# HOPE Community Integration Program (HCIP)

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A Collaborative Project between FGCU Occupational Therapy Students and the HOPE Clubhouse of Southwest Florida, Inc.

## Primary Research Question:

"Does this program, focused on utilization of community resources for leisure and education, result in increased social participation in Clubhouse members with Severe Mental Illness (SMI)?"

## Methodology:

- Mixed methods outcomes study  
- Qualitative and quantitative data  
- Descriptive and observational analysis of social participation through engagement in community programs for leisure and education

## Program Outline:

- Introduction session  
- Pre-test measures  
- 10 program sessions  
- One post-test six week follow up session  
- Documented qualitative data and member reflections

## Participants:

- Members are over 18 years of age with a history of mental illness  
  - 28 participants  
  - Average of 7-8 attendees per session

## Outcomes:

- Increased initiative to pursue social activities of interest  
- Increased participation in group activities as opposed to solitary  
- Created new meaningful roles and occupations  
- Introduced opportunities to engage in new occupations and explore community resources  
- Established resources for volunteer opportunities  
- Presented HCIP Resource Book with instructions on accessing community agencies  

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<tr>
<th>Leisure</th>
<th>Education</th>
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| • Gulf Coast Humane Society  
• FGCU Food Forest  
• Yoga Bird Studio  
• Fort Myers Striders Club  
• FGCU Waterfront |
| • FGCU Adaptive Services  
• FSW State College  
• Fort Myers Regional Library  
• Gulf Coast Literacy  
• Council-GED |

## Assessment Tools:

- Participation Scale (P-Scale) (Van Brakel et al., 2010)  
- Research-designed HCIP Questionnaire  
- Clinical observations

## Supporting Evidence:

- **Leisure:** Individuals with SMI spend a large amount of time involved in passive leisure and sleep (Yanos & Robilotta, 2001). Social networks, social supports, and participation in a greater number of activities, regardless of the type of activity, were related to recovery (Hendry, Green, & Perrin, 2009).  
- **Education:** Individuals with SMI who participate in supported education programs feel better prepared to interact with peers and instructors, as well as demonstrate appropriate behavior in this environment upon completion of their educational program (Gutman et al., 2008).

## References:


