****

**The Art of
Paediatric Therapy**

Early Career Clinical Resource

**DEVELOPING CLINICAL COMPETENCE**

**THROUGH CONFIDENCE**



**The OT Coach Australia**

**The Early Career Clinical Resource**

Welcome to the early career clinical resource for Occupational Therapists!

Within this resource we have provided a variety of tools that you can utilise to develop your clinical skills. These resources have been developed for a range of therapists over the years and are intended to be used to develop effective reflective skills, self-management, planning, and time management strategies.

This toolkit contains the following:

[**The Early Career Clinical Resource**](#_Toc121954431)

[1. Observation Tool](#_Toc121954432)

[2. Reflection Tool](#_Toc121954433)

[3. Video Recording: Self-Evaluation](#_Toc121954434)

[4. Video Recording: Supervision Session](#_Toc121954435)

[5. Communication Planning Tool](#_Toc121954436)

[6. Client Snapshot Tool](#_Toc121954437)

[7. Timetable](#_Toc121954438)

The tools included in this resource are intended only as a guide and should be adapted to suit your needs and the needs of your clients. The OT Coach Australia takes no responsibility for the early career clinical resource use. These tools are the intellectual property of The OT Coach Australia, provided for Occupational Therapists clinical use and are not to be used for commercial purposes without written consent.

Wishing you all the best on your professional journey,

Alyce Svensk



## Observation Tool

This tool is to be used when you get the opportunity to observe a colleague session. This is a crucial part of your development as an Occupational Therapist. During this time, you are going to observe the different ways therapists use themselves to meet the needs of their clients.

|  |
| --- |
| **Observing Others** **(Learning Template)** |
| Who was I observing? |
| What was the client’s presentation (age, diagnosis?) |  |
| How was the session structured and how did this impact the client’s engagement? |  |
| What activities did they use? Why did they use these activities? What are they targeting? |  |
| How did the therapist use therapeutic use of self and what was the result? |  |
| Any take aways for my practice?  |  |

## Reflection Tool

This tool is to be used when you start your sessions, to allow you to build your self-reflection and service evaluation skills.

|  |
| --- |
| **Reflection** **(Self-Evaluation Template)** |
| How did this session go? |  |
| Did the session meet the intended goals? |  |
| Did the environment set up work? |  |
| How did the client present throughout? |  |
| Who was present. Did this impact the session?  |  |
| How was the session structured and did this impact the client’s engagement? |  |
| What was the clinical reasoning surrounding the chosen activities/ how did they relate to the client’s goals? Did it work as you hoped? | Activity: Activity:Activity:  |
| Did this work? Do I need to change anything for next time?Any take aways for other clients?  |  |

## Video Recording: Self-Evaluation

If you do not have a supervisor who can sit in on your session and give you some feedback, the use of video recordings is very effective as a self-reflection tool. Ensure you get consent from the client and consider where the recording will be stored for privacy purposes.

|  |
| --- |
| **Self-Evaluation Template** **(Video Review)** |
| Client: |
| What were my goals for the session? |  |
| Session evaluation? (good session/tricky session?) |  |
| How was the session structured and how did this impact the client’s engagement? |  |
| How did the activities I chose go?Did the client participate as you expected?Did your activities meet the goals you are working towards, or the client’s needs within the session? |  |
| Changes I could make for next session? |  |
| Any take aways for my practice? |  |

## Video Recording: Supervision Session

Where possible, have a supervisor review some of your therapy sessions. I know it is tempting to only show your great sessions, but direct feedback is a huge part of developing as a therapist.

You may be able to provide the whole session to your supervisor for review. If not, potentially pick the pieces that you are most comfortable with and a couple of pieces you want further support on.

|  |
| --- |
| **Supervision - Video Review Session** |
| Client:Diagnosis and age:Quick overview of client |  |
| Was this a typical session (better or worse): |  |
| How do I feel this session went? |  |
| What were my goals for the session? |  |
| How did I use my therapeutic use of self throughout the session? |  |
| I would like support surrounding: |  |
| Feedback from supervision: |  |
| Future applications: |  |

## Communication Planning Tool

This tool is to assist you with planning out your documentation. Consider who it is going to, what information you have and how best to share this information.

Ideally complete this tool and submit to your supervisor for review and feedback before completing your documentation.

#### Planning your report/letter/email

|  |  |
| --- | --- |
| What has been asked for? |  |
| Who has requested it?  |  |
| What is the purpose of this documentation? |  |
| **What are my immediate concerns?** |
| behaviours | carer strain | communication | independence | learning | license |
| motor skills | moving out | safety | self-care | school | social |
| Other: |  |
| **What do I want the outcome of this documentation to be?** |
|  |
|  |
|  |
|  |
| **Now: Why are these concerns and what is the evidence (observed and assessed)?** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| **Who is this going to (what do they need to know and why)?** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

## Client Snapshot Tool

To be used as a word document or copied to excel (whatever your preference).

Use this to keep a running track of your active and inactive clients. This is a great tool to use for supervision sessions, as well as keeping you on track with therapy plans, progress reports, etc. Three example clients have been included for inspiration, please delete these examples before using.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Age** | **Diagnosis** | **Parents/school****(Useful Info)** | **Funding Info (incl. Plan Review)** | **Goals (General)** | **Therapy Approach** | **Plan for Next 3 Months** | **Supervision Feedback** |
| *Sarah* | *10* |  | *Mo – Steph**(email)**Teacher Sarah Marks**\*\*Mo direct info* | *April 2023 (2 years)**\*FCA* | *Emotional reg – inc awareness of anxiety**Support engagement in school**Decrease behaviour/avoidance at home* | *Interoception**Parent education**Coregulation approach**Home/school visit**COOP/Psychoeducation* |  | *Think about short term changes**School hols/transition back to school* |
| *Jonny* | *5* |  | *Mum – Sarah (text)**Dad – Scott**St Lukes**\*\*Mo softer approach* | *June 2022* | *Behaviour**School readiness**Sleep* | *Parent education**Preschool push in sessions**Home visit**School visit**Developmental approach* |  |  |
| *Alex* | *3* |  | *Mo - Jess* |  | *Toileting**Increased food**Regulation**Sleep**Play* | *DIR Floortime 30 mins**Therapy assistant for preschool**Home sessions**Parent education/school education* |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

##

## Timetable

 Using a “master timetable” that is external to your client software is an effective way to plan your week, manage your caseload, assist with self-management, and help you to say “no” (when needed).

This example timetable is a fortnightly timetable allowing you to schedule regular appointments on a weekly, fortnightly, or 4 weekly basis. This system works best on an hourly appointment schedule.

Initially, pop your working hours in there by greying out the other times and block out any planned days off on a 4-weekly basis.

Now go through and put in your preferred appointment times throughout the week (merge cells). E.g., 9-10, 10-11, 1-2, 3:30-4:30, 4:30-5:30

Depending on your skill set, I would suggest thinking about the morning and afternoon sessions as two different shifts. So, popping in 2-3 clients in the morning and then giving yourself time to “wrap up” the morning, so an extra 30 mins before lunch to finish off notes and planning. Then have your 2-3 clients in the afternoon and allow you time to finish off the day.

Additional things to add to the timetable include lunch breaks, supervision sessions, general admin blocks, and possibly keeping some time free once a fortnight to allow for one-off school/home visits, etc.

When offering appointments to clients, only offer 1-2 spots max and give them 24 hours to decide, otherwise you will end up holding up lots of appointments for a long time!

As your timetable fills up, it will be much clearer to see when you have availabilities and at what time and frequency, they are available.

Ensure you keep this version current and easily accessible – remove people from the paper timetable as soon as clients discharge or fall off your caseload. It can be helpful to add in clients under the timetable who are waiting for changes to appointments, or accessing your therapy assistant or waiting to resume regular appointment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|  |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |
| 7:30 |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |
| 8:30 |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |
| 9:30 |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |
| 10:30 |  |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |  |
| 11:30 |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |
| 12:30 |  |  |  |  |  |  |  |  |  |  |
| 1 |  |  |  |  |  |  |  |  |  |  |
| 1:30 |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |
| 2:30 |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |
| 3:30 |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |
| 4:30 |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |
| 5:30 |  |  |  |  |  |  |  |  |  |  |