Danish University Colleges

Performance Analyses in an Assistive Technology Service Delivery Process

Petersen, Anne Karin

Publication date:
2017

Link to publication

Citation for published version (APA):

General rights
Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

• Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
• You may not further distribute the material or use it for any profit-making activity or commercial gain
• You may freely distribute the URL identifying the publication in the public portal

Download policy
If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

Download date: 17. nov. 2019
Performance Analyses in an Assistive Technology Service Delivery Process

Anne Karin Petersen, OT, Senior Lecturer
Department of Occupational Therapy, University College Lillebaelt, Denmark

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 OTIPM is a clinical practice model outlining the therapy process, emphasizing a top-down, client-centered, and occupation-based approach. This model is used to assist the students in planning and working systematically with self-reporting/interviewing, observing and documentation, in the evaluation and goal setting phase in the OTIPM (Figure b).

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.

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 Analysis and Documentation (5 lessons - Full Class)
- This teacher teaches in Motor and Motor Skills, video-based, 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.

Step 2: Assessing the skills and writes a summary of the observations (4 lessons Group 3-5 Stud.)
- The students rating quality, defining the actions of performance that were effective/reflective, identifying clusters of related skills and write a summary statement.

Step 3: 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 4: Visiting the Adult with EOBADL in Their Home (2 lessons Group 3-5 Stud.)
- The students use the summary statement, discovering in their perspective of the performance, and go further on to goal setting and examining the environment.

Step 5: Assistive Technology Services

Figure b: Adapted from: Fisher, A.G. (2009) Occupational Therapy Intervention Process Model, A Model for Planning and Implementing Top-down, Client-centered, and Occupation-based Interventions, Fort Collins, CO: Three Star Press. (Revised June 2013)

Pedagogy / Educational Approach

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” (p. 89)

The students visit the adult again and the summary is the basis for a dialogue to discover 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.

The students validate the summary statement in a dialogue with the person and create a solid foundation for further examination of the environment.

Acknowledgements
Thank you to PhD student Stina Meyer Larsen for assisting in developing the curriculum.