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.
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).

Pedagogy / Educational Approach

- **Evaluation and goal-setting phase**:
  - **Interpersonal interview with the client** (ask the client to describe his/her performance).
  - **Observation and documentation**: perform ADL task observations.
  - **Identification of the client’s occupational performance**: classify the performance level (e.g., no problem, mild problem, moderate problem, and severe problem) to rate the observed quality of each performance skill.

- **Intervention phase**: 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.

- **Reevaluation phase**: The students visit the adult again and the summary is the basis for a dialogue to discover 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”

**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.”

**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.

---

