

Action Words

The following list of action words may help when composing your notes.

- | | | |
|--------------|----------------|--------------|
| accompanied | encouraged | negotiated |
| acknowledged | enlisted | modeled |
| addressed | evaluated | observed |
| advocated | examined | outlined |
| aided | expedited | participated |
| analyzed | explained | practiced |
| answered | explored | presented |
| arranged | expressed | promoted |
| assessed | facilitated | proposed |
| assisted | familiarized | prompted |
| assured | focused | provided |
| brainstormed | furnished | recruited |
| clarified | guided | referred |
| coached | helped | reinforced |
| collaborated | incorporated | reported |
| communicated | individualized | represented |
| consulted | informed | resolved |
| contacted | instilled | responded |
| contributed | instructed | solicited |
| cooperated | interacted | specified |
| coordinated | intervened | spoke |
| corresponded | interviewed | suggested |
| counseled | involved | summarized |
| defined | joined | supported |
| demonstrated | linked | trained |
| discussed | listened | translated |
| drafted | motivated | wrote |

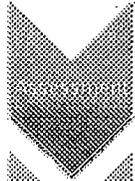
Rehabilitative

Case Management/Linkage

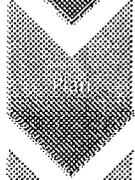
Collateral

Crisis Intervention

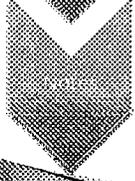
How to Ensure Quality



- Clearly identify medical necessity
- Write concise interpretive summary



- Review plan for medical necessity
- Focus on 2-3 goals
- Use daily meetings effectively



- Review plan BEFORE service
- Review plan and notes every 30-40 days

Assessment

Plan

Notes

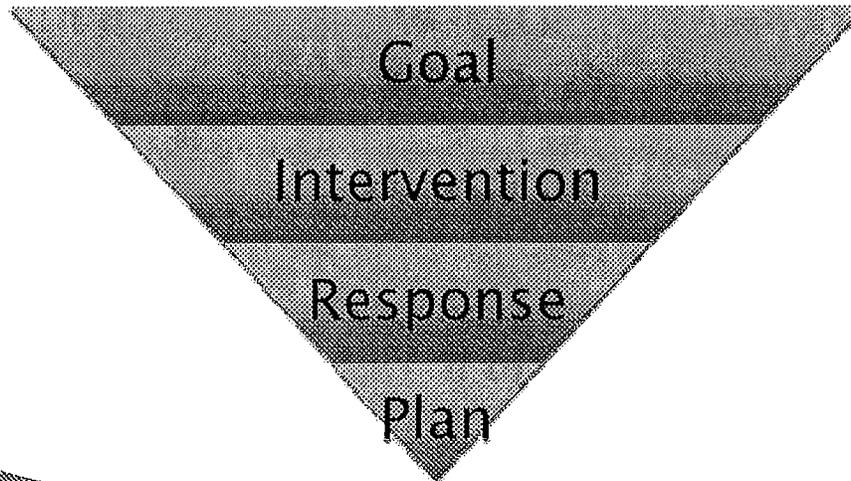
G: Katie will describe 3 coping techniques she will use for her depression.

- I We brainstormed possible coping techniques to use in situations that are stressful for Katie such as mindful breathing, finding a quiet place to retreat, or taking a short walk. Katie wasn't sure how breathing would help and I reviewed the technique with her, specifically: (1) close your eyes and find a focal point in your mind, (2) quiet your thoughts and (3) take slow deep and cleansing breaths for 10 counts before slowly opening your eyes. We practiced together and discussed possible situations in which she could use the technique such as at the beginning of the day or at the beginning of class.
- R Katie was open to trying a new technique and was very engaged with the practice of mindful breathing. She liked that she could "use this before class starts" and wants to continue using it.
- P Katie will practice mindful breathing in the morning and before class starts over the next 2 weeks. The Team will follow up with Katie to determine if it is an effective coping technique for her and explore additional situations in which it may be helpful.

G: Katie will connect with peer(s) who can offer support for her depression and anxiety.

- I Today's "One Community" group meeting focused on how to create a network of people willing to share their time and talent to create a supportive community. Katie listened attentively to each member's expression of what they could contribute. Afterwards, she said "I'd like to find a walking partner." Others in the meeting responded positively to her suggestion and they decided to form a morning walk group, starting on Friday.
- R Katie was very quiet for the first half of the meeting. After sharing her idea with the group and seeing how excited they were, she became more actively engaged in the meeting, talking to those sitting next to her about walking paths in the community.
- P Katie will start with the daily walking group on Friday. The Team will follow up with Katie next week to see how the daily morning walks have been going and if there are peer(s) she has connected with.

Notes follow the Plan



G: Katie will identify the triggers of her depression and anxiety.

- I Using a journey map, we explored Katie's identity over the last 10 years. She identified several times (especially in the last 5 years) that were stressful situations for her, stating "These were times when I tried to do too much like going to school and working and just being grown up." We discussed how each of these situations could be stressful and how knowing that was important in being able to deal with it. I showed her how to create an identity pie chart for a time in her life and she said she would try that later.
- R Katie was very engaged with the activity and wanted to complete the rest of her journey map. She said "I never told my story in this way and now I can see things I hadn't before."
- P Katie will continue working with her journey map and will create an identity pie chart for who she is today. Team will review Katie's identity pie chart with her and see if there are possible themes or triggers that cause her depression and anxiety.

Example of Service Plan

Katie's Goal	Team's Intervention
Katie will describe 3 coping techniques she will use for her depression.	We will teach mindful breathing to use in stressful situations.
Katie will identify the triggers of her depression and anxiety.	We will explore identity with Katie using the RCCS tool.

Examples of Recovery Services

The team will HELP Jane...

- ▶ Explore identity
- ▶ Use mindful coping skills
- ▶ Speak in power—with dialogue
- ▶ Identify healthy connections
- ▶ Make effective choices
- ▶ Build strengths and interests
- ▶ Describe her vision

Plan of Action for Client & Staff

Coping

- Teach skill
- Practice skill

Support

- Help identify support
- Help engage support

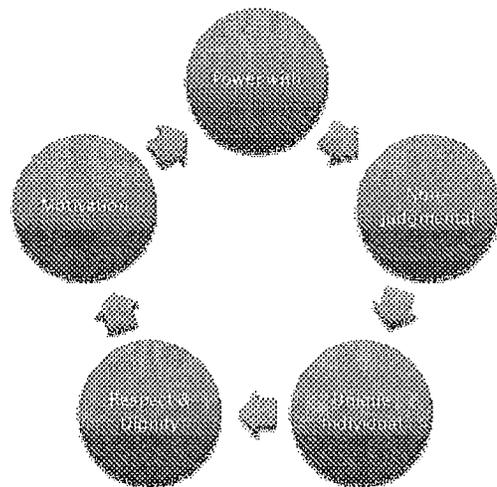
Service Plan

- 1 Client action
- 2 Staff action
- 3 Performance-oriented verbs
- 4 Collaborative process

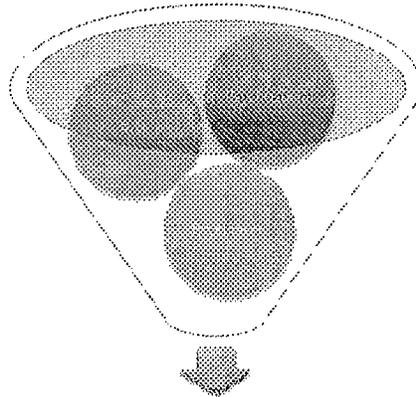
Example of Interpretive Summary

- ▶ Joseph would like to “move out of his Dad’s place” and live independently. His Dad is very supportive and has hired Joseph as a carpenter’s assistant at his shop where he works 3–4 times a week. Joseph has been challenged with schizophrenia since 1988. His experience in hearing voices affects his ability to keep supportive relationships and live independently (DLA-20 Assessment). The recommended course of action is to help Joseph manage the voices he hears through coping skills and medication and to help him identify a supportive housing situation near his Dad’s place.

What is Recovery?



Many Assessments, One Summary

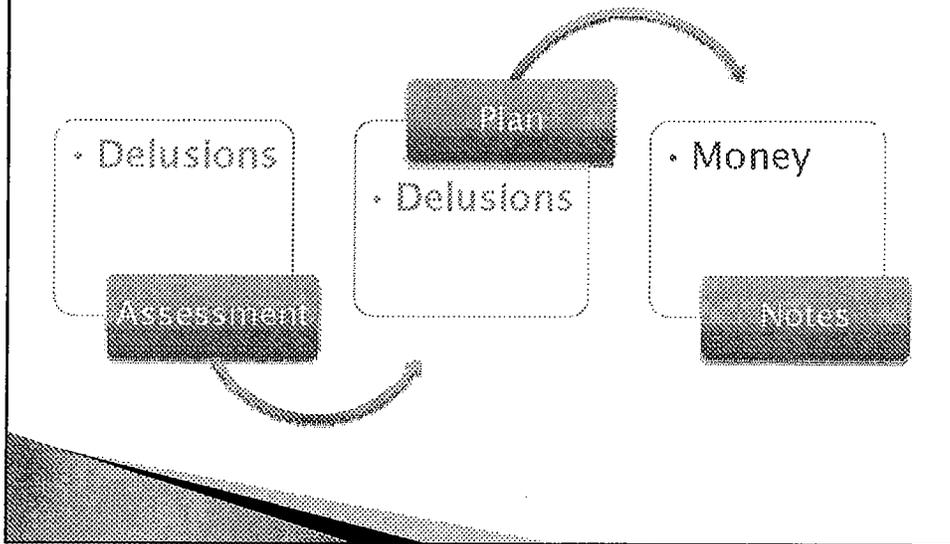


Interpretive Summary

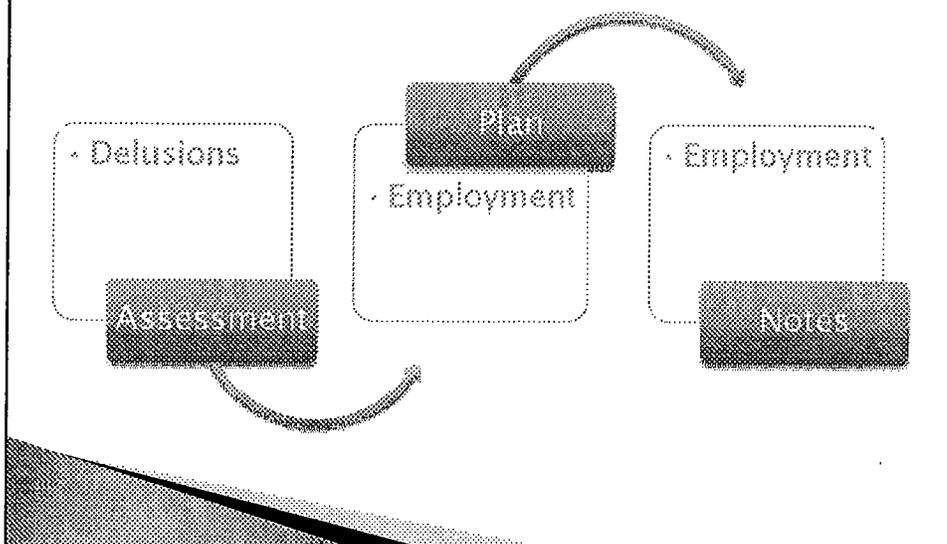
Interpretive Summary

- 1 Person-centered long-term desires
- 2 Functional strengths of person
- 3 Symptoms of the illness(es) creating significant challenges in specific life functions
- 4 Recommended plan of care

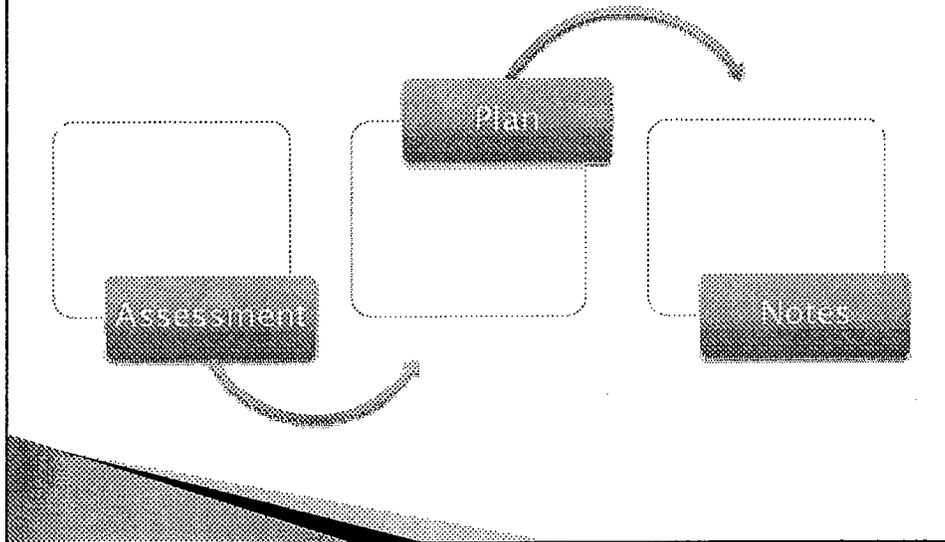
Where is the medical necessity?



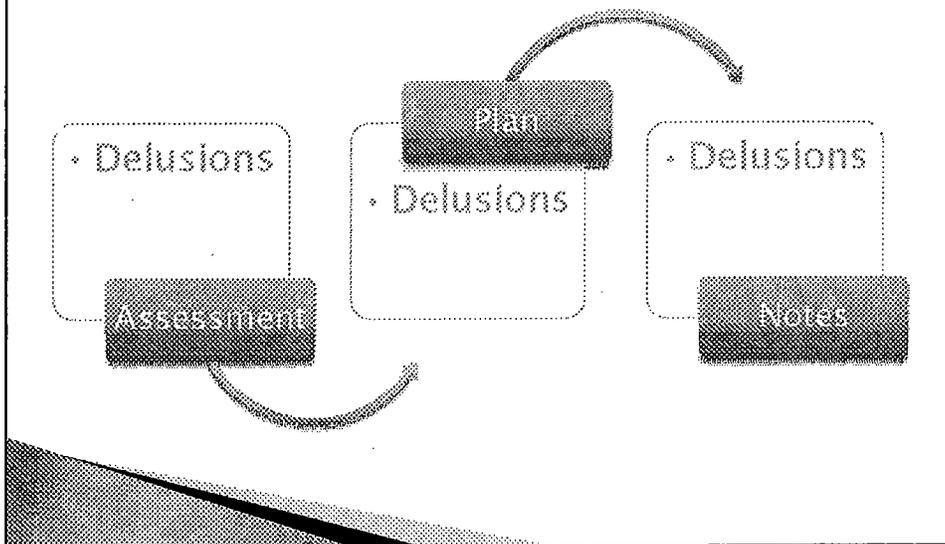
Where is the medical necessity?



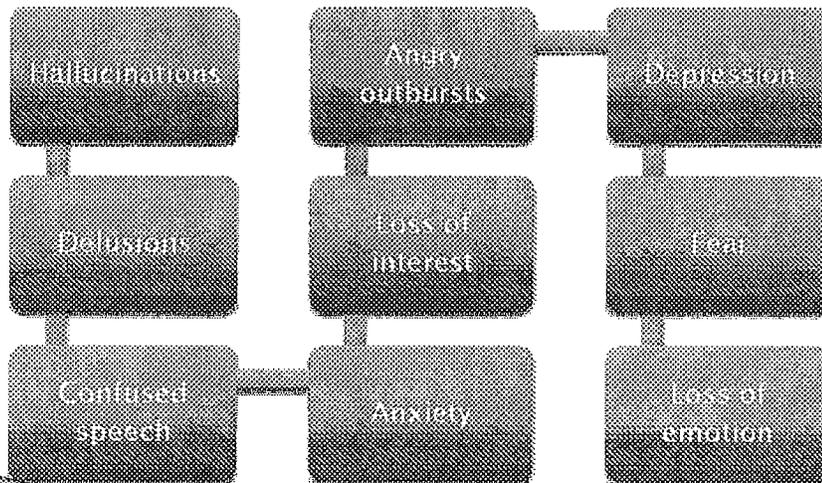
Where is the medical necessity?



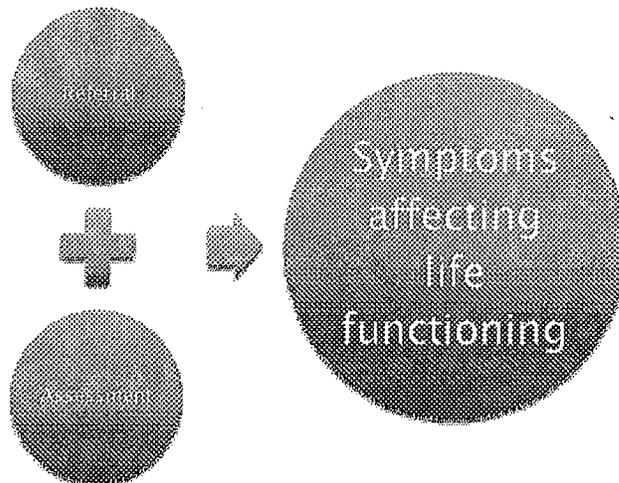
Where is the medical necessity?



Schizophrenia



When do you determine medical necessity?



Creating Recovery-Centered Service Plans & Progress Notes

Annette Cañeda, Ed.D. | ACTA Conference 2011

The Challenge

