WASHBURN UNIVERSITY – OTA PROGRAM

SIM LAB SCHEDULE

# AL 162 – Occupational Therapy Interventions

November 28 and 30, 2016

Comprehensive Comp

Students must arrive 45 minutes prior to schedule time – double check your schedules

November 28, 2016

| Time | Room 1  Therapist | Room 2  Therapist |
| --- | --- | --- |
| 1:00 |  |  |
| 1:30 |  |  |
| 2:00 |  |  |
| 2:30 |  |  |
| 3:00 |  |  |
| 3:30 |  |  |

November 30, 2016

| Time | Room 1  Therapist | Room 2  Therapist |
| --- | --- | --- |
| 1:00 |  |  |
| 1:30 |  |  |
| 2:00 |  |  |
| 2:30 |  |  |
| 3:00 |  |  |
| 3:30 |  |  |

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## Overview:

Patient 1:

Name: Mason Smith

Age: 10-year-old male

Medical: Autistic

Focus: Therapeutic relationship with patient

Therapeutic relationship with patient’s family

Occupations of 10-year-old

Explanation of standardized tests

Patient 2:

Name: Calli Johnson

Age: 18-year-old female

Medical: Down Syndrome

Focus: Therapeutic relationship with patient

Therapeutic relationship with patient’s family

Occupations of 18-year-old

Explanation of standardized tests

Patient 3:

Name: Mason Smith

Age: 6-year-old male

Medical: Autistic

Focus: Therapeutic relationship with patient

Therapeutic relationship with patient’s family

Occupations of 6-year-old

Explanation of standardized tests

Patient 4:

Name: Calli Johnson

Age: 4-year-old female

Medical: Down Syndrome

Focus: Therapeutic relationship with patient

Therapeutic relationship with patient’s family

Occupations of 4-year-old

Explanation of standardized tests

Patient 5:

Name: Mason Smith

Age: 16-year-old male

Medical: Autistic

Focus: Therapeutic relationship with patient

Therapeutic relationship with patient’s family

Occupations of 16-year-old

Explanation of standardized tests

Patient 6:

Name: Calli Johnson

Age: 12-year-old female

Medical: Down Syndrome

Focus: Therapeutic relationship with patient

Therapeutic relationship with patient’s family

Occupations of 12-year-old

Explanation of standardized tests

## Expected Outcomes for OTA Student:

1. Assess area for possible safety concerns and react accordingly.
2. Establish a therapeutic relationship with the patient and parent.
3. Explain completed standardized tests.
4. Describe goals of occupational therapy and how to encourage participation with intervention.
5. Identify activities that are age and developmentally appropriate.

## Objectives:

The student will assess the area for possible safety concerns.

The student will react appropriately to any safety concerns within the environment. This may include sharps, pills, lines, contacting other personnel if needed, etc.

The student will establish a therapeutic relationship with the patient.

The student will establish a therapeutic relationship with the patient’s family.

The student will explain the patient’s completed standardized tests and what they mean.

The student will describe goals and will encourage participation with the intervention.

The student will identify activities that are age and developmentally appropriate.

## Equipment:

| Equipment: | Elements |
| --- | --- |
| Pediatric Manikin/Baby | Dress - Hospital gown or patient clothes, ID bracelet |
| Safety Hazards | Sharps out, gait belt left in room, etc. |
| Standardized Tests |  |
| IV |  |
| Vital Signs |  |

## Patient Chart Elements:

| Patient Chart Elements |  |
| --- | --- |
| General (Concise) Chart Section  ADMITTING HISTORY | Patient 1:  Name: Mason Smith  Age:10-year-old male  Medical: Autistic  Patient 2:  Name: Calli Johnson  Age: 18-year-old female  Medical: Down Syndrome  Patient 3:  Name: Mason Smith  Age: 6-year-old male  Medical: Autistic  Patient 4:  Name: Calli Johnson  Age: 4-year-old female  Medical: Down Syndrome  Patient 5:  Name: Mason Smith  Age: 16-year-old male  Medical: Autistic  Patient 6:  Name: Calli Johnson  Age: 12-year-old female  Medical: Down Syndrome |
| OT Initial Eval | Patient 1:  Focus: Therapeutic relationship with patient  Therapeutic relationship with patient’s family  Occupations of 10-year-old  Explanation of standardized tests    Patient 2:  Focus: Therapeutic relationship with patient  Therapeutic relationship with patient’s family  Occupations of 18-year-old  Explanation of standardized tests  Patient 3:  Focus: Therapeutic relationship with patient  Therapeutic relationship with patient’s family  Occupations of 6-year-old  Explanation of standardized tests  Patient 4:  Focus: Therapeutic relationship with patient  Therapeutic relationship with patient’s family  Occupations of 4-year-old  Explanation of standardized tests  Patient 5:  Focus: Therapeutic relationship with patient  Therapeutic relationship with patient’s family  Occupations of 16-year-old  Explanation of standardized tests  Patient 6:  Focus: Therapeutic relationship with patient  Therapeutic relationship with patient’s family  Occupations of 12-year-old  Explanation of standardized tests |

## Roles:

1. Mary patient/manikin 1
2. Katlin patient/manikin 2
3. 1 OTA student as therapist per room

## Briefing with student prior to Simulation:

It is important to keep the briefing (what you tell the students prior to beginning simulation) as similar to a real clinic situation as possible.

**OTA –**

**Expected Outcome:**

The appropriate steps would be to use universal precautions, introduce self, with correct title and educate patients about occupational therapy if patient does not know. The student should recognize safety concerns (i.e., gait belt, sharps, etc.) and react appropriately by eliminating these concerns from the environment. The student will establish a therapeutic relationship with the patient. The student will establish a therapeutic relationship with the parents of the patient. The student will be able to accurately explain the results from standardized tests. The student will identify activities that are age and developmentally appropriate. If the student does not initiate therapeutic relationship within 2 minutes with patient, the CI will step in and facilitate start of relationship. If student does not initiate therapeutic interventions within 4 minutes, the CI will step in and facilitate the first steps in a treatment.

## Facilitator Prompts - OTA

***Facilitator Prompts*** (suggested scripts) –

1. Enter room remember universal precautions, introduce yourself and explain OT and purpose of treatment session.
2. What do you need to look for in regard to safety concerns?
3. How will you establish rapport with the patient?
4. How will you explain the standardized tests?
5. Does the client or client’s family have knowledge and/or understanding of: occupational therapy, the patient’s goals?
6. Who do you think we might want to tell about this? What information would you give to them?
7. How would you explain your observations to the occupational therapist?
8. How will you get the child to engage in the treatment session?

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STUDENT:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Patient Name and Age: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Please complete a SOAP Note
2. Please complete the following rubric for self-evaluation.
3. Complete pre-assessment
4. Complete post-assessment

| TASKS | Level 4 – Completed with no difficulty – no verbal or physical cues | Level 3 – Completed with min difficulty – 1-2 verbal or physical cues | Level 2 – Completed with mod difficulty – 3-4 verbal or physical cues | Level – Unable to complete – 5 or more verbal or physical cues |
| --- | --- | --- | --- | --- |
| Gathered information from completed evaluation from OT |  |  |  |  |
| Clarified any questions and/or procedures |  |  |  |  |
| Universal Precautions |  |  |  |  |
| Identify self |  |  |  |  |
| Identify client by name |  |  |  |  |
| Identify client by birth date and MR# |  |  |  |  |
| Vital signs prior to treatment if indicated   * O2 * BP * HR * Resp Rate |  |  |  |  |
| Recognize any distress if indicated |  |  |  |  |
| Notify appropriate discipline within a timely manner if indicated |  |  |  |  |
| Professional communication demonstrated |  |  |  |  |
| Collaborative efforts demonstrated with respective healthcare departments |  |  |  |  |
| Explain OT treatment orders |  |  |  |  |
| Explain treatment procedures and why |  |  |  |  |
| Responds to questions as indicated |  |  |  |  |
| Interacts appropriately with patient |  |  |  |  |
| Interacts appropriately with patient’s family |  |  |  |  |
| Identify any safety concerns |  |  |  |  |
| ADL transfers |  |  |  |  |
| Gait belt |  |  |  |  |
| Positioning |  |  |  |  |
| Precautions |  |  |  |  |
| ADLs |  |  |  |  |
| Adaptive equipment |  |  |  |  |
| Identify age appropriate activities |  |  |  |  |
| State the indication for therapy, respectively |  |  |  |  |
| Communicating with OT |  |  |  |  |
| Explanation of standardized test |  |  |  |  |

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**Pre-Assessment**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Complete the following questions prior to beginning the simulation:**

1. On a scale of 1 – 5 (5 being best), how would you rate your comfort level with the pediatric population?
2. On a scale of 1- 5 (5 being best), how comfortable are you establishing a therapeutic relationship?
3. On a scale of 1 – 5 (5 being best), how would you rate your comfort level with educating clients on standardized tests?
4. On a scale of 1 -5 (5 being best), how would you rate your comfort level with identifying developmentally appropriate activities?

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**Post-Assessment**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Patient Name and Age:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Complete the following questions after the simulation:**

1. After completing the simulation, on a scale of 1 – 5 (5 being best), how would you rate your comfort level with the pediatric population?
2. After completing the simulation, on a scale of 1- 5 (5 being best), how comfortable are you educating clients on standardized tests?
3. After completing the simulation, on a scale of 1 – 5 (5 being best), how would you rate your comfort level with communicating to other professionals about a patient?
4. After completing the simulation, on a scale of 1 – 5 (5 being best), how would you rate your comfort level with establishing a therapeutic relationship?
5. After completing the simulation, on a scale of 1 -5 (5 being best), how would you rate your comfort level with identifying developmentally appropriate activities?

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