

# A TRANSITIONAL LIFE SKILLS PROGRAM TO INCREASE INDEPENDENCE IN PEOPLE WITH SEVERE MENTAL ILLNESS

# SITE DESCRIPTION

Gateways Satellite Transitional Residential Program (STRP) is a forensic outpatient program in the greater Los Angeles area that provides court-mandated residential, day-care, and mental health therapeutic services for adults ages 18-64. Clients at this site have committed crimes when unmedicated and have either pled guilty due to reasons of insanity or are not competent to stand trial. This program aims to help the clients transition back into the community. Clients receive all therapeutic treatment in-house.

### THEMES IN LITERATURE REVIEW

#### Impact of severe mental illness on occupation

- Lawton Instrumental Activities of Daily Living Assessment Scale:
  - more than 75% of the participants had difficulty with medication management, food preparation, and shopping
  - more than 50% had difficulty with finances and laundry
  - Over 25% of participants had difficulty with housekeeping and transportation (Samuel et al. 2018)

#### **Effectiveness of Occupational Therapy and Life Skills Training**

• The explanation of occupational therapy is the "doing" of activities compared to psychotherapy and skill training (Birken et al. 2018; Doug et al. 2021)

#### **Combination of Life Skills Training with another** skill

 Combined Occupational Therapy and Social Skills Training group showed a higher increase in occupational performance satisfaction within the areas of self-care, productivity, and leisure (Doug et al. 2021)

- Continuity of Care
- Skill development
- Program Development

- By week 3 of DCE, the capstone student will have conducted a needs assessment investigating what has helped and/or hindered clients' transition to their next level of care.
- By week 14 of DCE, the capstone student will have implemented and assessed the effectiveness of the transitional life skills program.

There is a lack of evidence in using occupational therapy to increase independence in ADLs, IADLs, community navigation, and leisure exploration when transitioning into the community from mental health institutions, especially in the United States. This leaves a population vulnerable to an increase in recidivism, suicide, criminal activity, and substance use, which results in a decrease in activities, wellness, and quality of life.

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#### **IDENTIFIED NEEDS**

- Community Exploration
- Leisure Exploration
- Medication Management

### LEARNING OBJECTIVES

- By week 6 of DCE, the capstone student will have developed a six week transitional life skills
- program to address activities of daily living,
- community reintegration, and leisure exploration to meet the needs of the clients.

# **PROBLEM STATEMENT**

### **PROGRAM DEVELOPMENT**

1-3 Neeks:	<ul> <li>Conducted additional</li> <li>Create a Transitional</li> <li>Assessment*</li> </ul>
4-6 Neeks:	<ul> <li>Trial run of assessmer</li> <li>Make corrections</li> <li>Administer assessmer</li> </ul>
7-12 Neeks:	<ul> <li>Development Group and Protocols for the Trans Program</li> <li>Implement four weekly</li> <li>Implement weekly ind</li> </ul>
13-14 Neeks:	<ul> <li>Re-administer assessr</li> <li>Conduct exit interview</li> <li>Make edits to the asse</li> </ul>

program

The graph below compares the pre- and post-assessment scores. The results from the pre- and postassessment show an increase in seven out of 10 categories. The increase in scores can be attributed to the exposure, education, and practice the Transitional Life Skill Program offered. A decrease in lower body dressing was due to a participant's fall (unrelated to the capstone program), and a decrease in judgment and decisionmaking is understandable since two participants were observed having an increase in psychiatric symptoms and were later re-hospitalized. The overall averages of assessment scores increased by 1.4 points.



needs assessment Life Skills

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### **DISCUSSIONS & IMPLICATIONS**

- This project brought insight to the populations needs and abilities:
  - They are able to learn new information and apply it.
    - The importance of occupational justice.
  - There is a need for continued care after being discharged from a mental health facility.
  - Understanding individuals abilities and limitations simultaneously understanding that skills fluctuate.
  - Life skills are constant and can always be improved.
  - Client appreciation for community exploration and for diving deeper into topics.

### OUTCOMES

Number	Personal Hygiene (X/5)	Dressing (X/4)	Housek eeping (X/4)	Shoppin g (X/I)	Money Manage ment (X/4)	Healthy Eating Awaren ess (X/3)	Medicati on Manage ment (X/I)	Leisure Activitie s (X/I)	Time Manage ment Skills (X/3)	Judgem ent and Decision Making (X/7)	Total (X/33)
ю	4	4	2	I	3	2	I	I	3	6	26
ю	4	4	4	I	4	3	I	I	3	4	29

This table provides a better depiction of the individual success made from the Transitional Life Skills Program. One client was able to increase skill ability, but decreased in judgement and decision making due to an increase is psychotic symptoms.



### **FUTURE DIRECTIONS**

- Basic ADLs to more advanced IADLs training
- Creating more sensitive mental health assessments for OTs to properly assess individuals.
- Additionally more research and education for OTs to implement life skills training into their therapeutic practices.
- Continuing educating this population is crucial.
- Benefits of health literacy for this population

# ACKNOWLEGEMENTS

Immense gratitude to Dr. Laura Ferrari and Dr. Leizerovich for guiding me throughout this project.

> GATEWAYS HOSPITAL AND MENTAL HEALTH CENTER

# SCHOLARLY DELIVERABLES

Transitional Life **Skills** Assessment

	1 × 0 @ a A
Client is able to identify if they received the correct amount of change. 0 or	
1 (KELS equipment)	
Client is able to determine if they have enough money to purchase an item	
0 or 1 (KELS equip.)	
in a given scenario, the client is able to determine what an appropriate	
amount of money is to carry on their person. 0 or 1	
Healthy Lating Amareness	Contraction and the second
Client is able to complete healthy food quiz with a 50% or higher. O or 1	1200000
Client is able to identify one category (fats, calories, serving size, or	
protein) of a food label. 0 or 1	
Client is able to read expiration dates on food packages. Our 1	
Medication Management	and the second se
Client is on time to medication call, and does not need to be reminded to	120002
take medication. 0 or 1 (check with nursing)	
Client's Medical Baseline: Wt:	
(CareLogic) Ht:	
(Cantcagoc) Ht: Current Medication:	
Current Medication:	
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0 - no 1-yes				
Personalitetiene	Limiting Factors	Score		
Client is able to participate in an oral hygiene routine in the morning and at	82000			
right. 0 or 1 (complete activity)	9 . Q . Q @ 20			
Client can wash hard to reach areas of the body in shower stimulation. 0 or				
1				
Client can apply deodorant daily. O or 1 (complete activity)				
Client is able to wash and style hair. 0 or 3 (demonstrate)				
Client is able to cut finger and toe nails regularly 0 or 1 (demonstration)				
Dressing				
Client is able to appropriately dress according to weather conditions. 0 or 1	810000	-		
(observation)	1.0.000			
Client wears appropriate clothing and footwear on community outings. 0				
or 1 (observation)				
Client is able to complete lower body dressing simulation. D or 1				
Client does not have difficulties with pippers, buttons (4), or laces. 0 or 1				
Housekeeping		_		
Client is able to participate in full laundry routine (washing and using the	210002			
correct amount of detergent). 0 or 1	0.00000			
Client is able to fold different articles of clothing (30). 0 or 1				
Client is able to make my bed daily. 0 or 1 (observation/demonstration)				
Client is able to keep room clean by sweeping, dusting, and removing				
trash. 0 or 1 (observation during spring cleaning)				
hopping		1		
Clerit is able of make lists to items they need for the week. O or 1	120002			
(Sunshine)				
Money Management				

	TotalScore	
- 184 - 117 -	KEY	
đ	Medication Side Effects	
R	Volition	
0	skill Deficit	
\$	Cognitive Difference	
0 0 2 2	Psychiatric Limitations	
B	Physical Limitations	
Goal #1	Areas and Deficits to Address (Goal Setting Selec	1.83
Groat #1		
Goal #2		
Goal #3		
Additional Commen	ts:	

#### **Group Deliverables**



Individual Deliverables



#### REFERENCES



