<input type="checkbox"/>					
Practice 13: _____	<input type="checkbox"/>					
Practice 14: _____	<input type="checkbox"/>					
Practice 15: _____	<input type="checkbox"/>					
Practice 16: _____	<input type="checkbox"/>					
Practice 17: _____	<input type="checkbox"/>					
Practice 18: _____	<input type="checkbox"/>					

The Session Planner

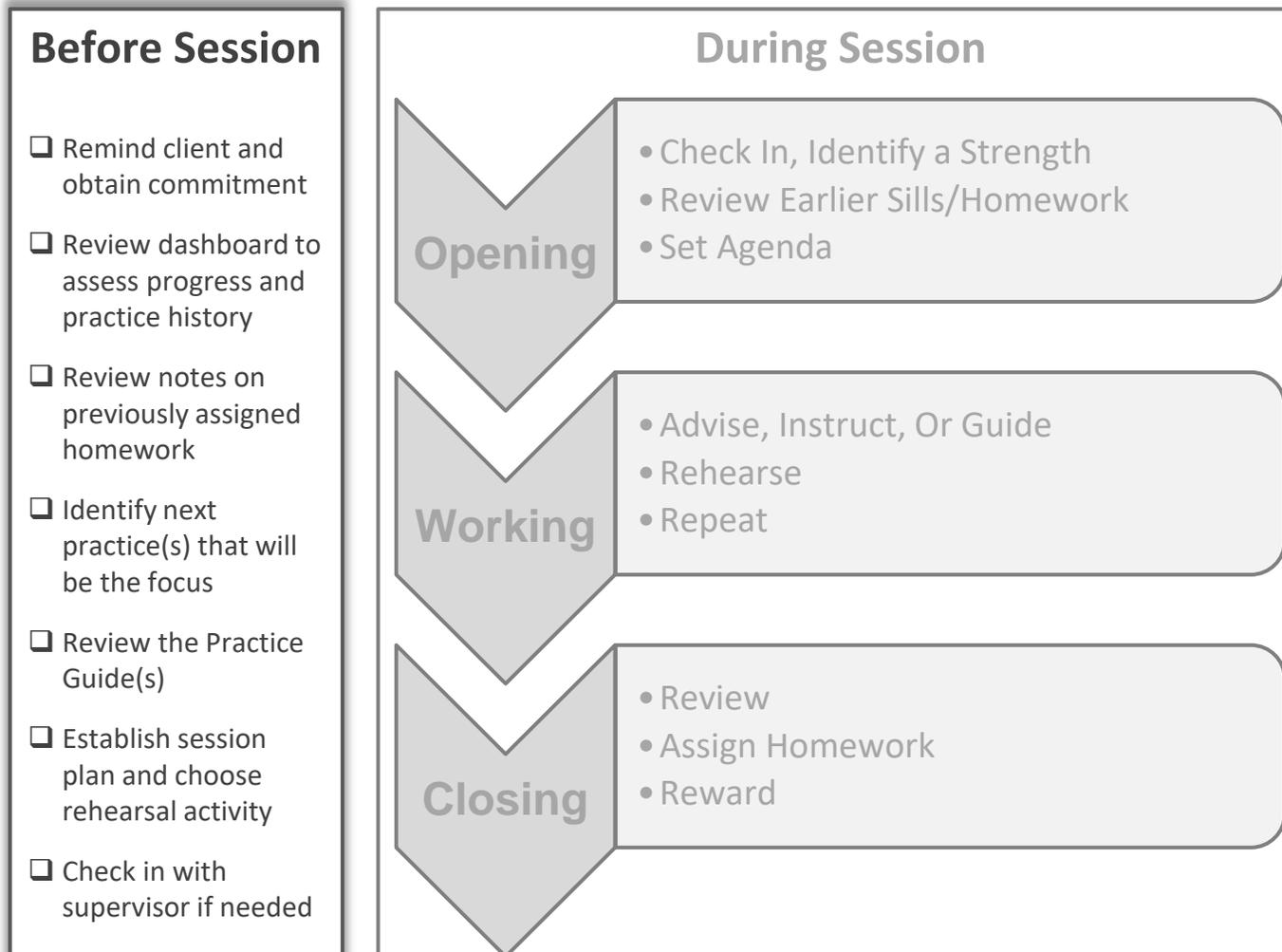
Clinical Event Structure

How do I structure a session once I have selected a guide?

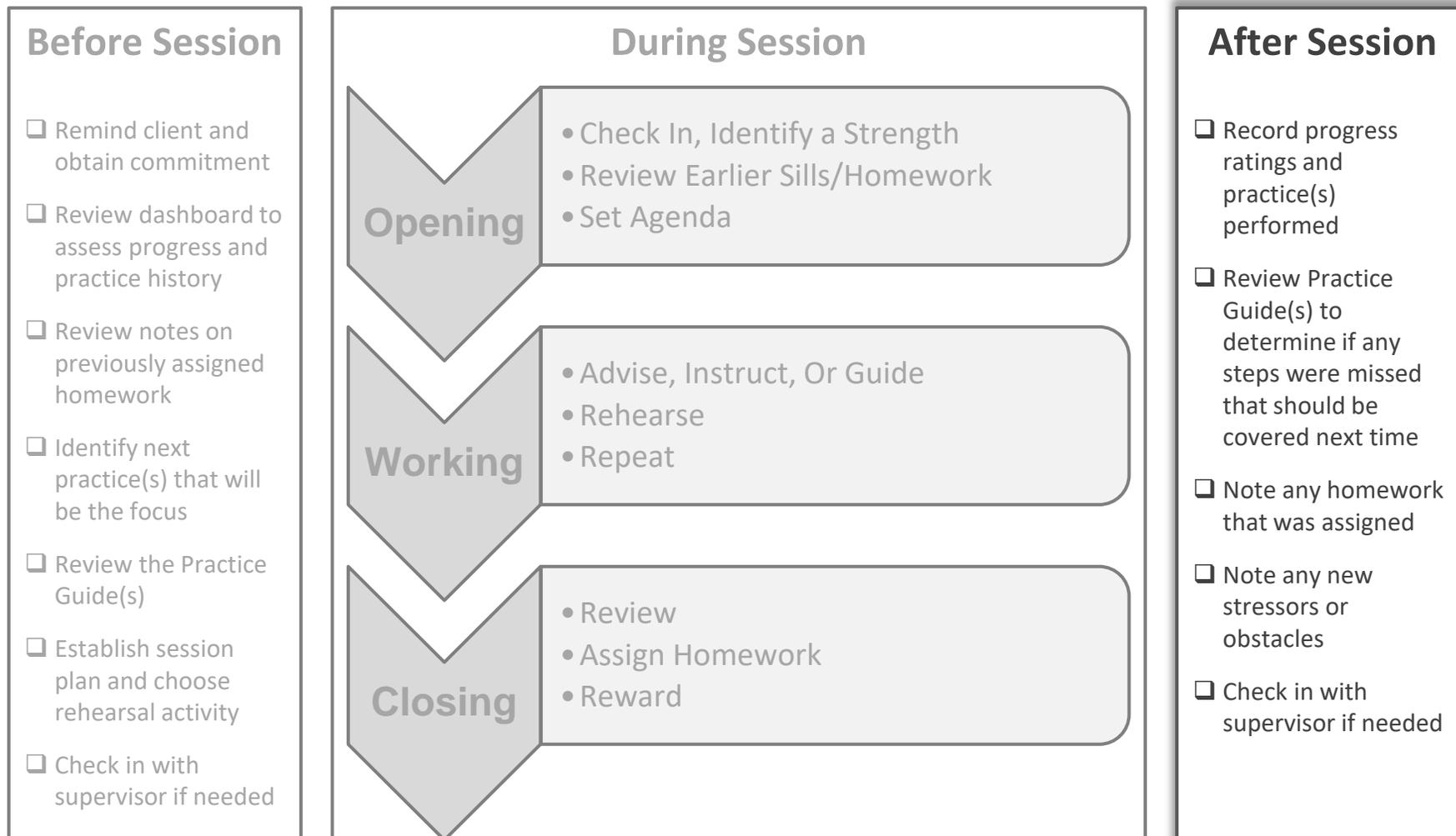
The Phases of a Session



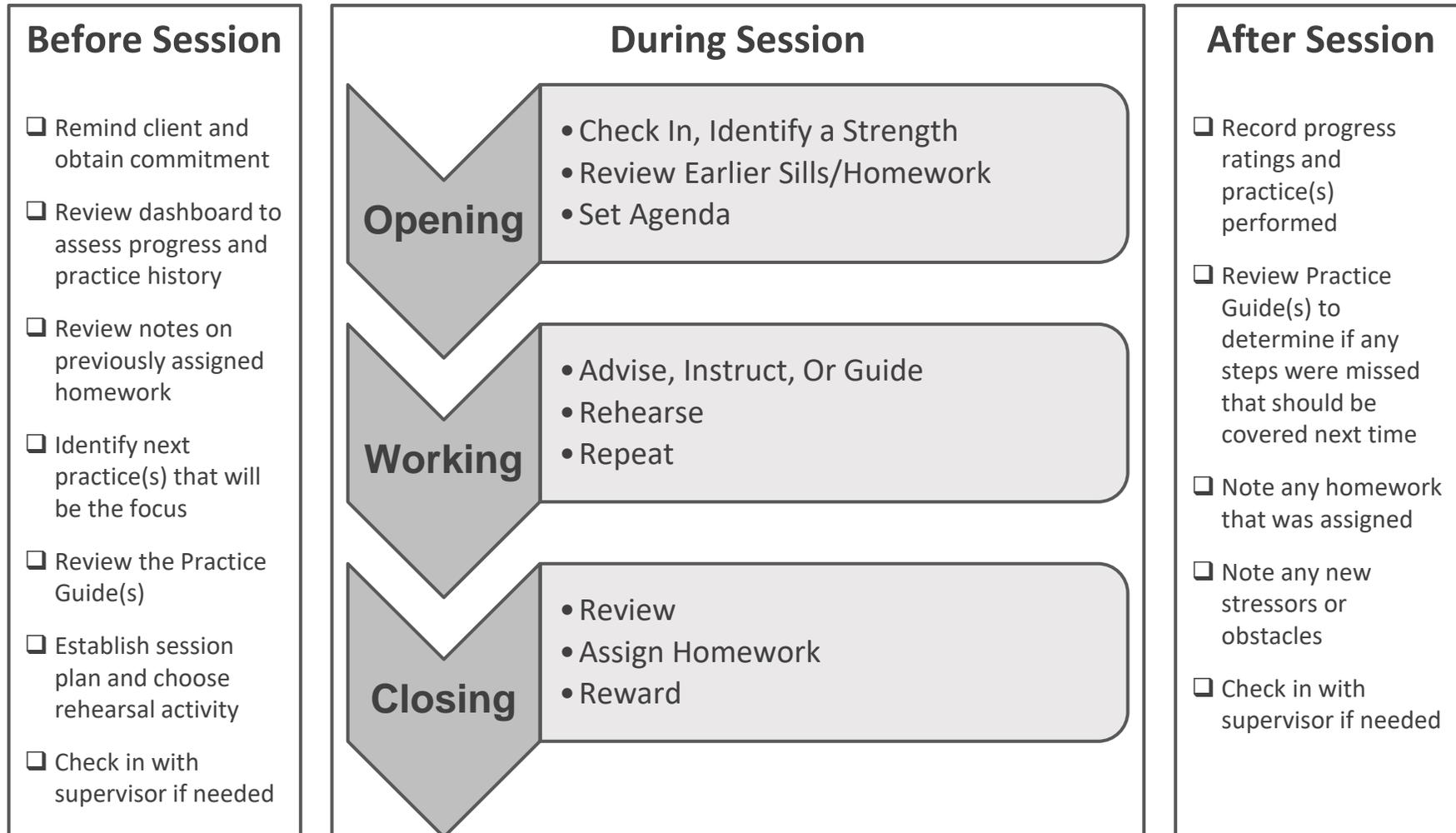
Getting Ready Beforehand



Following Through



Session Planner



Process Guide

Process Guide

The Session Planner (Clinical Event Structure)

Use This When:

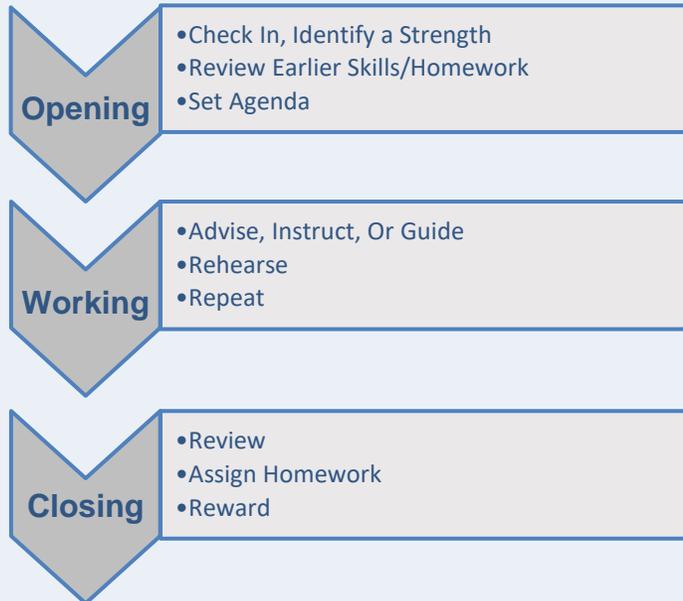
To plan and coordinate a service interaction.



Before Session

- Remind client and obtain commitment
- Review dashboard to assess progress and practice history
- Review notes on previously assigned homework
- Identify next practice(s) that will be the focus
- Review the Practice Guide(s)
- Establish session plan and choose rehearsal activity
- Check in with supervisor if needed

During Session

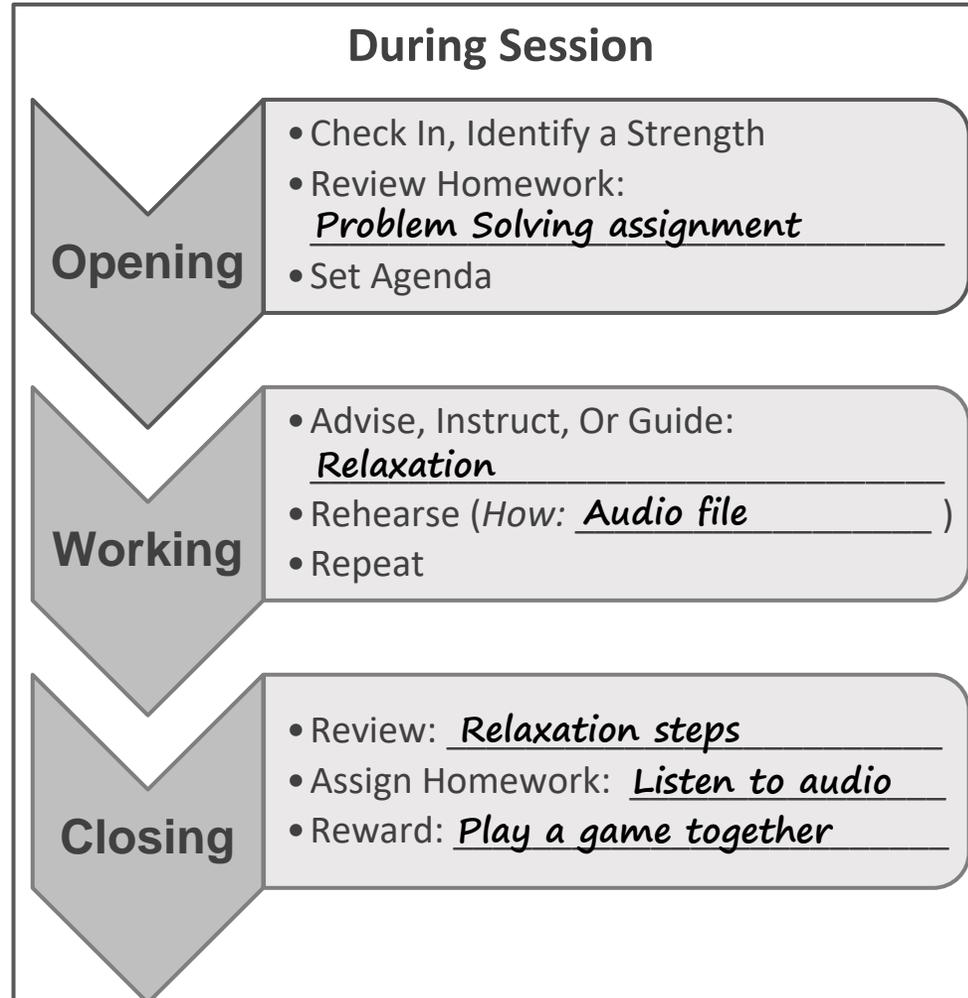


After Session

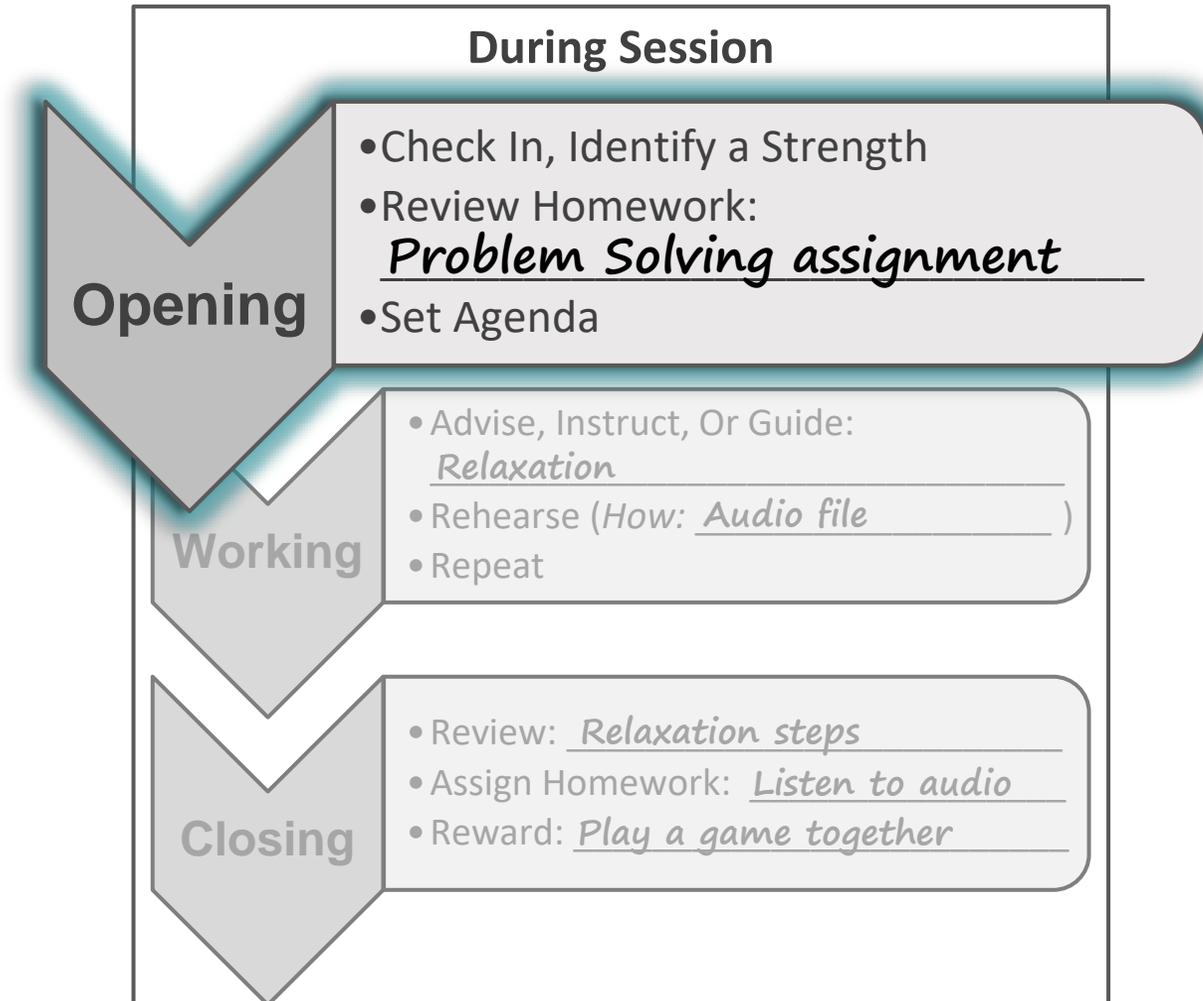
- Record progress ratings and practice(s) performed
- Review Practice Guide(s) to determine if any steps were missed that should be covered next time
- Note any homework that was assigned
- Note any new stressors or obstacles
- Check in with supervisor if needed

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Example for Maggie



Example for Maggie



Activity

Challenge by Choice

Comfort Zone – Learning Zone – Danger Zone

YOUR DANGER RATING



Challenge by Choice!

- ❑ For today, which of these best describes your “learning zone?”
 - ❑ Role play as a therapist in front of the room
 - ❑ Role play with a co-therapist in front of the room
 - ❑ Role play as a therapist in a table role play
 - ❑ Role play as co-therapist in a table role play
 - ❑ Role play as therapist in a dyad role play
 - ❑ Observe role play

**ALERT
ME
NOW**

Role Play Guidelines

- ❑ We will be circulating to observe
- ❑ We will not answer questions
- ❑ Please just do your best

FEEDBACK

Public: (Some of) the good work

Private: More as requested

Model and Role Play

- ❑ Transition from check-in to session
- ❑ Client is 7-year-old Maggie
 - ❑ You have seen her for 6 sessions
 - ❑ Her last homework was to practice problem solving
 - Maggie completed the homework
- ❑ Your task
 - ❑ Greet client and check-in
 - ❑ Transition to homework review
 - ❑ Praise compliance and note changes in ratings
 - ❑ Move to set agenda (“Today, I planned to do X...etc.”)
 - ❑ And scene!

Model and Role Play

- Your task
 - Greet client and check-in
 - Transition to homework review
 - Praise compliance and note changes in ratings
 - Move to set agenda (“Today, I planned to do X..., etc.”)

Other Questions About Sessions

- ❑ How much of one PG can I complete in a single session?
- ❑ How else might I personalize this PG for my youth?
- ❑ Can I use more than one PG per session in some cases?

Learning Record Update

MAP Therapist Portfolio

Direct Service Learning Record

Check off:

	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Clinical Event Structure	✓	✓	✓			

DIRECT SERVICE LEARNING RECORD

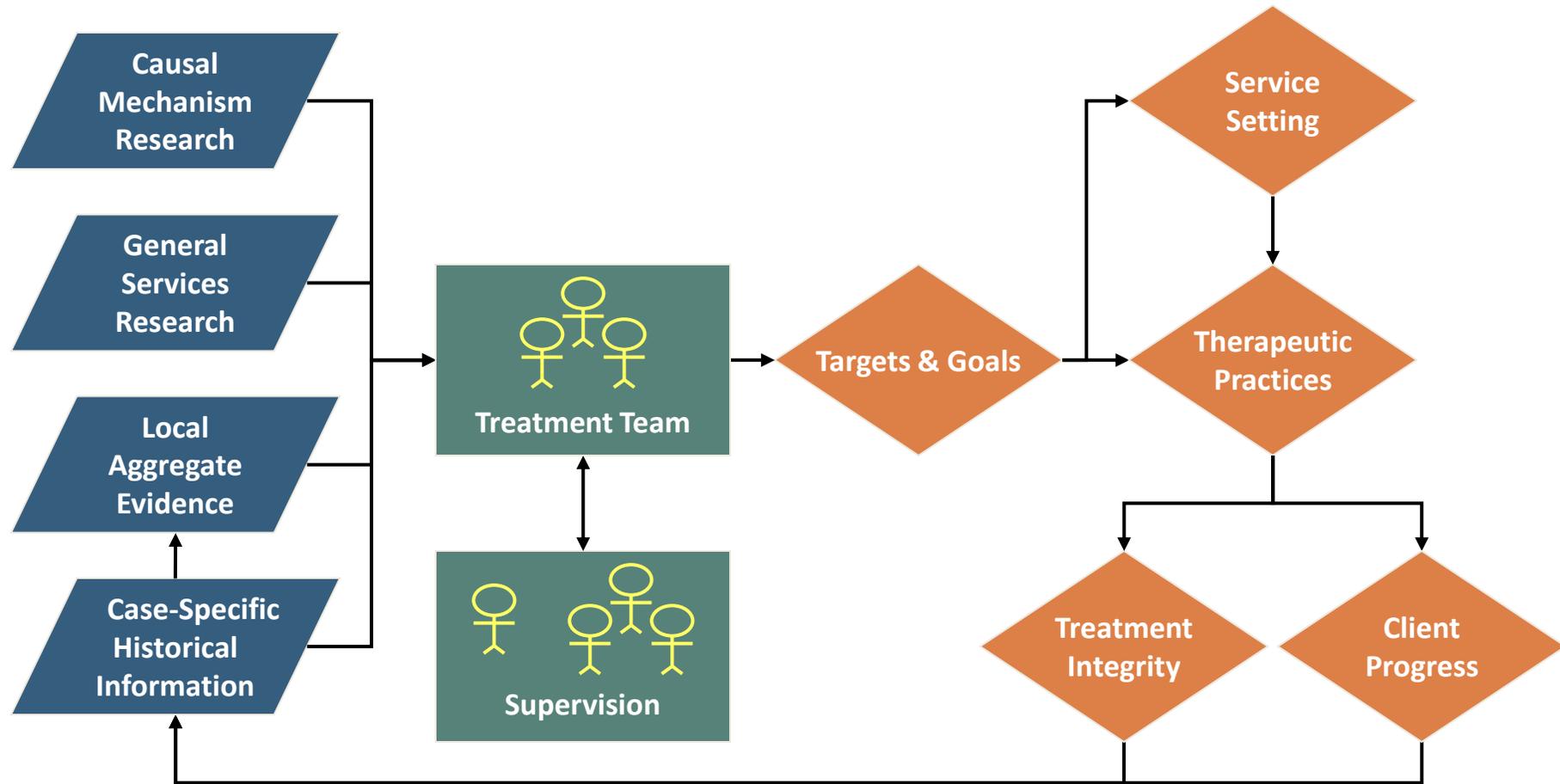
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Planning	<input type="checkbox"/>					
Practice Delivery						
Practice 1: _____	<input type="checkbox"/>					
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Practice 9: _____	<input type="checkbox"/>					
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Practice 15: _____	<input type="checkbox"/>					
Practice 16: _____	<input type="checkbox"/>					
Practice 17: _____	<input type="checkbox"/>					
Practice 18: _____	<input type="checkbox"/>					

Clinical Dashboards

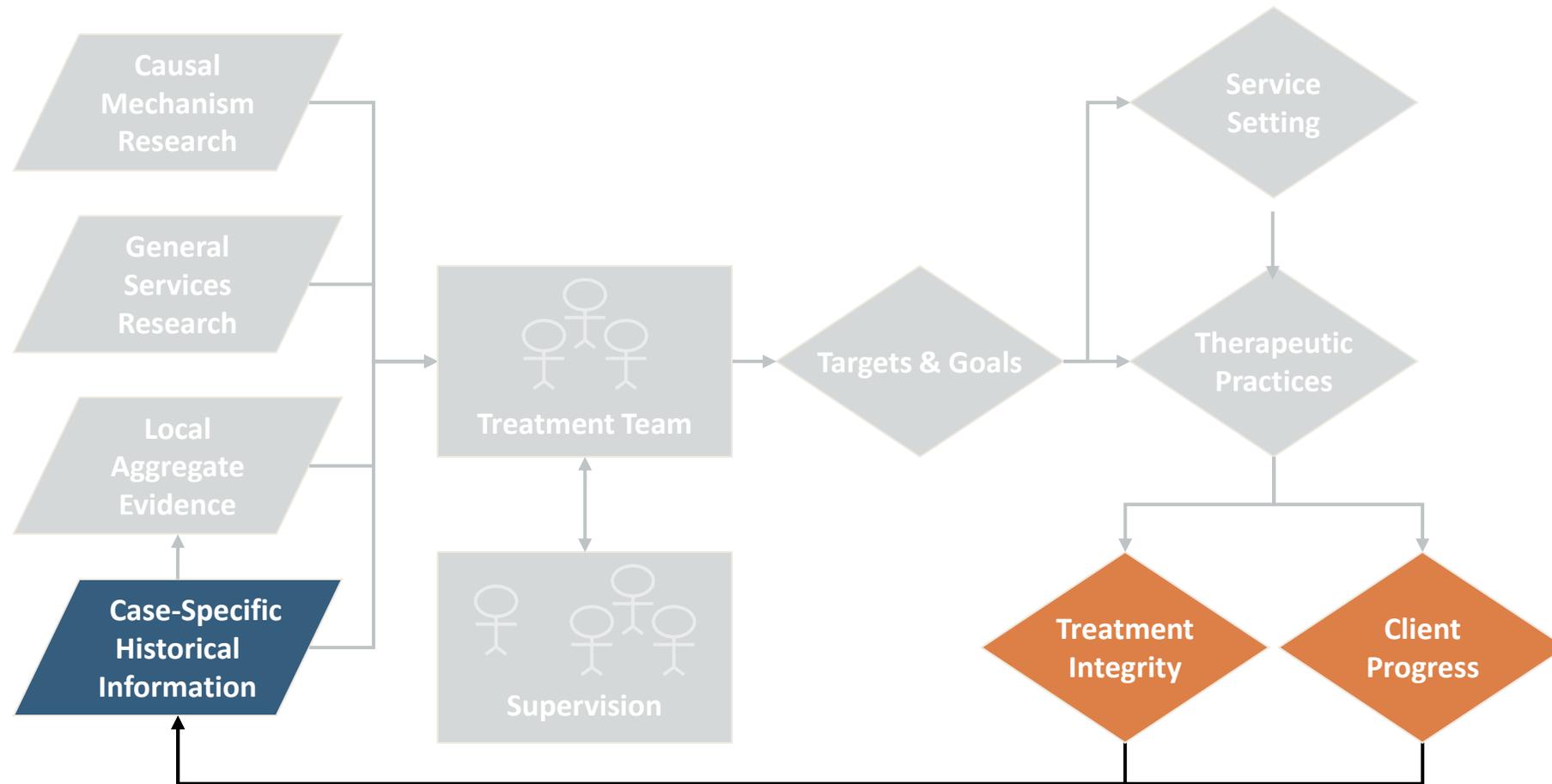
Keeping Track of Progress and Practice

How do I keep track?

EBS System Model



EBS System Model



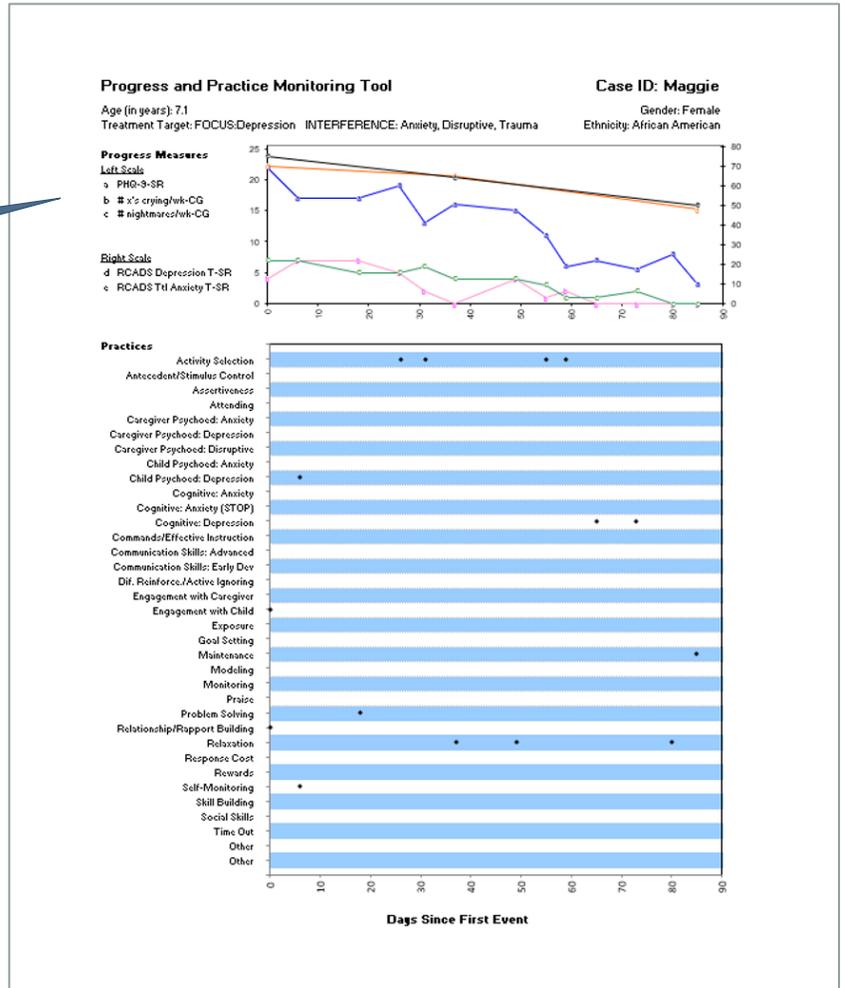
How do I keep track?

**Case-Specific
Historical
Information**

- Progress ratings
- Practice history

Clinical Dashboard

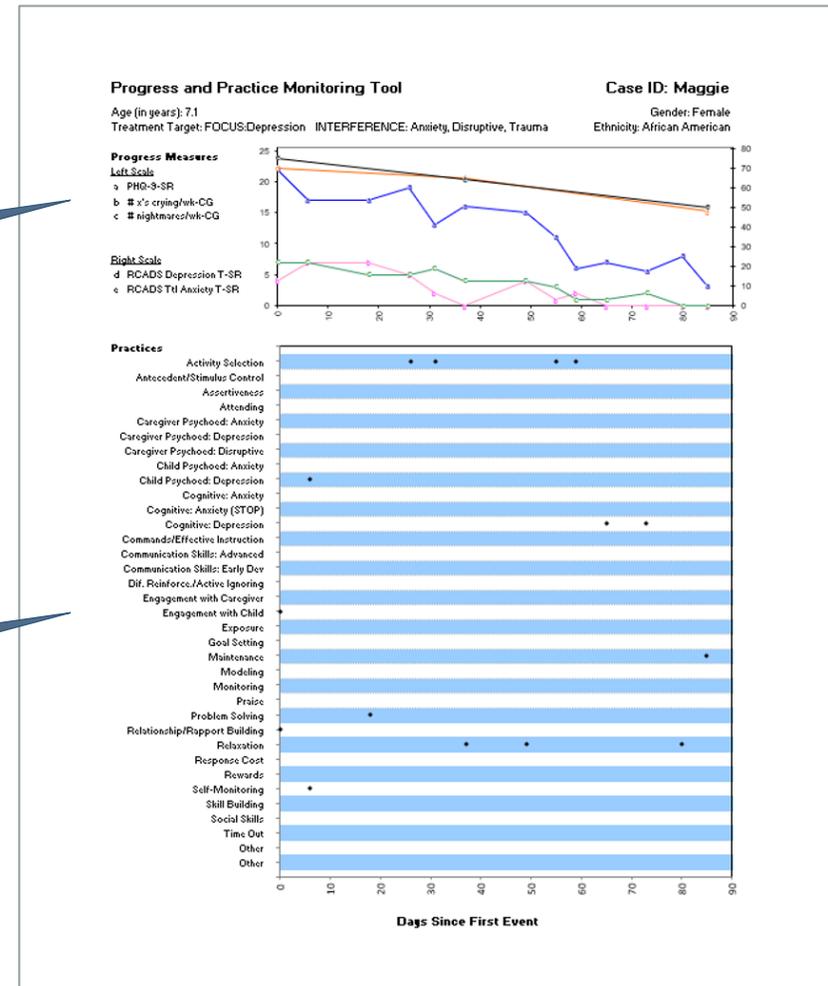
Progress



Clinical Dashboard

Progress

Practice



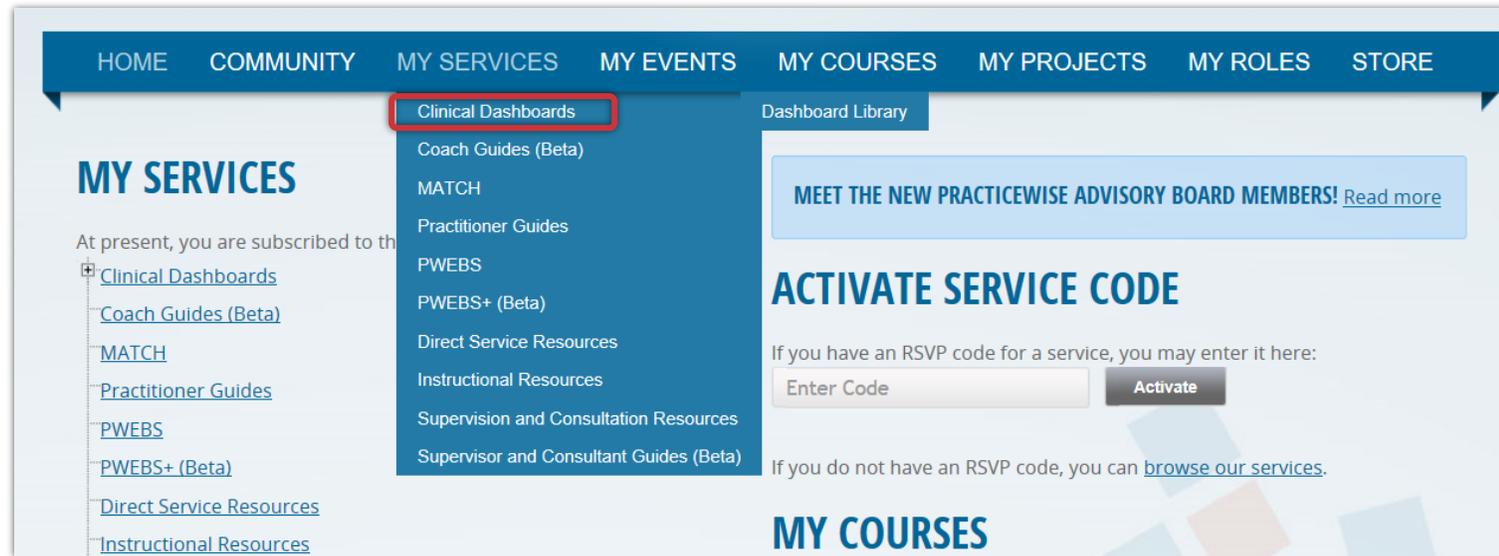
Excel[®] Comfort Scale

Rating	Comfort Level	
10	Extreme comfort	“I wrote code for Excel [®] .”
7	Moderate comfort	“I use Excel [®] with ease.”
5	Some comfort	“I have used Excel [®] some.”
3	Little comfort	“What is Excel [®] ?”
0	No comfort	“Which one is the computer?”

How to Access Clinical Dashboards

1. www.practicewise.com

- My Services > Clinical Dashboards
- MAP Dashboard → Download
 - PracticeWise_Clinical_Dashboard_Basic_v4_02



The screenshot shows the PractiWise website interface. At the top, there is a navigation bar with the following links: HOME, COMMUNITY, MY SERVICES, MY EVENTS, MY COURSES, MY PROJECTS, MY ROLES, and STORE. The 'MY SERVICES' link is highlighted, and a dropdown menu is visible. The dropdown menu contains the following items: Clinical Dashboards (highlighted with a red box), Coach Guides (Beta), MATCH, Practitioner Guides, PWEBS, PWEBS+ (Beta), Direct Service Resources, Instructional Resources, Supervision and Consultation Resources, and Supervisor and Consultant Guides (Beta). Below the navigation bar, the 'MY SERVICES' section is visible, showing a list of services: Clinical Dashboards, Coach Guides (Beta), MATCH, Practitioner Guides, PWEBS, PWEBS+ (Beta), Direct Service Resources, and Instructional Resources. To the right of the dropdown menu, there is a 'Dashboard Library' section with a banner for 'MEET THE NEW PRACTICEWISE ADVISORY BOARD MEMBERS!' and a 'Read more' link. Below the banner is an 'ACTIVATE SERVICE CODE' section with a text input field labeled 'Enter Code' and an 'Activate' button. Below the input field, there is a link to 'browse our services'.

Two Ways to Access Clinical Dashboards

HOME COMMUNITY MY SERVICES MY EVENTS MY COURSES MY PROJECTS MY ROLES STORE

CLINICAL DASHBOARDS

- MAP Dashboard **UPDATED*****
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](#)
- 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](#)
- 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](#)
- 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](#)
- 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](#)
- Instructional Video**
Includes everything from how to get started to advanced examples. [Learn More](#)
[Watch](#)

* We recently updated the basic MAP dashboard to the [Clinical Dashboard Basic Edition v4.02](#). To learn more or access the prior basic MAP dashboard ([Clinical Dashboard 35 Practice Edition Expandable v3.04](#)), see the [Clinical Dashboard Library](#).

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1. Download the MAP Dashboard

HOME COMMUNITY MY SERVICES MY EVENTS MY COURSES MY PROJECTS MY ROLES STORE

CLINICAL DASHBOARDS

MAP Dashboard UPDATED* [Download](#)

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.

Labels that refer to the MATCH modules and highlights those associated with the user-selected treatment focus. Displays up to 5 progress measures.

Advanced Dashboard [Download](#)

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

Instructional Video [Learn More](#) [Watch](#)

Includes everything from how to get started to advanced examples.

Dashboard Library [Find More](#)

of our different versions and community contributions, files, and those for older versions of

Integration [More Info](#)

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

* We recently updated the basic MAP dashboard to the [Clinical Dashboard Basic Edition v4.02](#). To learn more or access the prior basic MAP dashboard ([Clinical Dashboard 35 Practice Edition Expandable v3.04](#)), see the [Clinical Dashboard Library](#).

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2. Search the Clinical Dashboard Library

HOME COMMUNITY MY SERVICES MY EVENTS MY COURSES MY PROJECTS MY ROLES STORE

CLINICAL DASHBOARDS

MAP Dashboard **UPDATED***
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.

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.

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

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

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Includes everything from how to get started to advanced examples.

Find More

Download

Learn More

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2. Search Clinical Dashboard Library

 HOME DASHBOARDS

Dashboard Library Contents

- Name
- Practice Model
- Type
- Source
- Description
- Format

The table below provides different versions and examples of the Clinical Dashboards (a.k.a. Progress and Practice Monitoring Tools). This page is designed to help you find what you are looking for as quickly as possible.

Instructions:

- Select columns to show or hide using the control panel on the left.
- Enter terms in the search box to display only those rows with matching text. For example, to only view the dashboards with a specific version number, enter the number (e.g., 'v3.03') in the search box.
- Click the link in the Format column to download the desired file.
- Click a column title or shift-click multiple column titles to sort the table by your selection(s).

PracticeWise encourages service systems to integrate the functionality of the dashboards into local information systems, such as outcome management or electronic health record systems. Learn more about [dashboard integration](#).

Show entries Search:

Name	Practice Model	Type	Source	Description	Format
Clinical Dashboard Advanced Edition v4.02	Any	Ready to Use*	PracticeWise	Highly configurable dashboard that trades basic simplicity for superior flexibility. <ul style="list-style-type: none"> Display up to 5 of 100 measures entered in the upper progress pane. Display up to 35 of 100 interventions entered in the lower practice pane. Display up to 3 different indicators in the lower practice pane. Default values reflect practices from the Practitioner Guide. Add additional worksheets for expanded note-taking such as incorporating treatment plans, literature search results, etc. 	Excel 97-2003 Excel 2007-2016 Excel 2007-2016 Macro Free Strict Open XML
Clinical Dashboard Basic Edition v4.02	MAP	Ready to Use*	PracticeWise	Balances simplicity and flexibility so is often used as the foundational dashboard for direct services. <ul style="list-style-type: none"> Display up to 5 of 100 measures entered in the upper progress pane. Display up to 35 interventions entered in the lower practice pane. Default values reflect practices from the Practitioner Guide. Add additional worksheets for expanded note-taking such as incorporating treatment plans, literature search results, etc. 	Excel 97-2003 Excel 2007-2016 Excel 2007-2016 Macro Free Strict Open XML
LACDMH Basic Edition v4.02	MAP	Ready to Use	PracticeWise	<ul style="list-style-type: none"> Customized for Los Angeles County Department of Mental Health (LAC DMH) PEI Initiative. Display up to 5 of 100 measures entered in the upper progress pane. Display up to 35 interventions entered in the lower practice pane. Default values reflect practices from the Practitioner Guide. Add additional worksheets for expanded note-taking such as incorporating treatment plans, literature search results, etc. 	Excel 97-2003 Excel 2007-2016 Excel 2007-2016 Macro Free Strict Open XML
Treatment Planner Example	MAP	Ready to Use	PracticeWise	<ul style="list-style-type: none"> An adaptation of v4.02, with the MAP Treatment Planner included. Selections on the Treatment Planner populate the items that appear in the lower practice pane. 	Excel 97-2003 Excel 2007-2016 Excel 2007-2016 Macro Free

2. Search Clinical Dashboard Library

PracticeWise®

HOME DASHBOARDS

Dashboard Library Contents

Name
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Show 10 entries

Search: 4.02

Name	Practice Model	Type	Source	Description	Format
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2. Search Clinical Dashboard Library

PracticeWise®

HOME DASHBOARDS

Dashboard Library Contents

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Clinical Dashboard Basic Edition v4.02

Clinical Dashboard Basic Edition v4.02

The screenshot shows the PracticeWise Dashboard Library Contents page. At the top, there are navigation tabs for 'HOME' and 'DASHBOARDS'. The main heading is 'Dashboard Library Contents'. On the left, there is a filter panel with checkboxes for Name, Practice Model, Type, Source, Description, and Format. The main content area contains a search bar with '4.02' entered and a table of dashboard entries. The table has columns for Name, Practice Model, Type, Source, Description, and Format. The entry for 'Clinical Dashboard Basic Edition v4.02' is highlighted. Below the table, a detailed view of this dashboard is shown, including its name, type (MAP), source (PracticeWise), and a detailed description. The description states that it balances simplicity and flexibility and is often used as the foundational dashboard for direct services. It lists several features: displaying up to 5 of 100 measures in the upper progress pane, displaying up to 35 interventions in the lower practice pane, default values reflecting practices from the Practitioner Guide, and the ability to add additional worksheets for expanded note-taking.

Instructions:

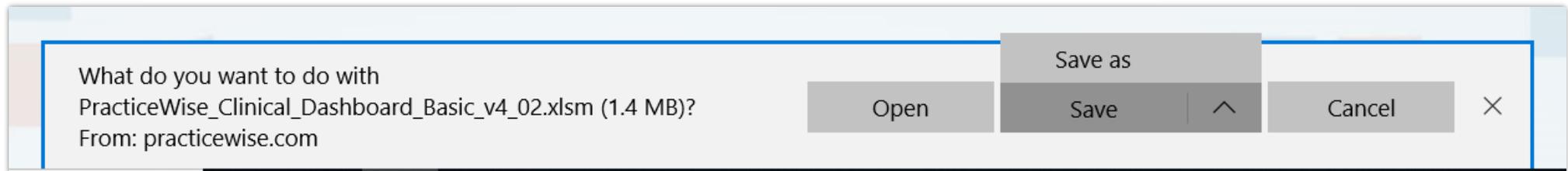
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- Enter terms in the search box to display only those rows with matching text. For example, to only view the dashboards with a specific version number, enter the number (e.g., 'v3.03') in the search box.
- Click the link in the Format column to download the desired file.
- Click a column title or shift-click multiple column titles to sort the table by your selection(s).

PracticeWise encourages service systems to integrate the functionality of the dashboards into local information systems, such as outcome management or electronic health record systems. Learn more about [dashboard integration](#).

Name	Practice Model	Type	Source	Description	Format
Clinical Dashboard Advanced Edition v4.02	Any	Ready to Use*	PracticeWise	Highly configurable dashboard that trades basic simplicity for superior flexibility. <ul style="list-style-type: none"> • Display up to 5 of 100 measures entered in the upper progress pane. • Display up to 35 of 100 interventions entered in the lower practice pane. 	Excel 97-2003 Excel 2007-2016
Clinical Dashboard Basic Edition v4.02		MAP	PracticeWise	Balances simplicity and flexibility so is often used as the foundational dashboard for direct services. <ul style="list-style-type: none"> • Display up to 5 of 100 measures entered in the upper progress pane. • Display up to 35 interventions entered in the lower practice pane. • Default values reflect practices from the Practitioner Guide. • Add additional worksheets for expanded note-taking such as incorporating treatment plans, literature search results, etc. 	Excel 97-2003 Excel 2007-2016 Excel 2007-2016 Macro Free Strict Open XML

How to Access Clinical Dashboards (continued)

2. Use “Save As” to create a dashboard for the new case
 - A. TherapistLastName_CaseNickname_Date
 - B. Cromley_ScoobyDoo_2018-01-10
 - c. NOTE: No identifying information



3. Enter your data in the various sheets (NOT YET!)

Demonstration of Dashboard Menu

- There are a number of different dashboards within your menu
- We can discuss the utility for the other dashboards later this week

What Goes Into the Dashboard?

- ❑ Let's get acquainted with the functions of the dashboard by creating one for Maggie
- ❑ If you wish, you can build Maggie's dashboard along with us or follow along as we build it

What Is a Sheet?

- ❑ A “sheet” is like a sheet of paper in the spreadsheet file
- ❑ Each sheet is represented by a tab at the bottom of the Excel screen
- ❑ Each sheet of the dashboard is labeled

Exploring the Dashboard Sheets

- Instructions
- Presentation-Results
- Notes
- Data-Progress
- Data-Practices
- Data-ClientInfo

Instructions Sheet

- ❑ The instructions sheet provides detailed instructions for using the dashboard
- ❑ The instructions describe how to
 - ❑ Enter client information
 - ❑ Enter progress data
 - ❑ Enter practice data
 - ❑ View results

Data-ClientInfo

- ❑ Client Data Information fields
 - ❑ De-identified name
 - ❑ Date of Birth
 - (DO NOT enter true DOB if you will be sending over the internet or on a public computer)
 - ❑ Gender
 - ❑ Ethnicity
 - ❑ Treatment Target

Data-Progress Sheet

- ❑ On this sheet, enter assessment dates along with the score(s)
- ❑ Enter the name of the measure in the column that says “Measure Description” (Column C)
- ❑ Enter minimum (Column E) and maximum (Column F) value for scores on the measure
- ❑ Enter the dates of assessment in Row 3, beginning at Column G
- ❑ Scores are entered along the Measure’s row, under the date of administration

Progress Sheet FAQs

- ❑ What should I measure?
- ❑ I don't think I can measure anything with my client, what should I do?
- ❑ How often do I measure?
- ❑ What if I want to add new measures?

Data-Practices Sheet

- ❑ On this sheet, enter session dates and practice elements you used
- ❑ Practice names appear under Event Description (Column C)
 - ❑ Practices in template can be edited or rearranged
- ❑ Indicate use of a practice by entering(or using pull-down menu to select) “Yes” in the appropriate box
- ❑ Enter the dates in Row 3, beginning at Column G

When Have I Used a Practice?

- Spent most of session on the practice?
 - YES

- Taught and/or rehearsed the practice?
 - YES

- Reviewed the practice for a few minutes?
 - NO

When Have I Used a Practice?

- Discussed practice as part of homework?
 - NO
- Did the practice myself with the child (e.g., rewards, attending)?
 - NO
- Should have done the practice but forgot?
 - NO

Presentation-Results Sheet

- ❑ This sheet provides a snapshot of the progress of the case
- ❑ The sheet summarizes all of the data entered in the remaining three data sheets
- ❑ You cannot type into this sheet, but you can choose different options to customize the display
 - ❑ Use pull-down menus to select:
 - Measures (up to 5)
 - Style of data display (e.g., dotted line, dashed line)
 - Side of graph to display measure scale (left or right)

What Are Scales?

- ❑ Note that you may have up to two different “scales” represented in the graph (left vs. right display)
- ❑ Keep similarly-scaled measures on the same side
 - ❑ Examples
 - Measures that range between 1-100 on one side
 - ❑ T-scores
 - ❑ “Percentage of week that client did _____”
 - Measure that range between 1-10 on the other side
 - ❑ Mood rating

Notes Sheet

- ❑ This sheet allows you to enter any notes you may want to enter
- ❑ You can use this as a place to jot down critical incidents so you can remember them when reviewing the dashboard
- ❑ This is a good place to specify more information about your measures
 - ❑ Who was the reporter?
 - ❑ What was your metric? (Frequency Count, Severity Rating, T-Score, etc.)

Other Uses for Notes Page

- List of definitions of measures
- Write in Crises of the Week (COWs) with further detail
- Medication information
- Treatment goals

Common Problems

- ❑ Help: I cannot open the file!
- ❑ Help: I don't see all the sheets!
- ❑ I don't get the different scales (left and right).
- ❑ My dashboard looks like stuff is missing.
- ❑ I want to change what I am measuring—how do I do that?

More Q&A on Dashboards

Learning Record Update

MAP Therapist Portfolio

Direct Service Learning Record

Check off:

	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Clinical Dashboard	✓	✓	✓			

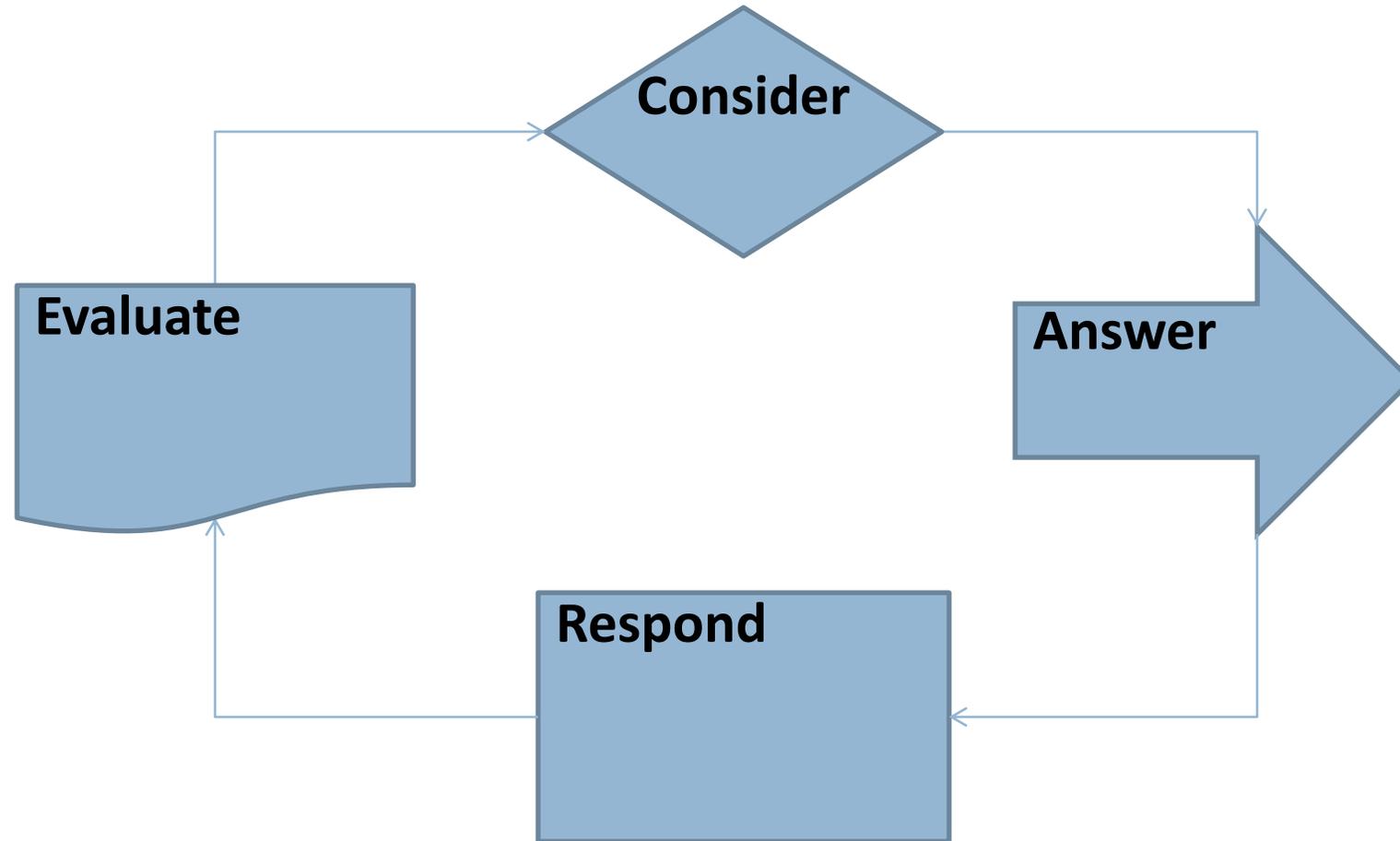
DIRECT SERVICE LEARNING RECORD

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CARE Process

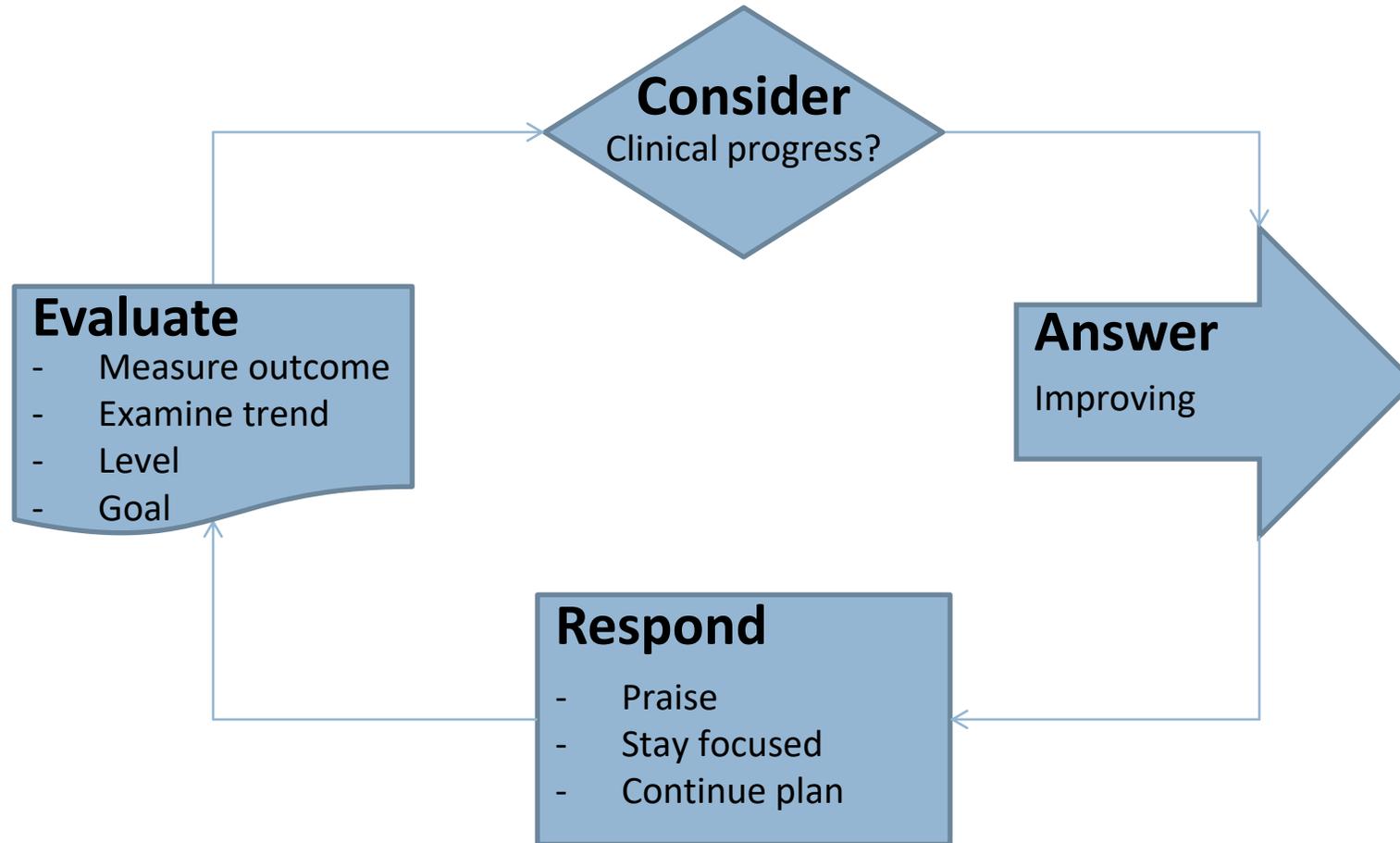
Clinical Problem Solving

CARE Process



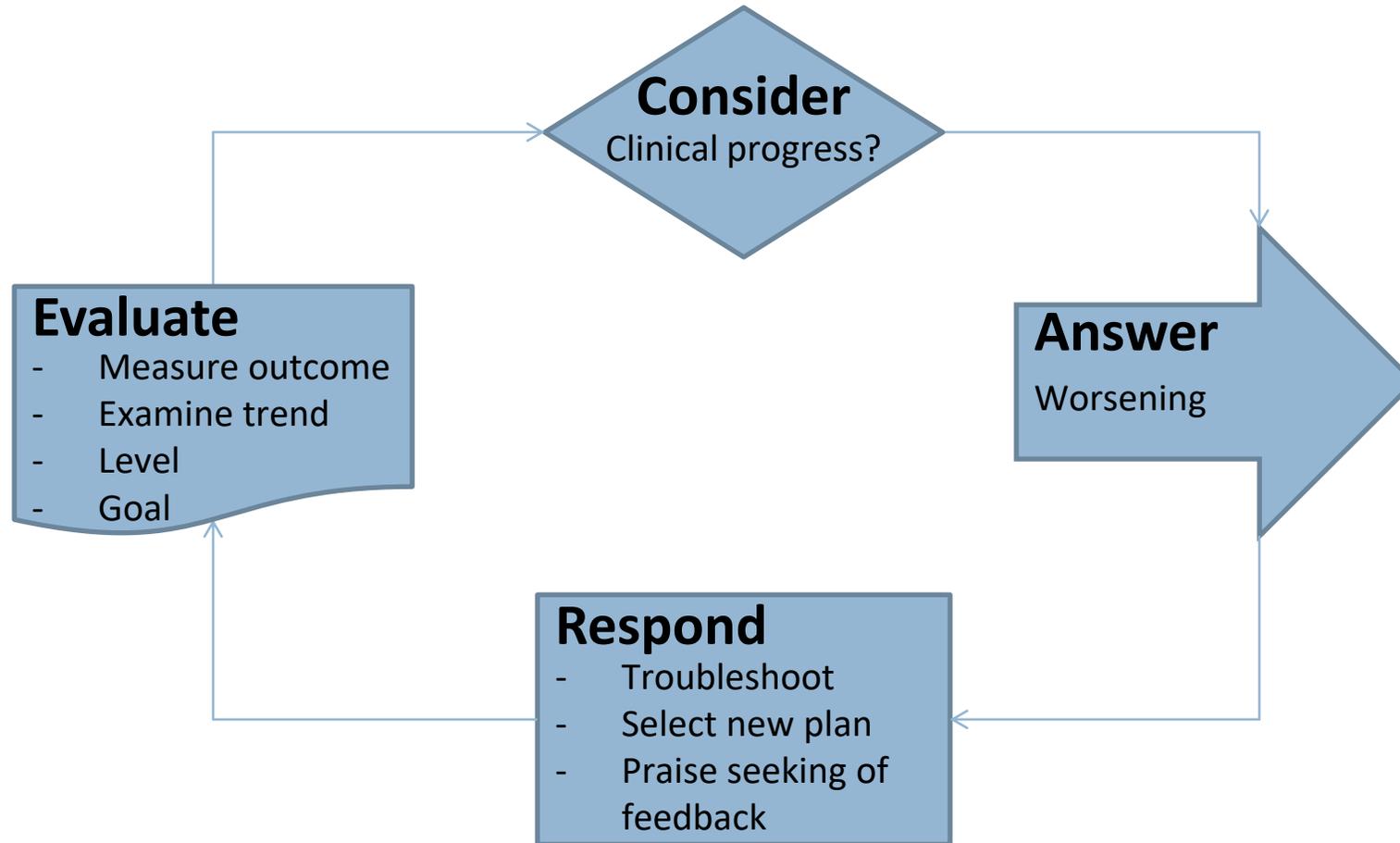
CARE Process

Clinical Progress Example 1



CARE Process

Clinical Progress Example 2



Learning Record Update

MAP Therapist Portfolio

Direct Service Learning Record

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CARE Process	✓	✓	✓			

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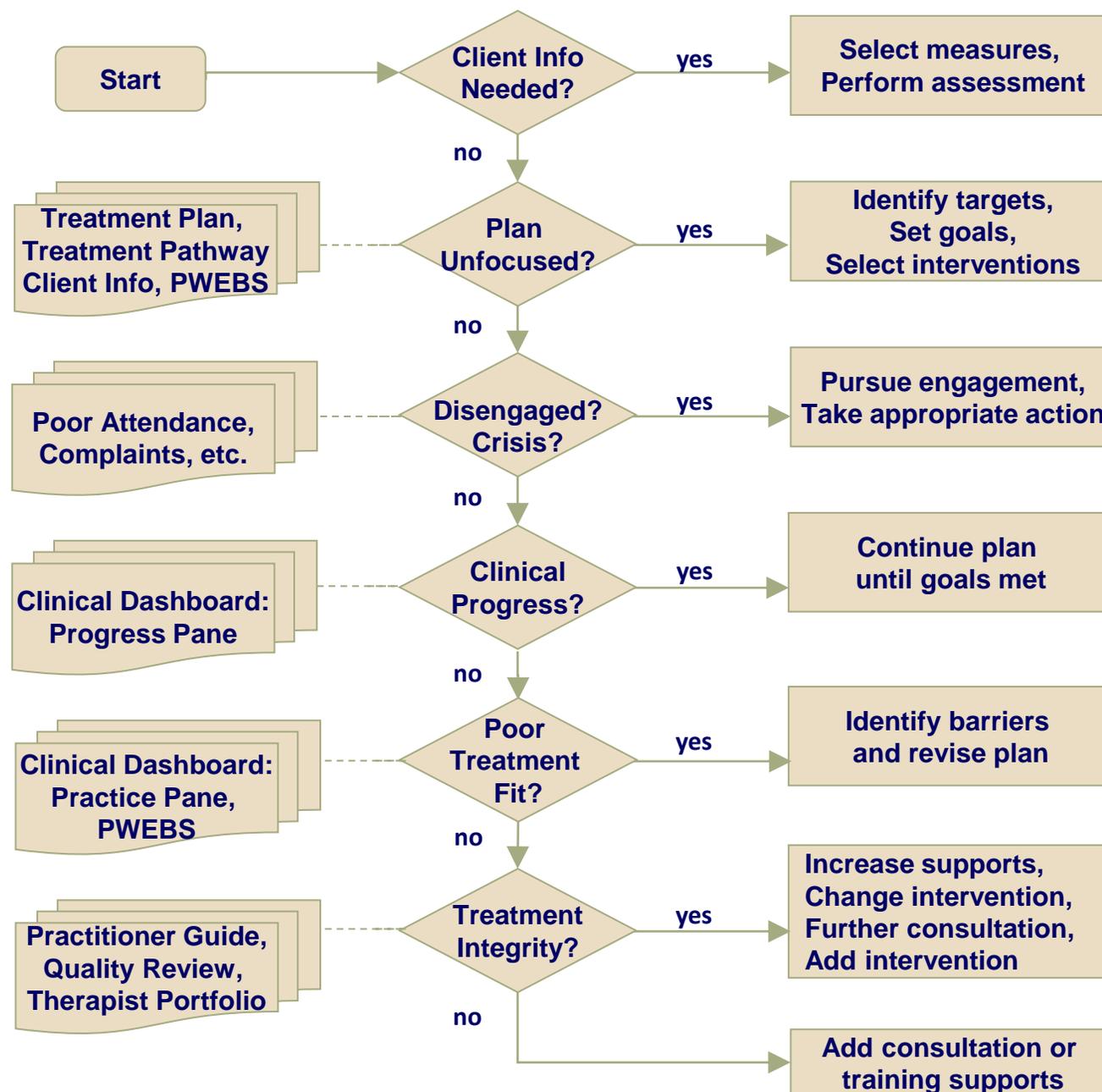
The MAP

Putting it All Together

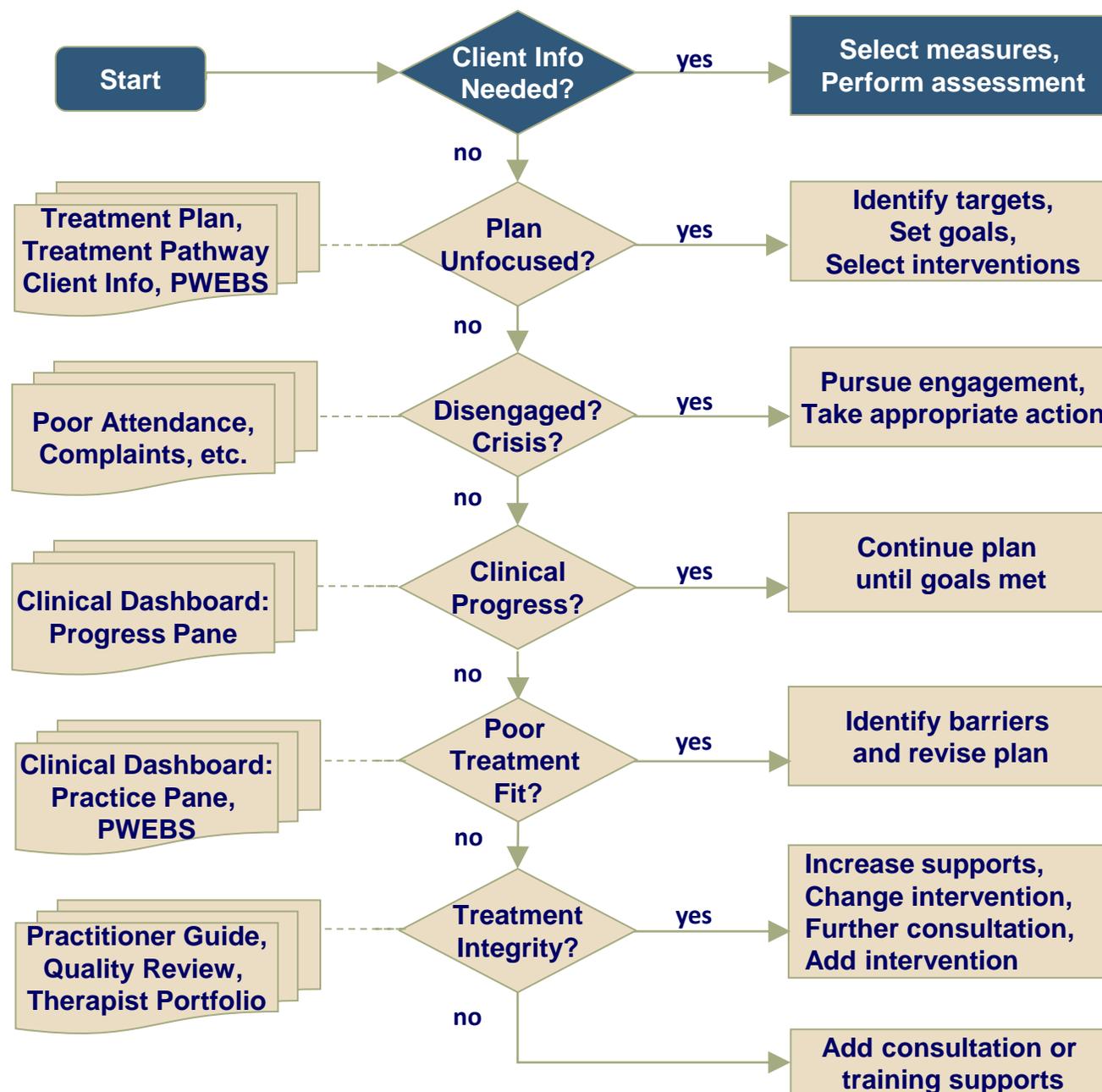
The MAP Process Guide

- The MAP process guide is an outline of clinical decisions that are made during clinical care
- Knowing where you are on The MAP is an important skill

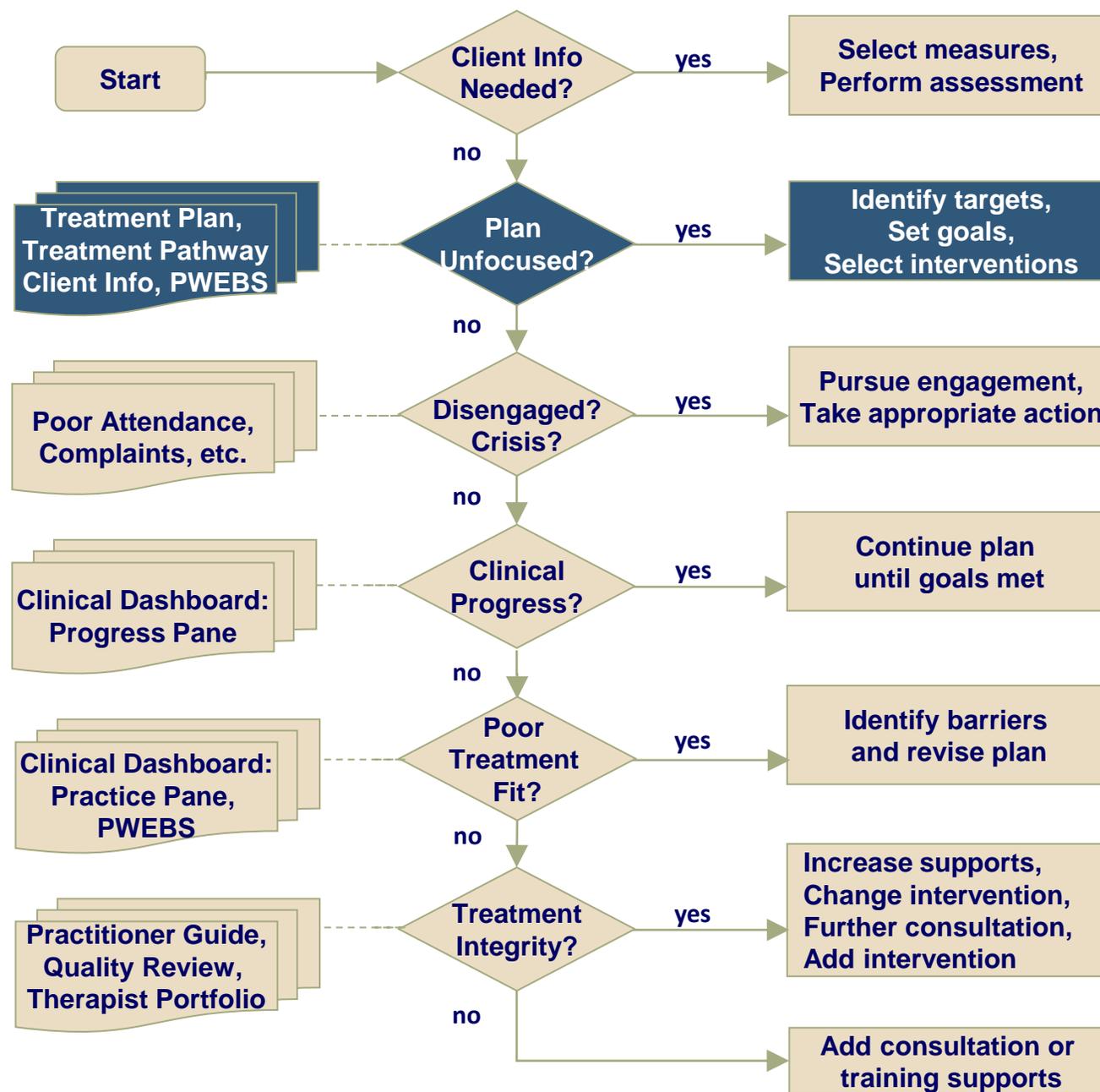
The MAP



The MAP



The MAP



Sample PWEBS Results for Maggie

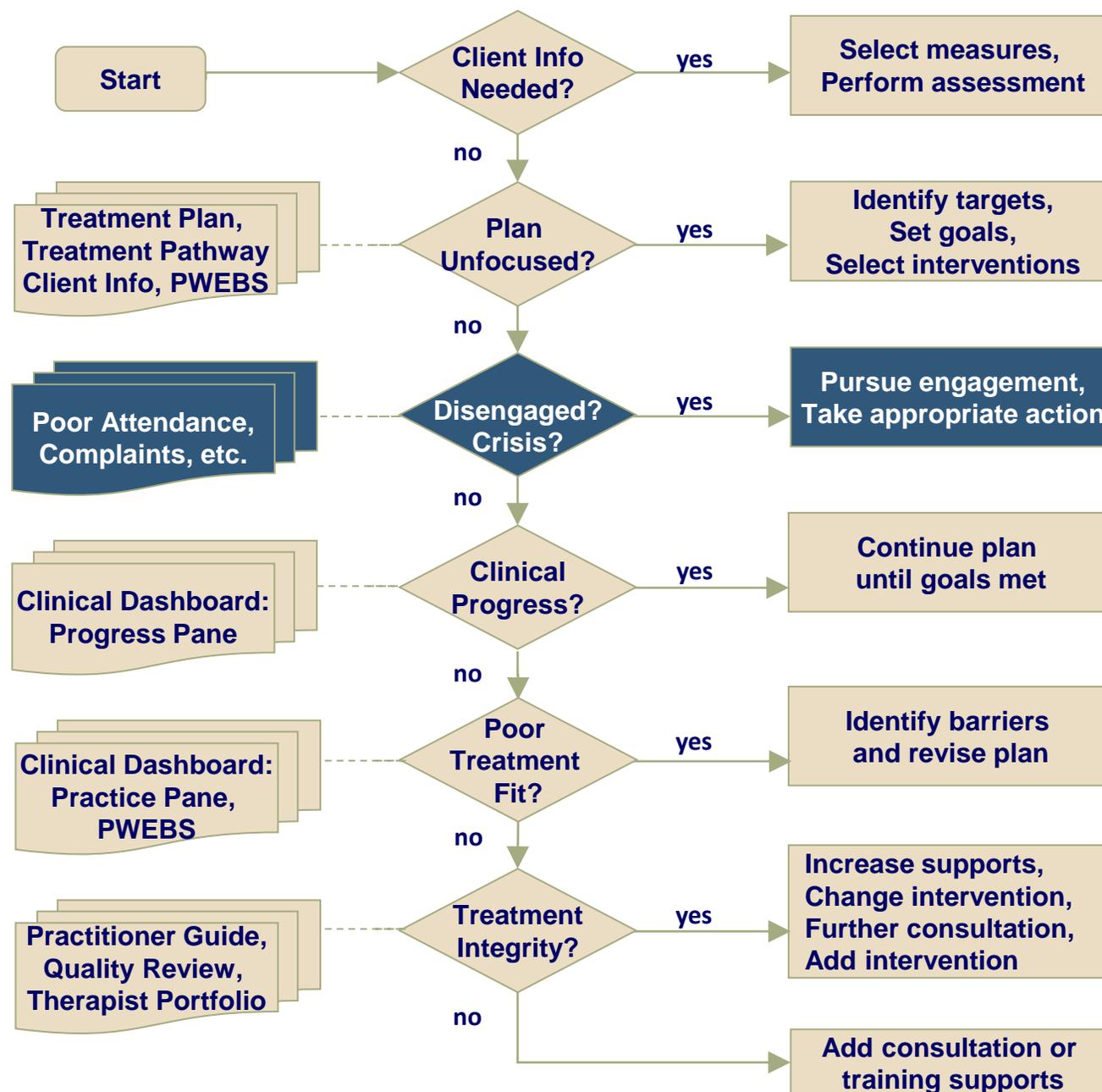
Practice Elements for Depression

- Psychoeducation
- Relaxation
- Problem Solving

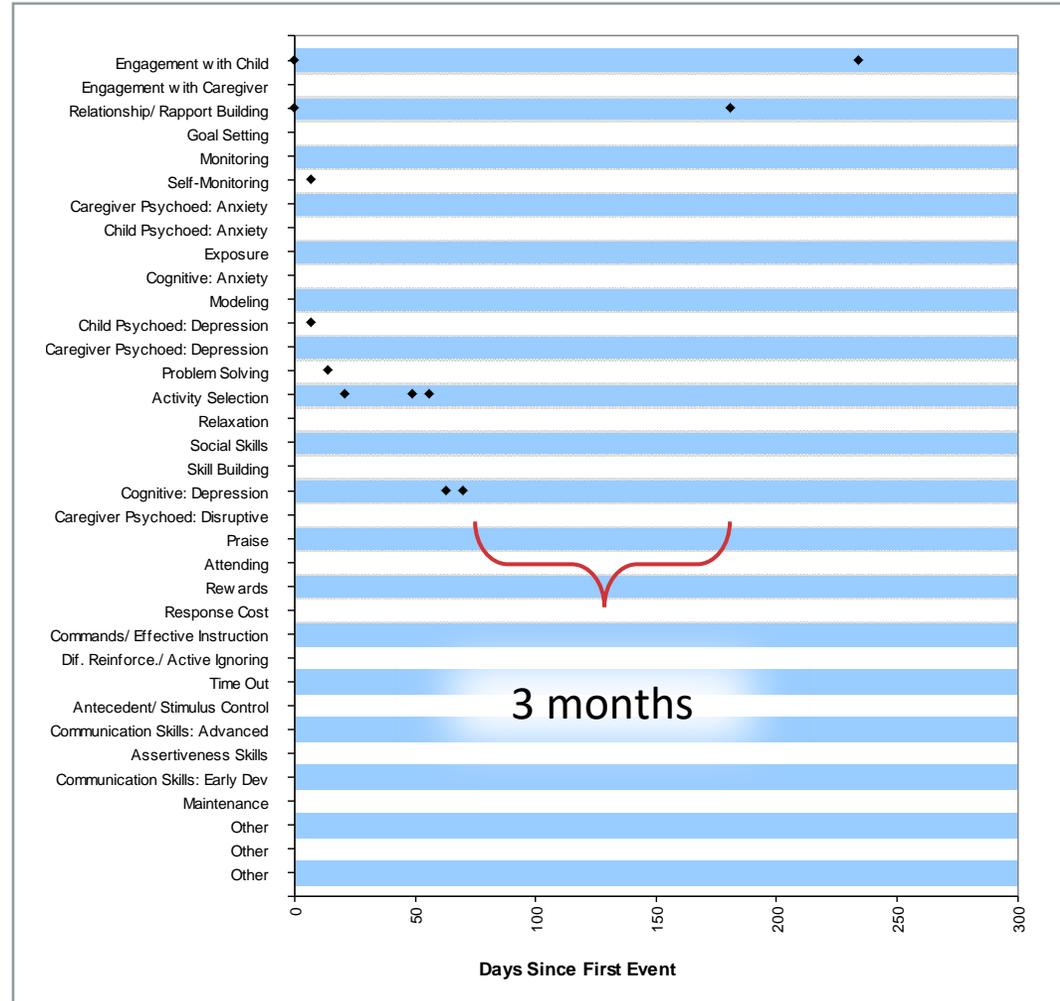
Practice Elements for Disruptive Behavior

- Praise
- Rewards
- Commands

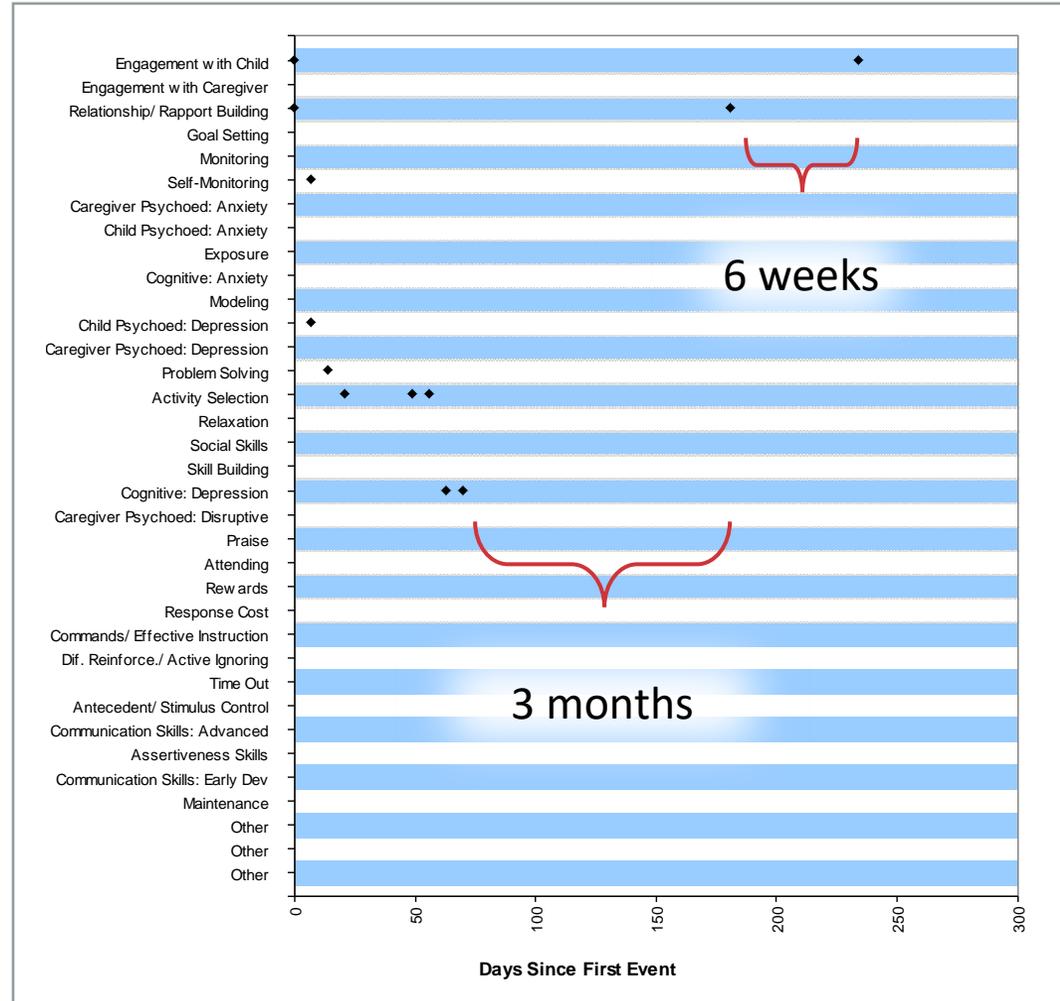
The MAP



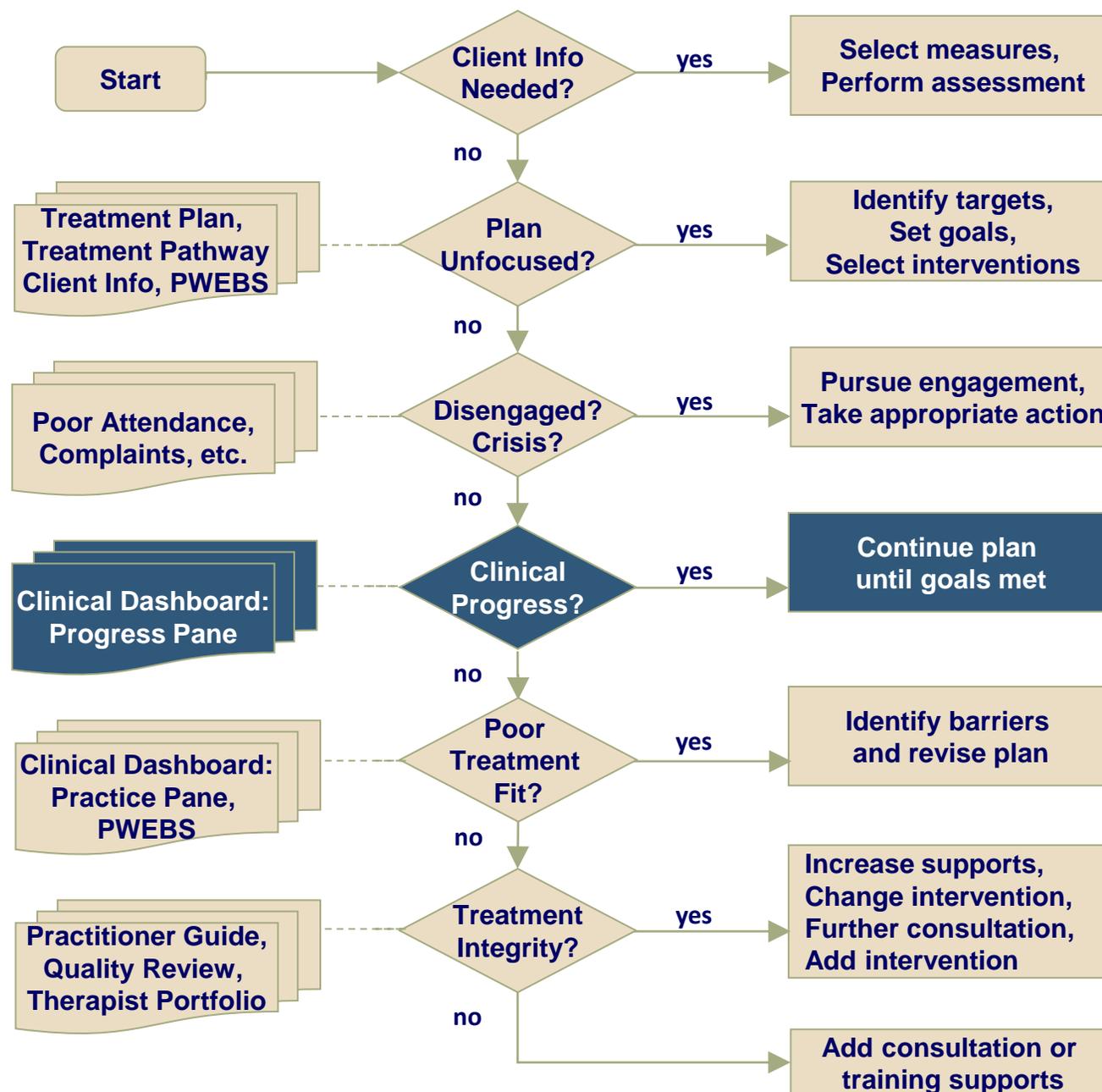
Evidence of Poor Engagement



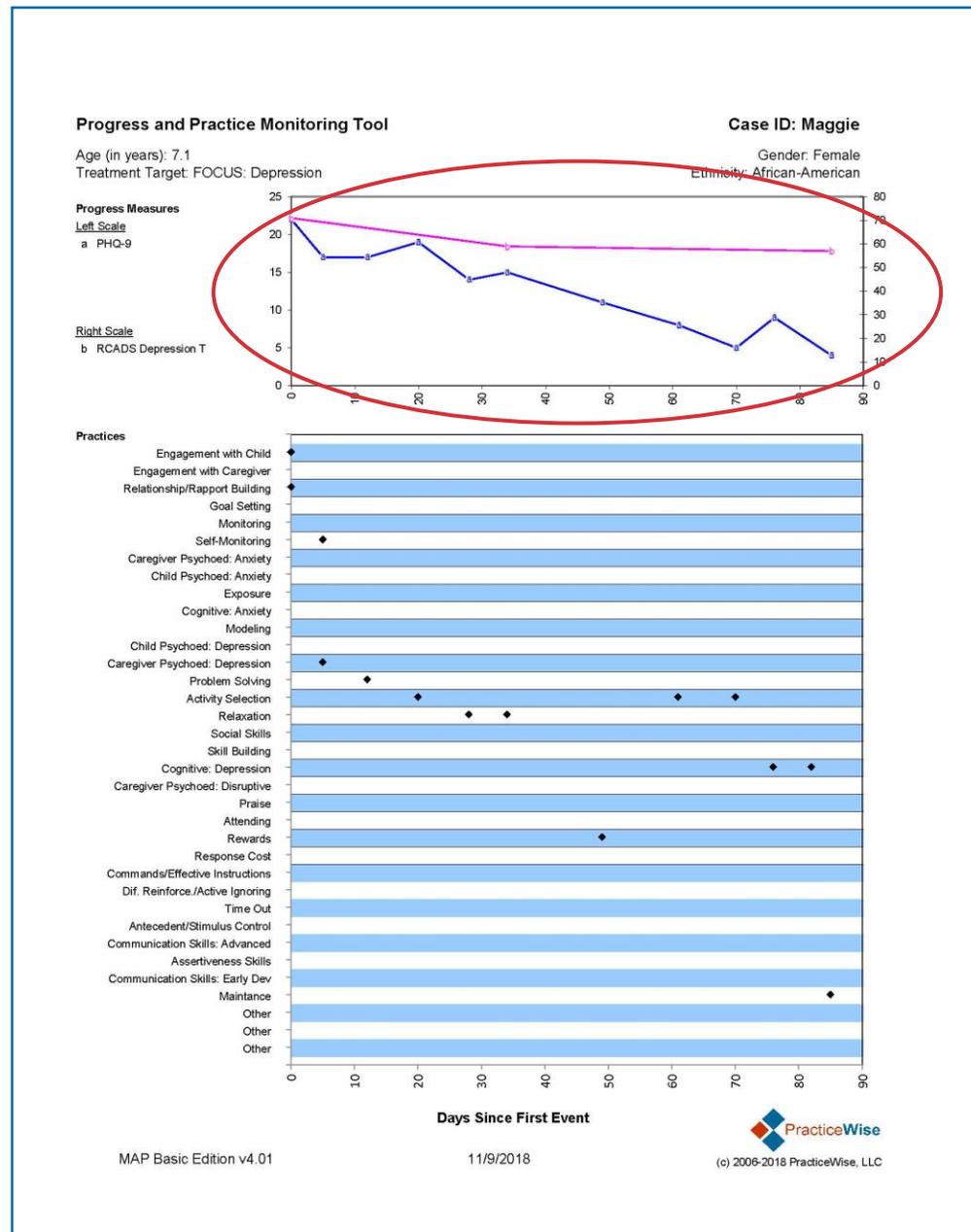
Evidence of Poor Engagement



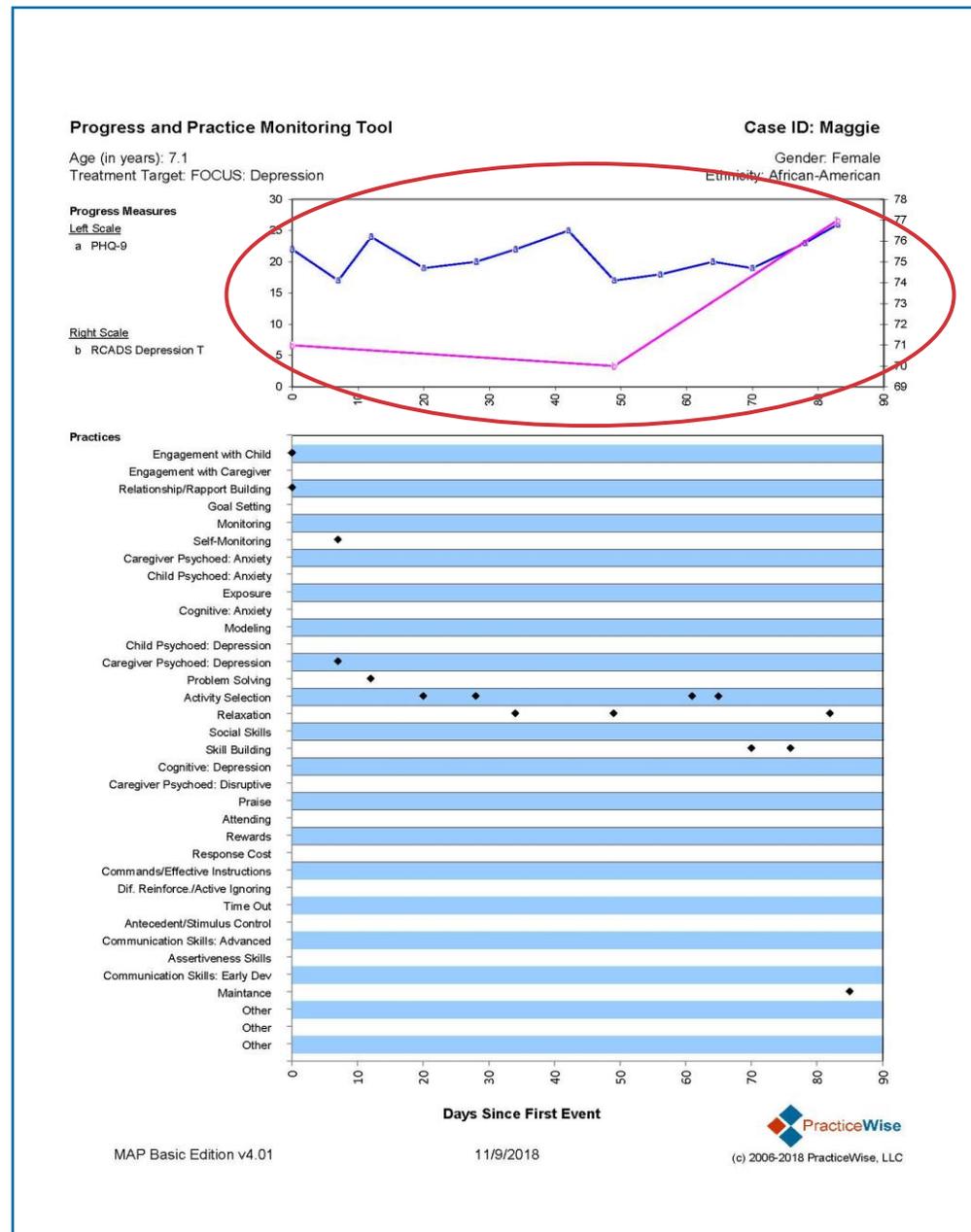
The MAP



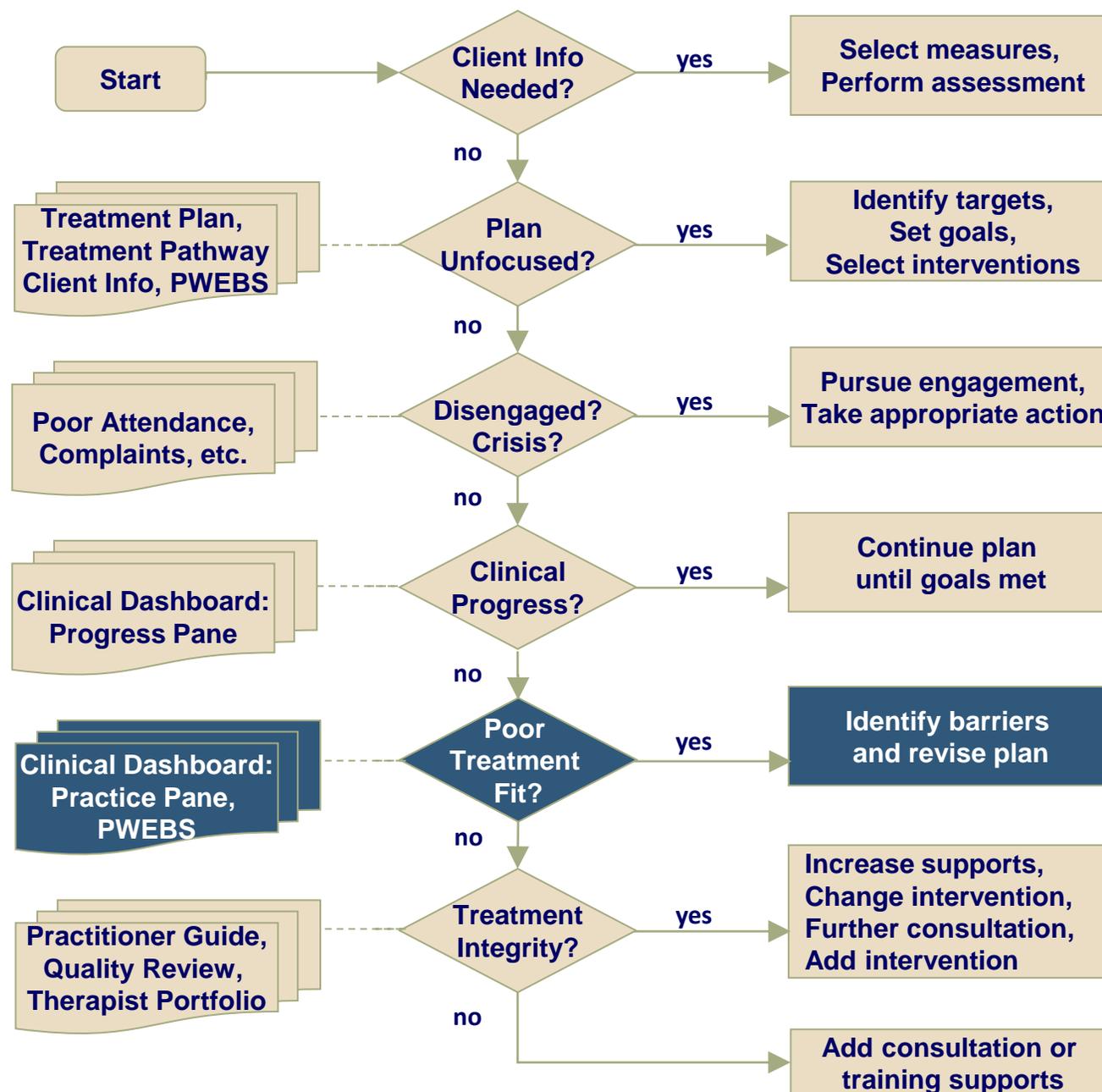
Progress is good:
Depression scores
are getting lower



Progress is poor:
 Depression scores
 are the same or
 getting higher



The MAP

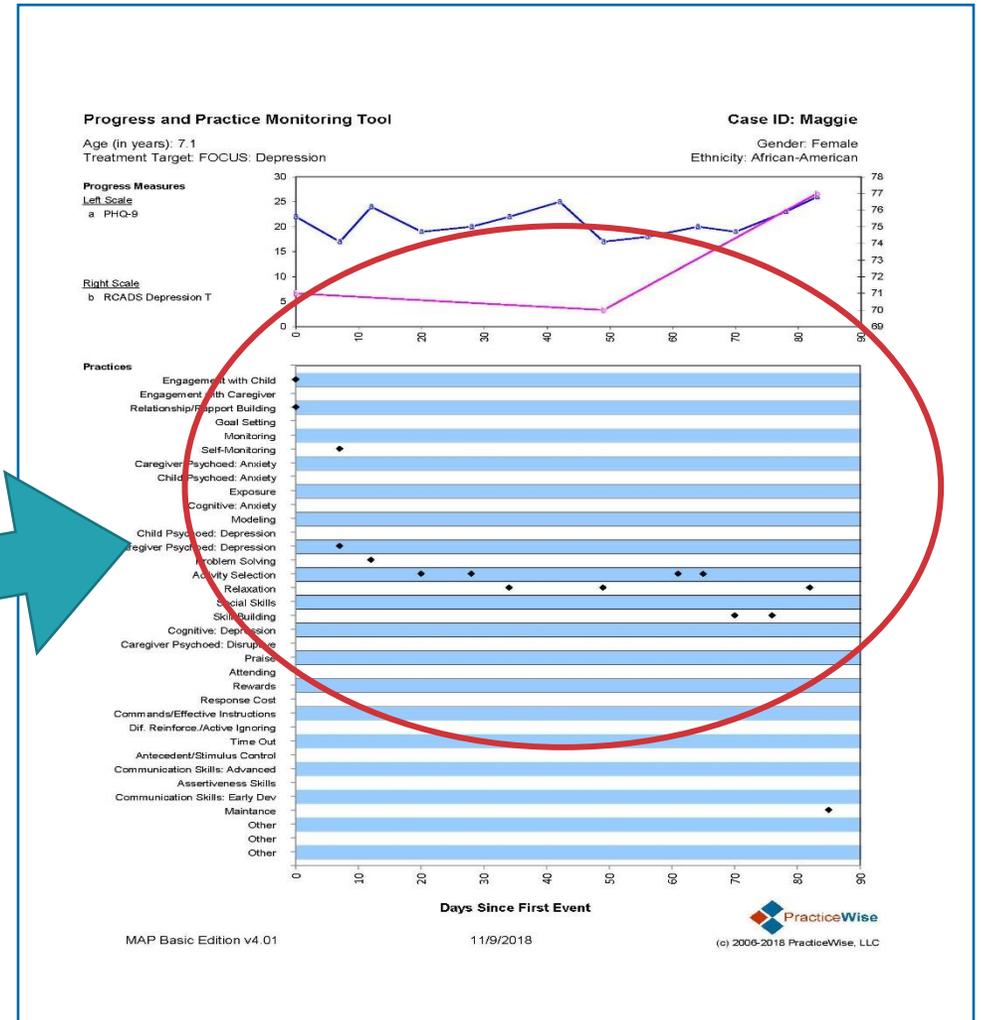


Do the Practices Fit the Problem?

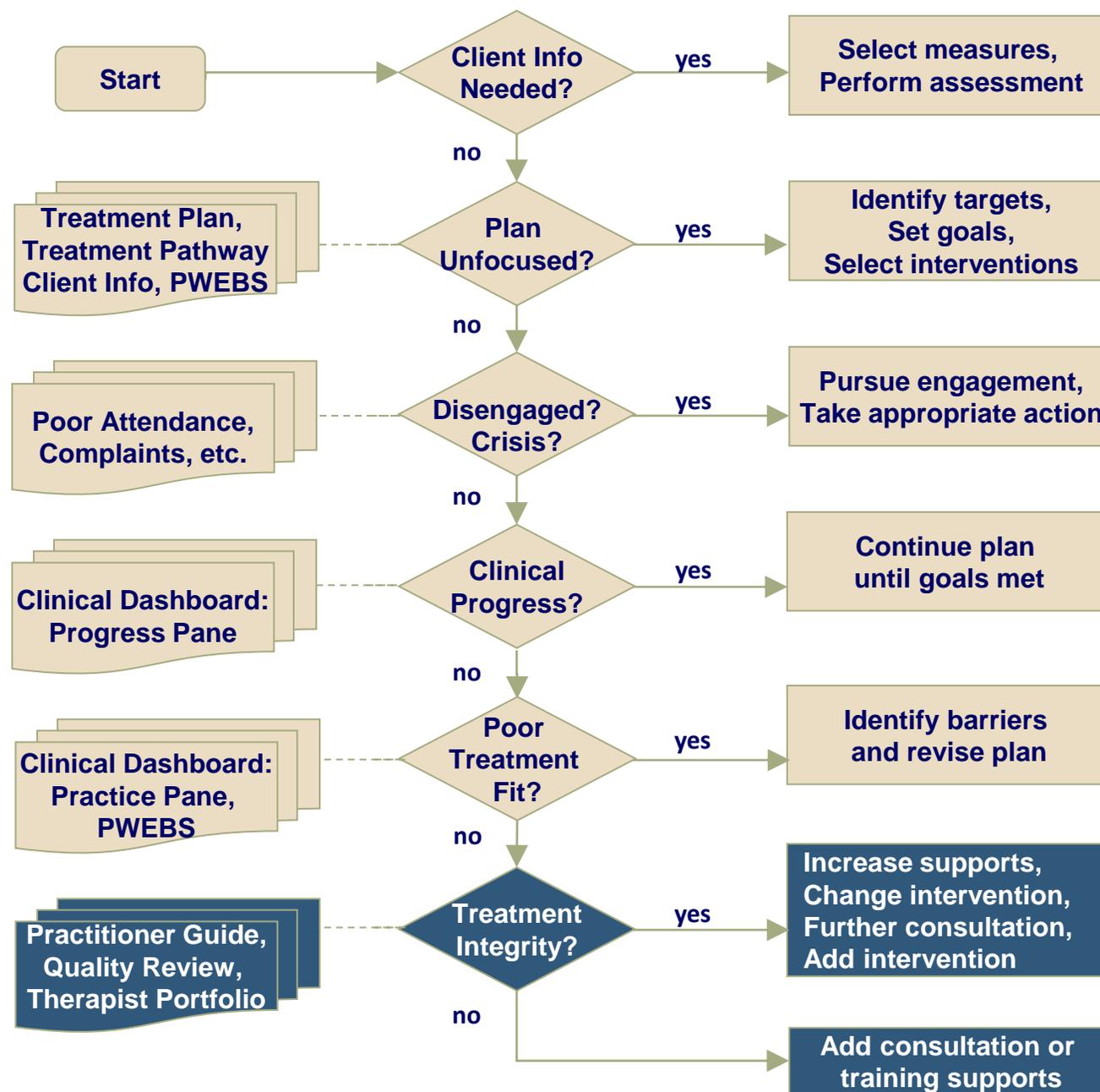
PracticeWise Summary of Youth Treatments

Your current search criteria are:

TREATMENT FAMILIES	PERCENT OF GROUPS
Cognitive Behavior Therapy	50
Exposure	15
Cognitive Behavior Therapy with Parents	13
Cognitive Behavior Therapy for Child and Parent	8



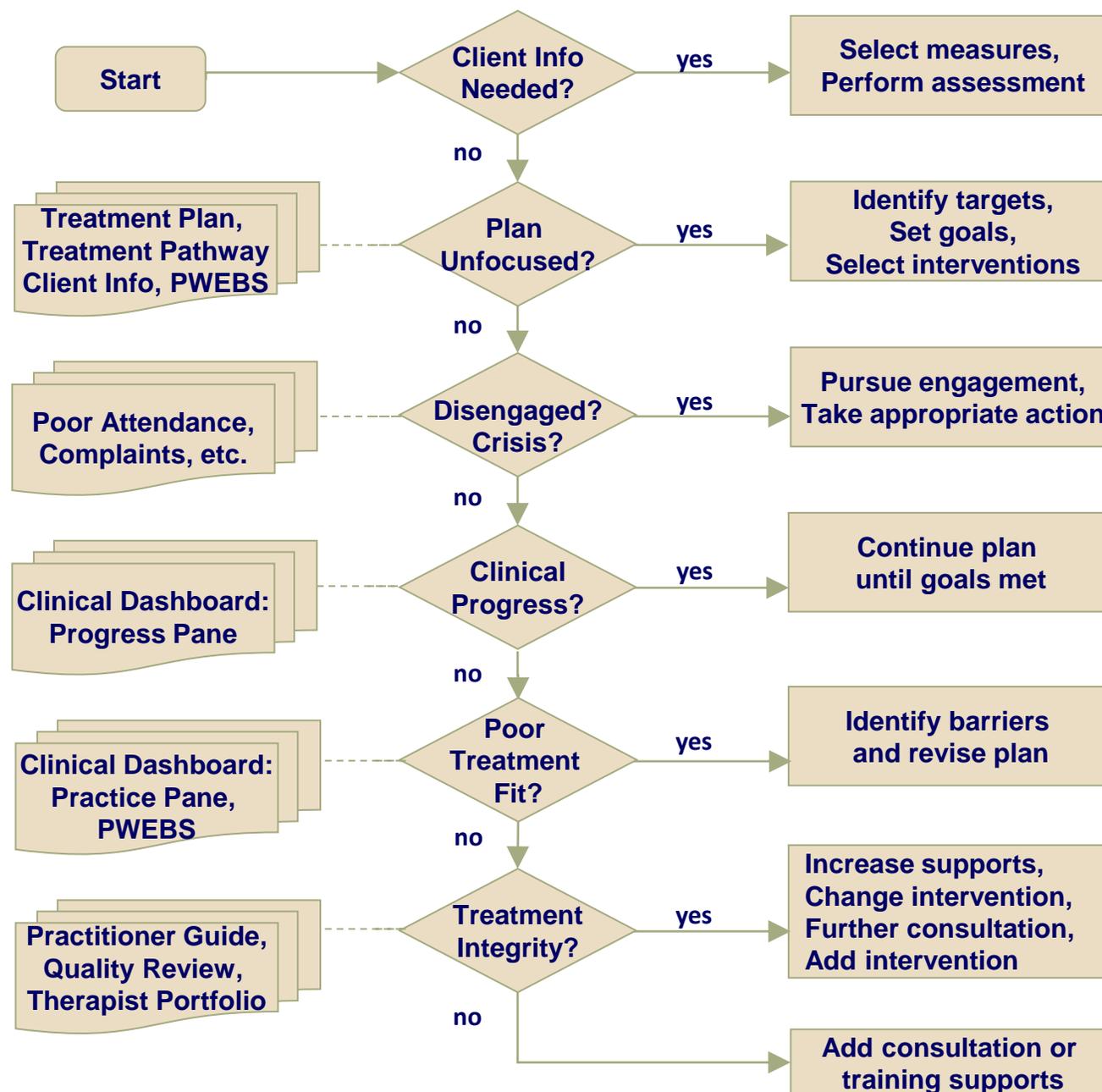
The MAP



Consultation Can Be Fun!



The MAP



Learning Record Update

MAP Therapist Portfolio

Direct Service Learning Record

Check off:

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	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
The MAP	✓	✓	✓			

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Applications

Assessment and Monitoring

Assessment and Monitoring

Assessment

- Helps answer two questions:
 1. Is the case eligible for care/should we treat the case?
 2. How should we treat case? (what is the main focus)
- You will do this before you go to PWEBS

Monitoring

- Helps answer one question:
 1. How is treatment working?
- We will talk about this throughout the week

Some Guidelines for Both

- Assess multiple informants
 - Child
 - Caregiver
 - Teacher
- Assess multiple domains
 - Main symptoms
 - Comorbid symptoms
 - Functioning
 - Education
 - Ecology
- Focus on observable constructs

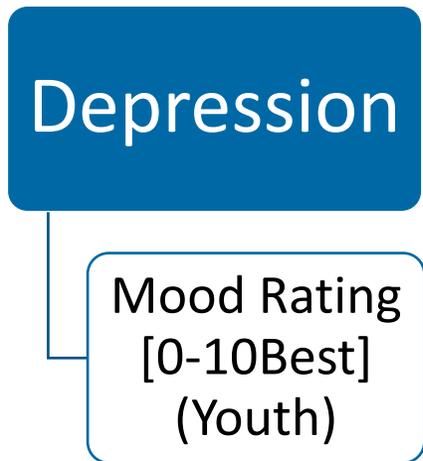
Assessment Guidance

- Can use diagnostic interviews or checklists
- Can use instruments keyed to referral problem
 - Depression measure for depression referral
- Goal 1
 - Identify whether impairment justifies intervention (may already be determined)
- Goal 2
 - Select main target for intervention

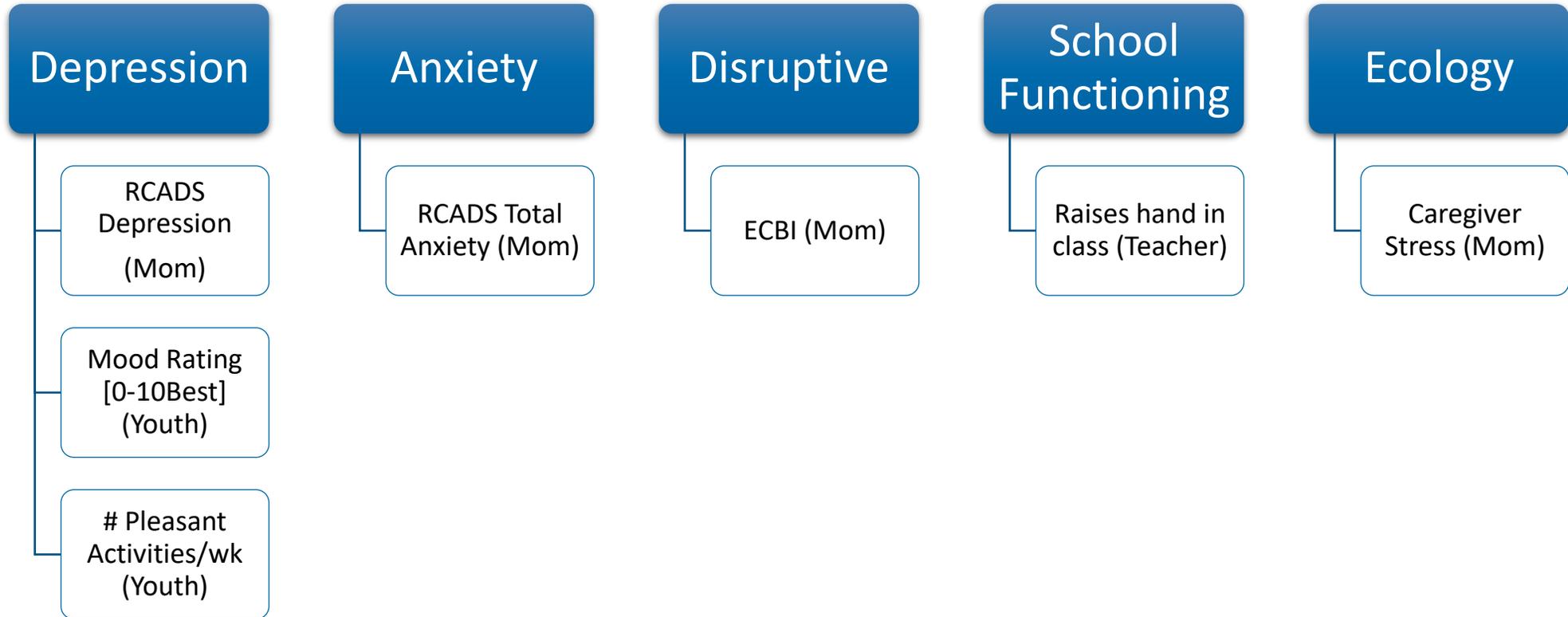
Assessment Suggestions

- Free measures
 - Strength and Difficulties Questionnaire (all problems)
- Other measures
 - ASEBA (CBCL and YSR: all problems)
 - Children's Depression Inventory (depression)
 - Connors ADHD Rating Scales (ADHD)
 - Behavioral Assessment System for Children (all problems)
- We encourage use of standardized measures ~ 3 months

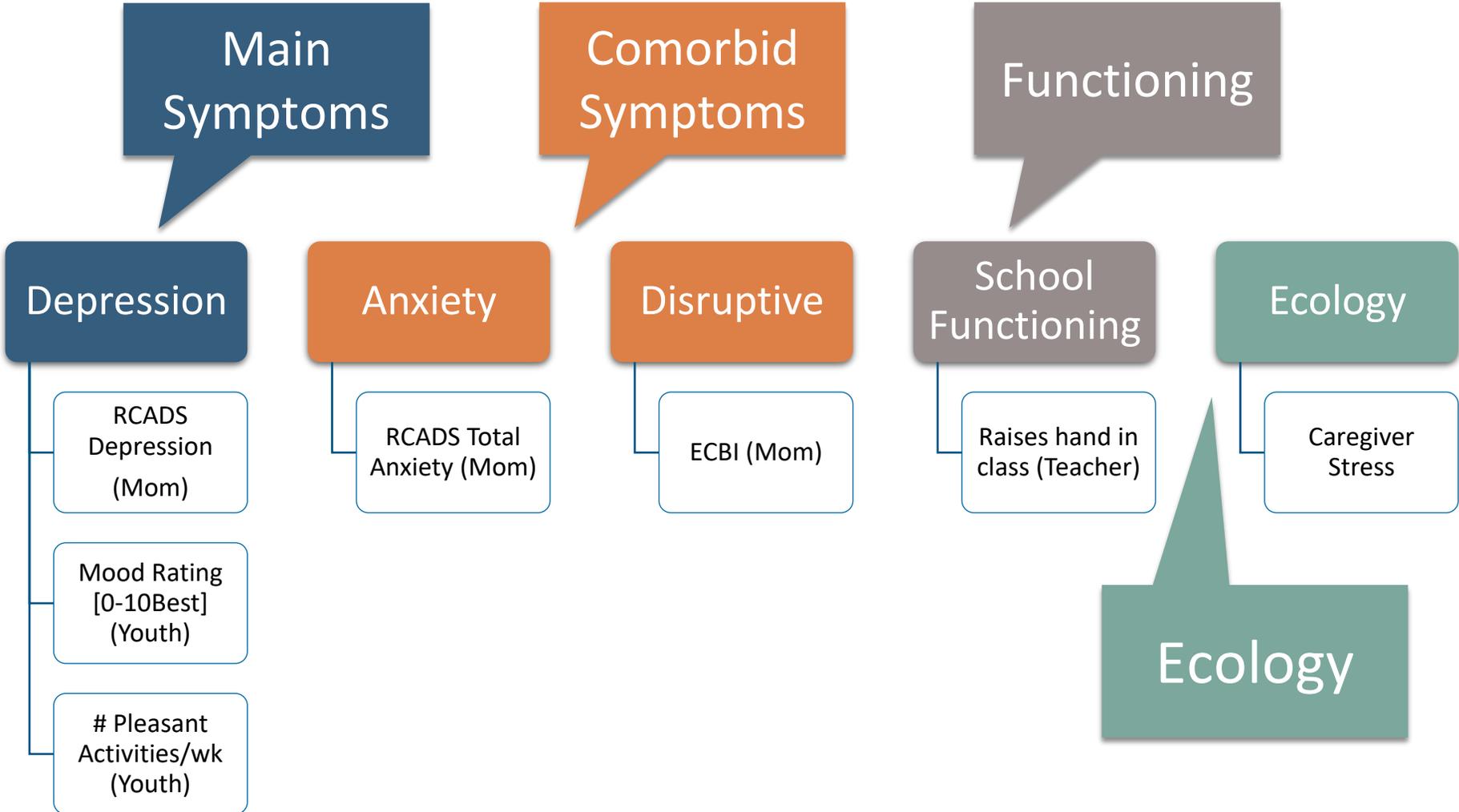
Lean Example for Maggie



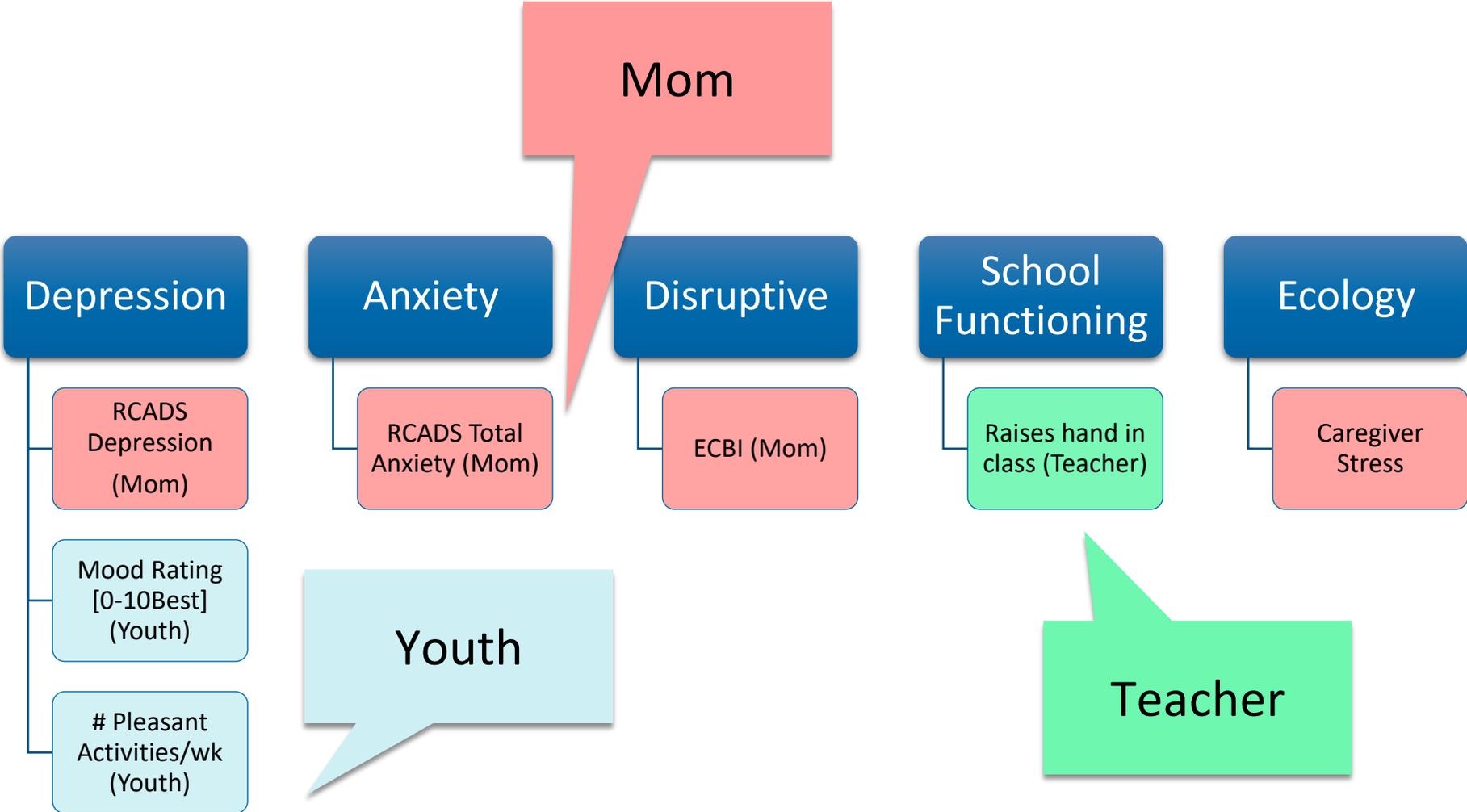
Rich Example for Maggie



Multiple Domains



Multiple Informants

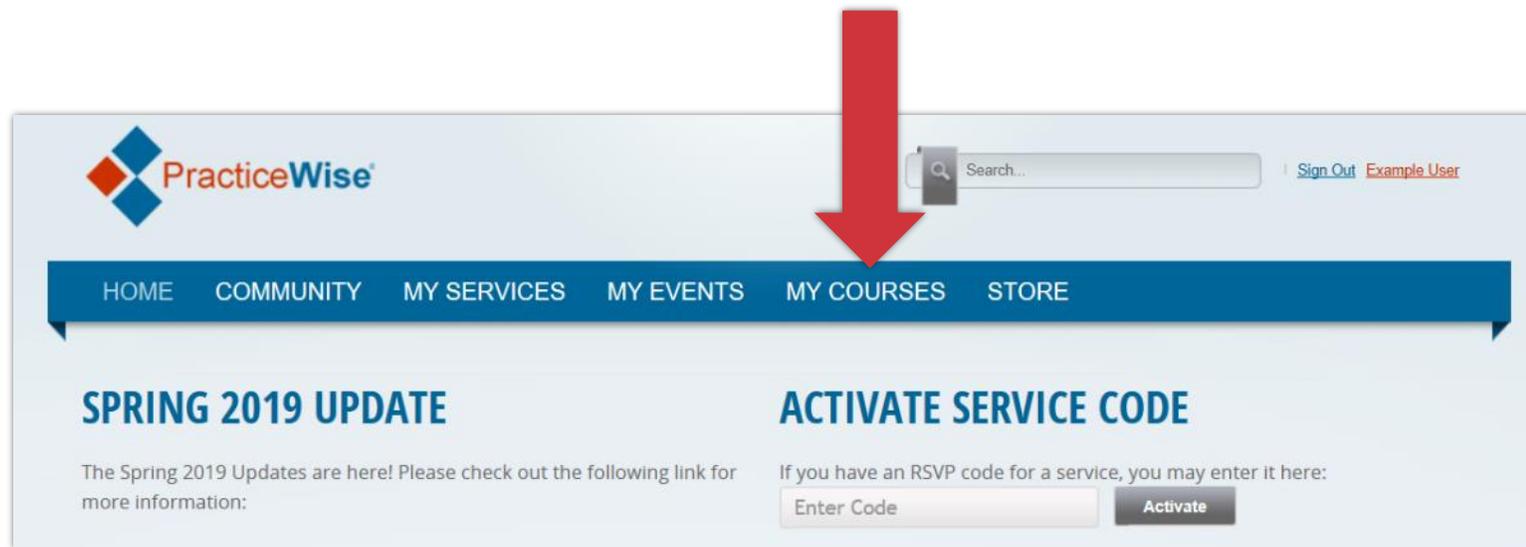


Free Distance Learning Resources

- 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

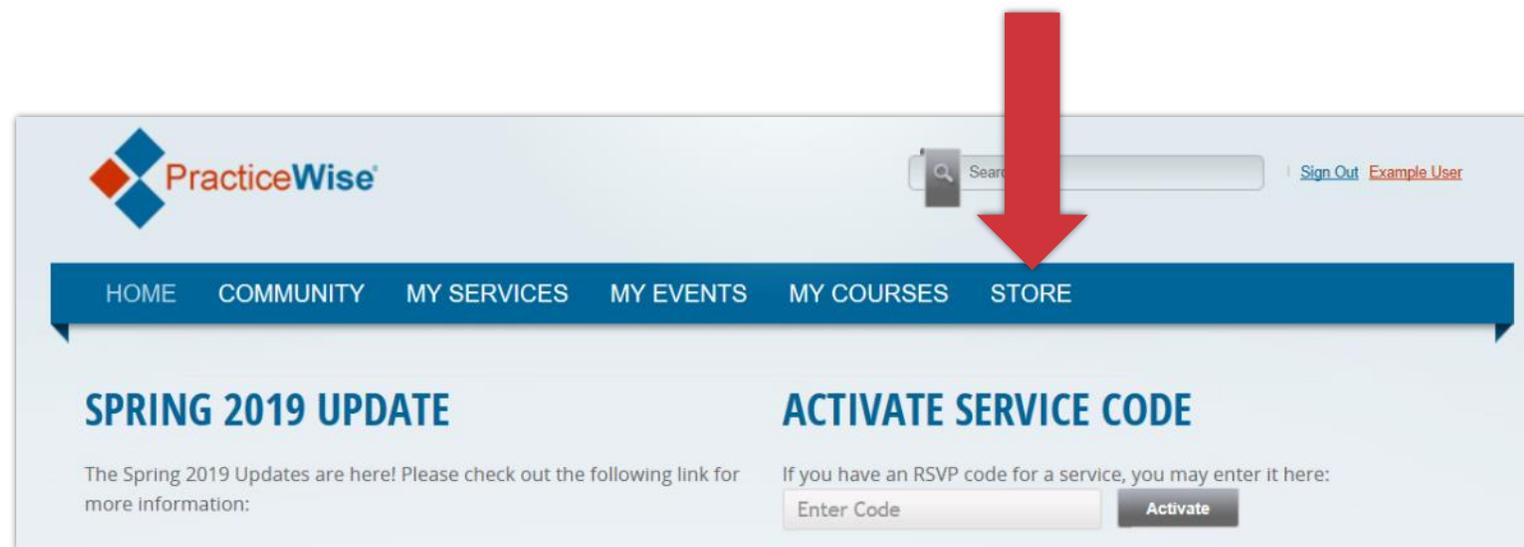
Free Distance Learning Resources

- ❑ To access the free online learning videos:
 - ❑ Log-in to your PracticeWise user account
 - ❑ Navigate to the My Courses tab



Continuing Education Courses

- PracticeWise also offers online continuing education courses that can be purchased in the Store section of the website
 - All courses provide APA-approved continuing education credit



Learning Record Update

MAP Therapist Portfolio

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Reviewing Our Goals

- Get started learning MAP
- Demonstrate how to use the PWEBS Database, Clinical Dashboard, and Practitioner Guides
- Introduce core MAP concepts
- Review some practice elements for common treatment targets
 - Anxiety, Trauma, Depression, and Disruptive Behavior
- Discuss how MAP facilitates the care you provide to youths and families

Reviewing Your Goals

Homework to Try

- Practice signing in
- Go online and play with the PWEBS database
- Do searches for some of your newest clients

Feedback Request

- ❑ What's working?
- ❑ What's not?
- ❑ What went too fast?
- ❑ Too slow?

Please let us know or use the question bag.



Thank you for a great first day of
MAP training!

