

Skill-Building Tangibly by Connecting Virtually

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Agenda

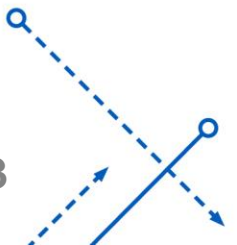
- Introduction
- Research: Telehealth and technology in psych rehab (Developing competencies)
- Skill-building and telehealth: example
- Skills programming introduction
- Engaging through telehealth: Videos and beyond
- Putting it all together: Structure of a session
- Wrap-up

Goal of Session: 2 Things

- Leave with a new idea about online skill-building or engagement; or
- Be energized to implement a strategy for skill-building or engagement with someone that you work with.



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What are the challenges and opportunities of telehealth?

- Easier to talk, vs. do
- Technology can be confusing
- Harder to relate when not in-person
- How do you see the skill that they're working on?

- Right there in the person's environment
- Explore e-mental health resources together
- Don't have to "get ready"
- Can be easier to relate

Research and Literature About Telehealth and Technology in Psych Rehab



Linkie

Benefits: From the mental health literature

- Using online resources can be hard, but doing together with a provider makes engaging in learning easier (Williams et al., 2018).
 - Self-Management and Recovery Technology (SMART; Williams et al., 2014)
 - Illness self-management program, together (Wright-Berryman et al., 2013)
- Web app for consumers to use with PSS before med appointments (Deegan, 2010)
 - Supports shared decision-making
 - Increases collaboration with provider

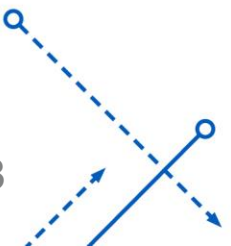
The Competencies of Telehealth Peer Support: Perceptions of Peer Support Specialists and Supervisors During the COVID-19 Pandemic (Spagnolo et al., 2022)

- 27 ThPS competencies in 5 categories:
 - Outreach and engagement
 - Communication techniques
 - Providing or linking to needed supports/resources,
 - Documentation and technology
 - Wellness promotion and health literacy

PSS and managers/supervisors:
Perceived most important, critical,
and most frequently used
telehealth competencies

Th PS Competencies

1. Demonstrating empathy
2. Using active listening
3. Completing documentation
- 4. Asking open-ended questions**
5. Submitting documentation online
6. Developing follow-up steps
7. Using technology to engage one–one-one
8. Supporting the person to engage one-on-one
9. Scheduling the next meeting/discussion
10. Orienting to the value of peer support
11. Outreaching people
12. Planning for the next meeting/discussion
13. Re-engaging people
14. Summarizing the meeting/discussion
15. Connecting to virtual groups
16. Teaching health promotion skills
17. Providing health information
18. Teaching others to access health information
19. Referring to warmlines/hotlines
20. Identifying healthcare providers
21. Providing options for artistic/creative expression
22. Referring to crisis support teams
23. Accessing the electronic health record
24. Facilitating virtual groups
25. Motivating people to stay in contact
26. Giving advice
27. Using a script to run an online group



Telehealth Competency: Asking open-ended questions

What's the difference between open- and closed-ended questions?

Open-Ended Questions

- Allow the person to answer in a variety of ways
- Often start with “What,” “Why,” “How,” “Tell me about,” “Describe,” etc.

Closed-Ended Questions

- Allow for a limited number of response
- Often called “yes/no questions”
- Often start with “When,” “Will,” “Did/Do,” etc.

Why does the competency specify **open-ended** questions?

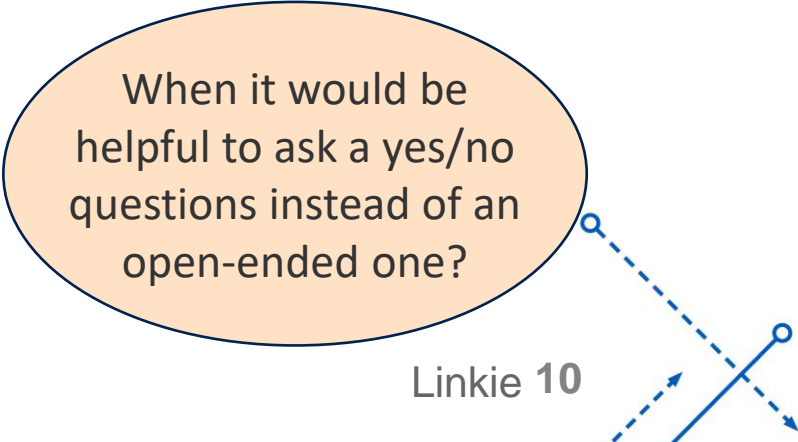
Telehealth Competency: Asking open-ended questions

Leading Questions: Yes/no questions disguised as open-ended questions

- Wouldn't you feel better if you got more exercise?
- What do you think about giving your mother a call?
- Don't you think you should clean your apartment?

Single-Response Questions: Closed-ended questions disguised as open-ended ones

- What's your favorite movie?
- What shirt will you wear to the appointment?



When it would be helpful to ask a yes/no questions instead of an open-ended one?



Skills teaching in telehealth: Example

Skill-building via Telehealth

- **Tell, Show, Do**

Can you do all these steps via telehealth?

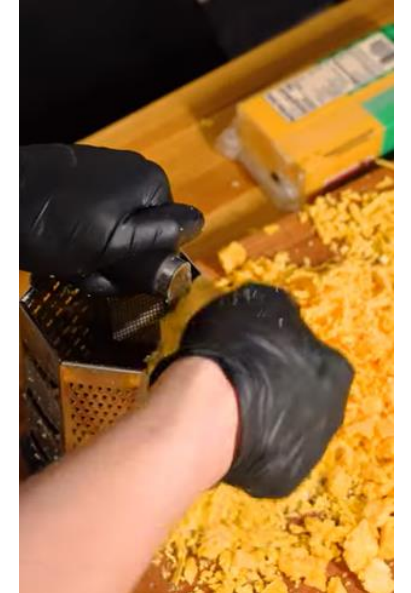


<https://www.pexels.com/photo/grilled-cheese-on-a-plate-14941252/>

Using videos for engagement and learning skills

Making a grilled cheese sandwich

- <https://www.youtube.com/watch?v=LV80k0Bvmq4>
- <https://www.youtube.com/watch?v=FRkTSEd54-M>





Skills programming: Introduction



What if you meet online for your next session, and

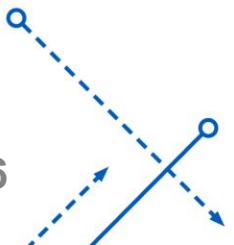
. . . . The person has not done the skill (made the grilled cheese sandwich) on their own?

- Why would this be?
- Have you experienced this?



The question to ask yourself:

**What is getting in the way
of the person being able
to perform the skill?**



Skills Programming: An Introduction

- May not be realistic to expect someone to be able to independently complete a skill after being shown how to do it one time.
- What does the person lack that impedes their ability to do the skill?

Lack of

- Confidence
- Forethought
- Resources
- Knowledge

- How could each of these apply to our grilled cheese example?
- How could you address them through coaching and strategies?

Skills programming: Enhancing knowledge (example)

Knowledge skill: Discrimination

- **How to dress for an interview**

What's an online activity that I can do?

Which picture comes closest to how you would dress?
What makes it the best one?
What clothes do you have/need that might work?





Engaging through telehealth: Videos and beyond



Wellness goal example: Improving sleep

How could you use video and technology, for engagement and skill-building?

DDD

Example: Video Engagement Activity for Session on Sleep

<https://www.youtube.com/watch?v=RG2keYgBiZc>



- What precautions might there be for using this video?
- After watching the video together, what questions could you ask to engage the person in the session and in activities to improve sleep?

Video Resource: Pat Deegan's Common Ground Program

• <https://www.commongroundprogram.com/>

<https://recoverylibrary.com/>



My Personal Medicine

Personal Medicine is what we do to get well and stay well. Personal Medicine can be the big things that give our lives meaning and purpose. It can also be the smaller things we do to take care of ourselves.

Here are some examples of powerful Personal Medicine:

- › Taking a walk in the morning helps me clear my head and get ready for the day
- › Playing the saxophone helps me control my breathing and reduce anxiety
- › Spending time with my kids helps me feel needed and loved and helps to keep me out of hospital
- › Using an earplug in one ear helps me not get distracted by the voices

Personal Medicine is a specific activity, not a feeling or a state-of-being. Personal Medicine is something we do, not something we take like medication, herbal remedies, alcohol or tobacco. It's also something we do NOW in our lives, not a future goal. Personal Medicine is not a generic coping skill. It's personal and includes how it helps us.

Follow the steps on the Cards below to discover your Personal Medicine.

My Personal Medicine	My Personal Medicine Plan
What I do to feel better and how it helps me:	What challenge will this Personal Medicine help with?
	I will use this Personal Medicine when:
Is my Personal Medicine powerful? Is it a specific activity, not a feeling or state-of-being? <input type="checkbox"/> Yes <input type="checkbox"/> No Is it something I do now, not a future goal? <input type="checkbox"/> Yes <input type="checkbox"/> No Is it something I do, not something I take? <input type="checkbox"/> Yes <input type="checkbox"/> No Does it say how it helps me? <input type="checkbox"/> Yes <input type="checkbox"/> No	I will share my Personal Medicine with:
My Personal Medicine	My Personal Medicine



Sleep Personal Medicine Cards

- <https://recoverylibrary.com/content/50203f8dd20eb602000006c7>



Sleep Routine

This [card](#) explains how to develop a routine to improve sleep (also [en español](#)).

Lily Sleep and Recovery Video

<https://recoverylibrary.com/content/64f8c301478dee0b42000082>



Putting it all together: The structure of a session

Structure of a Session

1. **Orientation.** Orient the person to the topic and give an overview.
2. **Engagement.** Engage the person through conversation, video, and/or activity.
3. **Main activity or activities.** This could use a variety of strategies.
 - Direct skills teaching
 - Skills programming
 - Participation in activity to support the skill.
 - Examples: Working on a list of questions to ask in preparation for provider visit; Showing how to use a sleep diary; Talking through clothing choices for upcoming job interview
4. **Processing.** Process with the person. What did you notice: what was hard, easy, fun, motivating. What did the person get out of the session?
5. **Application.** How will the person use what they did today?
6. **Plan.** Are there any follow-up activities? When will you meet next?



Wrap-up

New idea about engagement or skill-building?

A strategy or activity that you might like to try?





Thank you!

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