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An occupational therapy approach to a wellness program for adolescents with mental illness

Holly Silewski  
*University of North Dakota*

Christina Thompson  
*University of North Dakota*

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An Occupational Therapy Approach to a Wellness Program
for Adolescents with Mental Illness.

By
Holly Silewski, MOTS
Christina Thompson, MOTS
Cindy Janssen-Holweger, MOT, OTR/L, Advisor

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This Scholarly Project Paper, submitted by Holly Silewski and Christina Thompson in partial fulfillment of the requirement for the Degree of Master’s of Occupational Therapy from the University of North Dakota, has been read by the Faculty Advisor under whom the work has been done and is hereby approved.

________________________________________
Faculty Advisor

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Date
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Title   An Occupational Therapy Approach to a Wellness Program for Adolescents with Mental Illness

Department   Occupational Therapy

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ABSTRACT

The purpose of this project was to identify wellness needs of adolescents with mental illness (MI) and to provide a structured program that incorporates occupational activities into wellness programming within a mental health setting.

A literature review was conducted using PubMed, EBSCOhost, PsychInfo, SCOPUS, OT search, and CINAHL to determine the need for wellness programs for this population. Resources included journals, books, websites, government agencies, and government reports.

After an extensive literature review it was found that there are a limited number of wellness programs, as well as a need among adolescents with MI, as evidenced by increasing rates of obesity, violence, suicide rates, and depression. A video series consisting of seven videos, along with an instruction manual were developed to incorporate wellness into treatment within a mental health facility for adolescents with MI. The seven videos focused on physical, social, spiritual, emotional, occupational, environmental, and intellectual dimensions of wellness. The videos and manual address education regarding wellness, occupation based activities, and discussion questions. This program follows the Canadian Model of Occupational Performance (Law, Polatajko, Baptisté, & Townsend, 1997), as it focuses on the interaction between the person, environment, and occupation. In conclusion, it is recommended that occupational therapists include wellness activities as a part of treatment for adolescents with mental illness.
CHAPTER I
INTRODUCTION

With the rate of childhood obesity, teenage pregnancy, and violence increasing among adolescents, the United States is seeing an increasing trend in the incidence of mental illness with this population. In 2001, mental illness, causing impairment, affected one in ten children and adolescents (National Youth Violence Prevention Resource Center). Mental illness related to unhealthy lifestyle choices can have a lasting effect on adolescents, often resulting in more severe problems in the future. Therefore this scholarly project will focus on wellness factors that influence adolescents with mental illness.

Wellness is a necessary component in allowing this population to reach optimal quality of life and to promote healthy behaviors. Wellness addresses not only physical health, but emotional health as well, allowing the individual to take control of lifestyle stressors in a more positive way. Furthermore, occupational engagement provides an opportunity to explore meaningful activities and improve function in daily life. Participation in meaningful activities may help to limit the amount of time that adolescents engage in unhealthy behaviors.
An extensive literature search has been conducted to determine what types of wellness programs are available for adolescents with mental illness. It was found that there are very limited wellness programs specifically targeting this population. Literature was reviewed to determine the need for wellness programs among this population, as well as the occupational therapy (OT) component related to wellness and quality of life.

OT has a distinct role in prevention and wellness. OT “promotes safety, healthy lifestyles, and quality services for people with and without disabilities to improve independence and quality of life” (Bass-Haugen, Case-Smith, Christiansen, Jackson, Neufeld, & Seaffa, et. al, 2006, p. 2). The profession of OT is occupation-based and client-centered, which is now considered to be an important component in health and wellness programs. “OT’s emphasis on persons, environments, and occupations provide a unique contribution to public health goals and strategies” (Bass-Haugen et al., 2006, p. 4).

The Canadian Model of Occupational Performance (CMOP) addresses a balance between the person, environment, and occupations with a focus on client-centeredness (Law et al., 1997). This model suggests that people connect with the environment that they are familiar and comfortable in. When individuals are able to interact with their environment, the product of occupation and occupational performance is present. The CMOP further indicates that without one of the three components, the other components would be affected (Law et al., 1997).

The CMOP states that the person consists of affective, cognitive, and physical components with spirituality as the core. Occupation is classified into three purposes: self-care, productivity, and leisure. Within this model it is important to remember that
occupations may have different purposes or meaning in different environments (Law et. al, 1997). For adolescents with mental illness, specifically those living within a mental health setting, their occupations may be impaired, as they are in an unfamiliar environment. By addressing these occupations through wellness programs, the individuals are able to gain a sense of meaning associated with their occupations, how they are connected to the environment, and provide a basis for the occupational therapist to direct treatment. In order for an individual to have a balance of occupational performance, all categories must be equally addressed.

Many aspects of a wellness program can be addressed through the use of the CMOP. Much as wellness programs address the whole person, the CMOP focuses on a balance between the person, environment, and occupation. Through the seven dimensions of wellness, this wellness program will address the components of a person described by the CMOP, including affective, cognitive, physical, and spiritual.

Spirituality is a key component in both wellness and the CMOP. It involves personal motivation, finding meaning and purpose in daily occupation, and respecting ones beliefs, values, and goals. According to Molineux (2004), many occupations, especially enjoyable leisure activities have a spiritual component. Examples of spiritual occupations may include reading, journaling, music, painting, or gardening. “Enabling the client’s ability to participate in such occupations may enable the client’s spiritual well-being” (Molineux, 2004, p. 38). This scholarly project provides occupation-based wellness activities that encourage one to think about their own spirituality and how it might influence their daily lives. According to the CMOP, values related to occupation include: giving meaning to life, importance to health and well-being, organize behavior,
develop and change over time, shapes and is shaped by the environment, and therapeutic effectiveness (Kielhofner, 2004).

A healthy lifestyle is a choice. The client-centeredness aspect of the CMOP is addressed as the adolescents take control of their lives and identify which areas of wellness they need to improve on. This wellness program will provide the participants with the resources and education in order to make wise decisions regarding their health. A client-centered practice is an approach that involves partnership and respect with those who are receiving services. Offering individuals a sense of choice and control over occupations and interventions is a key component of client-centeredness. If an individual can be in control of treatment and desired occupations, they are more likely to be motivated and willing to participate (Law et. al, 1997). Within a mental health facility, individuals typically have little control over what they can and can not do. By providing a wellness program that addresses occupation-based activities, the individuals will not only find balance in their lives but be able to apply these skills to their daily lives.

OT plays an important role in the development of individual wellness, as it focuses on increasing independence in functional activities through healthy habits, lifestyle patterns, and engagement in meaningful occupations. The Occupational Therapy Practice Framework: Domain and Process (AOTA, 2002) was incorporated into this scholarly project based on its focus on occupations, performance patterns (habits, routines, and roles), contexts (physical and spiritual), and the importance of client-centeredness throughout the profession of occupational therapy. “When individuals engage in occupations, they are committed to performance as a result of self-choice, motivation, and meaning” (AOTA, 2002, p. 611).
The goal of this scholarly project is to provide adolescents with mental illness an opportunity to develop healthy lifestyle habits and routines and decrease unhealthy behaviors through a wellness program. This scholarly project will help to increase self-esteem through engagement in social and leisure activities, as well as encourage healthy eating/exercise habits for overall health benefits. Adolescents with mental illness will increase their perception of self and others through engagement in meaningful occupations, develop ability to manage stress, cope with life issues, and interact with peers on a socially appropriate level. Through this scholarly project, with focus in a mental health setting, adolescents will decrease violent behavior towards themselves and others, will become compliant to authority figures, and will be able to self-monitor behaviors for the future. By developing competency and balance in the seven dimensions of wellness, including, physical, social, emotional, spiritual, occupational, intellectual, and environmental, individuals will expand skills necessary for optimal quality of life.

This scholarly project will present the development of a wellness program for adolescents with mental illness. Chapter II includes review of literature on wellness and issues related to adolescents and mental illness. Chapter III describes methodology of the creation of this wellness program along with the structure of the program. A manual complete with activities on the seven areas of wellness is included in Chapter IV. Chapter V will provide a summary with recommendations for this wellness program.
CHAPTER II

REVIEW OF LITERATURE

This literature review will describe research related to mental illness of adolescents and components of wellness. The literature review provides a basis to develop activities that are beneficial to adolescents with mental illness in order to find balance and engage in healthy lifestyles. Obesity, violence, and issues related to this population are also discussed throughout this literature review. To conclude the chapter, effectiveness of a token economy system as reinforcement to engagement in wellness was researched.

Mental illness, as defined by the National Alliance of Mental Illness (NAMI), is a “biologically based brain condition…which disrupts a person’s thinking, feeling, mood, ability to relate to others, and daily functioning…occurring in any age, race, religion, or income” (2007, ¶1&3). Mental illness is seen among adults as well as adolescents and children, affecting their ability to function. Some of the most common mental illnesses affecting adolescents and children include mood disorders, anxiety disorders, behavioral disorders, and schizophrenia.

Mood disorders include major depression and bipolar disorder. Major depression affects two of 100 children and eight of 100 adolescents, according to the National Institutes of Health (NIH) (1999), as cited in Substance Abuse and Mental Health Services Administration (SAMHSA) (2007). Bipolar disorder is less common in children
and adolescents than adults, however, it is thought that children who have parents with bipolar are more likely to suffer from the disease (National Institute of Mental Health [NIMH], n.d.). Depression may cause an individual to feel sad or worthless, not interested in activities, have poor sleeping/eating habits, and a feeling of decreased self worth. (NIMH, n.d.).

In 2002, it was found that the leading cause of disability for individuals ages 15-44 is major depressive disorder (World Health Organization [WHO], 2004). Furthermore, it is found, that one in 14 adolescents with depression will commit suicide (Weissman, Wolk, Goldstein, Moreau, Adams, Greenwald, et al. 1999).

Anxiety disorders include phobias, panic disorder, generalized anxiety disorder (GAD), obsessive-compulsive disorder (OCD), and post traumatic stress disorder (PTSD). According to the U.S. Department of Health and Human Services (DHHS), (1999), as cited in SAMHSA (2007), 13 out of 100 children and adolescents suffer from anxiety disorders, making it the most common childhood disorder. PTSD is found to be prevalent in 3-15% of girls and 1-6% of boys as a result of witnesses of homicide and sexual assault, as well as being victims of sexual abuse (Hemblen, 2007).

Behavioral disorders include attention deficit/hyperactivity disorder (ADHD), conduct disorder, and oppositional defiant disorder. ADHD affects approximately two million children in the United States, amounting to 3-5% of the child population (NIMH, n.d.). These children have difficulty attending to a task, remaining still, and can be impulsive (U.S. DHHS, 1999), as cited in SAMHSA (2007). Oppositional defiant disorder affects 20% of children, usually beginning at age eight, with decreased compliancy towards authority figures, temper tantrums, and violence (National Library of
Medicine and National Institutes of Health, 2006). Conduct disorder occurs in approximately 10% of individuals ages 9-17 and is characterized by antisocial behaviors towards society and environment. Of children with ADHD, 20-40% may develop a conduct disorder (NIMH, n.d.).

Schizophrenia is less common during childhood and adolescents; however it is thought that five out of every 1,000 children are diagnosed with schizophrenia. They may experience hallucinations, loss of reality, and disorganized thoughts, however symptoms appear to be less severe than adults (SAMSHA, 2007).

Mental illnesses are the result of various factors, including; biological, environmental or psychosocial stressors. According to the American Psychological Association (1992), as cited from the Community Action Network website (2007), the following factors all play a role in the development of a psychiatric disorder. The biological stressors are described as injuries to the brain, chemical imbalances, prenatal complications, or heredity factors. Socioeconomic status contributes to increased rates of depression in low income and low education populations. Family conflicts and disruptions are also noted to have an impact on the increasing number of children with depression. In addition, rates of mental illnesses may be influenced by ethnicity and gender differences. The ethnic minorities, who are linked with lower socioeconomic status and cultural barriers in accessing treatment, are at higher risk. Females also experience depression and anxiety at higher rates than males, while male children show more frequency in conduct disorders, attention deficit disorders, and autism (Community Action Network, 2007).
Information from the Mental Health Report of the Surgeon General verifies the range of factors influencing psychiatric disorders. According the report from Satcher, the United States Surgeon General on mental health, (1999), risk factors for children developing a mental disorder or experiencing problems in social-emotional development include:

- prenatal damage from exposure to alcohol, illegal drugs, and tobacco; low birth weight; difficult temperament or an inherited predisposition to a mental disorder;
- external risk factors such as poverty, deprivation, abuse and neglect;
- unsatisfactory relationships; parental mental health disorder; or exposure to traumatic events. (p. 17)

In order to decrease the risk factors for mental illness, it is important to have a balance of wellness in one’s life. Many people believe that wellness only includes the component of physical health which includes exercise, diet, and nutrition. However, in order to maintain a holistic sense of well-being, the term must cross over into other dimensions. “Wellness is a way of life oriented toward optimal health and well-being in which body, mind, and spirit are integrated by the individual” (Myers, Sweeny, & Witmer, 2000, p. 252). A commitment to wellness involves developing lifestyle behavioral changes spiritually, socially, emotionally, environmentally, physically, intellectually, and occupationa(lly (Makinson & Myers, 2003). Through this comprehensive wellness approach, one should be constantly striving for balance and harmony in their one world in order to reach full potential. “A healthy person strives to maintain balance in life by spending an equal amount of energy in each area” (Greeley, 2007, p.23). According to Makinson and Myers (2003), one model that can be used to
promote optimal health is the Wheel of Wellness (WOW) model which was developed by Sweeney and Witmer in 2003. In this model, the characteristics of wellness are addressed through five life tasks: spirituality, self-direction, work/school, friendship, and love. “What is most important is that the characteristics of wellness depicted in the WOW model are not static, but represent dynamic aspects of functioning that change over time” (Makinson & Myers, 2003, p. 169).

The life task of spirituality is a belief in a higher power that gives life a sense of meaning and purpose. Makinson and Myers stated that adolescents who have a strong feeling of connectedness to a higher power are less prone to violence (2003). Self-direction includes 12 tasks which interact with a variety of forces. These include: “sense of worth, sense of control, realistic beliefs, emotional awareness and coping, problem-solving and creativity, sense of humor, nutrition, exercise, self-care, stress management, gender identity, and cultural identity” (Chang & Myers, 2003, p. 241). Work/school involves satisfaction with one’s work and having time to engage in leisure and recreational activities. This life task addresses an adolescent’s development as a productive individual who is able to find balance in life activities (Makinson & Myers, 2003). Friendships include social relationships and feeling a sense of connection with others, while the last dimension of love includes intimate and trusting relationships (Chang & Myers, 2003).

Along with the life tasks within the WOW model, seven dimension of wellness are essential to obtain a sense of positive well-being. The seven dimensions consider both healthy and unhealthy behaviors, and “empower the client to build on their strengths and develop in positive ways” (Hartwig & Myers, 2003, p. 58).
The physical dimension of wellness addresses a variety of healthy behaviors including adequate exercise, proper nutrition, and abstaining from harmful habits such as drug use and alcohol abuse. It means learning about and identifying symptoms of disease, getting regular medical checkups, and protecting oneself from injuries and harm. In order to develop such healthy habits, one must consider:

- exercising daily,
- eating a variety of healthy foods,
- controlling meal portions,
- getting adequate rest,
- using seat belts, helmets, and other protective equipment,
- learning to recognize the early signs of illness,
- practicing safer sex, if you are sexually active,
- abstaining from harmful habits such as drugs and alcohol,
- and stopping smoking and/or protecting oneself from second-hand smoke.

Following these tips will enhance the enjoyment and quality of life (University of North Dakota [UND], 2007, ¶5).

The intellectual dimension focuses on stimulating the mind through creativity, problem-solving, and learning (Hettler, 2007). This may include areas such as compare and contrast activities, decision-making, predictions, analysis, academic and cultural activities (Kolbe & Berkin, 2000). According to UND (2007, ¶16), “intellectual wellness is characterized by the ability to make sound decisions and to think critically. It includes openness to new ideas; motivation to master new skills; and a sense of humor, creativity, and curiosity.” Motivating one’s self towards personal growth and a willingness to seek out and use new information are also effective ways for personal development (UND, 2007). Our minds need to be continually challenged and exercised as much as our physical bodies do. People who have intellectual wellness have an active mind and continue to learn. Ideas to improve intellectual skills include keeping up-to-date on
current events, challenging the brain to do things that are out of routine, taking educational courses, learning a foreign language, reading, and arts including museums, theaters, galleries, exhibits (UND, 2007).

The dimension of social wellness encourages contributing to one’s environment and community (Hettler, 2007). Social wellness may include areas such as learning good communication skills, creating a social network of friends and family members, and developing intimacy with others (UND, 2007). It involves showing respect for others and yourself. When one joins an organization or group, a sense of belonging is established as you contribute in your own personal way. Feeling alone can have negative effects on emotional/psychological wellness, which can also adversely affect physical wellness. Friends can play a major role as a source of encouragement and reinforcement for practicing healthy habits (UND, 2007). For optimal social wellness, one will want to “cultivate healthy relationships, get involved, contribute to your community, share your talents and skills, stay connected to people, form new relationships, participate in various social activities, and effectively communicate your thoughts, feelings, and ideas” (UND, 2007, ¶15).

Spirituality, as described before, is focused on searching for meaning and purpose in one’s life. According to Hettler, spiritual wellness is obtained when actions become consistent with beliefs and values (2007). Spiritual wellness involves having beliefs, values, or principles that help guide one’s life. It helps give direction to one’s life and includes a high level of “faith, hope, and commitment through nature, art, music, religion, meditation, or good deeds performed for others” (UND, 2007, ¶11). In order to reach optimal spiritual wellness, one will need to:
explore their spiritual core, spend time alone or meditate regularly, be curious, be fully present in everything you do, listen with your heart and live by your principles, allow yourself and those around you the freedom to be who they are, and seek opportunities for growth in the challenges life brings you” (UND, 2007, ¶12)

Spirituality cannot only help people recover from serious illness, but it can help people live longer and enjoy life more.

The emotional dimension of wellness includes recognizing and being aware of one’s feelings. Through emotional wellness, one develops a sense of autonomy and ways to cope with stress (Hettler, 2007). It is having the ability to feel and express emotions such as happiness, sadness, and anger, as well as having the ability to love and be loved. Emotional wellness encompasses “optimism, self-esteem, and self-acceptance” that are developed through tuning into your own thoughts and feelings, “seeking and providing support, learning time management skills, practicing stress management techniques, eating well, exercising, practicing relaxation techniques, accepting and forgiving yourself, and cultivating an optimistic attitude” (UND, 2007, ¶6). Having the ability to identify the barriers in one’s life and being able to cope with one’s problems and manage stress is also an important factor. People who manage stress well and have a high level of emotional wellness have more time to enjoy life. Counseling for emotional wellness may include discussing growth and development and/or mental health issues, discussions about emotions, ways in which to react in different situations, how one thinks or perceives their strengths and weaknesses, and the skills they need to cope with their emotions (Okonski, 2003).
Environmental wellness involves an awareness of the earth and the effects of daily habits on the physical environment. It is living a life that maximizes harmony and minimizes harm to the environment though being involved in “socially responsible activities such as stopping your junk mail, conserving water and other resources, turning off lights, minimizing chemical use, walking, biking, or car pooling whenever possible, reduce, reuse, and recycle, and renewing your relationship with the earth” (UND, 2007, ¶8). Many environmental concerns are outside of society’s control, but there are things individuals can do to promote a healthier earth. Every small step makes a difference in the future of the planet.

The dimension of occupational wellness focuses on personal satisfaction through work. It is important to choose a career that is consistent with personal values, interests, and beliefs, rather than one that is unrewarding. Occupational wellness involves making use of your talents, gifts, and skills in order to gain purpose, happiness, and enrichment in one’s life (UND, 2007). When occupational wellness is practiced, it allows one to keep a positive attitude and satisfaction in the workplace. This can be obtained through:

- exploring a variety of career options, creating a vision for your future, choosing career that suits our personality, interests, and talents, visiting a career planning/placement office and using the available resources, and being open to change and learning new skills (UND, 2007, ¶21).

Holistic wellness is important for all populations, for health, social, and emotional benefits. Wellness can improve overall quality of life, happiness, balance, satisfaction, and well-being. A focus on wellness builds on strengths and assets of each person and facilitates personal growth (Myers, et. al., 2000). “A primary goal of the wellness
lifestyle is to help people make choices that will not only help them *live longer*, but, more importantly, will allow them to *enjoy living* that longer life” (Harper, 2004, p. 11-12).

Developing a proactive lifestyle is important and can benefit all populations. According to the National Center for Health Statistics (2004), the leading causes of death in the United States were directly influenced by lifestyle factors. (Table A1 & A2). It is clearly evident that lifestyle choices are relevant factors in the causes of death. “The choices we make every day are directly related to the probability that one of more of these conditions will affect us” (Harper, 2004, p. 14).

In addition, choices made about the use of safety belts or tobacco, fat consumption, and physical activity either promote personal health, or raise a person's health risk (Tompkins County Health Department [TCHD], 2007). Chronic conditions do not happen overnight. Unhealthy behaviors, as shown in Figure A1 & A2, often take a progressive toll on an individual, raising their risk for premature death and disability. “Nationally, half of all deaths are linked to smoking, diet, physical activity, alcohol, and other personal behaviors. In New York State, an overwhelming number of residents demonstrate risky behaviors based on the choices they make related to diet and physical activity” (TCHD, 2007). (Figure A1 & A2).

Using an approach that includes all aspects of life provides the ability to address the wide range of attitudes that underlie adolescent behavior. According to Rayle and Myers, “implementation of holistic wellness initiatives provides important means for counselors to meet a broad range of developmental and remedial needs” (2004, p. 82).

The need for wellness programs is expanding as the issues of obesity and decreased overall wellness continue to be a growing problem each year. Across the
world, about one out of four children are overweight or obese, which is nearly as many as are affected by undernourishment (Lobstein, Baur & Uauy, 2004), making it a major health problem in the United States. In 2006, Ogden, Carroll, Curtin, McDowell, Tabak, and Flegal reported that 33.6% of children, ages 2-19, were at risk for being overweight or obese and the number appears to be increasing each year. According to Baskin, Ard, Franklin and Allison (2005), the prevalence of obesity has doubled for adults and children and tripled in adolescents since 1980.

The threat of obesity to the physical and mental health of children is high and rising. Daniels reported that overweight children suffer from higher rates of depression, greater difficulty in peer relationships, and poorer quality of life in comparison to normal weight children (2006). Plante (1996) stated that “depression, anxiety, low self-esteem and low levels of activity are all significantly improved by increasing physical activity,” along with the physical measures (p.122).

Physical activity for younger adults is important for normal growth and development. However, evidence shows that a large number of school-age children fail to meet recommended daily physical activity guidelines (Trost & Pate, 1999). Research indicates the benefits to a child’s self-esteem, as well as the harmful effects of peer teasing and rejection, regarding physical activity (Ziviani, Macdonald, Jenkins, Rodger, Batch & Cerin, 2005).

One main cause of increased weight gain is decreased mobility. Individuals, who are institutionalized for short or long periods of time with no wellness programs, are at increased risk for health related problems. Few mental health programs offer continuous wellness interventions that address weight gain and overall physical well-being (Skrinar,
Research reviewed by Plante (1996), indicated that the use of physical exercise in addition to normal treatment methods improved a range of psychiatric symptoms.

The increase in obesity is an economic issue as well. Non traditional methods, including lifestyle modification methods, has been linked with savings of up to $10,000 per patient, in addition to saving lives (Myers, et. al., 2000). Estimates of the costs of treating obese children are relatively small but rising rapidly. For example, Wang and Dietz estimated that “hospital costs of treating children for obesity-associated conditions rose from $35 million to $127 million (in 2001 constant dollar values) from 1979–81 to 1997–99” (2002, p.4). Costs of treating adult obesity health problems are far more substantial, which is why prevention in childhood is a key factor. Daniels noted that many obesity-related health conditions such as Type II diabetes and high blood pressure, which were once seen almost exclusively in adults, are now being seen more frequently in children (2006).

There is a need for wellness programs starting in early childhood. “Unsupervised out-of school time; anything can go and nobody will know” (Kolbe & Berkin, 2000, p.40). This is one reason wellness programs for children and adolescents have been developing throughout communities. With the rise of teenage pregnancies, drug and alcohol use, and peer pressure, “education about wellness should be addressed at a young age” (Makinson & Myers, 2003) to prevent both unhealthy behaviors and enhance quality of life.

Makinson & Myers (2003) found that violence accounted for more than 40,000 deaths per year and that drug and alcohol use was the major contributor to violence of adolescents. In addition, a study conducted by Hartwig and Myers suggested that using a
wellness approach with adolescent females is a promising approach to preventing and treating delinquent behaviors (2003). By implementing a wellness program to decrease unhealthy behaviors, such as drugs and alcohol, the rate of violence would in turn decrease. Personal wellness can decrease violent behavior by learning skills such as problem solving, assertiveness, conflict resolution, and positive communication within individual, social, and physical environments (Makinson & Myers, 2003). The students feel this would be a more positive alternative to legal reinforcement. Education about wellness to individuals surrounded by violence can build emotional health as well as physical health, thus promoting better quality of life.

One of the most common causes of death in young people is suicide. According to Satcher, the United States Surgeon General (1999), strategies to prevent suicide include increasing awareness and understanding risk and protective factors. The purpose of the study conducted by Whetstone, Morrissey, and Cummings (2007) was to examine the relationship between perceived weight status and suicidal thoughts in youth. Results from the study suggested that perceived weight status was significantly associated with suicidal thoughts and actions. According to the study, perception of being overweight is correlated with decreased self-esteem, depressed mood, and somatic complaints. Whetstone et al. (2007) reported that “the relationship between weight and suicidal thoughts and behaviors may be influenced by many variables such as self-esteem, social isolation, parental neglect, and a variety of psychiatric disorders” (p. 64). The authors suggested that interventions and treatment should be individual and address a variety of personal factors.

To promote a holistic approach, wellness programs can provide a large number of opportunities and activities to participate in, that may not be available to the individuals at home, including sports, cooking classes, computer technology, tutoring, and pregnancy prevention. They also have an opportunity to enhance thinking and communication skills with others (Kolbe & Berkin, 2000). In a study done by Matuska, Gilles-Heinz, Flinn,
Neighbor, and Bass-Haugen (2003), homework was given to track progress of daily routines and other components addressed, within individual contexts. In addition, special field trips were conducted so that individuals could practice skills they had learned while in the wellness program.

Research has indicated that there is a need for wellness programs across all populations, yet little has been accomplished in regards to treating persons with disabilities. In a statement given by the American Occupational Therapy Association in 2001, regarding occupational therapy in the promotion of health and prevention of disease and disability, it was found that:

Primary prevention for persons with disabilities may be overlooked because of the focus on the disabling condition or because standard practices and recommendations may not reach this population, may not be appropriate for persons with certain diseases or impairments, or may not take into account special needs created by a disabling condition (Brownson & Scaffa, 2001, p. 656). The AOTA recommends finding ways to modify or adapt activities, environments, and equipment in order to ensure safe and appropriate treatment.

OT has a distinct role in prevention and wellness. OT “promotes safety, healthy lifestyles, and quality services for people with and without disabilities to improve independence and quality of life” (Bass-Haugen, et al., 2006, p. 2). The profession of OT is occupation-based and client-centered, which is now considered to be an important component in health and wellness programs. “OT’s emphasis on persons, environments, and occupations provide a unique contribution to public health goals and strategies” (Bass-Haugen, et al., 2006, p. 4).

OT plays an important role in the development of individual wellness, as it focuses on increasing independence in functional activities through healthy habits,
lifestyle patterns, and engagement in meaningful occupations. OT uses health promotion and prevention, in order to develop a balance of healthy occupations and improve quality of life on an individual basis (Scott, 1999; Matuska et al., 2003; Brownson & Scaffa, 2001). The AOTA vision reads, “AOTA advances OT as the preeminent profession in promoting health, productivity, and quality of life of individuals and society through therapeutic application of occupation,” (Scott, 1999, p.566).

Health promotion through OT focuses on preventing disease and disability in all populations through education, early intervention, and treatment of chronic disease in order to decrease risk of a more serious condition. OT will not only focus on healthy behavior, but incorporate healthy lifestyle changes into occupation-based goals for increased functional performance (Brownson & Scaffa, 2001). Furthermore, OT professionals need to recognize the need for preventative measures among all individuals, not just those with physical disabilities. Preventative measures need to be taken immediately to decrease the risk of health problems for individuals at later times in life (Ziviani et al., 2006).

OTs in a mental health setting aim to promote wellness, by developing social skills (i.e. problem solving, coping, stress management, conflict resolution, social interaction [Brownson & Scaffa, 2001]), in order for individuals to identify meaningful, satisfying occupations for healthy lifestyles (Eklund, 2006). Many individuals with mental illness lack adequate social skills with others, thus affecting their participation in activities and meaningful occupations. Furthermore, adolescents with mental illness, lack self esteem, as a result of decreased participation in activities and impaired social skills.
They are being treated by OT, physically, cognitively, and emotionally, to increase self-esteem, thus leading to healthy lifestyle choices.

In order to promote a better quality of life, an individual must find alternative activities that are absent of physical and environmental barriers (Matuska et al., 2003). Leisure activities are commonly used for adolescents with mental illness, as they foster competence, self-efficacy, and self-worth (Passmore, 2003). In a study done by Farnworth (2000), adolescents with criminal offenses were asked to report back to researchers when engaging in any leisure activity; positive or negative. It was found that the adolescents engaged in solitary leisure activities more frequently than productive leisure activities. Farnworth (2000) concluded that adolescents with a history of offending should be educated on how to use time effectively.

Wilcock (1999) describes the importance of doing, being, and becoming, and the relationship to OT. All three components affect overall health by developing one's mind and body abilities through engagement in activities. Wilcock further discusses the importance of motivating individuals to engage in activities that will help them reach their full potential and help them become the person they strive to be. Law, Steinwender, and LeClair (1998) found that participation in meaningful occupations may positively influence health and well-being, as well as improve quality of life. The Canadian Model of Occupational Performance (CMOP) offers a good framework to promote participation in meaningful occupations by focusing on the spiritual aspect of the person (Kielhofner, 2004).

The CMOP focuses on the relevance of spirituality in client-centered treatment of the whole person. Using spirituality as the core component allows individuals to find
meaning in occupations, therefore increasing motivation, choice and control, as well as a feeling of being connected to one’s environment. This theoretical model was used to guide development of an occupation-based wellness program for adolescents.

The wellness program is responsible for facilitating the client’s task of making decisions and providing a range of solutions to occupational performance issues (Kielhofner, 2004). Learning and problem solving will be enabled through guiding, reflecting, encouraging, and teamwork. Through applying the CMOP into a wellness program, adolescents will recognize a balance of life tasks important to their health and well-being.

Wellness programming involves a holistic approach to promote a sense of well-being by reducing unhealthy lifestyles; however, little research has been conducted on the effectiveness of wellness programs across the lifespan. The focus of occupational therapy within a wellness program is to recognize a balance of performance areas specific to each individual and the use of occupation for health and wellness (AOTA, 1999). Wellness programs across the nation are used as prevention measures to decrease violence and unhealthy behaviors (Hartwig & Myers, 2003).

Many wellness programs follow a multidisciplinary approach (Crose, Nicholas, Gobble, & Frank, 1992) using nurses, medical doctors, rehabilitation specialists, psychologists, and dieticians in order to address all aspects of an individual’s personal wellness. In after school programs, students worked directly with teachers to learn and develop attitudes about health and decision making (Kolbe & Berkin, 2000).

New wellness initiatives focus on after school programs to increase safety, learning, and life skills of adolescents during school months and summer vacation (Kolbe
& Berkin, 2000). While parents are still at work, children and adolescents in these after school programs have an opportunity to take classes on cooking, tutoring sessions, and after school sports. Within a safe environment, with peers and teachers, it has been found that many adolescents are more open to sharing and discussing current health and lifestyle issues as compared to at home with parents (Kolbe & Berkin, 2000).

In a study done by Hartwig and Myers (2003), researchers examined strength-based interventions focusing on individual female offenders. The strength-based approach, based on the WOW model (Myers et al., 2000) allowed for comprehensive wellness, which focused on preventing unhealthy behaviors through enhancement of personal strengths and by interrupting behaviors by using interventions specific to each individual’s strengths. The program objective was on strengths, perceiving personal function, and establishing goals to enhance wellness. At the end of the wellness program, the client continued with wellness activities after leaving the treatment center and demonstrated a decrease in unhealthy behaviors to self and others.

Wellness programs may focus on subjects such as personal health, safety, stress management, lifestyle balance, communication, assertiveness, conflict resolution, and problem solving (Makinson & Myers, 2003; Kolbe & Berkin, 2000; Matuska et al., 2003). Giving homework to individuals in order to; track progress, track daily routines, and self-monitor behavior has been found effective for adult populations in wellness programs (Matuska et al., 2003). Other programs include; community outreach programs to populations in need and theatrical programs for self-expression (Kolbe & Berkin, 2000).
Wellness programs are most effective when the individual has a direct role in their personal wellness program, needs, and areas of function. This use of client centeredness promotes changing of the program as the individual makes improvements or declines. A program developed by occupational therapy students, in a study done by Scott (1999), focused on three treatment session each week; one lecture and two practical labs. This allowed the individuals to apply skills they had learned in lecture to real life situations and work one on one with peers in a supportive manner. In addition, members of the community reported improvements across all areas of wellness, most significantly in the physical domain.

An important aspect in ensuring involvement in wellness programs is to identify and assess the barriers to participation. One major barrier in implementation of such programs is funding. According to Myers, Sweeney, and Witmer, “less than 1% of federal funds and 2% of state funds are spent to prevent illnesses” (p.251) due to lifestyle factors (2000). Locating adequate funds may be an obstacle. There are funding opportunities available, such as grants, yet many people are unaware of these resources or how to go about obtaining them.

Time is perceived as one of the major obstacles in following a wellness program. In fact, teenage girls perceive lack of time as the number one barrier to physical activity, according to a new study from the American College of Sports Medicine (Kim, Glynn, McMahon, Voorhees, Striegel-Moore & Daniels, 2006). These girls also were significantly more likely to indicate fatigue and self-consciousness as a barrier to exercise. Time is not only an individual problem, but poses difficulty of implementation by professionals and treatment centers. Individuals may have problems following or
completing wellness programs due to time constraints in everyday life. Professionals and facilities face similar problems related to work and client schedules.

Another barrier to consider in wellness participation is the physical environment. The resources to implement a wellness program, especially in rural areas, may not be readily available. Rural obstacles include cultural and structural factors. According to the Rural Healthy People 2010 report, the cultural factors of diet and lifestyle combined with structural factors such as decreased access to dieticians, fewer wellness facilities, and fewer physical education classes in schools may all have an impact on participation (Gamm, Hutchison, Dabney, & Dorsey, 2003). Additional environmental barriers may include not having the appropriate facility and equipment to carry out such programs. For example, Sallis and Glanz have concluded that “children and adolescents with easy access to recreational facilities are more active than those without such access, and few of these facilities exist in low-income neighborhoods” (2006, p. 89).

In order to execute a successful wellness program, community support is crucial. The community should have an understanding and knowledge of the needs of the population. If the leaders do not have adequate knowledge or education on what needs to be incorporated into a program then this could prove to be another barrier. Education of wellness is a key factor for those who are implementing and participating in community programs. Okonski (2003) reported that “counselors need to become educated with respect to the issues and disorders for which exercise is indicated to bring about the most benefit in its utilization as a counseling intervention” (p.48). In addition, leaders need to be aware of the different techniques that are used in implementing programs and focus on client compliance (Okonski, 2003).
The community should encourage participation through support and motivation. Research supports that non-compliance to existing wellness programs is difficult to control (Musser, et. al, 2001). The individuals need to be ready for change and have internal motivation. According to Patrick, Spear, Holt, & Sofka, a program for children, adolescents, or their families who are not ready for change may be both ineffective and harmful because it can affect the individual’s self-esteem and impair future efforts (2001).

Wellness programs have been least effective in mental health systems, due to limited resources, budget restraints, limited access to environmental stimulus, and decreased motivation/compliance of individuals (Hartwig & Myers, 2003). Wellness programs may be difficult to implement due to optional attendance and participation, as well as adapting to different learning levels and abilities of each individual (Kolbe & Berkin, 2000). Despite the primary focus of wellness programs to be on prevention, many wellness programs are not specific to gender and do not have a counseling basis, which is imperative to mental health (Hartwig & Myers, 2003).

Wellness programs should consider that holistic wellness “involves a longitudinal perspective about progress, acceptance of the cyclical nature of therapy and an understanding that development is not strictly a linear process, readiness to adapt treatment goals, and emphases depending on the needs of the client” (Hartwig & Myers, 2003, p.72). This is relevant in development of OT based wellness programs as it incorporates the whole person and focuses on constant change within the person to improve overall well being.
Token economies can be implemented in almost all settings, for adults as well as children and adolescents. Adolescents who have mental illness and are diagnosed with varying types of behavior disorders need reinforcement to assist them in focusing on daily activities and assist with compliancy to directives (Musser, Bray, Kehle, & Jenson, 2001). According to Zlomke and Zlomke (2003), a token economy is defined as “an intervention that includes contingencies in which tokens or points are given following the emission of targeted behaviors” (p. 177). By focusing on the desired behaviors, the individuals have a chance to earn rewards as a motive to exhibit healthy behaviors and eliminate unhealthy behaviors.

Token economies can help decrease behaviors such as inattention, disruptive behaviors, social skill deficits, aggression, and self-injurious behaviors. They can in turn help increase behaviors such as personal hygiene, organization/tidiness, meal etiquette (Comaty, Stasio, & Advokat, 2001), initiation of activities and event attendance (Baker, 1988).

Token economies can increase the child’s awareness of their behaviors and help them regulate which behaviors they want to have, knowing the benefits and drawbacks of outbursts (Zlomke & Zlomke, 2003). Self-regulation not only allows the child to become aware of their immediate emotions, but to help identify emotions further down the road. In a study done by Zlomke and Zlomke (2003), students were instructed to record disruptive behaviors every 15 minutes, to help with self-monitoring of behaviors. Disruptive behaviors in school decreased from 120 episodes at baseline to 10 episodes after a token economy and self-monitoring. The use of token economy and self-monitoring techniques helped to decrease disruptive behaviors at home by 10%. The
results of this study conclude that although behaviors decrease significantly at school, generalization to outside environments was minimal.

Many children and adolescents with mental illness have difficulty following social norms for both physical and verbal behavior, requiring constant reinforcement (Wolfe, Dattilo, & Gast, 2003). These children may have problems communicating with others, aggression, and academic difficulties both in school and community (Zlomke & Zlomke, 2003). Without proper socials skills, the adolescent may have difficulty fitting in with others and making friends. Token economies help to reinforce positive social skills by immediately rewarding the individual. Wolfe et al. (2003) concluded that individuals rewarded for encouraging, praising, or appreciating others, high-fives, and hand shakes during cooperative games, showed an increase in pro-social verbal and physical behavior than at baseline without rewards.

Token economy programs use a variety of reinforcing measures depending on the population and severity of behaviors. Most commonly used are points, tickets, and stickers (Musser et al., 2001). The reinforcers hold no real value, but can be exchanged for more concrete items such as, candy, clothes, television programs, toys, snacks, outings (Wolfe et al., 2003; Comaty et al., 2001; Baker, 1988) or personal needs (i.e. shampoo, toothpaste, pens, paper, etc). Tokens may be exchanged immediately when the appropriate amount of tokens are needed for a reward or be accumulated over time. Comaty et al. (2001) concluded that patients had increased motivation and better results when they were able to collect and keep their tokens for a longer period of time.

The frequency of distributing reinforcers and exchanging for rewards depends on the program. Many token economy programs distribute daily, some are given every 15
minutes (Zlomke & Zlomke, 2003), after a group (Comaty et al., 2001), or at random times throughout the day for appropriate behavior. According to Zlomke & Zlomke (2003), reinforcers are most effective when given immediately after target behaviors. The focus of the token economy program should be to gradually decrease the frequency of distributing reinforcers. Tokens can decrease in frequency from every day, to week, to month. In some programs, reinforcers are given at the same frequency, but decrease in quantity (Musser et al., 2001). Demonstrating appropriate behavior should become habit, without use of token economies, in order to increase independence and function in daily activities.

In episodes of negative behaviors, it is common for some token economy programs to use fines. Fines are beneficial during negative behaviors, as they allow the individual to stay in the situation and have a chance to demonstrate positive behaviors that can later be reinforced (Miller & Cosgrove, 1990). Wolfe et al. (2003) conducted a study in which tokens were removed for each negative behavior. This allowed visual reinforcement for the individual, each time a token was removed for negative behavior.

Token economy programs are beneficial to decrease negative behavior in individuals with mental illness and behavioral disruptions. Musser et al. (2001) found that token economies can increase individual compliance to authority figures, are easy to implement, and show an immediate change in behavior. Individuals may feel a sense of overall satisfaction of gaining tokens and obtaining rewards. They may show increased self esteem with praise and approval of authority figures.

Token economies tend to be cost effective, as reinforcers are usually tokens or stickers and rewards most often tend to be inexpensive items or readily available
resources. Token economies have also been found to be effective, as they may be used across a wide range of populations and settings (Comaty et al., 2001).

A drawback to token economies is that there is risk that behaviors may not be carried out once the program is distinguished. Without constant stimulus, individuals may be unable to manage behaviors, depending on the severity of their illness. In some cases of token economies, an individual may feel a loss of independence if the program is structured or in a controlled environment.

Societal norms also play a factor as providing rewards for “appropriate” behavior may be unrealistic (Baker, 1988). Baker (1988) concluded that a token economy in an institution would disrupt “normalization”, defined by Wolfenberger (1980) as “the use of means which are as culturally normative as possible, in order to establish…behaviors…which are as culturally normative as possible” (as cited in Baker, 1988, p. 637).

Token economies need to be effective immediately, in that tokens should be given directly following a behavior. This may be more of a problem in larger populations or settings where there is not adequate staff to monitor behaviors at all times. It is also important to monitor the effects of the stimulus on the individual. The stimulus must be adjusted based on an individual basis, so that it can be considered effective ([Maag, 1999] as cited in Wolfe et al., 2003).

Token economies can be beneficial for wellness programs to promote engagement in healthy activities. Incentives or rewards may be options to facilitate involvement for all populations. Such incentives may include rewards such as prizes or gift certificates for achievements such as improved fitness, smoking cessation, weight loss, or regular
exercise. This allows an individual to feel a sense of internal satisfaction and be externally rewarded.

To develop an effective token economy program, the following measures need to be established: identify target behaviors, identify tokens, establish backup reinforcers, establish rate of token presentation, and establish rate of token exchange (Wolfe et al., 2003). Token economies have been proven to be effective with minimal risk of decline in positive behavior. They are generalized across a wide variety of settings and produce almost immediate effects for patients. Token economies can be adapted on an individual basis to produce the most effective outcomes, to increase positive behavior and decrease unwanted behavior.

Through the review of literature, it was found that adolescents with mental illness are vulnerable to numerous risk factors that impact their quality of life, such as depression, obesity, decreased social participation, low self-esteem, and lack of environmental support and resources. It was found that wellness can contribute to healthy lifestyles by maintaining a balance of the seven areas of wellness. Literature findings suggest that engagement in meaningful occupation promote health and prevent disability. Current wellness programs have found to be effective in a variety of treatment settings with a multitude of populations. Activities that have been beneficial in wellness programs include exercise groups, cooking classes, stress management, communication skills, conflict resolution, and theatrical programs for self-expression. Literature further suggests that use of token economies provide reinforcement of engagement in healthy activities. After an extensive literature search, it was found that there are limited wellness programs for adolescents with mental illness.
CHAPTER III
METHODOLOGY

The process that was used to design this scholarly project started with an extensive literature review to determine the need of the wellness program and then gain ideas to design the program. Through researching credible journal articles, websites, and government websites and documents, information was provided to direct the wellness program. The literature review offered information that supported the need for wellness in our target population and identified effective approaches to support this program. It also provided evidenced-based information that could be incorporated into wellness programming.

The articles were found through PubMed, EBSCOhost, PsychINFO, SCOPUS, OT Search, and CINAHL databases from the Harley French Library at the University of North Dakota School of Medicine website. The keywords used included: wellness, mental illness, adolescents, wellness programs, obesity, violence, token economy, health promotion, nutrition, exercise, occupational therapy, psychosocial wellness, and wellness programs for adolescents with mental illness. Inclusion criteria for the articles included wellness programs or issues that could be directly related to adolescent wellness programs, especially those related to mental illness and mental health facilities.

Government websites were accessed to obtain data and statistics on adolescents with mental illness, obesity, and violence. These included the World Health Organization, Center for Disease Control, Substance Abuse and Mental Health Services
Administration, National Alliance of Mental Illness, and National Institute of Mental Health. The 2001 Health Promotion and Prevention of Disease and Disability Statement from the American Occupational Therapy Association was used to link occupational therapy with wellness on a national level.

Based on the findings of the literature review, a theoretical model was chosen to help guide the development of this product. The Canadian Model of Occupational Performance (CMOP) was chosen because it addresses a balance between the person, environment, and occupations with a focus on client-centeredness and spirituality (Law, et al., 1997). In order for an individual to have a balance of occupational performance, all categories must be equally addressed. The CMOP further indicates that without one of the three components, the other components would be affected (Law et al., 1997). Much as wellness programs address the whole person through the seven dimensions of wellness, the CMOP focuses on a balance between the person, environment, and occupation.

For adolescents with mental illness, specifically those living within a mental health setting, their occupations may be impaired, as they are in an unfamiliar environment. By addressing these occupations through wellness programs, the individuals are able to gain a sense of meaning associated with their occupations and how they are connected to the environment. This provides a basis for the occupational therapist to direct treatment.

Spirituality is a key component in both wellness and the CMOP. It involves personal motivation, finding meaning and purpose in daily occupation, and respecting ones beliefs, values, and goals. According to Molineux (2004), many occupations,
especially enjoyable leisure activities providing joy and restoration, have a spiritual component. Examples of spiritual occupations may include reading, journaling, music, painting, or gardening. “Enabling the client’s ability to participate in such occupations may enable the client’s spiritual well-being” (Molineux, 2004, p. 38). This scholarly project provides activities that encourage one to think about their own spirituality and how it influences their daily lives.

The client-centeredness aspect of the CMOP is addressed as the adolescents take control of their lives and identify which areas of wellness they need to improve on. This wellness program will provide the participants with the resources and education in order to make wise decisions regarding their health. Offering individuals a sense of choice and control over occupations and interventions is a key component of client-centeredness. If an individual can be in control of treatment and desired occupations, they are more likely to be motivated and willing to participate (Law et. al, 1997). Within a mental health facility, individuals typically have little control over what they can and can not do. By providing a wellness program that addresses occupation based activities, the individuals will not only find balance in their lives but be able to apply these skills to their daily lives.

Following review of literature and identification of a theoretical model (CMOP), development of this product was initiated. Activities throughout the seven areas of wellness were selected and modified as indicated from government websites, activity books, clinical experience, and development by the authors. Literature findings suggested that engagement in occupations help to provide meaningful use of time, therefore, the activities that are incorporated into the program have a strong occupation base. The
Occupational Therapy Practice Framework was used to guide activity development in order to integrate occupation and wellness into the program. The activities were formatted in a manual under seven different categories including physical, social, emotional, occupational, spiritual, intellectual, and environmental. The activities were formatted in a way that they are easy to use and provide step-by-step instructions for the facilitator. In addition to the manual, a DVD series was developed by the authors to integrate different learning styles of the participants. The DVD series included seven videos which were comprised of definitions, examples, discussion questions, and occupational therapy application on the areas of wellness.

After developing activities, the authors integrated a token economy into this product. Literature supports the use of a token economy in order to decrease unhealthy behaviors and increase compliance. The CMOP focuses on expression of will, drive, and motivation to find meaning in occupations. It supports self-determination and personal control. The authors developed a token economy that would focus on intrinsic motivation rather than an external stimulus. Through this incentive program, individuals will take responsibility for their own success, motivation, and implementation of wellness into their everyday lives. As the individuals begin to see change in their daily habits, they are encouraged to reward themselves.

In order to track success of the wellness program, evaluations for the participants and the facilitators were developed. The individual evaluations, which are conducted at the start of the program and at discharge, identify knowledge and participation of wellness, along with what they would like to work on. The facilitator will also evaluate
the program at the end of each segment to determine the strengths and weaknesses, as well as ways to improve future programming.

In summary, the methodology for developing this wellness program for adolescents with mental illness included a literature review, identification of the CMOP, use of the Occupational Therapy Practice Framework, and development of the product based on the findings. Information from these sources was used to guide the creation of this wellness program in order to meet the needs of adolescents in a mental health setting.
CHAPTER IV
PRODUCT

This chapter will introduce, describe the purpose, and describe in detail the elements of this product. The purpose of this product is to provide adolescents with mental illness opportunity to develop healthy lifestyle habits and routines and decrease unhealthy behaviors through a wellness program within a mental health setting. Through a wellness program, individuals will engage in a balance of activities between physical, social, emotional, spiritual, environmental, occupational, and intellectual areas of wellness. This wellness program follows the Canadian Model of Occupational Performance (CMOP) (Law et al., 1997), as it addresses a holistic approach to occupational engagement in wellness activities. The CMOP encompasses physical, cognitive, and spiritual aspects of wellness. The desired occupational performance outcomes of this program include the following:

- Increased self-esteem
- Healthy eating and exercise habits
- Increased perception of self
- Ability to cope with stress and life issues
- Increased interaction with others in a socially appropriate manner
- Decrease violence towards self and others
- Increased compliancy to authority
• Ability to manage behavior

This program will be implemented on an ongoing basis, with a series of five separate segments that will be rotated throughout the year; each segment includes activities that address the seven of wellness. Each area of wellness offers one DVD, approximately 10 minutes in length. Each of the DVDs will include a description of wellness and why it is important, along with information about the specific area of wellness being addressed that session. The DVDs will also include examples of occupation-based wellness activities that provide a clear understanding of how to implement this into daily life. Discussion questions will be available on each DVD to facilitate interaction and application.

After viewing the video, the facilitator will choose one activity from the supplemental manual to complete that session. In the supplemental manual there are five activities for each area of wellness, along with evaluations for performance. Worksheets corresponding with each activity can be photocopied for each individual. Activities provide step-by-step directions which include, objectives, resources needed, time required, and a description of the occupational activity. The activities provide a balance of lecture, group discussion, and interactive activities to meet the learning needs of each individual. An occupational therapy application is included for each activity in order to make a connection between daily occupations and engagement in wellness activities.

It is recommended that a different area of wellness be presented each session. After all seven areas of wellness have been addressed; it would be beneficial to begin the process over, so that a balance of wellness can be achieved. If the facilitator feels there is a unique need of the population that should be addressed, the order may be varied. In
addition, resources or directions may be altered to fit the needs of the facility and individuals. The facilitator will be an Occupational Therapist, however, in certain situations; a skilled therapist may be implementing the activities. Throughout this program there are also opportunities for guest speakers to be invited to educate on various topics.

Participation in the activities will be encouraged in their everyday lives. A token economy will be used to motivate individuals to engage in activities and change lifestyle habits. A token economy will be available in each facility, consisting of prizes, certificates, privileges, and non-monetary awards. Material items will be placed in a box or special container.

The token economy will be used in a way that is self-motivating for the individual. The token economy will be based on intrinsic self-gratification, as they begin to participate in daily sessions and apply wellness to their daily lives. When they begin to see change in their lifestyle, by developing healthy habits, they will reward themselves with a prize from the token economy. The goal of this token economy system is to promote an ongoing motivation to engage in healthy lifestyles through wellness and occupation.

Although the token economy is based on personal evaluation, the facilitator may need to monitor the use of this system, through 1:1 discussion with the individual and continual feedback. Recommended use of the token economy is incorporated throughout the supplemental manual, yet the facilitator may adjust or add to the recommendations as desired.
In order to accurately assess occupational performance and knowledge of wellness, evaluations are provided. When an individual begins the program, they will be asked to complete an evaluation about their current knowledge and participation in wellness, along with what they would like to work on. This will help guide intervention in a client-centered way. At the time of discharge or end of the series, individuals will then be reassessed to determine effectiveness of the wellness program from their own standpoint. A third survey is to be completed by the facilitator at the end of the series (seven sessions) to address the effectiveness of the program. The third survey will be used to determine strengths and weaknesses of the program, along with modification for future programming.

At this time, cost for this program will be required to be provided by the facility. Grant options will be explored to continue research and support the program as necessary. Because this wellness program will be implemented into already present occupational therapy programming, there will be no additional costs for hiring an occupational therapist. Token economy awards may be bought by the facility or donated from outside venues. Additional time requirements for this program are not applicable at this time, as this program will be a substitute for ongoing occupational therapy programming at the facility.
An Occupational Therapy Approach to a Wellness Program for Adolescents with Mental Illness

Holly Silewski, Christina Thompson, & Cindy Janssen-Holweger, MOT, OTR/L
Department of Occupational Therapy, School of Medicine and Health Sciences,
University of North Dakota
Seven Dimension of Wellness

Physical..............................................Section 1
Social......................................................Section 2
Emotional..................................................Section 3
Occupational..............................................Section 4
Spiritual....................................................Section 5
Intellectual...............................................Section 6
Environmental..........................................Section 7

Appendices
  Self-evaluations
  Facilitator evaluations

References
Introduction

Welcome! This manual is a collection of activities designed to accompany the wellness dimensions as described on the videos. The purpose of this manual is to provide various activities, step-by-step instructions, and recommended resources that are easy to implement and which correspond with the wellness area being focused on that day.

You will find that the organization of this manual follows a specific sequence, making it easy to use. Each area of wellness will be defined, with five activities to follow. Copies of worksheets for specific activities will be found immediately following each description of the activity. An additional DVD will be available for the modified yoga activity, so that individuals can follow along with the facilitator.

The facilitator should choose a DVD for each session that the group would like to focus on. After watching the DVD, please select an activity out of the manual that corresponds to that area of wellness. The manual will provide clear instructions on how to implement the activity. Some activities may require additional resources or guest speakers, so please be sure to look ahead before implementing the activity. You may alter the directions or resources to fit the needs of your facility and clients.

It is recommended that a different area of wellness be presented each session. After all seven areas of wellness have been addressed; it would be beneficial to begin the process over, so that a balance of wellness can be achieved. If the facilitator feels there is a unique need of the population that should be addressed, the order may be varied.

In order to increase each individual’s compliance and engagement in activities, as well as to promote development of healthy lifestyle habits through participation in wellness activities, a token economy will be used. This token economy focuses on
internal gratification and motivation from the individual; therefore, they will reward themselves rather than being rewarded from an outside source.

After each session tell the individuals that when they see a change within themselves, by starting to develop healthy lifestyle habits, they may reward themselves with an item from the token economy. In order to monitor the use of this token economy, it is recommended that the facilitator meet with individuals on a regular basis for 1:1 discussion about personal gratification and change from participation in the wellness program.

Before beginning this wellness series, please have each individual in the group fill out the survey found in the appendices. The purpose of this survey is to determine what areas of wellness the individual finds most meaningful, as well as, to identify what areas of wellness need improvement in order to have a complete sense of wellness. The second survey found in the Appendices should be given at the end of the series or at time of discharge. This survey will focus on what areas the individual feels have improved over the course of the program. It will also address what was effective for the individual and if they will apply the skills they learned into everyday occupations.

After completion of the wellness segment, we ask that you please take time to complete a wellness satisfaction survey, so that we are better able to adapt the activities to meet the needs of the consumers. The purpose of this survey is to add comments on the effectiveness of the program as well as suggestions for future programs. Our desired goal is that everyone can find meaning and increased quality of life through this wellness program. Please enjoy and have fun implementing this program into your Occupational Therapy programming. Let’s begin!!
-Physical Wellness-
Physical Wellness

- Wellness is a lifestyle that is a balance between the body, mind, and spirit. It can help to decrease health problems and if there is balance among all of the areas of wellness, it can lead to happiness in life. The seven areas of wellness include, physical, social, emotional, spiritual, intellectual, environmental, and occupational. Throughout these videos we will introduce the different areas of wellness and provide opportunities to practice these in your everyday lives through meaningful activities. An occupation is everything that you do during your everyday life that you find meaningful and enjoyable. The different areas of wellness will provide you with a chance to explore activities that you enjoy and that will provide structure throughout your day.

- Today we will be discussing PHYSICAL WELLNESS. During this session, I will introduce physical wellness and why it is important in our everyday lives. I will provide examples of physical wellness and occupation based activities as well as discussion questions. You will have an opportunity to apply what we have discussed through questions you will talk about in partners, as well as activities led by the facilitator. After viewing this video, you are encouraged to use physical wellness throughout your day. As you feel you have accomplished personal goals, you may choose a reward from the reward box after discussing with the facilitator what you have accomplished. Through this process you will become self-aware, motivated, and reflective of personal actions.

- LETS BEGIN TALKING ABOUT PHYSICAL WELLNESS

- Physical wellness addresses a variety of healthy behaviors, including exercise, nutrition, and abstaining from unhealthy habits, for example, smoking, drug and alcohol use. Examples of physical wellness include exercising daily, eating healthier foods, portion control of foods, sleep, using seat belts and wearing helmets, regular medical checkups. When physical wellness is achieved, you will feel more comfortable in your body, increase self-esteem, and treat it with respect. Physical wellness also helps to decrease disease/disability throughout life. In order to get the best results physical wellness should be done 3 times a day for at least 10 minutes at a time.

- The following are examples of physical wellness that can be done everyday.
  - Walking
  - Running
  - Weights
  - Yoga
  - Exercise ball
  - Team sports (basketball, badminton, volleyball, tennis)
  - Cooking(preparing healthy meals)
  - Mowing lawn
  - Shoveling snow
  - Taking out garbage
- Raking leaves
- Walking dog
- Standing up when on the telephone
- Taking the stairs
- Washing car
- Dancing
- Sleep
- Doing safety activities (buckle up, helmet)
- Going to the doctor

- I will now provide discussion questions, in which you will answer in pairs. Following the discussion, the facilitator will stop the video and you will complete a physical based activity.

- CHOOSE ONE OF THE FOLLOWING DISCUSSION QUESTIONS TO ANSWER:
  - What are some ways you can include physical activity in your everyday life?
  - Make a list of your top 5 physical activities and discuss with your partner any similarities or differences
  - Reflect on any areas of physical wellness that you are currently struggling with. What can be done to improve those areas of wellness?
  - Think of the last time you ate a meal. Was the food healthy for you? Too much food? A variety of food groups? What changes could you have made?
  - In what ways does a lack of OR too much sleep impact what you do during your everyday life (occupations)?

YOU MAY NOW STOP THE TAPE AND COMPLETE AN ACTIVITY PROVIDED IN THE MANUAL
Yoga

Objective: For individuals to learn a yoga routine that can improve physical fitness, including, flexibility, strength, endurance, and balance. For the individual to focus on how the body and mind work together to increase energy.

Resources Needed: Yoga Mats, calming music, lights dimmed, adequate space for each person

Time Required: 20-30 minutes

Description of Occupational Activity:

Discuss with individuals the purpose and benefits of Yoga:
- Yoga is an exercise that focuses on the whole body; how the mind and body work together to build flexibility, strength, balance, and confidence. When the mind and body work together, the outcome is increased energy. During yoga it is important to focus on the present, rather than past or future obstacles.
- Benefits:
  - tone muscles
  - promote positive attitude about body
  - improve flexibility, balance, and strength
  - increase energy
  - ease physical pain
  - improves posture
  - decreases stress

At this time please refer to the DVD titled “Yoga” for a complete routine of various yoga poses. A modified version of Yoga is also available on a separate DVD.

Occupational Therapy Application
Yoga is important in daily occupations, in that it gives us energy to engage in desired occupations. It also provides us with strength and confidence to complete activities that may be challenging. In addition, yoga can decrease stress, allowing us to cope with obstacles in our daily life. This makes it easier to focus on occupations, communicate with others, and enjoy leisure activities. Living in the present allows us to focus on what is healthy for us right now, limiting potential unhealthy behaviors.

J. Mongeon (personal communication, March 27, 2008)
C. Janssen (personal communication, April 23, 2008)
Circuit Training

Objective: To increase strength, balance, total body mass, endurance, and physical fitness through a total strength routine. To develop a routine consisting of cardiovascular and resistance training during interval time periods.

Resources Needed: record sheets, pencil, stop watch, dumbbells, jump rope, Thera-band, hula hoop, ball or bean bag. Stations and equipment may be adapted to your preference.

Time Required: 30 minutes

Description of Occupational Activity: 
Allow about 5 minutes to discuss the benefits of circuit training, along with tips and precautions.

- Circuit training is excellent for developing good basic strength and body tone.
- The type of rotational activity involved in circuit training is an excellent fat burner.
- A time-efficient, yet effective workout - can be completed in less than 30 minutes. Therefore, this format of circuit training helps busy people fit exercise into their day. It can be completed at home or at a gym.
- Some of the benefits of total-body strength training include increased strength, lean body mass, improved posture and muscle balance and increased bone density, which helps prevent osteoporosis.
- The exerciser’s heart rate remains elevated and sustained above a resting level throughout the workout. This promotes cardiovascular conditioning and reduces the need for a separate cardiovascular component in the workout. Benefits of cardiovascular conditioning include improved energy levels, lower blood pressure, increased HDL (good cholesterol) levels, reduced risk of heart disease and improved endurance.
- By keeping the heart rate up throughout the session, more work is performed in less time resulting in greater caloric expenditure during the workout. The addition of cardiovascular exercise between strength exercises also increases lean body mass, which results in a higher resting metabolism. This means more calories are burned throughout the day.

What are some tips and precautions?

- After your workout, cool down with 5 to 10 minutes of stretching.
- Listen to your body and stop if you develop any joint or muscle pain that does not go away after finishing an exercise.
- Every several weeks modify the exercises in your circuit, or complete different circuits in one workout.
After you have discussed the above information, begin circuit training. You may have to modify the activities based on available resources and also modify the length of time at each station.

- Each station will be 30 seconds long, followed by 30-45 seconds of rest in order to move to the next station. The participants will be asked to work at their personal best ability in order to do as many repetitions of the exercises as possible.
- Participants will be asked to record their repetitions on forms given prior to start.
- Each participant will move through all 15 stations, followed by a 3-5 minute recovery/water break. The participants will then be asked to return to their beginning station and complete the circuit one more time. (Total of 2 circuits)
- The second time through, the participants will be asked to push themselves in order to increase number of repetitions from their first circuit.

For circuit training please set up the following stations if available

1. Jumping Jacks
2. Crunches
3. Bicep Curls (dumbbell)
4. Standing Squats
5. Rest – Deep breathing/Meditation
6. Wall Pushups
7. Jump Rope
8. Thera-band pulls
9. Side Bends
10. Lunges
11. Rest – Stretching (arms/legs)
12. Hula Hoop
13. Triceps Dips (chair)
14. Calf Raisers
15. Ball/Beanbag Toss

Optional Exercises:
- Toe Touches
- Figure 8 between cones
- March/jog in place
- Thera-band/Swiss Ball exercises

Occupational Therapy Application: Circuit training gives your body the strength and physical capabilities it needs to engage in desired occupations. This activity is unique to each person, in that you work at your own pace and determine your own results. Circuit training also provides psychological benefits, such as increase self-esteem and self-confidence in order to participate in meaningful activities.

<table>
<thead>
<tr>
<th>EXERCISES:</th>
<th>CIRCUIT 1: repetitions</th>
<th>CIRCUIT 2: repetitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jumping Jacks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Abs – Crunches (sit-ups)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Dumbbell Bicep Curls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Standing Squats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Deep Breathing</td>
<td>*REST</td>
<td>*REST</td>
</tr>
<tr>
<td>6. Wall Push-ups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Jump Rope</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Thera-band Pulls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Side Bends (oblique abs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Lunges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Stretching</td>
<td>*REST</td>
<td>*REST</td>
</tr>
<tr>
<td>12. Hula Hoop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Tricep Dips</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Calf Raisers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Ball/Bean bag Toss</td>
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<td></td>
</tr>
</tbody>
</table>
Physical Activity Checklist & Log

Objective: For individuals to identify various physical activities they currently participate in and to introduce additional opportunities to incorporate fitness into their everyday lives. The individuals will commit to following through with physical activity by keeping track of participation throughout the week by using the activity log.

Resources Needed: Physical Activity Checklist and Physical Activity Log (photocopied for each individual)

Time Required: 20-30 minutes, the Physical Activity Log will be a continuous assignment throughout the week, or as indicated by facilitator.

Description of Occupational Activity
Begin by having the individuals complete the Physical Activity Checklist and questions at bottom of worksheet. The facilitator may decide to have the individuals break into small groups or pairs to discuss their questions. The Physical Activity Log will be introduced with instruction to record daily activity for the next week.

Discuss the following:
1. How can you incorporate physical fitness into your everyday lives?
2. Are their any activities that you can think of that are not on the checklist?
3. How can you fit in more physical activity into your normal routine?
4. What are some physical activities that are not “typical?”
5. What is the importance of being physically active? How can it benefit you individually?

Occupational Therapy Application:
Incorporating physical activity into your everyday lives results in physiological and psychological benefits. Occupational activities, such as mowing the lawn and washing the car are actions that are considered physical activity. Through use of the activity log, individuals will be responsible for choosing their selection of activity and amount of physical activity based on will, drive, and motivation. The physical that activities each person participates in are meaningful, enjoyable, and positively influence sense of self.
## Physical Activity Checklist

**INSTRUCTIONS:** Please make a checkmark in the columns that describe when you participate in each physical activity.

<table>
<thead>
<tr>
<th>Physical Activity</th>
<th>Daily</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Bicycling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Swimming</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Gymnastics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Tennis</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5 Walking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Running</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Push-ups, Sit-ups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Weight Lifting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Basketball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Baseball/Softball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Football</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Soccer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Volleyball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 Skating: ice, floor, rollerblade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Dodge ball, Kick ball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 Active games: tag, chase</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 Outdoor: climbing trees, hide/seek</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 Water Play: Pool, sprinklers, lake</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 Karate, Wrestling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 Dance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 Outdoor Chores: (mowing, raking, washing car, shoveling, gardening)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22 Indoor Chores: (washing dishes, vacuuming, taking out trash, washing windows, sweeping)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23 Skateboarding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 Yoga</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Are there any other physical activities that you participate in that were not listed? Please list on the line.

- What activities would you like to participate in that you have not tried in the past?
<table>
<thead>
<tr>
<th>Date:</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minutes of Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How Hard Did I Work?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How I Felt</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
**Nutrition**

**Objective:** For individuals to become familiar with healthy nutritional habits and increase knowledge of portion control and nutrition facts. To prepare a simple snack that is healthy.

**Resources Needed:** Kitchen, Blender, cups, straws, Variety of fruits (fresh or frozen), Skim milk, crushed ice, orange juice, Low-fat yogurt (vanilla)

**Time Required:** 20-30 minutes

**Description of Occupational Activity**

Begin by reviewing the food pyramid provided in the Appendix. Discuss with individuals the importance of getting all nutrients in each day.

Discuss the following:

- **Tips for Healthy Nutrition**
  - 3-4 servings of calcium each day; including yogurt, milk, cheese
  - Avoid caffeine; it leads to dehydration, irritability, lack of concentration
  - Avoid SODA: can lead to tooth decay, may cause you to drink less calcium, leads to inability to be full, so you may eat more than you are really hungry for.
  - Drink water to increase muscle strength; 8 glasses each day
  - Eat foods high in fibers, such as fruits, vegetables, and whole grains. To figure how much fiber should be in your diet, calculate your age plus 5, up to 25 g of fiber each day.
  - Vitamins are important but still pay close attention to nutritional intake
  - Eat plants to fight off bacteria
  - Always eat breakfast to give energy and to avoid overeating during the day
  - Eat foods high in iron and folic acid (females)

- Discuss Portion Control

<table>
<thead>
<tr>
<th>A Serving Of</th>
<th>Equals</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresh fruit or vegetables</td>
<td>1 cup</td>
<td>Baseball</td>
</tr>
<tr>
<td>Canned fruit or cooked vegetables</td>
<td>1/2 cup</td>
<td>Tennis Ball</td>
</tr>
<tr>
<td>Starchy vegetables or dried beans</td>
<td>1/2 cup</td>
<td>Tennis Ball</td>
</tr>
<tr>
<td>Bread</td>
<td>1 slice</td>
<td>CD Case</td>
</tr>
<tr>
<td>Dry cereal</td>
<td>3/4 cup</td>
<td>ALMOST size of baseball</td>
</tr>
<tr>
<td>Cooked cereal</td>
<td>1/2 cup</td>
<td>Palm of Hand</td>
</tr>
<tr>
<td>Rice or pasta</td>
<td>1/3 cup</td>
<td>ALMOST the palm of the hand</td>
</tr>
</tbody>
</table>
Dairy products 1 cup

Lean meats, chicken & fish 3 ounces

Oil, margarine, or butter 1 teaspoon

- A 1/2 cup serving of canned fruit, vegetables, or potatoes looks like half a tennis ball sitting on your plate
- 3 ounces of meat, fish, or chicken is about the size of a deck of playing cards or the palm of your hand
- A 1 ounce serving of cheese is about the size of your thumb
- A 1 cup serving of milk, yogurt, or fresh greens is about the size of your fist
- 1 teaspoon of oil is about the size of your thumb tip


- **Snack Ideas**
  - Low-fat granola
  - Dry fruit
  - Popcorn
  - Pretzels
  - Bagel with cream cheese
  - Crackers with peanut butter
  - Apples with peanut butter
  - Yogurt
  - Veggies or fruit with low-fat dip
  - Cottage cheese
  - Nuts or seeds


- Have students make a list of all foods they currently eat. Discuss with partners and come up with healthy alternatives
Occupational Therapy Application
Nutrition gives you the energy you need to engage in everyday occupations. Healthy eating can lead to increased health and decreased risk of disease/disability over time. Nutrition can lead to increased intellectual ability, assisting performance in school and work occupations. It keeps your bones healthy so that you can engage in physical activities.

- Please assist individuals with making a delicious low-fat snack, which is easy and inexpensive. You may alter the snack if ingredients are not readily available.

PICK-A-FRUIT SMOOTHIE
1 (6.oz) can frozen orange juice concentrate
1 c. skim milk
1 (8 oz.) carton vanilla low-fat yogurt
Ice cubes
Combine first 3 ingredients in container of an electric blender. Add ice cubes to measure 4 cups; blend until thick and smooth. Makes about 4 cups.
May substitute another frozen concentrate for orange juice, spices (apple spice), or frozen/fresh fruit

Don’t Let the Bed Bugs Bite…

Objective: To educate individuals on the importance of sleep and how a lack of sleep can impact their daily lives. The individuals will learn the facts of an adequate night sleep, the negative effects of lack of sleep, and tips on how to obtain a better nights rest.

Resources Needed: ‘Importance of Sleep’ educational handout & ‘Sleep Quiz’ (photocopied for each individual). An answer sheet for the quiz is available for the facilitator.

Time Required: 30 minutes

Description of Occupational Activity

Begin by having a discussion on the importance of sleep. The ‘Importance of Sleep’ educational handout should be provided to the individuals. The individuals may split up into groups or discuss as a large group. At the end of the session, the ‘Sleep Quiz’ will be given to apply the knowledge that was learned. The facilitator will go over the answers after completion of the quiz.

Discuss the following:
1. What do you feel like when you don’t get enough sleep at night?
2. How does feeling tired affect your daily activities? (e.g. school work)
3. Do you notice a change in your mood when you are lacking sleep? Do you treat people in a different way?
4. Do you have a bed time routine? If so, what is it?
5. What are some things you can do in order to get more sleep?

Occupational Therapy Application:

Getting an adequate night rest can positively influence all aspects of a person. The individual will be more productive physically, emotionally, and socially. A healthy sleep routine will allow individuals to increase quality of life and help function at the optimal level. Performance will be affected across all environments, such as school and work.
Importance of Sleep
For Adolescents

What are the facts?

- Sleep is fuel for the brain!
- When you do not get enough sleep, you are more likely to have an accident or get sick!
- Sleep is vital to your well-being and can reduce stress!
- It can help you eat better!
- Most teens do NOT get enough sleep! 9 ½ hours is recommended to function best.

What are the negative effects of sleepiness?

- It can make it hard for you to get along with your family and friends
- It can cause you to perform badly on school exams
- It can hurt your scores on the court or the field
- It may be more difficult to learn, listen, concentrate and solve problems.
- You may even forget important information like names, numbers, your homework or a date with a special person in your life!
- It may make you more prone to pimples and other skin problems

Tips for Teens:

1. Make sleep a priority.
2. Take a quick nap if you are feeling drowsy.
3. Avoid coffee, soda and chocolate close to bedtime.
4. Establish a routine. Go to bed and wake up at the same time each day.
5. Prepare your body. Do not eat a big meal, drink, exercise, watch TV, or be on the computer within an hour of bedtime. Don’t leave homework to the last minute. Stick to quiet, calm activities.
6. Don’t stress! Try making a list of ‘to dos’ or write in a journal and you’ll be less likely to stay awake worrying.
7. Your sleep environment should be dark, comfortable, and cool.

Sleep Quiz
*Test your knowledge on sleep! Please circle true or false.

1. During sleep, your brain rests.  
   True  False

2. You can learn to function normally with one or two less hours of sleep a night than you need.  
   True  False

3. Boredom makes you feel sleepy, even if you have had enough sleep.  
   True  False

4. Resting in bed with your eyes closed cannot satisfy your body’s need for sleep.  
   True  False

5. Snoring is not harmful as long as it doesn’t disturb others or wake you up.  
   True  False

6. Everyone dreams every night.  
   True  False

7. The older you get, the less sleep you need.  
   True  False

8. Most people don’t know when they are sleepy.  
   True  False

9. Raising the volume or your radio will help you stay awake when driving a car.  
   True  False

10. Sleep disorders are mainly due to worry or anxiety.  
    True  False
Sleep Quiz Answer Guide

1. **False.** While your body rests, your brain doesn't. An active brain during sleep prepares us for alertness and peak functioning the next day.

2. **False.** Sleep need is biological. How much sleep any individual needs is genetically determined.

3. **False.** When people take a break from activity, or feel bored, they may notice that they are sleepy. Boredom doesn't cause sleepiness, it just unmasks it.

4. **True.** Sleep is as necessary to health as food and water, and rest is no substitute for sleep.

5. **False.** Snoring may indicate the presence of sleep disorders such as sleep apnea.

6. **True.** Though many people fail to remember their dreams, dreaming does occur for every person, every night. Dreams are most vivid during REM or rapid eye movement sleep.

7. **False.** Sleep need remains unchanged throughout adulthood.

8. **True.** Many people don't know if they are sleepy, when they are sleepy, or why they are sleepy.

9. **False.** If you're having trouble staying awake while driving, the only short-term solution is to quickly change drivers or pull over at a safe place.

10. **False.** Sleep disorders have a variety of causes. Stress is the number one reason people report difficulty falling or staying asleep.

Tobacco Use Prevention:
Grasping for Air Activity

Objective: Almost all cases of emphysema are due to cigarette smoking. The Gasping for Air activity will help participants to understand what it feels like to have emphysema.

Resources Needed: One wrapped straw for each participant.

Time Required: 20-30 minutes

Description of Occupational Activity: Give each participant a straw, and ask them to remove the wrapping. Have each participant place the straw in his/her mouth. Ask each participant to pinch his/her nostrils closed and breathe only through the straw in the mouth.

*Another version of this is to have participants run in place for one minute. Then place straw in the mouth and breathe for one minute through the straw only.

Caution: Explain that if any difficulty exists with breathing, they can stop the activity at any time.

Next: Participants are to breathe through the straw for one minute. After about 30 seconds, and continuing to breathe only through the straw, have participants look around at each other. (This should cause some laughing while still attempting to breathe through the straw.)

Discussion Questions:

1. After the minute is up, ask participants to describe what it was like to breathe through the straw. (They will tell you it was difficult to breathe.)
2. Explain that this is what it feels like to breathe when a person has emphysema. Ask them if it was harder to breathe through the straw when they started laughing.
3. Ask them to consider how difficult it might be to go up a flight of stairs (or do other common activities) if they had to breathe like this.

Options: You could also have two sponges to demonstrate why someone with emphysema has such a hard time breathing. One sponge should be moist and the other hard. The moist sponge is like a healthy lung filled with air sacs. The dry sponge is like the lung of someone with emphysema. A healthy lung (moist sponge) can easily bring oxygen into the air sacs (alveoli) and force carbon dioxide out of the air sacs. A lung with emphysema (hard sponge) cannot do this; trapped carbon dioxide stays in the lungs, making the person feel like they are starved for air.
**Occupational Therapy Application:**
This activity aims at decreasing unhealthy behaviors in order to engage in a more productive and healthy life. Individuals will be encouraged to make healthy choices based on knowledge and experience. A sense of well-being is accomplished by abstaining from harmful behaviors and taking control of one’s body.

-Social Wellness-
Social Wellness

- Wellness is a lifestyle that is a balance between the body, mind, and spirit. It can help to decrease health problems and if there is balance among all of the areas of wellness, it can lead to happiness in life. The seven areas of wellness include, physical, social, emotional, spiritual, intellectual, environmental, and occupational. Throughout these videos we will introduce the different areas of wellness and provide opportunities to practice these in your everyday lives through meaningful activities. An occupation is everything that you do during your everyday life that you find meaningful and enjoyable. The different areas of wellness will provide you with a chance to explore activities that you enjoy and that will provide structure throughout your day.

- Today we will be discussing SOCIAL WELLNESS. During this session, I will introduce social wellness and why it is important in our everyday lives. I will provide examples of social wellness and occupation based activities as well as discussion questions. You will have an opportunity to apply what we have discussed through questions you will talk about in partners, as well as activities led by the facilitator. After viewing this video, you are encouraged to use social wellness throughout your day. As you feel you have accomplished personal goals, you may choose a reward from the reward box after discussing with the facilitator what you have accomplished. Through this process you will become self-aware, motivated, and reflective of personal actions.

- LETS BEGIN TALKING ABOUT SOCIAL WELLNESS

- Social wellness includes areas such as learning good communication skills, spending quality time with family and friends, contributing to your community, sharing your talents and skills, and showing respect for others and yourself. Examples of social wellness activities include group games, leadership and teamwork skills, conflict resolution, laughter, connection with community, creating a support network, and defining what is a healthy relationship. When social wellness is achieved, you will feel a sense of belonging as you contribute in your own personal way. Feeling alone can have a negative effect on your wellness, and relationships can play a role as a source of encouragement and reinforcement for practicing healthy habits.

- The following are examples of social wellness that can be done everyday.
  - Talking on the phone to family or friends
  - Joining a club or group
  - Playing team sports
  - Telling jokes
  - Volunteering in the community
  - Planning a party or social event
  - Going out for coffee
  - Play groups
  - Watching movies with friends or family
I will now provide discussion questions, in which you will answer in pairs. Following the discussion, the facilitator will stop the video and you will complete a social based activity.

**CHOOSE ONE OF THE FOLLOWING DISCUSSION QUESTIONS TO ANSWER:**

- Name three of your favorite social activities and why they are meaningful to you.
- Have you ever been part of an unhealthy relationship? What are some examples of negative behaviors in relationships?
- Reflect on any areas of social wellness that you are currently struggling with. (communication, listening, teamwork, leadership) What can be done to improve those areas of social wellness?
- What are the positive qualities or traits you look for in a friend or relationship? What do you feel is your best quality as a friend?
- In what ways does a lack of OR too much social life impact what you do during your everyday life (occupations)?

**YOU MAY NOW STOP THE TAPE AND COMPLETE AN ACTIVITY PROVIDED IN THE MANUAL**
**Egg Drop**

**Objective:** To display effective communication skills using appropriate methods of information exchange (articulate, assert, ask, engage, express, share, speak). To display appropriate social relatedness through teamwork, cooperation, collaboration, conforms, relates, and respects other group members. Provide opportunities to problem-solve, make decisions as a group, improve adaptation skills through the ability to anticipate correct, and learn consequences of errors. (notice/respond, accommodate/adjust to demands of task)

**Resources Needed:** Newspaper, tape, straws, plastic bags, paper towels, eggs, yardstick (building supplies may be modified)

**Time Required:** 20-30 minutes

**Description of Occupational Activity:**
- Welcome everyone, possible warm-up game; begin by asking the following questions:
  1. Where have you guys had experience working in groups? (sports teams, at work, committees, clubs, etc.)
  2. What is your definition of “team work”?
  3. What skills do you think you need? (listening, cooperation, ability to express self, etc.)
  4. So what if you don’t agree with someone on the team, what would be an appropriate way to react?

Educate group members on the traits it takes to be an “effective” team member and a “not-so-effective” team member.

(On the board) List of some positive traits of a team member. Think of someone you would want to work with. Next, list some negative traits… or someone that you wouldn’t want to work with.

**DIRECTIONS:**
- For our competition, we are going to be split up into (2-3) teams. You will have to use all of your positive/effective teamwork skills in order to do well in this task.
- Listen carefully to the directions! The competition is called the “Egg Drop.”

1. You will be required to work as a team to build the best egg nest with the limited materials that will be provided.
2. Each team will get the exact same “pre-set” amount of supplies to build their nest. This includes: newspaper, tape, straws, paper towels, and a plastic bag. I encourage you to be creative in how you form your nests.

3. You must use all of your supplies within 15 minutes and when the time is up, you are no longer allowed to touch your nest. I will be giving you 5 min. warnings throughout.

4. The goal of the competition is to be able to drop your egg from the highest distance without it breaking. The team who drops it from the highest point without a crack will be the winner.

5. How would you like to be split up? (boys vs. girls, number off, etc...)

6. Each team needs to choose a special spot to build their nest so that the other team can’t cheat! I will start the timer when everyone gets his or her supplies!
   - You can be creative while working together! And I will be looking for those great teamwork skills that I know you all have!!!

Discussion Questions:
1. What was the most difficult part about working as a team?
2. Did you notice a lot of the positive traits in yourselves and others? Which ones?
3. What was your team’s method? Did you make a plan before you started, or did you just adapt and add on as you went along? Did you find this effective?
4. A lot of times, as people work in groups, the members take on different roles. Did you notice any? As I name off a few examples, think of which one you saw yourself playing. (Leader, Organizer, Delegator, Do-er, Observer, Encourager, Follower, Initiator, Silent-member, Energizer) You can be more than one…
5. What changes would you make if you were to do this competition again? (method/ways of communicating/roles)

Occupational Therapy Application
By working together with others, we build teamwork and communication skills. This allows us to increase social networks and establish relationships. It also provides us an opportunity for social participation with peers, family, and our community. We begin to develop a sense of meaning and autonomy as we focus our attention on increasing self-esteem through social participation.
Create a Country

Objective: For people to work together as a team and make decisions as a group

Resources Needed: Paper, pencils, colored markers, colored pencils, or crayons

Time Required: 20-30 minutes

Description of Occupational Activity:
Divide the group into smaller groups (3-4 people). Say the following:
“You and a group of people have found an empty island and want to make a new country. You are the new government and must make decisions as a group to complete the following tasks…

- Name of the country
- Nickname the country
- Design a license plate
- Design a flag
- Choose a flower
- Assign members to government positions
- Create laws for your country
- Choose a job that you will have
- Choose a national bird

Have each group present their country. If there is not adequate time have the group choose just a few items to share.

Discussion Questions
How were decisions made in the group?
Is everyone happy with what decisions were made?
What things are important to remember during decision making?
What role did you have in the process (leader, follower)?
Why is it important to make decisions as part of a group?

Occupational Therapy Application
Through this activity we build social relationships with others. We can learn to work together as a team and get along with others. Learning how to make decisions allows us to choose meaningful activities in our daily lives. It also allows us to make decisions regarding difficult life choices. We develop a sense of personal control in the decisions we make throughout our daily lives and within our environment.

Let’s Get to Know Each Other

**Objective:** For individuals to get to know each other and to become comfortable sharing information with others.

**Resources Needed:** Bingo sheets, pencils

**Time Required:** 20-30 minutes

**Description of Occupational Activity:** Provide Bingo handouts on next two pages to each individual. There are two sheets provided, so every other person should get a different sheet. Both have the same questions but in a different arrangement. Individuals will take turns answering questions that are on their Bingo cards. They will read the question aloud and then answer with their best response. If they answer a question, they will get to mark that spot on their card. Provide a prize for the winner of each game.

**Discussion Questions:**
1. How did you feel about sharing information with others?
2. How can you use what you learned today about sharing information with others to help you establish healthy relationships in the future?

In conclusion to the group, encourage individuals to ask someone each day something about themselves. Also encourage them to share information with others. If they feel they are fulfilling this aspect of social wellness they may reward themselves with a prize.

**Occupational Therapy Application**
By sharing information with others, we learn to be open about our personal lives. This allows us to build self-esteem and self-confidence when speaking in front of others. It also provides an opportunity to relate to others if we share similar interests and experiences. Information exchange guides expression through communication and body language.
### Bingo

<table>
<thead>
<tr>
<th>B</th>
<th>I</th>
<th>N</th>
<th>G</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you could go anywhere in the world where would it be?</td>
<td>If you could be a movie star who would you be</td>
<td>Do you or do you want to play any sports?</td>
<td>If you were stuck on a deserted island what 3 things would you have with you?</td>
<td>Who is your hero?</td>
</tr>
<tr>
<td>Do you prefer to go to a restaurant or stay home and</td>
<td>What is your favorite type of ice cream</td>
<td>What is your favorite game to play?</td>
<td>If you could go back in time where would you go?</td>
<td>What is your favorite movie?</td>
</tr>
<tr>
<td>What is your favorite holiday?</td>
<td>What is your favorite food?</td>
<td>FREE SPACE</td>
<td>3 words that describe you starting with the letter “S”</td>
<td>If others had to describe you in one word, what would it be?</td>
</tr>
<tr>
<td>What is one fear that you have?</td>
<td>What is your favorite season and why?</td>
<td>What color best describes your mood right now?</td>
<td>Tell about a time you did something well.</td>
<td>What is your favorite song</td>
</tr>
<tr>
<td>What is one thing you admire in a friend?</td>
<td>What is your favorite subject in school?</td>
<td>Do you have any pets? What kind?</td>
<td>What is something about you that others don’t know?</td>
<td>What is your biggest pet peeve?</td>
</tr>
</tbody>
</table>
Let’s Get Assertive

Objective: For individuals to develop assertiveness skills as a means to resolve and avoid conflict.

Resources needed: paper, pens or pencils

Time required: 20-30 minutes

Description of Occupational Activity: Have a short discussion on assertiveness and why it is important to be assertive. Discuss what it means to be passive, assertive, and then aggressive. Ask individuals to share which one they believe they are. Discuss ways that individuals currently resolve conflict and in what ways can it be more effective? Write this template on the chalkboard or large piece of paper which everyone can see:

When I see/hear ________________ (observation), I feel ___________ because I’m needing __________. Would you be willing to _______________ (request) instead?

Have individuals apply this statement using a variety of scenarios (listed below).

   1. Someone who cuts in line during lunch.
   2. A friend who is using peer pressure to try and get you to do something you know is wrong.
   3. A friend borrows something that is important to you and does not return it.
   4. Parents are pressuring you to make decisions about college or a job.
   5. Fighting with a brother or sister.
   6. Someone is teasing your friend.

Tell individuals that for the next week, at least once a day, you want them to use this template to be assertive rather than aggressive when handling conflict.

Occupational Therapy Application

Being assertive promotes healthier relationships and happiness each and every day. Getting mad and aggressive does not solve problems, therefore it is important to use words to explain how you are feeling. Being happy gives you energy and motivation to participate in meaningful activities throughout the day. Being happy and able to deal with conflict allows us to take the focus away from being angry and instead focus on healthier alternatives. It allows us to make better choices about how we spend our time. Being assertive gives us personal control over our lives and environment so that we can develop a positive sense of self.
Plan-a-Party!

Objective: To organize a social event by collaborating ideas with other group members. The party will provide opportunities to connect with others through social interaction. The group members will be able to see their hard work and planning pay off by following through with their preparations and will provide the opportunity to interact with a group of people.

Resources Needed: Plan-a-Party worksheet, construction paper for invitations, markers, scissors, glitter, stickers
For the party: desired decorations chosen by group members (e.g. balloons, streamers, table cloths, posters, confetti, party hats), chosen food and beverages, party games, other identified items

Time Required: Party planning and invitations – 30-45 minutes
Party – dependent on type of party and time restraints of facility

Description of Occupational Activity:
Party Planning:
Step 1: The group members will collaboratively complete the party planning worksheet that includes identifying important party components such as date, time, guests, food, decorations, and games. Brainstorming may be done on a board with a majority vote or an overall consensus to decide on specifics.

Step 2: Once the event is planned, the guest list will be split between the group members. Each individual will be asked to make their designated invitation using their creativity, choosing their own materials and design.

Step 3: The invitations and party planning sheet will be turned into the facilitator. The facilitator may decide to delegate some of the party preparations to the various group members or take care of it themselves.

Occupational Therapy Application:
Through social events we are able to interact with others. We can exchange information, develop social networks, and learn appropriate ways of interacting with others. Social events are an opportunity for leisure participation as well, and provide a sense of meaning and balance between work and play. Planning parties allows us a chance to work as a team, make decisions, and feel a sense of accomplishment when the task is completed and a success. A successful social event provides motivation to engage in similar activities in the future.
Plan-a-Party

When will the party take place? (Date and Time)________________________________

Where will the party take place? _____________________________________________

How many guests will you invite? ___________

Who are you going to invite?

_______________________________________________________________________

What is the theme of the party? (Birthday, Holiday, Just for Fun!) _________________

What decorations will you need? ____________________________________________

What games are you going to play? __________________________________________

What type of music will you listen to? ________________________________________

What snacks or food do you want at your party? ________________________________

________________________________________________________________________

What beverages?__________________________________________________________

Will the guests be required to bring any materials/food?___________________________

What other activities would you like to do at your party?

________________________________________________________________________

*Now it’s time to make invitations!!!! In your invitations, you are encouraged to choose your own paper, colors, and decorations in order to make each one unique! In your invitations, you may want to include: Why you are having your party, date & time, location, and if they guests are required to bring anything. Have fun and be creative!
-Emotional Wellness-
Emotional Wellness

- Wellness is a lifestyle that is a balance between the body, mind, and spirit. It can help to decrease health problems and if there is balance among all of the areas of wellness, it can lead to happiness in life. The seven areas of wellness include, physical, social, emotional, spiritual, intellectual, environmental, and occupational. Throughout these videos we will introduce the different areas of wellness and provide opportunities to practice these in your everyday lives through meaningful activities. An occupation is everything that you do during your everyday life that you find meaningful and enjoyable. The different areas of wellness will provide you with a chance to explore activities that you enjoy and that will provide structure throughout your day.

- Today we will be discussing EMOTIONAL WELLNESS. During this session, I will introduce emotional wellness and why it is important in our everyday lives. I will provide examples of emotional wellness and occupation based activities as well as discussion questions. You will have an opportunity to apply what we have discussed through questions you will talk about in partners, as well as activities led by the facilitator. After viewing this video, you are encouraged to use emotional wellness throughout your day. As you feel you have accomplished personal goals, you may choose a reward from the reward box after discussing with the facilitator what you have accomplished. Through this process you will become self-aware, motivated, and reflective of personal actions.

- LETS BEGIN TALKING ABOUT EMOTIONAL WELLNESS

- Emotional wellness includes recognizing and being aware of your feelings. It is having the ability to feel and express emotions such as happiness, sadness, and anger. Examples of emotional wellness include seeking and providing support, stress management, anger management, learning relaxation techniques, accepting and forgiving yourself, time management, and having a positive attitude. When emotional wellness is achieved, you will feel more optimistic and increase self-esteem. Through emotional wellness, you will develop a sense of independence and ways to cope with your stress. Having the ability to cope with your problems through tuning into your thoughts and feelings will provide you with more time to enjoy life.

- The following are examples of emotional wellness that can be done everyday.
  - Relaxation techniques
  - Deep breathing
  - Aromatherapy
  - Massage
  - Reading/Discussion groups
  - Support groups
  - Talking to friends or family
  - Enjoy alone time
  - Stop thinking negative thoughts about yourself or others
Aim for accomplishments rather than perfection
Try new things
Find a healthy passion
Set realistic goals
Forgive
Have fun!

I will now provide discussion questions, in which you will answer in pairs. Following the discussion, the facilitator will stop the video and you will complete an emotional based activity.

CHOOSE ONE OF THE FOLLOWING DISCUSSION QUESTIONS TO ANSWER:
- Name 3 positive things about yourself and 3 positive things about your partner.
- Why is self-esteem so important? What can you do to improve your self-esteem?
- Do you do any relaxation techniques when you are stressed? What are some additional ways in which you could reduce stress in a healthy way?
- Reflect on any areas of emotional wellness that you are currently struggling with. What can be done to improve your emotional wellness?
- Think of the last time you were angry with someone. How did you react in the situation? What could have you done differently?

YOU MAY NOW STOP THE TAPE AND COMPLETE AN ACTIVITY PROVIDED IN THE MANUAL
Moving On

Objective: For people to express anger in appropriate manners towards something or someone who has hurt them. For people to map out a positive path that they can follow in their lives once they have released their anger.

Resources needed: A “hot wheels” race track, small race cars, cardboard picture frame or small box, newspaper print, colored markers or crayons, tape

Time Required: 20-30 minutes

Description of Occupational Activity:
Part I: Before the activity begins, set up the racetrack from a high point to low point, with a picture frame or box at the end of the track. Ask each person to think of something or someone that they feel anger towards. Each person should draw a picture of the person or thing that makes them angry. Once everyone has drawn their picture, have everyone gather around the racetrack. Group members will be able to “smash” through the anger. Each person should tape their picture to the box (one at a time) and tell the group what and why it makes them angry. Have the individual run the race car down the track. When each person has taken a turn, discard pictures in a separate box.
Part II: Ask each person to draw the road that their care will be traveling down now that they have released their anger. There should be places along the road to stop when they need support or to feel happy, safe, and anger free.

Discussion Questions:
How did you feel during the process?
What happens when we keep anger inside and do not release it?
What are some healthy ways to release anger?

Occupational Therapy Application
Letting go of our emotions and anger towards others gives us happiness and a sense of relief. Positive emotions are essential in order to engage in social situations and to participate in meaningful activities. Our feelings affect how we think and also our behavior. When we are angry or hold emotions in, we are more likely to let those emotions affect our behavior towards others. It will also affect the words that we say to others. Holding in emotions for too long can lead to an “explosion” of emotions that may result in a negative situation or a feeling of self-defeat. Holding in emotions may also affect how well we view ourselves and how much we enjoy life or meaningful activities that we previously did.

Pencil Me In

Objective: To help individuals think about how they are spending their free time and to guide them in deciding if they need to make changes in order to improve their current lifestyles.

Resources needed: three copies of a blank weekly page from a day planner for each person, pens or pencils.

Time Required: 20-30 minutes.

Description of Occupational Activity: Create or obtain a blank weekly calendar and make three copies for each person. Ask the group members to write down everything that they do during each day from the time they get up to the time they go to bed for a typical week. Ask them to think about the choices they make and if there are changes they wish they could make if they could plan a week filled with anything they wanted. Emphasize the importance of making healthy and positive choices during leisure time in order to better their life. Use the second page to do this.

When they have completed page #2 discuss what differences were found. On the 3rd sheet have them fill in realistic ideas, but challenge them to do something different and to engage in as many healthy and positive activities as they can think of. Encourage them to use this 3rd sheet as a schedule for the rest of the week (if possible).

Discussion Questions
Do you feel like you are making healthy and positive choices with how you spend your free time?
What benefits could you gain in your life if you change how you spend your time?
Which activities on the 2nd sheet are you most likely to pursue?
Do you feel like you will follow through with your plan?

Occupational Therapy Application
Developing a daily schedule is a way for us to find balance in our lives. It is a visual reminder to participate in work, leisure, and self-care activities. When we have a schedule we are more likely to stick to activities we have on the schedule than to be influenced by negative activities. Seeing that we have something important to do gives us motivation and control over our daily routines.

Stress Management
Relaxation Training/Coping Skills

Objectives: Individuals will define current coping skills, demonstrate capability to better manage stress by discussing new coping skills, have the ability to list 1 strength and 1 weakness in their coping skills, complete a take home assignment listing the number of times they have used a stress management coping skill, plan 10 minutes a day for relaxation/self-reflection and proof of carrying it out, and include stress management techniques in everyday life through continued practice.

Resources Needed:
Activity 1: Large open area, chairs for each group member, or blankets to sit or lay on the floor.
Activity 2: Large tables clear of clutter, bowls to hold the wrap mixture, mixing utensils (e.g. masher, spoons, egg beater), hand towel for each group member, warm water, sea salt or large grain salt, optional relaxation music.

- Wrap ingredients: (each batch provides for 2-3 people)
  - 1 ripe banana
  - 1 flesh of an avocado
  - 1 stick softened butter
  - 1/4 cup whipping cream (more may be added to make smooth)
  - 1-2 drops of lavender or geranium oil

Time Required: Introduction & warm-up game 10 minutes, Body Tension activity 15 minutes, Aromatherapy activity 15 minutes, Sharing/processing 10 minutes

Description of Occupational Activity: In the first activity, individuals will learn techniques to reduce tension in their bodies caused by stress. The second part of the group includes an aromatherapy activity to calm and relax. The group members will mix up an aromatherapy wrap with the already prepared ingredients. (The therapist may pre-mix the wrap before the group begins if time is an issue). The participants will warm the body part in which they wish to apply the substance with a warm towel. Next, they will apply the substance on their skin and re-wrap with their warm towel. After a few minutes, the group members may wish to add sea salt to their mixture to make a scrub. Optional homework may be given.

Sharing/Processing: After each activity, group members will share what their favorite part of the group was, how they feel (more relaxed), if they would do this activity again on their own, comments, how they can apply relaxation techniques in their lives, etc.
- Had the opportunity to explore a couple of relaxation techniques that you could use in the future as coping strategies when you become stressed.
- Discussed the different stressors in our lives, how you typically handle stress, how stress feels physically in our body, and what strategies you can use to cope with our stress.
Occupational Therapy Application
Individuals identify coping strategies to be applied to their everyday lives, in order to decrease stress. As one is able to take an active role in decreasing emotional and physical stress, the individual will gain a sense of autonomy and personal control. Once stress decreases, an individual will have an increased quality of life, a better self-concept, and improved health and functioning.

Relaxation Techniques Part I: Body Tension Reducers
WARM-UP:

**M&M game.** The group participants will be asked to pass around a bag of M&M’s. The therapist will designate the first person to state their name and answer a question according to the color of their M&M. Continue around circle until everyone has shared.

Red: What makes you stressed?
Yellow: What do you typically do when you are stressed?
Green: Favorite color?
Brown: Have you ever done a relaxation technique? Favorite?
Blue: Name one positive thing about yourself.
Orange: Name one positive thing about the person to your left.

Goals: To educate participants on identifying stress, how they deal with stress, and the physical symptoms and signals of stress. The participants will be introduced to a new technique that can be used as a coping skill, which addresses the life skill of stress management.

1. Introduction:
   - Is anyone feeling stressed or anxious right now?
   - Think about a time when you might have felt that way.
   - What do you typically do when you are stressed?
   - What were some of your physical symptoms of tension in your body?

(May provide examples: tight muscles, sweating, dry through, tapping foot, clammy hands, hives, aches, pain, knots in muscles, etc.)
*These pains and knots are your “stress points.” The symptoms are signals to your body to “slow down” or “relax.” When this happens, one way to cope with the symptoms is to get some physical activity, maybe stretch a little bit, or loosen up. The first thing we are going to do is some light stretches and deep breaths.

2. Reducing Body Tension through “Stress Points”
   - **Face:** (some people get tics, furrowed brow, throbbing temples, clenched jaw)
     - Jaw Drop: “Relax, imagine a quiet, serene place or word. Now open your mouth and let your jaw drop slightly.” Hold for 10 seconds or more, may repeat.
     - Funny Face: “Contort your face so that it looks like an exaggerated mask. Tighten your face muscles and hold for 5 seconds, then release and relax.” Repeat.
- Healing Hand: “Close your eyes and think about where you feel any tension. Locate where you may feel throbbing or tightness. Apply a light pressure on that spot with your finger.”

- **Neck/Shoulders:** (when stressed, many people feel pain in this area and muscles may knot up)
  - Knot Openers: “Next time you are tense, find out where exactly you are feeling the stress. Tighten that body part or area, then release. Do this 5 times.”
  - Soft Touch: “Gently rub your fingers back and forth, like a massage, in the area of tightness. You may even be lucky enough to have someone do this for you.”
  - Wheel Grip: “For a lot of people, tension arises when they are stuck in traffic. You may do this exercise with a steering wheel, or even just the arms of your chair. To relieve arm and shoulder tension, grip the arms of the chair tightly for several seconds, then release. Repeat this 5 times.”

- **Stomach/Lower Back:** (this type of pain/tension can occur to anyone at anytime)
  - Tum Tuck: “Tuck or suck in your belly as far as you can. It should feel like your belly button is trying to touch your spine. Hold this position for 10 seconds, then release. Repeat 3-5 times.”
  - Circle Stroke: “This is a very soothing, gentle exercise. Make circles on your stomach with the palm of your hand. You may also try this on your lower back and both at the same time.”

- **Total Body:**
  - Raggedy Ann – “Please stand up and make your body completely limp and loose. Jump in place for a few seconds – minutes shaking your arms and legs. Does anyone remember what is stitched by Raggedy Ann’s heart? It says ‘I love you!’ I bet if you said this to someone, you would feel some stress subside!”

3. Conclusion/Summary:
   - How do you feel? More relaxed?
   - What was your favorite exercise?
   - Are there any exercises that we did that you could do or plan on doing on your own in a time where you are feeling stressed?

HOMEWORK:
- Each group member will be asked to keep a running list (preferably on paper or in a journal) of each time they use a stress management/relaxation technique or coping skill during the week. They will be asked to share their list the following week in order to reinforce the use and practice of the new coping skills. If the individuals feel that they have improved in this area, the token economy system may be utilized.
Relaxation Techniques Part II: Aromatherapy Wrap/Scrub

Goals: Educate participants on what aromatherapy is, along with the advantages of using aromatherapy. The group members will get a chance to experiment with an aromatherapy body wrap and/or scrub in order to provide a relaxation technique that could be used as a coping strategy for stress management.

1. Introduction:
   - Does anyone know what aromatherapy is?
   - Has anyone used aromatherapy before?
   - What are some of your favorite “relaxing” smells?

*Today we are going to experiment with a homemade, all-natural aromatherapy mixture. (The therapist may give education on aromatherapy while the participants are completing the activity. Please see journal references). This recipe is simple enough that you could make on your own if you so choose to.

2. Applying the aromatherapy wrap:
   - Form a group of 2-3 people. (To share supplies)
   - Next, look at the recipe in front of you and mix together the ingredients as indicated. (Therapist should have the ingredients, supplies, recipe cards set out on the table before group starts. Copies of the recipe should be available to the group members if they so wish to take one at the end of the activity.)
   *The therapist may wish to pre-mix the wrap before hand to save time.
   - After the wrap has been mixed, a warm towel will be placed on the desired body part. (e.g. face, arm, lower leg)
   - When the skin is warm and moistened, the mixture should be applied to the skin.
   - A warm towel is then wrapped around the skin and left on as desired. Indicate the participants to pay special attention to all of their senses. (close eyes, take deep breaths, smell the fragrances, etc.) Calming music may also be played in the background.
   - If time permits, sea salts may be added to the mixture to provide a different sensation to the skin in the form of a scrub.
   - The skin should be rinsed off with warm water and dried gently with a towel.
   - Clean up

3. Conclusion/Summary:
   - What was your favorite part about this activity?
   - Would you do this on your own?
   - How did it help you relax?
   - What senses did you use?
   - How did you enjoy this activity compared to the first one? Pros/cons?
   - Did you learn anything new about yourself through these exercises?
   - Introduce homework assignment: Keep a list of coping skills/stress management techniques used during week to share next week.
   - Thank you for participating.
Other Intervention Strategies for Stress Management/Relaxation Training:

- Stress points, Body tension reducers
- Aromatherapy/Massage
- Deep Breathing Exercises
- Progressive Muscle Relaxation
- Visualization/Guided Imagery
- Autogenic Training
- Meditation
- Music
- Drawing/Coloring


I am good at…

Objective: For individuals to identify skills or hobbies that they are good at. To share traits with others in order to build self-confidence and increase self-esteem.

Resources needed: old magazines that can be cut, glue, construction paper

Time Required: 20-30 minutes

Description of Occupational Activity: The instructor should begin the session by having each person rate current self-esteem on a scale of 1-10 (10 being high). Ask the following questions:
- What makes us have low self-esteem?
- How does being good at something help our self-esteem?
- What are some ways to make self-esteem better?

After some discussion, please begin the activity. Hand out one piece of construction paper to each individual. Instruct individuals to choose pictures or words out of magazines that describe what they are good at. These can be hobbies that they are good at, leisure activities they enjoy, or social relationships (i.e. being a good friend). Glue the pictures onto the construction paper in a unique way and put name on paper. Allow about 15 minutes to complete the project. When individuals are done constructing picture, have them briefly share what they feel they are good at.

- How did this activity help you realize what you are good at?
- Are there any activities you had not thought of that you found in the magazines?

Occupational Therapy Application: Positive self-esteem helps to increase our participation in daily activities. When we have increased self-esteem and self-confidence we are more willing to participate in activities that we find meaningful and valuable. When we are motivated to perform activities that we are good at, others will notice and provide feedback on our strengths and in turn help us to be motivated to participate in those enjoyable activities. Increasing our self-esteem also helps us to feel confident talking with others and to develop social relationships. We will feel more confident doing leisure activities with others when we feel good about ourselves and do not hold back on our abilities.
I Like Myself from Head to Toe

Objective: For individuals to identify physical and personality traits that they like about themselves. To help them seek out positive attributes about themselves. To develop a sense of self-confidence in themselves

Resources Needed: Large butcher block paper, markers

Time Required: 20-30 minutes

Description of Occupational Activity: Tell the group that this is an activity designed to help them identify physical and personality (i.e., good listener, patient, hard-working, etc) characteristics that they appreciate and feel good about. Have the group split up into partners and instruct them to take turns drawing the outline of each other’s body. (Have partners be the same sex, to avoid any inappropriate touching or potential emotional feelings). On a large piece of butcher block paper, each individual should draw an outline of their body. They should then take about 10 minutes to write in marker their positive physical and personality traits on the body or outside of the outline. After each individual has completed this, have them take a few minutes to share what they came up with and why.

Occupational Therapy Application: Having a positive view about our bodies and personality helps us to have confidence to talk to others, as well as engage in activities that we enjoy. Having the ability to process through what we like about ourselves gives us the ability to utilize these traits in everyday activities.
-Occupational Wellness-
Occupational Wellness

- Wellness is a lifestyle that is a balance between the body, mind, and spirit. It can help to decrease health problems and if there is balance among all of the areas of wellness, it can lead to happiness in life. The seven areas of wellness include, physical, social, emotional, spiritual, intellectual, environmental, and occupational. Throughout these videos we will introduce the different areas of wellness and provide opportunities to practice these in your everyday lives through meaningful activities. An occupation is everything that you do during your everyday life that you find meaningful and enjoyable. The different areas of wellness will provide you with a chance to explore activities that you enjoy and that will provide structure throughout your day.

- Today we will be discussing OCCUPATIONAL WELLNESS. During this session, I will introduce occupational wellness and why it is important in our everyday lives. I will provide examples of occupational wellness and occupation based activities as well as discussion questions. You will have an opportunity to apply what we have discussed through questions you will talk about in partners, as well as activities led by the facilitator. After viewing this video, you are encouraged to use occupational wellness throughout your day. As you feel you have accomplished personal goals, you may choose a reward from the reward box after discussing with the facilitator what you have accomplished. Through this process you will become self-aware, motivated, and reflective of personal actions.

- LETS BEGIN TALKING ABOUT OCCUPATIONAL WELLNESS

- Occupational wellness involves getting personal satisfaction through work. This involves using values, beliefs, and interests to choose a career that fits your needs. In order to find happiness in your career, it must reflect your talents, gifts, and skills. You can find a career that includes all of those through interest checklists and job visits to various work sites. Individuals should explore a variety of career options, be open-minded to learning new skills and change, and meet with a vocational counselor to discuss options. When one has reached optimal occupational wellness, they will have a more positive attitude and increased satisfaction in their career.

- The following are examples of occupational wellness that can be done everyday.
  - Set daily goals and goals for future careers
  - Work in a setting that supports your growth
  - Complete your resume
  - Search job listings
  - Meet with a vocational counselor
  - Volunteer

- I will now provide discussion questions, in which you will answer in pairs. Following the discussion, the facilitator will stop the video and you will complete an occupational wellness based activity.
CHOOSE ONE OF THE FOLLOWING DISCUSSION QUESTIONS TO ANSWER:

- What are some ways you can include occupational wellness in your everyday life?
- What did you want to be when you grew up? Have these changed since you were a child?
- Reflect on any areas of occupational wellness that you are currently struggling with. What can be done to improve those areas of wellness?
- What is important to you when finding a job? How is this different from your partner?
- Have you volunteered? What were your thoughts on helping others.

YOU MAY NOW STOP THE TAPE AND COMPLETE AN ACTIVITY PROVIDED IN THE MANUAL
Guest Speaker – School Counselor

Objective: For individuals to meet with a school counselor to help them identify possible job opportunities as well as higher level educational exploration. To have school counselor provide resources for educational facilities, tutoring, mentorship, and career sites.

Resources needed: School counselor from local middle school or high school. Provide an affordable incentive for them to come and speak to the group.

Time Required: 20-30 minutes

Description of Occupational Activity: Invite a local school counselor to come and discuss higher level/secondary educational (college, vocational, university) exploration and participation with group. Ask them if he/she would be willing to provide handouts on resources for tutoring or mentorship programs. Also have them touch on job exploration and community resources for this area as well. The counselor may lecture, hold discussion, or just be there to answer questions. Leave it up to them. Encourage students to ask at least one questions relating to their current focus in either educational or job exploration and participation.

Occupational Therapy Application: Providing an opportunity for individuals to ask questions regarding job exploration and educational exploration allows them to clearly examine what is important to them and what motivates them to continue growth as a person. In order to fully find meaning in one’s life, we must be occupied by things that we find enjoyable. If we value education or work, we must strive to reach our full potential in these areas so that we can be happy, wholesome individuals.
Let’s Put Our Skills to Work

Objective: For individuals to become familiar with resume writing and effective interviewing skills for potential job participation.

Resources Needed: none

Time Required: 20-30 minutes

Description of Occupational Activity:
For first part of activity discuss with students effective resume writing tips and why resumes are important to a job.

Why are resumes important? To market and advertise yourself, your skills, and your unique contributions to the job. Also to get an interview. A resume is the first step in getting a job, so it must be professional and marketable for the best results.

Tips for a GREAT resume!
- Be neat and professional
- Be short and to the point
- Be creative
- Make sure your name stands out
- Include all past employment, education, interests, volunteer experience, and skills
- Stay positive in your writing
- Do not use pen or pencil, ONLY typewritten
- Keep it to 2 pages or less
- Include references (close family friends, co-workers, teachers, past managers)


Have the individuals make a list of all of their educational experience and work experience to date. Also have them list all of their interests, skills, and what they can contribute to the job. Have them develop a list of 3 references that they could potentially use on a resume. (10 minutes)

Job Interviewing
- Know about and be comfortable with talking about the job and the position you are applying for.
- Dress professionally (no jeans, revealing tops, excessive jewelry, overly colorful clothing)
- Be on time
- Treat everyone with respect
- Bring with a copy of your resume
- Ask questions
- Stay positive
- Stay on track with the conversation


After you have gone through interviewing techniques ask for 4 volunteers. The first group of 2 individuals will role play an interview that is positive and successful. The second group will role play an interview that is negative and unsuccessful.

**POSITIVE INTERVIEW:** One person should be the interviewer and one should be the potential employee. Have the interviewer ask questions about strengths, weaknesses, and what they can bring to the job. Have the potential employee ask questions about the job. The potential employee should be polite, positive, and appear interested in the job.

**NEGATIVE INTERVIEW:** One person should be the interviewer and one should be the potential employee. Have the interviewer ask questions about strengths, weaknesses, and what they can bring to the job. Have the potential employee appear uninterested, give negative responses, and not ask follow up questions.

Have group members identify the positives and negatives of each scenario.

**Occupational Therapy Application:** Developing effective strategies for resume writing and interviewing allows us to explore and participate in more job opportunities. It allows us to reflect on our skills and interests and then to sell those to others. With an effective strategy to finding a job, we will increase our self-confidence. We will also be motivated to stay in that job when we know others appreciate our hard work and positive attitude.
Education Materials for Teens:  
Job Ideas and Landing a Part-Time Job

Objective: To educate individuals on the various options and opportunities for work. The educational hand-outs provide information for the individuals to choose their areas of interest along with matching their skills with possible jobs. The goal of this activity is to promote occupational wellness by allow the individuals to choose and satisfactorily perform meaningful occupations and gain a sense of self-efficacy through contributing to society.

Resources Needed: ‘Job Ideas for Teens’ handout and ‘How to Land a Part-Time Job’ handout, chalkboard or dry erase board, pencils.

Time Required: Education and discussion will be approximately 30 minutes. Topic may be expanded by facilitator as needed.

Description of Occupational Activity: Facilitator may choose to give each individual the handouts prior to discussion to read as a group, or a brainstorming session may be implemented beforehand. Discussions may be done in a large group, small group, or pairs. Possible discussion questions may include:
1. Have each individual name their strengths and weaknesses.
2. Brainstorm additional job ideas not listed on the handout.
3. Have each individual discuss or make a list of their interests and talents.
4. Have each individual discuss or make a list of their ideal jobs.
5. Have each individual discuss their wants and needs relative to occupation.
6. Discuss which skills would be needed for various jobs and why.
7. Discuss what might be unprofessional behaviors and the possible consequences.

Occupational Therapy Application
Individuals will be exposed to various options and opportunities for work. Through this activity, occupation will be addressed through employment interests, seeking & acquisition, and preparation & adjustment. This activity allows individuals to self-determine what work is meaningful to them and how to engage in these activities in order gain a sense of self-efficacy through contributing to society.
Job Ideas for Teens….Find a Perfect Match!

**A cleaning service.** Maybe you hate doing your chores at home, but getting paid for doing them is completely different! You could offer complete housecleaning services, or specialize in one or more areas, such as attic/basement/garage cleanups.

**A yard maintenance service.** There is always something that needs to be done…mowing lawns and weed control in the spring and summer, raking leaves in the fall, and shoveling snow and planting for the spring in the winter.

**A car-detailing business.** With so many people working multiple jobs and having such busy lifestyles, very few people have the time to really take care of their cars. You could offer a weekly or monthly service of washing, waxing, vacuuming, etc.

**A pet sitting service.** Typically more of a summer business when people tend to go on vacation, but you might be able to have a year-round business by offering pet walking, bathing, cleaning, etc. services.

**A catering service.** Do you enjoy cooking and baking? In these busy times, if you can provide a service that offers well-cooked meals, you could do quite well.

**A painting service.** If you have some experience, or if there is a few of your friends that want to go in business with you, you might consider a painting business. People are always renovating and you could paint exteriors in the nicer months and interiors during the colder months.

**An errand, messenger, or delivery service.** This idea works best in larger cities where there are more people and public transportation, but these are busy times and people need help with all sorts of errands.

**An educational tutoring service.** If you have expertise in one or more areas (music, foreign language, math and science, or others) you could offer tutoring sessions to children, teens, and adults in your neighborhood.

**An online Web business.** If you are a master at creating Web pages, perhaps what you need to do is brainstorm a concept for an online business, where your potential customers can come from anywhere in the world, not just in your local neighborhood.

**A freelancing service.** If you are truly gifted in a certain field, such as writing, drawing, or photography, consider starting a freelancing business where you sell your wares to various businesses and media outlets.
How to Land a Part-Time Job!

STEP 1: Decide on the summer job you want or need. This includes the type of job, the location, the hours, the pay.

STEP 2: Complete a self-analysis. What are your strengths? What do have to offer an employee? What kind of other work have you done in the past (paid or volunteer)? What have you learned in school that might be useful in your desired summer job?

STEP 3: Develop a resume. (Resume/Interview skills covered in another occupational activity)

STEP 4: Use all of your available resources. Talk with your parents, counselor, older family members, your friends’ parents, teachers, and any other adults you know and ask them if they have any contacts at your ideal job. This is called networking.

STEP 5: Read the newspaper want ads, surf the web, and take action in finding your job!

STEP 6: Apply for the jobs that interest you. This is where you will use your resume.

STEP 7: Interviewing for the job. Make sure you know something about the company and practice with family or friends. (Additional tips are given in the resume/interview activity)

What do Employers Look for in Teens?
Employers want motivated teens that are going to arrive to work on time, have a positive attitude, work hard, work well with others, show leadership qualities, work their full shift, and do the best job they can. You need to show your employer that you are a good investment.

Other Advice:
Jobs are jobs. You are going to have to work, no matter how "cool" the job or company, so be prepared for some days to not be as great as others. The keys to remember are that you are earning money, you are gaining experience, and you are making good contacts and friends!


Goal Setting

Objective: For individuals to identify areas of their life that they would like to excel in. To identify achievable, realistic goals that apply to their lives.

Resources Needed: paper, pencils, pens

Time Required: 20-30 minutes

Description of Occupational Activity: Start out the session by asking each individual if they have any goals for that day. How about next week? Next month? Next year? If yes, ask them to briefly share what they are. Next, hand out a piece of paper and pencil to each individual. On the chalkboard, provide an example of a measurable, realistic goal:

“I will participate in 3 new leisure activities this week in order to make friends and occupy my time.”

Ask each individual to write at least three goals for themselves that can be reached this week. Encourage the goals to be related to a specific area of wellness or a daily occupation that they engage in. After they have done this, ask for volunteers to share at least 1 goal that they have written. Ask individuals why they feel it is important to set goals? How would our lives be different if we did not have goals? Make sure to point out that we have goals every day of our lives, even if we do not realize it. Challenge individuals to work hard to achieve their goals within the next week.

Occupational Therapy Application: Setting goals that we can work towards gives us motivation to participate in daily activities. It gives us drive and determination throughout our daily lives. Without passion and drive toward an activity we would not be working towards anything, decreasing our motivation and participation in meaningful activities. Having goals also gives us a sense of personal control over our actions as well as a sense of accomplishment when we have reached that goal.
Interest Checklist/Skills Inventory

Objective: The activities aim to help individuals through their career-decision process by further exploring their options and choices, understanding their values and interests, and assessing their skills and abilities. In result, the individuals will be able to recognize their talents and the resources available to reach occupational goals. The goal of the activities is to act as a starting point for career search.

Resources Needed: Pencils, Interest Checklist Worksheets, Skills Inventory Worksheets (photocopy worksheets for each participant)

Time Required: 30-45 minutes

Description of Occupational Activity:
STEP 1: Individuals will complete the Interest Checklist Worksheets (activity 4, worksheets 4,5,6) in order to help select fields of work that may be of particular interest to them. The group members will be asked to share their interests with a partner or as a group.
STEP 2: Individuals will complete the Skills Acquisition Worksheets (activity 5), beginning with the checklist (worksheet 7,8) and ending with listing the skills (worksheet 6). This activity will help to understand required skills needed for different areas of work.

Possible Discussion Questions:
1. In small groups, have participants compare and contrast the differences in skills required for different fields of work.
2. Discuss why a match of skills with job is important. (Understanding your own interests, skills and qualities are important when choosing the appropriate career and following your passion is how to achieve work satisfaction).
3. Discussion on labor market trends, what is driving the economy, and importance of research.
4. Have the group volunteer reasons for having an occupation other than a pay check. Encourage them to follow their passions.
5. After the interest checklists have been completed, instruct individuals to get together with other group members with similar interests. Each small group will discuss their field of work and why they think they ended up in that group. Each group will then research a few occupations within that field and present them to the class. Suggest Career Directions, library, Internet, talking to people, calling businesses, etc. as resources to use.
6. Arrange for guest speakers from a variety of fields or work.
Occupational Therapy Application
Individuals will be exposed to various options and opportunities for work. Through this activity, occupation will be addressed through exploring employment options, interests, values, and skills. This activity allows individuals to self-determine what work is meaningful to them and how to engage in these activities in order to gain a sense of self-efficacy through contributing to society.

Spiritual Wellness

- Wellness is a lifestyle that is a balance between the body, mind, and spirit. It can help to decrease health problems and if there is balance among all of the areas of wellness, it can lead to happiness in life. The seven areas of wellness include, physical, social, emotional, spiritual, intellectual, environmental, and occupational. Throughout these videos we will introduce the different areas of wellness and provide opportunities to practice these in your everyday lives through meaningful activities. An occupation is everything that you do during your everyday life that you find meaningful and enjoyable. The different areas of wellness will provide you with a chance to explore activities that you enjoy and that will provide structure throughout your day.

- Today we will be discussing SPIRITUAL WELLNESS. During this session, I will introduce spiritual wellness and why it is important in our everyday lives. I will provide examples of spiritual wellness and occupation based activities through video clips and discussion. You will have an opportunity to apply what we have discussed through questions you will talk about in partners, as well as activities led by the facilitator. After viewing this video, you are encouraged to use spiritual wellness throughout your day. As you feel you have accomplished personal goals, you may choose a reward from the reward box after discussing with the facilitator what you have accomplished. Through this process you will become self-aware, motivated, and reflective of personal actions.

- LETS BEGIN TALKING ABOUT SPIRITUAL WELLNESS

- Spiritual wellness involves searching for meaning and purpose in life. A person with complete spiritual wellness will have values and beliefs that help to guide actions and behaviors of everyday life. Spiritual wellness provides direction in life through a variety of outlets, including, music, art, meditation, and helping others. Another part of spirituality is the ability to feel a sense of individuality as well as being connected to others. In order to achieve spiritual wellness, individuals must spend time alone to meditate, be fully present in all that they do, explore opportunities that present challenge, live by their morals, beliefs, and values, and respect others’ beliefs and values.
- If an individual has a lack of spirituality in their life, they may feel a lack of power in their life. They may blame others, feel overwhelmed, or as if nothing in life matters. Low energy level is another sign of a lack of spiritual wellness.

- The following are examples of spiritual wellness that can be done everyday.
  - Meditation
  - Prayer
  - Spending time in nature
  - Volunteering to help others in need
  - Journal writing
  - Gardening
  - Painting
  - Listening to music
  - Yoga

- I will now provide discussion questions, in which you will answer in pairs. Following the discussion, the facilitator will stop the video and you will complete a spiritual based activity.

- CHOOSE ONE OF THE FOLLOWING DISCUSSION QUESTIONS TO ANSWER:
  - What are some ways you can include spiritual wellness in your everyday life?
  - Think back on the last month. How have your values and beliefs affected your actions? Was it positive? Negative?
  - Reflect on any areas of spiritual wellness that you are currently struggling with. What can be done to improve those areas of wellness?
  - Describe the last time you have taken time to help others. How did it impact your values and beliefs? Did you choose to do that as a personal motivator or did something else motivate you?
  - List 3 places that you could go during the day to meditate and reflect on yourself and actions. Discuss why you chose those 3 places.

YOU MAY NOW STOP THE TAPE AND COMPLETE AN ACTIVITY PROVIDED IN THE MANUAL
Storefront

Objective: For individuals to recognize what is valuable and unique about them and to be able to share these attributes with others

Resources needed: Large sheets of construction paper, colored markers, colored pencils, crayons

Time needed: 20-30 minutes

Description of Occupational Activity: Instruct the group that they are going to make a “movie set” and that the scene will be a city street. A variety of storefronts need to be present in the scene. Each person should create a unique storefront with items, posters, signs, colors, that represent who they are (i.e. a storefront of hobbies, bikes for someone who is good at biking, etc.). When the group is done constructing storefronts, have the group decide on a name for their community. Hang up the pictures with the name of the community in the middle. Have group members briefly explained their storefront.

Discussion Questions:
What did you learn about yourself through this activity?
What did you learn about others?
Do you usually display all of your positive attributes or do you hide them?
Why is it important to recognize your own positive qualities?

Occupational Therapy Application: Recognizing our values and what we are good at gives us a quality of being uniquely human. We are able to identify what we find meaningful and valuable in our lives and apply that to chosen activities. Values are influenced by our culture; therefore we become aware of how our own culture and upbringing affects what we find meaningful now. Having those values allows us to engage in meaningful activities and to be unique in our own self. Sharing our attributes and values with others is a positive way to increase our self-esteem and self-efficacy.

Find Your Spirit: Enchanted Butterflies

Objective: To remind individuals that the process of transformation and change can be a positive experience. Butterflies can symbolize what makes each person unique and provide a sense of hope for the future. The individuals will be able to share their personal creativity and uniqueness through the art activity and express their own ‘butterfly message.’

Resources Needed: Large tables for workspace, waxed paper, crayon shavings, scissors, an iron, hole punch, sequence/glitter, construction paper, markers, string or yarn, tape, ‘Butterfly Symbolism’ educational worksheets, optional choice of peaceful music to be played while making project

Time Required: This activity can be completed between 30-45 minutes.

Description of Occupational Activity:
Step 1: Read and discuss ‘Butterfly Symbolism’ as a group and have each individual complete the questions at the bottom of the worksheet.
Step 2: Individuals will move to tables where art supplies will be set out.
Step 3: Fold a piece of waxed paper in half.
Step 4: Draw half a butterfly with the body at the fold.
Step 5: Flip the paper over and draw the other half of the butterfly (using the original as your template).
Step 6: Open the wax paper and put it on a flat surface.
Step 7: Choose which colors you want in your butterfly that reflects mood and/or personality. Put crayon shavings on the waxed paper, inside the butterfly.
Step 8: Cover the waxed paper with another piece of waxed paper. Iron the two layer of waxed paper together on low heat (protect iron by putting a paper towel on top of the waxed paper while ironing).
Step 9: Decorate the butterfly to make it uniquely yours. Decorations may include markers, glitter, sequence, or cutting out a border with colored construction paper.
Step 10: Attach your unique ‘Butterfly Message’ some place on the butterfly.
Step 11: Cut out butterfly. Punch a hole near the top. Put a string in the hole for hanging it. The butterflies may be hung in the window to make a beautiful stained glass butterfly garden!

Occupational Therapy Application
Spirituality, a core-concept of the Canadian Model of Occupational Performance, is addressed in this activity through developing an essence of self, learning to appreciate the quality of being unique, accepting who you are, and self-determining one’s attitude through life changes.
Find Your Spirit: Butterfly Symbolism

The Butterfly is a symbol of change, joy, love and transformation.

- The "dance of the butterfly" appears as dancing, and a reminder not to take things so seriously. They have a sense of lightness and joy. They are reminders to get up and move, for if you can move you can dance, and dance brings joy.

- Butterfly brings color and lightness to your life. Color is an important part of our daily life and can affect how we respond to various situations.

- If you are going through changes or transitions in your life right now, remembering the butterfly can help make these changes beneficial, joyful, and rewarding. All change is good - even if it may not seem so at the time. Change is what life is made of and is necessary to growth, and accomplishment.

- The butterfly is a powerful symbol for transformation. It leaves the safety of the cocoon in its new form. This is an excellent image for anyone contemplating, or in the midst of a major change. A butterfly is a strong symbol of metamorphosis, with distinct stages. The butterfly is a reminder to make changes when the opportunity arises. Change and transformation are inevitable for us all, but it does not have to be traumatic.


1. What are some changes that you are going through right now in your life?

____________________________________________________________________

2. Name one positive thing about change.

________________________________________________________________________

3. All butterflies are unique in there colors, shapes, flying. What makes you unique?

_________________________________________________________________

4. Try to think of your own personal ‘butterfly message.’ It may describe the changes that you are going through, hope for the future, something that is meaningful or
purposeful to you, or a personal motivational message. Write this on the back of this sheet.

Meditation

Objective: To take time out of busy, stressful life to quiet the mind and find peace within. To focus on the present, their environment, and organize thoughts in order to become grounded in our daily routine.

Resources Needed: soft mats if appropriate

Time Required: 20 minutes

Description of Occupational Activity: Have individuals find a spot on the floor and lie down. You may choose between three different meditation exercises, as discussed below. Repeat directions exactly as they appear.

Meditation 1:
- Sit or lie in a comfortable position
- Close your eyes and breathe deeply. Let your breathing be slow and relaxed.
- Focus all your attention on your breathing. Notice the movement of your chest and abdomen in and out.
- Block out all other thoughts, feelings, and sensations. If you feel your attention wandering, bring it back to your breathing.
- As you inhale, say the word “peace” to yourself, and as you exhale, say the word “calm”. Draw out the pronunciation of the word so that it lasts for the entire breath. Repeating these words as you breathe will help you to concentrate
- Continue this exercise until you feel very relaxed

Meditation 2:
- Sit in a comfortable position, your arms resting at your sides
- Close your eyes and breathe deeply. Let your breathing be slow and relaxed.
- See your body as a strong oak tree. Your body is solid like the wide, brown trunk of the tree. Imagine sturdy roots growing from your legs and going down deeply into the earth, anchoring your body. You feel solid and strong, able to handle any stress.
- When upsetting thoughts or situations occur, visualize your body remaining grounded like the oak tree. Feel the strength and stability in your arms and legs.
- You feel confident and relaxed, able to handle any situation.

Meditation 3:
- Sit in a comfortable position, your arms resting comfortable at your sides. Close your eyes and breathe deeply. Let your breathing be slow and relaxed.
- Imagine a thick wide cord attaching itself to the base of your spine. This is your grounding cord. It can be a thick piece of rope, a tree trunk, or any other material that feels strong and stable. Make sure your cord is wide and sturdy enough. Then imagine a thick metal hook attaching itself to the end of your cord.
• Now visualize your grounding cord dropping down two hundred feet below the earth and hooking on to the solid bedrock below the earth.
• Continue to breathe deeply and notice the sense of peace and stability that your grounding cord can bring you.
• Replace the cord with a new one each day or whenever you feel your emotions getting out of control.

When you have finished with meditation, encourage individuals to complete meditation daily. Tell them that they do not need instructions, but just to find a quiet place where they can calm their mind. When they feel they have eased their mind they may reward themselves with a motivator from the token economy box.

**Occupational Therapy Application:** Taking time to meditate and clear our minds allows us to focus on the present and routines or activities that we engage in. Meditation provides us a way to cope with anger, to manage stress, and to help us become peaceful within ourselves. Being grounded in our emotions helps motivate us to move forward with calm, happy feelings. This helps us to gain a sense of personal control, which will in turn help us connect to others within our environment.
Dear Diary…

**Objective:** For individual to create a journal where they can comfortably and safely communicate fears, problems, and insecurities. For the journal to act as an outlet for stress, anger, and life issues. To develop a sense of inner peace and calmness.

**Resources Needed:** Small notebooks with hard covers, construction paper, markers, crayons

**Time Required:** 25-30 minutes

**Description of Activity:** Provide each individual with a small notebook, construction paper, and markers. Tell the individuals that this will be their own personal journal and they should decorate the front cover with calming colors or something that is unique to them. Covers of the journal can then be laminated. Allow about 5-10 minutes for this. After they have decorated their covers, have them answer the following 3 questions in their journals:

(These can be written on the chalkboard, if available)

1. Introduction to themselves (Who are they, Why they are here, and what is the hardest part of being here?)
2. Reflect on past experiences, good times and bad.
3. Think of someone who you need to forgive. Write a short letter in your journal forgiving them for what they have done or failed to do.

Provide about 15-20 minutes for this part of the activity. Assure individuals that if they do not finish they may do so on their own time or stay after the session ends. Encourage them to write in their journal everyday about anything that related to their emotional wellness. This may be something good they did, how they feel, negative experiences.

**Occupational Therapy Application:** Having an outlet for our feelings is a good way to increase spiritual and emotional wellness. By doing this we are able to immediately get those thoughts out of our head and onto paper. We can then focus our energy on more meaningful, valuable aspects of our lives. When we feel a sense of peace
Positive Affirmations

Objective: For individuals to develop positive statements about themselves that they can use as a tool to increase essence of self. To state positive statements about self in order to feel uniquely human, motivated, and develop a positive self-perception.

Resources Needed: notecards, pens/markers

Time Required: 20-30 minutes

Description of Occupational Activity: Provide discussion on positive affirmations; “positive affirmations are positive statements that are developed to promote positive change in one’s life. In order for positive affirmations to be affective, one must BELIEVE that they are able to change and must BELIEVE that they want to change. Positive affirmations also allow us to calm ourselves through messages that make us feel good.” There are two different positive affirmations that can be applied to our lives; Positive Mind/Body Affirmations and Self-Esteem Affirmations. Have individuals develop at least 2 of each of the positive affirmations that they can use throughout their daily life. Some examples include;

Mind/Body: “My mood is calm and relaxed”, “I feel peaceful and calm”, My body is healthy and strong”, I do regular exercise in a relaxed and enjoyable manner”

Self-esteem: “I am filled with energy, vitality, and self-confidence”, I deserve health, vitality, and peace of mind”, I am a wonderful and worthy person”.

Have individuals write these on a note card that can later be laminated. Encourage them to use these positive affirmations throughout their day (3x/day or whenever they are feeling stressed). Tell them that the more they use these positive affirmations the better they will feel about themselves. BELIEVING what we tell ourselves helps us to carry out actions throughout our lives.

Occupational Therapy Application: Thinking good thoughts about ourselves gives us a chance to change behaviors that affect our everyday life. If we feel we are worthy, we will be more apt to engage in occupation and to feel connected to others. Positive affirmations influence how we express ourselves to others and how motivated we are to engage in daily routines and activities.
-Intellectual Wellness-
Intellectual Wellness

- Wellness is a lifestyle that is a balance between the body, mind, and spirit. It can help to decrease health problems and if there is balance among all of the areas of wellness, it can lead to happiness in life. The seven areas of wellness include, physical, social, emotional, spiritual, intellectual, environmental, and occupational. Throughout these videos we will introduce the different areas of wellness and provide opportunities to practice these in your everyday lives through meaningful activities. An occupation is everything that you do during your everyday life that you find meaningful and enjoyable. The different areas of wellness will provide you with a chance to explore activities that you enjoy and that will provide structure throughout your day.

- Today we will be discussing INTELLECTUAL WELLNESS. During this session, I will introduce intellectual wellness and why it is important in our everyday lives. I will provide examples of intellectual wellness and occupation based activities as well as discussion questions. You will have an opportunity to apply what we have discussed through questions you will talk about in partners, as well as activities led by the facilitator. After viewing this video, you are encouraged to use intellectual wellness throughout your day. As you feel you have accomplished personal goals, you may choose a reward from the reward box after discussing with the facilitator what you have accomplished. Through this process you will become self-aware, motivated, and reflective of personal actions.

- LETS BEGIN TALKING ABOUT INTELLECTUAL WELLNESS

- Intellectual wellness involves stimulating the mind through various ways, such as creativity, problem-solving, learning, cultural activities, and decision-making. An individual with intellectual wellness must be able to make decisions, be open to new skills, and having motivation to engage in activities that challenge thinking and the mind. Individuals with complete intellectual wellness continue to learn and keep an active, healthy mind. This allows them to connect to others on an intellectual basis and engage in daily occupations that they may find challenging.

- The following are examples of intellectual wellness that can be done everyday.
  - Going to educational classes
  - Learning a new language
  - Reading a book
  - Reading the newspaper
  - Going to a museum, theater, or art galleries
  - Study groups with peers
  - Working on the computer
  - Putting together a puzzle

- I will now provide discussion questions, in which you will answer in pairs. Following the discussion, the facilitator will stop the video and you will complete an intellectual based activity.
- CHOOSE ONE OF THE FOLLOWING DISCUSSION QUESTIONS TO ANSWER:
  - What are some ways you can include intellectual wellness in your everyday life?
  - Think of the last book you have read. In what ways did it affect your intellectual wellness?
  - Reflect on any areas of intellectual wellness that you are currently struggling with. What can be done to improve those areas of wellness?
  - Do you feel up to date on current events? Choose a topic with your partner and in 5 minutes, discuss everything you currently know about that topic. (relate topics to current events – ask teacher if needed)
  - Think of 3 topics you want to know more about. In what ways can you increase your knowledge of these topics?

YOU MAY NOW STOP THE TAPE AND COMPLETE AN ACTIVITY PROVIDED IN THE MANUAL
Let’s Learn

Objectives: For individuals to learn skills that they can apply to everyday life. To learn skills that are related to interests.

Resources Needed: guest speaker on topic of interest, supplies recommended by guest speaker

Time Required: 30 minutes

Description of Occupational Activity: Have individuals identify areas of interest to them. This may need to be done prior to this activity so there is adequate time to contact a guest speaker. Invite in a guest speaker to teach the individuals a new skill that may be of interest to them. For example, invite an art teacher in to teach new art techniques and allow the individuals to create art as a means of self-expression.

Occupational Therapy Application: Learning new skills challenges our brain to think of concepts above and beyond what we normally would think about. Learning new skills also helps us to develop a sense of empowerment when we accomplish the ability to learn. New skills also open up the door to new leisure and occupational activities that we can find meaningful within our daily routine.
Newspaper Scavenger Hunt

Objective: To read a newspaper in order to expand knowledge on current events, read for comprehension, read for a personal response, and summarize information that has been read to familiarize individuals with the newspaper.

Resources Needed: Current newspapers, local or national (enough to share amongst group members), ‘Newspaper Scavenger Hunt’ & ‘Scavenger Hunt Competition’ worksheets (photocopied for each individual), pencils.
*Optional: Facilitator may wish to bring donuts and coffee/juice in order to make the activity more normalized.

Time Required: 30-45 minutes

Description of Occupational Activity
Begin by having a discussion on the importance of keeping up with current events. You may want to ask how many of the participants routinely listen to the news or read the paper. The newspapers will then be disbursed throughout the group. The ‘Newspaper Scavenger Hunt’ worksheets will be given to the individuals with instruction to be completed as individuals, pairs, or in a small group. After completion of the scavenger hunt, the individuals will be separated into small groups or pairs and complete the ‘Scavenger Hunt Competition’ worksheet. A prize for the winners may be given by the facilitator if appropriate.

Occupational Therapy Application:
The individuals will expand their knowledge on local, national, and worldly issues through educating themselves. The individuals will be asked to seek out topics/information that is meaningful, interesting, and applicable to their lives. The facilitator should encourage application to everyday life by having participants continue to read the paper, listen to the news, and keep up with current events outside the group setting.
Newspaper Scavenger Hunt

1. Find an advertisement for a vehicle you would like to own. What is the vehicle? What is the year of the vehicle? What is the price? What dealership and where is that dealership located?

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2. What is the Front Page leading story? What is the headline? Summarize the story.

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3. Find a job in the classified section, one that would interest you. What is the job? What company? What are the requirements? What is the salary?

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4. INTEREST ARTICLE. Find an article you found interesting. Summarize the article; record the title and who wrote the article.

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5. What is your favorite section of the newspaper and explain why?

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6. Find your horoscope in the newspaper. Summarize what it says.

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