

De-identified Clinical Outcome Summary and Grief & Trauma Class Feedback Summary

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Agency/Site: Compassion House Counseling Program, Dalton, Georgia

Confidentiality Statement

This document is de-identified. It does not include client names, exact dates of birth, addresses, or other direct identifiers. Any case details are presented in summary form to protect privacy while demonstrating evaluation of outcomes across a psychoeducational group setting.

Section A. Clinical Outcome Summary (De-identified)

Purpose: Summarize participant progress and outcomes using practical, change-sensitive monitoring tied to program goals for a grief and trauma psychoeducational class.

Program Overview (for context)

Item	Details
Program Name	Understanding and Processing Grief and Trauma Class
Population Served	Adults ages 18–60 experiencing grief and/or trauma-related distress
Service Type / Modality	8-week in-person psychoeducational group; trauma-informed care; CBT-informed coping skills; polyvagal-informed regulation strategies; EMDR-informed stabilization and grounding
Duration	8 weeks; weekly 2-hour sessions
Participants	9 completed (adult group)

Group Goals Evaluated

1. Increase understanding of grief and trauma responses.
2. Improve emotion regulation skills through grounding, breathing, and mindfulness strategies.
3. Strengthen cognitive coping through identification and reframing of unhelpful grief- and trauma-related thoughts.
4. Reduce isolation by strengthening connection and normalization.
5. Increase confidence using coping skills outside of group sessions.

De-identified Participant Outcome Monitoring Summary (Selected Examples)

Note: These examples reflect representative patterns observed across the group. Indicators were tracked using brief self-report ratings (0–10 scale) and facilitator observation during sessions.

Client A (Adult)

Age Range	24–60
Presenting Concerns	Later-life bereavement; sleep disturbance; intrusive worry; social withdrawal
Service Type / Modality	Psychoeducational group; CBT-informed coping; regulation skills; trauma-informed care principles
Date Range / # of Sessions	8-week cycle / 8 sessions attended
Primary Goals	Improve regulation skills; increase coping confidence; reduce isolation

Outcome Monitoring Summary

Summary of change from baseline to end of group (n = 9). Percent improvement is calculated relative to baseline; for distress, sleep disruption, and isolation, a decrease reflects improvement.

At-a-glance:

Distress when triggered decreased from 8 → 4 (50% improvement).

Sleep disruption decreased from 5 → 2 nights/week (60% improvement).

Coping confidence increased from 3 → 7 (133% improvement).

Isolation decreased from 7 → 3 (57% improvement).

Indicator	Baseline	Most recent	Change	% improvement	What it means (brief)
Distress when triggered (0–10) ↓	8	4	+4	50%	Less intense distress during triggers; faster return to baseline using grounding/breathing.
Sleep disruption	5	2	+3	60%	Fewer disrupted nights; improved regulation routine

(nights/week) ↓					and reduced rumination.
Coping confidence (0–10) ↑	3	7	+4	133%	More confident choosing and using coping skills between sessions.
Isolation (0–10; higher = more isolated) ↓	7	3	+4	57%	Less isolation; increased peer connection and support-seeking outside group.

Client A entered the group reporting high distress related to grief reminders, frequent sleep disruption, and a pattern of avoiding social contact. Over the course of the group, Client A consistently engaged in stabilization skills practice and reported using breathing, sensory grounding, and coping statements outside of sessions. By the final sessions, Client A described improved regulation when triggered, decreased isolation, and increased confidence managing grief-related reactions while remaining engaged in group discussion.

Practice Adjustments Based on Evaluation

Early reflections indicated that emotional activation increased during discussion of anniversaries and reminders. Based on this, grounding practice was added at the start and end of sessions, and between-session practice prompts were simplified to increase follow-through.

Client B (Adult)

Age Range	30–40
Presenting Concerns	Childhood adversity; grief layered with trauma triggers; irritability; avoidance of reminders
Service Type / Modality	Psychoeducational group; CBT-informed coping; regulation skills; trauma-informed care principles
Date Range / # of Sessions	8-week cycle / 8 sessions attended
Primary Goals	Increase understanding of trauma responses; strengthen cognitive reframing; improve emotion regulation

Outcome Monitoring Summary

Outcome/Indicator	Baseline	Midpoint	Most Recent	Notes (brief)
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Understanding of grief/trauma responses (0–10)	4	6	8	Reported improved ability to name what is happening in the body and why
Use of cognitive reframing (0–10)	2	4	6	Increased use of thought-challenging prompts in journaling
Anger/irritability intensity (0–10)	7	6	4	Reported fewer reactive outbursts and improved pause/choice
Avoidance frequency (0–10)	8	6	5	Began gradual exposure to safe reminders using a coping plan

Narrative Summary (brief)

Client B presented with a trauma history and reported irritability, avoidance, and difficulty naming internal states. As the group progressed, Client B demonstrated improved insight into trauma responses and began using cognitive coping strategies to challenge shame-based and catastrophic thoughts. The participant reported reduced reactivity and increased ability to pause and select a coping response. Avoidance decreased modestly as coping confidence improved.

Practice Adjustments Based on Evaluation

Because early responses indicated high shame-based thoughts, journaling prompts were adjusted to include cognitive restructuring cues such as evidence for and against thoughts and alternative interpretations. Skills practice time was increased during sessions that were more emotionally activating.

Client C (Adult)

Age Range	18–29
Presenting Concerns	Relationship loss; panic-like symptoms; somatic distress; limited coping repertoire
Service Type / Modality	Psychoeducational group; stabilization-focused coping; CBT-informed coping; trauma-informed care principles
Date Range / # of Sessions	8-week cycle / 8 sessions attended

Primary Goals	Improve regulation skills; increase coping confidence; strengthen support-seeking
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Outcome Monitoring Summary

Outcome/Indicator	Baseline	Midpoint	Most Recent	Notes (brief)
Somatic distress during triggers (0–10)	7	5	3	Reported fewer nausea and tightness episodes after grounding and paced breathing
Coping confidence (0–10)	3	6	8	Reported consistent practice between sessions
Connection/Support-seeking (0–10)	2	5	7	Reported increased willingness to talk with trusted supports
Anxiety intensity (0–10)	8	6	4	Improved ability to identify triggers and use coping plan

Narrative Summary (brief)

Client C entered the group reporting panic-like symptoms, high anxiety, and low confidence using coping strategies. The participant showed steady improvement in physiological regulation with repeated practice of grounding and breathing. By the conclusion of the group, the participant reported increased coping confidence and improved support-seeking behaviors, including asking for help and using peer normalization to reduce shame and isolation.

Practice Adjustments Based on Evaluation

Early participation suggested the participant benefited from short, repeated regulation practices rather than longer exercises. Skills practice was modified to include brief grounding check-ins and concrete between-session coping plans.

Section B. Community Program Feedback Summary (Grief & Trauma Psychoeducational Class)

Program Overview

Item	Details
Program Name	Understanding and Processing Grief and Trauma Psychoeducational Class
Population Served	Adults impacted by grief and/or trauma-related distress (ages 18–60)
Setting / Location	Compassion House Counseling Program, Dalton, Georgia
Dates / Duration	8-week cycle; weekly 2-hour sessions
Participants	9 enrolled / 9 completed
Core Topics	Grief responses; trauma responses; triggers and nervous system regulation; grounding; mindfulness; cognitive coping and reframing; coping plans; support and normalization; resource navigation

Evaluation Method

Participant feedback was collected using a brief pre- and post-self-report survey assessing perceived understanding of grief and trauma responses and confidence using coping skills taught in the class. Process feedback included end-of-group rating items and open-ended prompts to identify strengths and areas for improvement. Weekly journaling reflections were also reviewed to identify themes related to engagement, isolation/connection, and coping practice.

Process Evaluation (Group Process and Experience)

Process evaluation data were collected through weekly journaling reflections and an end-of-group participant feedback form focused on participants' experiences of the group process, including perceived helpfulness of the content, materials, pacing, and facilitation. Participant feedback described the group as safe and helpful and emphasized that psychoeducation, skills practice, and peer discussion were the most beneficial components. Participants also noted that the predictable structure supported engagement and requested an additional session and more printed take-home resources, which were added at the end of the cycle to strengthen participant support and skill practice.

Key Findings

Item	Scale	Baseline	Post	Result	Interpretation/Notes
Understanding grief and	1–5	Mean = 3.10	Mean = 4.10	+32%	Participants reported greater clarity about how

trauma responses					grief and trauma affect thoughts, emotions, body responses, and relationships
Confidence using coping skills	1–5	Mean = 3.00	Mean = 3.81	+27%	Participants reported increased confidence applying grounding, mindfulness, and cognitive reframing outside of class
Sense of connection / reduced isolation	1–5	Mean = 3.20	Mean = 4.20	+31%	Reflections emphasized normalization and decreased feeling alone, with increased willingness to seek support
Knowledge of where to find resources/crisis support	1–5	Mean = 3.40	Mean = 4.40	+29%	Participants reported improved ability to identify and access support resources when distress increased

Themes from Open-Ended Feedback

Theme 1: What participants found most helpful: Participants most frequently identified skills practice (grounding, breathing, mindfulness), psychoeducation that normalized trauma and grief responses, and group discussion that provided validation and reduced shame.

Theme 2: What participants wanted more of: Participants requested additional time for coping skills practice, more printed take-home resources, and one additional session to review skills and discuss maintaining progress.

Theme 3: Barriers to follow-through: Common barriers included limited time between sessions, emotional exhaustion after work, and difficulty practicing when distressed without reminders or structure.

Theme 4: Suggested improvements: Participants recommended more structured between-session practice prompts, clearer step-by-step coping plans for high-trigger situations, and expanded resource navigation supports.

Program Adjustments Based on Evaluation

Based on participant feedback and weekly reflections, future cycles were adjusted by increasing time devoted to coping skills practice, adding clearer step-by-step coping plans for between-session use, and strengthening resource navigation guidance to support follow-through and continued care as needed.

Appendix: Sample Feedback Items Used

Rate your agreement (1 = strongly disagree, 5 = strongly agree):

6. I better understand common grief and trauma responses after attending this class.
7. I feel more confident using coping skills discussed in class.
8. I know where to find local or crisis resources if I need support.

Open-ended prompts: What was most helpful? What could be improved?