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Effectiveness of the Living Skills Recovery Curriculum on Dual Diagnosis Clients

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Introduction: although there are many dual diagnosis (DD; mental illness and substance abuse) treatment facilities, few have standardized OT intervention or published outcomes. Skill training that does not integrate substance use cannot impact the brain's addictive state or foster engagement in non-addictive occupation.

Objective: to examine the effectiveness of an integrated intervention, Living Skills Recovery Curriculum (LSRC; Precin, 2014), on reducing substance abuse and improving living skills in DD clients.

Method: a three-year quasi-experimental controlled effectiveness study of the LSRC was performed using multifactorial analysis on 164 adults receiving treatment at an outpatient DD clinic in the US. Each skill was taught in relation to how it aids in relapse prevention and recovery for each client's addiction.

Results: clients receiving LSRC showed more improvement ($p < .05$) in time and stress management, social skills, and activities of daily living than controls. Stress management, social skills, and activities of daily living modules of the LSRC increased clean time in the experimental group versus controls ($p < .05$) however, time management training did not.

Conclusion: the LSRC was found to be effective in reducing substance abuse and increasing living skills in DD clients from the clinic studied. Perhaps four months of time management training was not sufficient to significantly increase clean time even though improvements were seen in the ability to manage time. Based on these results, implementation of this curriculum at other DD clinics is recommended.

Precin, P. (2014). *Living skills recovery workbook*. Brattleboro, VM: Echo Point Books and Media, LLC.