

Abilene Christian University
Department of Occupational Therapy
Case Study: Using the OTPF 3rd Edition as a guide

Occupational Profile

DOMAIN

OCCUPATIONS

A. ADLs (BADLs & PADLs):

B. IADLs:

C. Rest & Sleep:

D. Education:

E. Work:

F. Play:

G. Leisure:

H. Social Participation:

CLIENT FACTORS

A. Values, Beliefs, & Spirituality (Persons, Groups, & Populations):

B. Body Functions:

C. Body Structures:

PERFORMANCE SKILLS

A. Motor Skills:

B. Process Skills:

C. Social Interaction Skills:

PERFORMANCE PATTERNS

A. Habits:

B. Routines:

C. Rituals:

D. Roles:

CONTEXTS & ENVIRONMENTS

A. Cultural:

B. Personal:

C. Temporal:

D. Virtual:

E. Physical:

F. Social:

PROCESS

Therapeutic Use of Self:

TYPES OF OCCUPATIONAL THERAPY INTERVENTIONS

A. Occupations & Activities:

B. Preparatory Methods & Tasks:

C. Education & Training:

D. Advocacy:

E. Group Interventions

ACTIVITY & OCCUPATIONAL DEMANDS

A. Relevance & Importance to Client:

B. Objects Used & Their Properties:

C. Space Demands:

D. Social Demands:

E. Sequence & Timing:

F. Required Actions & Performance Skills:

G. Required Body Functions:

H. Required Body Structures:

APPROACHES TO INTERVENTIONS:

[Create/Promote, Establish/Restore, Maintain, Modify, & Prevent]

OUTCOMES:

[Occupational Performance, Prevention, Health & Wellness, Quality of Life, Participation, Role Competence, Wellbeing, Occupational Justice]

Rehab Potential: ☐ Excellent ☐ Good ☐ Fair ☐ Poor

Problem Areas:

Short term goals are written to address client problems, incorporate occupations, and relate to long term goals.

Short Term Goals: _____ weeks

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Long Term Goals: _____ weeks

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Treatment Plan:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Treatment Frequency;_____times / week **Duration:**_____weeks

(Signature, credentials, and date)

Document B

Grading rubric for the OCCT 690 S.O.A.P. (Subjective, Objective, Assessment and Plan) note (20 points):

Points	Criteria for Required Points/Letter grade
19 - 20 points	The note contains complete, clear, and concise information; the information is located in the appropriate categories 100% of the time; is one page or less; and the note is signed.
16 - 18 points	Everything in the above grade section are met, the information is located in the correct categories 90% of the time.
14 - 15 points	Everything in the above grade section are met, the information is located in the correct categories 80% of the time.
13 or less points	The note does not focus on the appropriate factors that influence engagement in occupation; the information is located in the correct categories less than 80% of the time, is > 1 page; and the note is not signed.

Document C

Grading Rubric for Student Journal:

The student is required to complete a minimum of a six page journal during each Level I fieldwork experience. The journal is worth 30 points and must outline the ten content areas listed below and the Roman Numerals must separate each section. The journal must be single spaced (SS) and double spaced (DS) between each paragraph each section. The journal must be linked to ten classroom / lab experiences and correlate to that semester foundations. **The links must be identified and highlighted.** The links are one mechanism to ensure Level I fieldwork is *integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process* (C.1.8).

- I. Confidentiality, the student is expected to maintain complete confidentiality of all personal, social and medical history, etc. of the clients with whom they work (HIPAA). While pertinent client information is required for educational purposes, it will never include ANY identifying information such as names, identifying numbers, etc. When documenting information for academic purposes, use first initial or a fictional name only.
- II. Describe two challenging events that occurred during your fieldwork experience. Describe your feelings and how you dealt with those challenges.
- III. Specify objective data you obtained during fieldwork (i.e. data obtained from evaluations). Use professional medical/occupational therapy terminology (refer to Quick Reference for OT book).
- IV. Identify and describe six (6) things that were learned on fieldwork (various techniques observed, in-services attended, and information about specific diagnoses, etc).
- V. What was the role of the occupational therapist in various situations/settings? If an occupational therapist was not on site, what role would the OT show?
- VI. Describe three ways you actively participated during fieldwork, be specific.
- VII. Outline and explain in detail four (4) areas, statements, observations, or other circumstances that needed clarified during fieldwork.
- VIII. Identify six (6) resources and describe the need for these resources during the fieldwork experience. The resources can include team members, books, the Internet, ACU OT faculty, etc.

- IX. Document different feedback received from at least **four** (4) people.
Describe what was learned from the feedback. The feedback can be from your FE, a volunteer, a client, a family member, an employee, a fellow student, etc.
- IX. Identify and describe three (3) situations you problem-solved during fieldwork.

Required Points	Criteria for Required Points/Letter grade
150-135 points	All 10 sections are addressed; there are 10 links to the correlating semester's taught foundations; the links are highlighted; the information is thorough , clear, and concise; SS throughout with DS between paragraphs and sections; follows Roman numeral outline; name appears on each page, and is six pages in length.
120-134 points	Everything outlined in the above grade; there are 9 links to the correlating semester's classroom/lab, and is five pages in length.
100-119 points	Everything outlined in the above grade; there are 8 links to the correlating semester's classroom/lab, and is four pages in length.
100 or less points	Less than 10 sections addressed, there are less than 8 links to the correlating semester's taught foundations, is less than four pages in length, student's name does not appear on each page.