

9.2

Evaluate the efficiency and effectiveness of practice outcomes across systems

During treatment plans, this student uses a Likert Scale having the client to rate their experience with anxiety, depression, or other issues on a scale of 1-10. We also set long-term measurable goals, short-term measurable goals, and discuss the intervention/action plan for accomplishing these goals. During each therapy session, this student asks clients about progress towards their goals by getting them to rate their anxiety, anger, depression, or other issues after each session. Another tool this student has used is a DLA-20 where I check their daily living needs. There is a satisfaction survey at HRMC that allows one to gauge how satisfied clients are with their services. There is an ASAM used in Substance Abuse Counseling that is used to assess the level of care needed for individuals with addiction issues.

I conducted a pre and post survey at the Lighthouse to gauge the effectiveness of activities in the implemented curriculum I created.

9.2 Evaluate the efficiency and effectiveness of practice outcomes across systems - This student conducted surveys at the Peer Support Center to evaluate the effectiveness of current curriculum activities. She processed the data and reviewed it in supervision. Based on responses, this student has created an alternative curriculum that focuses on recovery from mental illness.

9.2 Evaluate the efficiency and effectiveness of practice outcomes across systems - In individual therapy sessions with clients at Helen Ross McNabb Center, I ask each client at the end of our session severity scaling questions using a Likert Scale rating of 1-10 in regards to their anxiety, anger, depression, etc. We gauge where they were when we created their treatment plan together, where they are at the end of the session, and I remind them of the goal we set to work on the course of 2 and 6 months. If their rating is higher than when we initiated their treatment plan, we talk about different ways to approach their issues. Progress is monitored in each therapy session. Based on progress, I am able to select evidence-based strategies according to their efficacy when working with these specific clients. For example, if we had been working on breathing exercises, and that has shown inefficient, we might try a grounding exercise next, such as the 5-4-3-2-1 technique, or Five Senses exercise.

9.2 Evaluate the efficiency and effectiveness of practice outcomes across systems - During treatment plans, this student uses a Likert Scale having the client to rate their experience with anxiety, depression, or other issues on a scale of 1-10. We also set long-term measurable goals, short-term measurable goals, and discuss the intervention/action plan for accomplishing these goals. During each therapy session, this student asks clients about progress towards their goals by getting them to rate their anxiety, anger, depression, or other issues after each session. This student assessed the effectiveness of our therapy sessions and utilized a satisfaction survey with clients during our last therapy session this week. Another tool this student has used in therapy sessions is the DLA-20 where I check their daily living needs. This gives a score of overall functioning of clients from mild, moderate, and severe. This student also utilized the ASAM in IOP group with each client who attends. This is a scoring system that allows clinicians to assess the level of care needed for treatment of persons with addiction related issues.