

Riding the waves of success: Bike Maintenance Workshops

This project is based at the Welland Centre, an inpatient mental health unit where we use the VdT Model of Creative Ability (MoCA) (De Witt, 2005) as our primary practice model.

Background

The process began when, as an OT team, we reviewed our group programme using an analytical survey.
This identified:

- Difficulties engaging male service users
- A lack of male orientated activities on the ward



Where next...

- > We made contact with a local community-based project run by Youth Works...
- > Discussions took place regarding how to integrate the VdT MoCA principles with the aims of the project, how to practically and effectively grade the activities, and how to address and manage any potential risks.
- > Protocols were developed for the most common VdT MoCA levels within our inpatient services: Self-differentiation, Self-presentation, Passive participation and Imitative participation.

Overview of the Sessions:

Week 1

Introduction to bike maintenance, safety and basic puncture repair



Week 2

Components of a bike and servicing



Week 3

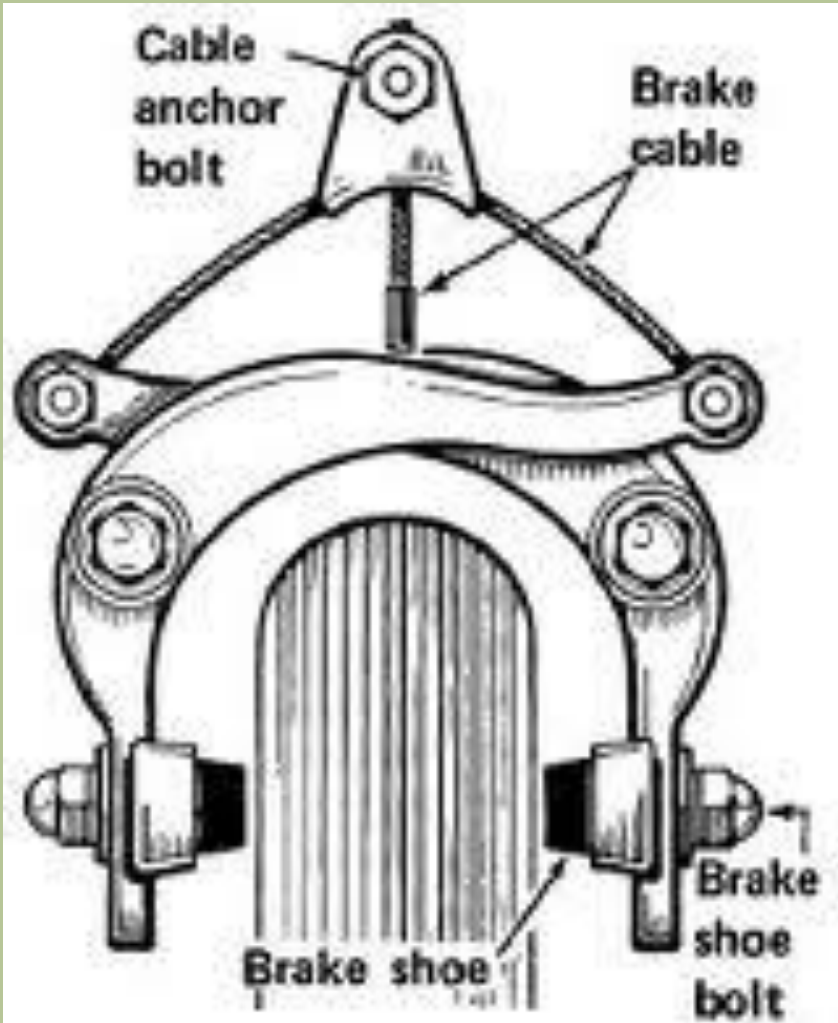
Mechanics, gearing and rebuilding

Week 4

Brakes and alignment

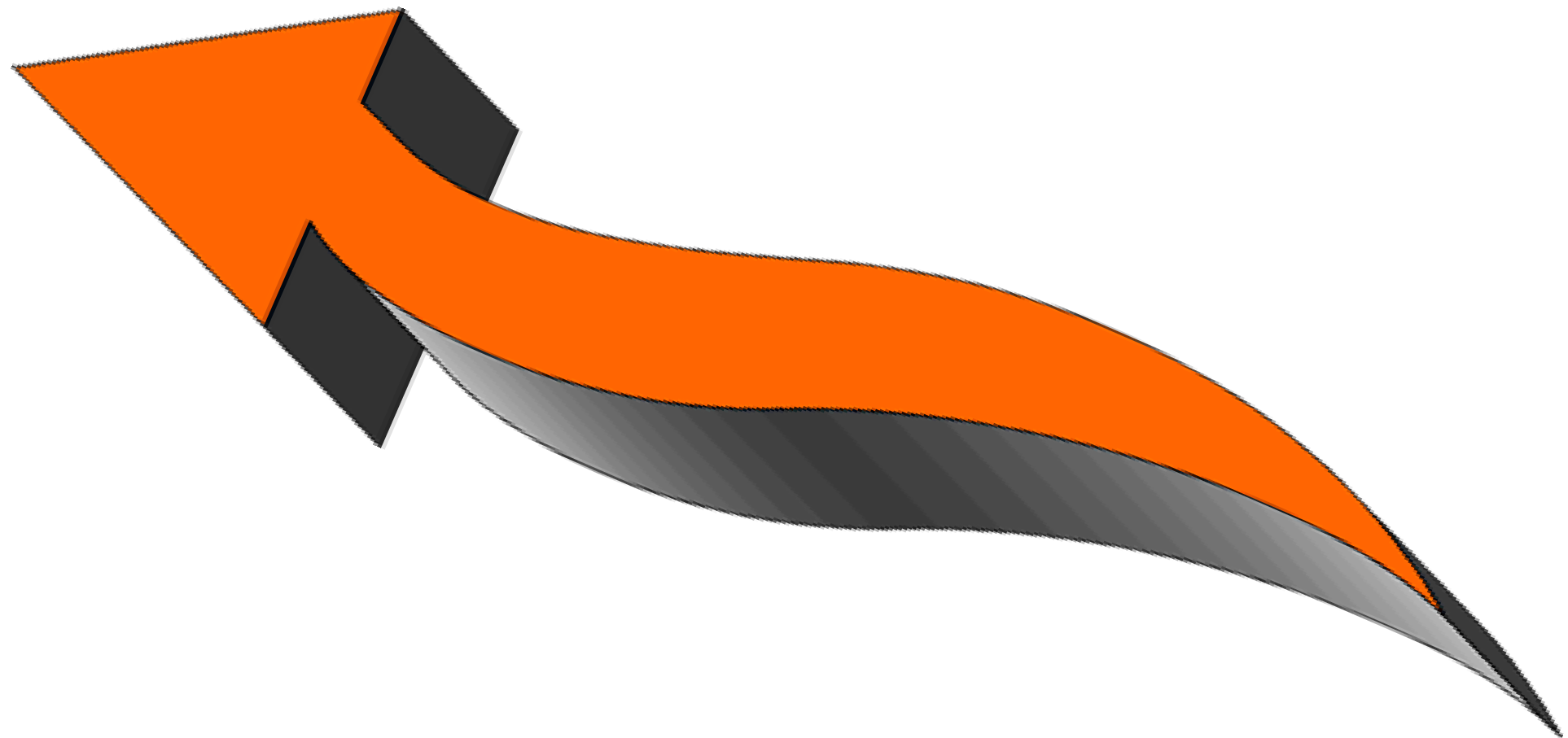
Week 5

Review and recap of previous weeks



At the end of the 5 weeks, the service users decided they would like to renovate a bike from start to finish. They successfully achieved this and raffled it off in aid of a local charity ...

...Following it's initial success, the project is now a permanent feature of the ward activity programme.



To build service users confidence

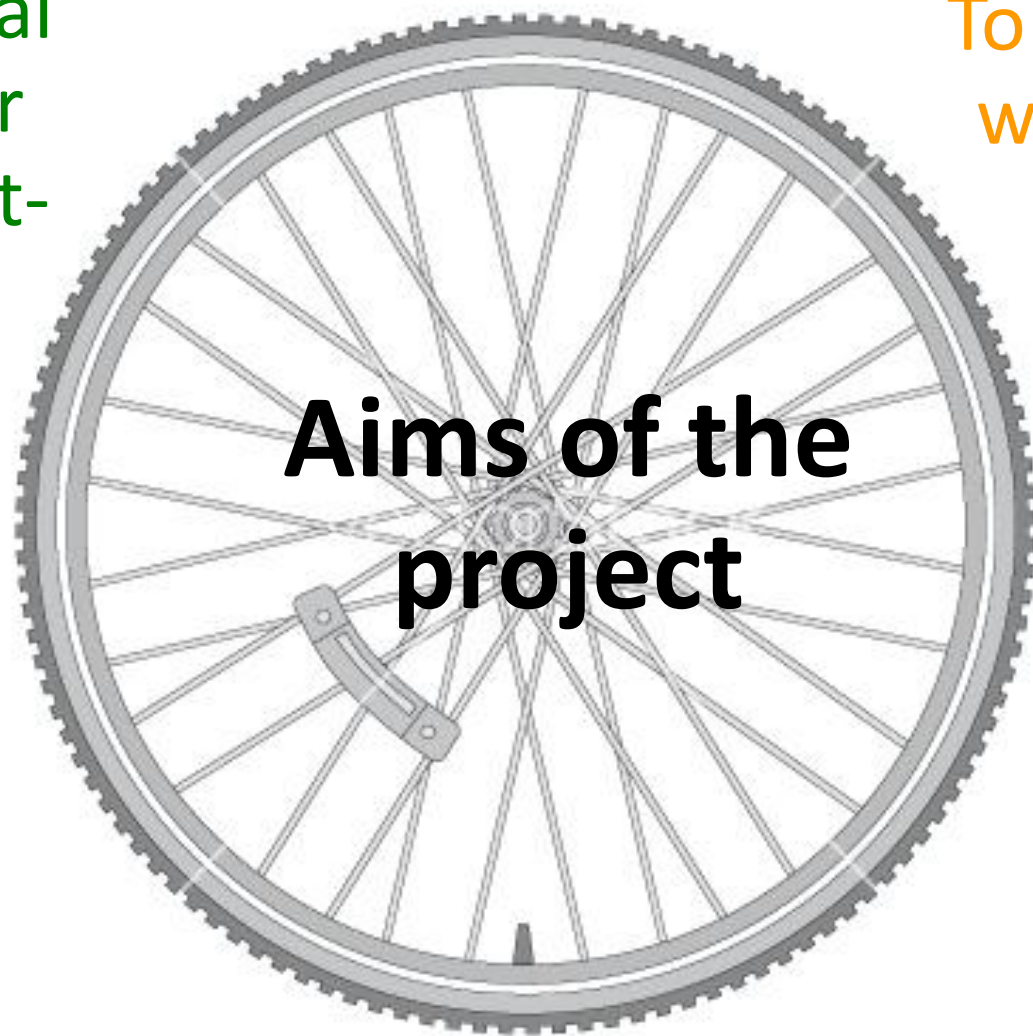
To encourage work ability

To encourage social ability

To develop overall skills of service users

To create potential opportunities for service users post-discharge

To promote stronger links with the community



Aims of the project

To create a more positive and recovery focussed environment

'It inspired interest'

'I wasn't sure to start with, but enjoyed it and it built my confidence'

'I can now fix my own bike!'

'I enjoyed working as part of a team'

'Very interesting sessions'

'I am thinking of doing a bike maintenance course'

'I enjoyed getting my hands dirty'

Pathway through the levels

All principles are taken from VdT MoCA (De Witt, 2005)

Self Differentiation

- Short, simple, 2-3 step tasks with immediate results.
- Encouraging exploration is essential at this level.
- Tasks should involve gross motor movements, proprioception and other sensory components.
- Encourage focus of attention for short periods of time - it is likely that engagement will be brief & fleeting.
- Work on increasing basic concept formation and awareness of materials, objects, the surroundings and self-actualisation (effects of one's actions).
- Focus should also be on increasing individuals' awareness of others and encouraging very basic interactions.



- Good tasks at this level are sanding or pumping up tyres.

Self Presentation

- Tasks should be 3-4 steps and involve exploration and experimentation.
- Activities should work on:
 - > developing concept formation.
 - > developing basic tool handling skills.
 - > promoting awareness of social norms and socially acceptable behaviour.
 - > improving interaction and communication skills.
 - > increasing awareness of oneself on the environment.
 - > improving self esteem.
- Tasks at this level include: basic gearing, adjusting brackets and the seat, cleaning bearings and refitting peddles.



Passive Participation

- Tasks should be 5-7 steps with the focus on learning skills and improving knowledge and tool handling.
- Basic task concept is present so focus is on consolidating and further developing this.
- Service users are now able to concentrate for the full session, although some encouragement to initiate actions and maintain effort may be needed.
- Opportunities should be provided for interactions with others to help develop social skills and norm awareness - eg encouraging sharing tools & working together.
- Focus begins to be on developing prevocational skills - eg encouraging service users to be ready at the specified time.
- Service users are involved in the process of planning, decision making and evaluation.
- All of the above should contribute towards improved confidence and self esteem.
- Tasks for this level include: cable sizing and routing, adjusting brakes, chain resizing.



Imitative Participation

- Tasks consist of 7-10 steps and require a greater level of concentration and commitment.
- Focus is on consolidating fundamental components of task concept and developing more abstract elements.
- More attention is given to quality and accuracy.
- Service users are encouraged to take more responsibility when setting up and clearing away after the group.
- Service users are encouraged to work more independently, to be more self-directed and to get involved in the planning of the task.
- Focus is on continuing to develop awareness of others, and exercising and improving higher social skills - eg demonstrating to others and helping those at lower levels.
- Individuals at this level may be supported to visit the community project and explore opportunities for volunteering.
- Tasks would include installing new brakes or levers and helping others with simpler tasks.



Reference:

De Witt, P. (2005) 'Creative ability: a model for psychosocial occupational therapy'. In: Crouch, R. & Alers, V. (eds) *Occupational Therapy in Psychiatry and Mental Health* (4th Edition) London: Whurr Publishers Ltd. Pp 3-61.