

PCOMS - includes tool in English & Spanish

PCOMS Procedures

This page is under construction but for now, here are some helpful links:

<https://betteroutcomesnow.com/>

To find PCOMS printables in other languages, go to the PCOMS site, log in, and select "Measures"

What is PCOMS?

PCOMS is an evidence-based client feedback system that uses 2 scales, with 4 items on each scale to solicit client views of their wellbeing and how it improves overtime during treatment and their experience of services provided. The tool privileges the client voice, putting it at the center of the work at each session.

The ORS:

The ORS is given at the beginning of each session, BEFORE you start talking about anything else. A common error is allowing the client to begin the session with whatever they want. This often turns into a session-long list of the client's "problem of the week" and keeps you from getting to the real issues that are behind why the client is in treatment.

Individually:
(Personal well-being)

I-----I

Interpersonally:
(Family, close relationships)

I-----I

Socially:
(Work, School, Friendships)

I-----I

Overall:
(General sense of well-being)

I-----I

- 1) The client places a mark on each line
- 2) Each line is 10 cm (100 mm) in length
- 3) Scored to the nearest millimeter (e.g. 6.2)
- 4) Add the four scales together for the total score
- 5) The standard form is for age 13 through adulthood
- 6) The measure is reliable, valid, & feasible
- 7) Scores higher than 28 are above the clinical cutoff and may indicate the client does not need services OR the scoring needs to be re-explained

This form is for ages 6-12:

Child Outcome Rating Scale (CORS)

Name _____ Age (Yrs) _____ Sex: M / F _____ Session # _____ Date _____ Who is filling out this form? Please check one: Child _____ Caretaker _____ If caretaker, what is your relationship to this child? _____

How are you doing? How are things going in your life? Please make a mark on the scale to let us know. The closer to the smiley face, the better things are. The closer to the frowny face, things are not so good. *If you are a caretaker filling out this form, please fill out according to how you think the child is doing.*

Me
 (How am I doing?)
 I-----I

Family
 (How are things in my family?)
 I-----I

School
 (How am I doing at school?)
 I-----I

Everything
 (How is everything going?)
 I-----I

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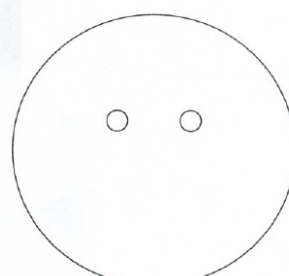
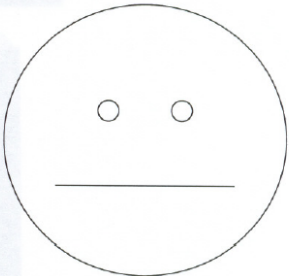
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This form is for kids under 6:

Young Child Outcome Rating Scale

Name _____ Age (Yrs): _____
Sex: M / F _____
Session # _____ Date: _____

Choose one of the faces that show how things are going for you. Or, you can draw one below that is just right for you.



The SRS:

The SRS is given at the end of each session. Be sure to leave enough time for a conversation about the scoring, as this is how you will get the crucial feedback that will help you improve your treatment. There are similar forms for children under 6 years of age and aged 6-12.

- 1) The client places a mark on each line
- 2) Each line is 10 cm (100 mm) in length.
- 3) Scored to the nearest millimeter (e.g. 6.2)
- 4) Add the four scales together for the total score
- 5) The standard form is for age 13 through adulthood
- 6) The measure is reliable, valid, & feasible
- 7) Discuss with the client ANYTIME the score is under 40

Session Rating Scale (SRS V.3.0)

Name _____	Age (Yrs): _____
ID# _____	Sex: M / F _____
Session # _____	Date: _____

Please rate today's session by placing a mark on the line nearest to the description that best fits your experience.

Relationship		
I did not feel heard, understood, and respected.	I-----I	I felt heard, understood, and respected.
Goals and Topics		
We did not work on or talk about what I wanted to work on and talk about.	I-----I	We worked on and talked about what I wanted to work on and talk about.
Approach or Method		
The therapist's approach is not a good fit for me.	I-----I	The therapist's approach is a good fit for me.
Overall		
There was something missing in the session today.	I-----I	Overall, today's session was right for me.

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Tips: Frame the SRS as a tool to help you figure out what's working and what's not working in treatment. Be sure to let the client know you aren't being "graded" on your performance and won't "get in trouble" if they provide any negative feedback. Tell them you don't want perfect 10 scores across the board because that won't give you any useful information to guide your treatment approach.

Introducing the PCOMS Tool

Explain the PCOMS tool in your **very first session**. Include the following themes but use your own words.

- Helps us track positive outcomes for the client
- Helps us identify mutually agreed upon goals for treatment
- Ensures the client's voice is heard
- The ORS helps me track how you're doing
- The SRS alerts me when changes or adjustments to treatment must be made

If we are not seeing change right away (within the first 3-8 sessions), it is unlikely that change will occur in any meaningful way no matter how long we work with them, unless the clinician changes how they are working or a new provider is identified.

Administering the ORS:

Show the client how to place the sliders and make sure they understand what they are rating. Explain to the client what the total means and ask if this fits for them. If the score is above the clinical cutoff, dig in. There's a good chance the client isn't including the things that brought them to treatment in their ratings.

Here's some language you can use to administer the ORS:

- Would you be willing to fill this measure out? It only takes a minute.
- I see that the *area of family* is your lowest mark. What is happening that makes you mark it so low?

Administering the SRS:

- The SRS helps me look at whether the work we are doing is helpful
- Are we addressing what you think is most important?

Here are some themes to use in the introduction of the SRS:

- I would like your opinion about our work together today.
- How did things go in our relationship? Was it too much or too little? What do I need to adjust?
- This information helps me stay on track to make our work together beneficial.
- If something is amiss, you would be doing me the best favor if you let me know.
- Can you help me out?
- Your feedback is crucial for my professional development.
- I really need your help – this is not about pleasing me – it is to help me develop and I need it.
- Scores of 10 out of 10 will not tell me anything. Life is not perfect & neither am I.
- Even something little is important to me.

Remember: The good therapists beg and plead for honest feedback in a genuine and caring way.

When scores are really high, try these strategies to elicit feedback:

- First, indicate that it looks like things went *pretty well* for them today.
- Then, ask them to tell you a bit more. What did they like *best* about the meeting?
- What is one example of something that was done that *they liked* so that we can keep

doing it!

If scores are lower than you expected, try asking:

- *What else could I have done?*
- *What is something that I should have done **more of or less** of?*
- *What question or topic should I have asked about?*