

Applying Recovery-Based Services Through Assessment; A Review

“The development of personal meaning is central to recovery, but few find anything fulfilling in the role of a mental patient” (Slade, 2013, p. 18).

The assessment process is an opportunity for meaning making
Regina Casey & Darren Wiebe

Acknowledgement

Pitts & Hayes, (2014a). Assessment (p. 81-96) In P. Nemeec & K. Furlong-Norman, eds.) (2014). *Best Practices in Psychiatric Rehabilitation*. Linthicum, MD: Psychiatric Rehabilitation Association.

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These slides are adapted from work by Regina Casey developed for Frontenac Mental Health and Addiction Services (2014)

Learning Goals

- Identify the unique value of strengths-based assessment in psychiatric/psychosocial rehabilitation
- Define and describe best practices for assessment in psychiatric/psychosocial rehabilitation
- Describe challenges and concerns related to assessment practices in psychiatric/psychosocial rehabilitation
- Apply the strength-based assessment process and two tools to a case study
- Identify how this webinar may influence your own assessment and planning practices

Session Outline

- Discuss the rationale of PSR assessment
- Describe 2 different approaches to assessment
- Identify processes and values/philosophies that influence PSR assessment
- Outline some challenges regarding assessments
- Articulate current best practices
- Engage in a brief case study and apply two tools-lead by Darren Wiebe
- Identify how this session may influence your assessment practices.

Slade, 2013

“The process [of recovery] normally starts with the quest for meaning – making sense of what has been, and is, happening. Many people will try to reduce anxiety by wanting an answer from the mental health professional. Therefore part of the assessment will involve collecting enough information to be able to offer a professional perspective. The professional view about diagnosis should certainly be shared, but there should also be a tentativeness in how it is used in the assessment process. It is a resource to offer to the service user, not ‘the’ answer” (p. 18)

So What Is the Big Deal About Assessment?

- What is the value of assessment?

What aspects of assessment are unique to PSR approaches?

- Please type your answers

Person Centered Planning (PCP)-

- Involves an ongoing collaborative process of change (i.e., regarding roles & relationships) and outcomes and documentation based on self-determination, community-inclusion and strengths-based individualized service delivery.
- (4 P' S According to Tondora (n.d) are philosophy, process, plan and product).
- Duplicate slide from Self-Directed Care Webinar June 2014

2 Assessment Approaches Within the Context of Self-Directed Care



Self-Directed Care

1. Specific strengths-based assessment
2. Assessment that includes a PSR process (i.e., a. readiness/strengths), b. functional & c. environmental aspects)

Self-Directed Care

Adapted from work by Tondora et al., 2014

Goal: What person is working on in their own words

Strengths: Skills, abilities, talents & past experiences

Barriers: Things that interfere with accomplishing the goal

Objective: Smaller step that helps accomplish bigger goal (in person's own words)

Interventions: actions by client, provider and supports take to help client accomplish their chosen goals

1. Strengths-Based Assessment (SBA)

- SBA – grew from the strengths model (Rapp & Gosha)
- The Substance Abuse and Mental Health Services Administration (SAMHSA) identifies the strengths-based approach as one of the 10 components of recovery (SAMHSA, 2011).

Strengths-Based Assessment

- Is intended to be provocative....
- “Gives a holistic picture of a person’s talents and skills, aspirations, and environmental resources that are present or have been present for the consumer across seven domains **(home/daily living, assets-financial/insurance, employment/education/specialized knowledge, supportive relationships, wellness/health, leisure/recreational, spirituality/culture)**”

(Rapp, Gosha, & Fuki, 2014)

Strengths-Based Assessment

- Source: Rapp, C. A., & Goscha, R. J. (2012) The strengths model case management. New York, NY: Oxford.

2.a. Assessment with PSR process

(i.e., a. readiness/ strengths), b. functional & c. environmental aspects)

Assessing Rehabilitation Readiness. The assessment process includes exploration of indicators

- Need for change (?success/satisfaction with life situation)
- Commitment to change (identifying extent of commitment)
- Personal Closeness (extent of openness to connecting with others)
- Self Awareness (sense of self-understanding)
- Environmental Awareness (awareness of different environments)

(Adapted from Farkas et al., 2000)

How To Go About Assessing Readiness

One way is to use:

Reflexive dialogue that draws on motivational enhancement

- John has made an appointment with you to consider his employment options. He is a 22 year old man who lives with his parents. John has a diagnosis of schizophrenia and dislikes his current part-time job as a waiter. How would you ask about need for change?

How To Go About Assessing Readiness

2. You might also use reflexive phenomenological interview approaches (asking person to tell you about it in his own words so you have a better understanding of his experience)
 - How would you do this with “John” as you assess his personal closeness

Values/Philosophy Related to Power and Reflexivity

Please describe how power is seen/experienced in the
therapeutic relationship

Power and Reflexivity

Consider:

- Where the assessment occurs
- Socioeconomic/inequity issues that may influence is played out in interview process (class, gender, poverty, sexual orientation, race)
- Why person is with you – is it their idea?
- Fatigue, cognition issues and how that impacts power sharing
- The experience of trauma (past and or present)
- That the person may be hearing voices and ask about the relationship to the voice

Helpful Questions

- When have you most felt alive?
- When did you last have fun?
- What would make a difference in your life?
- What are your dreams?
- What do you want in life?
- What would make your life better?
- What would give your life more meaning?
- What would make your life more enjoyable? (Slade, 2013, p. 20)

Staff Values to Promote Hope

(Slade, 2013, p. 23)

Using interpersonal resources	Activating internal resources	Accessing external resources
Valuing the person as a unique human being	Failure is a positive sign of engagement, and contributes to self knowledge	Target efforts towards supporting the person to maintain relationships and social roles
Trust in the authenticity of what the person says	To be human is to have limitations – the challenge is to exceed [and] or accept them	Find or build an audience to the person's uniqueness, strengths and best efforts

At the End Of The Readiness Assessment Process ...

...regarding the person's major life domains (desired and obligatory roles) you should:

- Know the person's goals
- Have mutual understanding of desired changes
- Understand strengths

Adapted from Hayes & Pitts (2014b)

2. b. Functional Assessment

Consists of identifying the behavioral routines and skills needed for life domains that are targeted for change by the readiness assessment – identified goals

(i.e., in areas of work, self-care, home care, employment, school, relationships/community mobility & leisure)

Functional Assessment

- Occurs after the goal establishment
- Requires an understanding of the persons preferences
- Focuses on behavioral routines and the skills needed for success and satisfaction re desired roles
- Assessment carried out in the specific context – observation/performance based thus an analysis of specific skills is needed

Adapted from Farkas et al., (2000) & Hayes & Pitts (2014b)

Cognitive Assessment

Essential focus on this topic in recent years

For example the Test of Grocery Shopping Skills (Brown, Rempfer & Hamera, 2009, Bethesda, MD: American Occupational Therapy Association) may be helpful linking cognition with function

The key is to have an understanding of the cognitive & physical demands of a desired change in behavior in order to plan for success e.g. identifying what cognitive and physical demands “John”, for example, may require if he wishes to apply for a new job as a sales assistant with Home Depot in the plant department

Outcome of Functional Assessment

At the end of the functional assessment you and client should:

- Understand the fit of routines to support participation in desired roles (habits/routines and skills)
- Understand the efficacy and consistency of performance
- Understand preferences/values
- Identification for skills/resource development

Adapted from Farkas et al., (2000) & Hayes & Pitts (2014b)

2. c. Finally, Assessing Environmental Resources & Barriers

- Involves ongoing assessment of environmental aspects that may help /hinder person in making their changes/reaching their goals i.e., (e.g., access to family, other people in the community, support networks/groups, services, transportation, physical ability, & finances)
- Considered person in context

Adapted from Farkas et al., (2000) & Hayes & Pitts (2014b)

Environmental Assessment

- NB Cultural considerations will influence environmental aspects of the persons experience, i.e., their values regarding how they wish to and are required to participate in valued roles i.e., use of space, allocation of time for recreation

Adapted from Farkas et al., (2000) & Hayes & Pitts (2014b)

Environmental Assessment Outcome

You and client should now have:

- A good understanding of the person's experience of the environment and the barriers and strengths
- Understanding of the person's routines and habits
- Know how the environment influences their role enactment i.e., does person have access to community centers for valued activities

Adapted from Hayes & Pitts (2014b)

Specific Assessments

Often systems use their own specific assessments. See:

- Slade (2009), for a recovery focused interview in his book *(personal recovery and mental illness: a guide for mental health professionals*. New York: Cambridge University Press.
- Canadian Occupational Performance Measure (Law et al., 1990)
- Occupational *Performance History Interview – II* Kielhofner et al., 2004 (<http://www.moho.uic.edu>)
- Rapp & Gosha, 2006, 2012 for strengths based approaches to assessment
- Client Self-Appraisal of Needs Assessment (Vancouver Community Mental Health Services, 2011)

Considerations When Choosing Assessments

(Pitts & Hayes, 2014b)

- Relevance
- Feasibility
- Utility
- Evidence –based

Consulting with others will help to identify best assessment and need for training

Challenges With Assessments

- Staff need training
- Assessment tools are often specific to organizations
- Challenging to do large scale research using non-validated tools
- Specificity of tools not always clear (do they render the correct information that will be useful).
- Documentation- should involve client as much as possible- often overlooked is involving the client in documenting the process, goals and progress

- Progress of the person and their successes regarding change and willingness to engage in rehabilitation
- Progress regarding your own ability to do good dynamic systematic and detailed strengths based assessment, reflect on practice and engage the client in the process
- Find support and people with expertise to nurture your assessment techniques and processes

Celebrate Progress

Best Practices for Assessment

Adapted from Pitts & Hayes, 2014a, p. 95

- Involve the client in all aspects of the process while developing trust
- Do assessments in places where people live, work, learn and play in order to better understand function in context
- Be aware of possible cognitive challenges and their impact on function
- Be aware of possible impact of trauma
- Attend to cultural issues
- Use evidence-informed assessment and processes
- Be reflective on of the dynamics of the interview process

Case Study

- Over to Darren

Take Home Messages

- Assessment is dynamic
- Assessment is a process
- Assessment contributes to readiness
- Assessment findings should be recorded using clients' words

Over to you

- How will this information change/influence/consolidate your assessment practices?
- Please type some thought for sharing

What We Did

- Identified the unique value of strengths-based assessment in psychiatric/ psychosocial rehabilitation
- Defined and described best practices for assessment in psychiatric/ psychosocial rehabilitation
- Described challenges and concerns related to assessment practices in psychiatric/ psychosocial rehabilitation
- Applied the strength-based assessment process and a portion of two tools to a case study
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What we did not do

- Assessment related to illness categorization/naming i.e., via **Diagnostic and Statistical Manual** (American Psychiatric Association/International Statistical Classification of Diseases and Related Health Problems (ICD))
- Consider traditional assessment of specific symptoms i.e., a **mini mental status exam** (looking at appearance, behavior, speech, mood, thought content/form, perception, cognition & insight/judgment) or the **Positive and Negative Syndrome Scale (PANSS)**
- Consider **Suicide Assessment** – (assessing risk and protective factors)

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