



## *Direct Service Workshop Overview*

*Managing and Adapting Practice (MAP)*

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# Direct Services Workshop Overview

## MANAGING AND ADAPTING PRACTICE (MAP)

### ABOUT MAP

The MAP system is designed to improve the quality, efficiency, and outcomes of children's mental health services by giving administrators and practitioners easy access to the most current scientific information and by providing user-friendly monitoring tools and clinical protocols. Using an online database, the system can suggest formal evidence-based programs or, alternatively, can provide detailed recommendations about discrete components of evidence-based treatments relevant to a specific youth's characteristics. Whether services are delivered through existing evidence-based programs or assembled from components, the MAP system also adds a unifying evaluation framework to track outcomes and practices.

The MAP Direct Service Training Program teaches mental health professionals to use the MAP system to improve their direct care to clients. The program's primary aim is for professionals to develop proficiency in the selection, organization, and delivery of common practices used in evidence-based treatments.

### LEARNING OBJECTIVES

1. To become skilled with an evidence-based decision-making model for improving care by outlining common decisions and identifying the best available evidence for making those decisions
2. To demonstrate fluency with the three fundamental MAP practice support tools:
  - a. PracticeWise Evidence-Based Services (PWEBS) Database
  - b. Practitioner Guides
  - c. Clinical Dashboard
3. To apply the MAP concepts, processes, and practice tools as part of direct service by:
  - a. Identifying evidence-based programs matching client characteristics
  - b. Building individualized treatment plans from components of evidence-based treatments
  - c. Delivering client care using a components approach
  - d. Evaluating client progress throughout the course of service delivery
  - e. Making empirically informed adaptations to practice

## TARGET AREAS

The MAP system is grounded in an ongoing review of the behavioral health services literature that is summarized in the PWEBS and proceduralized with the Practitioner Guides. Thus, the MAP system encompasses a broad set of targets and practices that are introduced during the direct services curriculum, but the 5-day direct service training focuses skill development by emphasizing a subset of these areas. The following table summarizes the target problem areas covered by the PWEBS as of Spring 2010 and the focus areas planned for the LAC DMH training workshops.

Target	Age	Ethnicity	Therapist	Format	Setting	LAC DMH Training Focus
<b>Anxiety &amp; Avoidance</b>	3 – 19 years	White or Caucasian, Black or African American, Hispanic or Latino, Asian, Native Hawaiian or Pacific Islander, American Indian or Alaska Native, Other, Multiethnic	Parent, Teacher, Pre-Bachelor, Bachelor, Master, Doctor	Self Administered, Individual, Group, Parent, Parent and Child, Family, Multi-Family	Home, School, Community, Clinic, Day Care, Hospital	√
<b>Inattention &amp; Hyperactivity</b>	2 – 13 years	White or Caucasian, Black or African American, Hispanic or Latino, Asian, Multiethnic	Teacher, Pre-Bachelor, Bachelor, Master, Doctor	Self Administered, Individual, Group, Parent, Parent and Child, Family, Multi-Family	Home, School, Community, Clinic, Partial Hospital	
<b>Autism Spectrum</b>	1 – 12 years	White or Caucasian, Black or African American, Hispanic or Latino, Asian, Other	Teacher, Pre-Bachelor, Bachelor, Master, Doctor	Individual, Group, Parent, Parent and Child	Home, School, Community, Clinic, Day Care	
<b>Depression &amp; Withdrawal</b>	8 – 23 years	White or Caucasian, Black or African American, Hispanic or Latino, Asian, American Indian or Alaska Native, Other, Multiethnic	Pre-Bachelor, Bachelor, Master, Doctor	Self Administered, Individual, Group, Parent, Parent and Child, Family	Home, School, Clinic	√
<b>Disruptive Behavior</b>	0 – 21 years	White or Caucasian, Black or African American, Hispanic or Latino, Asian, American Indian or Alaska Native, Other, Multiethnic	Parent, Teacher, Pre-Bachelor, Bachelor, Master, Doctor	Self Administered, Individual, Group, Parent, Parent and Child, Family, Multi-Family	Home, School, Community, Clinic, Foster Home, Residential, Hospital, Corrections	√
<b>Eating</b>	11 – 20 years	White or Caucasian, Black or African American, Hispanic or Latino, Other	Master, Doctor	Individual, Parent and Child, Family	Clinic	
<b>Mania*</b>	8 – 11 years	White or Caucasian	Master, Doctor	Group, Parent, Parent and Child	Clinic	
<b>Substance Use</b>	6 – 22 years	White or Caucasian, Black or African American, Hispanic or Latino, Asian, Native Hawaiian or Pacific Islander, American Indian or Alaska Native, Other, Multiethnic	Bachelor, Master, Doctor	Individual, Group, Parent, Parent and Child, Family	School, Community, Clinic	
<b>Suicidality</b>	10 – 17 years	White or Caucasian, Black or African American, Other	Unknown	Family	Home, School, Community, Hospital	
<b>Traumatic Stress</b>	2 – 18 years	White or Caucasian, Black or African American, Hispanic or Latino, Other, Multiethnic	Master, Doctor	Individual, Group, Parent, Parent and Child	School, Clinic, Corrections	√

Note: \* Moderate Support only

## DIRECT SERVICES WORKSHOP OUTLINE

The following outline illustrates a typical agenda for a MAP direct services workshop delivered in a five (5) day format. The actual content of any specific workshop may be adapted to the typical client population and service settings (e.g., community, residential, etc.) of the training participants. So the specific target domains (e.g., anxiety, depression, disruptive behavior, traumatic stress, etc.) and practice elements covered may differ from the outline presented here.

## Day 1

1. Welcome and overview of training (55 min)
  - a. Includes outline of week (i.e., Day 1 covers introduction to MAP, Days 2-4 cover practice elements, Day 5 covers simulation of MAP implementation) and agenda for current day
  - b. Includes registration of website accounts and confirmation of access to all online information resources, training materials, etc.
  - c. Includes ice breaker and introduction of trainers and participants
2. Introduction to MAP (25 min)
  - a. Day 1 agenda and learning objectives
  - b. Presentation of rationale: Why MAP?
  - c. Overview of MAP system components: What is MAP?
  - d. Presentation of training progression: MAP skill sequences and model of expertise development
  - e. Case Example
3. Conceptual Foundations and Clinical Processes
  - a. Presentation of Evidence-based System Model and Process Guide Activity (40 min)
  - b. Coordination of MAP with Evidence-Based Programs (20 min)
  - c. Presentation of common elements approach and overview of supported practices by treatment target (15 min)
  - d. The MAP Process Guide (15 min)
  - e. CARE Process Guide (10 min)
4. MAP Tools
  - a. Evidence Based Services (PWEBS) Application (50 min)
  - b. Focus-Interference Framework and Treatment Planner Process Guide (15 min)
  - c. Progress and Practice Monitoring Tool: Clinical Dashboard (70 min)
  - d. Practitioner Guides (20 min)
  - e. Clinical Event Structure and Session Planner Process Guide (30 min)
5. Review of The MAP, goals, and daily agenda (15 min)
6. Wrap-up and homework assignment (5 min)

## Day 2

1. Welcome, homework review, and overview of agenda for current day (10 min)
2. More Process Essentials
  - a. Review and didactics on process guides (15 min)
  - b. Assessment and Monitoring (20 min)
  - c. Embracing Diversity (15 min)
3. Introduction of Therapist Portfolio and Professional Development Program (40 min)
  - a. Review requirements for becoming a MAP therapist
  - b. Discuss further training opportunities (e.g., Supervision and consultation training)
4. Overview of treatment model for anxiety and traumatic stress and common practice elements for anxiety and traumatic stress (15 min)
5. Didactics on practice elements for anxiety and traumatic stress (including demonstration by trainers and role-play by participants)
  - a. Psychoeducation on Anxiety (40 min)
  - b. Psychoeducation on Trauma (10 min)
  - c. Monitoring and Self-Monitoring (15 min)
  - d. Fear Ladder (35 min)
  - e. Exposure and trauma narrative (95 min)
  - f. Other practices and group activity (25 min)
    - i. Additional practices and activities at training team discretion (up to 45 min)
6. Process guides in the context of Anxiety (20 min)
  - a. Focus Interference Framework
  - b. Target-Focused Decision Guide
  - c. Clinical dashboard and therapist portfolio update
7. Review, wrap-up, and homework assignment (20 min)

## Day 3

1. Welcome, homework review, and overview of agenda for current day (25 min)
2. Overview of treatment model for depression and common practice elements for depression (10 min)
3. Didactics on practice elements for depression (including demonstration by trainers and role-play by participants)
  - a. Psychoeducation on Depression (10 min)
  - b. Problem-solving (45 min)
  - c. Activity scheduling (25 min)
  - d. Relaxation (15 min)
  - e. Cognitive (40 min)
  - f. Assertiveness skills (15 min)
  - g. Social skills (10 min)
  - h. Maintenance (10 min)
  - i. Additional practices and activities at training team discretion (up to 45 min)
4. Process guides in the context of Depression (20 min)
  - a. Focus Interference Framework
  - b. Target-Focused Decision Guide
5. Integrative exercise for depression (60 min)
6. Clinical dashboard and therapist portfolio update (15 min)
7. Review, wrap-up, and homework assignment (10 min)
8. Mid-week training evaluation and feedback from participants (10 min)

## Day 4

1. Welcome, homework review, and overview of agenda for current day (20 min)
2. Review of training evaluation and feedback from participants (15 min)
3. Overview of treatment model for disruptive behavior and common practice elements for depression (10 min)
4. Didactics on practice elements for disruptive behavior (including demonstration by trainers and role-play by participants)
  - a. Psychoeducation on Disruptive Behavior (40 min)
  - b. Monitoring for Disruptive Behavior (10 min)
  - c. Attending and Praise (10 min)
  - d. Rewards and Response Cost (20 min)
  - e. Commands (15 min)
  - f. Active ignoring (30 min)
  - g. Time out (35 min)
  - h. Communication skills (35 min)
  - i. Antecedent management (10 min)
  - j. Other practices (10 min)
    - i. Additional practices and activities at training team discretion (up to 45 min)
5. Process guides in the context of disruptive behavior (15 min)
  - a. Focus Interference Framework
  - b. Target-Focused Decision Guide
6. Integrative exercise for disruptive behavior (60 min)
7. Clinical dashboard and therapist portfolio update (15 min)
8. Review, wrap-up, and homework assignment (10 min)



## Day 5

1. Welcome, homework review, and overview of agenda for current day (45 min)
2. MAP Review (10 min)
3. Review of Target-Focused Decision Guides for anxiety, traumatic stress, depression and disruptive behavior and building customized Target-Focused Decision Guides (20 min)
4. Review of Therapist Portfolio (15 min)
5. Case Generation and integrative exercise (60 min)
6. Exercise with Session Planning Process Guide (30 min)
7. Exercise with Embracing Diversity Process Guide (30 min)
8. Exercise with CARE Process Guide (20 min)
9. Exercise with Assessment and Integration into Dashboard (30 min)
10. Planning for upcoming consultation period (20 min)
11. Participant goal review and commitment exercise (15 min)
12. Review, wrap-up, and thank you (10 min)
13. Final training evaluation and feedback from participants (15 min)

## DAILY SCHEDULE

The daily schedule for the Direct Service Workshop is flexible depending on the needs of the sponsoring organization as long as the minimum working time of six hours per day and maximum working time of eight hours per day are satisfied. Two common schedules are either 8:00 a.m. to 5:00 p.m. with a 60 minute lunch and two 15 minute breaks or 8:30 a.m. to 4:30 p.m. with a working lunch and two 15 minute breaks.

## CONTINUING EDUCATION UNITS

PracticeWise does not offer Continuing Education Units (CEUs), but will support arrangement by a qualified CEU provider to offer 30 hours of continuing education for completion of the direct service workshop.