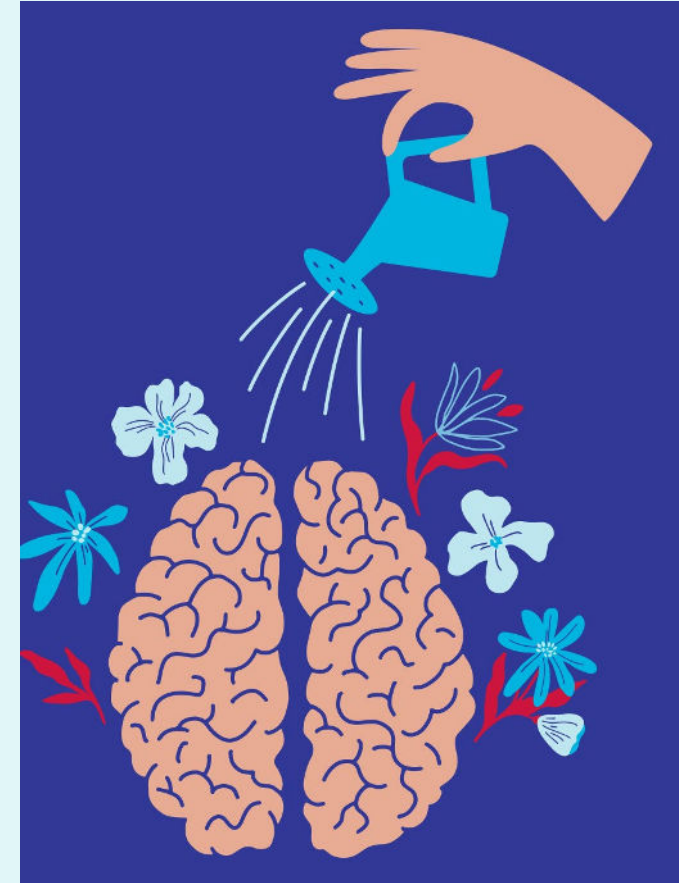


From Distress to De-stress: A sampling of recreational therapy interventions to educate on problem-focused and emotions-focused coping skills in behavioral health settings



Dr. Kaitlin Mueller, PhD, LRT, CTRS
Assistant Professor of Recreational Therapy
Slippery Rock University



Learning Objectives



- Participants will define problem-focused and emotion-focused coping strategies by the end of the session.
- Participants will identify 2 coping strategies from intervention samples by the end of the session.
- Participants will verbalize 1 implication for their practice setting by the end of the session.

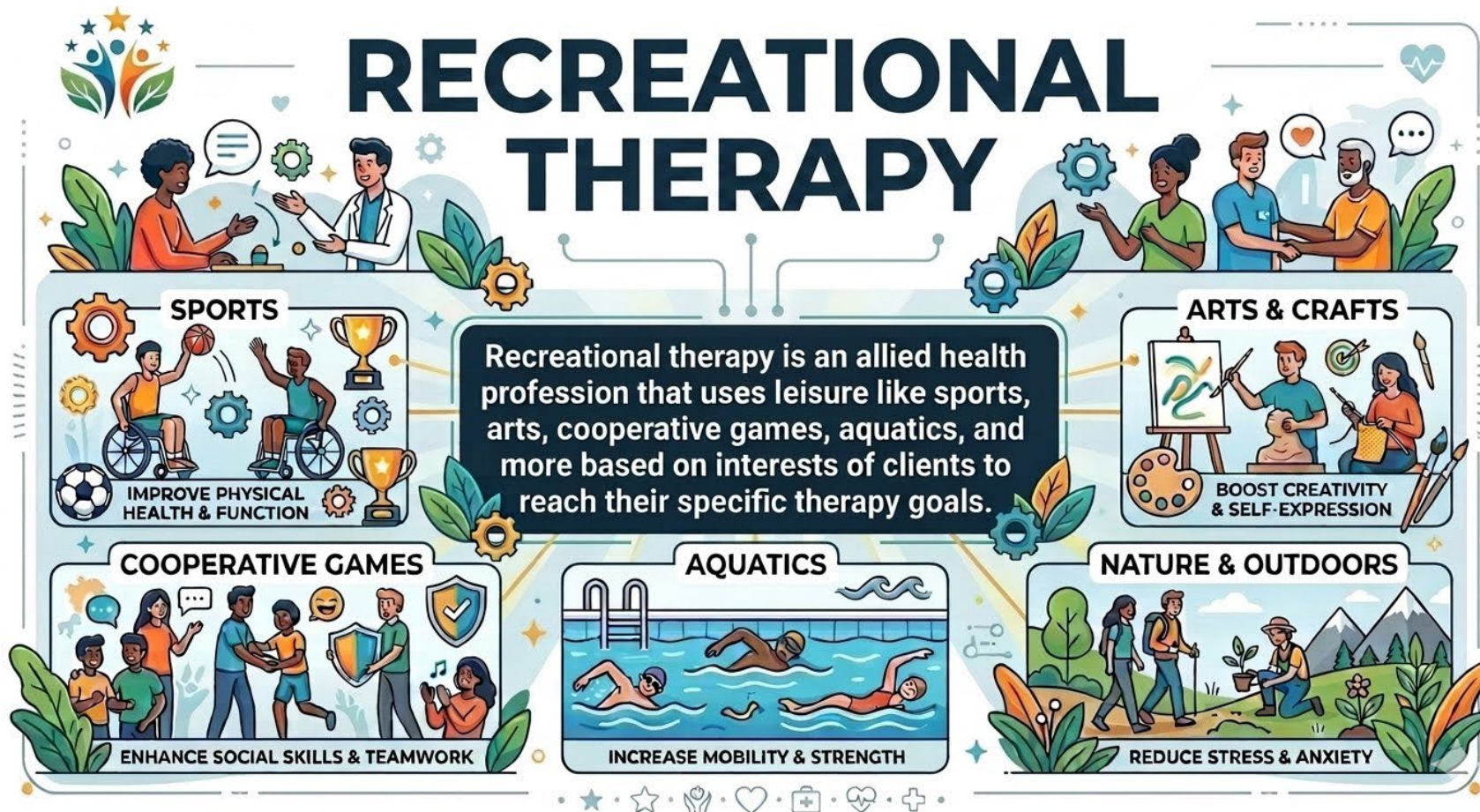
About the Presenter, *Dr. Kaitlin Mueller*



Licensed and certified Recreational Therapist

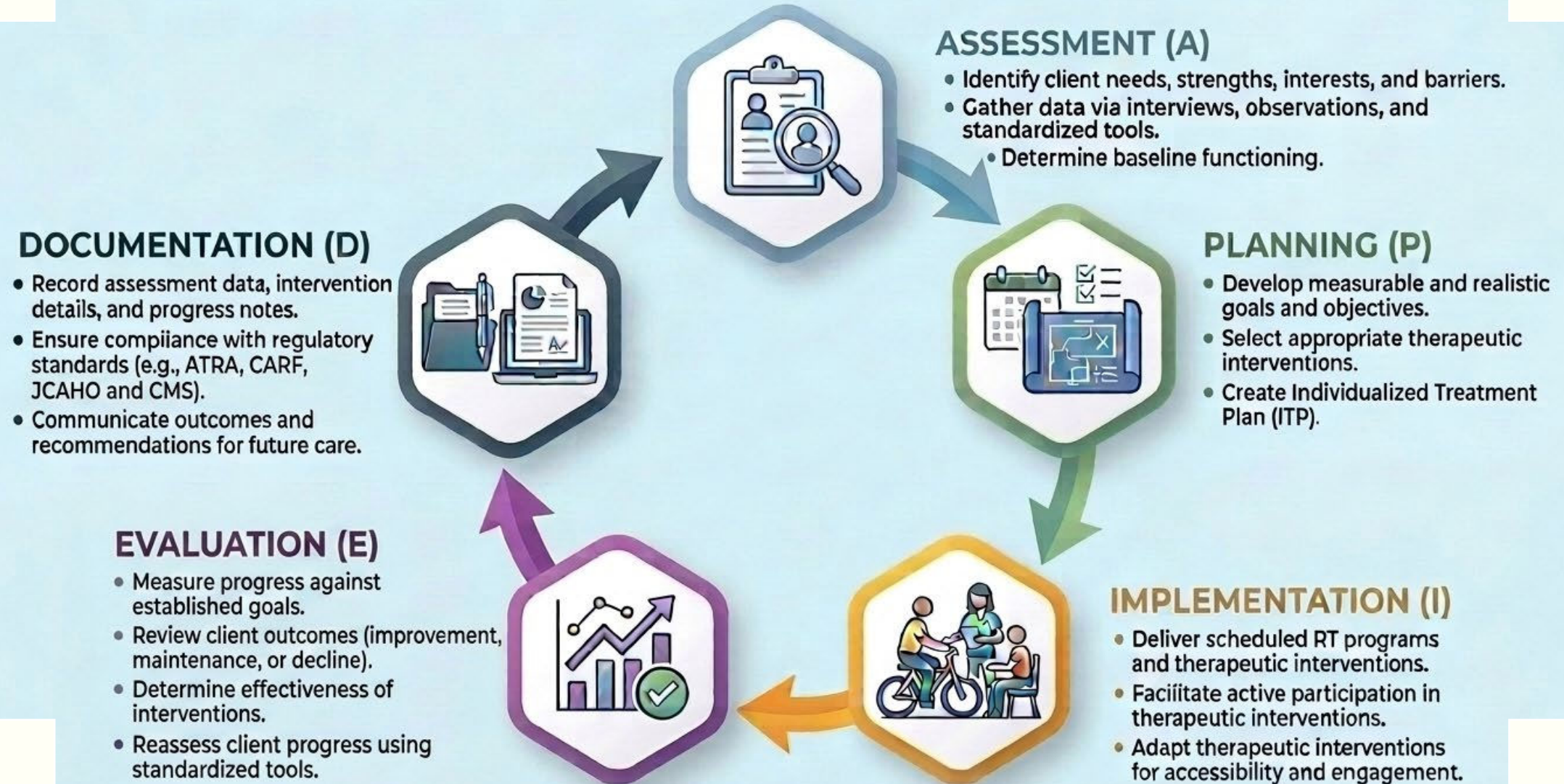
- Inpatient geriatric unit of Cleveland Clinic
- Veteran administration hospital- spinal cord injury unit
- Sub-acute rehabilitation facility for older adults
- Assisted living and independent living homes
- Adult day program for adults with intellectual disabilities and autism
- Now educator of recreational therapy students at SRU!
 - RT Lab Educator for clients in substance use treatment for 14-16 sessions a semester

What is Recreational Therapy?



<https://www.atra-online.com/>

RECREATIONAL THERAPY: THE APIED PROCESS



1:1 Therapy vs. Group Therapy



Research Outcomes of Group Therapy:

- Increase communication and assertiveness skills
- Promotes more prosocial behaviors
- Increases symptoms of expressiveness and independence
- Increases sense of self-efficacy and improved competence
- Decreases symptoms of anxiety, depression, & PTSD





Coping Skills Education

- Structured psychoeducational intervention that teaches individuals, conscious, cognitive and behavioral strategies to manage internal and external demands as stressful or taxing

Designing group therapy session to meet with goals of each client



- Chart review
- Assessment
 - Interview questions
 - Standardized assessment tools:
 - *Geriatric Depression Scale*
 - *WHOQOL-BREF*
 - *Well-Being Index*
 - *Free Time Boredom Scale*
 - *CERT-Psych*
- Individualized treatment plan with goals and objectives for each client
- Interprofessional team communication

Two Types of Coping Skills Education

Problem-Focused Coping

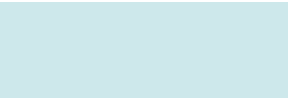
- Directly address the problem causing the stress by:
 - Seeking out information or preferences
 - Making a plan
 - Working through steps to manage or resolve the conflict that caused the stress

Emotions-Focused Coping

- Focus on dealing with emotional distress by:
 - Disengaging from emotions
 - Seeking emotional support
 - Physical, emotional, and cognitive venting

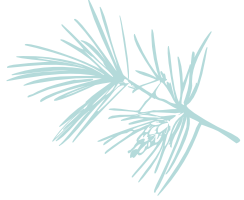


- 11



Debrief

“Take A Break” Coping Skills Education Session #1



Example *Problem Focused Coping Skills Education Session*

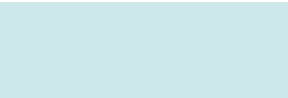
Directly address the problem causing the stress by:

- Seeking out information or preferences
- Making a plan
- Working through steps to manage or resolve the conflict that caused the stress



Clients' primary goals:

- *Coping while overloaded*
- *Coping using assertiveness skills*
- *Building resiliency*



Debrief

“Topple” Coping Skills Education Session #2



- Disengaging from emotions
- Seeking emotional support
- Physical, emotional, and cognitive venting

101



- *Self-awareness and self-expression*
- *Identifying emotional states that require coping skills*
- *Learning new coping skills for post discharge*

15



Debrief

“Black Out Poetry” Coping Skills Education Session #3

Applications to Your Professional Work



- What is your biggest takeaway from this session?
- How will you use this knowledge of *problem focused vs emotions focused coping* in your professional work?
- How can you personally use coping skills to better yourself to prevent burnout, work-life balance, etc.?
 - Be specific- what *leisure* for your personal coping?

Takeaways and Conclusion



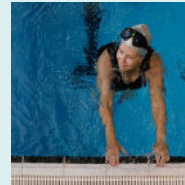
Clients within behavioral health treatment very commonly need coping skills education



Better understanding their needs for *problem-focused* or *emotions-focused coping* can help to tailor treatment to better reach clients' goals and outcomes



Group interventions, like these implemented by recreational therapists, can produce outcomes that may vary compared to 1:1 treatment



We all need coping skills in life... so consider how leisure can improve your health to be a better person and professional!



Thank You!

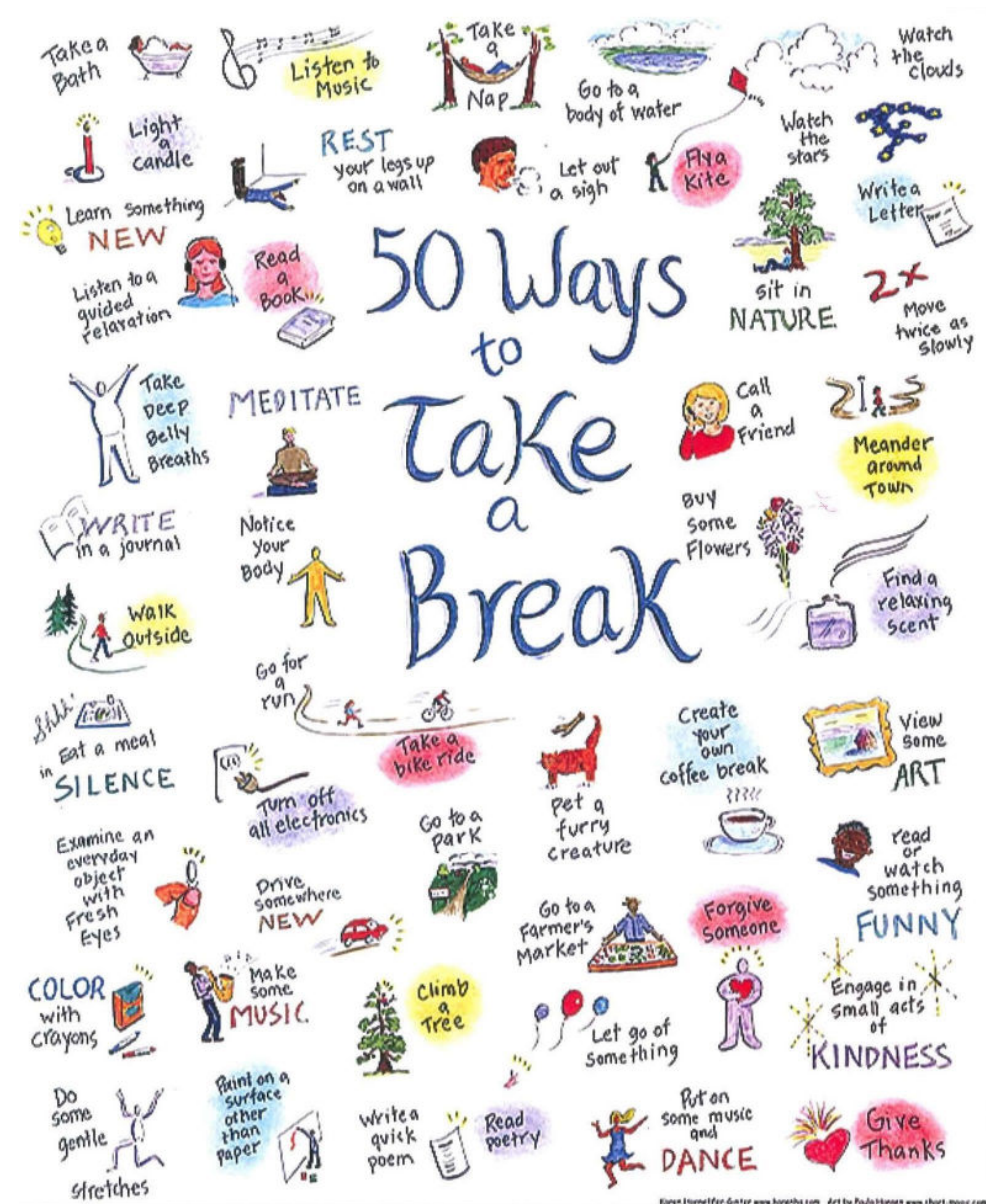
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Continuing Education Information

Accreditation Statement:

In support of improving patient care, the University of Pittsburgh is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.

Physician (CME)

The University of Pittsburgh School designates this live activity for a maximum of 6.75 AMA PRA Category 1 Credits . Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Nursing (CNE)

The maximum number of hours awarded for this Continuing Nursing Education activity is 6.75 contact hours.

Social Work (ASWB)

As a Jointly Accredited Organization, University of Pittsburgh is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved under this program. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. University of Pittsburgh maintains responsibility for this course. Social workers completing this course receive 6.75 continuing education credits.

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The University of Pittsburgh has been authorized by the American Academy of PAs (AAPA) to award AAPA Category 1 CME credit for activities planned in accordance with AAPA CME Criteria. This activity is designated for 6.75 AAPA Category 1 CME credits. PAs should only claim credit commensurate with the extent of their participation.

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Continuing Education (CE) credits for psychologists are provided through the co-sponsorship of the American Psychological Association (APA) Office of Continuing Education in Psychology (CEP). The APA CEP Office maintains responsibility for the content of the programs.

Other health care professionals: Other health care professionals will receive a certificate of attendance confirming the number of contact hours commensurate with the extent of participation in this activity.

Conflict of Interest Disclosure:

No planners, members of the planning committee, speakers, presenters, authors, content reviewers and/or anyone else in a position to control the content of this education activity have relevant financial relationships to disclose.

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