

DOCUMENT RESUME

ED 435 900

CG 029 600

AUTHOR Spaniol, LeRoy
TITLE Implications of Recovering for Mental Health Systems and Programs.
PUB DATE 1999-08-00
NOTE 7p.; Paper presented at the Annual Convention of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
PUB TYPE Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Mental Disorders; *Mental Health Programs; *Outcomes of Treatment; *Rehabilitation; *Research Needs; Schizophrenia
IDENTIFIERS *Psychiatric Rehabilitation

ABSTRACT

This presentation outlines the implications of psychiatric disability recovery for mental health systems and programs. Schizophrenia and other serious psychiatric disabilities have been viewed as irreversible illnesses with increasing disability over time. Mental health program planning, policies, and practices have been developed and implemented to support this uncompromisingly negative view of the predicted outcome for people with psychiatric disability. Current research studies report that one-half to two-thirds of people with serious mental illness significantly recover over time. Because of this new and hopeful possibility of recovering, a shift in how systems, programs, and people assist people is required. The first recommendation made is that recovering and the values that support recovering must be strongly affirmed and explicitly identified in the mission statement of the system or program. Additionally, goals and services that support recovering should be identified and affirmed in the mission statement. Along with this, the principles that support the values, goals, and services should be identified and affirmed, as well as cautions in implementing recovering models. Finally, the provision of education and the support of qualitative and quantitative research efforts are essential in assisting people to deal with the barriers and to build in the facilitators. (GCP)

Implications of Recovering for Mental Health Systems and Programs

LeRoy Spaniol, Ph.D.

APA Presentation, August, 1999

Center for Psychiatric Rehabilitation
Boston University
940 Commonwealth Avenue, West
Boston, MA 02215
617-353-3549
leroy@bu.edu

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. SPANIOLE

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Historical Frame

Schizophrenia and other serious psychiatric disabilities have been viewed as irreversible illnesses with increasing disability over time. Hopeless. Unyielding.

Countless textbooks, publications, diagnostic manuals, and the media have supported this view over the past 100 years.

Impact of Historical Frame: I

Mental health program planning, policies, and practices have been developed and implemented to support this uncompromisingly negative view of the predicted outcome for people with psychiatric disability.

Major policies and practices have included long-term hospitalization or even permanent hospitalization with little or no rehabilitation, or a medical model that ignores the need for rehabilitation.

Impact of Historical Frame: II

Values, attitudes, and beliefs associated with this negative view of outcome have become imbedded in people with psychiatric disability, their families, professionals, the general public, and the media. This has led to hopelessness and lack of expectation that the person will ever change.

Evidence for Recovering from Recent Research Studies and Self-Reports: I

Current research studies report that one-half to two-thirds of people with serious mental illness significantly recover over time. This evidence is widely supported by the self-help literature.

Thus, the evidence for a specific, inflexible natural history of increasing disability for every person is simply not there.

Evidence for Recovering from Recent Research Studies and Self-Reports: II

While the impact of serious mental illness is devastating to those who experience it and to their families, it does not appear that serious mental illness is necessarily a disease of slow and progressive deterioration as was once widely believed. People with serious mental illness can achieve partial or full recovery from the illness at any point during its course, even in the later stages of their life. (Harding)

Evidence for Recovering from Recent Research Studies and Self-Reports: III

As one long-term studies researcher Courtney Harding has said:

"... the course of serious psychiatric disorder is a complex, dynamic, and heterogeneous process which is non-linear in its patterns, moving toward significant improvement over time, and helped along by an active, developing person in interaction with his or her environment."

Implications of What we Know about Recovering for Mental Health Systems and Programs

This new and hopeful view of the possibility of recovering represents a dramatic shift in how we view the outcome or achievement of people with psychiatric disability. This new view requires a dramatic shift in how systems, programs, and people assist people with psychiatric disability.

1. **Recovering** must be strongly affirmed in the Mission Statement of the System or Program. This includes a working definition of recovering. The Mission Statement must explicitly counteract the prevailing negative views of the outcome or achievement of people with psychiatric disability. Ideally, this definition should result from a consensus building process including input from people with psychiatric disability, family members, mental health professionals and administrators, and researchers.

Defining Recovering

Process/Journey

Outcome/Achievement

Vision

Recovering as a Process/Journey

Recovering is a process/journey of adjusting one's attitudes, feelings, perceptions, beliefs, roles, and goals in life. It is a process of self-discovery, self-renewal, and transformation.

Examples of Recovering as an Outcome/Achievement

1. Have friends and an intimate relationship.
2. Live in stable housing of one's choice.
3. Work in a job that uses one's skills and abilities.
4. Contribute to one's community.
5. Have reliable coping skills.
6. Limited or no impairment in functioning.

Recovering as a Vision

Recovering as a vision must guide the planning and implementation of mental health services because it is the purpose and goal of all the programs and services that combine to assist the person with a psychiatric disability.

- The values that support recovering should be explicitly identified and affirmed in the Mission Statement of the system or program. A similar consensus building process should be used to develop the value statements.

The Values of a Recovering-Oriented Mental Health System

<u>Value</u>	<u>Description</u>
Empowerment:	Creating a personal vision and having the confidence to move toward it. Feeling I can versus I can't.
Personal choice:	People know how to lead their life better than someone else does.
Personal involvement:	Participating in the processes by which decisions are made which affect one's life.
Community focus:	Building on existing resources.
Focus on strengths:	Watering the flowers and not the weeds.
Connectedness:	Enhancing relationship to self, others, environments, meaning/purpose.

- The goals and services that support recovering should be explicitly identified and affirmed in the Mission Statement of the system or program. A similar consensus building process should be used to develop the goals and services statements.

The Goals of A Recovery-Oriented Mental Health System and The Services Required to Meet Them

<u>Goals</u>	<u>Services</u>
To reduce symptoms and to explore and understand feelings, thoughts, values, goals, and roles which enhance recovery	Treatment
To enhance physical health and well being	Physical Health and Wellness
To assist people to be successful and satisfied in chosen roles and settings with the least amount of	Rehabilitation

ongoing intervention by providers

To deal with dangerous situations
which interfere with recovery

Crises Intervention

To access services which facilitate recovery

Case Management

To advocate for improved services and to
eliminate barriers that inhibit recovery

Rights-Protection
Advocacy

To promote and support one's own
recovery and that of peers with mental illness

Self-Help

To meet survival needs basic to recovery

Basic Support

To enhance quality of life

Enrichment

4. The principles that support the values, goals, and services should be explicitly identified and affirmed in the Mission Statement of the system or program. A similar consensus building process should be used to develop the principle's statements.

Basic Principles of Psychiatric Rehabilitation

1. The primary focus of psychiatric rehabilitation is improving the knowledge, skills, and support of the person.
2. The benefits of psychiatric rehabilitation are functional improvements in the person's environments of need.
3. Psychiatric rehabilitation is eclectic in its use of techniques.
4. A central focus of psychiatric rehabilitation is improving vocational outcome for people.
5. Hope is an essential ingredient of the rehabilitation process.
6. The deliberate increase in a person's dependency can lead to an eventual increase in the person's independent functioning.
7. Active involvement of people in their recovery is essential.
8. The three fundamental interventions of psychiatric rehabilitation are the development of knowledge, skills, and supports.
9. Long-term drug treatment is an often helpful but rarely sufficient component of a rehabilitation intervention.
10. People are seen as having solutions rather than problems. Solutions that may lack the knowledge, skills, and supports to be effective.

5. Cautions in implementing recovering models should be explicitly stated in the Mission Statement of the System or Program.

Cautions in Implementing Models of Recovering

1. Recovering needs to be framed in a broader context than recovering from a mental illness.
 2. Phases of recovering are guidelines and cannot be seen as standards that individuals have to meet. Models are not literal descriptions of what an individual must experience.
 3. Recovering is highly individual. We need to understand it from the perspective of the person we are assisting.
 4. We must address the impact of primary health status and wellness on the recovery journey of the person.
 5. Recovering models need to integrate the impact of co-occurring disorders and trauma on recovering.
 6. Recovering takes time. What may look like "being stuck" is often an important period of integration prior to moving on again.
 7. Recovering models need to address the impact of culture on recovering.
 8. Recovering models need to address the impact of the helping environment on recovery.
-
6. The importance of education for people with mental illness, family members, and mental health professionals and administrators in the definition, the values, the goals and services, the principles, and the cautions regarding recovering must be affirmed in the Mission Statement of the system or program.
 7. The system or program should support qualitative and quantitative research efforts to further identify the barriers and facilitators (both internal and environmental) to recovering. This can lead, over time, to a deeper understanding of how to assist people to deal with the barriers and to build in the facilitators.



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: <i>Implications of Recovering for Mental Health Systems and Programs</i>	
Author(s): <i>Le Roy Spaniol, PhD</i>	
Corporate Source: <i>Boston University; Center for Psych. Rehab.</i>	Publication Date: <i>APA August 1999 Presentation.</i>

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1



Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A



Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B



Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: <i>Le Roy Spaniol</i>	Printed Name/Position/Title: <i>LE Roy SPANIO L, Ph. D</i>
Organization/Address: <i>Center for Psych. Rehab., West 940 W. Commonwealth St, Boston, MA 02215</i>	Telephone: <i>617-352-3549</i> Fax: _____
	E-Mail Address: <i>lroy@sbn.edu</i> Date: <i>11-17-99</i>



III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:	ERIC/CASS University of North Carolina at Greensboro 201 Ferguson Building, PO Box 26171 Greensboro, NC 27402-6171
---	--

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1100 West Street, 2nd Floor
Laurel, Maryland 20707-3598

Telephone: 301-497-4080

Toll Free: 800-799-3742

FAX: 301-953-0263

e-mail: ericfac@inet.ed.gov

WWW: <http://ericfac.piccard.csc.com>