

Centering Autonomy & Connection in Adolescent Crisis Stabilization: A Discharge Toolkit and Supportive Resources

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BACKGROUND

Literature:

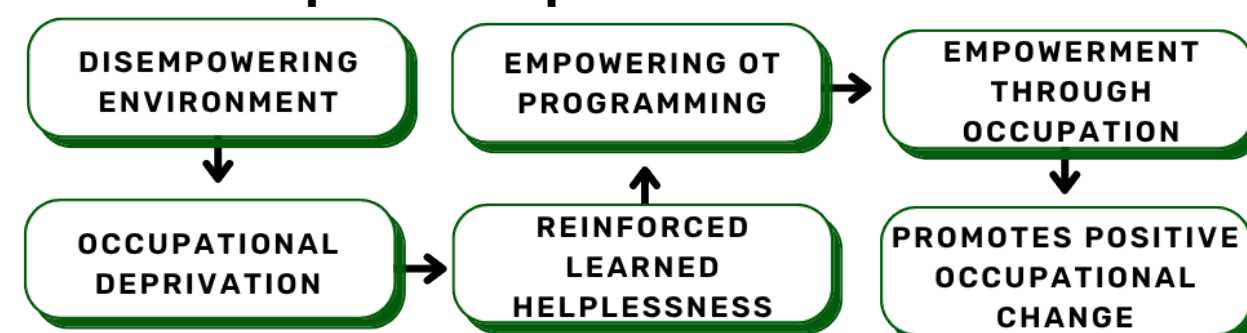
- Urgent need for trauma-informed customized crisis continuum for youth
- Adolescent's occupational experiences shape their mental health
- Heightened post-discharge vulnerability, discharge interventions can supplement support
- Trauma-informed care takes creating opportunities to support control, choice, and autonomy

Site Assessment:

- Focus' on stabilization and safety
- 3-5 day stays may result in a gap in services after discharge
- Re-admissions are prevalent
- New unit to fill the gap of adolescent care
 - Structure and protocols are being established
 - SummitStone Core Values supports new endeavors

CONCEPTUAL MODEL

Model of Occupational Empowerment



Model of Playfulness

Internal control, Freedom to suspend reality, and Intrinsic motivation

GOAL AND OBJECTIVES

Goal:

To develop and begin initial implementation of trauma-informed, playful occupational therapy interventions that support a discharge toolkit for use within the adolescent crisis stabilization unit.

Objectives:

1. Develop trauma-informed, playful occupational therapy interventions
2. Develop Discharge Toolkit to support personalized resource selection and continuity of care
3. Trial Interventions and Discharge Toolkit
4. Analyze pre-and post survey results and informal feedback

OUTCOME EVALUATION

Formative:

Staff Collaboration
Observations while unit OT
Weekly Supervision
Meeting with Faculty Mentor

Summative:

Pre/Post Surveys

- Likert scale and open answer questions

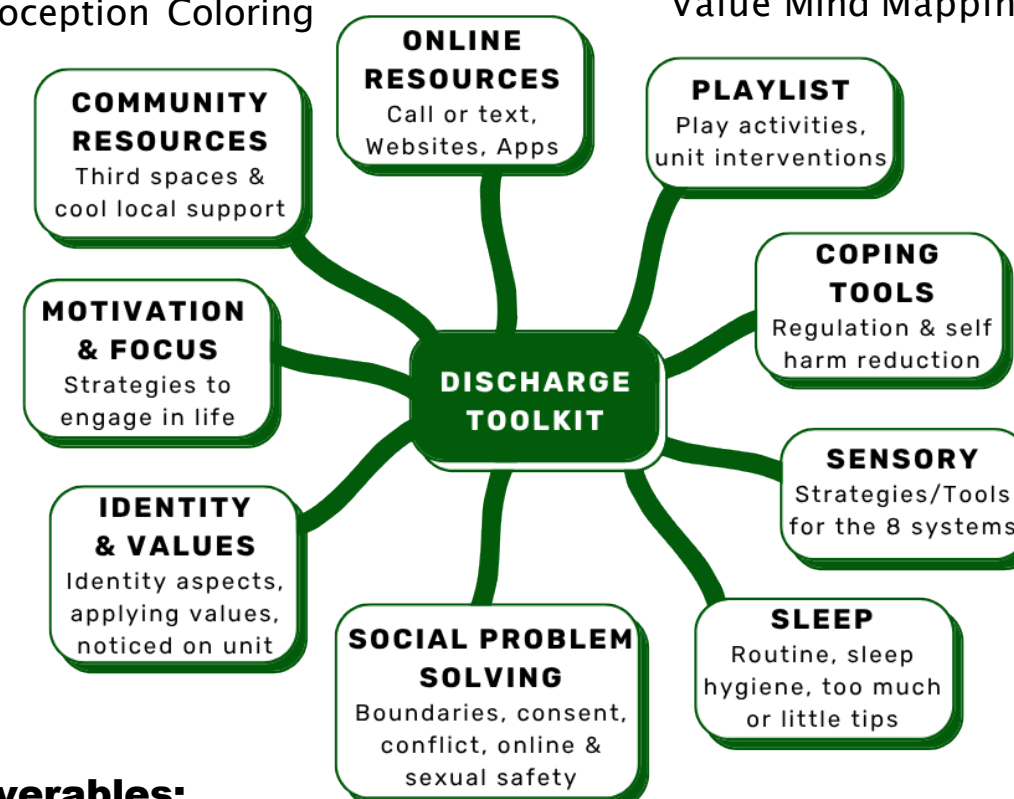
ACTIVITIES

DCTK: Personalized by client and staff throughout crisis stay

Playful Interventions:

Zine Creations
Coping Cootie Catchers
Interoception Coloring

Lego Kit Social Building
Playdoh & Sculptures
Value Mind Mapping



Deliverables:

Expanded DCTK: Personalization Copy
Epic Discharge Toolkit SmartPhrase
Research References & Descriptions
DCTK OT Considerations

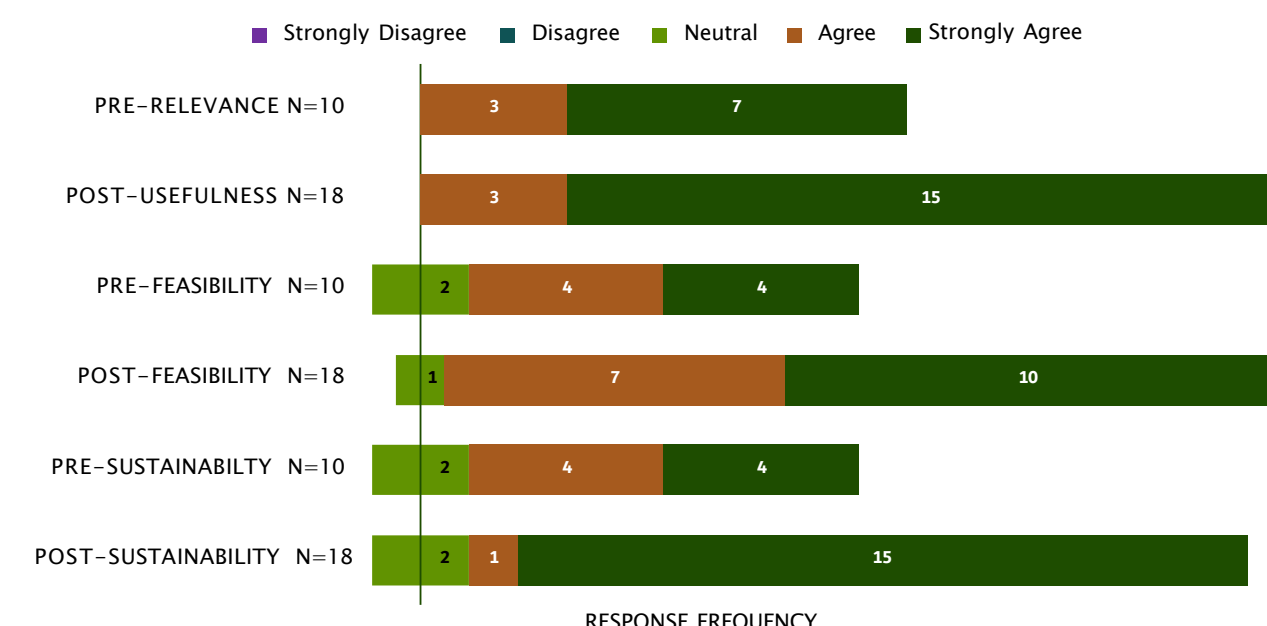
DCTK Epic Training Video
DCTK Workflow Process
Capstone Purpose-
(SHP Core Values)

PERCEPTIONS

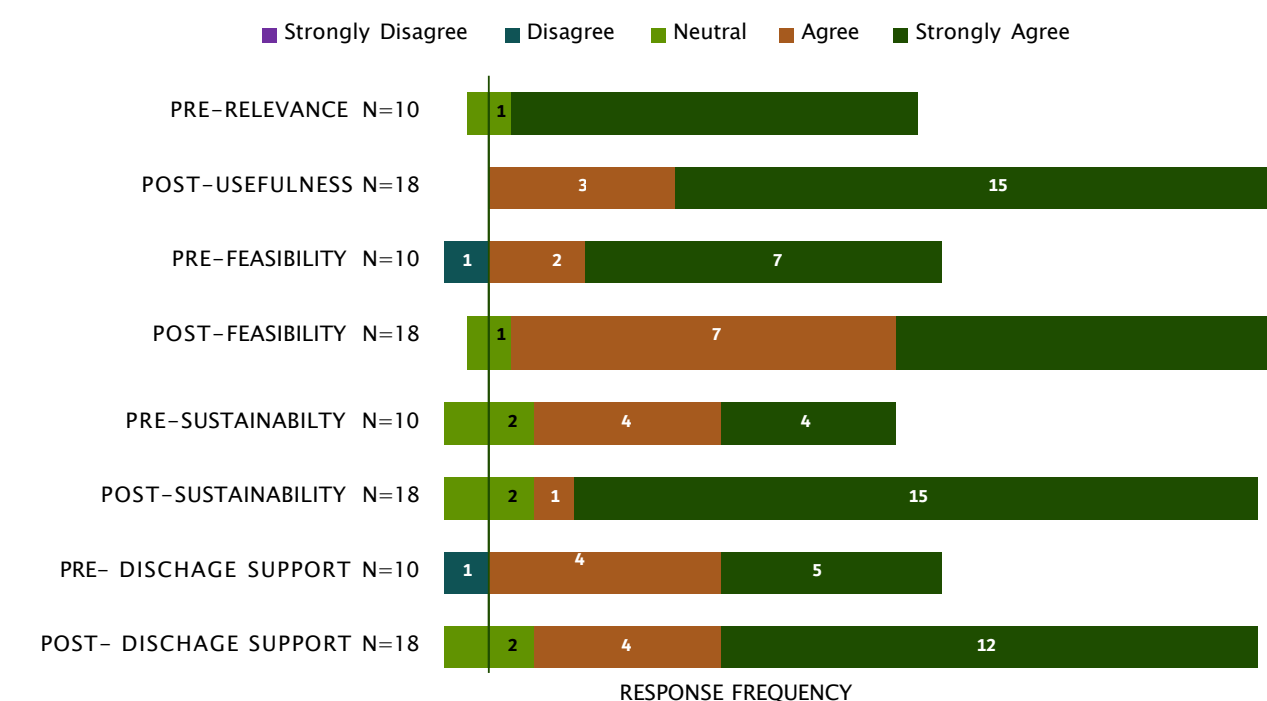
- ❖ "Meeting kids where they are- Allowing kids voices to be central to their care, make them feel validated and seen" – OT
- ❖ "In a space where so many of our adolescent clients have had to grow up too quickly, I believe these interventions invite them to embrace a childlike engagement in treatment" – House Management
- ❖ "Approaching a youth client with a less serious and structured agenda can go a long way to meet them where they are" – Care Coordination
- ❖ "The playful interventions supports clients learning various coping skills and activities while also highlighting the fun and tactile interventions" – BHT
- ❖ "Not only does this provide a one stop shop for all disciplines, it creates another space for staff to collaborate!" – Clinical
- ❖ "I think this helps provide patients autonomy, empowering them to help make decisions in their own care/treatment" – Nursing
- ❖ "I loved every second of making that" – Client
- ❖ "It's cool" – Multiple clients
- ❖ "Playfulness is really important here" – Client

FINDINGS

PLAYFUL INTERVENTIONS



DISCHARGE TOOLKIT



CONCLUSION

Adolescent clients deserve autonomy and fun while in a restrictive environment.

- Clients connected to staff more through the playful interventions and use of the DCTK
- Adolescent unit has additional resources to support clients
- Future possibilities available for the project to grow to the adult units and/or offer a guardian specific DCTK

REFERENCES & DELIVERABLES



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