

Procedure:

1. Explain clinical picture of patient and establish an Occupational Therapy prioritized client problem list.
2. Student will obtain three evidence – based practice articles from health care or AJOT journals to support practice decisions and practice areas and exemplify collaboration with the Occupational Therapist in the practice decisions.
3. Write 2 LTG and 2 STG that directly relate to Client problem list. Remember to keep the focus on what you are looking for in outcomes.
4. Design a 60 minute treatment session. Demonstrate the progression of adjunctive to purposeful activity. Explain your rationale for choices of interventions.
5. Demonstrate selected practice skills (e.g., compensatory strategies, positioning, safety regulations, balance training, contracture management, edema management, subluxation management, orthotics, prosthetic training, thermal modalities, physical agents, ADL training, work simplification and energy conservation) based on the needs of the client in the case study.
6. Selected practice skills should demonstrate how enhancement of functional ability and independence is achieved for the client in the traditional and emerging practice areas in Occupational Therapy.
7. Articulate when and how to use the consultative process with specific consumers or consumer groups as directed by an occupational therapist: (e.g. "It involves; educating school personnel, demonstrating techniques or supports, and providing consultation in the form of occasional visits or phone/e-mail contacts...where the condition is long-standing (such as ASD) and must be managed day-to-day by other personnel e.g. parents, teachers and aides").
8. APA format: Paper should be comprehensive, organized and easy to follow.

Grading Rubric:

Evaluation: Evidence – Based Practice			
	Poor (1)	Fair (2)	Good (3)
Occupational Therapy prioritized problem list	<u>Poor</u> Lacks complete holistic view of client's current state. Focus more on	<u>Fair</u> Addresses 60-75% of the client's factors, performance patterns/skills and	<u>Good</u> Address the whole person in a holistic manner with use of

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<p>Demonstration of Practice Skills</p>	<p>medical past history rather than aspects from the domain.</p> <p>Poor Missing, does not relate to practice of OT or functional/occupation based. Lacks clear understand of what the client and/or therapist is completing. Lacking demonstrated evidence of collaboration with the Occupational Therapist in the practice decisions.</p>	<p>occupational performance.</p> <p>Fair Does not related to practice of OT or functional/occupation based. Lacks clear understand of what the therapist is completing. Some demonstrated evidence of collaboration with the Occupational Therapist in the practice decisions.</p>	<p>the OT Practice Framework noted.</p> <p>Good Relates to practice of OT or functional/occupation based. Demonstrates clear understand of what the therapist and client are completing. Exemplifies collaboration with the Occupational Therapist in the practice decisions.</p>
<p>Articulate when and how to use the consultative process with specific consumers or consumer groups as directed by an occupational therapist: (e.g. "It involves; educating school personnel, demonstrating techniques or supports, and providing consultation in the form of occasional visits or phone/e-mail contacts...where the condition is long-standing (such as ASD) and must be managed day-to-day by other personnel (e.g. parents, teachers and aides").</p>	<p>Does not make mention of the need for additional consultative processes for OT services. Does not address who else would benefit from consultation.</p>	<p>Fair attempt at articulating and identifying the need for additional consultative processes for OT services. May or may not address who else would benefit from such consultation.</p>	<p>Good articulation and identification of the need for additional consultative processes for OT services. Addresses who else would benefit from such consultation.</p>
<p>Evidence Based Practice</p>	<p>Poor Less than two health care or AJOT journals to support Occupational Therapy treatment session</p>	<p>Fair Two health care or AJOT journals to support Occupational Therapy treatment session</p>	<p>Good Three or more health care or AJOT Journals to support Occupational Therapy treatment session</p>
<p>Goals</p>	<p>Poor Goals are not measurable and/or objective; lack</p>	<p>Fair Goal structure needs clarification regarding main elements and</p>	<p>Good All goals are function/occupation based and meet</p>

	standards for goal structure; do not apply towards selected treatment activities.	being functional/occupation based.	standards for goal structure.
Treatment session	<u>Poor</u>	<u>Fair</u>	<u>Good</u>
	Does not address the client and is not an appropriate practice skill(s). Time allotted for treatment session is insufficient with limited, inappropriate use of equipment, modalities, and practice skills.	Additional clarification required. Treatment session executed with of some equipment, modalities, practice skills that is supported by EBP.	Addresses the whole person and Occupational Therapy prioritized client problem list; includes 60 min treatment session with use of equipment, modalities, practice skills that is supported by EBP.
Discharge planning collaboration	Does not evidence discharge planning collaboration	Additional clarification is required	Effectively addresses discharge planning collaboration
Spelling and Grammar, APA Format	<u>Poor</u>	<u>Fair</u>	<u>Good</u>
	Multiple errors with spelling, grammar and sentence structure. Little or no evidence of proof reading.	Minimal errors with spelling, grammar, sentence structure and APA Formatting. Some proof reading required, however, can be comprehended.	Zero issues with spelling, grammar, sentence structure, thought process or general APA format.

Grade _____

Instructor comments: _____