



Managing and Adapting Practice (MAP)

Direct Services Workshop Overview

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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 Services Training Series 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

Day 1

1. Provide a high-level description of the Managing and Adapting Practice (MAP) system in the context of direct service to clients.
2. Recognize that the MAP Direct Services curriculum is organized into collections of concepts, resources, and applications to support service decision-making and action.
3. Name five core concepts of the MAP system and a service process relevant to each concept.
4. Identify three core resources of the MAP system and a service decision supported by each resource.
5. Access and navigate three core resources of the MAP system, namely, the PracticeWise Evidence-Based Services (PWEBS) Database, Practitioner Guides, and Clinical Dashboards.
6. Apply the expertise development framework to self-assessment of competence in the MAP concepts and resources.

Day 2

1. Apply best available evidence to design and initiate a target-focused episode of care.
2. Identify conditions and strategies appropriate for pursuing guided adaptation to care.
3. Perform a search of the PWEBS Database to identify treatment families and practice elements for a treatment target of Anxiety.
4. Describe the key principles and common challenges of Exposure when using the practice for a treatment target of Anxiety.
5. Build a Fear Ladder for a youth with a treatment target of Anxiety.
6. Identify practice elements common to each of the three phases of treatment: Connect, Cultivate, and Consolidate.
7. Develop a treatment plan to target improvement of Anxiety.
8. Integrate multiple MAP resources to prepare for a treatment episode targeting Anxiety and create Clinical Dashboards for clients.

Day 3

1. Describe how applying different strength of evidence requirements affects the level of support for treatment families and practice elements in the targeted treatment of Traumatic Stress.
2. Recognize the key principles and common challenges of applying the Narrative: Trauma practice element to the targeted treatment target of Traumatic Stress.
3. Plan an activity schedule for a youth with a treatment target of Depression.
4. Describe and compare examples of Relaxation with youth for implementation in a treatment target of Depression.
5. Develop a treatment plan to target improvement of Depression.
6. Integrate multiple MAP resources to prepare for a treatment episode targeting Depression and create Clinical Dashboards for clients.



Day 4

1. Recognize how varying age requirements affects the nature of treatment families and practice elements of studies with good support or better in the targeted treatment of Disruptive Behavior.
2. Explain a youth behavior using the Four Factor Model.
3. Identify the differences between Time Out, Rewards, and Effective Instructions, and understand how to apply these practices in cases with a treatment target of Disruptive Behavior.
4. Apply Active Ignoring as a practice for a treatment target of Disruptive Behavior.
5. Build a Treatment Pathway for a group of children with a treatment target of Disruptive Behavior.
6. Integrate multiple MAP resources to prepare for a treatment episode targeting Disruptive Behavior and create Clinical Dashboards for clients.

Day 5

1. Demonstrate skill 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. Apply the MAP concepts, processes, and practice tools as part of direct service.
3. Identify evidence-based programs matching client characteristics.
4. Build individualized treatment plans from components of evidence-based treatments.
5. Deliver client care using a components approach.
6. Evaluate client progress throughout the course of service delivery.
7. Make empirically informed adaptations to practice that are responsive to real-time information about progress.

TARGET AREAS

The MAP system is grounded in an ongoing review of the behavioral health services literature that is summarized in the PWEBS Database 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 direct services training series focuses skill development by emphasizing a subset of these areas. The following table summarizes the target problem areas covered by the PWEBS Database with Good Support or Better as of Spring 2017.

Target	Age	Ethnicity	Therapist	Format	Setting
Anxiety & Avoidance	2 - 19 Years	American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Pacific Islander, White or Caucasian, Multiethnic, Other	Parent or Youth, Pre-Bachelor, Bachelor, Master, Doctor, Other	Self-Administered, Individual, Group, Parent, Parent and Child, Family, Multi-Family, Other	Home, School, Community, Clinic, Day Care, Hospital, Other
Inattention & Hyperactivity	2 - 21 Years	American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, White or Caucasian, Multiethnic, Other	Parent or Youth, Teacher, Pre-Bachelor, Bachelor, Master, Doctor, Other	Self-Administered, Individual, Group, Parent, Parent and Child, Family, Multi-Family, Other	Home, School, Community, Clinic, Day Care, Partial Hospital, Hospital
Autism Spectrum	0 - 19 Years	American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Pacific Islander, White or Caucasian, Multiethnic, Other	Peer, Parent or Youth, Teacher, Other School Staff, Pre-Bachelor, Bachelor, Master, Doctor, Other	Self-Administered, Individual, Group, Parent, Parent and Child, Family, Other	Home, School, Community, Clinic, Day Care, Community Residential, Other
Depression & Withdrawal	8 - 26 Years	American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Pacific Islander, White or Caucasian, Multiethnic, Other	Parent or Youth, Other School Staff, Pre-Bachelor, Bachelor, Master, Doctor, Other	Self-Administered, Individual, Group, Parent, Parent and Child, Family, Multi-Family, Other	Home, School, Clinic, Community Residential, Hospital, Other
Disruptive Behavior	0 - 21 Years	American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Pacific Islander, White or Caucasian, Multiethnic, Other	Peer, Parent or Youth, Teacher, Other School Staff, Pre-Bachelor, Bachelor, Master, Doctor, Other	Self-Administered, Individual, Group, Parent, Parent and Child, Family, Multi-Family, Other	Home, School, Community, Clinic, Community Residential, Hospital, Corrections, Other
Eating	6 - 20 Years	Black or African American, Hispanic or Latino, White or Caucasian, Other	Master, Doctor, Other	Individual, Group, Parent, Parent and Child, Family, Multi-Family, Other	Clinic, Hospital
Elimination	3 - 16 Years	Black or African American, White or Caucasian, Other	Parent or Youth, Master, Doctor, Other	Self-Administered, Individual, Parent, Parent and Child, Other	Home, Clinic, Hospital

Mania	7 - 13 Years	Black or African American, Hispanic or Latino, White or Caucasian, Other	Master, Doctor	Individual, Group, Parent, Parent and Child, Family	Clinic
Substance Use	6 - 22 Years	American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Pacific Islander, White or Caucasian, Multiethnic, Other	Bachelor, Master, Doctor	Self-Administered, Individual, Group, Parent, Parent and Child, Family, Other	Home, School, Community, Clinic, Other
Suicidality	10 - 19 Years	American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Pacific Islander, White or Caucasian, Multiethnic, Other	Teacher, Master, Doctor, Other	Individual, Group, Parent, Parent and Child, Family, Other	Home, School, Community, Clinic, Hospital
Traumatic Stress	2 - 25 Years	American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Pacific Islander, White or Caucasian, Multiethnic, Other	Other School Staff, Master, Doctor, Other	Individual, Group, Parent, Parent and Child, Family	Home, School, Clinic, Corrections, Other

DIRECT SERVICES WORKSHOP OUTLINE

The following outline illustrates a typical agenda for a MAP Direct Services workshop delivered in a 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. Therefore, the specific target domains (e.g., Anxiety, Depression, Disruptive Behavior, Traumatic Stress, etc.) and practice elements covered in the workshop may differ from the outline presented here.

Day 1

1. Welcome and overview of training (55 minutes)
 - 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 (30 minutes)
 - 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. Introduction of the Therapist Portfolio
 - i. Review requirements for becoming a MAP Therapist
 - ii. Review use of the portfolio's Learning Record throughout the training
 - f. Case example
3. Conceptual foundations and clinical processes
- a. Presentation of Evidence-Based System Model and Process Guide activity (40 minutes)
 - b. Coordination of MAP with evidence-based programs (20 minutes)
 - c. Presentation of common elements approach and overview of supported practices by treatment target (15 minutes)
 - d. The MAP Process Guide (15 minutes)
 - e. CARE Process Guide (10 minutes)
 - f. Assessment and monitoring (20 minutes)
4. MAP Tools
- a. PracticeWise Evidence-Based Services (PWEBS) Database application (50 minutes)
 - b. Focus-Interference Framework and Treatment Planner Process Guide (15 minutes)
 - c. Progress and Practice Monitoring Tool: Clinical Dashboard (70 minutes)
 - d. Practitioner Guides (20 minutes)
 - e. Clinical Event Structure and Session Planner Process Guide (30 minutes)
5. Review of THE MAP, goals, and daily agenda (15 minutes)
6. Wrap-up and homework assignment (5 minutes)

Day 2

1. Welcome, homework review, and overview of agenda for current day (10 minutes)
2. More process essentials
 - a. Review and didactics on process guides (15 minutes)
 - b. Embracing Diversity (15 minutes)
3. Overview of treatment model for Anxiety and common practice elements for Anxiety (15 minutes)
4. Didactics on practice elements for Anxiety (including demonstration by trainers and role-play by participants)
 - a. Psychoeducation on Anxiety (40 minutes)
 - b. Monitoring and Self-Monitoring (15 minutes)
 - c. Fear Ladder (35 minutes)
 - d. Exposure (85 minutes)
 - e. Other practices and group activity (25 minutes)
 - i. Additional practices and activities at training team discretion (up to 45 minutes)
5. Process guides in the context of Anxiety (20 minutes)
 - a. Focus-Interference Framework
 - b. Treatment Pathway
6. Integrative exercise for Anxiety (60 minutes)
 - a. Includes introduction of the MAP Quick Start Guide
7. Review, wrap-up, and homework assignment (20 minutes)

Day 3

1. Welcome, homework review, and overview of agenda for current day (25 minutes)
2. Overview of treatment model for Traumatic Stress and common practice elements for Traumatic Stress (10 minutes)

3. Didactics on practice elements for Traumatic Stress (including demonstration by trainers and role-play by participants)
 - a. Psychoeducation on Trauma (10 minutes)
 - b. Trauma Narrative (30 minutes)
 - c. Personal Safety Skills (10 minutes)
4. Process guides in the context of Traumatic Stress (20 minutes)
 - a. Focus-Interference Framework
 - b. Treatment Pathway
 - c. Clinical Dashboard and Therapist Portfolio update
5. Overview of treatment model for Depression and common practice elements for Depression (10 minutes)
6. Didactics on practice elements for Depression (including demonstration by trainers and role-play by participants)
 - a. Psychoeducation on Depression (10 minutes)
 - b. Problem-Solving (45 minutes)
 - c. Activity Selection (25 minutes)
 - d. Relaxation (15 minutes)
 - e. Cognitive (40 minutes)
 - f. Social skills (10 minutes)
 - g. Maintenance (10 minutes)
 - h. Additional practices and activities at training team discretion (up to 45 minutes)
7. Process guides in the context of Depression (20 minutes)
 - a. Focus-Interference Framework
 - b. Treatment Pathway
8. Integrative exercise for Depression (60 minutes)

9. Review, wrap-up, and homework assignment (10 minutes)
10. Mid-week training evaluation and feedback from participants (10 minutes)

Day 4

1. Welcome, homework review, and overview of agenda for current day (20 minutes)
2. Review of training evaluation and feedback from participants (15 minutes)
3. Overview of treatment model for Disruptive Behavior and common practice elements for Disruptive Behavior (10 minutes)
4. Didactics on practice elements for Disruptive Behavior (including demonstration by trainers and role-play by participants)
 - a. Psychoeducation on Disruptive Behavior (40 minutes)
 - b. Monitoring for Disruptive Behavior (10 minutes)
 - c. Attending and Praise (10 minutes)
 - d. Rewards and Response Cost (20 minutes)
 - e. Commands (15 minutes)
 - f. Active Ignoring (30 minutes)
 - g. Time Out (35 minutes)
 - h. Communication Skills (35 minutes)
 - i. Assertiveness Skills (15 minutes)
 - j. Antecedent Management (10 minutes)
 - k. Other practices (10 minutes)
 - i. Additional practices and activities at training team discretion (up to 45 minutes)
5. Process guides in the context of Disruptive Behavior (15 minutes)
 - a. Focus-Interference Framework
 - b. Treatment Pathway and building customized Treatment Pathways



6. Integrative exercise for Disruptive Behavior (60 minutes)
7. Review, wrap-up, and homework assignment (10 minutes)

Day 5

1. Welcome, homework review, and overview of agenda for current day (45 minutes)
2. MAP review (10 minutes)
3. Review of Therapist Portfolio (20 minutes)
 - a. Includes Case Record, requirements for becoming a MAP Therapist, and submission tips
4. Case generation and integrative exercises (180 minutes)
5. Planning for upcoming consultation period (20 minutes)
6. Participant goal review and commitment exercise (15 minutes)
7. Review, wrap-up, and thank you (10 minutes)
8. Final training evaluation and feedback from participants (15 minutes)

DAILY SCHEDULE

The daily schedule for the MAP Direct Services 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

PracticeWise offers 30 total hours of continuing education credit for the MAP Direct Services Workshop, with 6 hours of credit offered for each individual day of the workshop. Continuing education may be purchased for individual days or for the entire workshop. Registration and payment for continuing education can be completed online at www.practicewise.com. Please refer to the MAP Training Program Description and Pricing document or the PracticeWise website for associated costs.

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