

## Care planning goals for Charlie – treating drivers of suicidality

The following care plan outlines examples of possible strategies to address the factors driving Charlie’s suicidal thoughts and behaviours. These have been mapped to the Integrated Motivational Volitional (IMV) model to demonstrate how the model can be used to treat drivers of suicidality. While you wouldn’t expect to have all these goals and strategies in a care plan at one time, they demonstrate a range of treatment options. For more information on the IMV model, see our instructional video: <https://vimeo.com/998925358/3a87eea864>.

Pre motivational factors	Treatment targets
<b>Poor sleep</b>	<p><b>Goal:</b> Charlie will establish routine sleep-wake behaviours to support his sleep needs (biological/psychological, social/gaming, stress reduction).</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Provide psychoeducation for Charlie on sleep and the impact of inadequate sleep (physically, mentally, academically) for him.</li> <li>• Conduct a baseline assessment of Charlie’s current sleep/wake patterns (sleep diary, sleep tracker app).</li> <li>• Offer to teach 1-2 mindfulness strategies to support sleep e.g. body scan using these instructions from Headspace <a href="https://www.headspace.com/meditation/body-scan">https://www.headspace.com/meditation/body-scan</a>.</li> <li>• Support Charlie to identify practical sleep hygiene strategies that would be realistic for him. Print off this resource for Charlie <a href="https://www.cci.health.wa.gov.au/~media/CCI/Mental-Health-Professionals/Sleep/Sleep---Information-Sheets/Sleep-Information-Sheet---04---Sleep-Hygiene.pdf">https://www.cci.health.wa.gov.au/~media/CCI/Mental-Health-Professionals/Sleep/Sleep---Information-Sheets/Sleep-Information-Sheet---04---Sleep-Hygiene.pdf</a>.</li> <li>• Support Charlie to set a structured gaming/online social routine that protects adequate sleep—for example, agreeing on specific days, start and finish times, and total hours to balance healthy habits with recreation.</li> </ul>
<b>Symptoms of anxiety or depression</b>	<p><b>Goal:</b> Charlie will experience relief from symptoms of anxiety and depression and improvement in functioning.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Arrange a medical/medication review of Charlie’s signs and symptoms of depression and anxiety and prescription of appropriate (and safe) medications to address them.</li> <li>• Provide psychoeducation to Charlie and his parents on anxiety, depression, the prescribed medications and how they should work/impact for Charlie.</li> <li>• Encourage Charlie to engage in activities that he enjoys and explain how it can help improve his mood (behavioural activation). Printing off an information sheet for him <a href="https://www.cci.health.wa.gov.au/~media/CCI/Mental-Health-Professionals/Depression/Depression---Information-Sheets/Depression-Information-Sheet--05--Behavioural-Activation-Fun--Achievement.pdf">https://www.cci.health.wa.gov.au/~media/CCI/Mental-Health-Professionals/Depression/Depression---Information-Sheets/Depression-Information-Sheet--05--Behavioural-Activation-Fun--Achievement.pdf</a>.</li> <li>• Support Charlie to schedule reviews of his signs and symptoms and experience of illness with his general practitioner (GP).</li> </ul>

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<p><b>Socially prescribed perfectionism</b></p>	<p><b>Goal:</b> Charlie will experience a more positive sense of self (self acceptance) and self confidence.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Obtain cultural consultation and/or link Charlie and his family with Transcultural Mental Health to give them a safe space to talk about the cultural expectations he perceives his parents have of him and the impact of this.</li> <li>• Referral for psychotherapy at the local Medicare Mental Health Centre or Headspace to address underlying issues impacting Charlie's self confidence and increase his tolerance for setbacks, using approaches such as those drawn from Dialectical Behaviour Therapy, Cognitive Behaviour Therapy, Solution Focussed Therapy, or Acceptance and Commitment Therapy.</li> <li>• Referral to occupational therapy for assessment of strengths and interests (beyond gaming) to support engagement in activities and communities that build self confidence and sense of identity.</li> </ul>
<p><b>Environmental context</b></p> <p><i>Low levels of connectedness and belonging (relationship with parents is conflictual with reported low warmth)</i></p> <p><i>Withdrawing from others – not visiting his friends</i></p>	<p><b>Goal:</b> Charlie will feel more connected, understood and supported by his family during his suicidal crisis and beyond.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Provide psychoeducation to Charlie's parents, with his consent, about how mental illness can affect a person's ability to think and study and how medication might support his functioning. Interpreter services will be arranged to assist with communication.</li> <li>• Link his parents and Leo with carer support services, such as Arafmi and Culture Care, so they can support Charlie with managing his thoughts of suicide.</li> <li>• Arrange for an occupational therapy assessment for Charlie's recreational skills and interests to see if there are other areas that Charlie might be able to use to make connections with others (outside of online and night time connections).</li> </ul> <p><b>Goal:</b> Re-engagement in social activities with friends (apart from online gaming).</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Explore what Charlie would like to do with his friends e.g. basketball, going to the beach</li> <li>• Identify some social activities that are achievable and troubleshoot any roadblocks.</li> </ul>

Pre motivational factors	Treatment targets
<p><b>Life events</b></p> <p><i>Failed assessments</i></p> <p><i>University workload is difficult to manage</i></p>	<p><b>Goal:</b> Charlie will understand his options relating to his university studies. He will experience a sense of achievement and confidence in managing his university studies.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Encourage Charlie to contact the student support services at his university to find out what opportunities there are for Charlie to submit additional assessment pieces to make up for those he failed/didn't submit.</li> <li>• Facilitate the provision of a letter of support from Charlie's GP to help Charlie access 'reasonable adjustments' and other academic support including extensions, repeat submissions, and medical exemption etc.</li> <li>• Explore Charlie's willingness to link with student groups that provide him with support and a sense of not being alone in his difficulties with adjusting to university.</li> <li>• Support Charlie to access the university student support unit for a 'learning access plan'* and 'reasonable adjustments'* to be made for his study program and activities.</li> </ul> <p>* Processes used by education facilities to assist students requiring additional supports to achieve success in their education journey. These may include extra time for exams or assessment submission, additional time with teachers and/or access to tutors, and more.</p>

Motivational factors (Treat to self)	Treatment targets
<p><b>Social problem solving skills</b></p>	<p><b>Goal:</b> Charlie will develop confidence and skills in applying basic problem solving to address challenges proactively.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Teach the 5 step problem solving model: <ol style="list-style-type: none"> <li>1. identify and define the problem clearly</li> <li>2. brainstorm possible solutions (no judgment)</li> <li>3. evaluate pros and cons of each</li> <li>4. choose the best option(s)</li> <li>5. plan, act, and review the outcome.</li> </ol> </li> <li>• Offer to refer Charlie to the university counselling service or Medicare Mental Health Centre to learn problem solving skills if further coaching and support is needed. See 'Socially prescribed perfectionism' for more.</li> </ul>



Motivational factors (Treat to self)	Treatment targets
<p><b>Rumination</b></p> <p><i>Believes he is a failure and not smart enough for Uni.</i></p>	<p><b>Goal:</b> Charlie will experience a reduction in his rumination and develop skills to manage it.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Encourage Charlie to keep a diary tracking when and what he ruminates on.</li> <li>• Teach one or two strategies to manage rumination such as: <ul style="list-style-type: none"> <li>– <b>time limiting rumination</b> - print off the information sheet for Charlie <a href="https://www.cci.health.wa.gov.au/~media/CCI/Mental-Health-Professionals/Generalised-Anxiety/Generalised-Anxiety---Information-Sheets/Generalised-Anxiety-Information-Sheet---05---Postpone-your-Worry.pdf">https://www.cci.health.wa.gov.au/~media/CCI/Mental-Health-Professionals/Generalised-Anxiety/Generalised-Anxiety---Information-Sheets/Generalised-Anxiety-Information-Sheet---05---Postpone-your-Worry.pdf</a></li> <li>– <b>grounding activity</b> using the five senses e.g. as 5 things he sees, 4 things he hears, 3 things he smells, 2 things he feels, and 1 thing he tastes. <a href="#">The 5-4-3-2-1 Method: A Grounding Exercise to Manage Anxiety</a></li> </ul> </li> <li>• Refer Charlie to psychotherapy for interventions if longer term intervention is needed (as per previously described in ‘socially prescribed perfectionism’).</li> </ul>
<p><b>Thwarted belongingness</b></p> <p><i>Charlie feels like a disappointment to his parents.</i></p>	<p><b>Goal:</b> Charlie will feel he belongs and is supported within his family and friendship network.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Refer to the strategies listed within the pre-motivational (environmental) phase.</li> <li>• Encourage Charlie to spend time with his brother Leo and friends, so he feels that he matters to them.</li> <li>• Explore options for a regular family activity (weekly–monthly) that is both fun and culturally meaningful, to help Charlie connect with his heritage and strengthen family bonds e.g. cooking traditional meals, visiting Chinese art or history sites, or watching Chinese language films.</li> </ul>
<p><b>Burdensomeness</b></p> <p><i>Charlie feels like a burden to his family.</i></p>	<p><b>Goal:</b> Charlie will feel he has worth and makes a meaningful contribution to his family and the community.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Gently explore the accuracy of ‘I am a burden’, by asking: ‘What would your parents or Leo say if they heard you call yourself a burden?’</li> <li>• Refer Charlie for psychotherapy to address negative cognitions about himself by supporting a referral to Headspace, university counselling service or the Medicare Mental Health Centre.</li> </ul>

Motivational factors (Treat to self)	Treatment targets
<p><b>Future thoughts</b></p> <p><i>Charlie thinks his future is ruined (due to his failed assessments).</i></p>	<p><b>Goal:</b> Charlie will experience increased hopefulness about his future and that 'all is not lost'.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Work with Charlie to imagine and describe his 'preferred future'. This is a picture of what life would look like if things were going the way he wanted. Encourage him to be specific about what would be happening, what he would notice, and how others might notice change.</li> <li>• Refer Charlie for psychotherapy (as previously described in 'socially prescribed perfectionism').</li> </ul>
Volitional factors	Treatment targets
<p><b>Planning</b></p> <p><i>Charlie has had 'if-then' plans such as if he hears his parents praise Leo, he will end his life.</i></p>	<p><b>Goal:</b> Charlie will feel he belongs and is supported within his family and friendship network.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Help Charlie develop a safety plan to assist with reducing risk of suicide when Charlie hears praise of Leo or argues with his parents</li> <li>• Refer to the strategies listed within the pre motivational (environmental) phase.</li> <li>• Encourage Charlie to spend time with his brother Leo and friends, so he feels that he matters to them.</li> <li>• Explore options for a regular family activity (weekly–monthly) that is both fun and culturally meaningful, to help Charlie connect with his heritage and strengthen family bonds e.g. cooking traditional meals, visiting Chinese art or history sites, or watching Chinese language films.</li> </ul>
<p><b>Access to means</b></p> <p><i>Charlie still has access to medications and belts and other devices by which he could self-strangle.</i></p>	<p><b>Goal:</b> Improve ongoing safety around access to lethal means.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Review and evaluate the counselling on access to lethal means and strategies previously identified with Charlie and Leo.</li> <li>• Provide counselling on harm minimisation strategies around use of alcohol.</li> <li>• Provide education around safe medication management.</li> </ul>

Volitional factors	Treatment targets
<p><b>Impulsivity</b></p> <p><i>Charlie has acted impulsively in response to stress (perceived rejection and failure and feeling a burden to others) and alcohol use.</i></p>	<p><b>Goal:</b> Charlie will learn adaptive ways of handling rejection and setbacks.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Work with Charlie to imagine and describe his 'preferred future'. This is a picture of what life would look like if things were going the way he wanted. Encourage him to be specific about what would be happening, what he would notice, and how others might notice change.</li> <li>• Provide Charlie with counselling for harm minimization and interventions to address his harmful pattern of alcohol use which is increasing his risk of impulsive suicidal actions (see 'Coping' in Motivational factors)</li> <li>• Refer Charlie for psychotherapy for perceived rejection and handling failure (as previously described in 'Socially prescribed perfectionism').</li> </ul>
<p><b>Imagery</b></p> <p><i>Charlie has imagined seeing his parents finding him dead.</i></p>	<p><b>Goal:</b> Charlie will understand the meaning of his imagery of his parents finding him dead and modify it to be negative in impact (i.e. cause him a degree of distress rather than positively reinforcing suicidal ideations and behaviours).</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Gently and compassionately invite Charlie to share his experiences (psychological, physical responses) of seeing his parents finding his body.</li> <li>• Compassionately educate Charlie about the role/s that imagery of death may have and assist Charlie to discover what it means for him.</li> <li>• Periodically check in with Charlie to determine if he continues to have this imagery and if there are any changes (for example, in frequency, intensity of reaction, circumstances of the 'finding', meaning) for Charlie.</li> <li>• Refer Charlie for psychotherapy (such as CBT-SP) to specifically target death imagery.</li> </ul>
<p><b>Past attempts</b></p> <p><i>Charlie has acted on suicidal thoughts in the past year (belt around neck in Grade 12), three months ago (medication overdose) and last night (medication overdose).</i></p>	<p><b>Goal:</b> Charlie will experience increased hopefulness about his future and that 'all is not lost'.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Work with Charlie to imagine and describe his 'preferred future'. This is a picture of what life would look like if things were going the way he wanted. Encourage him to be specific about what would be happening, what he would notice, and how others might notice change</li> <li>• Refer Charlie for psychotherapy (as previously described in 'socially prescribed perfectionism').</li> </ul>