

## Form 5

**Occupational Profile:** George is a 65 year-old male who has been diagnosed with a stroke, transient ischemic attacks (TIAs), affecting his right side of his brain, but his left arm has limited function. George had a stroke 4 months ago. George is experiencing pain and these symptoms are being managed with Lamotrigine. George is from Colorado and he was a facilities manager. George enjoys the outdoors and most of all he loves to spend time with his grandchildren. After working with a PT, he is able to do personal hygiene while being supervised, he is able to do many care activities himself as long as someone is there supervising him. He needs to be watched carefully while he is cooking. He can dress himself and forgets some steps while dressing, but does fine when he is cued. He wants to feel confident in the morning and ready for his day, the way he felt before his surgery. He wants to feel confident because he loves spending time with his grandchildren. George's primary care physician has referred George to an occupational therapist for an evaluation. After remaining at the Northern Colorado Medical Hospital for the last 6 months working on strengthening muscles with the PT, he is now going home. His primary care physician and his daughter who he will be living with are concerned about his confidence in getting in and out of the shower at his home. He is afraid of the new environment and they are afraid he is going to forget what to do because of his lack of confidence due to some memory loss. George wants to feel confident in the

morning and wants to learn how to effectively take a shower in his new home environment.

Strengths:

- 1.) George has an encouraging and helpful home environment with a daughter who is supportive.
- 2.) George has great visual perceptual skills.
- 3.) George is independent with brushing his teeth, combing his hair, dressing his lower limb with some cueing from a care provider.
- 4.) George has good ability to manipulate and compensate with his right hand because of his injury.
- 5.) George is motivated to learn and is cooperative with many tasks.

Weaknesses:

- 1.) George has limited range of motion on his left arm and experiences some weakness in his left arm.
- 2.) George has difficulty with perception.
- 3.) George has poor judgment with understanding sequencing steps appropriately.
- 4.) George has poor processing and modulation that impacts his ability to regulate his emotions.

5.) George remains frustrated because of confusion and memory loss, which causes difficulty in following directions.

**Diagnosis:** George is a 65-year -old male who has been diagnosed with a stroke; specifically, a transient ischemic attack caused by a stroke. He has limited range of motion in his left arm and has some memory issues from the stroke.

**Referral:** A physical therapist refers George to an occupational therapist because he is having trouble getting in and out of the shower.

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**Intervention Goals:**

Long-term goals: Within 2 months, George will improve mental functions regarding his memory while he takes a shower. There will be at least detailed plan, of at least 10 steps, written down on a piece of paper posted in his bathroom so he can refer to the sequenced shower steps. The long-term goal is for George to be able to take a shower, missing only one of the showering steps, and cued only once. He will be able to complete this task in 1 hour.

**Short-term goals:**

Within two weeks, George will improve his mental function by following the step-by-step plan for remembering taking a shower in his bathroom at home remembering at least two of the steps and being cued only twice by the therapist. He will have to develop 2 memory tactics to help him remember the sequence of the shower steps. One of the memory tactics must be, him making a step-by-step sequenced plan for taking a shower. He will be able to complete showering in 1 hour and 45 minutes. Another way to consolidate and write this goal: Within 2 weeks, the client will complete a shower within 1 hour and 45 minutes with minimal assistance, utilizing a shower stool for balance and a checklist for sequencing, 2x/week.

*INTERVENTION PLANNING:*

**Activity Description:**

George will be learning how to take a shower in an organized manner and he will be developing 2 memory tactics to help him remember the sequence of the shower steps.

- 1) George must get all items that are appropriate for a shower and desired by the client.
- 2) George must be able to find some way to set the items in the shower or organize the items in the way that he will find suitable for him.
- 3) George must undress himself.
- 4) George must get in the shower and sit in the shower chair.
- 5) George must turn on the water and adjust the temperature.
- 6) George must turn on the shower knob.
- 7) George must use soap to clean his body.
- 8) George must use shampoo to wash his hair.
- 9) George must turn off the water.
- 10) George must slowly get out and take his towel to dry off.
- 11) George needs to put his clean clothes on.
- 12) George needs to clean up any mess.

**Activity Preparation:**

George needs to write at least ten steps required to take a shower. He should think logically about the sequence of taking shower, so his list should be reasonably ordered. He needs to think about these items and where we are going to place the items or materials to be easiest for him. He also needs a shower

chair that he can sit on while taking a shower. He should also determine whether he will keep some items in the shower instead of bringing the items into the shower every time he takes a shower. George needs to consider the supplies he needs; if he doesn't have them, he will need someone else to buy them for him. Some of these supplies include shampoo, soap, conditioner, and clean clothes. He should consider items that he will use, not only inside the shower, but also outside the shower. He may need a table close by to set items on.

**Review Goals and Describe Practitioners Roles:**

The activity correlates to the goals I have written because I am having him really focus on how to organize the shower room in the manner that is best for him. I will make sure that he is aware he could change these steps at any point. As a therapist, I want to allow him to reason through everything beforehand, so he can change the plan if he decides he needs something different. I am allowing him to prepare beforehand to take a shower, but I will be guiding his thinking as he tells me his thought-out steps. It is my responsibility to guide him and make sure he is on the right track. If there is something that might hinder his ability to effectively take a shower or some activity that isn't effective or isn't safe, I will direct his thinking before performing and agreeing on a task.

**Personnel Required to Complete the Preparation:**

The therapist and George are the only people that should be there for the required preparation. I will help with the preparation for the first therapy session, help set up the equipment, and help with getting in and out of the

shower chair if needed. He shouldn't need it because he is independent enough. I will help set up a chair in the shower, a table outside the shower, if desired, and will make other suggestions. I will cue him for remembering items needed for the shower.

George should be able to set up everything in advance, and should be able to prepare all the items needed for a shower. He is responsible for making a list of items while I am sitting next to him during the first two therapy sessions. He will need to create a written plan with at least 10 steps that he will follow.

During the remainder of the two weeks, George will be able to gather all the items needed for his shower; I will just supervise. I won't cue him, but will watch to make sure he is following his step-by-step plan. George will have all the responsibilities for preparing the shower and bathroom accordingly.

**Required Preparation Time:**

- 1.) George has to gather clean clothes from his closet and make sure his list is still posted in the bathroom. (5 minutes)
- 2.) George would make sure the shampoo was in the right spot in the shower and check off item on his list. (3 minutes)
- 3.) George would make sure the conditioner was in the right spot in the shower and check off item on his list. (3 minutes)
- 4.) George would make sure the soap was in the right spot in the shower and check item off on his list. (3 minutes)

5.) George would make sure the towel would be in his designated spot in the shower and check off on his list. (3 minutes)

It should take about 15 minutes to prepare the environment and the activity.

**Required Space and Time:**

This will take place in a bedroom, in his closet, and in the bathroom. The bedroom will contain a closet with a large amount of space to walk around. The bathroom will be open, but the shower will be a narrow space. Both rooms will have good lighting. There are several lights in the bathroom, one right over the shower, and one in the middle of the bathroom. There is one bright overhead light in the closet. The temperature in the bathroom is comfortable and the closet in the bedroom is at a comfortable temperature. The surface of the bathroom outside the shower is non-slick surface and the surface of the shower floor is non-skid bath decals on the floor of the shower.

The arrangement of the shower chair is in the middle of the shower, allowing enough room for a person to get in and sit on the shower chair. The surface of the closet inside the bedroom consists of a carpet surface.

**Materials:** These are the materials in this activity.

- 1.) George will use a towel that is absorbent, a little rough and is medium weight. (2 minutes)
- 2.) George will use soap that is slippery, smooth, scented, and is light in weight. (2 minutes)



- 3.) George will use shampoo; it will be smooth, scented and light in weight. (2 minutes)
- 4.) George will pick out clean clothes that are different fabrics and vary in texture. They won't be very rough, with the exception of blue jeans, but most of his clothes will be smoother material. He usually likes to wear khaki's. The clothes that he picks out can be colorful or plain. The clothes are light in weight. (2 minutes)

**Equipment:**

- 1.) The shower chair is hard, has small holes, and is heavy. (0 minutes already positioned in correct spot)
- 2.) The chair is hard, has no holes, and is heavy (0 minutes already positioned in correct spot)
- 3.) There are bars on the outside of the shower and inside and outside of the shower, they are metal, heavy and sturdy when grabbing (0 minutes already positioned in correct spot)

**Tools:**

- 1.) The tools that George will use are a showerhead, which is long and flexible, rough, and light weight (He will use this for 10 minutes while he is taking a shower.)

**Potential Harm:**

The potential hazards are having a shower mat that is non-stick with some edge that was different than the other surface in the bathroom. It could cause harm by increasing George's chance of falling by catching the edge of the shower mat. If the handle bar were wet and the surface were too smooth George could slip and fall; this could be dangerous.

1) George must get all items that are appropriate for a shower.

Client factors: Mental functions include: Higher- level cognition, attention, memory, perception, thought, mental functions of sequencing complex movement, emotional, experience of self and time. George is using higher-level cognitive functions because he is using his judgment to obtain specific items he needs to gather. For example, he doesn't want to pick food items that don't have anything to do with a shower. He uses attention when he is being selective about which items to choose. He uses his long-term memory to remember what items he has chosen in the past. He uses his working memory to remember what he wants that day for a shower. He uses perception because he is using visual perception by looking at items and then selecting by preference. He is using his vestibular-proprioception as he grabs and walks to his destination. He uses thought by recognizing items such as shampoo or soap. He uses mental functions of sequencing complex movement by executing learned movement body parts that the PT has helped and has re-learn or he learned from all the years he did take a shower. He uses emotion to help him cope to not get frustrated when gathering all the items. He uses experience of self and time because he is aware of his self-

concept and self-esteem as he progresses in gathering all the items to make sure he has all the items for a shower. After double-checking to see if he has all the items his self-concept is developing.

- 2) George must find some way to set the items in the shower or organize the items in the way that he will find suitable for him.

*Performance Skills: Cognitive skills:* George will use judgment in the importance of placing items in the most appropriate place for himself. He will be selecting places for these items he chooses for his personal benefit. He will be multitasking while he thinks about the steps he will take in the future and physically placing an item in a designated spot. He will be prioritizing the different stops before he decides on which stop is best for an item.

- 3) George must undress before getting in the shower.

*Activity Demands: sequencing and timing:* He will need specific steps to be able to get his clothes off as far as making sure he takes his pants off before he takes off his shoes. He needs to take his shirt off his unaffected arm first before the affected arm. He needs to take his outer clothing off first and then his undergarments off last. He needs to know when he will sit down or when to stand up to take something off. He continually will sequence his own steps as he does take a shower.

*Activity Demands: Required body functions:* He needs mobility in his lower limbs and he needs his upper limbs to have mobility too. He needs a certain

degree of range of motion for all his limbs to be able to get a shirt off or pants off. He needs a high level of consciousness in order to proceed in not falling on the ground while performing the tasks or he need to think critically before proceeding with a task.

*Activity Demands:* Required body structures: He needs working eyes, working hands, working limbs, he needs all of his respiratory systems, cardiovascular systems, urinary systems and all his body systems to be working. He needs all his organs to be working to do theses functions.

- 4) He must get in the shower and sit in the shower chair.

*Body Functions:* cardiovascular system function, respiratory system function, respiratory system function, hematological and immunological system function and respiratory system function: He needs to have normal blood pressure, his heart rate needs to be normal, he needs to have a depth of respiration that is normal. He needs all of these to be able to sustain this activity of getting in and out the shower. He will need endurance, strength, and stamina to grab, lean, push, lift and move his body to get in the shower. If he gets too tired or it is too strenuous it could lead to a heart attack.

- 5) He must turn on the water and adjust the temperature

*Body Functions:* skin and related-structure functions: The skin will allow George to feel and sense if the water is too cold or hot to touch. The skin will protect George from burning or freezing himself.

6) He will use soap to clean his body.

*Body Functions:* neuromusculoskeletal and movement-related functions:

He will have to lather soap all over his skin, which he will need joint range of motion, strength to scrub, endurance to make sure all of skin is cleaned, and rinsed off. He will be using voluntary movement and he will use involuntary movement reactions. His face muscles will involuntarily move if there is water splashing into his eyes while putting on the soap. The voluntary movements include him applying the soap to any surface of his body.

7) He will use shampoo to wash his hair.

*Required body functions:* He will need lots of mobility in his fingers to be able to rub the shampoo in his hair and to squeeze the shampoo out. He will need his joints in his arm, his rotator cuff muscles, the glenohumeral joint and elbow. He will need his hip joint to reach over to grab the shampoo.

*Required body structure:* He will need his right hand to dominate the task, but will use his left functional assist. He will also need all his anatomical parts of his shoulder as well as his entire arm for movement. He will need all his organs to function to be able to perform taking a shower.

8) He must turn off the water from the shower.

*Performance Patterns:* Routines: He follows the sequence of turning off the water, so he doesn't waste water after he is done using the water. This pattern is a regular sequence within taking a shower and it provides structure of daily life.

9) He must slowly get out and take his towel to dry off and put new clothes on himself.

*Areas of Occupation:* Activities of Daily Living: bathing, showering: He is drying off all his body parts and this is an activity that enables basic survival and well-being skills.

10) He must clean up his mess.

*Context and environment:* Physical: His natural environment includes his bathroom and shower. The objects that are included are the floor, the shower with the shower chair, and a table outside the shower, counter surrounding the sink, drawers, mirrors, a toilet, doors and non-skid surfaces in the bathroom. He will be cleaning up after his shower in his build environment.

*Performance Patterns:* Roles: He is taking on being a father and grandfather who lives with his daughter. He needs to play the role of making sure he is clean and respectful to their space by cleaning up his mess. There is

expectation from his daughter that he will do his best by cleaning up after himself.

**Documentation: SOAP notes:**

*Subjective:* George was enthusiastic to participate in therapy sessions after 2 weeks of settling in with his daughter in his new home. His daughter reports George is becoming well adjusted and is enjoying being at home again. He is still having difficulty remembering which he still gets depressed after forgetting. He is still taking medication for his depression and pain.

*Objective:* George participated in showering at his apartment for an 1 hour and 45 minutes, which is an activity of daily living. While he was gathering items he forgot his shampoo, and socks as he started to take a shower. He left the shampoo on the counter by the sink and forgot to set it with him in the shower. When he was getting undressed he tried to take off his pants off before his shoes and he wasn't being aware that he needed to take off his shoes off first. George forgot several items when gathering his items and he forgot several steps that confused him while taking a shower. When he got in the shower, I had to cue George after he put soap on his body to rinse. I cued him when he was undressing with his pants. I cued his by having him put his left arm (affected arm) first and then his right arm. George has trouble with recognizing what comes first and what comes second in several steps when he is dressing and undressing. His self-concept is poor relating to him forgetting items for a shower. He doesn't have trouble after he is cued because he remembers why it

doesn't make sense. His working memory is limited when he has to remember all the things he needs to get for a shower.

He is able to use his right arm in most of his task with a hand over hand assistance with the therapist. He has full range of motion in all his lower extremities. His right upper extremity has full range of motion, but his left upper arm can only allow him to wash is left side of his head. His strength in his left arm is limited while and he gets tired of washing his hair with his left arm after about 1 minute.

*Assessment:* George is becoming more confident throughout sessions. George is demonstrating progress with his mental function dealing with memory specifically judgment, recognition, working memory, attention and awareness while bathing. He continues to show some confusion at times while performing the task of showering; he needs cueing once while when he is getting dressed. He still doesn't remember to put the shampoo in the shower instead he forgets the shampoo on the counter. He continues to demonstrate poor range of motion during showering, causing him to lack confidence in putting in his left arm first when putting on a shirt. With continued skilled OT intervention, George demonstrated the potential to improve his performance and participation in his activities of daily living in his home.

*Plan:* Address range of motion in his left arm by washing a car with his grandchildren with his left arm. Address strength in his left arm by eventually



adding light- weights on his left arm as he washes his car to help increase strength and range of motion.

#### References:

I knew George was a real person where I worked in 2010 at Kenton Manor Health facility. He was working on regaining strength in his left arm after a stroke.