Assessing Health Outcomes of Community Integration Interventions
• Identify 3 assessment strategies that can be used to document outcomes following a community integration intervention
• Demonstrate the ability to connect outcome measure to the assessment tool, intervention implementation, and documentation processes
• Develop a template that demonstrates the clinical outcomes associated with a community integration intervention to market to agency administrators
Connecting Outcomes to Participation
Outcomes

Negative Symptoms
- Amotivation
- Asociality
- Anhedonia
- Flattened Affect

Executing Functioning
- Planning
- Time Management
- Organization
- Memory

Recovery
- Self-determination
- Hope
- Identity
- Meaningful Activities
- Connectedness

Physical Activity
- Improved Fitness
- Reduced Weight
- Reduced Risk: Diabetes, cardiovascular disease
- Stress reduction

Outcomes
Activity (yoga @ the park)

Relevant Outcomes

- Executive Function
  - Planning
  - Time management
- Navigation
  - Transportation
- Stress management
  - Deep breathing techniques
- Physical Activity

Connecting Activities to Outcomes
Activity (museum)

Relevant Outcomes

- Cognition
  - Critical thinking
  - Inspirational thought
- Symptoms
  - Anticipated pleasure
  - Increased motivation
- Informal education
- Social connectedness

Connecting Activities to Outcomes
Connecting Activities to Outcomes

**Activity: Volunteering**

**Relevant Outcomes**

- Executive functioning
  - Sustaining planned activities
- Quality of Life
  - Personal value
  - Increased confidence
- Recovery
  - Relationship development
  - Decreased isolation
Activity

- Select a card from the cards to determine the activity in your community. Describe the activity, the steps required for participation, and then identify relevant outcomes.

Card Examples

- Going to the park
- Going to church
- Going hiking
- Going shopping
- Going to the art museum
- Swimming
- Playing basketball at the YMCA
- Other recreation-based activities

Your Turn!
ASSESSING PHYSICAL ACTIVITY
## Outcomes

### Proximal
- Improve fitness
- Increase physical activity levels
- Decrease sedentary behavior
- Decrease stress

### Distal
- Decrease risk of cardiovascular disease
- Improve sleep habits
- Reduce weight
- Fitbit (accelerometers)
- Pedometers
- Weight loss
- Waist circumference
- Blood pressure
- International Physical Activity Questionnaire (IPAQ) (Craig et al., 2003)
• Walking
• Yoga
• Gym
• Swimming
• Hiking
• Biking
• Dance class
• Sport leagues
• Fitness classes
• Meetup groups

Relevant Community Activities
ASSESSING COGNITION
## Outcomes

<table>
<thead>
<tr>
<th>Proximal</th>
<th>Distal</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Choosing interest based activities</td>
<td>• Planning</td>
</tr>
<tr>
<td>• Focusing or paying attention to detail</td>
<td>• Independent goal setting</td>
</tr>
<tr>
<td>• Problem solving</td>
<td>• Improved memory</td>
</tr>
<tr>
<td>• Time management</td>
<td>• Executive functioning</td>
</tr>
<tr>
<td></td>
<td>• Managing daily routine</td>
</tr>
</tbody>
</table>

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**Outcomes**
- Brief Assessment of Cognition (BAC) (Keefe et al., 2006)
  - Verbal memory and learning
  - Working memory
  - Motor function
  - Processing speed
  - Verbal fluency
  - Executive functioning

Measurement
• Art classes
• Museums
• Computer classes
• Library
• Book clubs
• Attending church service
• Volunteering

• Attending performances
• Gardening
• Art galleries
• Visiting historic attractions
• Shopping
• Entertaining family and friends

Relevant Community Activities
ASSESSING NEGATIVE SYMPTOMS
<table>
<thead>
<tr>
<th><strong>Proximal</strong></th>
<th><strong>Distal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience of pleasure</td>
<td>Anticipated pleasure</td>
</tr>
<tr>
<td>Processing strengths and barriers</td>
<td>Increased motivation</td>
</tr>
<tr>
<td>Discussing benefits of participating in activity</td>
<td>Independent engagement</td>
</tr>
<tr>
<td></td>
<td>Connecting emotions to activities</td>
</tr>
</tbody>
</table>
• Modified Differential Emotions Scale (mDES) (Frederickson et al., 2003)
  • Positive emotion
  • Negative emotion
• Clinical Assessment Interview for Negative Symptoms (CAINS) (Forbes et al., 2010)
• Social Functioning Scale (SFS) (Birchwood et al., 1990)
  • Withdrawal/social engagement
  • Interpersonal communication
  • Independence performance
  • Independence competence
  • Recreation
  • Prosocial
  • Employment/occupation

Measurement
Relevant Community Activities

• Interest based activities to increase motivation
• Personally meaningful and enjoyable activities
ASSESSING COMMUNITY PARTICIPATION & RECOVERY
<table>
<thead>
<tr>
<th><strong>Outcomes</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proximal</strong></td>
<td><strong>Distal</strong></td>
</tr>
<tr>
<td>• Increased social participation</td>
<td>• Participating in meaningful activities</td>
</tr>
<tr>
<td>• Increased activity engagement</td>
<td>• Self-efficacy</td>
</tr>
<tr>
<td>• Community navigation</td>
<td>• Relationship development</td>
</tr>
<tr>
<td>• Self-confidence</td>
<td>• Connectedness</td>
</tr>
<tr>
<td></td>
<td>• Hopefulness</td>
</tr>
<tr>
<td></td>
<td>• Independent engagement</td>
</tr>
</tbody>
</table>
• Temple University Community Participation Measure (TUCPM) (Salzer et al., 2014)
  • Independent community engagement
  • Activity importance
  • Sufficiency of participation
• Recovery Assessment Scale (RAS) (Giffort et al., 1995)
Relevant Community Activities

- Interest based activity
- Reference results from the TUCPM to select important activities the individual
OUTCOMES DRIVEN TR PROCESS
Outcomes

- Optimism
- Energy level
- Motivation
- Sleep habits
- Attention to detail
- Emotion regulation
- Increase range of emotion
- Problem solving
- Decision making
- Carrying out planned activity
- Stress management

- Improved relationships
- Perception of social attitudes
- Increasing independent community engagement
- Anticipated pleasure
- Improved memory
- Meaningful activity participation
- Autonomy
- Connectedness
- Community navigation
- Personal value
• Desired outcomes related to intervention
• Identify assessment time periods
  • Pre/post (at minimum)
• Assessment tools and outcomes may be used across the agency

Assessment
• Pen/picture assessment
• Choosing activity
• Preparedness for activity
• Social support for activity
  • Comfort level of going alone/with someone
• Frequency of intended participation
• Introduction activity assessment forms
• Motivation scale/participant’s readiness to change
• Perceived competence

Assessment (tx planning)
• Consumer choice
• Treatment team communication
• Provider role
• Identification of accessible community resources
• Identification of consumer resources and supports
• Codevelopment of steps for participation
• Co-participation
• In vivo processing
  • Successes
  • Emotional experience
  • Challenges
  • Barriers/facilitators
• Connecting to sustainable/natural supports
• Ongoing supports

Implementation
### Physical
- Activity engagement
- Frequency
- Time spent in exercise
- Distance walked
- # of Steps
- Reps, duration, distance
- Level of intensity

### Cognitive
- Recall of activity participation
- Way finding, navigating
- Identification of goals
- Practical activities related to problem solving
- Attention to task
- Attention to detail

### Negative Symptoms
- Identification of emotional experience
- Identification of enjoyable activities
- Evidence of action towards independent engagement (motivation)

### Community Participation
- Activity participation
- Frequency of engagement
- Identification of resources
- Identification of natural supports
- Social engagement

**Documentation**
Agency Mission: to provide health and human services that empower individuals, families and communities to live healthier, self-determined lives.

### Independence through Community Access & Navigation (ICAN)

<table>
<thead>
<tr>
<th>Community Activities</th>
<th>Potential Outcomes &amp; Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Volunteering</td>
<td>- Evidence of action towards independent engagement (TUCPM)</td>
</tr>
<tr>
<td>- Art Museum</td>
<td>- Identification of enjoyable activities (mDES, CAINS, SFS)</td>
</tr>
<tr>
<td>- YMCA</td>
<td>- Identification of natural supports (TUCPM)</td>
</tr>
<tr>
<td>- Library</td>
<td>- Social engagement (TUCPM)</td>
</tr>
<tr>
<td></td>
<td>- Activity engagement and frequency (IPAQ, fitbit, pedometers)</td>
</tr>
</tbody>
</table>

*Accessible activities within consumers community and based on consumer’s interest

<table>
<thead>
<tr>
<th>Staff Roles &amp; Consumer Supports</th>
<th>Consumer Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 1:1 staff intervention</td>
<td>Explaining relevance of independence</td>
</tr>
<tr>
<td>- Place and train participation</td>
<td>- Example: Consumer visits library within their community to access a computer to research upcoming events in neighborhood, checks public transportation route, plans schedule around transportation available, navigates to and from community activity independently</td>
</tr>
<tr>
<td>- In moment processing of barriers/strengths throughout the activity within the community</td>
<td></td>
</tr>
<tr>
<td>- Connecting positive experiences to community activity</td>
<td></td>
</tr>
<tr>
<td>- Identifying aspects of motivation</td>
<td></td>
</tr>
</tbody>
</table>

*Blank sheet is available to fill in for specific agency and consumer needs*
Questions