



BAKER COLLEGE
STUDENT LEARNING OUTCOMES

OCC6310 Case-Based Clinical Reasoning
4 Semester Hours

Student Learning Outcomes & Enabling Objectives

1. Conduct standardized assessments, screening tools, observations, interviews, and occupational histories to analyze the effects of physical and mental health, heritable and predisposing genetic conditions, disability, disease processes and traumatic injury based on client needs, available evidence and the cultural context of family and society on occupational performance.
 - a. Formulate and organize interview questions for model patient
 - b. Identify assessment priorities and formal/informal assessment methods in weekly treatment plans
 - c. Select most relevant assessment skill(s) to demonstrate in weekly lab session
 - d. Complete weekly online case to progress patient through rehabilitation continuum, appreciating differences in assessment focus/tools in each setting
2. Use appropriate procedures, protocols, and statistics to interpret tests and measurements for the purpose of administering assessments and delivering evidence-based practice.
 - a. Identify relevant assessment methods
 - b. Research procedures & methods for standardized assessment
 - c. Complete FIM scoring on Ben case
3. Defend an intervention plan for assigned case studies based on the ability to analyze tasks relative to the client's occupational performance skills, patterns, activity demands and context.
 - a. Develop a list of intervention strategies
 - b. Justify identified intervention strategies utilizing evidence from the patient's occupational profile
4. Prescribe and perform standardized assessments and treatment sessions demonstrating competencies and utilizing safety of self and others, and adhere to safety regulations throughout the OT process.
 - a. Identify specific safety precautions based on diagnosis
 - b. Demonstrate the ability to accurately take vital signs
 - c. Consistently follow universal precautions during lab sessions
 - d. Demonstrate standardized hand placement during manual muscle testing
 - e. Utilize gait belt during all transfers

- f. Ensure patient safety during all lab sessions
5. Use clinical reasoning to validate the use of compensatory strategies when desired life tasks cannot be performed.
 - a. Identify frame of reference related to selected intervention strategies
 - b. Write justification for selected interventions strategies
6. Analyze, synthesize, and apply models of occupational performance and theories of occupation to assigned case studies.
 - a. Discuss available models and theories during case debrief sessions
 - b. Relate models and theories to intervention plans in weekly written treatment plans
7. Apply theoretical constructs to evaluations and interventions to assigned case studies (various types of client's, practice contexts, and environments) to analyze and effect meaningful occupation.
 - a. Discuss relationship of occupation to each case study
 - b. Identify treatment goals utilizing COAST framework
8. Interpret assessment data by considering the following factors that might bias assessment results: culture, disability status, gender, situational variables related to the individual, context.
 - a. Write assessment sections of SOAP notes to document weekly lab sessions
9. Interpret evaluation data in relationship to accepted terminology of the profession and relevant theoretical frameworks.
 - a. Utilize standard abbreviations in documentation
 - b. Utilize common language of the Occupational Therapy Practice Framework (AOTA) in documentation
10. Provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation utilizing a variety of methods including occupations and activities, preparatory methods and tasks, education and training, advocacy, and group interventions.
 - a. Write intervention goals that have occupational measures in weekly treatment plans
 - b. Identify both preparatory and occupation-based interventions for each patient goal
 - c. Demonstrate a variety of intervention methods throughout weekly lab sessions
11. Teach compensatory strategies such as the use of technology and adaptations to the environment that support performance, participation, and well-being.
 - a. Identify appropriate education strategies in discharge plan of written treatment plans
 - b. Provide appropriate support and instruction to family member on week xx case study

12. Based on case studies, provide recommendations and instructions/training in self-care (including feeding), functional mobility, wheelchair management, mobility devices, public transportation, community access, driver's rehabilitation, self-management, home management, and community and work integration.
 - a. Include relevant equipment and resource recommendations on weekly treatment plans
 - b. Identify recommendations appropriate for Ben at each stage of rehabilitation
13. In collaboration with the client, caregiver, family, and significant others, continuously evaluate intervention plans and modify practice as needed to improve client outcomes including grading and adapting the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client, the sociocultural context, and technological advances.
 - a. Demonstrate ability to grade intervention activities in written treatment plans
 - b. Appropriately modify evaluation, intervention, and therapeutic use of self in real time in based on patient response during lab sessions
 - c. Identify Ben's specific needs as his rehabilitation progress across the rehabilitation continuum of care
14. In collaboration with the client, plan for discharge by reviewing the needs of the client, caregiver, family, and significant others; resources; and discharge environment. This includes, but is not limited to, identification of client's current status within the continuum of care and the identification of community, human, and fiscal resources; recommendations for environmental adaptations; and home programming to facilitate the client's progression along the continuum toward outcome goals.
 - a. Select an appropriate discharge setting for each case
 - b. Identify assessment and treatment priorities based on current setting and anticipated discharge setting
15. Terminate occupational therapy services when stated outcomes have been achieved or it has been determined that they cannot be achieved. This includes developing a summary of occupational therapy outcomes, appropriate recommendations and referrals to specialists for intervention, and discussion with the client and appropriate others of post-discharge needs.
 - a. Demonstrate an understanding of setting-specific criteria in written treatment plans
 - b. Identify appropriate collaborative team members and resources in discharge plan of written treatment plan
 - c. Terminate treatment in lab sessions if patient demonstrates medical instability that contraindicates continued intervention
16. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services. Documentation must effectively communicate the need and rationale for occupational therapy services and must be appropriate to the context in which the service is delivered.

- a. Write weekly documentation of lab sessions
 - b. Include need for skilled intervention in objective portion of SOAP note
17. Use scholarly literature, both national and international resources/literature to make evidence-based decisions for assessment and intervention choices, and appreciate the influence of international OT contributions to education, research, and practice.
- a. Present a minimum of one relevant evidence-based resource from a reputable source
18. Demonstrate professional behaviors reflective of the field of occupational therapy in preparation for Level II fieldwork and entry-level clinical practice.
- a. Adhere to dress code as described above on all lab days
 - b. Arrive prior to the start of class in order to be ready to engage in learning activities
 - c. Minimize absences and contact faculty in advance of start of class if an absence is required
 - d. Complete all required preparation and assignments prior to due dates in order to maximize learning
 - e. Display professional and ethical conduct at all times, including in class and on Blackboard
 - f. Follow HIPAA for all case studies
 - g. Treat each other and all faculty/guests with respect
 - h. Actively engage in all learning activities
 - i. Respond in a professional manner to constructive feedback and will adjust behavior in accordance to feedback
 - j. Demonstrate appropriate care and respect for the clinical environment and equipment
 - k. Maintain equipment and environment that is utilized in class (eg. disinfect used equipment, gather and put away supplies)
 - l. Complete assigned prep/clean-up activities with minimal direction
 - m. Demonstrate personal reflection and proactive response for professional growth
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Required Elements

- RE 1. Students are required to receive a passing grade on both the written and lab of the final exam in order to pass the course.
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These SLOs are not approved for experiential credit.

Effective: Summer 2018