**Name:**

**Facility Name:**

**Student Learning Plan**

Complete this learning activity to create a plan for your facility to host a UND OT student for a Level I Fieldwork: Focused on Evaluation. Return this completed document to Cherie Graves at Cherie.graves@und.edu to receive 2 hours of continuing education credit. Use page 4 of this document as resource for developing your student learning plan.

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| **Orientation to your site** |
| How will students learn about your overall evaluation process including initial, ongoing, re-evaluation, and use of outcomes? |  |
| How will students learn about the specific evaluation methods (ie. Tool, observation, interview, etc.) you use throughout the phases of evaluation? |  |
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| **Initial Evaluation** |
| Who are your most straight-forward clients? Who are your more complex clients? |  |
| What will the student observe when you are completing an initial evaluation? |  |
| What parts of the initial evaluation process can the student complete (hands-on) right away? |  |
| What parts of the initial evaluation process will students be able to complete later in the week? |  |
| How can you help students generalize the evaluation process from one type of client to another? |  |
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| **Ongoing Evaluation (Intervention)** |
| What will the student observe when you are completing ongoing evaluation, occurring during intervention? |  |
| Who do you see most often, where ongoing evaluation is possible? |  |
| What interventions do you provide that give you insights into how your clients perform with occupations? |  |
| What hands-on learning opportunities can you provide to students to build their understanding of ongoing evaluation? |  |
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| **Re-evaluation** |
| What will the student observe when you are completing re-evaluation? |  |
| Who do you see most often, where re-evaluation is possible? |  |
| What hands-on learning opportunities can you provide to students to build their understanding of re-evaluation? |  |
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| **Outcomes** |
| What learning experiences can you engage students in to demonstrate how therapy outcomes are used to make decisions at the end of the plan of care? |  |

Check learning activities that I can provide to students at my site to facilitate their conceptual understanding of evaluation?

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| ***Check Here*** | ***Potential Student Learning Activities for*** ***Level I Fieldwork: Focused on Evaluation*** |
|  | Observe supervising therapist interviewing clients to determine occupational priorities and evaluating occupation through activity analysis or use of a formal assessment tool. |
|  | Administer at least one occupational evaluation to include both observation and interview.  |
|  | Observe supervising therapist choosing follow-up assessments after completing an occupational evaluation and hear their rationale for their choice (for at least 2 different clients). |
|  | Observe at least one client’s occupational performance, identify which factors interfere with performance, and identify an assessment tool that might be used to assess identified factors. Students will discuss their observations and recommendations with their supervising therapist.  |
|  | Observe the supervisor administer at least one assessment of an underlying client factor, performance skill or performance pattern. |
|  | Administer at least one assessment of underlying client factor, performance skill or performance pattern. |
|  | Reflect on the assessment of underlying client factor/performance skill/performance pattern that was given. Determine whether it was standardized or unstandardized and other properties of the assessment and if not, what alternative standardized tool might have been chosen. |
|  | Observe a client session (at least one) and document observations through writing a daily note following the format used at the facility. |
|  | Compare an assessment progress note to an initial evaluation and note the change. |
|  | Compare an assessment progress note to a discharge summary. Student will document the progress needed to accomplish discharge. |
|  | Identify how reimbursement guidelines impact the evaluation protocol at their assigned facility or from client to client.  |
|  | Ask student to communicate with a peer at an alternative site and compare the evaluation process at their assigned facility and note differences. |