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Incorporating Occupation-based Activities into Treatment for Adolescents with Substance Use Disorders to Increase Self-Efficacy



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BACKGROUND & PURPOSE

- Excessive overuse of drugs and alcohol, especially during adolescence, can lead to a dependency on substances and the development of substance use disorder (SUD; Thomasius et al., 2022).
- Self-efficacy is an important part of the substance use recovery process (Linke & Ussher, 2015).
- SUD can have negative effects on the lives of adolescents including school-related issues, physical health concerns, and parental burden (Fadus et al., 2020).
- Occupation-based interventions have been shown to improve health and have positive effects on individuals with SUDs but are rarely incorporated into treatment programming (Linke et al., 2015).
- There is limited evidence for the use of occupation-based interventions for SUD in adolescent populations (Ryan & Boland, 2021).
- The purpose of the capstone project is to determine the effects on self-efficacy after incorporating occupation-based activities into programming for adolescents in treatment for SUDs.

METHODS

Participants

- N=19
- 100% Male
- Ages 14-18
- Diagnosed with SUD

Finding Leisure & Occupation-based Activities Through Trying (FLOATT) Program

- 8-week
- 16 sessions
- A typical session began with warm-up questions and discussion, followed by a brief presentation of the session topic, and ended with engaging in the activity or a related activity to learn more about the topic

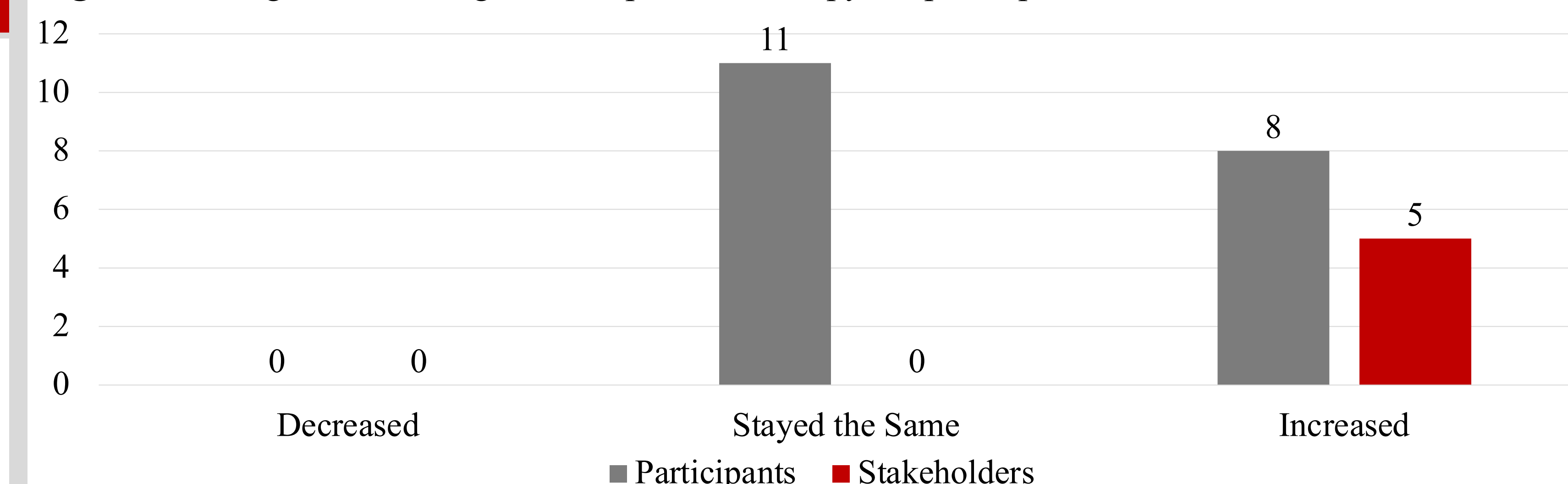
Assessment Instruments

- Pre-test Modified Interest Checklist
- Pre-test and post-test Self-Efficacy Questionnaire for Children (SEQ-C) to assess changes in participants' perceptions of self-efficacy

RESULTS

- The FLOATT program was successfully developed, implemented, and evaluated (see Figure 1).
- Session topics were determined based on the results from the Modified Interest Checklists (see Table 1).
- There was a significant difference in perceptions of self-efficacy from pre-test to post-test after engaging in FLOATT programming.
- All participants were able to identify occupation-based activities they believed were sustainable to engage in outside of treatment.
- Stakeholders and most participants increased their knowledge of the occupational therapy profession (see Figure 2).

Figure 2. Change in knowledge of occupational therapy for participants and stakeholders



Note: N_P = 19 total participants; N_S = 5 total stakeholders

DISCUSSION & CONCLUSIONS

A program providing adolescents with SUDs with the opportunity to participate in occupation-based activities increased perceptions of self-efficacy which is consistent with previous literature regarding other populations (Fadus et al., 2020; Linke & Ussher, 2015; Panicia et al., 2019). Participants were able to identify meaningful occupations because of participating in the program which will be beneficial for their individual recovery journey. Stakeholders increased their knowledge of occupational therapy and hope to provide services in the future. MOHO was integrated by emphasizing volition and its effects on self-efficacy throughout programming while utilizing the Modified Interest Checklist to gather information (Taylor et al., 2017). SCT was an effective theory as it recognized self-efficacy, focused on changes in behavior, and guided the use of the SEQ-C assessment to collect data (Schunk & DiBenedetto, 2019). In summary, an eight-week program, FLOATT, consisted of 16 sessions that allowed adolescents with SUDs to explore, participate, and learn more about occupation-based activities that will promote a healthy lifestyle. Overall, research has indicated a need for occupation-based activities to be incorporated into treatment programming for adolescents with substance use disorder.

THEORETICAL FOUNDATION

Model of Human Occupation

MOHO emphasizes four components which are: output, feedback, input, and human system. The human system, also called throughput, has three main internal aspects: volition, habituation, and performance. The cycle of output, feedback, input, and throughput is constantly happening and allowing for change to occur within an individual and their skills (Taylor, 2017). The FLOATT program acknowledges each component of MOHO and how these impact one's ability to change through internal motivation, participation, and exploration.

Social Cognitive Theory

SCT emphasizes the role of the social environment on motivation, learning, and self-recognition (Schunk & DiBenedetto, 2019). Self-efficacy, a person's belief in their ability to succeed in a particular situation, is a key internal motivational process associated with SCT. The FLOATT program utilized SCT as a guiding theory to examine changes in perceptions of self-efficacy using the Self-Efficacy Questionnaire for Children (SEQ-C) from pre-test to post-test and determine the effects of programming on the participants.

Figure 1. Participants' perceptions of self-efficacy pre-test and post-test SEQ-C total scores

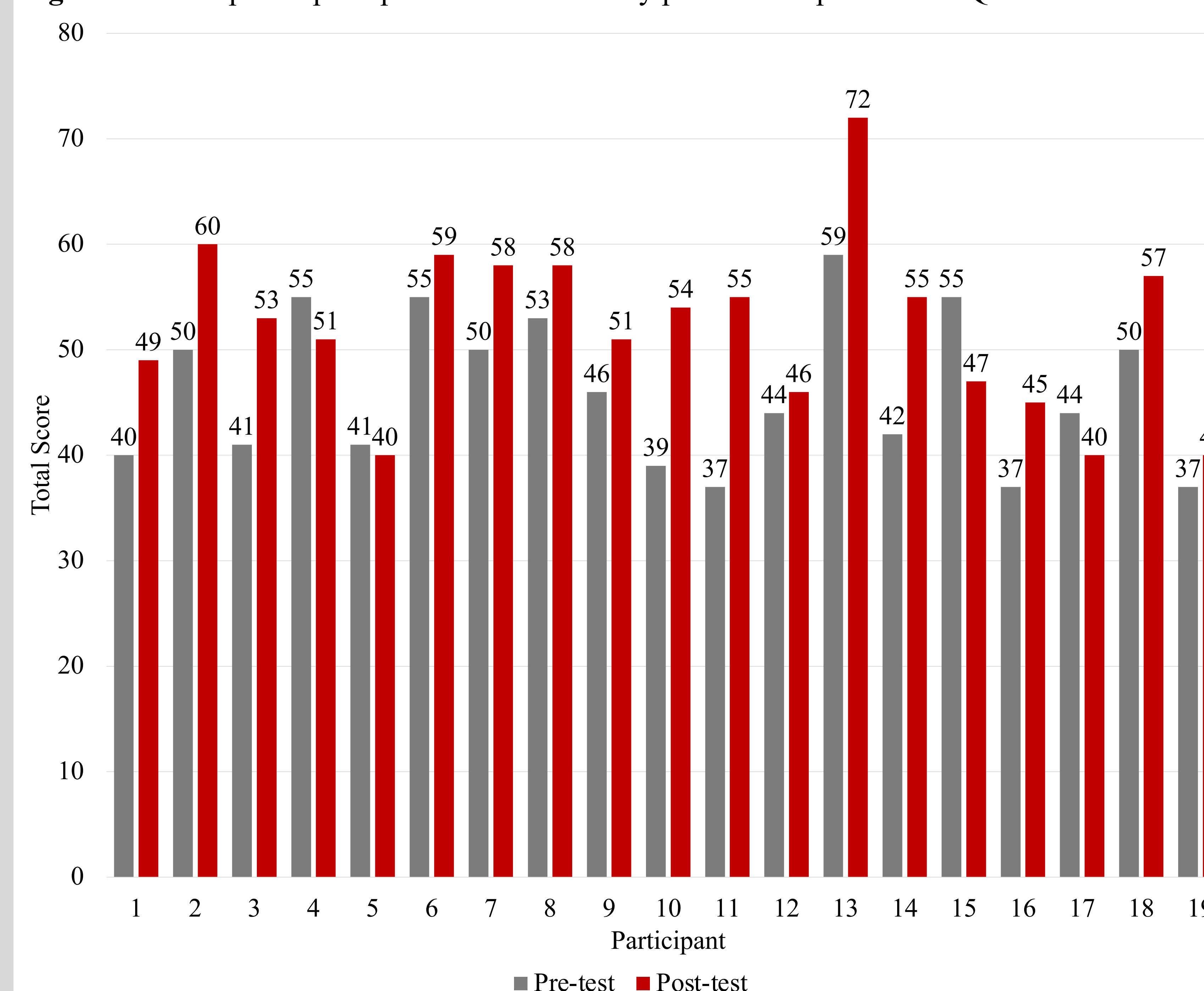


Table 1. FLOATT program session topics

Week	Session	Topic
1	1	Mindfulness
	2	Basketball
2	3	Music/Concerts
	4	Visiting
3	5	Traveling
	6	Dating
4	7	Aerobic Exercise
	8	Anaerobic Exercise
5	9	Stretching
	10	Yoga
6	11	Party Planning
	12	Pets/Livestock
7	13	Driving
	14	Car Repair
8	15	Swimming
	16	Parties

IMPLICATIONS

- Occupational therapy has a role in promoting participation in occupation-based activities for adolescents with substance use disorders.
- Participation in occupation-based activities have a positive effect on perceptions of self-efficacy.
- Providing occupational therapy services in non-traditional settings has benefits for the populations they serve.
- Occupational therapy practitioners should advocate for the profession and their presence in a variety of settings.
- Future research should focus on occupational therapy's role in providing services to individuals, groups, and populations in this setting.

REFERENCES

