



Keeping Current about QOL Assessments for Recovery Planning in Community Mental Health – Clubhouse Program

Lesson Plan

Purpose

Build on the existing knowledge, skills, and beliefs of Clubhouse staff to routinely incorporate QOL assessments into recovery planning.

Learning Objectives

At the end of the session, participants will be able to:

PRACTICAL
KNOWLEDGE,
BELIEFS &
ATTITUDES

1. **Explain** the purpose and meaningfulness of QOL assessments in recovery planning

SKILL & SKILL
DEVELOPMENT

2. **Administer** the QOL assessments to enhance members' involvement in their recovery.

3. **Demonstrate** the scoring and meaning of QOL assessment results to inform recovery planning.

PROCEDURAL
KNOWLEDGE &
ENVIRONMENTAL
RESOURCES

4. **Identify** further support and resources to optimize QOL assessments in the Clubhouse Program.

Together, let's focus on what matters most to persons with lived experience

Learn more at: healthyqol.com

and find additional resources and supporting evidence.

Lesson Plan



Date: March 9, 2023

Time: 0930-1230 hours

Length: 3 hours minus break time (15 min)

Location: In-person at NAME

Number of participants: approximately 60-65 people

Time	Concept / Competency	Slide #s	Content	Activity
0900-0930 Pre-start	Arrival		Distribute parking passes Sign in Name tag Complete Attitudes Questions When return to hand in Attitudes Form If time, each person completes the Annual QOL Questionnaire	[INSERT NAME] at arrival table to provide direction Handout: Attitudes Form to complete (pre/post) Handout (optional if time): Annual QOL Questionnaire
0930 20 min	Welcome, Background & Introductions	1-4	Welcome by [INSERT NAME] – FHA AW, Introduce the session as part of current research project, research team acknowledgments. Brief overview of project history to support healthcare providers to integrate PROM (such as QOL) into practice. Consent that this is part of a research project and what they are agreeing to – notes taken. Introduction of participants At each table, introduce yourself, and identify the learning objective(s) is of highest priority for you.	 Activity: Introductions, purpose is to determine which learning objective is of highest priority
0950 (20 min)	#1 Explain purpose &	5-8	Video Stop at 1:15 [. . . are PROMs effective] of 1:31 minute	Video: What are PROMs

Time	Concept / Competency	Slide #s	Content	Activity
	<p>meaningfulness of QOL in recovery planning</p> <p>PRACTICAL KNOWLEDGE</p> <p>BELIEFS & ATTITUDES</p>		<p>General</p> <ul style="list-style-type: none"> • What are PROMs (and distinguished from ROM)? • What do PROMs assess/measure? • Why are PROMs needed? • What are the benefits of using PROMs for patients? <p>Distinguish from PROM to ROM Brief introduction of what is QOL.</p>	<p>https://www.youtube.com/playlist?list=PLKCOAAKefIJ8N8MN02zAZTm2fiFG4uNGO</p>
1010 (20 min)	<p>#1 Purpose and meaningfulness</p> <p>PRACTICAL KNOWLEDGE</p> <p>BELIEFS & ATTITUDES</p>	9-11	<p>A. Discuss in general rather than specifics to understand the True/False questions</p> <p>B. Discuss the HCP handout to illustrate what the QOL is and why beneficial -- address any other Myths not discussed in T/F activity</p> <p>C. Debrief on completing Annual QOL</p>	<p>A. Activity: Myths versus Truths</p> <p>B. Handout: <i>Healthcare providers</i> 1. QOL Truths (healthyQOL website); <i>Persons</i>, 1. Best life & 2. FAQ (healthyQOL website)</p> <p>C. Activity: Participants complete the QOL for themselves; Handout: Annual QOL Questionnaire</p>
		8	<p>** this content is relevant to the A + B + C activities above</p> <p>What is QOL? An "individuals' perceptions of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards, and concerns"</p> <ul style="list-style-type: none"> • physical health (Domain 1) • psychological state (Domain 2) • level of independence in and salient features of the environment (Domain 3) 	<p>Refer to HCP handout above</p> <p>After the content, show video. Not currently in timeline.</p> <p>WHOQOL-Brief in Clinical Practice (2026, 8 min)</p>

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			<ul style="list-style-type: none"> social relationships (Domain 4) 	https://www.youtube.com/watch?v=9pGVEJk43vc&list=PLs4IFtMFKjDv_X9-hxCpNyV952pZScLNm
		11	<p><i>What's in it for me. . . how beneficial</i></p> <p>General</p> <ul style="list-style-type: none"> How do providers think about using PROMs in practice? Beliefs about value of using them? clinically relevant and valuable to support clinical decisions for care planning/treatment Accurate and actionable Easy to access Beneficial to patients Structure to communication to facilitate dialogue What are clinicians' attitudes about incorporating PROM (easy/difficult) Burden Accurate reflection patients' situation (valid & reliable) <p>Specific</p> <ul style="list-style-type: none"> Should PROMs be used for all patients? Some patients? Why? (knowledge) How important is it to capture PROMs routinely? How important is PROM data for clinical decision-making? As compared to other sources of data? Do providers believe this PROM has a strong evidence base? Why or why not? 	<p>Refer to HCP handout (above) and video</p>
1030 (15 min)	#1	12-13	<p>Patient Partner (or refer back to video)</p> <p>** Draw attention to handouts to illustrate how QOL/PROMs are relevant to clients (clubhouse members) Summarize key points (see slide)</p>	<p>Handout: <i>Persons</i>, 1. Best life & 2. FAQ (healthyQOL website)</p> <p>If questions, NAME to take detailed notes</p>
1045-11	BREAK	14		

Time	Concept / Competency	Slide #s	Content	Activity
1100 (30-45 min) 5-10 min	#2 Administer QOL to enhance members' involvement in their recovery SKILL AND SKILL DEVELOPME NT	15-16	<p>Two areas that clinicians require greatest support are:</p> <ol style="list-style-type: none"> Administration – asking members to complete the QOL Questionnaire What do the results mean and how can they be used to inform recovery plans <p>Administration of PROMs is one of the areas clinicians struggle with most regarding how to integrate them into their regular routine and workflow. Given it is new, it takes some time to practice how to “start a conversation” when asking the client/member to complete the tool</p> <p>How to talk to clients/members (persons living with mental illness) about what the QOL is and what it will be used for in such a way that it does not impact how they might be completing the scale (e.g., provide the answers they think the clinician wants, worry about funding, etc)</p> <p>Review select content from the 3 handouts, one for HCP and the other two about the types of information that clients want to hear about [blurb on how they were created]</p> <p>Note: the hands-on portion is done so that staff develop pathways to remember using cognitive rehearsal.</p> <p>Have SAMPLE SCRIPTS or an overview of what to avoid saying when asking members to complete the QOL questions.</p>	<p>Handout: <i>Healthcare providers, Conversations</i> (healthyQOL website) <i>Persons</i>, 1. Best life & 2. FAQ</p> <p>(if time) Video: QOL [A Better life Video] Time: 1:28-3:47 (if time to 5:54) URL: https://www.youtube.com/watch?v=TDL5C9SEBvo&t=5s</p> <p>Optional handout: WHOQOL user guide to illustrate example scripts.</p>
15 min		17	<p>(2 min) Step 1: Read the Helena case study (3 min) Step 2: Based on the case study, participants create a script for initial administration of QOL to Helena. Jot down some notes on what you would say.</p>	<p>Activity: Role play (initial administration)</p> <p>Handout: All “initial docs” for Helena Case study (case study, completed QOL and recovery plan)</p>

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			<p>(10 min) Step 3: In pairs, one person administers the QOL to the other person (CLIENT)</p> <p>** Brenda will circulate to act as the “member” and provide feedback about how she was asked to complete the QOL questions.</p>	
15 min		17	<p>Step 4: Debrief as a large group (Lynn)</p> <p>Emphasize there is no right or wrong way to script/admin the tool; different experience based on what is being asked.</p> <p><i>What was it like for you as the clinician?</i> <i>What was it like for you as the client?</i> <i>For the patients, what was helpful regarding what the clinician said?</i> <i>What would you prefer the clinician to say to you?</i> <i>How would what you say on the initial visit differ from the 6-month follow-up in asking the member to complete the QOL questions?</i></p>	NAME to take detailed notes of all large group discussions
1145 (5 min)	#3 Demonstrate scoring & meaning of QOL results to inform recovery planning	18	<p>Specific Practical Knowledge</p> <ul style="list-style-type: none"> • What does the data and/or score mean? • How are the results integrated into existing information/assessment findings about patients to inform their care? • How do providers explain to patients the collection of PROMs and explain the results? 	Note: handout of the recovery plan is given with the Helena case study (initial & follow-up)
1150 (15 min)	#4 Demonstration	19-22	<p>How What?</p> <p>Individual level (see visuals from QOL handouts)</p> <p>Use the recovery plan as one example of practice where QOL could be used. Recovery plan (see slide)</p>	Handout: Clubhouse FHA Recovery Plan form

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			<ul style="list-style-type: none"> at the population level? <p>The routine use of QOL assessment results can help healthcare management leaders:</p> <ol style="list-style-type: none"> Optimize quality improvement initiatives to better meet the needs of persons living with mental illness. Demonstrate accountability in providing person-centred healthcare services (e.g., accreditation requirements). <p>The results can also help government leaders identify needs and make policy and budget decisions.</p>	
1205 (5-10 min)	<p>#4 Identify further supports & resources to optimize QOL in Clubhouse Program</p> <p>PROCEDURAL KNOWLEDGE</p> <p>ENVIRONMENTAL RESOURCES</p>	23	<p>Now – what?</p> <p>Open forum discussion</p> <ul style="list-style-type: none"> Based on what you heard, what assistance do you need to ensure the QOL assessments are part of your routine with Clubhouse members? 	NAME to take detailed notes
No time			What is the worst possible thing imaginable to not use the PROMs (e.g., QOL)	Activity: Triz, see https://www.liberatingstructures.com/creative-destruction
1415 (10-15 min)	Questions & Evaluation	24-26	<p>Conclude by referring to purpose and objectives</p> <p>Evaluation of the session as well as their attitudes and knowledge. PPT: slide indicating all requirements met (5-10 min)</p>	Handout: Attitudes form to complete (pre/post) with URL

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			<ul style="list-style-type: none"> • Feedback will be used in writing the report for the research project. • All data is aggregated, with no individual identifiers. This is what is shared with Anthony and Scott. • Will not affect your employment and the holder of the data is myself. 	https://www.surveymonkey.ca/r/AttitudeClubhouse Evaluation Link: https://www.surveymonkey.ca/r/QOLclubhouse
1430 (15 min)	Closing	27-28	Additional Resources & acknowledgement Informal feedback and thank-you	

Supplies

Flip chart
 Markers
 Annual QOL copies (B & W)
 Recovery Plan (blank) copies
 Case study – Helena along with QOL assessments and recovery plan examples
 Microphone
 Laptop

Other resources

- Canadian Community Mental Health Association (Vancouver-Fraser Branch)
- <https://vancouver-fraser.cmha.bc.ca/commitment-to-excellence/>
- Healthy QOL website: www.healthyqol.com/older-adults
- PCM Resource Guide [contact angela.wolff@twu.ca]
- How to share PROM results with patients, see ISOQOL User's Guide (2015; 2018)
- Shared decision-making involves choice talk, option talk, and decision talk (Elwyn et al 2012)