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| Mental and Behavioral Disorders |



Watch

**Assignment part 1:**

* Ambulation Part 1: Patient Refuses
* Ambulation Part 2: Patient Complies
* Dementia Part 1: Grooming and Hygiene
* Dementia Part 2: Doffing Socks
* Dementia Part 3: Donning Socks

**Assignment part 2:**

* Self-Care: Dressing in Acute Care, Part 2
* Self-Care, Part 2: Washing at the Sink in Acute Care
* Self-Care, Part 3: Brushing Hair at the Sink in Acute Care
* Acute Care Part 5: Bed to Chair Transfer

Assignment Part 1: Questions

Watch each video on the ICE Video Library and complete the corresponding questions and SOAP Note.

# Ambulation Part 1: Patient Refuses (15 points)

1. Comment on the therapist’s approach – how did he maintain the client’s sense of dignity and respect and make the client feel comfortable? (3 points)

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1. Describe what you observed about their interactions. (3 points)

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1. Why do you think the patient did not want to participate? (3 points)

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1. What did you learn from this that you might use in treatment? (1 point)

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1. Write a SOAP Note (5 points)

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# Ambulation Part 2: Patient Complies (15 points)

1. Comment on the therapist’s therapeutic use of self. (3 points)

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1. What assessments could you make on this client’s motor control from the videos? (3 points)

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1. Comment on how the therapist positions himself. (2 points)

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1. Describe 2 things that you learned from the video and state why you think it is important.   
   (2 points)

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1. Write a SOAP Note (5 points)

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# Dementia Part 1: Grooming and Hygiene (15 points)

1. Comment on the therapist’s therapeutic use of self. (3 points)

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1. What assessments could you make on this client’s motor control from the videos? (2 points)

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1. Why do you think this simple ADL task is important in this patient’s treatment? How is this task therapeutic? (3 points)

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1. Describe 2 things that you learned from the video and state why you think they are important. (2 points)

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1. Write a SOAP Note (5 points)

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# Dementia Part 2: Doffing Socks (15 points)

1. What assessments could you make on this client’s motor planning from the video? (3 points)

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1. What assessments could you make on this client’s cognitive status from the video? (3 points)

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1. Describe 2 things that you learned from the video and state why you think it is important. (3 points)

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1. What did you learn from this that you might use in treatment? (1 point)

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1. Write a SOAP Note (5 points)

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# Dementia Part 3: Donning Socks (15 points)

1. Comment on the therapist’s rationale for trying the sock aid with this patient. (3 points)

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1. Discuss the therapist use of “frequent flier.” Do you think this facilitates or hinders the therapeutic relationship? (3 points)

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1. How do these videos relate to what you have learned or are learning in the program? (1 point)

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1. What other activities could you have this patient perform? List two activities and how you would organize the materials/tools? (3 points)

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1. Write a SOAP Note (5 points)

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Assignment part 2

Watch the video on ICE Video Library and complete the corresponding questions including SOAP Notes and the video reflection questions.

In these 4 short videos, a young stroke survivor (BEN) exhibits behavioral problems while the therapists work on his cognitive, perceptual, and motor deficits in the context of ADL activities. See attached assignment to answer questions.

# Self-Care: Dressing in Acute Care, Part 2 (15 points)

1. What signs suggest that Ben is frustrated? (3 points)

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1. What do you think is the cause of Ben’s changes in behavior? For example, is it related to a medical condition, communication deficits, apraxia, fatigue, or impairment of body functions and structures? (2 points)

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1. Is it helpful for the therapist to let Ben continue to put the shirt on wrong? Why or why not? (3 points)

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1. How does the therapist increase awareness and incorporate use of the affected extremity? (2 points)

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1. Document this interaction using SOAP note format. (5 points)

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# Self-Care, Part 2: Washing at the Sink in Acute Care (15 points)

1. What signs suggest that Ben is frustrated? (3 points)

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1. What do you think is the cause of Ben’s changes in behavior? For example, is it related to a medical condition, communication deficits, apraxia, fatigue, or impairment of body functions and structures? (2 points)

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1. What does the therapist do when Ben demonstrates frustration? (3 points)

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1. How does the therapist increase awareness and incorporate use of the affected extremity? (2 points)

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1. Document this interaction using SOAP note format. (5 points)

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# Self-Care, Part 3: Brushing Hair at the Sink in Acute Care (15 points)

1. What signs suggest that Ben is frustrated? (3 points)

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1. What do you think is the cause of Ben’s changes in behavior? For example, is it related to a medical condition, communication deficits, apraxia, fatigue, or impairment of body functions and structures? (2 points)

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1. What does the therapist do when Ben demonstrates frustration? (3 points)

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1. How does the therapist increase awareness and incorporate use of the affected extremity? (2 points)

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1. Document this interaction using SOAP note format. (5 points)

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# Acute Care Part 5: Bed to Chair Transfer (15 points)

1. What signs suggest that Ben is frustrated? (3 points)

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1. What do you think is the cause of Ben’s changes in behavior? For example, is it related to a medical condition, communication deficits, apraxia, fatigue, or impairment of body functions and structures? (2 points)

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1. What does the therapist do when Ben demonstrates frustration? (3 points)

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1. How does the therapist increase awareness and incorporate use of the affected extremity? (2 points)

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1. Document this interaction using SOAP note format. (5 points)

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# Video Reflection (65 points)

*Thinking of all what you learned from watching all of Ben’s 4 videos, answer these questions:*

1. How do you think it will make you feel (as the therapist) when your client starts to get frustrated? (2 points)

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1. What are other ways you can modify the treatment session to meet the emotional needs of your client?
   1. Activity demands (3 points)

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* 1. Context (3 points)

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* 1. Environment (3 points)

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1. Give specific examples of how you can ease a frustrated client.
   1. Auditory (3 points)

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* 1. Visual (3 points)

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* 1. Tactile cues (3 points)

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1. Imagine working with this client in a busy rehab gym. How might a change in the client’s environment affect his performance? (3 points)

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1. What strategies should you use if your client becomes physically aggressive? (3 points)

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1. At what point should a treatment session be ended due to a client’s frustration? (3 points)

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1. How should you document a client’s frustration? (3 points)

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1. Describe how the therapist maximizes treatment outcomes by finding the just right challenge for the client’s level of skill and participation. (5 points)

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1. How could you better prepare and plan for a treatment session with a client who becomes easily frustrated? Discuss how you would use therapeutic use of self in this treatment session. (10 points)

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1. Discuss and justify **2** performance skills in each area. Indicate the video observed.
   1. 2 Motor skills (4 points)

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* 1. 2 Process skills (4 points)

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* 1. 2 Social Interaction skills (4 points)

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1. a. How would you collaborate with the Ben (client), caregiver, family and significant others in monitoring and reassessing the effect of Ben’s occupational therapy intervention? (2 points)

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b. Do you think Ben would benefit from continued or modified intervention? (2 points)

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c. How would you communicate this to the occupational therapist? (2 points)

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