

This workbook explains the roles of various members on the treatment team and how these professionals can help you throughout treatment.

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TEAM SOLUTIONS™

You and Your Treatment Team

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INSTRUCTOR'S GUIDE

This instructor's guide and the corresponding workbook have been prepared in consultation with a number of leading authorities in the field of treatment of schizophrenia. They are designed and intended to be used with patients being treated for symptoms of schizophrenia as educational materials to supplement information provided by the patient's physician. This instructor's guide does not substitute for appropriate medical treatment and counseling. The material may be useful in answering questions about schizophrenia or medications. It may not answer all questions. Remember to remind patients that if they should have questions about their medications or particular treatment, or if they think they are having any possible unwanted effects, they should consult with their physician.

Instructor's Notes

Goals for This Workbook

After completing this workbook, individuals will be familiar with:

1. What a treatment team is
2. The purpose of a treatment team
3. The roles of members of their treatment team
4. How to work with their treatment team

Note to Instructor

Duplicate the Knowledge Assessment (pre- and post-test) and have your clients complete it before starting this workbook. This will help you identify the subject areas in which your clients may need more help. When you've completed the workbook, have your clients complete the same Knowledge Assessment once again, so that you can measure how much they've learned and can identify subject areas that may require review. You will find the Knowledge Assessment at the end of these Instructor's Notes.

Page 2—What Is a Treatment Team?

Objectives for This Section:

After reading this section, individuals will be able to:

1. Define “treatment team”
2. Explain the purpose of a treatment team

Suggested Approach:

Before reading this page, facilitate discussion about:

- What a treatment team is
- The purpose of a treatment team

Page 3—You and Your Treatment Team Work Toward Goals

Objectives for This Section:

After completing this section, individuals will be able to identify:

1. What determines the goals that are selected
2. The goals they’re working on with their treatment team

Page 4—Goals You May Want to Work On

Suggested Approach:

After reading the first paragraph, encourage individuals to:

- Check off the goals they’re working on with their treatment team
- Discuss how to find out what goals have been selected
- Discuss the purpose of a treatment plan
- Identify their goals for being involved in treatment

Potential Problem:

An individual has no idea what goals have been selected.

Suggested Response:

1. Suggest they talk with a member of their treatment team about the goals that have been selected
2. Tell them the goals that are listed on their treatment plan
3. Ask them which of the goals on the list fit their situation
4. Suggest they pick the goals they’d like to work on and discuss them with a member of their treatment team

Page 5—How Many People Are on Your Treatment Team?

Objectives for This Section:

After reading this section, individuals will be able to:

1. Express an understanding of why treatment team size and composition vary
2. Express an understanding that the roles of members of their treatment team will vary based on the size and composition of the team

Suggested Approach:

After reading this page, facilitate discussion about:

- Specific factors that can influence the size and composition of a treatment team (factors such as where they live, the services they may need, etc.)
- What happens when there are only one or two people on a treatment team (they may assume many different roles)

Pages 6-11—Who Are the Members of Your Treatment Team?

Objectives for This Section:

After completing this section, individuals will be able to identify:

1. Each member of their treatment team
2. The general role of each member of their treatment team

Suggested Approach:

Before beginning the section, discuss the positive experiences people have had when working with a treatment team. Also, discuss the qualities of a good treatment team member.

After completing the section about each discipline, facilitate discussion about:

- Which items on the list describe their recent contacts with that member of their treatment team
- Other roles the treatment team member fulfills

Potential Problem:

An individual doesn't know the name or function of some members of their treatment team.

Suggested Response:

1. Tell them the information they don't know
2. Suggest they gather the information as a homework assignment
3. Recommend they show the workbook to each member of their treatment team and talk with members about their roles
4. Move on

Page 12**Suggested Approach:**

Before reading the bottom part of this page, facilitate discussion about:

- The disadvantages of having family and friends on a treatment team
- The advantages of having family and friends on a treatment team

Potential Problem:

An individual focuses exclusively or angrily on the disadvantages of having family or friends on their treatment team.

Suggested Response:

1. Encourage the individual to discuss a specific situation that they're unhappy about
2. Acknowledge their feelings and provide support
3. Encourage them to identify a different family member or friend that they would like to include on their treatment team
4. If no productive response, express belief in their ability to someday reach out to the family or friend who could help and support them
5. Consider possible options for helping the person "mend" the relationship in the future, if appropriate and feasible
6. Move on

Page 13**Suggested Approach:**

Before reading this page, facilitate discussion about:

- What their role is on the treatment team
- The difference between working **with** people and working **for** people
- The advantages of working **with** other people
- Ways they can work **with** their treatment team

Potential Problem:

An individual can't distinguish between working **with** people and having people working **for** them.

Suggested Response:

1. Give them a concrete example:
 - If I decide the yard needs raking and tell you to do it—you are working for me
 - If we agree the yard needs raking and do it together—you're working with me
2. Help them identify the advantages of working **with** people to get things done
3. Move on

Pages 14-15—Meeting With Members of Your Treatment Team**Objectives for This Section:**

After reading this section, individuals will be able to:

1. Express an understanding of factors that determine the frequency and intensity of treatment
2. Verbalize the value of attending treatment team meetings if their team meets as a group

Suggested Approach:

Before reading this section, facilitate discussion about:

- What factors determine the frequency and intensity of treatment
- The amount of contact they currently have with members of their treatment team
- How satisfied or dissatisfied they are with that amount of contact

Potential Problem:

An individual complains that they aren't included in treatment team meetings or don't have enough contact with one or more members of their treatment team.

Suggested Response:

1. Explore the details of a specific situation they're unhappy about
2. Determine if they have spoken to the treatment team members about their dissatisfaction
3. Assess the potential for successful resolution of the issue
4. Help them make a plan for solving the problem, if possible
5. Move on

Pages 16-17—Preparing for Appointments With Members of Your Treatment Team**Objectives for This Section:**

After reading this section, individuals will be able to identify ways to:

1. Prepare for appointments
2. Get the most out of meetings with the treatment team

Suggested Approach:

Before reading this section, facilitate discussion about:

- The advantages of preparing for appointments
- How to prepare for appointments

Page 18—Working Together**Suggested Approach:**

Before reading this page, facilitate discussion about:

- How to get the most out of meetings with a treatment team
- How to work together with other members of the treatment team

Pages 19-21 – What Would You Like to Discuss?

Objective for This Section:

After completing this section, individuals will be able to:

1. Identify topics and issues they might want to discuss with members of their treatment team

Suggested Approach:

Before reading this section, facilitate discussion about what individuals plan to discuss with members of their treatment team in the near future.

After completing each section, encourage individuals to discuss the items they checked and added to the list.

Potential Problem:

An individual complains that their treatment team won't help them with anything.

Suggested Response:

1. Explore the details of a specific situation they're unhappy about
2. Acknowledge their feelings and express support
3. Assess the potential for successful resolution of that specific issue
4. Help them make a plan for solving the problem, if possible. If resolution seems unlikely, help them accept the limitations of what a treatment team can or will do
5. Move on

Pages 22-23 – Knowing Whom to Call for Specific Questions and Problems, Choosing the Right Time and Place

Objectives for This Section:

After completing this section, individuals will be able to:

1. Correctly identify which team member to talk to about some specific concerns
2. Give an example of choosing the right time and place to express concerns
3. Identify examples of choosing a good approach
4. Express an understanding of the importance of choosing the right person, time, place, and approach

Pages 24-29—Choosing a Good Approach

Suggested Approach:

After reading each section, encourage individuals to:

- Identify examples of bad approaches to several of the issues
- Discuss some of the disadvantages of choosing a bad approach
- Identify other good approaches to some of the issues
- Suggest other examples of concerns that would fit within the topic
- Role-play some examples

Potential Problem:

An individual appears angry, abrupt, or demanding when making requests—they haven't learned to communicate their needs in a courteous, assertive way.

Suggested Response:

1. Help them explore their thoughts and feelings
2. Provide support and acknowledge feelings
3. Encourage them to express their thoughts and feelings in a courteous, assertive way
4. Provide positive feedback, even for small changes in behavior in the right direction
5. Express confidence in their ability to practice stating how they feel or what they think in an assertive way
6. Move on

Page 30—Working With Your Treatment Team

Suggested Approach:

Before reading this page, facilitate discussion about:

- The advantages of working with their teams
- The problems that can occur when they don't work with their teams
- The difference between working with their teams and doing what they are told to do without questioning anything

Options for Getting Closure at the End of the Workbook:

- Help the person summarize the main points of the workbook
- Ask the person what parts of the workbook were most helpful
- Ask the person to identify two things they learned from the workbook
- Turn to the Contents page and help them identify one main point for each topic

It's time to complete the Knowledge Assessment. Please note that the Knowledge Assessment that follows is an original document that will need to be duplicated for your use.

Knowledge Assessment

For each question or statement, circle the best answer:

1. **The term “Treatment Team” refers to:** (pg. 2)
 - a. You and all the people who work with you to help you recover
 - b. Your doctor and nurse
 - c. The people you play basketball with
 - d. The members of your consumer support group

2. **Your treatment team is not likely to help you:** (pg. 2)
 - a. Solve problems
 - b. Reach goals
 - c. Work toward recovery
 - d. Make other people do exactly what you want them to do

3. **Your treatment team is made up of:** (pg. 3)
 - a. Individuals who all have the same kinds of education, experience, and training
 - b. People who are trained in different professional areas
 - c. A group of people who are all trained as psychologists
 - d. A group of people who have no special education, experience, or training

4. **The goals that you and your treatment team work on will NOT depend on:** (pg. 3)
 - a. How far along you are in the recovery process
 - b. How much your treatment team likes you
 - c. The types of services you need and are receiving
 - d. The treatment setting you're in

5. **One goal that treatment teams usually do NOT work on is:** (pg. 4)
- a. Helping you avoid a relapse and having to go to the hospital
 - b. Getting symptoms under control
 - c. Finding a better place to live
 - d. Starting your own business
6. **All treatment teams are made up of exactly the same number and type of professional staff.** (pg. 5)
- a. True
 - b. False
7. **Who's on your treatment team will NOT depend on:** (pg. 5)
- a. Where you live and the health care system in your area
 - b. The goals you and your team have agreed on
 - c. The treatment setting you're in and the services you need
 - d. How important or deserving you are
8. **Everyone on your team does exactly the same things so it doesn't matter who you talk to about specific problems, questions, needs, or goals.** (pg. 5)
- a. True
 - b. False
9. **A doctor or psychiatrist will probably not:** (pg. 6)
- a. Give you tests to evaluate your educational needs and goals
 - b. Work with you to find the medicines that work best for you
 - c. Talk with you about what treatment may help you
 - d. Talk with you about your diagnosis, symptoms, and medicines

10. A nurse will not: (pg. 7)

- a. Give you injections if you need them
- b. Talk with you about your medicines and symptoms
- c. Answer questions about side effects and other health problems
- d. Help you develop job skills

11. A therapist may be trained as a counselor, social worker, or psychologist. (pg. 7)

- a. True
- b. False

12. A therapist will not: (pg. 7)

- a. Listen and help you explore concerns, hopes, feelings, goals, and problems
- b. Help you choose and work toward goals
- c. Talk with you about your diagnosis, symptoms, how to recover, and how to avoid relapse
- d. Improve your coordination

13. A pharmacist will not: (pg. 8)

- a. Tell you if a nonprescription medicine will cause problems for you
- b. Teach you job skills
- c. Make sure the medicines prescribed by different doctors won't cause a bad reaction with each other
- d. Tell you what side effects may occur and how to handle them

- 14. A case manager will probably not:** (pg. 8)
- Help coordinate your overall treatment
 - Connect you with services you need and help you meet your basic needs
 - Represent you and speak for you in all situations
 - Support you during an emergency
- 15. A recreation, activity, or occupational therapist will not:** (pg. 9)
- Help you create a balanced lifestyle for yourself
 - Work with you to develop interests, hobbies, and leisure activities
 - Work with you to find the medicines that work best for you
 - Teach you stress management and relaxation skills
- 16. A residential staff member will not:** (pg. 9)
- Make decisions about what kinds of medicine you need
 - Teach you independent living skills
 - Help you learn to manage your money well
 - Help you learn to be a contributing member of a household
- 17. A rehabilitation staff member will not:** (pg. 10)
- Help you develop insight into your psychological dynamics and childhood experience
 - Help you identify your skills and strengths
 - Assist you in choosing goals and work with you to achieve them
 - Teach you the skills you need to be successful in the things you do

- 18. An education specialist will probably not:** (pg. 10)
- a. Evaluate your academic abilities and needs
 - b. Help you select a course of study, program, college, or university
 - c. Help you obtain financial aid and enroll in classes
 - d. Teach you how to cook, do laundry, or manage your money
- 19. A job coach or vocational rehabilitation staff member will not:** (pg. 11)
- a. Work with you to identify the kinds of work that match your interests, skills, and abilities
 - b. Evaluate and help you improve your work skills and abilities
 - c. Teach you how to apply for jobs and do well in job interviews
 - d. Monitor your medication and symptoms and adjust your medication as needed
- 20. Even if your family and friends are important to you, they have no role on your treatment team.** (pg. 12)
- a. True b. False
- 21. You are the least important member of your treatment team.** (pg. 13)
- a. True b. False

- 22. You would NOT help your treatment team by:** (pg. 13)
- a. Discussing your needs, ideas, problems, concerns, and goals
 - b. Providing complete and accurate information about yourself
 - c. Being obedient and going along with everything whether you agree with it or not
 - d. Doing your part to work toward and maintain recovery
- 23. The type and amount of services you need will probably change over time.** (pg. 14)
- a. True b. False
- 24. All treatment teams hold “treatment team meetings” that you and your family should never be able to attend.** (pg. 15)
- a. True b. False
- 25. One thing that will NOT help you prepare for an appointment with one or more members of your treatment team is:** (pgs. 16-17)
- a. Making a list of things you want to talk about and taking it to the appointment
 - b. Staying up late the night before, worrying about what to do or say
 - c. Arriving early to relax and read over your list of things you want to talk about
 - d. Carrying paper and pencil for taking notes about important suggestions, instructions, and agreements

26. **Everyone works well together naturally without any real effort, planning, or give and take.** (pg. 18)
- a. True b. False
27. **Asking the right person for help is one of the keys to success.** (pg. 22)
- a. True b. False
28. **Once you choose what to discuss and who to talk to, it's just as important to decide when and where you start the discussion.** (pg. 23)
- a. True b. False
29. **It really doesn't matter how you express yourself as long as you get your point across and get what you want.** (pg. 24)
- a. True b. False
30. **You and your treatment team can accomplish a lot if you:** (pg. 30)
- a. Demand their help
- b. Avoid telling them things they don't want to hear
- c. Work with them and do your part to achieve recovery
- d. Try to solve all your problems on your own and never accept any help

Answer Key

1. a	11. a	21. b
2. d	12. d	22. c
3. b	13. b	23. a
4. b	14. c	24. b
5. d	15. c	25. b
6. b	16. a	26. b
7. d	17. a	27. a
8. b	18. d	28. a
9. a	19. d	29. b
10. d	20. b	30. c

