

## Management of Mental Health Conditions in Homebound Patients – Discussion Guide with Facilitator Notes

---

Thank you for leading a group discussion regarding key learning points from the HCCI online education activity, *Management of Mental Health Conditions in Homebound Patients*. This guide is intended to help you prepare to facilitate this discussion.

### OVERVIEW

**Purpose:** The discussion’s purpose is to develop and implement diversity, equity, and inclusion (DEI) practices for your house call program.

**Audience:** This discussion is intended for learners who have successfully completed the online education activity, *Management of Mental Health Conditions in Homebound Patients*. The discussion should take no longer than 60 minutes to complete.

### Materials:

- Hard copies of the *Next Steps* handout from the Resources screen in the course.
- A flipchart to capture comments and ideas for discussion.

**Instructions:** Use the question prompts provided to initiate group discussions.

### Learning objectives:

- Recognize the importance of implementing effective care strategies and managing realistic treatment goals for homebound older adults with mental health conditions.
- Understand the key symptoms and assessment methods for depressive, anxiety, and psychotic disorders.
- Identify and execute strategies and assessment tools for testing patients for mood and behavioral disorders.
- Outline pharmacologic and non-pharmacologic treatment methods for different mood and behavioral disorders, and be able to recognize when to seek appropriate outside expertise.

### AGENDA

#	Topic	~Minutes
1	Introduction	3-5 min
2	Mood and Behavioral Disorders	5 min
3	Depressive Disorders in Homebound Older Adults	10 min
4	Anxiety Disorders in Homebound Older Adults	10 min
5	Psychotic Disorders in Homebound Older Adults	10 min
6	Treatment Goals and Care Team	5 min
7	Debrief	5 min

## TOPIC 1: INTRODUCTION

### Question prompts:

- The course discusses recognizing mental health conditions in older adults and how to best assess and treat these conditions in home-based primary care. Were there any practices, assessments, or treatment approaches you were already performing?
- How do your patients currently receive mood or behavioral disorder care?
- How will incorporating the practices outlined in this course into the HBPC services you already provide benefit you and your patients?
- Take a moment to reflect on challenges or situations you experience as an HBPC provider that relate to managing mental health conditions in homebound patients. *(Record responses on a flipchart, if possible. These will be addressed again during the debrief.)*

## TOPIC 2: MOOD AND BEHAVIORAL DISORDERS

### Question prompts:

- The course outlined some common challenges you may encounter when providing care for older adults with any form of mood or behavioral disorder. What challenges stood out the most to you or that you've encountered most commonly in your practice? Did you recognize these challenges as being related to mood or behavioral disorders?
- What were some of the risk factors the course highlighted when considering mood and behavioral disorders?
  - The course highlighted that older adults are less likely to report symptoms of an affective or behavioral disorder. What are some ways you can be more aware of these risk factors in your day-to-day practice?
- What stigmas have you encountered when treating older adults with mood or behavioral disorders?

## TOPIC 3: DEPRESSIVE DISORDERS IN HOMEBOUND OLDER ADULTS

### Question prompts:

- Not all depressive disorders are the same. What are the three common types of depressive disorders mentioned in the course?
- Symptoms can sometimes go unrecognized or be misunderstood in old adults with depressive disorders. What were some notable symptoms to keep in mind?
  - Have you ever noticed any of these symptoms before while with a patient? What are some practices you can incorporate into your work to help you better recognize depressive disorder symptoms?

- When assessing patients for depressive disorders, there are various tools and resources for providers to use. What are some of the screening tools mentioned in the course? How do you think these tools can help you and your practice better help patients?
- What does SIG E CAPS stand for?
- What are some of the types of treatment approaches discussed in the course? Non-pharmacological and pharmacological?
- When approaching a treatment plan for a patient who has a positive depression screening, what are some key considerations to keep in mind? Are there any you would add?

#### **TOPIC 4: ANXIETY DISORDERS IN HOMEBOUND OLDER ADULTS**

##### **Question prompts:**

- Anxiety disorders are even more common than depression in older adults. The course outline various types of common anxiety disorders. Can you describe a few of the anxiety disorders mentioned in the course?
- Assessment methods differ a bit for anxiety disorders than depressive disorders due to them being understudied. What methods were recommended in the course?
- The course outlined pharmacological and non-pharmacological treatment approaches for anxiety disorders. While these approaches may differ depending on the type of anxiety disorder, what were some common approaches you noticed?
  - When considering treatment approaches for anxiety disorders, why should medication not necessarily be considered a first treatment option? If you choose medication as part of a treatment approach, what is the recommended rule of thumb? (*The lowest dose for the briefest time*)

#### **TOPIC 5: PSYCHOTIC DISORDERS IN HOMEBOUND OLDER ADULTS**

##### **Question prompts:**

- While psychotic disorders are less common than depressive or anxiety disorders, it is just as important to recognize and understand them in order to best treat patients. What were the three main psychotic disorders noted in the course?
- What are some factors outlined in the course you should keep in mind when assessing a patient's symptoms? Are there any you would add?
- There are six steps to evaluating a patient for a psychotic disorder. What were these steps?
  - What are some tangible actions you can do at each step?
  - What are essential rule-outs? What are some examples?
- When it comes to psychotic disorders, why should non-pharmacologic interventions be considered first? What are some of the non-pharmacologic interventions listed in the course?
  - Are you currently using or implementing any in your practice?
- Antipsychotics can be considered a pharmacologic intervention for psychotic disorders. What recommendations and considerations should be kept in mind when deciding on an antipsychotic?

## **TOPIC 6: TREATMENT GOALS AND CARE TEAM**

### **Question prompts:**

- How can working as part of an interdisciplinary team help the patient and you when treating patients with mood or behavioral disorders?
- What goals and considerations in caring for patients with mood or behavioral disorders stood out to you in the course? Are there any others you would add?
- It's important to know the limits of your expertise. What are some examples of situations where seeking outside expertise may be the best intervention? In these situations, how does seeking outside expertise help both the patient and you?
- Why do you think it's also important to support the caregiver when providing care to patients? What are some ways you can provide caregiver support?

## **TOPIC 5: DEBRIEF**

### **Question prompts:**

- Refer to the flipchart of challenges identified at the beginning of this discussion. What's at least one strategy or practice from this course that can help overcome each challenge?
- List and share at least two next steps you want to adopt (or reinforce if already doing it) you have identified from the course or this discussion. Share your ideas for implementation.