

Instructions for Completing Participant Service Logs

1. Form Overview

This form is filled out daily and serves multiple purposes. It provides data on the frequency of contact with individual clients and their families and information about what procedures/sessions they received from the intervention they were assigned to. It will enable us to know how much service was provided and in which locations. **Only use the most recent version of the Service Contact Log. Destroy any earlier versions. The most recent version should have November 13, 1998 in the footer, except for the MCB5/MC12/FSN which should have January 28, 1999 in the footer.**

2. Use of Form

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| (a) | <u>Who Fills It Out</u> | The form is filled out by counselors/therapists |
| (b) | <u>For What</u> | The data from the form is entered into the project MIS |
| (c) | <u>To Whom</u> | Counselors/therapists route it to the Research Coordinator. Therapist Coordinators will also review monthly reports and/or individual reports as part of quality assurance. |
| (d) | <u>When</u> | The forms are filled out daily and turned in at the end of each day or the next morning if the counselor/therapist is away from the office at the end of the day. |

3. Instructions For Completing The Form

Types of Service Contact Logs: Below is a list of the six main versions of the service logs that will be used.

- MET/CBT/FSN Group Log (Filename: MCBGROU.PDF)
- MET/CBT/FSN Individual Log (Filename: MCBIND.PDF)
- ACRA Individual Log (Filename: ACRA.PDF)
- ACRA Family Service Log (Filename: ACRAFAM.PDF)
- MDFT Family Service Group Log (Filename: MDFTGRO.PDF)
- MDFT Individual Log (Filename: MDFTIND.PDF)

Each log contains the same basic components describing who, when, where and what was done. Below are specific instructions for each intervention:

ACRA: ACRA counselors/therapists have two logs they would record data on depending on the situation. *The ACRA Family Service (Group) Log would be used to record what occurs in a family session.* This log allows for entering one family group session per log and multiple

procedures at each session. *The ACRA Counselor/Therapist Individual Service Log is used when the ACRA therapist is conducting an individual rather than a family session, using case management procedures, or recording indirect services.* It is important to understand that each row on these logs represents a separate event or procedure. For example, an ACRA therapist may meet with a client and/or family for one hour. During that hour if they use 3 different procedures, they would record them on three different rows and allocate time for each procedure. The total time would add up to 1 hour.

MDFT: MDFT counselors/therapists have two logs they would record data on depending on the situation. *The MDFT Family Service (Group) Log would be used to record what occurs in a family session.* This log allows for entering one family group session per log and multiple procedures at each session. *The MDFT Counselor/Therapist Individual Service Log is used when the MDFT therapist is conducting an individual rather than a family session, using case management procedures, or recording indirect services.* It is important to understand that each row on these logs represents a separate event or procedure. For example, an MDFT therapist may meet with a client and/or family for one hour. During that hour if they use 3 different procedures, they would record them on three different rows and allocate time for each procedure. The total time would add up to 1 hour.

MET/CBT5 : MET/CBT5 counselors/therapists have two logs they would record data on depending on the situation. *The MCB5/MC12 /FSNM Counselor/Therapist Group Service Log would be used to record what occurs in a group session.* These logs allow for entering certain information once, multiple procedures per group session, and then a one time listing of those in attendance at the group. *The MCB5/MC12 /FSNM Counselor/Therapist Individual Service Log would be used to record what occurs in MET individual sessions and when recording an indirect service.* It is important to understand that each row on these logs represents a separate event or procedure.

MET/CBT12 : MET/CBT12 counselors/therapists have two logs they would record data on depending on the situation. *The MCB5/MC12 /FSNM Counselor/Therapist Group Service Log would be used to record what occurs in a group session.* These logs allow for entering certain information once, multiple procedures per group session, and then a one time listing of those in attendance at the group. *The MCB5/MC12 /FSNM Counselor/Therapist Individual Service Log would be used to record what occurs in MET individual sessions and when recording an indirect service.* It is important to understand that each row on these logs represents a separate event or procedure.

MET/CBT12/FSN : MET/CBT12/FSN counselors/therapists have two logs they would record data on depending on the situation. *The MCB5/MC12 /FSNM Counselor/Therapist Group Service Log would be used to record what occurs in a group session.* These logs allow for entering certain information once, multiple procedures per group session, and then a one time listing of those in attendance at the group. *The MCB5/MC12 /FSNM Counselor/Therapist Individual Service Log would be used to record what occurs in MET individual sessions, case*

management contacts, and when recording an indirect service. It is important to understand that each row on these logs represents a separate event or procedure.

Completing the Day. At the end of each day, if you have time that has not be attributed to an individual participant, assign it to one of the “indirect” activity codes (discussed below) so that if a staff person worked a total of 5 hours in a day, the total time for that total staff person across rows/forms would be 5 hours.

Variable by Variable Instructions

- (a) Counselor/Therapist Name & Staff ID Fill in staff name and 3 digit study Staff ID [XSID].
- (b) Study Site and Subsite Use the 3 digit study site ID [XSITE] and 2 digit study sub-site ID [XSITEA]
- (c) Intervention Code/INT Code This field is on the MCB5/MC12/FSNM logs, please fill in the appropriate initials so that it will be clear which intervention the service is performed for.
- (d) Date Fill in the date in the order of month, day and year.
- (e) Page Fill in the page number that corresponds to each day
- (f) Participant ID Fill in the participant ID provided by the research staff. NOTE: For Indirect Service activities that are not related to a single participant, use participant ID 0000 so that this row can still be entered in the database.
- (g) TX Collateral ID A one digit code is used to denote the collateral. If the collateral already has a research ID, use this same code. If not, then assign the next number in the series (e.g. if the last collateral was 03, then assign the new collateral 04). Use the same ID for all future references to this individual.
- (h) Relationship Code Use the Relationship codes in the code box to describe the collateral relationship. If no collateral is present code '00' or leave blank.
- (i) Mode Use the appropriate code to denote a telephone or face-to-face contact. The default is face-to-face.

- (j) Service Type The service type code describes the persons/agency with whom you talk. For example, if you talked to probation personnel about Tom Jones, you would code Tom Jones' ID in the ID column and put a (7) in the service type column. If you speak to a client and his family at the same time, then you would code a (3) in the service type column. If you speak to the client for 1/2 an hour and then talk to a probation official 1/2 hour about the client, you have two events. Code the client's ID for both, but the first service type is coded as (1) and the second is coded as (7). The only time you would code a (5) indicating that you talked with another staff member from your own project/agency would be when the staff member is the only person with whom you are talking.

(k) Procedure/Session code definitions

Procedure/session codes specific to the intervention: In Appendix A following these instructions is a listing of all procedure codes. Appendix B includes definitions of all the procedures. All procedural/session codes should correspond directly to what is described in the intervention manual. NOTE: Only code telephone calls when you actually talk to someone or leave a message; do not code calls when there is no response.

(l) Location Codes

The location codes should be self-explanatory. The codes used should reflect where the service is taking place. If you code a travel activity code, then your location code is your destination.

(l) Time Spent (in minutes)

Enter the minutes delivering the service described in each row on an individual service log or in a group or family session. The minimum amount of time that can be recorded on a form is one minute and this would most likely be used for case management phone calls in ACRA, FSN, and the MDFT interventions. In most cases, for example, when deciding what amount of time to attribute to different procedures used in a session, blocks of 15 minutes will be sufficient. Since this form should be turned in each day, it would be expected that the number in the total time spent box would approximate your total work time that day. (The total

time is not entered in the computer, but used as a cross check.)

(m) Engagement/TX Collateral Engagement

Use the engagement codes in the code box to code the level of participant or collateral engagement when providing direct service to the participant or collateral. You do not need to use engagement codes for most telephone calls—unless the telephone call is an actual session.

(n) # of participant families

This item is on the MCB5/MCB12/FSN Group service log. Enter the number of participant families attending the FSN sessions

(o) # of TM Collaterals or # of Family/Collateral Members present

Enter the number of collaterals present during the session or procedure. The total number of participants and collaterals should match the number listed by ID in the individual rows.

(p) Comments/Notes

Use at discretion and direction of local site T.C. or R.C.

Appendix: A

Summary of Activity Codes

Motivational Enhancement Therapy (MET)/Cognitive Behavioral Therapy (CBT)

- 100 Building Rapport
- 101 Motivational Interviewing
- 102 Personalized Feedback Report
- 103 Make-up: Refusal Skills
- 104 Make-up: Enhancing Social Support
- 105 Make-up: Coping with Emergencies & Relapse
- 106 Make-up: Increasing pleasant activities
- 111 Goal Setting
- 112 Functional Analysis
- 113 Preparation for Group
- 115 Provision of real life practice exercise
- 116 Review of real life practice exercise
- 117 Increasing pleasant activities
- 123 Refusal Skills
- 124 Enhancing Social Support
- 125 Coping with Emergencies & Relapse
- 126 Problem Solving
- 127 Anger Awareness
- 128 Anger Control
- 129 Responding to criticism
- 130 Coping with Craving
- 131 Depression Management
- 132 Thoughts about MJ management
- 150 Group make-up session
- 151 Disrupted Session
- 199 Other MET/CBT

Family Support Network (PE: Parent Education; HV: Home Visit)

- 200 PE: Typical Teen Beliefs & FF
- 201 PE: Drugs and Adolescents
- 202 PE: The Family Context
- 203 PE: Boundaries, Limits, Authority, & Discipline
- 204 PE: Communication, Conflict Resolution & FF
- 205 PE: Relapse Signs & Recovery
- 206 HV: Family History; Establish Rapport (no longer in use-- version of SCL)
- 207 HV: Family Rules, Conflict Resolution (no longer in use-- version of SCL)

- 208 HV: Com; Family Structure; Mission (no longer in use-- version of SCL)
- 209 HV: Relapse Prevention; Problem solving (no longer in use-- version of SCL)
- 210 HV: Adolescent treatment issues; Introduction to the Family
- 211 HV: Family Mission Statement; Rules; Conflict Resolution
- 212 HV: Problem solving; Communication; Relapse Prevention
- 213 HV: Family Specific TX Issues; Review Progress; Closure
- 299 Other FSN

Adolescent Community Reinforcement Approach (ACRA) Codes

- 300 Rapport Building
- 301 Functional Analysis
- 302 Happiness Scale
- 303 Goals of Counseling
- 304 Relapse Prevention Training
- 305 Social/Recreational Counseling
- 306 Problem solving skills training
- 307 Communication skills training
- 308 Relationship counseling/family
- 309 Relationship counseling/peers
- 310 Job Finding
- 311 Assignment of homework (e.g. sampling, communication)
- 312 Review of homework
- 313 Anger Management
- 399 Other ACRA

Multi-Dimensional Family Therapy (MDFT) Codes

- 400 Engagement/Motivation
- 401 Theme identification/develop
- 402 Enactment (no longer in use-- version of SCL)
- 403 Engagement/Alliance Building (no longer in use-- version of SCL)
- 404 Social Supports
- 405 Conflict resolution
- 406 Relationship building (no longer in use-- version of SCL)
- 407 Sealing changes
- 408 Focus on drug use
- 409 Parent Education (no longer in use-- version of SCL)
- 410 Parental Reconnection Task
- 411 Prepare Interactions
- 412 Adolescent Ecosystem
- 413 Normative Development
- 414 Parental Practices

- 415 Prosocial Activities
- 416 Relational Focus
- 417 Alliance Building-Parent
- 418 Alliance-Building Adolescent
- 419 Parent Involvement

Case Management (CM) Codes

- 700 CM Safety Net
- 701 CM Engagement
- 702 CM Scheduling, confirming
- 703 CM-Barrier Reduction/advocacy
- 704 CM-Crisis management
- 705 CM-Linkage to community support group
- 799 CM-Other CM activity

General Treatment Codes

- 800 Urine testing and feedback
- 801 Discussion of termination
- 899 PAR clinical intake

Indirect Service Codes

- 901 Research Paperwork
- 902 Clinical Paperwork
- 903 Travel
- 904 Clinical Supervision
- 905 Case Preparation
- 999 Other Indirect Activity

Appendix: B Code Definitions

- (100) *Building Rapport*: Any time spent building rapport with the participant, as described on page 21 of the MET/CBT5 manual
- (101) *Motivational Interviewing*: Any time spent using the motivational enhancement strategies described in section 4.2.1 of the MET/CBT5 manual
- (102) *Personalized Feedback Report*: Any time spent reviewing the PFR, as described in section 4.2.4 of the treatment manual
- (103) *Make-up: Refusal Skills*: See 123 below.
- (104) *Make-up: Enhancing Social Support*: See 124 below.
- (105) *Make-up: Coping with Emergencies & Relapse*: See 125 below.
- (106) *Make-up: Increasing Pleasant Activities*: See 117 below.
- (111) *Goal Setting*: Any time spent facilitating the completion of the Personal Goal Worksheet as described on pages 29-31 of the MET/CBT5 manual.
- (112) *Functional Analysis*: Any time spent introducing and practicing the strategy of functional analysis, as described on pages 32-34 of the MET/CBT5 manual.
- (113) *Preparation for Group*: Any time spent preparing the participant for the group therapy sessions, including presentation of the Information and Expectations for Group Agreement, as described in section 4.3.2 of the MET/CBT5 manual.
- (115) *Provision of real life practice exercise*: Any time spent providing the participant(s) with a “Real Life Practice Exercise” to be completed between treatment sessions. These opportunities to provide such an exercise are described on pages 21, 33-34, 48-49, 56-57, and 60-61.
- (116) *Review of real life practice exercise*: Any time spent reviewing the participant’s completion of the “Real Life Practice Exercise” provided in the previous session.
- (117) *Increasing pleasant activities*: Any time spent on the “Increasing Pleasant Activities” exercise as described on page 56 of the MET/CBT5 manual.

- (118) *Review of progress*: Any time spent reviewing progress, as described in sections 4.2.5, 4.3.2, 4.3.3, or 4.3.5 of the treatment manuals.
- (123) *Refusal Skills*: Any time spent reviewing and facilitating practice of the “Marijuana Refusal Skills” described in section 4.3.2 of the MET/CBT5 manual.
- (124) *Enhancing Social Support*: Any time spent reviewing strategies to diagram and enhance participants’ social support network, as described on pages 51-55 of the MET/CBT5 manual.
- (125) *Coping with Emergencies & Relapse*: Any time spent reviewing the “Coping with Emergencies and Relapse” skills described on pages 59-61 of the MET/CBT5 manual.
- (126) *Problem Solving*: Short definition: Therapist teaches about problem-solving by providing rationale, guidelines, time for group exercise and homework.
- (127) *Anger Awareness*: Short definition: Therapist teaches about anger awareness by providing rationale, guidelines, time for group exercise, in-session work and homework.
- (128) *Anger Control*: Short definition: Therapist teaches about anger management by providing rationale, guidelines, time for group exercise; role play and homework.
- (129) *Responding to criticism*: Short definition: Therapist teaches about active listening, assertiveness and receiving criticism by providing rationales, guidelines, time for group exercises and homework.
- (130) *Coping with Craving*: Short definition: Therapist teaches about coping with craving by providing rationale, guidelines, time for group exercise and homework.
- (131) *Depression Management*: Short definition: Therapist teaches about depression management by providing rationale, guidelines, time for group exercise and homework.
- (132) *Thoughts about MJ management*: Short definition: Therapists teaches participants to manage thoughts about marijuana management by providing rationale, guidelines, time for group exercise and homework.
- (150) *Group make-up session*:
- (151) *Disrupted Session*: This code is used for an MET/CBT session in which the prescribed session activity was not accomplished due to some type of disruption or unforeseen circumstance.

- (199) *Other MET/CBT*: Use of any other MET/CBT procedure found in the manual but not covered by other codes.
- (200) *PE: Typical Teen Beliefs and functional families*: The purpose is to present an understanding of adolescent development and the role of the family in this development. Additional focus includes healthy family functioning. The family as a source of strength and adolescents as a positive growth experience.
- (201) *PE: Drugs and adolescents*: The purpose is to help parents understand the nature of drug abuse and dependence. The parent's motivation, which is to be a part of their child's recovery, is stressed.
- (202) *PE: The Family Context*: The Family Context presents the importance of family in the recovery process. The family as an inter-dependent system is explored and its strengths and weaknesses.
- (203) *PE: Boundaries, limits, authority, & discipline*: Boundaries, Limits, Authority and Discipline focuses on understanding healthy boundaries, discipline, and parental authority. The goal is to help parents understand sources of authority in the family and maintaining this in a healthy way.
- (204) *PE: Communication, conflict Resolution & FF*: Communication, Conflict, Resolution and Fair Fighting is focused on helping parents understand the nature of conflict in families. Also addressed are healthy methods of communication and fair conflict resolution.
- (205) *PE: Relapse signs and recovery*: Relapse Signs and Recovery explains the recovery process in the context of a healthy family. Also how the family can help in relapse prevention.
- (206) *HV: Family History; Establish rapport*: Family therapist visits the family's home and the session focuses on establishing rules, fair fighting is presented and improvement of communication skills are the focus. (*From old version of SCL.*)
- (207) *HV: Family Rules, Conflict Resolution*: Family therapist visits family's home and in the session the family looks at their roles and problem solving. Skills are practiced and the family develops its own mission statement. (*From old version of SCL.*)
- (208) *HV: Com; Family Structure; Mission*: Family therapist visits the family's home. The session is spent on developing a family relapse prevention plan. Discussion also includes the issues surrounding the process of change and recovery. (*From old version of SCL.*)

- (209) *HV: Relapse Prevention; Problem solving:* Family therapist visits the family's home. The session is spent on developing a family relapse prevention plan. Discussion also includes the issues surrounding the process of change and recovery. *(No longer in use-- version of SCL.)*
- (210) *HV: Adolescent treatment issues; Introduction to the Family:*
- (211) *HV: Family Mission Statement; Rules; Conflict Resolution:*
- (212) *HV: Problem solving; Communication; Relapse Prevention:*
- (213) *HV: Family Specific Tx issues; Review Progress; Closure:*
- (299) *Other FSN*
- (300) *Rapport Building:* Any time spent using the rapport building techniques which are described in the AAP manual.
- (301) *Functional Analysis:* Any time spent completing an initial or subsequent functional analysis of marijuana/alcohol use as described in section A1 of the manual or completing an initial or subsequent functional analysis of Prosocial Behavior as described in section A2 of the manual.
- (302) *Happiness Scale:* Any time spent with the client completing and reviewing the Happiness Scale as described in the AAP manual
- (303) *Goals of Counseling:* Any time spent working on a Goals of Counseling form with the client as described in the AAP manual.
- (304) *Relapse Prevention Training:* Any time spent on Relapse Prevention Procedures as described in the AAP manual.
- (305) *Social/Recreational Counseling:* Any time spent using the "Increasing Prosocial Recreation" procedures described in the AAP manual and developing an active plan to engage in prosocial behaviors. This may include guiding the client through an actual call to a recreational facility to gather information or getting him/her to agree to try out certain pro-social behavior in a given time period.
- (306) *Problem solving skills training:* Any time spent teaching and/or practicing with the client problem solving procedures as described in the AAP manual.

- (307) *Communication skills training*: Any time spent teaching and/or practicing the communication skill procedures with the participant or his/her caregiver as described in the AAP manual.
- (308) *Relationship counseling/family*: Any time spent using procedures described in Sections CG3-4 of the manual not covered under other procedures. (For example, communication and problem solving would not be coded here.) You also would code this procedure when using the Adolescent and Parent version of the Happiness scales which are then used to work on the relationship between the two.
- (309) *Relationship counseling/peers*: Any time using any AAP procedures to facilitate a better relationship between the participant and a peer.
- (310) *Job Finding*: Any time spent in job finding activities—note that these activities are found in the supplemental job finding materials.
- (311) *Assignment of Homework*: Any time spent planning with the participant and having him/her commit to practice skills in his/her real life or sampling new behaviors.
- (312) *Review of Homework*: Any time spent reviewing homework assigned in a previous session.
- (313) *Anger Management*: Any time spent providing anger management procedures described in the manual.
- (399) *Other ACRA*: Use of any other ACRA procedure found in the manual that is not covered by other procedural codes (e.g. Dealing with failure to attend, anger management, contingency contracting).
- (400) *Engagement/Motivation*: Therapist focuses on motivating the client to get more committed to treatment in general or to specific tasks of treatment (i.e., parent setting stronger limits with teen).
- (401) *Theme identification/develop*: Raises discussion from a focus on particular events and behaviors and identifies larger patterns of behaviors or interpersonal themes that characterize individual and interpersonal behavior.
- (402) *Enactment*: (No longer in use-- version of SCL.)
- (403) *Engagement/Alliance Building*: (No longer in use-- version of SCL.)

- (404) *Social Supports*: Focus on understanding, identifying and improving social supports for any family member.
- (405) *Conflict resolution*: Focus on identification, exploration, discussion or resolution of conflicts in between family members (and outside the home).
- (406) *Relationship building*: (No longer in use-- version of SCL.)
- (407) *Sealing changes*: Trying to punctuate, reinforce and/or maintain new behaviors, thoughts, feelings, and interactions to promote positive development and functioning.
- (408) *Focus on drug use*: Discussion with parent or adolescent about drug use or drug culture.
- (409) *Parent Education*: (No longer in use-- version of SCL.)
- (410) *Parental Reconnection Task*: Helping the parent develop softer affect, more empathy and reinvestment in the adolescent. This also includes helping adolescents develop new trust and gain new security from relationships with his/her parent.
- (411) *Prepare Interactions*: Prepares for specific up-coming discussions/ineteractions.
- (412) *Adolescent Ecosystem*: Engages adolescent in discussion about his/her world.
- (413) *Normative Development*: Offers family knowledge about normative adolescent development in order to give family members new perspective or guidelines.
- (414) *Parental Practices*: Helps parent become more effective with behavior management of the child.
- (415) *Prosocial Activities*: Encourages and facilitates adolescent to become involved with positive, non drug related activities such as sports, hobbies, a job, etc.
- (416) *Relational Focus*: Focus discussion on the quality, nature, problems or strengths of family relationships.
- (417) *Alliance Building-Parent*: This item combines a bonding dimension (e.g., expresses interest, acknowledgment, support and concern) and a collaborating dimension (e.g., formulating tasks and goals) and generates hope.
- (418) *Alliance Building-Adolescent*: This item combines a bonding dimension (e.g., expresses interest, acknowledgment, support and concern) and a collaborating dimension (e.g., formulating tasks and goals) and generates hope.

(419) *Parent Involvement*: Encourages parent to become more involved in knowing about or participating in adolescent's day to day activities.

The following codes are used across all five interventions.

(700) *Case Management/Safety Net*: Any time spent delivering the manualized safety net procedures with parent(s).

(701) *Case Management/Engagement*: Activities related to engaging the client in treatment that are not described in a particular intervention such as calling the client prior to an initial session to encourage their attendance or calling between sessions.

(702) *Case Management/Scheduling, confirming*: Contacts with clients or their families that center on scheduling and confirming appointments.

(703) *Case Management/Barrier Reduction/advocacy*: Activities related to accessing services for clients when a barrier exists. For example, when a client has been denied services for past behavior and the counselor/therapist advocates for the client to receive services. This may include contacts for the purpose of collaborating with probation and parole officers or other agency staff involved in the adolescent's life.

(704) *Case Management/Crisis Management*: Contacts with clients or their families that center on managing a specific crisis rather than doing regular session or procedure work

(705) *Case Management/Linkage to community support group*: Activities on behalf of clients which enable them to become part of a community support group. This may include talking with a client about the groups and helping them make phone contact in order to arrange to attend such a group.

(799) *Case Management/Other CM activity*: Other activities believed to be case management that are not covered above, but have been discussed with the local T.C. who has agreed that these are CM activities.

(800) *Urine testing and feedback*: Any time spent in performing clinical urine tests and giving clients or others feedback about the results or discussion of the results..

(801) *Discussion of termination*: Any time spent discussing service termination with the adolescent and/or family members.

(899) *PAR clinical intake*: For PAR staff only, time spent conducting the additional PAR intake.

The following codes in the 900 series are usually considered indirect services. They are always recorded on an individual service log. If the activity can be tied to a specific client in the case of clinical paperwork or travel, code the client's ID. If they can not be tied to a specific client then enter 000 in the ID column.

- (901) *Research Paperwork:* Any time spent in completing paperwork related to the research that does not go in the clinical record, such as completion of this form.
- (902) *Clinical Paperwork:* Time spent in completing paperwork that goes in the clinical chart or reviewing GAIN I intake information.
- (903) *Travel:* Time spent traveling to and from clients and the office, could include transportation of clients.
- (904) *Clinical Supervision:* Time with your intervention or site specific therapist coordinator for the purpose of discussing procedures or client issues.
- (905) *Case Preparation:* Time spent reviewing previous sessions and planning the content of a future session.
- (999) *Other Indirect Activities:* Activities related to administrative support not covered above, e.g. staff meetings, training.