



**Psychiatric
Rehabilitation
Training
Technology**

**Training
Module**

**CONNECTING
FOR
REHABILITATION
READINESS**

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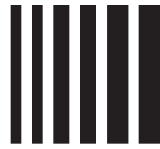
THE CENTER FOR PSYCHIATRIC REHABILITATION was established in 1979 in response to the recognition of the need for additional knowledge and skills to help to improve the lives of persons with severe psychiatric disabilities. The center is affiliated with Boston University's Sargent College of Health and Rehabilitation Sciences and is staffed by professionals from many disciplines who have national reputations in the fields of rehabilitation and mental health.

The mission of the center is the development, demonstration, dissemination, and utilization of the new knowledge and technology contributing to the recovery of people with severe mental illness.

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CONNECTING FOR REHABILITATION READINESS

ORIENTATION FOR THE TRAINER

The Center for Psychiatric Rehabilitation has worked with agencies in the field over the past 20 years to implement psychiatric rehabilitation skills taught on an agency-wide basis. During the course of this experience, it became apparent that different groups of clients were responding to the structured process of psychiatric rehabilitation at different rates. Some were able to complete the process in a relatively short period of time. Others seemed to require more support and more time just to complete the first component, Setting a Overall Rehabilitation Goal.

At the same time, some in the field began to think of rehabilitation as a process only appropriate for high functioning clients due to the emphasis placed on the involvement of the client as an active partner. Consequently, *Rehabilitation Readiness Training Technology* arose from the field's questions about how to conduct rehabilitation efficiently and appropriately. Research is currently being done to refine and validate a research instrument based on the indicators of readiness. Once this scale is validated, formal research on the impact of readiness on the process and outcome of rehabilitation will be possible.

Organization of *Rehabilitation Readiness Training Technology*

The *Rehabilitation Readiness Training Technology* includes a training module for the trainer and a collateral reference handbook for the trainee for each activity of Rehabilitation Readiness (i.e., Assessing Readiness, Developing Readiness, and Connecting). These materials present a detailed procedure for developing practitioner or helper competence and expertise in Rehabilitation Readiness. They present how to perform the skills for each activity by demonstrating models for skill performance and providing opportunities for supervised skill practice. They provide a systematic training program that can be used by any trainer to teach the kind of "how-to-do-it" knowledge that practitioners need for consistently high levels of skill performance.

The *Rehabilitation Readiness Training Technology* also includes a text entitled *Introduction to Rehabilitation Readiness*, which contains information useful in teaching the knowledge dimension of Rehabilitation Readiness. Participants can read the text, or it can be taught in a lecture and discussion format as designed by the trainer or teacher. The text explains the context and content of Assessing Readiness and Developing Readiness and presents information about recovery, rehabilitation, and readiness itself. The process of Assessing and Developing Readiness is very briefly described. Trainer notes at the end of this module present further suggestions about the use of the *Introduction to Rehabilitation Readiness*.

Although the training technology is designed for use by experienced trainers who have participated in the “Training of Trainers” program offered both by the Center and its affiliate, BCPR (Boston Center for Psychiatric Rehabilitation, Inc), it can be used without such background as well. The trainer notes at the end of this module present more information about the content and organization of the training technology. Masters for producing overhead transparencies are included at the end of each training module.

Practitioner Tools

In addition to the technology for trainers, there are also tools for practitioners’ direct use (*Psychiatric Rehabilitation Practitioner Tools: Assessing and Developing Readiness* [BCPR Consulting, Inc., 2001b]) available from the Center for Psychiatric Rehabilitation. These tools provide step-by-step procedures that direct practitioners through the processes of Assessing and Developing Readiness; descriptions of suggested structured activities for Assessing and Developing Readiness with detailed activity plans, examples, and worksheets; and comprehensive lists of resources for a number of readiness development areas.

Language Use

Throughout this training program, different terms are used to refer to the person with the psychiatric disability — “person,” and “individual,” “client,” and “consumer.” When possible, the terms individual or person are used to underscore the fact that psychiatric rehabilitation is focused on the whole person — not on stereotypes or a person’s illness. When necessary for the purpose of describing or clarifying different roles in the readiness process, the terms client and consumer are used interchangeably. We acknowledge that people have different preferences regarding the use of these terms and wish to express our intent to present a training program that is respectful to all individuals. A more in-depth discussion of the use of language in psychiatric rehabilitation is included in the *Introduction to Rehabilitation Readiness*.



CONNECTING FOR REHABILITATION READINESS

(Estimated teaching time: 14 hours)

INTRODUCTION

Ask: Look at REFERENCE 1 – Summary of Rehabilitation Readiness.

- Make the Point:**
- Rehabilitation Readiness is the process of making sure that the client is prepared to use the type of process involved in psychiatric rehabilitation.
 - Being prepared means feeling willing and sufficiently knowledgeable to begin a lengthy process of gaining or regaining a valued role in society (the process of rehabilitation).
 - The benefit of Rehabilitation Readiness is that it increases the likelihood that the client will want to get involved.
 - A person who is ready for rehabilitation will be more willing to put energy into the process, and will be able to contribute in ways that make the process easier. In addition, the person is more likely to “own” the rehabilitation process.
 - There may also be a greater likelihood that the individual will want to stay involved over time.
 - Being prepared means first, understanding how willing and knowledgeable the person is at the moment, and then providing the individual with whatever is needed and wanted to become prepared.


Ask: Re-read the activities and condition on REFERENCE 1 – Summary of Rehabilitation Readiness.

- Make the Point:**
- *Assessing* helps the person understand how ready he/she is at the moment.
 - *Developing* helps the person overcome the barriers to readiness.
 - *Connecting* helps the practitioner and the consumer form a bond throughout the process.

- The person may consider the possibility of using rehabilitation when he/she has been given a choice of services (e.g., treatment, rehabilitation, or case management). The person may be considering rehabilitation unknowingly. If the person talks about issues related to rehabilitation such as: wanting to get a place to live, a decent job, finish school, join a club, or wanting to improve any of these domains, Rehabilitation Readiness can be used to help the person enter the process of rehabilitation successfully.

- Tell:**
- Connecting is an activity of Rehabilitation Readiness.
 - The goal of Connecting is to learn how to develop a close relationship with the client.

Show: TRANSPARENCY 1 – Definition of Connecting. *Read aloud* the definition.



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DEFINITION OF CONNECTING

Definition

Connecting is establishing a close bond with another person.

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- Make the Point:**
- The phrase *close bond* is used to describe the intimacy and connectedness in the relationship between the practitioner and the client.

- There are four types of closeness that are meaningful to human beings: physical, emotional, intellectual, and spiritual.

Ask: Read REFERENCE 2 – Types of Closeness.

- Make the Point:**
- The need for physical closeness is based on a lack of companionship with other people. Specifically, the client may not have the opportunity to spend time with other people. The client may need to spend time sharing a physical activity (e.g., basketball or just being physically near the practitioner in order to feel connected to that practitioner.
 - The need for emotional closeness is based on a lack of intimacy with other people. Specifically, the client may not have the opportunity to process and/or share his/her experiences with others. The client may need the practitioner to help the client process experiences or to be a confidant to whom he/she can describe innermost feelings, events, and the personal significance of those events. Similarly, the client may need to listen to the practitioner share experiences in order to feel connected to that practitioner.
 - The need for intellectual closeness is based on a lack of association with people who have similar interests and opinions. Specifically, the client may not have the opportunity to share his/her ideas or listen to the ideas of others. The client may need to discuss his/her thinking about various topics with the practitioner in order to feel connected to that practitioner.
 - The need for spiritual closeness is based on a lack of fellowship with people around the intangible essences of life. Specifically, the client may not have an opportunity to explore firmly held beliefs about what is important, moral, and true. The client may need to discuss his/her beliefs in order to feel connected to the practitioner. The client may need and want the practitioner's help to affirm a positive outlook towards his/her life and the future.
 - Connecting enhances a person's sense of feeling united with others by such bonds as shared physical space, shared experiences, shared ideas, and shared beliefs. This feeling is called connectedness.
 - The practitioner can connect with clients through different types of closeness. Some people develop a sense of connectedness by being only physically, emotionally, intellectually, or spiritually close. Other people require more than one type of closeness to feel connected. A person's preference for a particular type of closeness is one of the elements assessed in the process of Assessing Readiness.

- The practitioner varies his/her use of Connecting skills based on the type of closeness the person prefers.

Ask: What are the benefits of Connecting for you as practitioners?

Discuss: Several benefits.

Show: TRANSPARENCY 2 – Benefit of Connecting. *Read aloud* the benefit.

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BENEFIT OF CONNECTING

Benefit

Connecting develops a trusting relationship between the client and the practitioner.

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- Make the Point:**
- The relationship between the practitioner and client is the basis for all readiness activities. When building the relationship, the practitioner establishes the foundation for future work. The trusting relationship that is built increases the likelihood that the client will share important feelings and thoughts as well as listen to the practitioner's thoughts during other readiness activities.
 - The relationship between the practitioner and client is a special one. Ideally, it is a trusting relationship characterized by compatibility, acceptance, respect, mutuality, and caring.


- Connecting demonstrates the practitioner’s personal interest in the client within the context of the helping relationship.


- Ask:**
- Identify either a positive professional or personal relationship in which you are close to another person.
 - Describe the most important needs fulfilled by the relationship and the ways that you get close to the other person.

Discuss: The participants’ experiences of closeness.

■■■■ Make the Point: There are four skills the practitioner uses when Connecting.

Show: TRANSPARENCY 3 – Skills for Connecting. *Read aloud* the skills.

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SKILLS FOR CONNECTING

Skills

- Demonstrating Understanding
- Self-Disclosing
- Inspiring
- Accompanying

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■■■■ Make the Point:

- Demonstrating Understanding is describing accurately to another person his/her ideas, experiences, and/or beliefs.