

QUALITIES TO BE RANKED IN OTCAS

Adaptability:

- Adjusting to Colene as the co-volunteer with me on Fridays: Initially, I was stressed to know that she is applying to the same schools that I am applying too. However, this change motivates me to:
 - Learn more about occupational therapy by myself.
 - Develop better team skills.

Initiatives:

- **Self-directed learning in the rehabilitation center:**
 - i) **Interpreted Occupational Therapy evaluations and discharged charts.**
 - ii) **Identified the acronyms that therapists use, such as MAX, CGA, SBA, MIN, SOC and so on.**
 - iii) **Comprehended the grading scale of poor, fair, good, and normal.**
 - iv) **Recognized the terminology that the OT practitioners use, such as static and dynamic standing.**
 - v) **Applied these acronyms and words to grade and evaluate observed patients.**
 - vi) **Seek for learning opportunities by asking questions: For example, asking Gaylene what is Barthel Index of ADLs through copying files of evaluations.**
- Enrolled into an online class called *Introduction to Occupational Therapy* to further understand the role of OT practitioners
- **Discussed the concepts that I learnt online with the Elmwood OT practitioners to further understand and remember these concepts, such as:**
 - i) **Asked Gaylene about how she applies client-centered care in her therapy.**
 - i) **Interviewed Gaylene during lunch about her patients and her role as an occupational therapist.**
 - j) **Inquired Jo-Annie how she demonstrates cultural competence and applies her cultural awareness during her therapeutic intervention.**
- Expanded my job as a volunteer by doing the jobs that are not listed on the volunteering list:
 - i) Served Mr. Sun and Mr. Smith their lunch through heating and bringing their lunch up from the break room downstairs.
 - ii) Assisted Mr. Onu's exercise on Fridays although he is no longer under the therapy program.

Leadership/Team skills:

- **Directed 2 group discussion on PNF on March 14th and May 23rd, 2014 with all the Elmwood therapists.**
- **Guided new volunteer Colleen to understand the facility, including teaching her the passcodes to the laundry room and the parking lot.**
- Grasped the therapists' needs: For instance, once Charlene and Gaylene push their dirty wheel chairs into the rehabilitation center. When I saw them pushing the wheelchairs into the center, I immediately wiped the chairs without them asking me.

Dependable:

- Demonstrated punctuality through arriving earlier than my contract time, which is 9:30AM, so I can clean and get the rehabilitation gym ready before most Elmwood therapists come to work.
- Manifested credibility through volunteering past my contract time, which is 12:30PM: For instance, last year, I helped Heidi, an occupational therapist who came to sub for Gaylene, to conduct her IADL based therapy through helping her patient to shop in Berkeley Bowls until 1PM.

Limitation Awareness:

- Acknowledged my miniature height and strength that it could be hard for me to work with the elderly.
- Affirmed my deficit in assessing the patients' levels of assistance and their abilities on the scale from poor to normal.

Emotional Stability and Maturity

- Calm in the face of constructive criticism
 - Last Friday, Cheyanne stopped me from helping a patient to wear her diapers because it was the CNA's job to help her, not me. I accepted and thanked him for his criticism.
- Patient when residents persistently ask for help in the midst of fulfilling volunteer responsibilities. I always make sure to respond empathetically, while being firm and assertive to meet all my responsibilities. (See detailed example under interpersonal skills.)

Interpersonal Skills:

One of the overarching criteria for occupational therapist is whether I have interpersonal skills. This means whether I have verbal and non-verbal communication, listening, negotiating, problem solving, decision making and asserting skills. Below are the aspects of interpersonal skills I displayed:

Verbal/Oral Communication:

- **Lectured the Elmwood Therapists twice about PNF directions and rhythmic initiations.**
 - Arranged each lecture 7 days in advance.
 - Maintained strong eye contact with the therapists during each lecture.
 - Answered the therapists' questions about PNF.
 - Demonstrated both upper and lower extremities rhythmic initiation

Nonverbal Communication:

- High-fived and clapped for the patients, such as Mr. Stern, who has rheumatoid arthritis, to complement him for completing a difficult task.
- Embraced patients when asked to, so I can show my care for them.
- Acknowledge cultural differences on gestures: For instance, a nod means "Yes" in English, and "Yes, I am listening to you" in Japanese/Asian Culture

Example of Negotiating, Problem Solving, Decision Making, and Asserting Skills:

Problem:

- Because I have difficulty understanding Mr. Onu's request, I have no time to help other therapists in need.

Problem Analysis:

- I did not know Mr. Onu's exercise routine well.
- Mr. Onu did not know that I need to help other therapist as well.

Decision Making:

I decide to:

- Remember Mr. Onu's exercise routine
- Talk with Mr. Onu in simple language, such as "Should I push your bike near you or near me?"
Through this question, he would only have to say "Me" or "You."

Asserting Skills:

- I stressed to Mr. Onu the fact that I also need to help other therapists and patients.

Negotiation:

- We agreed that I will only help him exercise for 30 minutes maximum after lunch.

Result:

- I can push Mr. Onu to the exercising room on Fridays and still shadow and help other therapists.

OCCUPATIONAL THERAPY EXPERIENCE AND PROJECTS

TRAINING A SEMI-PARALYZED TO USE THE INTERNET

2014

- Employed clinical reasoning to find the best therapeutic medium for the patient
- Motivate the patient to stay engaged in therapy through using verbal and nonverbal encouragements, active listening, and client-centered approach

LAPTOP ERGONOMICS, Introduction to Public Speaking,

Spring 2014

- Audience-centered the presentation through surveying and analyzing the most common pain the class experienced while using their laptops
- Clarified why laptops could induce back and neck pain
- Promoted cheap and efficient techniques to use laptops pain-free, such as putting a backpack behind the back, and position the laptop to eyelevel to avoid bending the neck
- Led an engaging exercise to minimize back and neck pain from laptop overuse

PROMOTION BLOG, Introduction to Occupational Therapy,

Spring 2014

- <http://preotund.blogspot.com/>
- Drew more than 30 cartoon pictures to engage readers to understand occupational therapy, while applying humor
- Explained 30 occupational therapy concepts, including frame of reference, areas of occupations, modes of interventions, occupational therapy values and etc.

PAPER CRITIQUE, Introduction to Occupational Therapy,

Spring 2014

- Wrote a 3 page single space essay that summarize and critic two research papers that each compares Motor Relearning Program to another therapeutic techniques
- Apply simple words to explain abstract therapeutic techniques, such as Motor Relearning Program and Bobath program

ACTIVITY ANALYSES, Introduction to Occupational Therapy,

Spring 2014

- Developed a 6 page detailed case analysis outlining the performance patterns, context and environment, and the activity demands of a participant using a chopstick to eat sushi
- Clarified each of the movements required to use a chopstick through attaching a photo for reference

