

OTA107 Physical Dysfunction Skill Check Midterm

BP- 122/81
HR 68
Resp. 7

Objective: This Midterm Case study is paired with the Mid-term Skill check out to address multiple areas including:

- Students will be able to demonstrate ability to provide interventions in self-care, self-management, health management and maintenance, home management, and community and work integration as well as explain modified techniques for those same areas for clients affected by physical dysfunction as well as demonstrate ability to assess and treat need for training in functional mobility, transfers, wheelchair management and mobility devices.
- Provide development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception).

Guidelines

1. Students will not be allowed to carry anything into the lab with them (All preparations need to be made before class time).
2. Students are expected to dress in clinical attire.
3. A brief case study will be provided to guide the student to the most appropriate clinical approach for patient care. Students will perform the appropriate intervention based on the patient's condition.
4. Students must demonstrate competence with technical skills in the laboratory setting prior to clinical practice. Students are therefore required to pass the lab practical exam with a 75% or higher. If a 75% is not achieved the student will receive remediation from the instructor and a re-take will be allowed. The student must score a 75% on the re-take to pass the practical. If this is successful the grade will be recorded as a 75% **after two attempts will fail to pass the course and will therefore not be eligible to progress through the program.** The retake will be scheduled outside of class time at a time that is acceptable to the student and instructor within 48 hours of the original exam.
5. Students are prohibited from discussing their case scenario with classmates. Non-compliance with this will result in failure of the practical.
6. Documentation of the session will be completed immediately following the practical and turned in before the student leaves the testing area.
7. Critical Safety Elements-Please note that a number of criteria in the scoring rubric are denoted with a (**). These elements must be performed and performed proficiently to pass the exam. Failure to address any one of these criteria will result in failure of the practical.
8. You will have 30 minutes to complete the session.

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****Critical Safety Elements**

| Category | Scoring Criteria | Points Possible | Score |
|------------------------|--|-----------------|-------|
| Preparation Activities | <p>Hand Washing**</p> <ul style="list-style-type: none"> • Completes hand washing • Performs hand washing with correct technique <p>5-completes task completely and accurately before approaching patient 4-completes task completely and accurately after Introduction with patient 3-completes task completely and accurately, but does not maintain cleanliness before approaching patient 2-completes task incompletely 1-recalls task after initiating treatment with patient. 0-does not complete task</p> | 5 | 5 |
| | <p>Introduction</p> <ul style="list-style-type: none"> • Name ✓ • Title ✓ • Explains purpose for being there ✓ • Obtains verbal consent** ✓ <p>5-provides items 1-3 above clearly and concisely using teaching tools or models. Obtains consent 4-provides name or title but omits other, explains purpose clearly without teaching tools. Obtains Consent 3-provides name or title omits other, explains purpose but at a level not consistent with patient understanding. Obtains Consent 2-provides name or title but omits other, explains purpose but is unclear and unorganized. Obtains Consent 1-falls to introduce self or explain purpose. Obtains consent 0-Fails to obtain consent</p> | 5 | 5 |
| | <p>Treatment area set up</p> <ul style="list-style-type: none"> • Choose appropriate and safe area for activities • Facilitates appropriate draping and patient confidentiality • Preparation indicates awareness of case specific needs • Scans environment and clears treatment area** <p>5-Clearly considers patient safety and dignity in set up for treatment 4-Chooses appropriate treatment area, drapes appropriately, preparation lacks organization or clear understanding of plan for session. Scans area for safety 3-Choose of treatment area is appropriate, draping and confidentiality are considered but not carried out completely or accurately. Scans environment for patient safety 2-Lacks awareness of case specific needs making set up unorganized and with errors in patient position and draping. Scans environment for patient safety 1-Fails to complete tasks effectively or efficiently. Scans environment 0-Fails to scan environment for patient safety</p> | 10 | 10 |

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| <p><i>Careful asking too much</i></p> | <p>Obtains necessary subjective information from the patient</p> <ul style="list-style-type: none"> • Pain-Administer objective assessment ✓ • Assess pt's ability to understand education and instructions throughout treatment (<u>assess cognition</u>) • Treatment tolerance throughout session, patient disposition** ✓ <p>5-Performs through chart review, administer pain assessment accurately, responds appropriately to patient pain level, requests feedback from patient throughout 4-Performs chart review identifies 1-2 pertinent items, assess patient pain and responds appropriately, monitors patient tolerance 1-2 times during session 3-Performs chart review unable to identify pertinent information, assess patient pain but does make adjustments based on patient response, monitors patient 1-2 times during session 2-No chart review. Pain is assessed without adjustment based on results, monitors pt response only 1 time during session. 1-No chart review, fails to request pain information, request information about patient response only at end of session 0-Fails to monitor patient response during session.</p> | 10 | 8 |
| | <p>Vital Signs</p> <ul style="list-style-type: none"> • Blood pressure <i>120/80</i> • Heart rate / <i>Resp.</i> <p>5-Application is through, appropriate and accurate 4-Application is performed accurately but inefficiently 3- Application of blood pressure or heart rate performed other omitted 2-Application of both with 2-3 errors in measurement 1-Application of one element with 2-3 errors in measurement 0-Unable to complete assessment without verbal cues</p> | 5 | 5 |
| | <p>Observation</p> <ul style="list-style-type: none"> • Patient's physiologic changes associated with treatment • Patient's <u>cognitive functioning</u> throughout treatment. • Inspection of surgical site, wound, or skin condition <p>5-Observation is through, appropriate and accurate 4-Observation is accurate but inefficient 3-Observation is mostly complete, student has difficulty identifying what is observed 2-Observation is incomplete, student unsure what to look for or how to find 1-Observation incomplete missing the majority of the elements required 0-Observation not attempted.</p> | 5 | 4 |
| | <p>Manual Muscle Testing</p> <ul style="list-style-type: none"> • Complete MMT on correct extremity • Instruct patient on process in a way that can be understood. | 10 | <i>9</i> |

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| <p>5-PT 4-PT 3-PT 2-PT 1-PT 0-PT</p> <p>Prep on joint closest to muscle group you're testing</p> | <ul style="list-style-type: none"> • Make accurate observations about proprioception during MMT. <p>5-MMT is through, appropriate and accurate 4-MMT is accurate but inefficient 3-MMT is mostly complete, student has difficulty identifying what is observed 2-MMT is incomplete, student unsure what to look for or how to find 1-MMT incomplete missing the majority of the elements required 0-MMT not attempted.</p> | | |
| <p>Moved goniometer after taking measurements</p> | <p>ROM Testing</p> <ul style="list-style-type: none"> • Complete ROM on correct extremity • Instructions are clearly understood by patient • Demonstrate use of goniometer on at least 3 joints. <p>5-ROM testing is through, appropriate and accurate 4-ROM Testing is accurate but inefficient 3-ROM Testing is mostly complete, student has difficulty identifying what is observed 2-ROM Testing is incomplete, student unsure what to look for or how to find 1-Testing is incomplete missing the majority of the elements required 0-Testing not attempted.</p> | 10 | 7 |
| <p>dermatomes radial, ulnar nerve to assure hand rehabilitation something at eye.</p> | <p>Testing of Sensation</p> <ul style="list-style-type: none"> • Complete sensation test on correct extremity • Instructions are clearly understood by patient • Test sensation in 3 different areas on the affected extremities. <p>5-Assessment is through, appropriate and accurate 4-Assessment is accurate but inefficient 3-Assessment is mostly complete, student has difficulty identifying what is observed 2-Assessment is incomplete, student unsure what to look for or how to find 1-Assessment incomplete missing the majority of the elements required 0-Assessment not attempted.</p> | 10 | 10 |
| <p>Treatment Activities</p> <p>Don't be too quick to assist pt.</p> | <p>Instruction of Hemi-paretic dressing technique</p> <ul style="list-style-type: none"> • Positions patient correctly and comfortably • Assess patient tolerance before, during and after intervention • Uses appropriate and effective verbal and tactile cues • Relates appropriate progression of the activity • Relates knowledge of goal and technique being performed. <p>5- Performs all elements accurately, safely and efficiently 4-Performs 4/5 elements accurately, safely and efficiently</p> | 10 | 9 |

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| <p><i>Mention the many uses of the reacher hook, magnet where you can get one, etc</i></p> | <p>3-Performs 4/5 elements accurately, safely however lacks efficiency in application (multiple patient positions etc.) 2-Performs 3/5 elements accurately, safely lacking efficiency 1-Performs 1/5 elements accurately, safely 0-Unable to perform tasks Score multiplied by 2 for this element</p> <p>Education on Adaptive equipment</p> <ul style="list-style-type: none"> • Select appropriate piece of equipment • Assess patient tolerance/level of frustration before during and after intervention • Uses appropriate/effective verbal and tactile cues • Relates knowledge of use of equipment and how it is used. <p>5- Performs all elements accurately, safely and efficiently 4-Performs 3/5 elements accurately, safely and efficiently 3-Performs 3/5 elements accurately, safely however lacks efficiency in application (multiple patient positions etc.) 2-Performs 2/5 elements accurately, safely lacking efficiency 1-Performs 1/5 elements accurately, safely 0-Unable to perform tasks Score multiplied by 2 for this element</p> | <p>10</p> | <p><i>8</i></p> |
| <p><i>Visual Verbal Demonstration</i></p> <p><i>a little quack</i></p> | <p>Education of HEP</p> <ul style="list-style-type: none"> • Instructs patient on 3 UE exercises to work on increasing strength of LUE • Provides 2 out of 3 instruction methods. • Provides pt. with reasoning as to why the HEP is beneficial for them. • Able to determine level of understanding of patient and if reinforcement is needed. <p>5- Performs all elements accurately, safely and efficiently 4-Performs 2/5 elements accurately, safely and efficiently 3-Performs 2/5 elements accurately, safely however lacks efficiency in application (multiple patient positions etc.) 2-Performs 2/5 elements accurately, safely lacking efficiency 1-Performs 1/5 elements accurately, safely 0-Unable to perform tasks Score multiplied by 2 for this element</p> | <p>10</p> | <p><i>9</i></p> |
| <p><i>Summarize later to make sure they retained it</i></p> | <p>Education of Pursed Lip Breathing or Energy Conservation</p> <ul style="list-style-type: none"> • Instructs patient on pursed lip breathing technique • Instructs patient on 2-3 energy conservation techniques • Provides 2/3 instruction methods • Provides pt with reasoning as to why the technique should be used. <p>5- Performs all elements accurately, safely and efficiently 4-Performs 3/4 elements accurately, safely and efficiently 3-Performs 2/4 elements accurately, safely however lacks efficiency in application (multiple patient positions etc.) 2-Performs 2/4 elements accurately, safely lacking efficiency</p> | <p>10</p> | <p><i>9</i></p> |

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| | <p>1-Performs 1/4 elements accurately, safely 0-Unable to perform tasks Score multiplied by 2 for this element</p> | | |
| <p>Min. Assist</p> <p><i>easy to transfer toward strong side of pt. were a more difficult</i></p> | <p>Transfers: (2 part)</p> <ul style="list-style-type: none"> • Perform a transfer to/from bed and w/c ✓ • Clear instructions on transfer technique ✓ • Proper body mechanics used ✓ • Uses gait belt ✓ <ul style="list-style-type: none"> • Prepares the area before the actual transfer ✓ • Trains pt. on mobility device present in the room (chosen by instructor to coincide with case study) ✓ • Directs pt. correctly on use of appropriate mobility device ✓ <p>5- Performs all elements accurately, safely and efficiently 4-Performs 5/7 elements accurately, safely and efficiently 3-Performs 4/7 elements accurately, safely however lacks efficiency in application (multiple patient positions etc.) 2-Performs 3/7 elements accurately, safely lacking efficiency 1-Performs 2/7 elements accurately, safely 0-Unable to perform tasks Score multiplied by 2 for this element</p> | 10 | 10 |
| Conclusion | <p>Patient interaction</p> <ul style="list-style-type: none"> • Communicates and summarizes performance • Able to modify communication or teaching strategy in the case of cognitive deficits • Inquires about patient tolerance to treatment • Leaves patient in a comfortable/safe position in bed or chair with necessary items within reach • Thanks the patient for their time • Explains when the patient should expect to be seen in occupational therapy again. <p>5-Communication is clear, well organized and efficient. Patient is left in appropriate position with safety features in place 4-Communication is clear and well organized. Patient response to treatment is clear and student responds appropriately 3-Communication is somewhat clear lacking clear organization. Patient appears comfortable and satisfied 2-Communication lacks organization and is missing 1-2 elements. Patient positioning is not comfortable or appropriate 1-Communication lacks organization and is missing 2 or more elements. Patient position at end of session is not acceptable 0-Student unable to complete tasks accurately or completely</p> | 2 | 2 |
| Documentation | <p>SOAP Note</p> <ul style="list-style-type: none"> • Concise and well organized • Accurately reflects treatment provided • Assessment includes description of patient progress toward goals | 3 | 1 |

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| | <ul style="list-style-type: none"> Plan includes needed communication with occupational therapist and plan for patient progression <p>5-Written communication is well organized and effective. 4-Written communication is effective but lacks some organization 3-Written communication lacks 1-2 elements or they are written incorrectly. 2-Written communication is unorganized and difficult to understand 1-Written communication is late and or unclear. 0-Written communication is not acceptable for clinical use. Score multiplied by 2</p> | | |
| TOTAL POINTS OUT OF: | | 125 | 111 |

88%

Notes

- * try not to physically move limbs that are wFL
- * good job verbalizing instruct. for bed mobility
- *

Student report

Strong:

attentive to pt.
Confident & dressing techniques
good verbal cueing

Weak:

rushed sensation
nervous & Ram & MMT
more comfort & vitals
espec. - HR
- Resp.

forgot wrist
MMT
at first