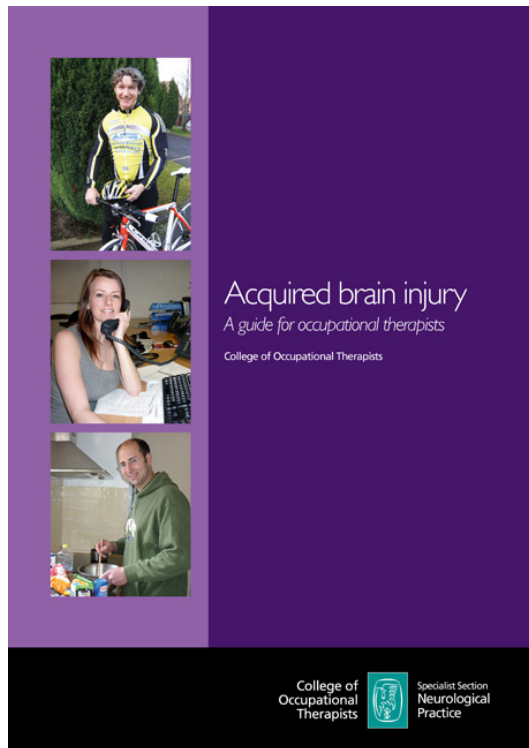


# COT Implementation Toolkit/Checklist

## Acquired brain injury: a guide for occupational therapists



### Key reflections checklist

This checklist is to be used in conjunction with the guidance publication [\*Acquired brain injury: a guide for occupational therapists\*](#) (COT 2013).

The questions are not intended to be answered in isolation and must be considered alongside contextual information provided in the full guidance.

The guidance is intended to be used alongside the therapist's clinical expertise and as such the clinician is ultimately responsible for the interpretation of the recommendations in the context of their specific circumstances and service users.

The full guidance can be found on the College of Occupational Therapists website: [www.COT.org.uk](http://www.COT.org.uk)

### Reference

College of Occupational Therapists (2013) *Acquired brain injury: a guide for occupational therapists*. London: COT.

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College of  
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Therapists





## Key reflections – checklist and action plan

(Please note, the font size will adjust automatically to fit the box)

1. Principles and organisation of services	Yes	No	Action / comment
1. Do I work as part of a coordinated team to provide a person-centred service for people with acquired brain injury?			
2. Do I have sufficient knowledge and skills to make reasonable professional judgements suitable to my level of responsibility?			
3. Do I have the necessary skills/knowledge/competencies to meet the needs of people with acquired brain injury?			
4. Do I offer an equitable service in terms of time, opportunities and resources?			
5. Do I work to agreed protocols for common problems?			
6. Do I base my practice on national guidelines and published evidence where possible?			
7. Do I monitor the performance and quality of my practice and/or service against relevant local, national and professional standards and guidelines?			
8. Do I use the results of my monitoring to improve my service?			
9. Do I seek the views and opinions of people with acquired brain injury concerning their experience of the service I provide?			
10. Do I work as effectively and efficiently as possible to be cost effective and to sustain resources?			



## Key reflections – checklist and action plan

(Please note, the font size will adjust automatically to fit the box)

2. Approaches to rehabilitation	Yes	No	Action / Comment
11. Do I follow care pathways and protocols for assessment and management of common problems within my service?			
12. Do I use appropriate assessments to identify individual needs?			
13. Do I involve the person and family/carers in the goal setting process?			
14. Do I provide information on the results of my assessment findings and plans for intervention to the person with acquired brain injury, family/carers and other members of the multidisciplinary team?			
15. Do I develop the rehabilitation programme in collaboration with the person with acquired brain injury, families/carers and other team members?			
16. Do I monitor and report evidence of occupational therapy intervention and outcomes? Does this include analysis of goal attainment, and impact on quality of life for people with acquired brain injury?			
17. Do I use appropriate measures to evaluate both individual clinical outcomes and for service governance purposes?			



## Key reflections – checklist and action plan

(Please note, the font size will adjust automatically to fit the box)

3. Carers and families	Yes	No	Action / Comment
18. Do I establish the social situation of the person with acquired brain injury as part of my assessment?			
19. Do I involve the family/carers in my rehabilitation planning to maximise independence and take account of their lifestyle and choices?			
20. Do I offer information and education about the nature of the brain injury and its potential impact on the person's role, performance and function?			
21. Do I consider the impact of the injury and its consequences on family/carers and provide them with necessary information?			
22. Do I identify the family/carers' needs as part of the rehabilitation process? This should include how family/carers are coping practically and emotionally and, if required, help them to develop problem-solving strategies and/or signpost them to appropriate agencies.			
23. Do I recognise the role of supporting agencies in order to offer current and relevant information to the family/carers?			
24. Do I understand that different family/carers will make individual choices about their involvement in occupational therapy intervention?			



## Key reflections – checklist and action plan

(Please note, the font size will adjust automatically to fit the box)

4. Early discharge and transition to rehabilitation services	Yes	No	Action / Comment
25. Do I contribute to the assessment of level of consciousness?			
26. Do I identify the impact of the person's abilities and impairments on their activities of daily living, overall occupational performance and safety?			
27. Do I consider all factors associated with effective discharge planning and continuity of rehabilitation following referral to other services?			
28. Do I explore relevant resources appropriate to the person's needs and intervention?			
29. Do I identify any risks, including safeguarding vulnerable adults, ability to manage financial affairs and mental capacity, impacting on current intervention or future discharge planning and placement, and have I made appropriate referrals accordingly?			
30. Do I provide a written report on transfer/discharge outlining assessment results, intervention received and outcomes and provided this information to relevant parties (with the person's consent)?			
31. Do I provide the person with information on how to re-access/access services should their needs change over time?			
32. Do I gain informed consent, before the person is referred to another service?			



## Key reflections – checklist and action plan

(Please note, the font size will adjust automatically to fit the box)

5. Inpatient clinical care – preventing secondary complications in severe brain injury	Yes	No	Action / Comment
33. Do I understand the implications of avoidable secondary complications for people with acquired brain injury on occupational performance?			
34. Do I have the knowledge and skills to contribute to the avoidance of secondary complications for people with acquired brain injury to optimise occupational performance?			
35. Do I contribute, in collaboration with other health and social care professionals, to the assessment and management of: <ul style="list-style-type: none"> <li>• safe feeding as part of the multidisciplinary team?</li> <li>• safe handling and positioning of people with acquired brain injury?</li> <li>• pressure care needs of people with acquired brain injury including specialist seating and cushions?</li> <li>• risk of developing contractures or abnormal posture as a result of spasticity, muscle shortening, joint stiffness, or reduced ligament length?</li> <li>• basic communication for people with acquired brain injury?</li> </ul>			
36. Do I have the necessary knowledge and skills to safely manage the person with acquired brain injury during an epileptic seizure?			
37. Do I contribute to the assessment and management of level of consciousness and Post Traumatic Amnesia?			



## Key reflections – checklist and action plan

(Please note, the font size will adjust automatically to fit the box)

6. Rehabilitation setting and transition phases	Yes	No	Action / Comment
38. Do I know when I should decline a referral and how to manage this?			
39. Do I identify family and carers needs or concerns as part of the assessment process?			
40. Do I provide information on results of my assessment findings and plans for intervention to the person with acquired brain injury, their family/carers and members of the multidisciplinary team?			
41. Do I know what to do when the person with acquired brain injury lacks capacity or ability to consent e.g. due to low arousal, poor memory, communication deficits?			
42. Do I provide the person with acquired brain injury and family/carers with information and education about the nature and effects of brain injury?			
43. Do I provide appropriate training to family/carers to ensure they are competent in meeting the person's needs, including maximising independence and safety?			
44. Do I know when a home assessment is required for a person with acquired brain injury?			



## Key reflections – checklist and action plan

(Please note, the font size will adjust automatically to fit the box)

6. Rehabilitation setting and transition phases (continued)	Yes	No	Action / Comment
45. Do I know how cognitive and behavioural problems may impact on the use of equipment and adaptations in the home environment, and do I take this into account in my assessment?			
46. Do I know where to source equipment to facilitate safe discharge?			
47. Do I ensure that the person with acquired brain injury, family and carers are trained in the safe and effective use of any equipment and/or assistive technology I have prescribed?			
48. Do I consider referral onto other agencies for funding for equipment and/or specialist assessment when appropriate?			
49. Do I involve the person with acquired brain injury and their family/carers in identifying their needs on discharge from the service?			
50. Do I support people with acquired brain injury and their family/carers to prepare for discharge from the service?			
51. Do I know when to involve relevant agencies and services to facilitate a safe and smooth transition?			
52. Do I provide information on appropriate voluntary services and self-help groups?			





## Key reflections – checklist and action plan

(Please note, the font size will adjust automatically to fit the box)

7. Rehabilitation interventions	Yes	No	Action / Comment
53. Do I identify the impact of the person's abilities and impairments on their activities of daily living, overall occupational performance and safety?			
54. Do I support the person with acquired brain injury to consider their needs in self-maintenance, productivity and leisure when developing rehabilitation goals?			
55. Do I know how to deliver interventions and/or strategies to maximise the person's occupational performance?			
56. Do I support the person with acquired brain injury to practise and develop skills within the most realistic and appropriate environment?			
57. Do I support the person with acquired brain injury to practise skills beyond therapy sessions and into all aspects of daily living?			
58. Do I establish the social situation of the person with acquired brain injury as part of my assessment?			
59. Do I involve the family/carers when designing activities of daily living routines/lifestyle choices with the person?			
60. Do I support family/carers and relevant others including the MDT to use compensatory strategies in different situations?			
61. Do I have the knowledge and skills to offer appropriate training to support workers to ensure they are competent in the delivery of rehabilitation programmes which maximise independence and safety?			
62. Do I know how to seek and/or contribute to an assessment of the person's mental capacity?			



## Key reflections – checklist and action plan

(Please note, the font size will adjust automatically to fit the box)

7. Rehabilitation interventions (continued)	Yes	No	Action / Comment
63. Do I consider the impact of the person's performance deficits/impairments on their ability to manage their own affairs and finances?			
64. Do I know how to accurately assess cognitive functions including: <ul style="list-style-type: none"> <li>– level of orientation</li> <li>– arousal</li> <li>– attention</li> <li>– information processing</li> <li>– visual perception</li> <li>– memory</li> <li>– executive function</li> <li>– metacognition?</li> </ul>			
65. Do I know how to provide cognitive rehabilitation?			
66. Do I know when to refer for more specialist cognitive rehabilitation?			
67. Do I know how to contribute to assessment and management of mood and when to refer for more specialist intervention, e.g. psychological therapy?			
68. Do I know how to manage severe behavioural disturbances and when to seek support for people with acquired brain injury and severe behavioural disturbance?			
69. Do I know how to support family/carers to manage cognitive and behavioural problems?			
70. Do I know how to seek support for people with acquired brain injury to talk about the impact of brain injury on their life?			
71. Do I have the knowledge and skills to offer retraining strategies to a person with visual neglect or visual field deficit?			



## Key reflections – checklist and action plan

(Please note, the font size will adjust automatically to fit the box)

7. Rehabilitation interventions (continued)	Yes	No	Action / Comment
72. Do I understand how pain following acquired brain injury can impact on occupational performance and offer advice regarding pain management?			
73. Do I assess the person's seating requirements, including provision of an appropriate wheelchair and suitable supported seating package?			
74. Do I make referrals on to appropriate agencies according to my assessment findings e.g. specialist seating services?			
75. Do I ensure the person has appropriate and timely wheelchair assessment and seating provision with regular review?			
76. Do I know how assistive technology and/or computer use may enhance the person's independence and quality of life, and how to make appropriate referrals accordingly?			
77. Do I ensure the person has an understanding of the process for returning to driving and any factors that might contribute to decision making based upon my assessment?			
78. Do I know about services available for people with acquired brain injury regarding driving assessment and how to access them?			
79. Do I consider return to work, training or study routinely as part of the rehabilitation process?			
80. Do I know how to assess vocational and educational needs including work history, job role, and the impact of impairments on return to work/education?			
81. Do I support the person with acquired brain injury to develop an individualised return to work/education programme, including, where appropriate, on-site assessment, graded return and liaison with relevant agencies?			



## Key reflections – checklist and action plan

(Please note, the font size will adjust automatically to fit the box)

7. Rehabilitation interventions (continued)	Yes	No	Action / Comment
82. Do I know the relevant agencies and professionals involved in the return to work/training/ education process and support the person with acquired brain injury to access them?			
83. Do I know how to seek ongoing support for the person with acquired brain injury following their return to work?			
84. Do I know how to support people with acquired brain injury who are unable to return to work or study to develop structure within their occupational lives?			
8. Continuing care and support	Yes	No	Action / Comment
85. Do I share knowledge and skills with those supporting the ongoing needs of the person with acquired brain injury?			
86. Do I consider the need to access other agencies now and in the future and provide adequate information to enable the person to engage and re-access agencies as necessary?			
87. Do I consider the holistic needs and requirements of the family/carers in relation to education support and guidance in all aspects of care and management?			
<b>Score / 87</b>			