

Danish University Colleges

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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)¹ 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

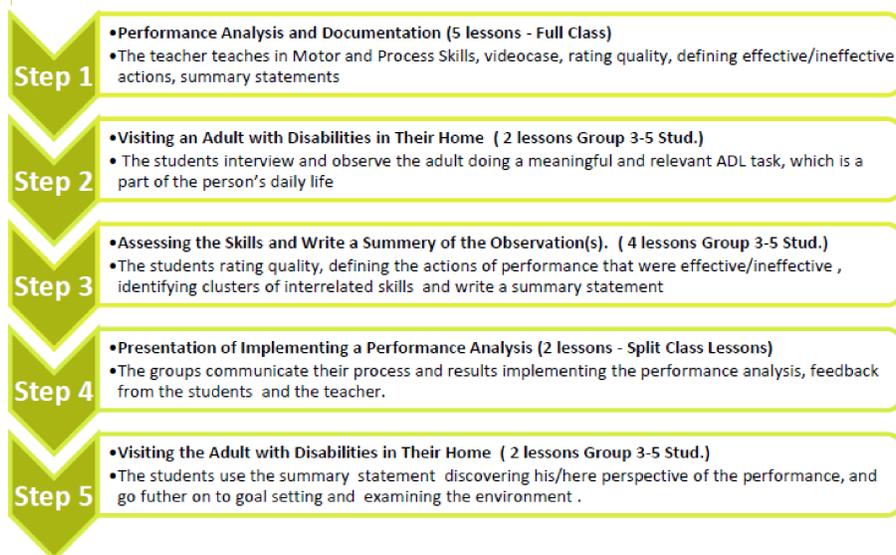
The teaching is divided into five steps (Figure a), where the students are taught in a full class with 38 students, split classes with 19 students and in groups of 3-5 students. Learning outcomes are focused on methods and principles used in the first part of the process of delivering assistive technology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

The OTIPM is a clinical practice model outlining the therapy process, emphasising a top-down, client-centred, 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

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.



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 skill².

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.

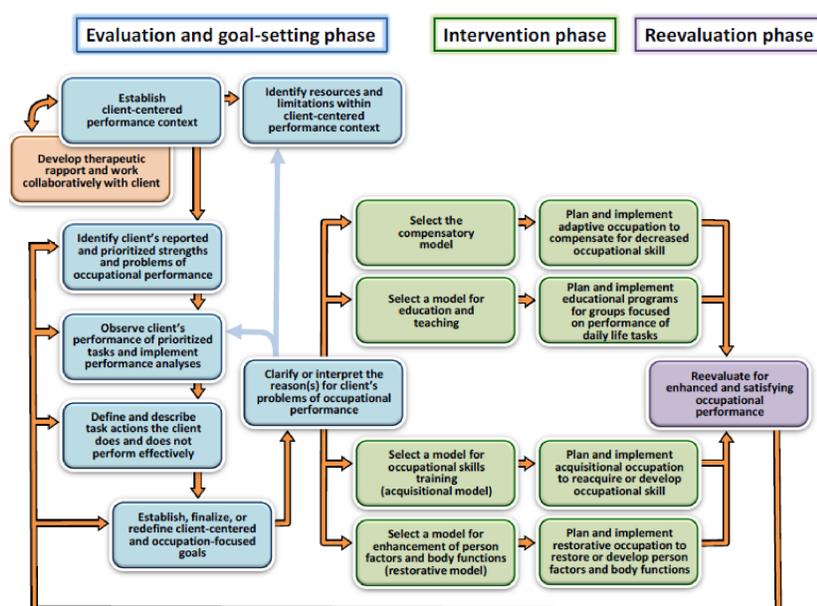


Figure b: Adapted from: Fisher, A.G. (2009) Occupational Therapy Intervention Process Model, A Model for Planning and Implementing Top-down, Client-centered, and Occupation-based Interventions, Fort Collins, CO: Three Star Press. (Revised June 2013)

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.2}

Service delivery

“Involves all facets of the process that starts with identification of the client's needs for assistive technology and culminates with the ongoing outcome evaluation of their use of acquired technology”^{3) 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.

1) Fisher, A.G. (2009) Occupational Therapy Intervention Process Model, A Model for Planning and Implementing Top-down, Client-centered, and Occupation-based Interventions, Three Star Press, Inc, Fort Collins, Colorado, USA

2) Fisher, A. & Griswold, L.A., 2014. Performance Skills. In: B. Schell red. 2014 Occupational Therapy. Willard & Spackman's occupational therapy. -12th ed., p.249-264.

3) Cook A.M. & Polgar, M.J., 2015. Assistive Technologies, Principles & Practices, Elsevier. -Fourth Edition