


Lesson Title: Home and Safety Assessments: How Accessible is Your Home?

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Lesson Overview	<p>Overall Purpose: The purpose of this assignment is to provide OTA students with the real-life experiences of selecting an appropriate home safety assessment to be utilized to determine the accessibility of the kitchen or restroom of a community dwelling individual. The students will complete all components of the home safety assessment under the distant supervision of an OTR/L and will then connect with an accessibility expert (carpenter, interior designer, contractor, or engineer) to discuss possible modifications and to gain insight on the anticipated cost and time frame of completion for various modifications/upgrades. The students will then report their findings to their client with a variety of options offered to accommodate all budgets.</p> <p>Estimated Timeframe: This project is to be completed as the hybrid component of this course and should take approximately 3 hours for thorough completion. One hour will be designated for the actual home assessment portion, one hour for collaboration with an accessibility expert, contractor, and/or interior designer to determine level of modification required and approximate cost expected. The final hour will consist of the student compiling all information to be presented to the client.</p> <p>Courses for Implementation: OTA 130 Assessment Skills</p> <p>Format: (Seated, Online, Hybrid): Hybrid format</p> <p>Key Terms: Home safety assessments Accessibility Aging in place Home modifications Fall prevention Energy conservation and work simplification</p> <p>Standards/Skills Addressed: Academic: Students must have a basic understanding of mathematics for measuring door widths, thresholds, counter heights/depths, stair heights/depths. Students must also demonstrate the ability to clearly communicate</p>

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	<p>their findings in written/typed format and verbally with clients, caregivers, and accessibility specialists as needed to achieve the safest client outcomes and modifications for improved home accessibility.</p> <p>Technical: Students must have a basic understanding of mathematics for measuring door widths, thresholds, counter heights/depths, stair heights/depths. Students must also demonstrate the ability to clearly communicate their findings in written/typed format and verbally with clients, caregivers, and accessibility specialists as needed to achieve the safest client outcomes and modifications for improved home accessibility.</p> <p>21st Century/Employability: Students must have a basic understanding of mathematics for measuring door widths, thresholds, counter heights/depths, stair heights/depths. Students must also demonstrate the ability to clearly communicate their findings in written/typed format and verbally with clients, caregivers, and accessibility specialists as needed to achieve the safest client outcomes and modifications for improved home accessibility.</p> <p>Industry: Home safety assessment implementation under the supervision of an OTR/L, therapeutic use of self, solid understanding of client safety and mobility considerations based on client’s specific abilities.</p> <p>Learner Outcomes/Student Learning Objectives:</p> <ol style="list-style-type: none"> 1. Learners will be able to choose an appropriate home safety assessment tool for utilization with a specific client. 2. Learners will be able to educate the client on the purpose of a home safety assessment. 3. Learners will be able to conduct all components of the chosen assessment tool including required measurements while working collaboratively with the client in their home. 4. Learners will be able to actively listen to any client concerns to document these areas within the home safety assessment. 5. Learners will demonstrate good interprofessional communication skills by connecting with a CFCC student in the carpentry department, interior design, or engineering to discuss possible modifications. 6. Learners will document their findings and possible modifications on the home safety assessment form for review by the supervising OTR/L. 7. Learners will demonstrate effective and timely communication with their client to discuss areas of concern and possible modifications.


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Equipment/Materials	<p>List of Materials/Equipment/Texts:</p> <p>Pedretti’s Occupational Therapy Practice Skills for Physical Dysfunction (text) Home Safety Assessment of Student’s Choice Pen/Pencil Measuring tape Computer Flashlight</p> <p>Safety Precautions (if applicable): Instruct your client that you are an OTA student. Ensure that your client is physically capable of navigating within their home.</p> <p>Cleanup Instructions (if applicable): Ensure that your client’s home is exactly as you found it upon completion of assessment.</p>
Discussion	<p>Industry/Real-world Scenario:</p> <p>With the advances in healthcare, people are living much longer today and are trying to find ways to safely age in place within their own homes. As OT practitioners, we have a vital role in this process as we are able to work collaboratively with our clients to assess their homes for safety and accessibility concerns, that might otherwise limit their ability to safely remain in their homes. We are able to work with our clients in a client centered and holistic manner to address any and all concerns that may limit their success with daily occupations. Daily occupations are broad terms that encompasses all the things we do on a daily basis ranging from basic self-care such as bathing, grooming, and dressing all the way to more complex tasks such as caring for pets, loved ones, and the ability to manage leisure activities. You will be responsible for connecting with a community dwelling client who is willing to have their home assessed for accessibility. You will work directly with your client to offer cost effective solutions and modifications that will increase their safety and quality of life by providing the opportunity to age in place.</p>

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	 <p>This Photo by Unknown Author is licensed under CC BY-NC</p> <p>Integrated Content - Possible Knowledge/Skills Overlap: Mathematics and measuring skills Computer/typing skills Effective written and verbal communication skills Psychology and Sociology: Considerations of aging and individual responses to physical and or cognitive decline. Human Anatomy and Physiology: Typical versus atypical aging processes.</p>
Instructional Strategies	<p>Proposed Teaching Strategies:</p> <p>Creative License (Choice/Discovery/Reflection):</p> <ul style="list-style-type: none"> • Students are given the freedom to choose a home safety assessment tool of their choice. • Students will gain experience of working directly with a client to assess their kitchen or restroom for accessibility. • Students will gather data through direct assessment and observation of client’s home environment with appropriate measurements and calculations completed. • Students will research appropriate accessibility specialist to contact to discuss possible modifications and/or upgrades to increase client accessibility and safety within their home. • Students will collaborate with supervising OTR/L to discuss findings of assessment followed by presenting options for improved safety and accessibility with the client. • Students will gain greater insight into the components of a home safety assessment and the value of increasing a client’s ability to safely age in place.

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	<p>Bloom's:</p> <ul style="list-style-type: none"> • Students will create an effective client interaction through the home safety assessment process. • Students will evaluate their client's home environment (kitchen or restroom) for accessibility and possible fall risks. • Students will collaboratively analyze the findings of the home safety assessment with supervising OTR/L to determine areas of concern or improvement needed. • Students will apply the knowledge of fall prevention, home safety, energy conservation and work simplification to offer cost effective modifications and/or improvements. Students will collaborate with an accessibility expert (contractor, engineer, or interior design student) to discuss structural modifications or additions. • Students will understand the importance of offering clients a variety of options ranging from simple to complex with cost effectiveness and practicality in mind. • Students will be able to recall and remember information from class experiences, textbook readings, and independent research to offer the most thorough and effective client experience. Student learning will be reinforced through active engagement and application of all concepts. <p>REACT:</p> <ul style="list-style-type: none"> • Students will be able to relate to this scenario as we all have an innate desire for independent living in the setting of our own choice. • Students will have real life experience working with a client to assess their home for safety and accessibility. • Students will apply skills and knowledge developed in the classroom to successful assessment completion, interprofessional communication and client interaction. • Students will work cooperatively with supervising OTR/L, accessibility specialist, and client. • Students will demonstrate the ability to transfer the knowledge, insight, and experience gained in this assignment to their future practice as a COTA/L.

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Activities/Lesson Procedure	<p>Activity Preparation: Instructor: Students will be provided with a full written description of the activity with all required components outlined. Instructor available to answer questions or provide clarification throughout the process. Learner: Thorough review of possible home safety assessment tools to determine most appropriate for the individual client.</p> <p>Activity Steps/Lesson Procedure:</p> <ul style="list-style-type: none"> • Students must connect with a community dwelling adult that agrees to have their kitchen or restroom assessed for safety and accessibility. • Students will select a home safety assessment tool of their choice to be utilized for this assignment. • Students must meet with their “client” in person to physically assess their living environment based on the home assessment form of their choice. • Students will collaborate with supervising OTR/L for final analyzation of home safety assessment. • Upon completion of the in-person home assessment, students should connect with another CFCC student in the carpentry department, interior design, or engineering to discuss possible modifications. • Students will document their findings and possible modifications on the home safety assessment form that will be submitted within blackboard and a copy will be provided to the “client.” <p>Expected Results/Learner Products:</p> <ul style="list-style-type: none"> • Students will observe the client in their home environment to determine areas of concern in regards to accessibility. • Students will gather all data and collect measurements for applicable components of the home safety assessment. • Students will demonstrate the ability to accurately gather all information in an organized and thorough manner. • Students will demonstrate professionalism through all client and interprofessional interactions and documentation of results. <p>Extension Options:</p> <ul style="list-style-type: none"> • This activity could be expanded upon by encouraging students to connect with at least three accessibility experts (CFCC carpentry, interior design, and/or engineering students). • Each Accessibility expert could offer their own proposal of modifications for the potential client. • The client would review each proposal and select a “winning bid” for their home modification.

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Faculty Resources	<p>Background Material: All of the resources listed below provide excellent background information and the foundational knowledge for completion of a home safety assessment.</p> <p>Handouts and Supplemental Materials: OTA 130 Home Assessment PowerPoint Chapter 10 in Pedretti’s Occupational Therapy Practice Skills for Physical Dysfunction textbook. Senior Fall Prevention In-Home Assessment - YouTube Carol's home Modification - YouTube OTA 130 Lab Home Assessment PDF</p> <p>Answer Keys: There is no answer key for this assignment. Student’s are required to complete all required sections of the home safety assessment in addition to offering a variety of modifications and options for improved safety to the client.</p> <p>Suggested Website Links: Rebuilding Together (aota.org) Assessing And Preventing Falls At Home: A Practical Approach For The OT (occupationaltherapy.com)</p>
Assessment	<p>How will students demonstrate what they have learned? Students will demonstrate their knowledge of the material based on thorough completion of the home safety assessment including accurate measurements, collaboration with supervising OTR/L for complete analyzation of data, collaboration with an accessibility/modification expert, and clear proposal of recommendations to the client in typed format.</p> <p>Learner Products/Assessment Tools or Processes: Students will successfully complete all sections of the home safety assessment of their choice and will also include typed documentation of their findings to be shared with the client. All components of the assessment must be complete. Students will participate in an in-class home assessment lab prior to the completion of this assignment to increase understanding of the process and to reinforce expectations of the assignment. Students will participate in a roundtable discussion at the completion of the preparatory lab to bring up any questions related to the assignment and overall process of home assessment completion.</p>

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	<p data-bbox="485 245 1409 272">Rubric for OTA 130 Home Safety Assessment: How accessible is your home?</p>  <p data-bbox="485 345 695 394">Rubric Home Safety Assessment.pdf</p> <p data-bbox="485 412 856 440">Customer Satisfaction Survey:</p> <p data-bbox="485 448 1814 509">Please rate your level of satisfaction while working with the OTA student in the following areas according to the scale below:</p> <p data-bbox="485 553 1289 581">(1-Not satisfied 2-Somewhat satisfied 3-Satisfied 4-Highly Satisfied)</p> <ol data-bbox="537 626 1598 797" style="list-style-type: none"> 1. The OTA student demonstrated professionalism with all interactions__ 2. The OTA student explained the Home Assessment Process__ 3. The OTA student demonstrated sensitivity with all recommendations __ 4. The OTA student offered valuable information within the Home Assessment form ____ 5. My overall satisfaction with the Home Assessment process ____ <p data-bbox="537 837 1293 865">Please note any additional comments or areas of improvement:</p>