

Module 3

Promoting Skills for Independence

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Workshop overview

Aim

The workshop is for support workers who provide direct care and assistance to people who have had traumatic brain injury (TBI). It offers practical strategies that can help individuals with a TBI to increase their independence. This assistance could be provided in the person's own home, in a residential care setting or a Transitional Living Unit.

Rationale

After a traumatic brain injury, a person's ability to participate in their community and home environment may be significantly disrupted. They may need supervision and/or assistance for domestic tasks such as dressing and cooking, or community tasks such as shopping and catching public transport. Skills that were performed routinely before the injury may now need to be relearned or managed differently.

When the person returns from hospital, it is likely that they may be receiving continuing treatment from rehabilitation professionals, who will be assisting them to increase their independence and achieve their goals. Support workers are a vital part of this process. They can work together with therapists and the person with a TBI to enhance their independence and to increase their participation in activities within their local community.

This workshop provides some basic guidelines and strategies to assist support workers in this process.

Although increased independence signifies progress and is to be encouraged, there are times when this may pose associated risks for individuals. The workshop will help participants be mindful of risks. It includes details of professionals who can help assess the risks.

Outcomes

At the end of this session, participants should be able to:

- List the daily living skills that a person may require assistance with (or supervision for) following a TBI
- Identify ways in which impairments resulting from a TBI may impact upon a person's performance of daily tasks
- Recognise the importance of encouraging a person with a TBI to participate in everyday activities
- Discuss how you can assist a person with a TBI to set and work towards independent living skill goals
- List some possible practical strategies that you can use when helping a person be more independent at home and in the community
- Recognise potential risks and dangers associated with increased independence and identify the appropriate people that you should discuss these risks with.
- Know how to access resources and assistance when needed.

Evaluation

Some presenters may wish to evaluate the effectiveness of their training. For example, if the modules are provided as part of a training day, the organisers may want to evaluate the success of the program and the usefulness of this approach to the provision of the training.

A generic evaluation form has been provided in **How do I use this resource?**

This form is an example of how you may want to evaluate your training. It can be modified before you print it out, to make it specific to your training.

The evaluation can be completed at the conclusion of each module or at the completion of the training program (eg. several modules). The form can be distributed and collected by the presenter/s on the day, or returned by mail/email for feedback to a designated person to collate the responses for later feedback, to assist planning or to provide a training report (eg. as a Quality Assurance project).

The use of the evaluation tool will be specific to the type of training organised.

Summary outline

approximately 2 hours

Content	Resources	Suggested Timing
Introduction to workshop	HO 3.1: Workshop Overview OH 3.1: Workshop Outcomes	15 minutes
How can daily living skills be affected following TBI?	HO 3.2: How can daily living skills be affected following TBI? OH 3.2: How can daily living skills be affected following TBI?	10 mins
Why promote independence?	OH 3.3: Why Promote Independence?	10 minutes
Definition of rehabilitation	OH 3.4: What is rehabilitation? HO 3.3 and OH 3.5: Members of the Rehabilitation Team	10 minutes
Strategies for promoting independence in daily living skills	OH 3.6: Case example OH 3.7 and HO 3.4: Getting started – setting goals OH 3.8 and HO 3.5: Teaching strategies	25 minutes
Application of practical strategies: Case Study 1 and 2	WS 3.1 and WS 3.2: Case studies HO3.6: Managing fatigue HO3.7: Memory tips	30 minutes
Potential risks	OH 3.9: Risks	15 minutes
Conclusion	HO 3.8: Resource list	5 minutes
Workshop outcomes	Blank overhead Outcomes reviewed from introduction exercise (Refer group to HO 3.1) Collect completed Evaluation Forms (if utilised) Close	10 minutes



Key concepts and strategies

Concepts

- Following traumatic brain injury, a person's ability to participate in home and community tasks is often impaired
- Increased independence and participation in daily tasks enhances an individual's self esteem. It also positively impacts upon their sense of choice and control in their life.
- Many strategies can be employed by care staff to assist an individual increase their participation and independence within daily tasks.
- When looking to increase an individual's independence, care staff must consider the associated risks.

Strategies

This workshop works well if there are two experienced presenters: one for each of the small group case study discussions. The presenters draw on the experience of participants and facilitate and direct the group activities.

It is envisaged that the presenters will generate discussion, assist participants to brainstorm solutions, and share their unique experiences. Case studies have been devised so participants can apply strategies that they have learnt. This process also allows participants to comment on strategies they currently use and are likely to try in the future.

Resources

The *Getting it all Together* kit was used extensively in the planning of this module. Authors wish to acknowledge Belinda Shepherd (author of the *Getting it all Together* kit). Information about this kit is available at: www.swsahs.nsw.gov.au/biru/shoppingmall

Workshop outline

Resources

Content

OH3.1:

Workshop outcomes

HO3.1:

Workshop overview

Introduction (15 minutes)

Introduce yourself and ask participants to introduce themselves and say what experience they have had in working with people who have had a TBI. A good warm-up exercise is to ask them to pair up and find out about one another's experiences, then introduce their partner to the group.

Refer to the handout and overhead to explain the purpose and focus of the workshop.

OH3.2 and HO3.2:

How can daily living skills be affected following a TBI?

How can daily living skills be affected following a TBI? (10 minutes)

Ask participants what skills people need for daily life. Use whiteboard and ask a member of the group to scribe. Use the checklist below as a prompt to make sure you cover a wide range of skills:

- Personal care tasks (eg showering, grooming, toileting and personal hygiene)
- Mobility – 'getting around' – including road sense, using transport
- Meal and snack preparation
- Laundry, house cleaning, home maintenance
- Shopping
- Paying bills and budgeting
- Taking medication reliably
- Using the telephone
- Securing property and valuables
- Dealing with emergencies
- Organising activity for the week

Ask participants to talk about their clients and how their skills were affected following their TBI. Also to say what types of support they had to provide. Work through the points on the overhead and ask for examples of how these impairments impact on daily tasks.

Remind participants that further examples are provided in the handouts.

Workshop outline continued

Resources	Content
OH3.3: Why Promote Independence?	<p>Why promote independence? (10 minutes)</p> <p>Generate discussion on why independence is important:</p> <ul style="list-style-type: none">● self esteem and sense of self● choice and control within our lives● making it easier for family and carers to support a person <p>Talk about how promoting/teaching independence can sometimes be a slow and difficult process. An example may be assisting someone to shower and dress. Often it would be quicker to “do” the task for the client. However allowing the client extra time may mean they can complete all or part of the task on their own.</p>
OH3.4: What is Rehabilitation?	<p>What is rehabilitation?</p> <p>Rehabilitation means promoting someone’s independence and assisting his or her participation in activities. Use OH 3.4 to go through the definition of rehabilitation.</p> <p>Point out that support workers may begin working with clients at any stage along their continuum of rehabilitation. For example they may begin directly after a person’s discharge from hospital or it may be when circumstances change, ie when they decide they want to live on their own.</p> <p>If a support worker begins working with a client directly after their discharge from hospital, they will probably come into contact with the health professionals working with the same client. It is important for support workers and health professionals to work closely together, to help the client achieve their own independence goals.</p>
HO 3.3 and OH 3.5: Members of the Rehabilitation Team (optional)	<p>Display OH 3.5 and find out if participants are familiar with rehabilitation teams. If so, re-allocate this time to other sections of the workshop.</p> <p>If not, briefly describe the professionals involved in a rehabilitation team. Explain that it is more likely support workers will have contact with these professionals if the client was recently injured or discharged from the unit. Provide examples of how each professional might work with a client. Distribute HO 3.3.</p>

Workshop outline continued

Resources	Content
OH 3.6: Case study – Gemma	Where to start? Strategies for promoting independence (25 minutes) Use OH 3.6 to introduce the “goal setting” and “practical strategies” section.
OH3.7: Getting started – setting goals.	Display OH 3.7 during discussion of the goal setting process. Highlight that the client needs to nominate the goals they wish to work on. Ask participants what goals Gemma has identified, and write their responses on the whiteboard. Refer to the website address for the resource Getting it all Together, which provides comprehensive information on goal-setting.
HO 4: Getting started – setting goals	Ask participants to name which cooking activities Gemma might have difficulty performing. Use the whiteboard or blank overhead to record their ideas. Explain that identifying problems can often be a difficult process, and it may be necessary to consult an occupational therapist to determine what assistance a client needs. For example if a client stood in the kitchen but could not start the activity, this could be a problem of “initiation”, ie. with a verbal prompt they may begin the task, or could it be a problem of memory, because they can’t recall where the items they need are located. After selecting a few of the difficulties from the list on the whiteboard, ask participants to think of strategies that may assist the client to work around their difficulty. Eg. if someone has difficulty remembering to check an item cooking in the oven – you could get them to set a timer to remind them when it needs to be checked. Or if they fatigue during the task, can they sit on a stool to prepare the ingredients?
OH3.8: Teaching strategies HO3.5: Teaching strategies	Use the OH3.8 and HO3.5 to discuss teaching strategies and provide examples of how they may be applied to Gemma’s case study.

Workshop outline continued

Resources	Content
WS 3.1 and 3.2: Use case studies to demonstrate practical strategies	Practical strategies to promote independence (40 minutes) Divide participants into two smaller groups (try to ensure an even spread of experienced workers) and distribute one case study to each group.
HO3.6: Managing fatigue HO3.7: Memory tips	Ask each group to use the case study and handouts (Memory tips, Fatigue management and Teaching strategies) to help develop a plan to assist the client to achieve their nominated goals. Ask what teaching strategies they might use and what steps they might take. If time, ask each group to present their plan back to the whole group. After presentations are completed, ask participants if they have used any other strategies with clients and how they worked?
OH3.9: Identifying potential risks	Identifying potential risks (15 minutes) Generate a discussion on the pitfalls of helping a person with TBI to become more independent. Use the overhead if participants are having any difficulty. Ask them to come up with strategies for getting advice or support about the risks they identify. Emphasise that carers need to communicate regularly with their supervisors, to help determine if the client's goals are appropriate and safe. Supervisors may also be able to provide details of services available in the local area. They may also be able to contact a client's case manager.

Workshop outline continued

Resources	Content
HO3.8: Resource list	<p>Resources (5 minutes)</p> <p>Before conducting the workshop, develop a list of resources, services and contacts in your local area, as well as state and national organisations.</p> <p>Depending on time, this can be presented to the group or distributed as a checklist.</p> <p>If time permits, use HO 3.8 to brainstorm with the group any services and contacts that they have used in the past. This information can be written on a whiteboard or overhead transparency. Ask participants to keep this information using HO 3.8.</p>
Workshop Outcomes Blank overhead with list of expectations (from Introduction to workshop) HO 3.1 Workshop outcomes Evaluation forms	<p>Conclusion (10 minutes)</p> <p>Display the blank overhead with the list of participants' expectations of the workshop. Ask the group to reflect on their expectations and discuss whether these have been achieved.</p> <p>Use HO 3.1 to summarise workshop.</p> <p>Ask them to complete the evaluation form (if utilised).</p> <p>Thank participants for their involvement!</p>