

**Rehabilitation
Readiness**



**Training
Module**



**DEVELOPING
READINESS
FOR
REHABILITATION**

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Design by Communications for Learning.

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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DEVELOPING READINESS FOR REHABILITATION

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.

Because Developing Readiness is done after Assessing Readiness in practice, many references to Assessing Readiness are made in this module. The trainer notes at the end of this module provide advice about both teaching this module as the second module of a series, as well as, teaching this module alone.

The *Rehabilitation Readiness Training Technology* also includes a text, *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*. Masters for producing overhead transparencies related to the introduction of Rehabilitation Readiness are included at the end of this training module.

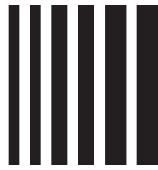
Although the training technology is designed for use by experienced trainers who have participated in the “Training of Trainers” program offered both by the Center and its affiliate, BCPR Consulting, Inc., it can be used without such background as well. The trainer notes at the end of this module present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

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, 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*.



DEVELOPING READINESS FOR REHABILITATION

(Estimated teaching time: 18 hours)

INTRODUCTION

Tell: The goal of this lesson is to learn how to help individuals become ready for rehabilitation.

Ask: Read 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.

- Tell:**
- *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 a choice of services (e.g., treatment, rehabilitation, or case management). The person may be unknowingly considering rehabilitation if the person talks about issues related to rehabilitation (e.g., wanting to get a place to live, a decent job, finish school, join a club, or wanting to improve any of the above), Rehabilitation Readiness can be used to help the person enter rehabilitation successfully.

■■■■ Make the Point: Developing Readiness is one of the three activities of Rehabilitation Readiness.

Show: TRANSPARENCY 1 – Assumptions Underlying the Development of Readiness. *Read aloud* the assumptions.



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ASSUMPTIONS UNDERLYING THE DEVELOPMENT OF READINESS


Assumptions

- The person has participated in an assessment of his or her readiness for rehabilitation and determined with the practitioner that he or she is *not* ready.
- The person has processed the results of the readiness assessment and understands his or her lack of readiness.
- The person chooses to participate in activities designed to develop his or her readiness for rehabilitation.

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- Make the Point:**
- Persons who participate in activities to develop their readiness for rehabilitation should be fully aware of their lack of readiness and voluntarily choose to develop readiness.
 - Developing Readiness is only one option when the assessment reveals low to moderate levels of readiness for rehabilitation. During the process of Assessing Readiness, the client and the practitioner select a strategy from a number of options for moving forward.
 - Developing Readiness for Rehabilitation is not about manipulating consumers so that they agree to participate in rehabilitation programs. Rather, it is about producing an internal change in their mental “gestalt.” This internal change increases their willingness to commit to active involvement in the rehabilitation process.

Show: TRANSPARENCY 2 – Definition of Developing Readiness for Rehabilitation. *Read aloud* the definition.



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DEFINITION OF DEVELOPING READINESS FOR REHABILITATION

Definition

Developing Readiness for Rehabilitation is creating learning experiences that when processed by the client are likely to develop his or her commitment to participate in rehabilitation.

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■■■■ Make the Point: Individuals' readiness for rehabilitation is defined by their willingness to engage in or make a *commitment* to participate in a rehabilitation program. It is a reflection of their interest in rehabilitation and self-confidence about successfully completing a rehabilitation program, not their *capacity* to be successful.

Discuss: The differences between defining readiness as *commitment* versus *capacity*.

Discussion point:

The purpose of Assessing Readiness is not to label or exclude clients from receiving rehabilitation services, but rather to understand whether they want to participate in rehabilitation at this point in time. Readiness assessments are used to suggest the next activity, rather than to label the person.

■■■■ Make the Point:

- Development of the *commitment* to participate in rehabilitation is the focus of Developing Readiness for Rehabilitation.
- Development of the *capacity* to achieve a rehabilitation goal is the focus of the rehabilitation process.

Ask: Look again at TRANSPARENCY 2 – Definition of Developing Readiness for Rehabilitation.

■■■■ Make the Point: Note the careful choice of the words and phrases in the definition, especially *learning experiences, when processed by the client, likely, and commitment*.

- The phrase *learning experiences* is used to make the point that the activities in which the consumer participates results in the consumer developing new insights or confirming existing insights that influence the consumer's readiness for rehabilitation.
- The phrase *when processed by the client* is used to emphasize that after the client participates in these learning experiences, he/she examines the experience and articulates new insights.

- The word *likely* is used because although the learning experiences are designed by the practitioner to increase the client's readiness for rehabilitation, the client must examine the experiences and come to his/her own conclusions.
- The word *commitment* is used to reinforce the distinction that the focus of Developing Readiness is on the client's motivation to participate in rehabilitation and not his/her capacity to participate. As a result of the insights gained from the client's participation in the learning experiences, he/she is more likely to actually participate in rehabilitation.
- At times, it is important to help a person develop readiness for a *specific* rehabilitation service, rather than the more general process of rehabilitation itself. For example, a person may be developing readiness for a specific vocational rehabilitation program that has its own requirements and environmental demands on the services it provides. In this situation, the individual is more likely to make a commitment to participate in a specific rehabilitation service if there is a match between his/her past experiences, preferences for service, and method of working to make changes, in addition to the more general indicators for readiness to the rehabilitation process.

Ask: What are the benefits of Developing Readiness for Rehabilitation for you as practitioners?

Discuss: Several benefits.