Article

Development of the Occupational Therapy Stroke Arm and Hand Record: An Upper Limb Treatment Schedule

Jarvis, Kathryn, Reid, Gaynor, Edelstyn, Nicola and Hunter, Susan

Available at http://clok.uclan.ac.uk/28250/


It is advisable to refer to the publisher’s version if you intend to cite from the work.

http://dx.doi.org/10.4276/030802214X13941036266469

For more information about UCLan’s research in this area go to http://www.uclan.ac.uk/researchgroups/ and search for <name of research Group>.

For information about Research generally at UCLan please go to http://www.uclan.ac.uk/research/

All outputs in CLoK are protected by Intellectual Property Rights law, including Copyright law. Copyright, IPR and Moral Rights for the works on this site are retained by the individual authors and/or other copyright owners. Terms and conditions for use of this material are defined in the http://clok.uclan.ac.uk/policies/
### Occupational Therapy Stroke Arm & Hand Treatment Record (OT-STAR)

**Name:**  
**NHS No.:**  
**Date of Birth:**  
**Hand Dominance:** right left both (please circle)  
**Date of Session:**  
**Therapist’s Name:**  
**Duration of Session:**  
**No. of Staff:**

#### Body Structure and Function

<table>
<thead>
<tr>
<th>JOINTS/ BONES</th>
<th>MUSCLE</th>
<th>MOVEMENT</th>
<th>SENSORY</th>
<th>COMBINED</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Re-alignment of joints &amp; bones</td>
<td>- Cognitively reducing tone</td>
<td>- Supporting/guiding/assisting an action</td>
<td>- Proprioception</td>
<td>- Massage</td>
<td>Please state:</td>
</tr>
<tr>
<td>- Compression</td>
<td>- Strengthening</td>
<td>- Facilitation of movement</td>
<td>- Stereognosis interventions</td>
<td>- Retrograde massage/effleurage</td>
<td></td>
</tr>
<tr>
<td>- Distraction</td>
<td>- Mobilising muscles &amp; soft tissue</td>
<td>- Passive movements</td>
<td>- Temperature</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Electrical stimulation</td>
<td>- Positioning of UL</td>
<td>- Desensitisation techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Touch &amp; texture</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Activity

<table>
<thead>
<tr>
<th>MOTOR &amp; SENSORY COMPONENTS OF FUNCTION</th>
<th>COGNITIVE COMPONENTS OF FUNCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Dexterity &amp; fine motor skills</td>
<td>- Conceptualisation of goal</td>
</tr>
<tr>
<td>- Polishing</td>
<td>- Increasing attention to task</td>
</tr>
<tr>
<td>- Bilateral interventions</td>
<td>- Use of unaffected UL to gain</td>
</tr>
<tr>
<td>- Imagery/visualisation</td>
<td>feeling of movement</td>
</tr>
<tr>
<td>- Grasp &amp; release</td>
<td>- Increasing attention to UL</td>
</tr>
<tr>
<td>- Working to place UL in activity</td>
<td>- Strategies to reinforce therapy</td>
</tr>
<tr>
<td>- CIMT/mCIMT</td>
<td>- Remedial activities (cognition)</td>
</tr>
<tr>
<td>- Mirror therapy</td>
<td>Other, please state:</td>
</tr>
<tr>
<td>- Reach &amp; grasp</td>
<td></td>
</tr>
<tr>
<td>- Remedial activities (motor)</td>
<td></td>
</tr>
<tr>
<td>- FES</td>
<td></td>
</tr>
<tr>
<td>- Working on functional task components</td>
<td></td>
</tr>
<tr>
<td>- Push &amp; pull</td>
<td></td>
</tr>
<tr>
<td>- Hand-washing-exfoliation</td>
<td></td>
</tr>
<tr>
<td>- Mirror use</td>
<td></td>
</tr>
<tr>
<td>- Other, state:</td>
<td></td>
</tr>
</tbody>
</table>

#### Participation (circle occupational performance area of focus below)

<table>
<thead>
<tr>
<th>Self-care (PADL)</th>
<th>IADL</th>
<th>Work</th>
<th>Leisure</th>
<th>Education</th>
<th>Social participation</th>
</tr>
</thead>
</table>

**Work on a specific function, state which:**

**Support required:**  
- Supervision  
- Verbal prompts  
- Assistance  
- Facilitation  
- Independent

**Activity undertaken:**  
- Bilaterally  
- Unilaterally-left hand  
- Unilaterally-right hand

**Compensation for lost function:**

- Equipment provision (including practice of equipment) State equipment:
  - Teaching of alternative techniques, state techniques taught:
  - Adaptation, state adaptations made to environment:
  - Functional othoses, state which:

#### Other

<table>
<thead>
<tr>
<th>Psychosocial</th>
<th>Details:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice &amp; education</td>
<td>verbal/written/pictorial</td>
</tr>
<tr>
<td>Homework &amp; practice</td>
<td>verbal/written/pictorial</td>
</tr>
</tbody>
</table>

**Key:**  
(m)CIMT- (modified) constraint induced movement therapy  
FES-functional electrical stimulation  
UL-upper limb
### Participation
(circle occupational performance area of focus below)

<table>
<thead>
<tr>
<th>Self-care (PADL)</th>
<th>IADL</th>
<th>Work</th>
<th>Leisure</th>
<th>Education</th>
<th>Social participation</th>
</tr>
</thead>
</table>

#### Work on a specific function, state which:
- **Support required:**
  - [ ] Supervision
  - [ ] Verbal prompts
  - [ ] Assistance
  - [ ] Facilitation
  - [ ] Independent
- **Activity undertaken:**
  - [ ] Bilaterally
  - [ ] Unilaterally-left hand
  - [ ] Unilaterally-right hand

#### Compensation for lost function
- [ ] Equipment provision (including practice of equipment) State equipment:
  - [ ]
- [ ] Teaching of alternative techniques, state techniques taught:
  - [ ]
- [ ] Adaptation, state adaptations made to environment:
  - [ ]
- [ ] Functional othoses, state which:
  - [ ]

### Participation
(circle occupational performance area of focus below)

<table>
<thead>
<tr>
<th>Self-care (PADL)</th>
<th>IADL</th>
<th>Work</th>
<th>Leisure</th>
<th>Education</th>
<th>Social participation</th>
</tr>
</thead>
</table>

#### Work on a specific function, state which:
- **Support required:**
  - [ ] Supervision
  - [ ] Verbal prompts
  - [ ] Assistance
  - [ ] Facilitation
  - [ ] Independent
- **Activity undertaken:**
  - [ ] Bilaterally
  - [ ] Unilaterally-left hand
  - [ ] Unilaterally-right hand

#### Compensation for lost function
- [ ] Equipment provision (including practice of equipment) State equipment:
  - [ ]
- [ ] Teaching of alternative techniques, state techniques taught:
  - [ ]
- [ ] Adaptation, state adaptations made to environment:
  - [ ]
- [ ] Functional othoses, state which:
  - [ ]

### Additional Comments: