

Quality Development of Occupational Therapy Practices in China

Findings from a quality improvement initiative

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The OT Shortage



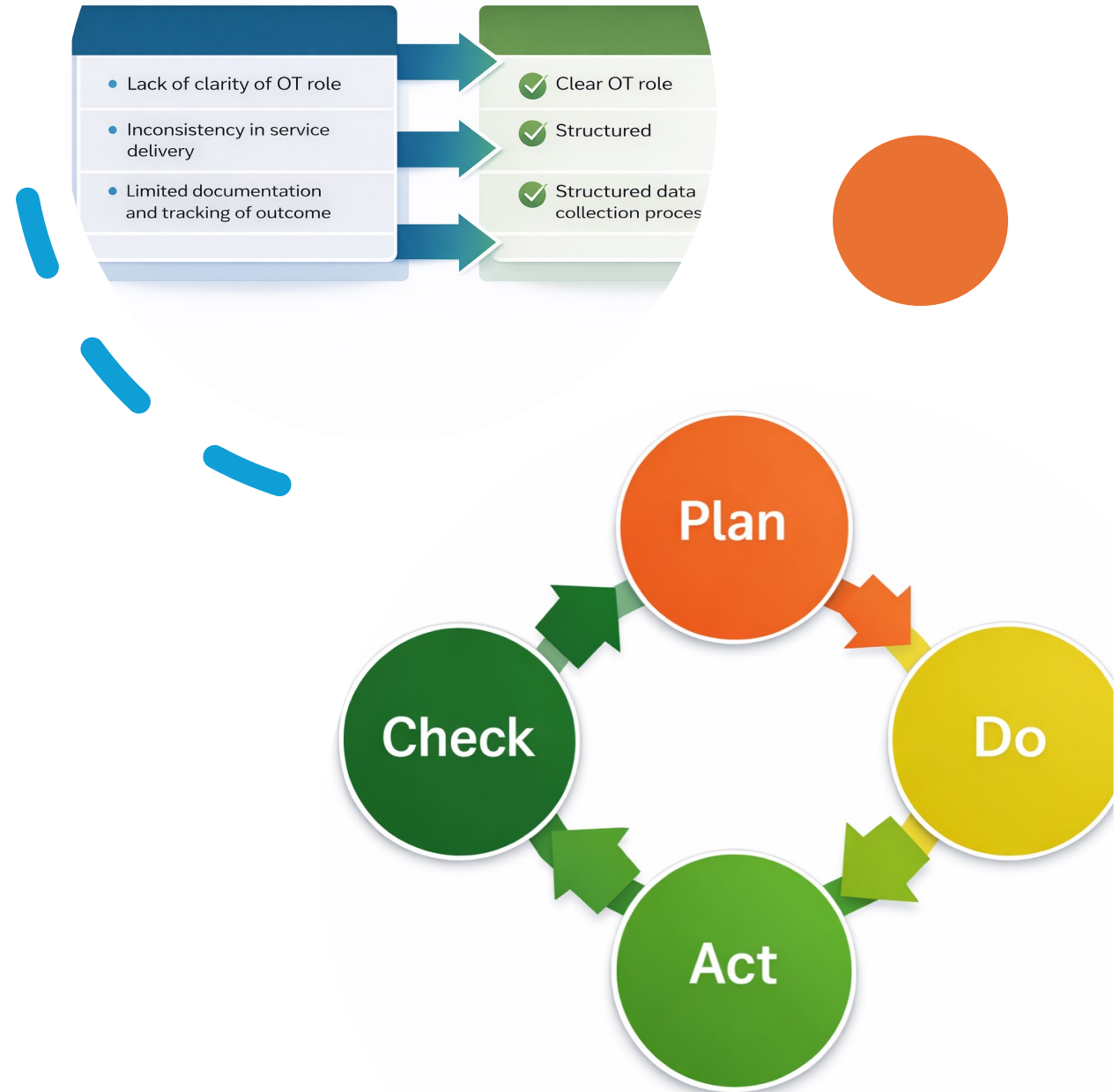
- Limited occupational therapists in China
- Delivery of ‘occupational therapy’ services generally completed by staff with rehabilitation degrees and foundational knowledge through intensive training
- Challenges to providing individualized, evidence-based assessment and intervention
- Limited tracking on outcomes of training on staff and outcomes of service provision
- Focus of occupational therapy on providing sensory integration intervention

The Project

- Project conducted in large therapy provider in China

Team

- Internationally trained Occupational Therapist
- Technical Lead
- Consultant



OT Service



Stepping Stones

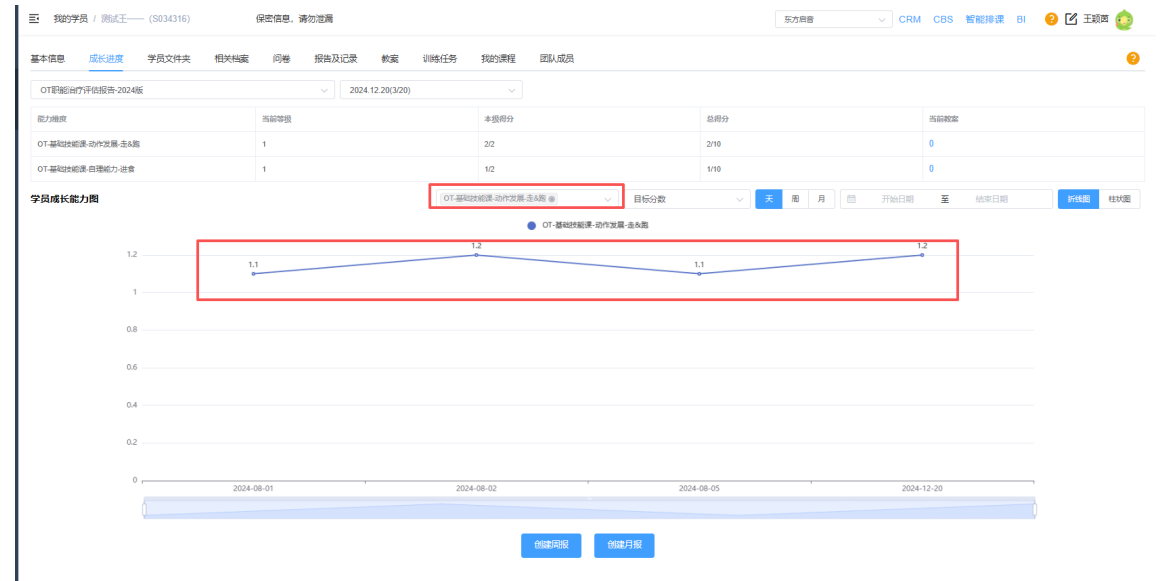
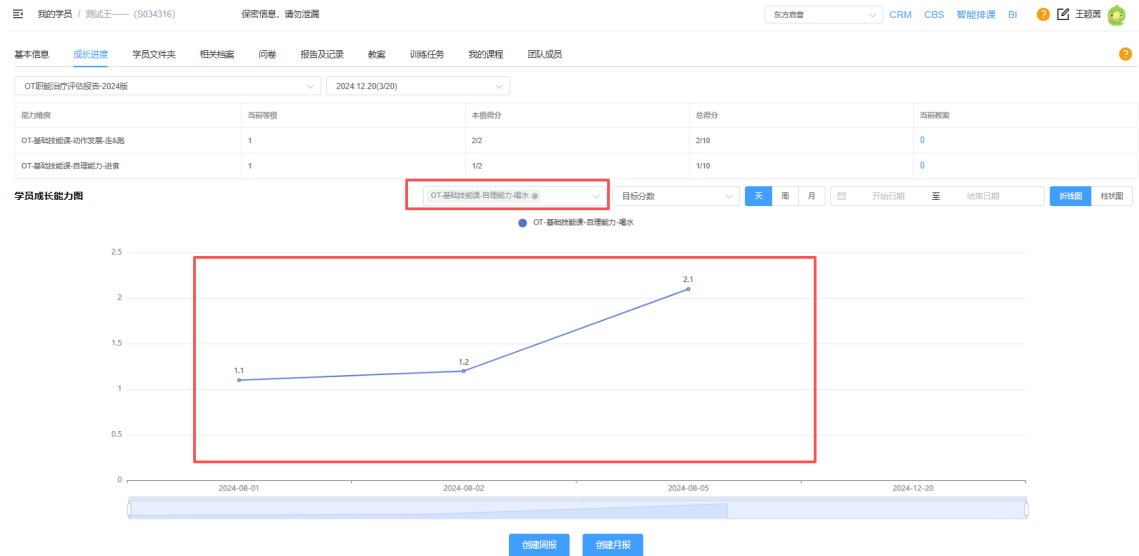
	Goal 目标	Step 1 阶段 1	Step 2 阶段 2	Step 3 阶段 3	Step 4 阶段 4	Step 5 阶段 5
Handwriting 书写	Letter Size 字体大小	Able to write character on a piece of A4 paper. The character is large 能在一张 A4 纸上书写汉字，字体较大	Able to write characters in 2.5cm box length 能在边长 2.5 厘米的正方格里书写汉字	Able to write characters in 2 cm box 能在边长 2 厘米的正方格里书写汉字	Able to write characters in 1.5cms box 能在边长 1.5 厘米的正方格里书写汉字	Able to write inside 1cm box for all letters 能在边长 1 厘米的正方格里书写汉字
	Handwriting legibility 书写可读性	02/10 of character written are legible 书写的字符里 2/10 清晰可辨	04/10 of character written are legible 书写的字符里 4/10 清晰可辨	06/10 of characters written are legible 书写的字符里 6/10 清晰可辨	08/10 of characters written are legible 书写的字符里 8/10 清晰可辨	10/10 of characters written are legible 书写的字符里 10/10 清晰可辨
	Letter Formation 字形构成	Traces stroke sequence of numbers (1-9) and own name	Copy numbers and simple symmetrical characters (1-9) e.g. (*insert character)	Copy pinyin and copy letters 能抄写拼音和字母	Able to copy numbers between 5-7 strokes with correct stroke sequence e.g. asymmetric characters	Able copy from blackboard to paper complex Chinese characters
kills 技能		能描写中文数字笔划 (中文 1-9) 和自己的名字	能抄写中文数字 (1-9) 和简单对称汉字		能以正确的笔画顺序抄写 5-7 笔之间的汉字，如不对称汉字	能将复杂的汉字从黑板上抄写到纸上
	Initiating a conversation 发起对话	Will initiate a conversation with the therapist about a shared interest with visual supports and prompting in a role play scenario 在角色扮演情景中，能通过视觉支持和提示，就共同感兴趣的话题与治疗师展开对话	Will initiate a conversation about a shared interest with the therapist with visual supports in a role play scenario 在角色扮演情景中，能在视觉支持下与治疗师就共同感兴趣的话题展开对话	Will initiate a conversation about a shared interest with a peer with visual supports and prompting in a role play scenario 在角色扮演情景中，能在视觉支持和提示下，与同伴就共同感兴趣的话题展开对话	Will initiate a conversation about a shared interest with a peer with prompting in a natural setting. 在自然情景中，能在提示下与同伴就共同感兴趣的话题展开对话。	Will independently initiate a conversation about a shared interest with a peer in a natural setting. 在自然情景中能独立地与同伴就共同感兴趣的话题展开对话。

Handwriting 书写
Letter Size – Step 2 字体大小-阶段 2
Goal: Able to write characters in 2.5cm box length 目标: 能在边长 2.5 厘米的正方格里书写汉字
Task Components: 活动要素: <ul style="list-style-type: none"> ✓ 儿童的姿势和上肢控制有基本的稳定性 ✓ 有基本的双手协调和手眼协调运用的能力 ✓ 有基本的前三指控制能力及手指灵活的运用能力 ✓ 能够有基本的视觉空间概念 ✓ Basic stability in posture and upper limb control ✓ Basic hand-eye coordination and Bi-manual coordination. ✓ Basic control of the first three fingers and able to use them flexibly. ✓ Basic visual-spatial concepts
Examples of Activities to build task components: 达成活动要素的活动示例: 上肢控制稳定性及手眼协调活动 Stability in upper limb control& hand-eye coordination <ul style="list-style-type: none"> 在黑板上面出方格 模仿用手指比划简单图案 把纸撕出简单的汉字或图案 Draw squares on the board Mimic simple patterns with fingers Tear out simple Chinese characters or patterns from paper 前三指灵活的运用能力活动 Control of the first three fingers and able to use them flexibly <ul style="list-style-type: none"> 在挖空不同线条或形状的硬纸板上画出形状 用卡纸剪出汉字, 然后在纸上描出来

Lesson Plans



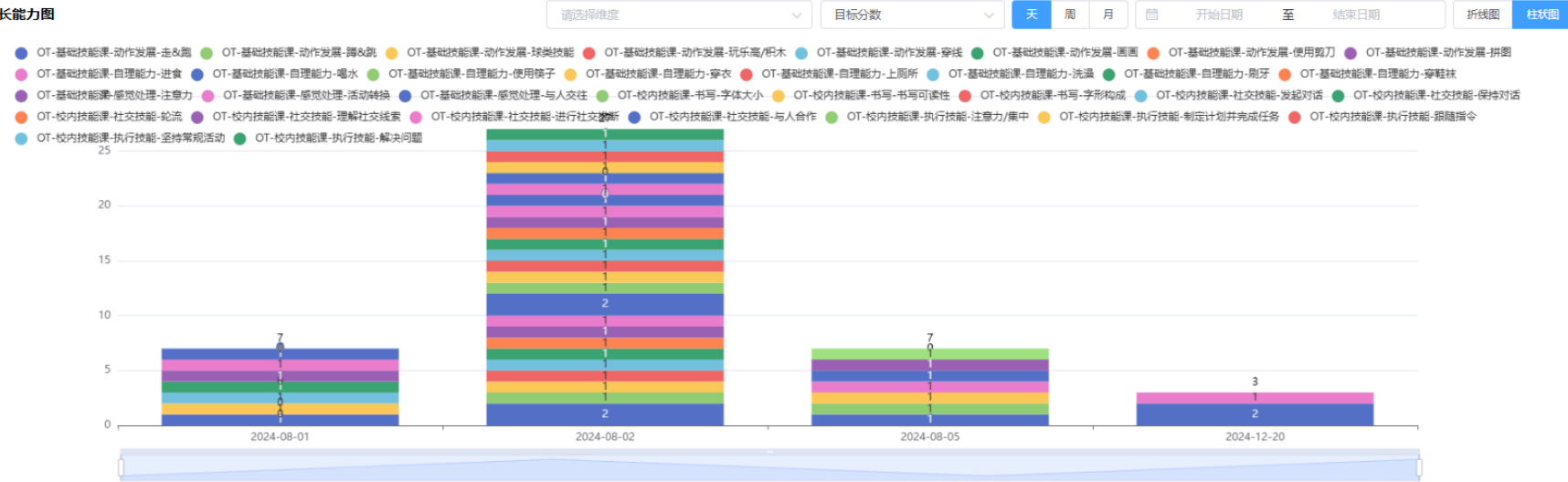
Data collection



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能力维度	当前等级	本项得分	总分	当前教案
OT-基础技能课-动作发展-走&跑	1	2/2	2/10	0
OT-基础技能课-自理能力-进食	1	1/2	1/10	0

学员成长能力图

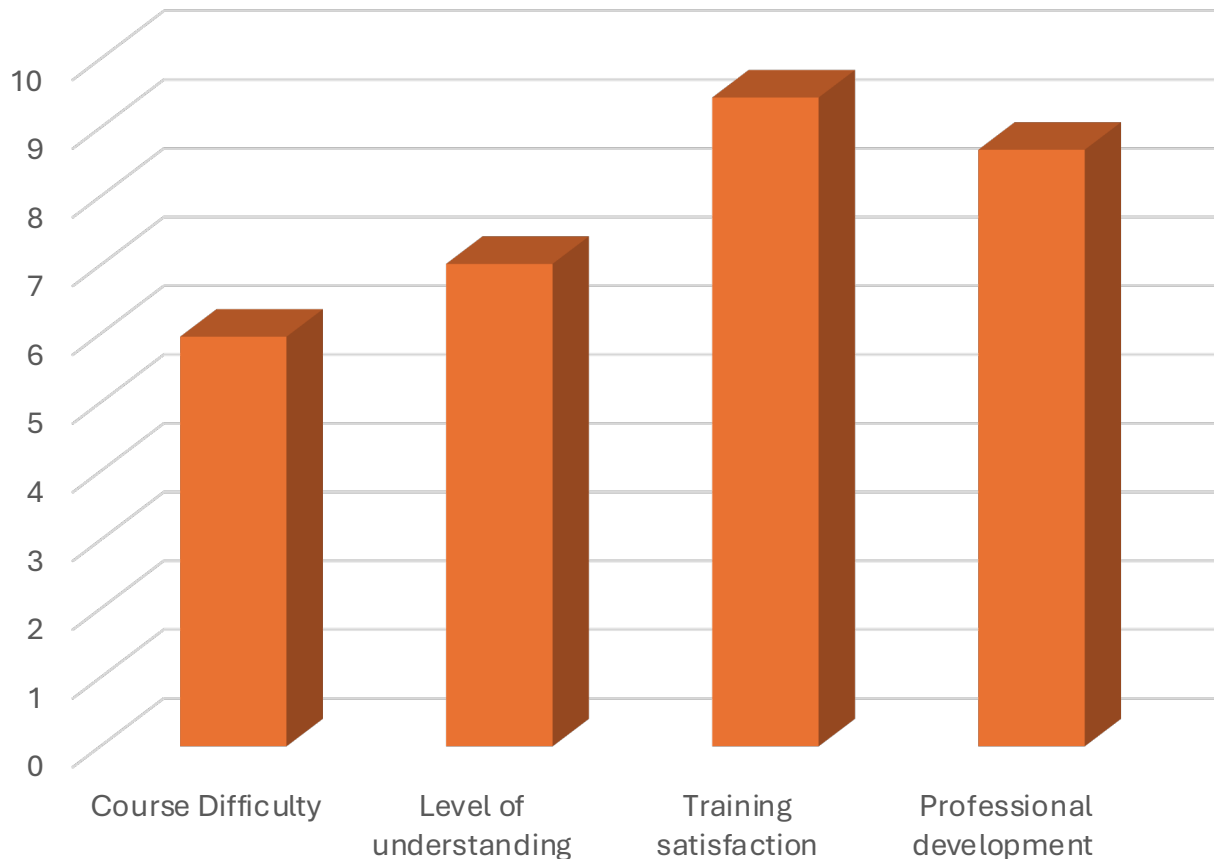


创建周报 创建月报

Data collection

Training

Training Evaluation



- “more systematic, comprehensive and structured therapy program”
- “provided clearer understanding of practice elements children at different stages need, and clearer distinction between OT classes and regular sensory integration classes”
- Challenges to assessment process due to therapist skill level, and limited time to transition to new curriculum
- Challenges in person centered intervention due to limited clinical reasoning


Peer Learning and Development



- Development of a supervision/mentoring program
- Use of buddy program and peer practice
- Renewal training provided to key teachers
- Challenges due to staffing turnover and organizational priorities



Implications for practice

- Importance of context
 - Structure to support clinical reasoning when there is limited depth of knowledge and experience
 - Mentoring and supervision structures critical in supporting more effective clinical reasoning, but creative use of resources is required.
 - An ongoing quality assurance framework ensure continuous monitoring and persistent feedback (de Jonge et al, 2011)
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