

Fighting Fatigue

Using Energy Management Strategies to Live Well with Lupus

Abrial Cooke OT Reg. (Ont.) RISE Occupational Therapy

Table of Contents

01 Lupus and Fatigue

> 03 The "4Ps"

02 Energy Management

04 Spoon Theory

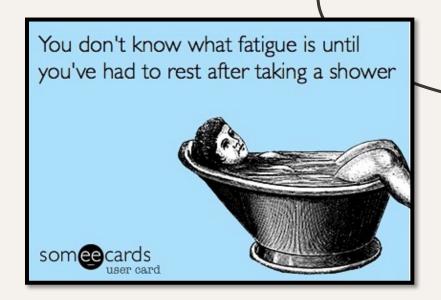
Occupational Therapy

- An occupation is anything someone does that occupies their time.
- Occupational Therapy services enable people to engage in the activities that are meaningful to them
- Occupational Therapists work in various settings, in physical and mental health and treat clients across the lifespan.



Fatigue and Lupus

 Up to 90% individuals living with lupus report fatigue to their most difficult symptoms and one that impacts the most on their quality of life (O'Riordan, Doran, & Connolly, 2017)



Fatigue and Lupus

- Fatigue has a substantial impact on an individual's ability to perform daily selfcare activities such as washing and dressing and grooming
- Fatigue impacts meaningful engagement in household responsibilities, parenting roles, work performance, and scholastic achievement. (Robinson et al., 2010)
- Fatigue has a negative impact on individual's participation in social and leisure activities. (Gallop et al., 2012)

Energy Management

- Effective in addressing pain and fatigue associated with chronic disease (Vanage, Gilbertson & Mathiowetz, 2003).
- Balance rest and energy
- Adapt the way you carry out your day-to-day activities
- The Goal is to Improve Quality of Life

The "4 P's"



Prioritize

Begin with the most important task



Pace

Take rest breaks when needed



Plan

Plan tasks beforehand



Position

Use good body mechanics

Planning

- Plan to do tasks at times when you have the most energy
- Set up everything you need to complete an activity before starting
- Alternate "heavy" and "light" tasks
- Ask for help
- Use a schedule to spread out your activities
- Plan to get a good night's rest



Position (and Posture)

- Sit for tasks when you can
- Minimize bending and reaching
 - Keep frequently used items within reach
 - o Optimize your environment
- Maintain an upright posture when sitting and standing.
- Keep your arms close to your body when carrying heavier items



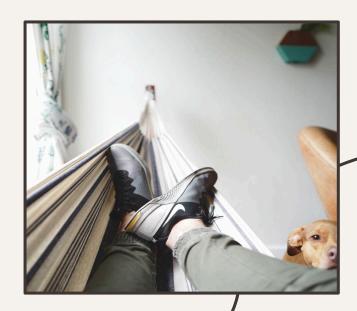
Prioritize

- Prioritize what needs to be done now, and what can wait to be done at a later time or date.
- When you have more than one thing that needs to be done, start with the task that is the most important so you can be sure it gets done.



Pacing

- Listen to your body
- Rest often. Rest before you feel tired.
- Maintain a slow and steady pace- don't rush.
- Ask for help



Spoon Theory

"The difference in being sick and being healthy is having to make choices or to consciously think about things when the rest of the world doesn't have to. The healthy have the luxury of a life without choices, a gift most people take for granted. Most people start the day with unlimited amount of possibilities, and energy to do whatever they desire, especially young people. For the most part, they do not need to worry about the effects of their actions." (Miserando, 2003)



Spoon Theory

If you only had 12 spoons in a day, how would you spend them?



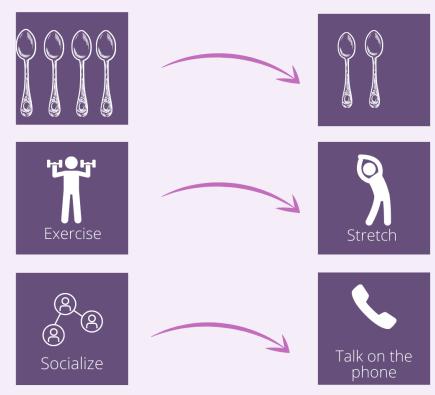
@rise.ot

Saving Spoons



@rise.ot

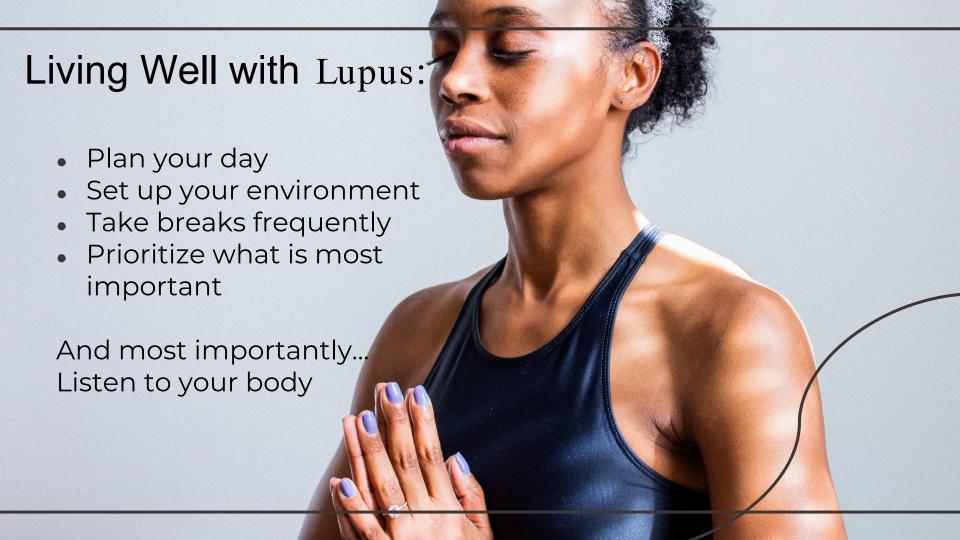
Saving Spoons



@rise.ot

Always keep a spare





Give yourself the grace and space to be with your body



Questions?



Website: https://riseoccupationaltherapy.com/



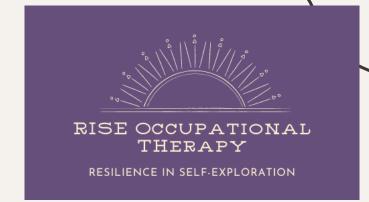
Email: abrial@riseoccupationaltherapy.com



Instagram: @rise.ot



Facebook: Rise.resilienceOT



References

Cleanthous, S., Tyagi, M., Isenberg, D., & Newman, S. (2012). What do we know about self-reported fatigue in systemic lupus erythematosus? *Lupus*, 21(5), 465–476. https://doi.org/10.1177/0961203312436863

Gallop, K., Nixon, A., Swinburn, P., Sterling, K., Naegeli, A., & Silk, M. (2012). Development of a conceptual model of health-related quality of life for systemic lupus erythematosus from the patient's perspective. *Lupus*, 27(9), 934–943. https://doi.org/10.1177/0961203312441980

O'Riordan, R., Doran, M., & Connolly, D. (2017). Impact of a fatigue and activity management education programme on individuals with systemic lupus erythematosus. (2015). *Occupational Therapy International*, p. 1-11. Doi: 10.1155/2017/4530104

Brown CA. Occupational therapists' beliefs regarding treatment options for people with chronic pain. British Journal of Occupational Therapy. 2002;65(9):398-404.

Piper BF. Pathophysiological Phenomena in Nursing: Human Responses to Illness. PA, USA: WB Saunders; 1993. pp. 279–302.

Miserando, C. (2003), The Spoon Theory, Butyoudontlooksick.com

Robinson, D., Jr., Aguilar, D., Schoenwetter, M., Dubois, R., Russak, S., Ramsey-Goldman, R., Navarra, S., Hsu, B., Revicki, D., Cella, D., Rapaport, M.H., Renahan, K., Ress, R., Wallace, D. and Weisman, M. (2010), Impact of systemic lupus erythematosus on health, family, and work: The patient perspective. Arthritis Care Res, 62: 266-273. https://doi.org/10.1002/acr.20077

Townsend, E.A. & Polatajko, H. J. (2007). Enabling Occupation II: Advancing an Occupational Therapy Vision for Health, Well-being & Justice through Occupation. Ottawa, ON: CAOT Publications ACEVanage, S. M., Gilbertson, K. K., & Mathiowetz, V. (2003). Effects of an energy conservation course on fatigue impact for persons with progressive multiple sclerosis. *American Journal of Occupational Therapy*, 57, 315-323.