



## Model of Human Occupation

### Archived List Serv Discussion

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#### **Intensive Psychiatric Care Units**

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**May 28, 2009**

Hi to all who may be able to help,

I have recently taken a post within an IPCU and I am looking for any new and innovative ideas to complement the existing programme. It is an extremely challenging ward to work in and patients duration of stay varies from a couple of days to weeks or even months. It houses forensic females as well as patients from the adult mental health population. At present patients come my way through direct referall from the ward. Often there is little time between meeting the patient, setting up a treatment plan and them being discharged. Because it can be a very stimulating and busy environment I would like to be able to offer some diversional based groups, and if anyone had any advice on improving OT provision to this particular setting it would be most appreciated. I am using interest checklists, and MOHOST as means of assessment. thank you in advance for any ideas, thoughts or advice you may be able to give

Katie Mellis

**June 12, 2009**

Hi Katie,

I was wondering what you meant by diversional groups? I worked on a PICU for a short time and mostly worked 1:1 in order to carefully control of the environment. Looking back on what I did, my work mirrored the Remotivation Process (a treatment manual that is available through the MOHO clearing house) - it's just that I wasn't aware of this process then. The remotivation process is clearly linked to the 3 levels of change - exploratory, competence and achievement, and perhaps the phrase exploratory activities would be better than diversional groups? (Diversional, to me, implies that the occupations are non-therapeutic).

Engaging people in exploratory activities can be really useful for assessment. I felt strongly that OTs were best placed to assess whether individuals were showing signs of taking responsibility and so we could make an important contribution to risk assessment, by noting how clients habitually respond to environmental opportunities and constraints. E.g., how they manage: Feedback regarding abilities; Opportunities to exercise choice; Personal routine for activities of daily living; Daily time pressures/constraints; Activities requiring exchange of information/co-operation/instruction/mental exertion/physical

energy/fine co-ordination; High stimulus, (noise, light, movement, crowds) or low stimulus, (boredom threshold).

Good luck with your work,

Sue Parkinson