Maine Y-OQ® Clinical Webinar

Introducing Client Families to the Y-OQ® and Discussing Y-OQ® Results

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July 2014
Context:

“Big Picture”

Issues
Context

- Evidence-based practice
- We are in a transition period toward routine outcome monitoring
Remember the “Good Ol’ Days”?
Context

- Evidence-based practice
- We are in a transition period toward routine outcome monitoring
- Using measures like the Y-OQ® helps us be better clinicians
Introducing the Y-OQ®

• How the YOQ is presented the first time does matter
• Logistics: who does it?
• Introductory “script”
  • What it is/what it’s for
  • Vital signs analogy (behavioral and emotional vital signs)
  • We will regularly review results together
  • [Parent vs. Youth reports]
“Why do I have to keep filling this out?”

• Helps us respond more effectively if things aren’t going as expected
• Gives us immediate feedback on “critical items”
• Best measure available for tracking ups and downs of progress in treatment
Individual Variation in Change Trajectories
Graph Label Legend:
(R) = Red: High chance of negative outcome
(Y) = Yellow: Some chance of negative outcome
(G) = Green: Making expected progress
(W) = White: Functioning in normal range
Case example: Y-OQ® not explained to adolescent

Youth’s written responses to Y-OQ® items:

- “That’s none of your business”
- “This question is moronic”
- “Whoever wrote this question needs to be in therapy”
- “I will not justify this question with a response”
- “Here is what I think of this questionnaire…” [drew picture of feces]
Discussing Results with Clients

- Bring out the graph
- Note alert status
- Follow up on critical items as necessary
- Attend to subscales or items specific to treatment plan

Y-OQ® results as “clinical material”

- Parent–Youth discrepancies
- When scores don’t match reality