Case study applied to student learning activities

* A 55-year-old female in an inpatient setting
* OT referral for decreased independence with ADL/IADL

***Initial evaluation***

Fieldwork educator (FWE) conducts Occupational profile

FWE conducts Occupational performance evaluation (for ex., bathing, dressing, and grooming)

Student observes FWE completing OT profile and evaluation of occupational performance including bathing, dressing, and grooming

* Student completes observation log while FWE completes initial evaluation

FWE verbalizes clinical reasoning during session or process with student after session

FWE asks student to describe a few things he/she observed during the session

* If student unable to identify specific observations, FWE directs them to their observation log

FWE identifies with the student client factors/performance skills observed

FWE supports student to:

* Identify client factors/performance skills that are supports and barriers to occupational performance
* Identify if further assessment is indicated

The FWE identifies an appropriate assessment of client factor/performance skills – (for example, the Executive Function Performance Test);

* FWE may direct student to conduct at subsequent session with client or have student review part of assessment and be ready to administer next day

FWE prompts student to identify any further evaluation of occupational performance he/she wants to complete (for example, meal preparation, medication management, financial management, etc.)

FWE talks through development of goals and treatment plan with student

***Ongoing evaluation***

During the next client session – student complete UE and LE dressing with FWE supervision and support

FWE processes with student to identify ongoing evaluation during intervention

* For example: what is the student observing during the intervention sessions, how is client responding to intervention, how is client progressing toward goals?

FWE discusses with student any changes (if needed) to the intervention plan, intervention approaches

Student documents (not in EMR) UE and LE dressing session with feedback from FWE

* Depending on student skill, therapists comfort, clients’ openness, and time available: FWE allows student additional hands on experiences

Next client session – student completes bathing, dressing, and grooming tasks with FWE support

Student documents entire session completed with fieldwork educator feedback

***Re-Evaluation***

FWE discusses with students what would occur during re-evaluation

Student and FWE together complete formal re-valuation of bathing, dressing, grooming or may involve informal observation from intervention sessions

Student completes some aspects of the process to re-evaluate client on any assessments completed for client factors/performance skills/contexts

***Outcomes***

FWE discusses with student the clients progress toward goals, change in occupational performance, change in client factors/performance skills

The FWE discusses with student how he/she made decisions to continue/change OT services or discontinue

FWE discusses with student any further recommendations, such as home health, outpatient therapy, meals on wheels, etc.