



Inpatient Energy Management Education (IEME) for persons with MS-related fatigue

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Background

Fatigue is one of the most common symptoms in persons with multiple sclerosis(pwMS)¹. It limits participation in ADL's, productivity and effects quality of life. Outpatient energy conservation education is a valid and effective intervention², but is not compatible with inpatient rehabilitation. Rehabilitation centers need a standardized protocol, feasible in inpatient setting which main the reinforcing effect of peers, principals of patient education, empowerment and change management.

Aims

Part 1: To develop an inpatient energy management education (IEME) protocol and materials, and user-evaluation of a testrun.

Part 2: To evaluate the feasibility of a RCT study-protocol and to explore the effect of IEME on self-efficacy, fatigue and quality of

Results 1: Treatment protocol IEME



Methods: Part 1

- Development based on scientific literature and knowledge from OT experts.
- Training of 3 OT's in IEME execution.
- Test run with 13 pwMS.
- Analysis of 3 focus group (participants and OTs) discussions after test-run.
- IEME optimization.

Methods: Part 2

- Small RCT with pwMS from the Rehabilitation Centre Valens.
- Randomization to IEME or to progressive muscle relaxation (PMR; control intervention) in addition to rehabilitation as usual.
- Inclusion criteria: confirmed diagnosis of MS, 3 week inpatient rehabilitation, FSS (>4), EDSS (≤6.5). Exclusion criteria: T-MMSE (<21), BDI-FS (<4).
- Outcome measurement at baseline, after 3-week inpatient rehabilitation (T1) and 4 month from baseline (T2). Assessments: MFIS, SF 36, OSA, Self-efficacy MS-Scale, Self-efficacy for performing energy conservation strategies assessment (SPECSA).

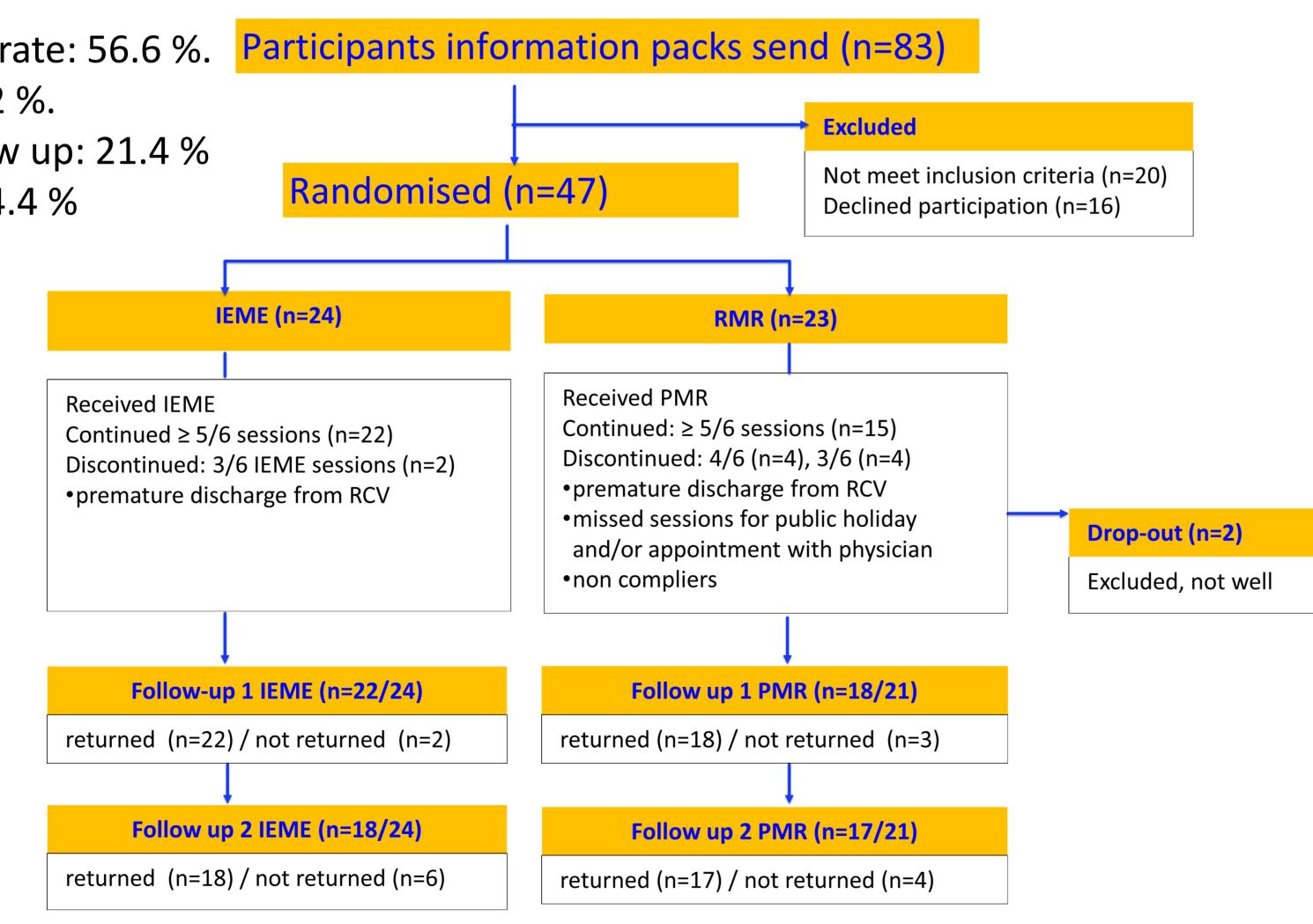
Results 2: Feasibility of study protocol

Participants information packs send (n=83) Recruitment rate: 56.6 %.

Drop-out: 4.2 %.

Lost for follow up: 21.4 %

Follow up: 74.4 %



Energy account Individual Vicious fatigue circle lesson with OT. Principles of energy management **1**h Energy profile **Break Management** Types of breaks and break rules Daily schedule Occupational balance 5 Group Activity patterns and priorities lessons with Weekly schedule OT Use of body & environment **2-5 pwMS** Ergonomic behaviour 1 h **Environmental adjustments** Simplifying activities Workload reduction Energy costs and consumption **Effective communication** Speaking about fatigue Communication strategies Individual My goals lesson with OT • Revisit the course and the 0.5 h potential of change Formulation of realistic and specific goals

Total: 6.5 h

Reinforce input for the behaviour

change

Conclusions

- Significant higher scores (p<0.10) in physical functioning (SF36) and self-efficacy for performing energy conservation strategies in IEME vs. PMR at T1 & T2.
- No significant differences in fatigue impact between the groups.
- High treatment fidelity with 89% of all tasks completed.
- Reduced need of individual OT sessions thanks IEME.
- Participants have left the clinic with high motivation to follow their own goals.
- They are in different stages of change.

Letter home

- Workload reduction and ergonomic behavior is easier to implement.
- Redesign of daily structure, roles and responsibilities seems more challenging.





