<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Sacrificing a limb for life: psychological interventions in osteosarcoma</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Author(s)</strong></td>
<td>Fung, ASM; Lee, PWH</td>
</tr>
<tr>
<td><strong>Citation</strong></td>
<td>Behavioural and Cognitive Psychotherapy, 1996, v. 24, p. 283-286</td>
</tr>
<tr>
<td><strong>Issued Date</strong></td>
<td>1996</td>
</tr>
<tr>
<td><strong>URL</strong></td>
<td><a href="http://hdl.handle.net/10722/42508">http://hdl.handle.net/10722/42508</a></td>
</tr>
<tr>
<td><strong>Rights</strong></td>
<td>This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.; Behavioural and Cognitive Psychotherapy. Copyright © Cambridge University Press.</td>
</tr>
</tbody>
</table>
Brief Clinical Report

Sacrificing a Limb for Life: Psychological Interventions in Osteosarcoma

Amy S.M. Fung and Peter W.H. Lee

Queen Mary Hospital, Hong Kong

Psychological management is a crucial part of the overall treatment plan involving therapeutic amputations in children. Therapeutic work aims to facilitate the implementation of a coordinated treatment plan taking into account the patient's physical and psychological needs. Psychological contact at the early stage is advocated to minimize the patient's distress and to forestall potentially handicapping emotional disturbances. The paper highlights important issues at different phases of the patient's treatment, including coming to terms with the initial diagnosis, acceptance of the amputation plan, and the final process of rehabilitation and normal life adjustment. Psychological interventions with one adolescent girl treated with therapeutic amputation for osteosarcoma are used to illustrate the therapeutic process.

Introduction

Therapeutic amputation is often indicated in patients with osteogenic sarcoma as frequently seen during adolescence. The chances of surviving osteosarcoma have been enhanced with early diagnosis and treatment although not without hefty costs to the individuals concerned. Impaired quality of life and psychosocial adjustment remains a taxing clinical concern (Tebbi and Mallon, 1987). Tyc (1992) reviewed the literature and noted that child and adolescent patients were more resilient to the negative effects of amputation. Tyc (1992) noted that many variables which predict maladjustment in children with chronic diseases are also predictive of the adjustment of limb amputated individuals. The documented variables are mostly "state" rather than "trait" variables which are dynamic and potentially modifiable through psychotherapeutic input.

Reprint requests and an extended version of the report available from Dr Peter W.H. Lee, Honorary Consultant Clinical Psychologist & Senior Lecturer, Clinical Health Psychology Unit, Department of Psychiatry, The University of Hong Kong, Queen Mary Hospital, Hong Kong.

© 1996 British Association for Behavioural and Cognitive Psychotherapies
Goals of psychological intervention

Psychological interventions are designed to enhance the active coping role of individual patients. In the acute phase, the aim is to minimize distress and prevent handicapping emotional disturbances. This approach is closely akin to Lindemann's (1979) "preventive intervention" in health care settings. When anticipatory losses are involved, psychological assistance is called forth in helping patients deal with the arduous tasks required in the mastery of negative emotions, in adopting beneficial coping responses, and in rehearsing feasible future role patterns.

Psychological interventions: overview

While interventions need to be tailored to the individual child patient's and the family's needs, a number of core ingredients are incorporated. Provision of preparatory information, stress inoculation, and opportunities for skills acquisition is important in augmenting a sense of control (Meichenbaum, 1985). Maladaptive illness-related thoughts and beliefs are examined so that absolutistic thinking and catastrophizing predictions can be dealt with at an early stage. Reattributions and exploration of more realistic but acceptable alternatives are maximized (Beck, 1976). Social support is mobilized. The aim is to enhance active coping, and to prevent an unhappy, painful situation becoming worse than it necessarily must be. Several principles are emphasized in the intervention process. Early intervention is stressed. Coordination of all parties involved in the illness management is essential. Goals for attainment at different phases of the treatment process should be clearly defined. Dysphoric emotions and negative perceptions are considered focal points for therapeutic inputs. The child is helped to express and deal with dysphoric emotions; and to facilitate the expression and reality testing of catastrophic concerns relating to the loss and trauma so that more acceptable alternatives could be explored. Throughout the process, patient choice and commitment is emphasized. Active coping over that of a frail dependent victim role is emphasized. Parent involvement is an integral part of the program. Parents are coached and helped to rehearse and implement helpful tactics for their child. The aim is to achieve a greater sense of control and order amidst the crisis and chaos. Normalizing and distracting activities are built into the therapeutic program to improve the child patient's inevitably diminished quality of life during the hospital stay, and to minimize the negative consequences of the often intrusive treatment procedures. Efforts are made before and after the amputation to prepare the child patient for dealing with potentially taxing social situations. Tactics for dealing with ridicule, strange looks from others, misconceptions expressed against them or even discriminatory behaviours are discussed. Problem anticipation, definition, and skills for resolution are rehearsed. A balanced perspective in taking the future one step at a time is fostered to prevent the child patient from being overwhelmed by anticipatory worries. Even when the child patient may leave the hospital and is imprised with prostheses, he/she is assured of continual access to the psychologist and the paediatric team. Follow-up sessions are arranged to deal with problems that may arise in daily living. Goals for attainment in personal, social and school functioning are set. The frequency of follow-up is tailored according to individual circumstances, and is gradually weaned off over time.

Case illustration

To illustrate the process and nature of the psychological interventions, the therapeutic work with an adolescent girl diagnosed with osteosarcoma is described (the long paper available on request discusses one other case in detail). K.C. was 10 years old, a P.A. student when she was seen. She rejected the treatment plan involving hip disarticulation to be followed by chemotherapy. She also became increasingly depressed with symptoms of social withdrawal, sleep disturbance, decreased appetite, poor morale, loss of interests, and a clearly discernible low mood. She resented the staff, and became almost totally uncommunicative.

Psychological interventions

By way of establishing rapport, the family and personal characteristics of K.C. were assessed. K.C.'s father was a 43-year-old construction site unskilled worker. Her parents had divorced four years ago, and her mother had since lost contact. As the father had to work full-time, the children were placed under foster care. K.C. was approached for an assessment of her views and feelings towards her illness. Her perception of the available options and her attitudes towards the medical and nursing staff were elicited. K.C. was encouraged to express her emotions and to discuss whatever issues she felt like talking about. The open and non-judgmental discussions were instrumental in lessening her perception of the hospital as a sombre, unfamiliar, and coercive place. K.C.'s initial resentment towards the staff also lessened as she found an ally in the psychologist. On the other hand, the ward staff were oriented to see the appropriateness of the emotions (including verbal aggression and resentment) displayed by K.C. and her father during their crisis period. K.C.'s morale gradually improved as she began to find a more secure place in the ward. The next step involved helping K.C. and her father to arrive at a decision regarding what was acceptable as treatment for her. A problem-solving approach was adopted. Problems were defined, and possible solutions generated. K.C.'s father was first guided to consider the pros and cons of the suggested therapeutic amputation, and to accept that this was the best option available. K.C., on the other hand, was encouraged to talk and fantasize about what would become of her if her leg were amputated. K.C. admitted that she was pessimistic and scared. She was disturbed by images of herself as a ghost with only one leg if she should die. She was also fearful that she would become unlovable, despised and rejected by others. K.C.'s catastrophic fears about the "inevitable psychosocial consequence" of her amputation were thus uncovered and made available as targets of intervention. Efforts were made to assure K.C. of the continual acceptance of people important to her to invalidate some of her fears. Her classmates and school teachers were also invited to visit her and rallied support for her. K.C. finally consented to go through with the operation.

Throughout the subsequent treatment process, K.C.'s morale was bolstered through the consistent availability of the psychologist who served as her support and advo-
Goals of psychological intervention

Psychological interventions are designed to enhance the active coping role of individual patients. In the acute phase, the aim is to minimize distress and prevent handicapping emotional disturbances. This approach is closely akin to Lindemann’s (1979) “preventive intervention” in health care settings. When anticipatory losses are involved, psychological assistance is called forth in helping patients deal with the arduous tasks required in the mastery of negative emotions, in adopting beneficial coping responses, and in rehearsing feasible future role patterns.

Psychological interventions: overview

While interventions need to be tailored to the individual child’s needs, a number of core ingredients are incorporated. Provision of preparatory information, stress inoculation and opportunities for skills acquisition is important in augmenting a sense of control (Meichenbaum, 1985). Maladaptive illness-related thoughts and beliefs are examined so that absolutistic thinking and catastrophizing predictions can be dealt with at an early stage. Reattributions and exploration of more realistic but acceptable alternatives are maximized (Beck, 1976). Social support is mobilized. The aim is to enhance active coping, and to prevent an unhappy, painful situation becoming worse than it necessarily must be. Several principles are emphasized in the intervention process. Early intervention is stressed. Coordination of all parties involved in the illness management is essential. Goals for attainment at different phases of the treatment process should be clearly defined. Dysphoric emotions and negative perceptions are considered focal points for therapeutic inputs. The child is helped to express and deal with dysphoric emotions; and to facilitate the expression and reality testing of catastrophic concerns relating to the loss and trauma so that more acceptable alternatives could be explored. Throughout the process, patient choice and commitment is emphasized. Active coping over that of a frail dependent victim role is emphasized. Parent involvement is an integral part of the program. Parents are coached and helped to rehearse and implement helpful tactics for their child. The aim is to achieve a greater sense of control and order amidst the crisis and chaos. Normalizing and distracting activities are built into the therapeutic program to improve the child patient’s inevitably diminished quality of life during the hospital stay, and to minimize the negative consequences of the often intrusive treatment procedures. Efforts are made before and after the amputation to prepare the child patient for dealing with potentially taxing social situations. Tactics for dealing with ridicule, strange looks from others, misconceptions expressed against them or even discriminatory behaviours are discussed. Problem anticipation, definition, and skills for resolution are rehearsed. A balanced perspective in taking the future one step at a time is fostered to prevent the child patient from being overwhelmed by anticipatory worries. Even when the child patient may leave the hospital and is unimpressed with prostheses, he/she is assured of continual access to the psychologist and the paediatric team. Follow-up sessions are arranged to deal with problems that may arise in daily living. Goals for attainment in personal, social and school functioning are set. The frequency of follow-up is tailored according to individual circumstances, and is gradually weaned off over time.

Case Illustration

To illustrate the process and nature of the psychological interventions, the therapeutic work with an adolescent girl diagnosed with osteosarcoma is described (the long paper available on request discusses one other case in detail).

KC was 10 years old, a P4 student when she was seen. She rejected the treatment plan involving hip disarticulation to be followed by chemotherapy. She also became increasingly depressive with symptoms of social withdrawal, sleep disturbance, decreased appetite, poor morale, loss of interests, and a clearly discernible low mood. She resented the staff, and became almost totally uncommunicative.

Psychological interventions

By way of establishing rapport, the family and personal characteristics of KC were assessed. KC’s father was a 43-year-old construction site unskilled worker. Her parents had divorced four years ago, and her mother had since lost contact. As the father had to work full-time, the children were placed under foster care. KC was approached for an assessment of her views and feelings towards her illness. Her perception of the available options and her attitudes towards the medical and nursing staff were elicited. KC was encouraged to express her emotions and to discuss whatever issues she felt like talking about. The open and non-judgmental discussions were instrumental in lessening her perception of the hospital as a sombre, unfamiliar, and coercive place. KC’s initial resentment towards the staff also lessened as she found an ally in the psychologist. On the other hand, the ward staff were oriented to see the appropriateness of the emotions (including verbal aggression and resentment) displayed by KC and her father during their crisis period. KC’s morale gradually improved as she began to find a more secure place in the ward. The next step involved helping KC and her father to arrive at a decision regarding what was acceptable as treatment for her. A problem-solving approach was adopted. Problems were defined, and possible solutions generated. KC’s father was first guided to consider the pros and cons of the suggested therapeutic amputation, and to accept that this was the best option available. KC, on the other hand, was encouraged to talk and fantasize about what would become of her if her leg were amputated. KC admitted that she was pessimistic and scared. She was disturbed by images of herself as a ghost with only one leg if she should die. She was also fearful that she would become unlovable, despised and rejected by others. KC’s catastrophic fears about the “inevitable psychosocial consequence” of her amputation were thus uncovered and made available as targets of intervention. Efforts were made to assure KC of the continual acceptance of people important to her to invalidate some of her fears. Her classmates and school teachers were also invited to visit her and rallied support for her. KC finally consensual to go through with the operation.

Throughout the subsequent treatment process, KC’s morale was bolstered through the consistent availability of the psychologist who served as her support and advo-
Book reviews

If you are interested in reviewing books/texts/materials/software for Behavioural and Cognitive Psychotherapy, then please contact us at the address below, indicating your particular areas of interests and/or title of item to be reviewed.

Also if you would like to recommend a book (new or old) for review, please supply us with the title, author and publisher and we will do our best to obtain it.

Books Received

Cognitive Therapy for Delusions, Voices and Paranoia
P. Chadwick, M. Birchwood and P. Trower
ISBN: 0 471 93888 2; £32.50 hardback
ISBN: 0 471 96173 6; £15.99 paperback
Published by Wiley, 1996.

Better, Deeper and More Enduring Therapy
A. Ellis
ISBN: 0 87630 792 6; £32.50 hardback
Published by Brunner Mazel, 1995.

Exploring Abnormal Psychology
J. M. Neale, G. C. Davison and D. A. F. Haaga
Published by Wiley, 1996.

The Anti-Group: Destructive Forces in the Group and Their Creative Potential
M. Nitsun
ISBN: 0 415 10211 3; £50.00 hardback
ISBN: 0 415 10210 5; £16.99 paperback
Published by Routledge, 1996.

Equal Partners, Good Friends
C. Rabin
ISBN: 0 415 11614 7; £45.00 hardback
ISBN: 0 415 11615 5; £14.99 paperback
Published by Routledge, 1996.
Book reviews

If you are interested in reviewing books/texts materials/software for Behavioural and Cognitive Psychotherapy, then please contact us at the address below, indicating your particular areas of interests and/or title of item to be reviewed.

Also if you would like to recommend a book (new or old) for review, please supply us with the title, author and publisher and we will do our best to obtain it.

Books Received

Cognitive Therapy for Delusions, Voices and Paranoia
P. Chadwick, M. Birchwood and P. Trower
ISBN: 0 471 93888 2; £32.50 hardback
ISBN: 0 471 96173 6; £15.99 paperback
Published by Wiley, 1996.

Better, Deeper and More Enduring Therapy
A. Ellis
ISBN: 0 87630 792 6; £32.50 hardback
Published by Brunner Mazel, 1995.

Exploring Abnormal Psychology
J. M. Nealle, G. C. Davison and D. A. F. Haaga
Published by Wiley, 1996.

The Anti-Group: Destructive Forces in the Group and Their Creative Potential
M. Nitsun
ISBN: 0 415 10211 3; £50.00 hardback
ISBN: 0 415 10210 5; £16.99 paperback
Published by Routledge, 1996.

Equal Partners, Good Friends
C. Rabin
ISBN: 0 415 11614 7; £45.00 hardback
ISBN: 0 415 11615 5; £14.99 paperback
Published by Routledge, 1996.

References


