Section IV: Therapy Process Tools
Chapter 10.
Reviewing Therapy Goals

Why do we review goals midway through therapy?

The mid-point of therapy is a crucial time to determine whether this program is helpful to your client by evaluating the progress of the treatment goals. This process is also an opportunity for your client to consolidate the skills learned thus far and make some decisions about the rest of the therapy. The following questions are covered:

1. How close are the goals met?
2. What parts of the goals are left to work on?
3. Are there any new goals to add?

Before you start goal review, we recommend that you ask the client to reread the original goals. This information is found in chapter 2, page 9 of the workbook.

As you do this, let's go back to Mabel's first goal:

| 1. Mabel’s first goal: To increase pleasant events in her day |
|-----------------------------|-----------------------------------------------|
| During therapy, Mabel completed the Older Person's Pleasant Events Scale, and she constructed a list of pleasant activities that she wanted to introduce into her day. She found that some of the activities she was interested in included walking for exercise and relaxation, gardening, recontacting and visiting with old friends, and going to the movies. |
| Mabel completed a Daily Mood Rating Form and she kept track of her pleasant events each day. At first, Mabel found it very difficult to find 30 minutes for herself without believing that she was responsible for every one else's needs. Mabel's therapist encouraged her to complete UTDs addressing her negative thoughts regarding her rights to treat herself well. Mabel also engaged in several role play exercises which helped her practice assertiveness skills when she needed to tell others of her interest in spending time on her own activities. |
| By the midpoint of her therapy, Mabel was able to spend time in her garden each morning and take a walk every afternoon. She still had concerns about contacting old friends, explaining that she felt embarrassed about being so isolated during her depression. |
2. How severe is the problem in this area now? Use the key below:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td>a little</td>
<td>very much</td>
<td>couldn't be worse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. How much improvement has there been in this problem area since treatment began?

| 1 = Total improvement | 4 = Moderate improvement |
| 2 = Very much improvement | 5 = A little improvement |
| 3 = Much improvement | 6 = No change |
| 7 = Worse |

4. Please indicate concrete behaviors and overt events on which the rating for item #3 is based.

I now have time for myself each morning and afternoon. I am able to say "no" to my family when I would rather have the time for myself.

5. How close are you to achieving this goal? Please circle the appropriate number.

| 1 = Have achieved it | 3 = Moderately close |
| 2 = Very close | 4 = Fairly far |
| 5 = Quite far |

6. Is this still an active goal for you? YES NO

7. What else would you like to achieve in regards to this goal?

I would like to be comfortable with recontacting friends I have not seen since my depression began.

Notice that Mabel still rates this goal as active. This means that she believes that this particular area, although currently improved, is still a challenge for her and will require attention both inside and outside of therapy.
Goal Review

Goal review should involve reviewing each goal, one at a time, with a discussion of the following information:

1. What was original goal?

2. How severe is the problem in this area now? Use the scale below:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td>a little</td>
<td>very much</td>
<td>couldn't be worse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. How much improvement has there been in this problem area since treatment began? Use the scale below:

   1 = Total improvement  
   2 = Very much improvement  
   3 = Much improvement  
   4 = Moderate improvement  
   5 = A little improvement  
   6 = No change  
   7 = Worse

4. Please indicate concrete behaviors and overt events on which the rating for item #3 is based.

5. How close is the client to achieving this goal? Please use the scale below:

   1 = Have achieved it  
   2 = Very close  
   3 = Moderately close  
   4 = Fairly far  
   5 = Quite far

6. Is this still an active goal for your client?

7. What else would he or she like to achieve?

   Use this set of questions for each goal. As you do this work, encourage your client to use chapter 10, pgs. 107 - 117 as a record of the kinds of changes that were made in therapy thus far.
**Additional Therapy goals**

After the process is finished, you and your client may find that (a) there is more to work on with each goal or (b) there are additional goals that have arisen in the time between the initial goals were set and this point in therapy. Utilize the following pages to discuss the information needed in setting additional goals for the rest of therapy. They are very similar to the worksheets for setting goals in Chapter 2.

**Additional goals**

1. **What is the new goal?**
2. **Is your goal:**
   - [ ] Important to you?    [ ] Specific?    [ ] Positive?
   - [ ] Time-limited?    [ ] Realistic? [ ] Measurable?
3. **How could you or someone else determine whether this goal has been met or not at the end of treatment?** Please specify some concrete behaviors or overt events which might be used as criteria that the goal has been met.
   a. If treatment is a success in regard to this goal, I will probably:
   b. If treatment is partially successful, I will probably:
   c. If the goal is not met at all, I will probably:

   Go through this procedure with all additional goals. **Note:** reviewing goals is a very "information-heavy" procedure, therefore it is recommended that you build in frequent summaries, or consider, if time permits, that you space this process out over 2 sessions in order to maximize your client's understanding.

   In addition, goal review is often an opportunity for clients who were initially skeptical (and/or hopeless) about therapy to have a success experience documenting "real changes" that have occurred. This positive benefit of reviewing goals may be another reason to not rush the process.
Summary and Review

Remember to discuss these questions with your clients:

What were the key points brought up in this chapter?
What skills did I learn?
What assignments might help me practice these skills?