



**RECOVERY
WORKFORCE
SUMMIT**
2014 Annual Conference

**INTEGRATING FUNCTIONAL SKILLS INTO
ACUTE PSYCHIATRIC SETTINGS**

**BALTIMORE
MARYLAND** **JUNE 22-25**



Psychiatric Rehabilitation Association
Growing and Training the Recovery Workforce



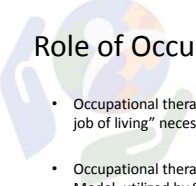
**RECOVERY
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**INTEGRATING FUNCTIONAL SKILLS INTO
ACUTE PSYCHIATRIC SETTINGS**

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Jennifer Schwarzschild, OTR/L





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Role of Occupational Therapy

- Occupational therapists assist people in developing the "skills for the job of living" necessary for independent and satisfying lives.¹
- Occupational therapy aligns with the main tenets of the Recovery Model, utilized by SAMHSA for mental health care.²
- OTs are a key component of the recovery process and integrate Recovery Model principles into practice.



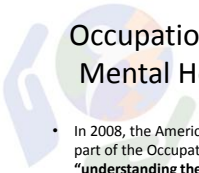
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Role of Occupational Therapy



- Occupational therapy addresses barriers perceived by clients in their community, and seeks to improve skills and provide supports for successful engagement.³
- Support full engagement and participation in meaningful and productive community activities.³
- OTs increase clients' ability to live independently within the community through assessment, task analysis, and development of skills and adaptations through practice.



Occupational Therapy in Mental Health Settings



- In 2008, the American Occupational Therapy Association (AOTA), as part of the Occupational Therapy Practice Framework, stated **"understanding the client as an occupational human being for whom access and participation in meaningful and productive activities is central to health and well-being is a perspective that is unique to occupational therapy"**.¹
- For people with serious mental illness, such as schizophrenia, major depression, bipolar disorder, and schizoaffective disorder, **developing the skills and obtaining the supports necessary for productive living** are important in meeting these goals.⁴



Health Care Changes and Policies Impacting Occupational Therapy



- New Freedom Initiative
- Affordable Care Act
- Medicare and G-Codes

Evidence For Skills Based Functional Treatment: Pertinent Findings



- Outpatient skills training lead to significantly greater knowledge and skills for independent living; skills were generalized to community functioning for several years after training and resulted in significantly less readmissions over a 12- month period.^{14, 18, 19, 20, 21}
- Individuals scoring both low and high on the ACLS-2000 demonstrated improvements in life skills following skill specific training w/ learning based approach.¹⁰
- Despite being acutely ill, clients who participated in community re-entry groups on an inpatient unit were able to participate and demonstrate use of skills.²¹

Evidence For Skills Based Functional Treatment: Occupational Engagement



- Mental health consumers have reported a lack of confidence in their ability to initiate meaningful activities and would like assistance to help structure their time.^{3, 10}
- Occupational therapy is integral in increasing consumers' daily balance and engagement through identification of clients' strengths and desired occupations, and a provision of a supportive environment in which to engage, thus promoting individual satisfaction with quality of life.⁸
- Consumers interviewed through survey upon discharge from an inpatient unit reported that identifying and maintaining a balanced schedule was both important and easy to follow through with at discharge after discussing concepts and identifying a schedule while on the unit.²²

Implications for Practice



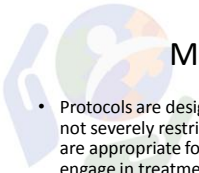
- Empirical studies exploring the effectiveness of skills based treatment within psychiatric populations **provides evidence for implementation of functional interventions** across functional levels and treatment settings.
- **Community Living Skills** protocols were developed by OTs based on existing qualitative research, as well as clinical observations of client need, and delineated into various IADLs accordingly.



Method



- Groups are designed for a 60-minute time frame and are easily adapted and gradable to provide appropriate skills training and activities for a variety of cognitive levels, acuity of illness, and discharge environments.
- Due to the variable length of stay and unit census, groups are adaptable for a “one time” session, and/or to progress skills developed in prior sessions.
- Groups are function-based as they include several role play components to enhance ability to communicate and utilize skills discussed.



Method



- Protocols are designed for use with individuals who are not severely restricted cognitively or by acuity of illness, are appropriate for group treatment, and are willing to engage in treatment.
- Group activities are thematic and directly related to targeted skills.
- Activities are designed to address underlying cognitive and symptomatic difficulties, such as problem solving, communication, organizational skills, insight into illness, planning, sequencing, initiation, and motivation.



Group Topics



- Health Management
- Home Management
- Community Navigation
- Budgeting and Money Management
- Meal Preparation and Grocery Shopping



Health Management



"A Visit to the Doctor"

- Planning, organization, attention, communication skills, identification of coping strategies, relapse prevention planning, skill development, health promotion, advocacy

"Stress Management"

- Illness education and insight, relapse prevention, coping skills development, skill development, communication skills, problem solving

"Myth vs Fact Medication Management"

- Medication education, development of coping strategies, skill development for medication compliance, identification of resources/supports, health promotion, problem solving



Health Management



"A Visit to the Doctor"

- Prop insurance cards
- Healthcare documents and forms
- Problem solve the activity demands of a simulated doctors visit



PATIENT INFORMATION SHEET			
Patient ID#:	MI:	Date of Birth:	Race:
Patient Name:	Do you have insurance?		
Home Address:	Name of insurance company:		
City, State, Zip:	Member of insurance:		
Home Phone:	Who referred you to us?		
Cell Phone:	Pharmacy of choice (Name and Location):		
Business Phone:	Driver License#:		
Email Address:	Occupation:		
Business Address:	Other:		

BRIEF MEDICAL HISTORY: (PLEASE CHECK OR LIST THOSE THAT APPLY TO YOU)
 Allergies: Penicillin Codeine Sulfas Bee Stings Erythromycin Insulin Food
 Current Medications:

Medicare Health Insurance	
1-800-MEDICARE (1-800-633-4227)	
Name of Beneficiary: JAMES DOE	
Medicare Card Number	Sex
000-12-000-A	M
Is ENROLLED TO:	EFFECTIVE DATE
Hospital (Part A)	07-01-1965
Medical (Part B)	07-01-1965
Name Print: <i>James Doe</i>	

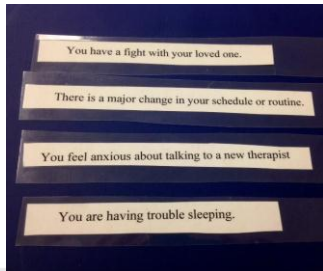


Health Management



"Stress Management"

- Identify and demonstrate use of coping skills via role-play
- Relevant real-life stressors provided as examples



Health Management



“Myth vs Fact Medication Management”

- Use prop medication bottles
- Identify and interpret relevant details
 - expiration dates
 - times of day to be taken
 - side effects



MYTH vs FACT

1. Most medications can be taken at any time throughout the day. (Myth)
 - a. Follow up Q: Medicines need to be taken at the same time every day and when they are prescribed to be taken. Why is this important?
 - b. Follow up Q: How can you find out where you are supposed to take your meds?
 - c. Follow up Q: What are 1-2 ways you can remind yourself to take your meds at the right time?
 - i. Use a calendar, pill box, phone alarm, smartphone/app, reminder
2. If you skip one day of meds, it isn't a big deal. (Myth)
 - a. Follow up Q: It is important to take your meds every day. What happens when you don't?
 - i. Use an alarm, use a pill box, write it down-check it off
 - b. Follow up Q: How can you be sure to take your meds every day?
 - i. Follow up Q: What should you do if you forget to take your meds?
3. Medication expires 90/90/12 (Fact)
4. Medication is expired 90/90/12 (Myth)
 - a. Follow up Q: How do you know if a medication is expired and what should you do if your medication is expired?
 - i. Call the pharmacist. What is the pharmacist's phone number? Who should you ask to speak to? What should you say?
5. There is no cure for mental illness. (Fact)
 - a. Follow up Q: Although there is no "cure," MI can be managed and treated. How?
 - i. By adhering to meds, using supports, keeping appointments, and using coping skills to manage symptoms.

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Home Management



“Planning for Household Management”

- Insight, organization and sequencing, planning, decision making and problem solving, time management, health promotion, use of coping skills, energy conservation, strategies for motivation, accessing community resources

“Mail Sorting and Letter Writing”

- Skill development, organization and sequencing, accessing community resources, social skills, use of coping skills, attention to detail, decision making and problem solving

“Party Planning”

- Planning, organization and sequencing, social skills, communication skills, skill development, time management



Growing and Training the Recovery Workforce

Home Management



“Planning for Household Management”

- Organize pictures of various stages of organization into “cleanest” to “messiest”
- Identify home management tasks and schedule for completing tasks
- Launder, organize, label, fold and sort clothing items for OT “clothes closet” to apply strategies discussed in groups



Growing and Training the Recovery Workforce

Home Management



"Mail Sorting and Organization"

- Identify what items can be immediately discarded, what items will need further attention, and which are of high importance, requiring immediate response
- Problem solve appropriate responses to high priority items
- Opportunity to write, address, and send mail as identified



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Home Management



"Party Planning"

- Variety of situations and tasks to be completed in a day, including organizing the home, running errands, and engaging with others to plan for a party
- Problem solve various solutions and schedules to complete all tasks
- Use strategies to plan actual party for group



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Community Navigation



"Community Transit Routes"

- Planning, organization and sequencing, attention to detail, time management, problem solving, skill development for community transitions, accessing resources

"Community Navigation within Hospital"

- Planning, organization, sequencing, problem solving, energy conservation, environmental awareness, use of coping skills, communication skills, accessing resources, skill development

"Applying for MTA Mobility"

- Organization, attention to detail, accessing community resources, skill development, advocacy, utilizing resources, problem solving skills

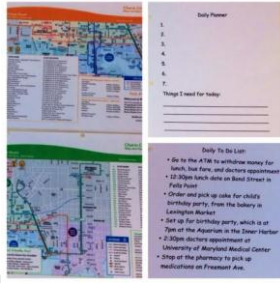
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Community Navigation



“Community Transit Routes”

- Maps and schedules of the local transportation system
- Variety of situations to identify various routes, and discuss skills needed to use transportation in the community
- Identify strategies to complete a variety of errands in their community using maps and schedules

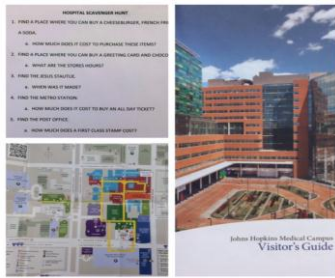


Community Navigation



“Hospital Navigation”

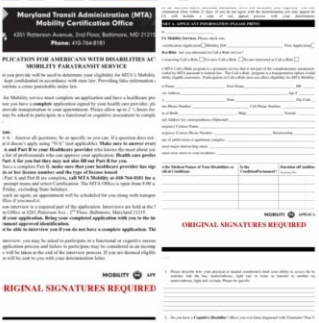
- Hospital maps and list of locations
- Plan and complete errands to identify information requested



Community Navigation



“Applying for MTA Mobility”



- Education on available public transportation services
- Complete forms necessary to access these services, set-up appointments, role play how to complete this process in the community
- How to access various community supports

Money Management



“Evaluation of Spending Habits”

- Insight building, decision making, identification of triggers

“Identify a Monthly Budget/Expenses”

- Budgeting, money management, planning, organization, decision making, problem solving

“Balancing a Checkbook and Reviewing Bank Statements”

- Organization and sequencing, attention to detail, skill development, concentration, frustration tolerance, problem solving

“Bill Paying”

- Organization, attention to detail, skill development, decision making, problem solving, following directions, implementation of coping skills

“Using Money in the Community”

- Skill development, communication skills, planning, attention to detail



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Money Management



“Evaluation of Spending Habits”

- Answer questions to evaluate spending habits
 - A) I buy something when I feel like it
 - B) I buy things only after much consideration
- Identify spending habits that cause problems
- Identify strategies to improve management of finances



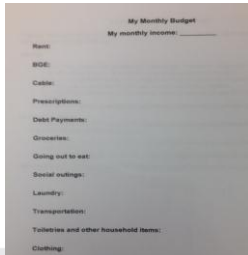
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Money Management



“Identify a Monthly Budget/Expenses”

- Complete budgeting scenarios
- Identify monthly expenses
- Fill out a weekly or monthly budgeting ledger



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Money Management

“Balancing a Checkbook and Reviewing Bank Statements”

- Use a bank statement to balance a checking or savings account
- Identify and fix any discrepancies between a bank statement and a written account register

Date	Transaction Type	Deposit	Withdrawal	Balance
06/01	Money Order @ Cit	200.00		1000.43
06/03	ATM		250.00	750.43
06/05	Gas Pump Company		100.00	650.43
06/06	Financial Inst Svc		100.00	550.43
06/08	Deposit	100.00		650.43
06/09	Debit - R. U.		251.21	399.22
06/09	1000 College Store Deposit	100.00		499.22
06/10	1000 College Store		100.00	399.22
06/12	Deposit	100.00		499.22
06/13	1000 College Store		250.00	249.22
06/13	1000 College Store		100.00	149.22
06/14	1000 College Store		100.00	49.22
06/15	1000 College Store		100.00	149.22
06/16	1000 College Store		100.00	49.22
06/17	1000 College Store		100.00	149.22
06/18	1000 College Store		100.00	49.22
06/19	1000 College Store		100.00	149.22
06/20	1000 College Store		100.00	49.22
06/21	1000 College Store		100.00	149.22
06/22	1000 College Store		100.00	49.22
06/23	1000 College Store		100.00	149.22
06/24	1000 College Store		100.00	49.22
06/25	1000 College Store		100.00	149.22
06/26	1000 College Store		100.00	49.22
06/27	1000 College Store		100.00	149.22
06/28	1000 College Store		100.00	49.22
06/29	1000 College Store		100.00	149.22
06/30	1000 College Store		100.00	49.22

Money Management

“Bill Paying”

- Groups are facilitated to increase participants’ ability to:
 - Identify important information on a monthly bill such as the due date, means of payment, check writing, etc.
 - Identify means of payment and steps to make the payment
 - Write checks and fill out withdrawal forms to pay bills



Money Management

“Using Money in the Community”

- Problem solve solutions to potential problems
 - The cashier at the store gives you the wrong amount of change
 - You realize you don’t have enough cash to pay the total
 - You decide to pay at check out and realize the machine isn’t working right.
 - You plan to purchase something that was listed as on sale but when you get to the register the item rings up for the full price.



Meal Preparation and Grocery Shopping



"Enrollment in Rewards Cards"

- Attention to detail, organization, utilizing community resources

"Grocery Shopping Scavenger Hunt"

- Planning, attention to detail, organization, problem solving, communication skills, skill development for meal planning and grocery shopping

"Grocery Shopping and Meal Planning"

- Budgeting/money management, planning, problem solving, insight into spending habits, decision making, organization, healthy eating

Meal Preparation

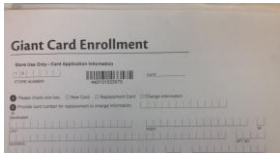
- Kitchen safety, time management, organization and sequencing, communication skills, skill development, following directions

Meal Preparation and Grocery Shopping



"Enrollment in Rewards Cards"

- Fill out a Grocery Card Enrollment forms in order to get deals for grocery store items



Meal Preparation and Grocery Shopping



"Grocery Shopping Scavenger Hunt"

- Use a grocery circular to locate food items on a list
- Determine prices with and without coupons and grocery store membership



Meal Preparation and Grocery Shopping



"Meal Planning and Grocery Shopping"

- Plan a grocery shopping list based on a set budget
- Determine food items to make a well balanced meal
- Calculate discounts and determine the total cost
- Organize shopping list based on meals planned for the week

Grocery Shopping	
Choose items from the following list:	
Bulgur Franks	\$3.79 per package
Heinz Tomato Ketchup	\$2.79 per bottle
Hot Dog Buns	\$1.29 per package
Mission White Rice	\$2.79 per box
Tuna	\$2.89 per can
Frozen vegetables	\$2.29 per bag
Head of lettuce	\$2.99 per bag
Gallon of ice cream	\$2.99 per gallon
Box of cereal	\$1.79 per box
Gallon of milk	\$3.99 per gallon
Coffee grounds	\$5.99 per can
Microwave popcorn	\$2.49 per box
Box of frozen	\$2.19 per pound
Apples	\$1.99 per pound
Spaghetti	\$5.99 per box
Tomato Sauce	\$2.29 per can



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Meal Preparation and Grocery Shopping



"Meal Preparation"

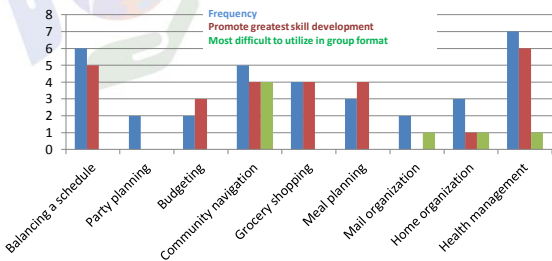
- Groups are focused on making healthy food choices
- Planning a meal on a budget
- Using a grocery circular
- Creating a grocery list
- Grocery shopping
- Kitchen safety
- Identifying and completing steps to prepare a meal
- Communicating with peers to work in the kitchen



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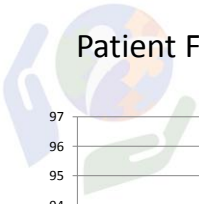
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Clinical Usage of Protocols

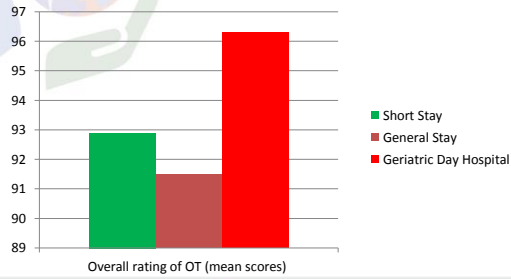


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Patient Feedback





Questions



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