

1. Exploring the situation of a client

Use an occupational therapy model to explore who your client is and what his or her situation looks like. Choose either the Seven general questions generated from the Model of Human Occupation (Picture 1), the Canadian Model of Occupational Performance (Picture 2) or The Model of Therapeutic Power /Occupation by Design by Doris Pierce (Picture 3) to structure the situation of your client. Do the structuring by hand or on the computer. The chosen model will be used also in the next task.

2. Describing one therapeutic session

Choose one therapeutic session of your client and describe it. You can choose an individual session or a group session.

Background:

Briefly about the client's situation and the overall goals set up for the occupational therapy.

Context:

Where will the session take place and why? What are the possibilities and restrictions of this context?

Remember also the social context! How many times have you met the client? What kind of equipment do you need for this session?

Plan - before the session:

What is the goal of this specific session? Describe the goal/goals of this specific therapeutic session by reflecting back on the chosen theory and the situation of your client.

Describe each step of the planned session in detail. What activity did you plan to use during each step and why. Did the client take part in the planning process? How? Why / why not?

What was your role going to be during the session? What were you going to observe? Is there anything else important to keep in mind?

After the session:

Briefly describe the implementation of the plan. How did the session turn out? Was there a need to change the plans? How? Evaluate the session, what was the outcome of it?

Is there something that would have been good to do in a different way? How would you do it now?

How did you give feed back to your client? What are the goals for the next session? What would be your own goals for your next session?

3. Therapeutic relationship

There will be an additional task regarding the therapeutic relationship. The teacher in charge will present instructions and deadlines separately.

Evaluation:

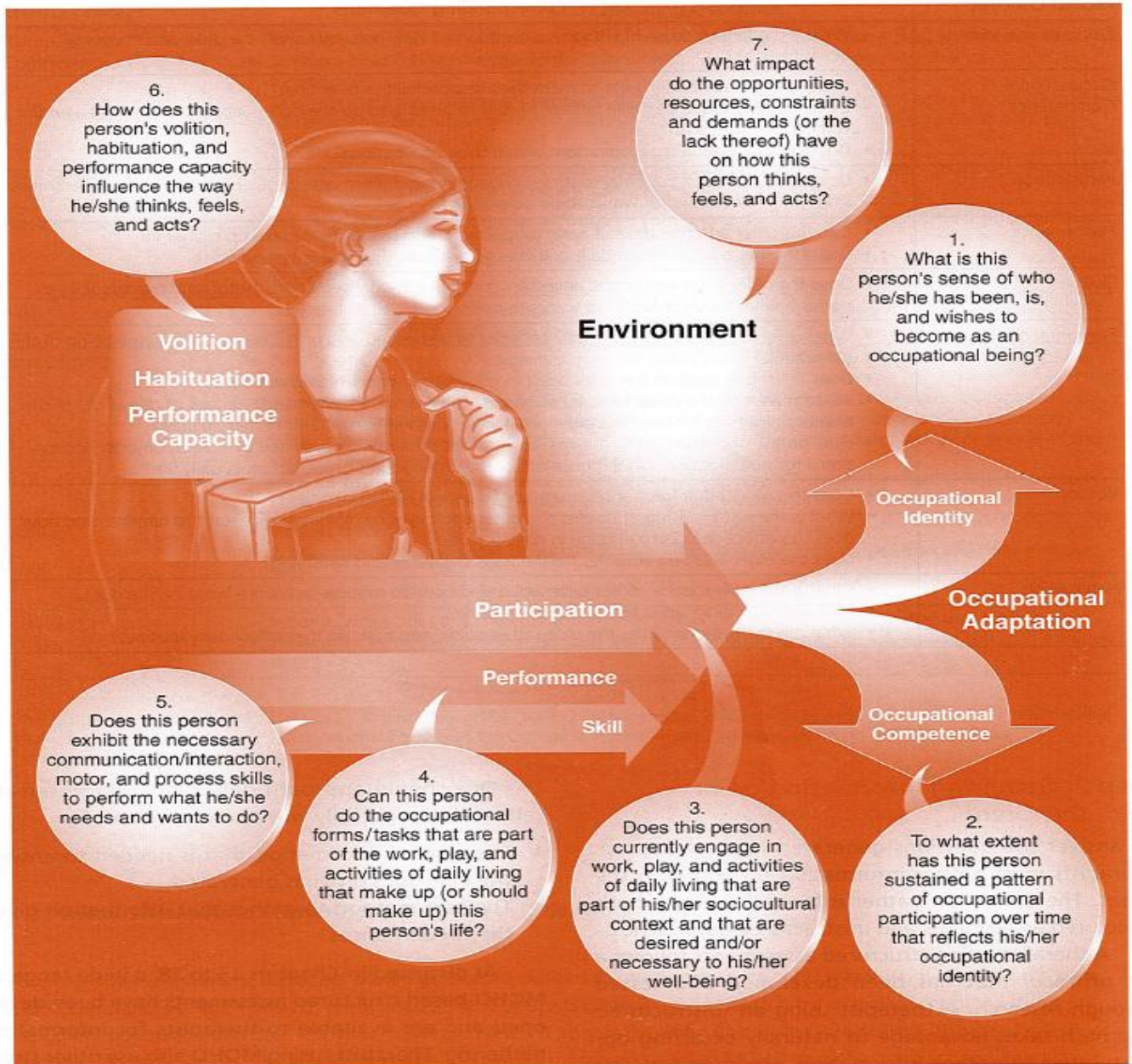
All tasks are evaluated PASS or FAIL.

In order to get a PASS the student has been working actively with both theoretical and practical aspects of the task. In the written version of the task the student shows both theoretical and practical knowledge. In task 1 and 2 the student uses the chosen OT model actively. The student asks for supervision from both teacher and clinical supervisor when needed. The tasks will also be discussed during small group supervision and lectures after work placement is finished.

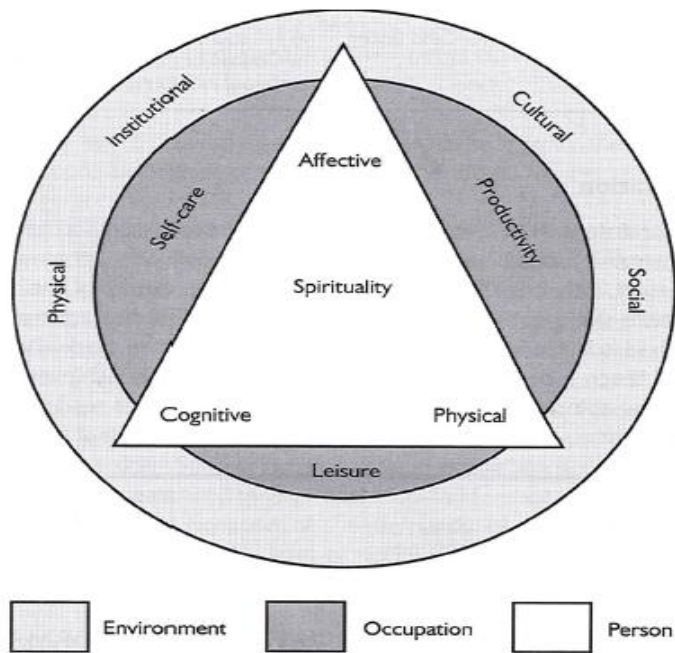
The written versions of the tasks are handed in before the final meeting of the work placement.

Picture 1

FIGURE 11.2 Seven general questions generated from the theory.



Picture 2



Picture 3

