


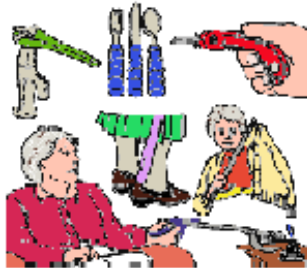


If I am .....the student can.....

<p><b>Doing an evaluation</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<ul style="list-style-type: none"> <li>- Get background information from the chart (record)</li> <li>- List abbreviations you don't understand and look them up</li> <li>- Look up information about the client's diagnosis</li> <li>- Score the protocol</li> <li>- Look up scores in the manual</li> <li>- Write down measurements</li> <li>- Fill in the eval form and compare with your supervisor</li> <li>- Make sure all the needed materials are available and close by</li> <li>- Write your observations of the client during the evaluation</li> <li>- Time the timed tests (if indicated)</li> <li>- Write up a summary of your observations</li> <li>- Write one questions about something you didn't understand and research the answer</li> <li>- Take and record vital signs</li> <li>- Explain the reason for the evaluation to the client, caregivers, others present</li> <li>- Select one other assessment tool that could have been used and explain why</li> </ul>
<p><b>Attending a team meeting, IEP meeting</b></p> <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> <li>- Attend &amp; write a summary of the decisions or results of the meeting</li> <li>- Review the client's information and develop a goal for the client</li> <li>- Make one recommendation for an environmental modification to address a specific goal for the client</li> <li>- Explain the role of OT in the meeting</li> <li>- Write down medical terms and look up definitions of those you are not familiar with</li> </ul>
<p><b>Helping a client complete their ADL's</b></p>	<ul style="list-style-type: none"> <li>- Explain the role of OT to the client or caregivers</li> <li>- Do an environmental scan to determine if the area is safe for the client to move around within</li> <li>- Practice using the assistive devices ahead of time and be ready</li> </ul>



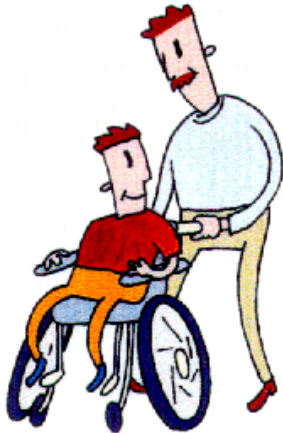
- to demonstrate or explain the use of one to the client
- Do the set-up of materials, items for the client to access
- Write an observation note
- Identify the levels of assistance the client needs during the session
- Explain the use of assistive devices to the client or caregivers
- Discuss how you would upgrade and downgrade 2 activities you observed with the client
- Go through the Sammons catalogue and find a piece of adaptive equipment the client could benefit from

### **Making a splint**






- Gather the materials and set up the work area for the client
- Explain to the client what the therapist is going to do
- Help position the client during splint fabrication
- Make the splint on themselves, another student or the FW educator
- Write out or review the instructions with the client before they leave

### **Planning and implementing an intervention session**



- Review client records prior and list any abbreviations, terms not familiar with and get definitions
- Identify precautions, when vitals will need to be taken, safety measures for the client
- Discuss what you would do next with the client based on the performance you observed
- Help prepare and set-up the environment
- Observe the session and keep track of the goals being addressed and explain how they were addressed within the session
- Write a SOAP note of the session (client or group)
- Identify one thing that could be changed, make a suggestion what that is and why
- Write one questions about something you didn't understand and research the answer
- Identify the levels of assistance used within the session
- Record objective observations and link these to the levels of assistance the client required
- Set-up for a transfer or mobility activity including arrangement of

	<p>environment, equipment needed and how you will explain the activity to the client</p>
<p><b>Writing a report to the insurance company, physician etc</b></p> 	<ul style="list-style-type: none"> <li>- Gather background information about the client and the reason for the letter</li> <li>- Write a draft of the letter</li> <li>- Write a summary of the eval results for the MD, caregiver, and aide- what is different in each?</li> </ul>
<p><b>Conducting a patient education session</b></p> 	<ul style="list-style-type: none"> <li>- review the materials and update them based on review of the literature</li> <li>- identify the cultures represented by the client population and determine if there are any modifications that should be made based on this information</li> <li>- identify &amp; teach caregiver/aide a skill to practice with the client</li> </ul>
<p><b>Doing something the student cannot participate in at all</b></p> <ul style="list-style-type: none"> <li>- patient refuses to allow student to be present</li> <li>- situation precludes student being present</li> <li>-</li> </ul> 	<ul style="list-style-type: none"> <li>- be paired with another OT or another professional (see above)</li> <li>- review the site specific learning objectives and revise or make additions based on the student's experience</li> <li>- link the client's diagnosis/pathology to intervention activities</li> <li>- make a list of occupation based activities the client could engage in given their occupational profile</li> <li>- explain how you would upgrade/down grade several activities for the client</li> <li>- complete a chart review</li> <li>- find out what precautions the client has or what precautions might be associated with their diagnosis</li> <li>- identify the roles of the personnel in the facility</li> <li>- conduct a search for evidence around an intervention, assessment used in the facility</li> </ul>