Performance Analyses in an Assistive Technology Service Delivery Process

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**Aim**
The aim is to describe a part of a seven-semester curriculum teaching occupational therapy students at the 5th semester in the occupational therapy process and professional reasoning by using the Occupational Therapy Intervention Process Model (OTIPM) and observation-based performance analyses in the delivery process of assistive technology services.

In Danish municipalities, occupational therapists (OTs) are responsible for the delivery of assistive technology services. The aim in the curriculum is to teach students a systematic approach when they cooperate with the client to find the best solution to the client’s problem.

**Objectives**
The teaching is divided into five steps (Figure a), where the students are taught in a full class with 38 students, split classes with 19 students and in groups of 3-5 students. Learning outcomes are focused on methods and principles used in the first part of the process of delivering assistive technology services.

The OT students contact an adult with disabilities and plan a visit in their home. The students interview and observe the adult with disabilities doing a meaningful and relevant Activity of Daily Living (ADL) task, as a part of this person’s daily life. Based on the observation of the ADL task performance, the students evaluate its quality using an informal, nonstandardized performance analyses. They evaluate 16 ADL motor and 20 process actions (skill items) and use a nonstandardized scale (e.g. no problem, mild problem, moderate problem and severe problem) to rate the observed quality of each performance skill.

The students make a list of all the ineffective performance skills and a list of the effective performance skills. Next, they make clusters of interrelated performance skills and write a summary statement of their observations.

**Pedagogy / Educational Approach**

**Figure a:** Fifth Year of the Study: Case-study, Full Class Lectures 38 Stud., Split Class Lessons 19 Stud. and Case Based Group Work 3-5 Stud.

- **Step 1:** Performance Analyses and Documentation (5 lessons - Full Class)
  - This teacher teaches in Motor and Process Skills, videobase, rating quality, defining effective/reflective actions, summary statements.
  - Visiting an Adult with Disabilities in Their Home (2 lessons Group 3-5 Stud.)
  - The students interview and observe the adult doing a meaningful and relevant ADL task, which is a part of the person’s daily life.
  - Accepting the Skills and Writing a Summary of the Observation(s). (4 lessons Group 3-5 Stud.)
  - The students rating quality, defining the actions of performance that were effective/reflective, identifying clusters of interrelated cells, and write a summary statement.

- **Step 2:** Presentation of Implementing a Performance Analysis (2 lessons - Split Class Lessons)
  - The groups communicate their process and results implementing the performance analysis, feedback from the students, and the teacher.

- **Step 3:** Visiting the Adult with Disabilities in Their Home (1 lesson Group 3-5 Stud.)
  - The students observe in a dialogue to discover his/her occupational performance and go further on to goal setting and assessing the environment.

- **Step 4:** Presentation of Implementing a Performance Analysis (2 lessons - Split Class Lessons)
  - The groups communicate their process and results implementing the performance analysis, feedback from the students, and the teacher.

- **Step 5:** Visiting the Adult with Disabilities in Their Home (1 lesson Group 3-5 Stud.)
  - The students validate the performance and document the quality of each performance skill.

**Evaluation and goal-setting phase**

- **Evaluation and goal-setting phase:**
  - The students write a summary statement in a dialogue to discover his/her occupational performance.
  - They train their professional basic language to describe and document the quality of a person’s occupational performance.
  - The students validate the summary statement in a dialogue with the person and create a solid foundation for further examination of the environment.

**Intervention phase**

- **Intervention phase:**
  - The students visit the adult again and the summary is the basis for a dialogue to discuss his/her perspective.
  - They train their professional basic language to describe and document the quality of a person’s occupational performance.
  - The students validate the summary statement in a dialogue with the person and create a solid foundation for further examination of the environment.

**Reevaluation phase**

- **Reevaluation phase:**
  - The students visit the adult again and the summary is the basis for a dialogue to discuss his/her perspective.

**Assistive Technology**

“Any item, piece of equipment or product system whether acquired commercially off the shelf, modified, or customized that is used to increase, maintain or improve functional capabilities of individuals with disabilities” 3) p.89

The students visit the adult again and the summary is the basis for a dialogue to discuss his/her perspective.

**Topic**

In this practice the students work activity-based by observing the person doing an activity and using tools and materials in their surroundings.

The students practice their skills for structuring a workflow and observing ADL task performance.

They train their professional basic language to describe and document the quality of a person’s occupational performance.

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