Understanding & Addressing Psychosocial Issues

How you can help our students develop this ability in a non-mental health setting

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Today’s Objectives

- The participant will recognize the importance of promoting psychosocial assessment and intervention in all fieldwork experiences.
- The participant will learn ways to integrate psychosocial treatment into client care regardless of setting.
ACOTE Standards

B.2.6: Analyze the effects of physical and mental health, heritable diseases and predisposing genetic conditions, disability, disease processes, and traumatic injury to the individual within the cultural context of family and society on occupational performance

B.2.9: Express support for the quality of life, well being, and occupation of the individual, group and/or population to promote physical and mental health and the prevention of injury or disease

B.10.15: Provide level II in traditional and/or emerging settings consistent with all curriculum design. In all settings psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client centered, meaningful, occupation based outcomes.
ISU Fieldwork Students Must:

- Write objectives for each fieldwork
- Write psychosocial objectives for each fieldwork
- Collaborate with fieldwork educators to best determine how these objectives can be met
- Warning: they may need help with:
  - Specific **behaviors** to demonstrate
  - **Activities** to address the objective
  - **Methods** for measuring completion of objective
Where Does Psych Fit in?

The AOTA Fieldwork Performance Evaluation Form focuses on the following areas:

- Fundamentals of Practice
- Basic Tenets of OT
- Evaluation & Screening
- Intervention
- Management of Service
- Communication
- Professional Behaviors
Fundamentals of Practice

2. Adheres to safety regulations

- Psychosocial Factors impacting safety:
  - Client becomes agitated during treatment session
  - Client voices desire to die
  - Client “freezes” during transfer

3. Uses judgment in safety

- Student recognizes impact of psychosocial factors and addresses them appropriately
  - Student will use de-escalation techniques to calm clients displaying agitation
  - Student will address comments of hopelessness or suicidal ideation by asking probing questions to assess client’s suicidal risk and informing physician
  - Student will process transfer with client and address issues of anxiety through education in anxiety reduction techniques
Evaluation & Screening

11. Assesses client factors and context
   - Psychosocial Factors impacting evaluation:
     - Student will explore client’s feelings or concerns related to illness/impairment/role disruption

14. Adjusts/modifies the assessment procedures
   - Student will alter pace or direction of interview in response to emotional distress displayed by the client

17. Documents the results of the evaluation
   - Student will document emotions that may hinder or support occupational performance and impact rehabilitation potential
Intervention

- 22. Implements intervention plans that are client centered

- Psychosocial factors impacting client centeredness
  - Clients experience feelings of fear, anger, loss, depression, sadness, hopelessness, overwhelmed over disruptions in their roles, occupations, and habits
  - Clients learn new things in occupational therapy. Learning new things can be stressful
  - Clients experience a loss of control in a hospital or SNF setting and may act out as a result

- Student will validate client’s concerns and emotions during treatment session
- Student will offer choice in treatment session in an effort to increase client’s sense of control and self efficacy
- Student will educate client on stress reduction techniques
26. Documents client’s response

- Emotional reactions may occur during intervention and should be reported regardless of the lack of an incident
- Student will document client’s emotional response to treatment
- Student will document client’s response to interventions used to target psychosocial factors (e.g., frustration, stress, anxiety, pessimism)
32. Clearly and effectively communicates verbally and non-verbally

Student will match, pace, (and later lead) a client’s non-verbal body language to facilitate the development of rapport in the therapeutic relationship

Student will effectively set limits with clients to reduce the likelihood of injury to self or others
41. Demonstrate positive interpersonal skills

- Student will validate the client’s feelings during occupational therapy sessions

- Student will maintain neutral non-judgmental body language during all interactions with clients