RPG Data Dictionary

Part I: Enrollment and Service Log

DRAFT: NOT FINAL, NOT FOR CIRCULATION

November 25, 2013

INTRODUCTION

RPG grantees will share data for the RPG Cross-Site Evaluation through the RPG Data Portal. This Portal is being developed by Mathematica Policy Research and its partner Walter R. MacDonald &Associates (Mathematica/WRMA), and by Synergy Enterprises. Data submissions will not begin until 2014 but this data dictionary is being written as the systems are being developed to guide system designers and as a resource for grantees to use in preparing and submitting data.

The RPG Data Portal will consist of two components: (1) an Enrollment and Services Log, where grantees will enter enrollment and case information along with information on their RPG clients' participation in the evidence-based programs and practices (EBPs) that make up their programs; and (2) an Outcome and Impact Study System, where grantees will upload outcome data from standardized instruments, the household roster, and administrative sources. This document is a draft version of Part I of the RPG Data Dictionary; it contains specifications for the data elements in the Enrollment and Services Log or "ESL." Part II is not yet being drafted.

This draft document is subject to change. As noted in the following text, some data elements and response options remain to be finalized. In addition, based on grantee feedback and suggestions, some changes to the data elements may be needed. As well, some of the descriptions of data elements and instructions for data entry are still sketchy and will need to be expanded, clarified, and/or refined. If you find that item definitions or response categories are unclear in this version, please realize that this is a work in progress.

Features of the ESL

Once the ESL component of the RPG Data Portal have been developed, we will demonstrate its use. Meanwhile, here are the basic features of the system:

- The ESL consists of a brief series of data entry screens grantees will use to enter data.
- Users will automatically be directed to the relevant screen for all needed entries.
- Each grantee will designate a single grantee administrator who will establish permissions for the specific people who will be entering enrollment or service data at the grantee or partner agency(ies). This administrator is the only person who will be able to view all entries; other staff members can view only their own entries. Grantees will not be able to view each others' entries.
- The system will not produce reports, however we expect to configure the system so that the grantee administrator will be able to download their own data—and only their own data.
- The system will include convenience features. For instance, staff can enter case member names into the system. Entering names (or initials or nicknames if your IRB will not allow you to use names) can facilitate data entry by RPG staff—for example, it will be easier to quickly select names from a drop down list rather than relying only on ID numbers. However, researchers at Mathematica will not have access to any names entered into the system.

- The enrollment and service log will be housed on a secure server maintained by Mathematica's subcontractor, Synergy Enterprises, and will adhere to all security requirements for the project.

Content of the ESL Data Dictionary

For each item included in the ESL, the data dictionary provides the name of the data field, a description of the field, and valid values. Additional comments may also be included, such as information indicating that certain responses will take users to a related screen for additional information.

For ease of use, the dictionary is divided into several sections. **Sections A through E** provide data elements collected upon case enrollment and closure. **Section F** describes three data elements that will be collected whenever an RPG case member is enrolled in any of the EBPs provided as part of a grantee's RPG program, and one item collected when they exit the EBP. **Sections G through L** provide data elements collected only when RPG case members are enrolled in one of the ten focal EBPs.[1] This includes a reminder screen that will appear if no service or contact data have been entered for two weeks on a case enrolled in a focal EBB (Section M).

For questions or to provide comments on the data elements or the draft data dictionary, please contact your cross-site evaluation liaison (CSL). He or she will direct them to the cross-site evaluation team member best qualified to address your questions or comments. You may also contact the RPG Cross-Site Evaluation project director, Debra Strong, at any time at (609) 750-2001 or dstrong@mathematica-mpr.com.

[1] To reduce the burden on grantees to provide service data, the implementation study will collect service data on 10 focal EBPs among the 50 EBPS grantees' clients may recieve: (1) Celebrating Families!, (2) Child-Parent Psychotherapy, (3) Cognitive Behavioral Therapy, (4) Hazelden Living Balance Programs, (5) Matrix Model Program, (6) Nurturing Parenting Programs, (7) Parent and Child Interactive Therapy, (8) Seeking Safety, (9) Strengthening Families, and (10) Trauma Focused Cognitive Behavior Therapy.

Section A: Grantee Information

Sections A through E provide data elements collected upon case enrollment and closure.

Section A includes two fields, grantee ID and grantee name. These fields will be automatically populated based on the user's login credentials.

A. Grantee Information

#	Field	Description	Valid Values	Comment
A.1	GRANTEE ID	Grantee identification number provided by the Children's Bureau to the grantee	*Text*	
A.2	GRANTEE NAME	Name of grantee	*Text*	

Section B: Case Enrollment

This section includes the fields that will need to be entered for case enrollment: the case ID, the original case ID (only for cases that re-enroll after exiting RPG previously), the surname for the case, and the RPG enrollment date. A user guide will provide instructions for how to handle cases with multiple surnames. As noted during the webinar, CSLs will work with each grantee to define an "RPG case" for the purposes of entering enrollment data into the ESL.

B. Case Enrollment

#	Field	Description	Valid Values	Comment
B.1	CASE ID	Identification number assigned to each case	Text- maximum (6)	
B.2	ORIGINAL ID	Case's Original RPG CASE ID	Text- maximum (6)	
B.3	SURNAME	Last name of case or other identifiable information	Text	Staff can enter any type of identifier that will make it easy to recognize the case
B.4	RPG ENROLL ATE	Date that case enrolled in RPG program	Date format – MM/DD/YYYY	

C. Demographics on Individuals in the Case

At case enrollment, the RPG staff member will enter demographic information for each member of the RPG case. Some information will only be entered for adult case members.

Please note that for all fields that use a Checkbox, all choices will appear at once and the default setting is unchecked. Values that are not applicable can be ignored.

C. Demographics

#	Field	Description	Valid Values	Comment
C.1	IND ID	Each individual must be assigned a unique ID. An individual present in more than one case should have the same ID across cases. Grantees must track Individual IDs to ensure the same person consistently receives the same ID.	Text- maximum (6)	
C.2	FIRST NAME	First name of individual or other identifiable information	Text	
C.3	DOB	Date of Birth of individual	Date format- MM/DD/YYYY	
C.4	GENDER	Sex of individual	•Male •Female	Mark only one
C.5 - C.9	RACE	Race (mark all that apply)	•American Indian or Alaskan Native •Asian •Black •Native Hawaiian or Other Pacific Islander •White	Checkbox
C.10	ETHNICITY	Ethnicity identification of individual	•Hispanic •non-Hispanic	Mark only one
C.11	PRIMARY HOME LANG	Language that is spoken at home	•English •Spanish •other (specify)	Mark only one
C.12	PRIMARY HOME LANG SPEC	If other than English or Spanish, user can specify what other language is spoken.	*Text*	
C.13	PERSON TYPE	Indicate if person is an adult or child- a flag will indicate if the PERSON TYPE is the family focal adult and/or the recovery domain adult via a check all that apply selection; likewise for the child, a radio button will indicate if the child is the focal child.	•Adult •Child	Mark only one

#	Field	Description	Valid Values	Comment
C.14	HIGHEST EDUCATION	Highest/last level of education attained	•up to 8th Grad •some high schoo •"high school diploma/GED •some voc/tech education •voc/tech diploma •some college •associate's degree •bachelor's degree •some graduate or professional school •master's degree •doctorate degree •professional degree (MD, JD, DDS, etc.)	Adult Only Mark only one
C.15	INCOME LEVEL	Annual monetary amount received by individual	•0-9,999 •10,000-19,000 •19,091-24,999 •25,000-34,999 •35,000-49,999 •50,000 or higher	Adult Only Mark only one
C.16 – C.21	INCOME SOURCE WAGE SALARY	Source(s) of individual's income- wages/salary	•Wages/salary •Public assistance •Retirement / Pension •Disability •Other •None	Adult only Checkbox
C.22	EMPLOYMENT STATUS	Individual's Employment Status	•Full-time employment •Part-time employment •Self employed •Unemployed not in labor force	Adult only Mark only one
C.23	RELATIONSHIP STATUS	Individual's domestic relationship upon enrollment	•Single •Married to child's other biological parent •Married to other individual •Co-habitating •Divorced/separated widowed	Adult Only Mark only one
C.24	CURRENT RESIDENCE	Current type of residence for individual	•case's primary residence •treatment facility •correctional facility/prison •homeless/shelter •foster parent's residence •other	Mark only one

D. Flags for Specific Types of Case Members

RPG staff will indicate which case members are the focal child (selected by the grantee using an established rule), the family functioning adult and the recovery adult. If the family functioning and recovery adults have not been identified at the time of enrollment, RPG staff can enter this information at a later date. RPG staff will also indicate each case member's relationship to the focal child.

D. Flags for Specific Types of Case Members

#	Field	Description	Valid Values	Comment
D.1	FOCAL CHILD	Focal child is selected based on defined parameters set forth at grantee level	Populate from FIRST NAME entries for CASE ID where PERSON TYPE = "Child"	Only one child per case can be coded as the focal child
D.2	RELATIONSHIP TO FOCAL CHILD	The relationship between individual and focal child	•Biological Parent •Adoptive Parent •Step-Parent by Marriage •Foster Parent •Grandparent •Aunt / Uncle •Biological / Adopted / Foster / Step-Parent's Partner •Biological Sibling •Adopted Sibling •Step-Sibling by Marriage •Cousin •Self •Other	Mark only one
D.3	SPECIFY RELATIONSHIP TO FOCAL CHILD	Specification if RELATIONSHIP TO FOCAL CHILD is "Other"	*Text*	
D.4	FAMILY FUNCTIONING ADULT	This Adult is the Family Functioning Adult	Populate from FIRST NAME entries for CASE ID where PERSON TYPE = "Adult"	May be the same as the recovery adult
D.5	DOMAIN RECOVERY ADULT	This Adult is the Domain Recovery Adult	Populate from FIRST NAME entries for CASE ID where PERSON TYPE = "Adult"	May be the same as the family functioning adult

E. Case Closure

When an RPG case leaves the program, staff will indicate the date and reason for case closure. It will be important that grantees establish rules and procedures to identify inactive cases that should be closed even if not all program elements have been completed. Grantees should work with their CSLs and the program management liaisons (PMLs) from the National Center for Substance Abuse and Child Welfare (NCSACW) to determine these rules and procedures, and work with partners to implement them.

E. Case Closure

#	Field	Description	Valid Values	Comment
E.1	RPG CLOSE DATE	Date case was closed	Date format-MM/DD/YYYY	Select date from calendar
E.2 – E.10	CLOSURE REASON	Reason for closing the case. Select all that apply	•Completed RPG program •Family moved out of area •Unable to locate •Excessive missed appointments / unresponsive •Family declined further participation •Transferred to another service provider •Miscarriage or fetal/child death •Parental death •Other	Checkbox
E.11	SPECIFY RPG CASE CLOSE	Specification if REASON RPG CASE CLOSE = "other"	Text	

F. Enrollment and Exit to Specific EBPs

Section F describes three data elements that will be collected whenever an RPG case member is enrolled in any of the EBPs provided as part of a grantee's RPG program, and one item collected when they exit the EBP. For each EBP the grantee is implementing, RPG staff will enter the enrollment and exit dates and the individual case members enrolled.

F. Enrollment and Exit into Specific EBPs

#	Field	Description	Valid Values	Comment
F.1	EBP	Name of Evidence Based Program	The set of RPG Evidence Based Programs	
F.2	EBP ENROLL DATE	Date case members enrolled in EBP.	Date format- MM/DD/YYYY	
F.3	EBP EXIT DATE	Date case members exited EBP	Date format- MM/DD/YYYY	
F.4	EBP CASE MEMBERS	Case members participating in EBP	List of case members with IND ID populated for CASE ID	The system will automatically show a list of case members; check all that apply

G. Service Contact Information

Sections G through L provide data elements collected only when RPG case members are enrolled in one of the ten focal EBPs. This includes a reminder screen that will appear if no service or contact data have been entered for two weeks on a case enrolled in a focal EBB (Section M).

In Section G, for each focal EBP, RPG staff will enter service contact information, including the date of service, case members present, session location, session duration, others present during the session, topics covered, session activities, and the staff person's assessment of the extent to which the session went as planned.

G. Service Contact Information

#	Field	Description	Valid Values	Comment
G.1	DATE OF SERVICE	Date service was rendered	Date format-MM/DD/YYYY	
G.2	EBP SERVICE	EBP delivered during session	•Celebrating Families! •Child-Parent Psychotherapy (CPP) •Cognitive Behavior Therapy (CBT) •Hazelden Living Balance Programs (LIB) •Matrix Model program •Nurturing Parenting Programs (NPP) •Parent and Child Interactive Therapy (PCIT) •Seeking Safety •Strengthening Families •Trauma Focused Cognitive Behavior Therapy (TF-CBT)	Select only one
G.3	CASE MEMBERS PRESENT	Case members attending the session	Populate from FIRST NAME entries for CASE ID	Check all that apply
G.4	SESSION LOCATION	Location of services provided	•residential treatment facility •outpatient clinic •family's home •community site •local government site •school •court •parent's workplace •correctional facility •hospital	Select only one
G.5	SESSION MINUTES	Session length in minutes	Integer > 0	

#	Field	Description	Valid Values	Comment
G.6 – G.14	OTHERS PRESENT	Other individuals present in session	•Foster parent / guardian •Interpreter •Grantee staff member •Other relatives of case member •RPG partner staff •Fidelity observer •Health professional (nurse, early interventionist / Part C staff) •Supervisor •Other professional staff	Checkbox; check all that apply

H. Topics Covered During Service Contact

Staff will indicate whether any of six possible topics were covered in the session. For any topic covered, a screen showing possible subtopics will appear. **The data elements for the subtopic screens are shown in sections N through S, as indicated in the comments.**

H. Topics Covered During Service Contact

#	Field	Description	Valid Values	Comment
H.1	ADULT TOPICS SUB ABUSE	Substantive areas covered with adult in session- Substance Abuse	Checked or Unchecked	If this topic is selected, the user will be taken to another screen showing several potential subtopics. See Section N.
H.2	ADULT TOPICS PRNT SKILLS	Substantive areas covered with adult in session- Parenting Skills	Checked or Unchecked	If this topic is selected, the user will be taken to another screen showing several potential subtopics. See Section O.
H.3	ADULT TOPICS PERS DEV	Substantive areas covered with adult in session- Personal Development	Checked or Unchecked	If this topic is selected, the user will be taken to another screen showing several potential subtopics. See Section P.
H.4	CHILD TOPICS DEV AND ED	Substantive areas covered with child in session- Development and Education	Checked or Unchecked	If this topic is selected, the user will be taken to another screen showing several potential subtopics. See Section Q.
H.5	CHILD TOPICS ED ADULT SUB ABUSE	Substantive areas covered with child in session - Education on Adult Substance Abuse	Checked or Unchecked	If this topic is selected, the user will be taken to another screen showing several potential subtopics. See Section R.
H.6	ED OTH RELAT	Was educational information on substance use provided to other family members present?	"Yes" "No"	If this topic is selected, the user will be taken to another screen showing several potential subtopics. See Section S.

I. Activities Conducted During Service Contact

For each session staff will be asked to check off any activities completed during the session, such as group discussions or family meetings, from a drop-down list of activities.

I. Activities Conducted During Service Contact

#	Field	Description	Valid Values	Comment
I.1 – I.20	SESSION ACTIVITIES	List all activities conducted during service contact	•Group Discussion •Individual Discussion •Family Activity/Interaction •Family Meeting •Role Playing •Re-enactments •Exposure Activities •Games/play •Worksheets •Watching videos •Goal setting/planning •Guided practice •Coaching/feedback •Provision of emotional support •Problem solving •Crisis intervention •Parenting skills screening •Child development screening •Health Assessment •Mental health/substance abuse screening	Checkbox

J. Session Alignment with Session Plans

Staff will be asked to indicate whether the session went as planned—indicated by how well the session plan aligned with what was actually accomplished during the session. If the session was not "very well aligned" (that is, if it was only somewhat aligned or not well aligned), then the staff member will be asked to check one or more reasons, such as whether there was a family crisis.

J. Session Alignment with Session Plan

#	Field	Description	Valid Values	Comment
J.1	SESSION ALIGNMENT	Assessment of how session plan aligned with accomplishments	1 = not well aligned 2 = somewhat aligned 3 = very well aligned	Mark only one
J.2 – J.8	REASON NOT ALIGN FAM C	Reason visit was not well-aligned to intended accomplishments	•Family Crisis •Participants not engaged in activity •Participants interested in topic other than one planned •Presence of other individuals inhibited session activities/discussion •Participant(s) were sick •Physical space constraints •Other (please specify)	Checkbox
J.9	SPECIFY REASON NOT ALIGN	Specification if REASON NOT ALIGN = "other"	Text	

K. Referrals

When staff report making referrals during a service contact, they will be prompted to select from a check-off list the type of referral made.

K. Referrals

#	Field	Description	Valid Values	Comment
K.1	SESSION REFERRALS	Were referrals made for other services besides the activities completed during the session	•Yes •No	
K.2 – K.26	REF TYPE PRENATAL CARE	Type of referral(s) select all that apply	•Prenatal care •Adult preventive care •Reproductive health care •Breastfeeding/feeding/nutrition •Child developmental screenings •Dental services •Hearing/vision services •Childbirth education •Pediatric primary care •Early intervention services/Part C services •Mental health treatment •Anger management/domestic violence counseling •Domestic violence shelters •Family support centers •Food (e.g. food banks) •Housing •School readiness •Child care •Job training or employment services •Adult education services (including GED and ESL) •Substance abuse treatment •Legal •Public assistance (Medicaid, SNAP, WIC, SCHIP, TANF, etc.) •Other financial supports •Other	Checkbox; check all that apply
K.28	REF TYPE OTHER SPEC	Type of referral(s) provided-other (please specify)	Text	

L. Engagement Rating

At **only two points during enrollment in a focal EBP**—after the second service contact and at exit from the EBP—staff will be prompted to provide a rating of the case member's engagement in the EBP.

L. Engagement Rating (after second log entry and EBP exit)

#	Field	Description	Valid Values	Comment
L.1	CASE EBP ENGAGEMENT	Rate the specified case's engagement to date in evidence based program.	•4. Participants were consistently highly involved in services: The participants kept most appointments and actively participated in discussions and activities. If homework was assigned, the participants completed it. •3. Participants' involvement varied: The participant(s) sometimes kept appointments and sometimes actively participated in discussions and activities. If homework was assigned, the participants sometimes completed it. At other times, the participants' involvement was low. •2. Participants' involvement was consistently low: The participant(s) kept some appointments but missed or cancelled frequently. The participant(s) rarely actively participated in discussions and activities. If homework was assigned, the participant(s) frequently did not complete it. •1. Participants were minimally or not involved at all: The participant(s) kept few appointments. The participant(s) did not actively participate in discussions and activities. If homework was assigned, the participant(s) did not complete it.	Choose one

M. Service Contact Check if No Contact Data Entered for Two Weeks

If no service contact data are entered during a two-week period for an RPG case enrolled in a focal EBP, staff will be prompted when they log in to the system to confirm whether or not contact has occurred. If no contact has occurred, staff will record the reason and whether an appointment has been scheduled. If contact has occurred, staff will be prompted to enter the service data.

M. Service Contact Check if no Contact data Entered for Two Weeks

#	Field	Description	Valid Values	Comment
M.1	CONTACT CONFIRMATION	Contact with case since the last recorded service log	•Yes •No	
M.2	IN PERSON CONFIRMATION	In-person services provided since last recorded service log	•Yes •No	
M.3 – M.6	CONTACT TYPE PROV REF SERV	Type of contact with case, select all that apply	•Provided referral services •Tried to schedule appointment •Checked in on family by phone/email/other of contact not in person •Other	Check one
M.7	SPECIFY CONTACT TYPE	Specification if CONTACT TYPE = "other"	*Text*	
M.8	REASON NO CASE CONTACT	Main reason no contact made with case since last service date	•Exited from EBP •scheduled visit did not occur •no scheduled contact	Check one
M.9	MISSED VISIT COUNT	Scheduled visits that did not occur since last service date	*Integer > 0*	
M.10	ABILITY SCHED APP	Caseworker able to schedule an appointment.	•Yes •No	

N. Subtopics Covered During the Session: Substance Abuse

Sessions for the ten focal EBPs will typically address one of six possible topics, which are shown in Table H: (1) substance abuse, (2) parenting skills, (3) adult personal development, (4) child development and education, (5) education provided to the child on adult substance use, or (6) education provided to other family members on substance use. For any topic that is checked, staff will be asked to provide a little more detail by indicating which of several subtopics were addressed.

As an example of how the subtopics data entry will work, imagine a session during which the service provider discussed adult substance use with the child or children in the case. The service provider would check "education provided to the child on adult substance use" as a content area discussed (this field is in Table H above). A pop-up screen will then appear showing all the potential discussion subtopics (in this case the relevant subtopics are found in Section R below). The service provider will check off the subtopics that were actually discussed during the session. For subtopics what were not addressed no entry is needed.

N. Substance Abuse Treatment subtopics

#	Field	Description	Valid Values	Comment
N.1 – N.12	PERS DEV TOPICs	Respond to each of the following topics: •Acknowledging a substance use problem •Discussing readiness to change •Discussing past successful behavioral changes •Identifying and preventing destructive behaviors •Identifying triggers and cravings •Developing a relapse plan •Fostering honesty and responsibility •Fostering self-help skills •Providing information on abuse and trauma •Developing a understanding of substance use and its effects •Addressing guilt, loss, and grief •Developing support networks •Enacted a plan for change and recovery	•Primary topic for session •One of several main topics •Spent some time discussion topic •Touched on topic •Did not discuss	Ask only if ADULT TOPICS PERS DEV is checked. Default is "Did not discuss".

O. Subtopics Covered During the Session: Parenting Skills

O. Parenting Skills Subtopics

#	Field	Description	Valid Values	Comment
O.1 – O.11	PERS DEV TOPICs	Respond to each of the following topics: •Fostering parent's ability to effectively communicate with child •Teaching parent how to develop child's communication skills •Teaching parent about child growth and development •Teaching parent how to establish care-giving routines •Teaching parent to serve as emotional base for child •Fostering parent's understanding of and ability to develop child autonomy •Teaching parent strategies to promote positive family interactions •Teaching parent to manage child's behavior, foster positive behavior, and set developmentally appropriate rules and consequences •Educating parent about pre-teen and teen sex and STIs •Educating parent about child/adolescent substance use •Educating parent on child/adolescent depression and suicide	•Primary topic for session •One of several main topics •Spent some time discussion topic •Touched on topic •Did not discuss	Ask only if ADULT TOPICS PRNT SKILLS is checked. Default is "Did not discuss".

P. Subtopics Covered During the Session: Adult Personal Development

#	Field	Description	Valid Values	Comment
P.1 – P.10	PERS DEV TOPICs	Respond to each of the following topics: •Fostering communication and social skills •Fostering resiliency •Fostering empathy and kindness •Learning to identify and express feelings •Fostering skills to manage emotions •Developing life management skills •Fostering ability and commitment to making healthy choices •Fostering personal safety and healthy, safe relationships and boundaries •Processing trauma and developing a trauma narrative	•Primary topic for session •One of several main topics •Spent some time discussion topic •Touched on topic •Did not discuss	Ask only if ADULT TOPICS PERS DEV is checked. Default is “Did not discuss”.

Q. Subtopics Covered During the Session: Youth Therapy and Development

#	Field	Description	Valid Values	Comment
Q.1 – Q.12	DEV AND ED TOPICS	Respond to each of the following topics: • Fostering communication and social skills • Fostering resiliency • Fostering empathy and kindness • Learning to identify and express feelings • Fostering skills to manage emotions • Developing life management skills • Fostering ability and commitment to making healthy choices • Fostering personal safety and healthy, safe relationships and boundaries • Processing trauma and developing a trauma narrative • Developing positive behaviors • Developing a positive support network	• Primary topic for session • One of several main topics • Spent some time discussion topic • Touched on topic • Did not discuss	Ask only if CHILD TOPICS DEV AND ED is checked. Default is "Did not discuss".

R. Subtopics Covered During the Session: Education of Youth on Substance Use and Recovery Subtopics

P. Education of Child on Adult Substance Abuse Subtopics

#	Field	Description	Valid Values	Comment
R.1 – R.5	ADULT SUB USE TOPICs	Respond to each of the following topics: •Discussing impact of substance abuse on relationships •Discussing relapse prevention •Educating on biology of addiction •Educating on the medical effects of substance use •Discussing risk factors for youth developing substance use disorder	•Primary topic for session •One of several main topics •Spent some time discussion topic •Touched on topic •Did not discuss	Ask only if CHILD TOPICS ED ADULT SUB ABUSE is checked. Default is "Did not discuss". Select only one
R.6	ADULT SUB USE 6 SPECIFY	Specification if R.6 is other"	Text	Describe other topic

S. Subtopics Covered During the Session: Education of Other Relatives on Substance Use and Recovery Subtopics

Q. Education of other Family Members on Substance Use Subtopics

#	Field	Description	Valid Values	Comment
S.1 – S.4	EXT FAM SUB USE TOPICs	Respond to each of the following topics: •Discussing impact of substance abuse on relationships •Discussing relapse prevention •Educating on biology of addiction •Educating on the medical effects of substance use	•Primary topic for session •One of several main topics •Spent some time discussion topic •Touched on topic •Did not discuss	Ask only if ED OTH RELAT = "Yes". Default is "Did not discuss".
S.5	EXT FAM USE 6 SPECIFY	Specification if S.6 is other than "Did not discuss"	Text	