

The Zoom Interface

The screenshot shows the Zoom Webinar interface with several key elements and annotations:

- Header:** "Zoom Webinar" title bar, "You are viewing David Terry's screen", and "View Options" dropdown.
- Main Content:** "TTC Technology Transfer Centers" logo, "Funded by Substance Abuse and Mental Health Services Administration", and a large "Thank you for joining us today!" message. Below it, a note states "You will not be on video during today's session".
- Q&A Window:** A "Question and Answer" window is open, showing a question: "This is a test question!". It includes tabs for "All questions (1)" and "My questions (1)". A text box below says "Type your question here...". Annotations explain that users can switch between questions and use the Q&A feature to ask questions of the host and presenters.
- Chat Window:** A "Zoom Webinar Chat" window is open on the right. It shows a "To: All panelists" field and a message: "Your text can only be seen by panelists". Annotations explain that the chat feature allows talking with other people and that the "To" field indicates who will receive the message.
- Bottom Bar:** Contains "Audio Settings" (with a callout "Click Here to adjust your audio settings"), "Chat", "Raise Hand", "Q&A", "Click here to leave the session", and a "Leave" button.
- Other UI Elements:** "Click here to maximize your session view" and "Enter Full Screen" buttons are visible in the top right.

All attendees are muted. Today's session will be recorded.

Using Psychiatric Rehabilitation Strategies for Long COVID Recovery Part 2

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Rutgers School of Health Professions

12/7/2022



Mental Health Technology Transfer Center
Funded by SAMHSA

**Northeast and Caribbean
Region 2**

**General Mental
Health Workforce**

**Provider
Wellness**

**Youth & Young
Adult Services**

**School Mental
Health Workforce**



Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

EPBs for serious mental health conditions

Wellness & Recovery for Providers and people with mental health conditions

School Mental Health
Comprehensive, multi-tiered services & supports

Hispanic and Latiné mental health education

Online Education Courses
Wellness Matters, IMR, Functional Thinking & more

Services Available

No-cost training, technical assistance, and resources





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Feedback about this training will assist us in developing future trainings that are relevant to your professional needs. Therefore, your feedback counts!



Northeast and Caribbean (HHS Region 2)

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Video Recording Information

Please Note:

We will be recording this webinar and posting it to our website along with the presentation slides and any relevant resources.

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At the time of this presentation, Miriam Delphin-Rittmon served as Assistant Secretary for Mental Health and Substance Use at SAMHSA. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

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Your Interactions With Us

Question and Answers

- Q & A will occur at the end of the call.
- Type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
- Note: your question may be visible to other participants.

Chat and Polls

- Throughout the webinar, we will be asking for your input.
- Use the Chat or Poll features in Zoom located on the task bar.
- You can control who can see your chat comments.

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED
AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED AND
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS

PERSON-FIRST AND
FREE OF LABELS

NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR
AND UNDERSTANDABLE

CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

A woman with dark, curly hair and a nose ring is looking out a window. The window shows a view of a tall building and some greenery under a blue sky with clouds. The woman is in the foreground, looking towards the right side of the frame.

988

SUICIDE
& CRISIS
LIFELINE

For people experiencing:

- Suicide, mental health, substance use crisis
- Emotional distress
- People concerned about someone in crisis

Meet Today's Presenters



Joni Dolce
Rutgers University
Assistant Professor



Michelle Zechner
Rutgers University
Assistant Professor

OBJECTIVES

01

Review long COVID and its related symptoms and functional implications

02

Examine the impact of Long COVID for people with serious mental illness

03

Explore psychiatric rehabilitation strategies that are assistive in the attainment of recovery goals

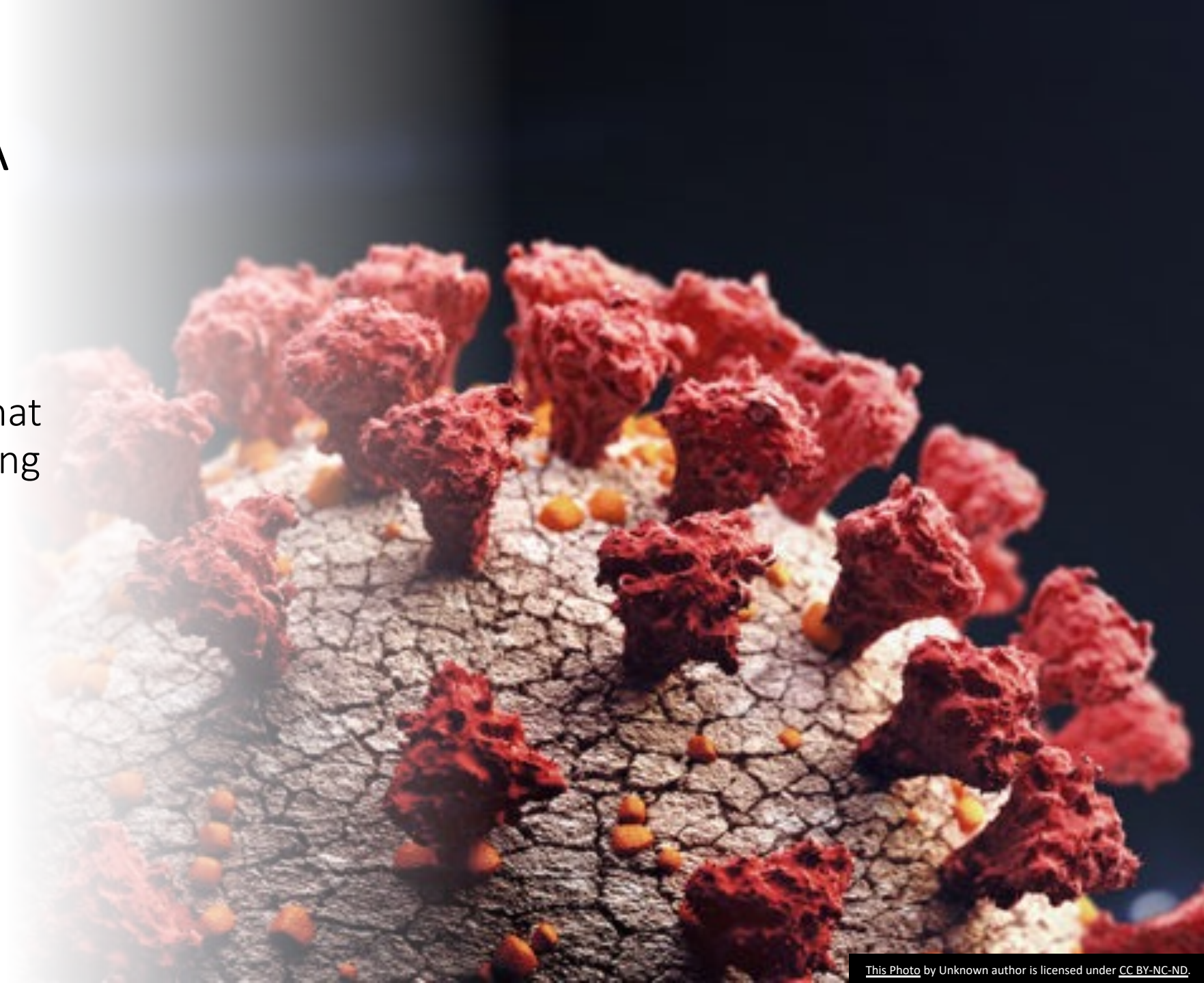
04

Apply concepts presented to work experiences

Long COVID: A Review

The lingering symptoms that many are left managing long after recovering from the illness itself.

CDC, 2022



Long COVID Symptoms

Physical symptoms

- tiredness and fatigue
- respiratory symptoms

Neurological symptoms

- difficulty concentrating or thinking
- depression and anxiety
- sleep problems
- executive dysfunction

-CDC, 2022

-National Academies of Sciences, Engineering, and Medicine. 2022.

SHARE

Poll:

Compared to the general population, people with SMI are more likely to contract COVID?



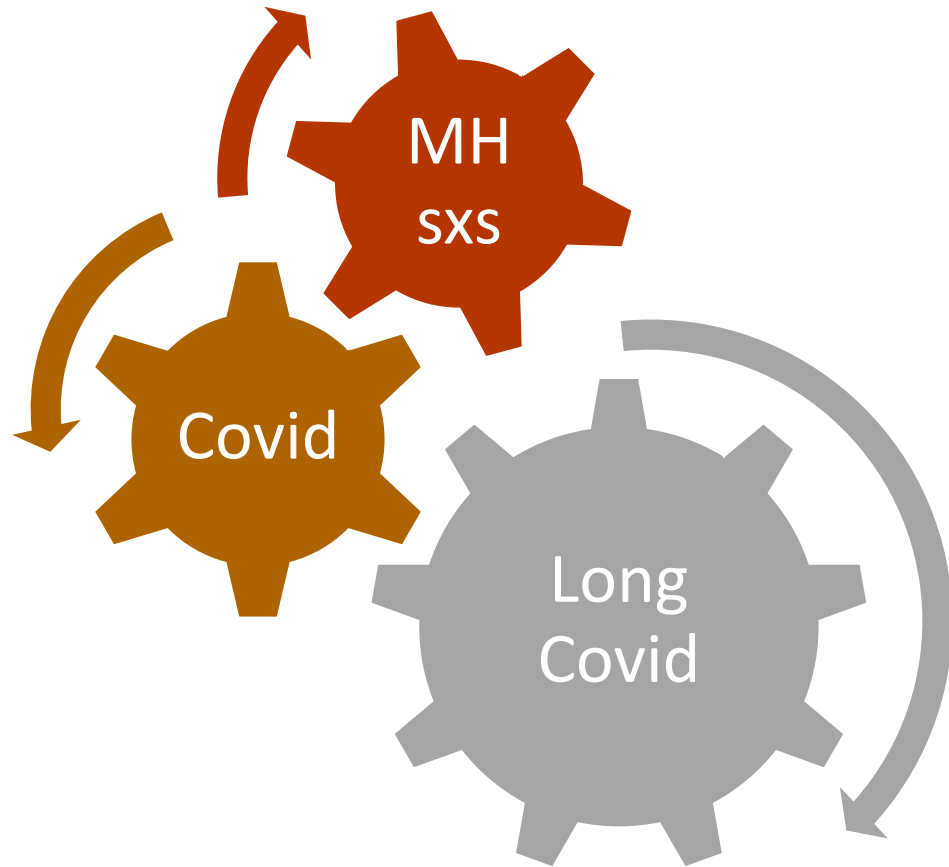
People with SMI & COVID-19

7x higher risk of contracting illness

2x more likely hospitalized

Twice as likely to die from COVID – higher for African Americans

What about Long Covid in People with SMI?



- Mental health symptoms before COVID infection increases risk of infection by 32-46%
- Possible link between inflammation MH symptoms and long covid risk
- Little published research

10 Guiding Principles of Recovery

Hope

Many
Pathways

Person
Driven

Peer
Support

Holistic

Culture

Addresses
Trauma

Strengths

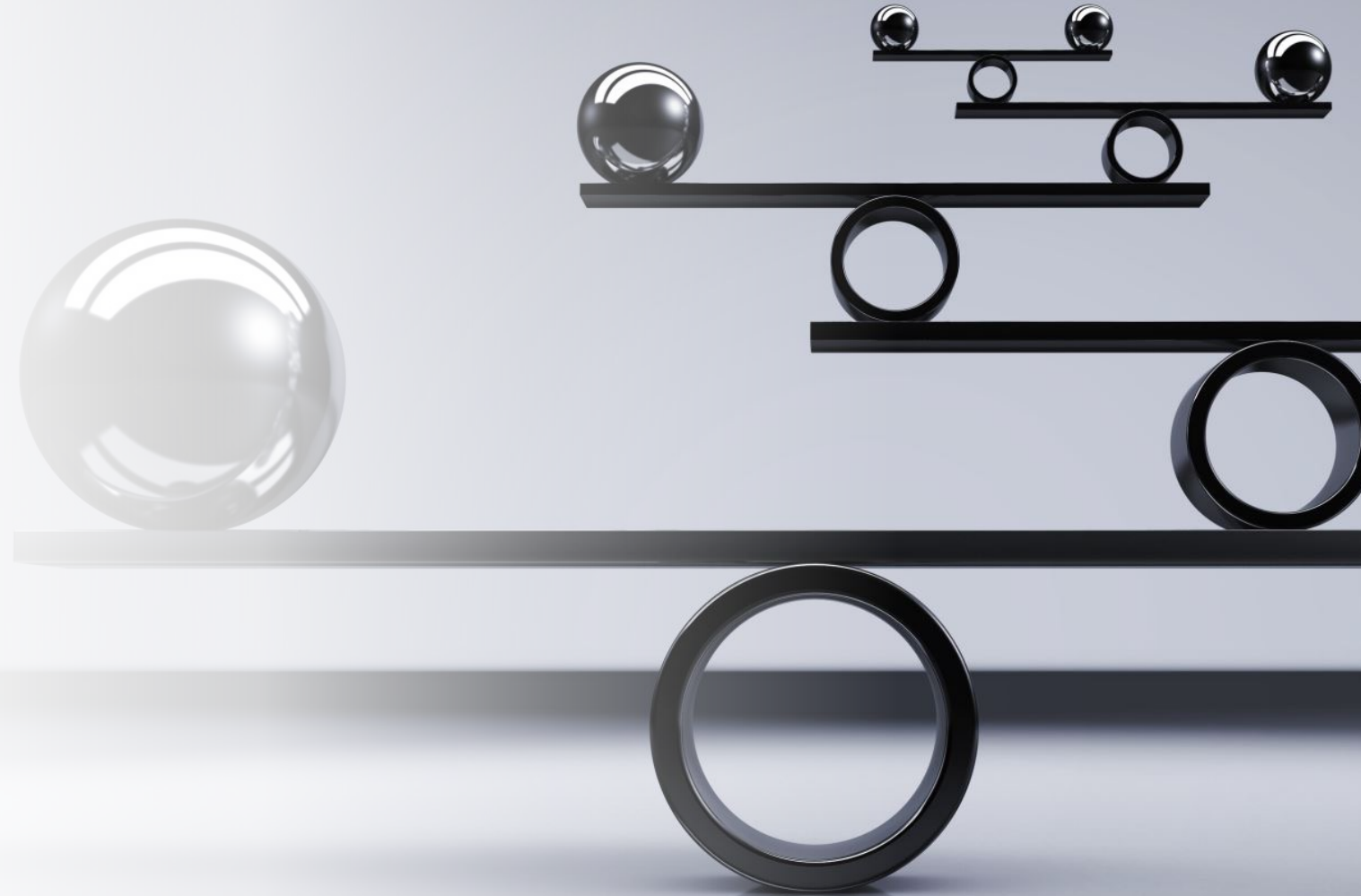
Respect

Relational



Psychiatric Rehabilitation

Strategies and solutions



What is Psychiatric Rehabilitation?

- **Goals:**

- Recovery
- Community integration
- Improved quality of life

- **Values:**

- Self-determination and empowerment
- Dignity and worth of every individual
- Optimism that everyone has the capacity to recover, learn and grow
- Wellness
- Cultural diversity
- Promotion of valued social roles and normalized environments



How can Psychiatric Rehabilitation Help in Long Covid?





Addressing Long COVID Symptoms



Functional Assessment



SMART Goal planning



Skills Teaching



Resource/Support Identification

Functional Assessment

- World Health Organization Disability Assessment Schedule (WHO Das 2.0)



WHODAS 2.0

WORLD HEALTH ORGANIZATION
DISABILITY ASSESSMENT SCHEDULE 2.0

36-item version, self-administered

This questionnaire asks about difficulties due to health conditions. Health conditions include diseases or illnesses, other health problems that may be short or long lasting, injuries, mental or emotional problems, and problems with alcohol or drugs.

Think back over the past 30 days and answer these questions, thinking about how much difficulty you had doing the following activities. For each question, please circle only one response.

In the past 30 days, how much difficulty did you have in:

Understanding and communicating

D1.1	<u>Concentrating</u> on doing something for <u>ten minutes</u> ?	None	Mild	Moderate	Severe	Extreme or cannot do
D1.2	<u>Remembering</u> to do <u>important things</u> ?	None	Mild	Moderate	Severe	Extreme or cannot do
D1.3	<u>Analysing</u> and <u>finding solutions</u> to <u>problems</u> in day-to-day life?	None	Mild	Moderate	Severe	Extreme or cannot do
D1.4	<u>Learning</u> a <u>new task</u> , for example, learning how to get to a new place?	None	Mild	Moderate	Severe	Extreme or cannot do
D1.5	<u>Generally understanding</u> what people say?	None	Mild	Moderate	Severe	Extreme or cannot do
D1.6	<u>Starting</u> and <u>maintaining</u> a <u>conversation</u> ?	None	Mild	Moderate	Severe	Extreme or cannot do

Additional Functioning Assessments

- Lawton-Brody Instrumental Activities of Daily Living Scale (IADL)
 - 8 questions
- Independent Living Skills Survey (Wallace, et al.,2000).
 - 70 questions
 - Hygiene, Appearance; Care of Possessions; Food Preparation; Personal Health; Money Management; Transportation; Leisure; Job Seeking; Job Maintenance

Patient Name: _____ Date: _____
 Patient ID # _____

LAWTON - BRODY INSTRUMENTAL ACTIVITIES OF DAILY LIVING SCALE (I.A.D.L.)			
Scoring: For each category, circle the item description that most closely resembles the client's highest functional level (either 0 or 1).			
A. Ability to Use Telephone		E. Laundry	
1. Operates telephone on own initiative-looks up and dials numbers, etc.	1	1. Does personal laundry completely	1
2. Dials a few well-known numbers	1	2. Launders small items-rinses stockings, etc.	1
3. Answers telephone but does not dial	1	3. All laundry must be done by others	0
4. Does not use telephone at all	0		
B. Shopping		F. Mode of Transportation	
1. Takes care of all shopping needs independently	1	1. Travels independently on public transportation or drives own car	1
2. Shops independently for small purchases	0	2. Arranges own travel via taxi, but does not otherwise use public transportation	1
3. Needs to be accompanied on any shopping trip	0	3. Travels on public transportation when accompanied by another	1
4. Completely unable to shop	0	4. Travel limited to taxi or automobile with assistance of another	0
		5. Does not travel at all	0
C. Food Preparation		G. Responsibility for Own Medications	
1. Plans, prepares and serves adequate meals independently	1	1. Is responsible for taking medication in correct dosages at correct time	1
2. Prepares adequate meals if supplied with ingredients	0	2. Takes responsibility if medication is prepared in advance in separate dosage	0
3. Heats, serves and prepares meals, or prepares meals, or prepares meals but does not maintain adequate diet	0	3. Is not capable of dispensing own medication	0
4. Needs to have meals prepared and served	0		
D. Housekeeping		H. Ability to Handle Finances	
1. Maintains house alone or with occasional assistance (e.g. "heavy work domestic help")	1	1. Manages financial matters independently (budgets, writes checks, pays rent, bills, goes to bank), collects and keeps track of income	1
2. Performs light daily tasks such as dish washing, bed making	1	2. Manages day-to-day purchases, but needs help with banking, major purchases, etc.	1
3. Performs light daily tasks but cannot maintain acceptable level of cleanliness	1	3. Incapable of handling money	0
4. Needs help with all home maintenance tasks	1		
5. Does not participate in any housekeeping tasks	0		

C19-YRS (COVID-19
Yorkshire
Rehabilitation Scale)

Available from:

<https://licensing.leeds.ac.uk/product/c19-yrs-covid-19-yorkshire-rehabilitation-scale>

Sample Question:

Please rate the severity of:

Breathlessness

- at rest
- changing position
- dressing
- walking up stairs

Source: C19-YRS; Sivan et al., 2022

PsyR Assessment Strategies

- Collaborate with the client
- Focused on situation/environment
- Orienting and Instructing
- Active listening
- Use standardized measures
- Include strengths and challenges
- Highlight skills and resources



A 3D rendering of three white darts with hexagonal heads and cylindrical barrels, standing upright on a white circular base. The background is a light gray gradient. An orange horizontal bar is located in the top right corner of the image area.

SMART Goal Planning

I intend to (live, learn, work, socialize) at/in/as
(environment/role) by/until (date).

Goals should be straightforward and emphasize what you want to happen

Specific

Provide a clear target to work toward

Timely

Measurable

Measurable progress so you can see the changes over time

This does not translate into easy, but rather “do-able”

Realistic

Attainable

Should require some effort, but seem reachable

Adapted from materials developed by Clay, Reilly, & Zazzarino, “ICMS Training Series”

Okos, Thomas, & Perilla, 2021

Recovery Goals

Employment

Education

Living

Social/Community

Health and Well being



Scenario

Gerald had been talking with you about his goal of improving his wellness. He specifically discussed his interest in increasing his weekly exercise. However, he is about four months post COVID and expressed to you how fatigued he is. He spoke with his physician who seems to believe this fatigue is a long COVID symptom. How would you assist Gerald in modifying his goal plan based on his current situation?

Examples

Functional implication	What it might look like	Skill or Support
Inability to concentrate	Focusing on one task for a long time	
Decreased stamina	Lack of energy for work, school, or other tasks Can't stand for more than 10-15 minutes at a time.	
Anxiety	Physiological impacts; concentration Difficulty breathing; Having problems starting a conversation with others.	
Executive dysfunction	Difficulties with planning, organizing, remembering details, making decisions	

Skills Teaching

1. Establish a rationale for learning the skill
2. Discuss the steps of the skill
3. Model the skill
4. Ask a person to try out the skill
5. Provide positive feedback
6. Provide corrective feedback
7. If needed, ask the person to try using the skill again
8. Provide additional feedback (positive & corrective)
9. If training in a group have other members do steps 4-8

Encourage practice of the skill in natural environments (homework)



Scenario: Skills Teaching

- Cheryl is about four months post-COVID and is experiencing some difficulties at her job as a librarian. One of her job duties is to review databases to review and research new books, articles, and other resources. She does this by reading book reviews and keeping up to date with publishers' announcements. She's experiencing brain fog and having a hard time concentrating on this task.
- What are some skills that you can teach/explore with Cheryl to assist her?



Resource/Support Identification
and Development |

Scenario: Resource/Support Identification and Development

- Cheryl is about four months post-COVID and is experiencing some difficulties at her job as a librarian. One of her job duties is to review databases to review and research new books, articles, and other resources. She does this by reading book reviews and keeping up to date with publishers' announcements. She's experienced brain fog and having a hard time concentrating on this task.
- What are some resources/supports you can help Cheryl identify that will assist her?

Examples

Functional implication	What it might look like	Skill or Support
Inability to concentrate	Focusing on one task for a long time	
Decreased stamina	Lack of energy for work, school, or other tasks Can't stand for more than 10-15 minutes at a time.	
Anxiety	Physiological impacts; concentration Difficulty breathing; Having problems starting a conversation with others.	
Executive dysfunction	Difficulties with planning, organizing, remembering details, making decisions	

Implementation

How might you use goal planning; skills teaching; and resource/support development to help people you work with who have long-COVID?

What might get in the way?





Summary

Question and Answer



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Resources

Employment

- Job Accommodation Network; (800) 526-7234 or <http://askjan.org>
- ADA National Network <https://adata.org/>
- Americans with Disabilities Act

(800)-514-0301 or www.usdoj.gov/crt/ada

https://www.hhs.gov/civil-rights/for-providers/civil-rights-covid19/guidance-long-covid-disability/index.html#footnote10_0ac8mdc

- The Office for Civil Rights of the Department of Health and Human Services (HHS) has the following page on civil rights and COVID-19: <https://www.hhs.gov/civil-rights/for-providers/civil-rights-covid19/index.html>.

Psychiatric Rehabilitation

- Dept. of Psychiatric Rehabilitation & Counseling Professions

<https://shp.rutgers.edu/psychiatric-rehabilitation/>

- BU Center for Psychiatric Rehabilitation (n.d.). How might my psychiatric or mental health condition affect my work performance? Retrieved from <https://cpr.bu.edu/resources-and-information/reasonable-accommodations/how-might-my-psychiatric-or-mental-health-condition-affect-my-work-performance/>

Covid

- NIH RECOVER study

<https://recovercovid.org/#:~:text=The%20NIH%20RECOVER%20initiative%20is%20preparing%20several%20clinical,sequelae%20of%20SARS-CoV-2%20infection%20%28PASC%29%20or%20Long%20COVID.>

Assessment Resources

- **C19-YRS (COVID-19 Yorkshire Rehabilitation Scale)**
• <https://licensing.leeds.ac.uk/product/c19-yrs-covid-19-yorkshire-rehabilitation-scale>
- **Independent Living Skill Survey**
<https://academic.oup.com/schizophreniabulletin/article/26/3/631/1912470>
- **Lawton-Brody Instrumental Activities of Daily Living Scale (IADL)**
https://geriatrictoolkit.missouri.edu/funct/Lawton_IADL.pdf
- **WHO DAS 2.1**
<https://www.who.int/standards/classifications/international-classification-of-functioning-disability-and-health/who-disability-assessment-schedule>

SMART Goal Resources

SMART Goals and Mental Health

- <https://www.mhddcenter.org/wp-content/uploads/2021/01/SMART-Goals-Mental-Health.pdf>



Evaluation Information

The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

At the end of today's training please take a moment to complete a **brief** survey about today's training.



<https://ttc-gpra.org/P?s=680178>

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Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

SAMHSA
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Services Administration



MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

The purpose of the MHTTC Network is technology transfer - disseminating and implementing evidence-based practices for mental disorders into the field.

Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), the MHTTC Network includes 10 Regional Centers, a National American Indian and Alaska Native Center, a National Hispanic and Latino Center, and a Network Coordinating Office.

Our collaborative network supports resource development and dissemination, training and technical assistance, and workforce development for the mental health field. We work with systems, organizations, and treatment practitioners involved in the delivery of mental health services to strengthen their capacity to deliver effective evidence-based practices to individuals. Our services cover the full continuum spanning mental illness prevention, treatment, and recovery support.

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