

## ARTAS Session Plan Instructions

Introduce the ARTAS session plan in a way that demonstrates how easy it is to use and provides a way for the client to maintain ownership of the plan.

While the format is less important than the content captured, a sample form to use as a guide for the **ARTAS session plan** is on page 128. It is useful for the plan to be organized by: objectives, activities, related strengths, potential barriers, person responsible, and target dates for each objective and activity.

- **Identifying Goals:** In keeping with a strengths-based perspective, all goals should be a reflection of the client's wishes, not your or the agency's wishes. Take great care not to impose your own goals on a client. Even the goal of linking to medical care should not be imposed on the client. While you advocate for linking medical care, you must be careful not to force this goal or any others onto the client. Advocate for the linkage goal without interfering with the client's other goals, as long as they do not conflict with the core elements of ARTAS.

Goals are written as broad statements, and **always in the client's exact words**. Using a client's own words decreases the distance between the client and the goal, and places the responsibility for accomplishing the goal squarely on the client. Further, it eliminates the possibility that you inadvertently alter the goal to something you believe is more important. In the end, the client must embrace his/her goals if s/he is to be successful.

- **Creating Objectives and Activities:** Objectives will be appropriate and effective if you follow the SMART technique for writing objectives. The components of a SMART objective are: Specific, Measurable, Achievable, Relevant, and Time-bound. For more details on writing SMART objectives, please see "LC Skills to Facilitate Effective Implementation of ARTAS" on page 69 in the Implementation section.

Activities are the smaller steps to accomplish a client's objectives. Below is an example of a client goal, the objectives, and the activities s/he needs to complete to accomplish his/her goal. The establishment of target dates for each objective and activity allows for periodic review of the client's progress and the opportunity to make adjustments as necessary.

**GOAL:** Find a job I enjoy.

**OBJECTIVE 1:** Take the General Equivalency Diploma (GED) exam by the end of the year.

**ACTIVITIES:** (1) Obtain a GED application by April 1; (2) study a GED work guide 10 hours each week from April 1 to June 30; and (3) schedule an appointment to take the GED exam in July.

**OBJECTIVE 2:** Complete a course on identifying job interests at Smith Vocational School by August 1.

**ACTIVITIES:** (1) Identify courses available, the dates, and the cost; (2) save \$10 a month until I've save enough money; and (3) sign up and attend the course.

Creating objectives and activities requires detailed attention and must be taken seriously. Goal-setting is important because it helps the client to:

1. Learn a problem-solving approach that is transferable to other areas of life.
2. Evaluate progress in very personal and specific terms.

Even if the client does not complete every identified activity, s/he will receive support and feedback allowing the client to learn from the experience. One client from the ARTAS study described his work with the LC as follows: *"I had a [LC] who had me write every little step down, plan out every day what I was gonna do. I was so used to planning on big things and never seein' 'em get done. It was great to see some progress every day."*

**The overall result of the goal-setting process and ARTAS is to position each client to take responsibility for his/her medical care.**

- **Your role in developing the ARTAS session plan:** You have multiple responsibilities in developing the ARTAS session plan with each client, and to help his/her accomplish the plan successfully. Help the client to:
  - Create SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) objectives.
  - Identify activities for each objective.
  - Prioritize multiple objectives.
  - Identify alternatives to accomplish objectives.
  - Weigh the advantages and disadvantages of different actions.
  - Connect his/her strengths and assets to the objectives and activities created.
  - Become knowledgeable about existing resources to help them achieve their goals.

You or the client should write down the plan. Offer the client a copy of the ARTAS session plan. Make a copy and give it to the client if s/he would like one. While planning could merely be a verbal agreement between you and the client, it is valuable to commit the plan in writing. Doing so provides his/her with a tangible, visual document that identifies his/her goals and the steps necessary to accomplish them. A written plan provides each client with a firm record of his/her accomplishments, and serves as a reminder once the five client sessions are finished.

It is important for you and the client to review the ARTAS session plan during each client session to: (1) assess progress made; and (2) make any necessary adjustments to the plan based on newly identified strengths, goals, or barriers.

**General points about the ARTAS session plan are listed below.**

- Be attentive to the client's ability to effectively think through a plan, commit to it, and then successfully carry it out. While some clients may be very competent at achieving goals, others may engage in wishful thinking, procrastination, and other thought processes that interfere with moving forward.
- Be precise in helping each client define measurable objectives and the activities necessary to accomplish each objective. The more specific a client is, the more likely s/he is to think through the alternative solutions.
- Maintain professional boundaries. Assume the facilitator role in helping your clients accomplish their objectives and goals.
- Be creative with clients and, when possible, help them to come up with a solution that gets at several barriers at once. The fact that clients frequently have multiple barriers may be overwhelming. Your ability to help them deal with several issues at once will be greatly appreciated.
- Remember to encourage clients to use their strengths as a starting point to accomplish their goals. Periodically summarize strengths you have heard. For instance, if a client has shared that s/he used to deal drugs, you may help the client to see that his/her strengths may be in the areas of talking to people, time management, handling money, and organizational skills. By doing so, the client can use these same strengths to link to care through organizing appointments, seeing the doctor, talking to the pharmacist about medication, and managing money for housing and other expenses.

Check in with clients to ask if they see particular actions, thoughts, or feelings as strengths. Do not impose your view, but assist clients to make those linkages. Ultimately, the client's perception of something as a positive in his/her life will mobilize him/her to solve current problems.

# ARTAS SESSION PLAN

Date: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Client ID: \_\_\_\_\_  
 Linkage Coordinator: \_\_\_\_\_

## Goal 1: Link to Medical Care

Objective 1: \_\_\_\_\_

Activity	Related Strengths	Potential Barriers	Target Date	Person(s) Responsible
1				
2				
3				

Objective 2: \_\_\_\_\_

Activity	Related Strengths	Potential Barriers	Target Date	Person(s) Responsible
1				
2				
3				

**Goal 2:** \_\_\_\_\_

**Objective 1:** \_\_\_\_\_

Activity	Related Strengths	Potential Barriers	Target Date	Person(s) Responsible
1				
2				
3				

**Objective 2:** \_\_\_\_\_

Activity	Related Strengths	Potential Barriers	Target Date	Person(s) Responsible
1				
2				
3				