

ICE *Lesson Plan*

DEALING WITH FRUSTRATION



This lesson plan is designed to supplement your lecture on how to respond to a client's emotional instability, including frustration and lack of participation.

Learning Objectives

By the end of this activity, the successful student will be able to:

1. Recognize a client's verbal and/or nonverbal signs of frustration or emotional instability.
2. Modify the activity demands, context, and/or environment to meet the emotional needs of the client.

This activity supports the requirements for:

- The Accreditation Council for Occupational Therapy (ACOTE) standards B.3.2
- The Commission on Education for Physical Therapy Education (CAPTE) standards 7D8 and 7D30

LEARNING ACTIVITIES

Watch

Assign this video for students to watch before, during, or after class: **Self-Care: Dressing in Acute Care, Part 2**. In this 4-minute video, a young stroke survivor exhibits behavioral problems while therapists work on his cognitive, perceptual, and motor deficits in the context of a dressing activity.

Discuss

Stimulate small or large group discussions with questions, such as:

1. What signs suggest that Ben is frustrated?
2. What do you think is the cause of Ben's changes in behavior? Is it related to a medical condition, communication deficits, apraxia, fatigue, or impairment of body functions and structures?
3. Is it helpful for the therapist to let Ben continue to put the shirt on wrong? Why or why not?
4. What does the therapist do to encourage the client and grade the task appropriately?
5. How does it make you feel (as the therapist) when your client starts to get frustrated?
6. What are other ways you can modify the activity demands, context, and/or environment to meet the emotional needs of your client?
7. Give specific examples of auditory, visual, and tactile cues you can give to ease a frustrated client.
8. Imagine working with this client in a busy rehab gym. How might a change in the client's environment affect his performance?

9. What strategies should you use if your client becomes physically aggressive?
10. At what point should a treatment session be ended due to a client's frustration?
11. Is the therapist using a remedial or compensatory approach in this treatment session?
12. How does the therapist increase awareness and incorporate use of the affected extremity?
13. How should you document a client's frustration?



Create an assignment

REFLECTION:

Have students complete a reflection paper or worksheet using the discussion questions provided. This would be great to use in a flipped classroom!

SIMULATION:

Role-playing in the classroom can be quick and easy! Consider having students role-play interactions with a "difficult" client. Students should reflect on what they did well and what areas could use improvement. Consider having students rate each other.

DOCUMENTATION:

Have students document this interaction using SOAP format.

EXAMINATION:

If feasible, hire an actor to play the role of frustrated patient. Use this video for a training example for the simulated patient and/or in the study guide for students.



Watch more!

Search the ICE Video Library for additional videos on this topic.

Here are three examples:

- **Self-Care, Part 2: Washing at the Sink in Acute Care**
- **Self-Care, Part 3: Brushing Hair at the Sink in Acute Care**
- **Acute Care Part 5: Bed to Chair Transfer**

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