

ICE *Lesson Plan*

DESIGNING MEANINGFUL TREATMENT PLANS



This lesson plan is designed to supplement your lecture on how to design meaningful, functional, and creative treatment plans.



Learning Objectives

By the end of this activity, the successful student will be able to:

1. Design functional treatment plans that promote motivation and participation.
2. Grade the task over time in order to promote mastery of a skill.

This activity supports the requirements for:

- The Accreditation Council for Occupational Therapy (ACOTE) standards B.3.2, B.4.3, and B.4.10
- The Commission on Education for Physical Therapy Education (CAPTE) standard 7D24 and 7D27

LEARNING ACTIVITIES



Watch

Assign this video for students to watch before, during, or after class: **Femur Fracture, 5 Weeks Post Surgery: Advanced Practice Skills During IADLs**. In this 12-minute video, the PT and OT work side by side with their clients outside a skilled nursing facility. The goals for treatment are to increase endurance, mobility, and function following post femur fracture and post total hip replacement.



Discuss

Stimulate small or large group discussions with questions, such as:

1. What are the advantages of moving the therapy session from inside the clinic to a new environment?
2. What are the advantages of combining a PT and OT session at the same time with two clients?
3. What component skills are being challenged for each client during this session?
4. How does engagement in this meaningful occupational activity affect the client's performance skills?
5. Why might it be important to learn these skills in a contrived indoor setting first?
6. How can the clinician grade this task up or down to provide the just right challenge?
7. How would the two disciplines document and bill for this therapy session?
8. How do the clinicians promote ergonomics and safety during this session?
9. How do clinicians help clients transition from beginner skills to mastery?
10. What can the clinicians do next to promote further independence with sit to stand, side-stepping, and ambulation during functional activity?



Create an assignment

REFLECTION:

- Have students complete a reflection paper or worksheet using the discussion questions provided. This would be great to use in a flipped classroom!
- Have students compare and contrast the indoor therapy sessions to the outdoor therapy session with Mrs. Torres (post femur fracture). See videos listed below for three physical therapy sessions and three occupational therapy sessions.

TREATMENT PLANNING:

Have students design another creative treatment session for these two clients with emphasis on providing a meaningful, functional, and challenging experience.

DOCUMENTATION:

- Have students document this treatment session using SOAP note format.
- Have students write a goal for this client's next treatment. Be sure that the goal is objective, measurable, functional, and realistic.

EXAMINATION:

Use this video to assess ability to document a treatment session, generate potential treatment goals, and design meaningful activities.



Watch more!

Search the ICE Video Library for additional videos on this topic.

Here are six examples:

- **Femur Fracture, 5 Weeks Post Surgery: Lower Extremity Strengthening in Sitting**
- **Femur Fracture, 5 Weeks Post Surgery: Standing and Initiating Lower Extremity Weight Bearing**
- **Femur Fracture, 5 Weeks Post Surgery: Beginning Ambulation and Sidestepping**
- **Femur Fracture, 5 Weeks Post Surgery: Safety During Meal Preparation, Part 1**
- **Femur Fracture, 5 Weeks Post Surgery: Safety During Meal Preparation, Part 2**
- **Femur Fracture, 5 Weeks Post Surgery: Safety During Meal Preparation, Part 3**

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