

GUIDELINES FOR LEARNING AGREEMENTS

Self-Assessment: Identify your level of skill, knowledge and/or attitude in relation to a particular competency and/or criterion and/or task (both strength and area for development) and name what you wish to develop / practise / gain experience in.																																											
Objectives		Activities / Learning Resources	Evidence/outcome / critical reflection	Competency																																							
<p>Criteria:</p> <ul style="list-style-type: none"> • Begin with an action verb stated in the present or future tense (see list of commonly used verbs) • State the objective in terms of the student's performance • Describe the expected outcome or product, not the process • State a single learning outcome for a single definable behaviour • Use numerical criteria wherever possible <p>Useful words when writing objectives:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">describe</td> <td style="width: 30%;">name</td> <td style="width: 30%;">list</td> </tr> <tr> <td>interpret</td> <td>identify</td> <td></td> </tr> <tr> <td>demonstrate</td> <td></td> <td></td> </tr> <tr> <td>assemble</td> <td>plan</td> <td></td> </tr> <tr> <td>evaluate</td> <td></td> <td></td> </tr> <tr> <td>test</td> <td>report</td> <td></td> </tr> <tr> <td>prepare</td> <td></td> <td></td> </tr> <tr> <td>position</td> <td>measure/record</td> <td></td> </tr> <tr> <td>construct</td> <td>compare</td> <td></td> </tr> <tr> <td>contrast</td> <td></td> <td></td> </tr> <tr> <td>conduct</td> <td>express</td> <td></td> </tr> <tr> <td>state</td> <td></td> <td></td> </tr> <tr> <td>elicit</td> <td>facilitate</td> <td></td> </tr> </table> <p>Words to avoid: learn, appreciate, understand, know, be aware of, realise</p>		describe	name	list	interpret	identify		demonstrate			assemble	plan		evaluate			test	report		prepare			position	measure/record		construct	compare		contrast			conduct	express		state			elicit	facilitate		<p>Activities include accessing / studying resources.</p> <p>Resources could include the following:</p> <p>Publications/Literature/Electronic media</p> <ul style="list-style-type: none"> • Use of notes/books from AUT • Access department/hospital/educational libraries • Other written materials – newspapers, magazines, brochures, manuals, newsletters, conference papers, pamphlets • Government or other official publications and documents • Case notes • CD-ROMs, email, internet and other electronic media • Films, videos, TV and radio programmes • Librarians <p>Community Resources</p> <ul style="list-style-type: none"> • Discuss related issues with relevant knowledgeable people (clients, care-givers, health care professionals etc.) • Visit other community services • Network with peers, fellow students • Access lecturing staff on campus • Visit Resource centres <p>Experts</p> <ul style="list-style-type: none"> • Observe a therapist • Interview other staff in the setting • Asking clients <p>Reflection</p> <ul style="list-style-type: none"> • Use reflective process / journals 	<p>Identify and reflect on the outcome of your activity and the results of accessing the learning resources.</p> <p>Skills – evidenced through:</p> <ul style="list-style-type: none"> • Demonstration <p>Knowledge – evidenced through:</p> <ul style="list-style-type: none"> • Report, annotated bibliography, oral presentation • Case study, concept map • Examples of problems and solutions, strategies for approaching problems <p>Attitudes – evidenced through:</p> <ul style="list-style-type: none"> • Rating scales, role plays, critical incidents, discussion • Personal journals or journal overviews, records of supervision, transcripts of peer discussions, analysis of issues <p>Criteria for evaluation:</p> <ul style="list-style-type: none"> • Specific behaviours that can be observed • Level of supervision required • Achievements 	<p>Identify to which competency the objective is linked.</p>
describe	name	list																																									
interpret	identify																																										
demonstrate																																											
assemble	plan																																										
evaluate																																											
test	report																																										
prepare																																											
position	measure/record																																										
construct	compare																																										
contrast																																											
conduct	express																																										
state																																											
elicit	facilitate																																										

EXAMPLES OF A SKILLS BASED LEARNING AGREEMENT

OCCUPATIONAL THERAPY LEARNING AGREEMENT

Learning Objective : Skill	Learning Resource	Evidence/Outcome	Comp.
What do you want to learn, develop or examine? Consider your own current abilities and the learning opportunities available within this facility.	What will you utilise to achieve your learning objectives? Where can you find information? Be specific, consider how you learn best.	How can you show to yourself and your supervisor that you have met your learning objectives? What proof will you offer and when? Who will note that the outcome has been achieved?	
Self-Assessment: I have studied the Work Readiness Profile assessment and understand the structure / theory base. Now I need to develop the skills to conduct this assessment competently with the two clients identified			
Conduct at least 2 'Work Readiness Profile' assessments, and prepare recommendations for these clients by the end of Week 3.	<ul style="list-style-type: none"> • Observe therapist conduct 2 assessments eg basic skill assessment, work habits checklist assessment • Practice 'Work Readiness Profile' in own time • Read and familiarise self with layout/format of assessment • Make list of areas wanting feedback on from therapist • Therapist to observe 2nd attempt of conducting assessment and provide feedback accordingly • Read past recommendations/goals written from client files • Read lecture notes on goal setting • Discuss results of assessments and possible goals with therapist before relaying to client. 	<ul style="list-style-type: none"> • Adequate preparation-environment set-up accordingly • Carry out 'Work Readiness Profile' to level agreed with therapist • Present assessment data/results/observations to therapist and other therapists at OT meeting • Recommendations are established and co-signed by therapist. 	
Self-Assessment: I have successfully conducted parts of a group session, but not a whole group session from the beginning to the conclusion. I need to develop my skill and my confidence in being able to implement this intervention, from the planning right through to the documentation stage.			
To facilitate the running of a group session by the end of the placement.	<ul style="list-style-type: none"> • Read over group leadership notes • Observe supervisor facilitating at least one group session and discuss these with supervisor afterwards • Assist therapist to facilitate and/or participate in at least one group • Discuss techniques/strategies and material to be covered in session, with therapist beforehand • Facilitate group under supervision of the therapist. 	When running a group session, I will: <ul style="list-style-type: none"> • Plan group session and discuss with therapist • Modify if needed • Prepare adequately for session • Facilitate warm up, main activity, wrap up and modify during as appropriate (otherwise follow planned group structure) • Write report that accurately describes the group process. 	

<p>By third week of placement I will be able to implement and evaluate the results of a standardised assessment (COTNAB) without direct supervision.</p>	<ul style="list-style-type: none"> • Read manual • Observe therapist carrying out assessments and discussion of observations • Discuss procedure with therapist • Practice assessment with supervisor (role play) • Carry out assessment with supervision from therapist • Seek feedback re my performance • Evaluate assessment and seek feedback from therapist 	<p>When carrying out COTNAB I will:</p> <ul style="list-style-type: none"> • Prepare assessment adequately • Attend to safety of client • Demonstrate clear communication • Carry out assessment to standard required of setting • Discuss/report to therapist with recommendations • Complete appropriate documentation adequately. 	
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EXAMPLES OF A KNOWLEDGE BASED LEARNING AGREEMENT OCCUPATIONAL THERAPY LEARNING AGREEMENT

Learning Objective : Knowledge	Learning Resource	Evidence/Outcome	Comp.
<p>What do you want to learn, develop or examine? Consider your own current abilities and the learning opportunities available within this facility.</p>	<p>What will you utilise to achieve your learning objectives? Where can you find information? Be specific, consider how you learn best.</p>	<p>How can you show to yourself and your supervisor that you have met your learning objectives? What proof will you offer and when? Who will note that the outcome has been achieved?</p>	
<p>Self-Assessment: I have learnt the signs and symptoms of mental illness (e.g. OCD), but would like to become more confident in identifying how this affects a person's daily occupations</p>			
<p>Describe the effects of mental illness and its impact on the daily life of 2 clients by the end of Week 3.</p>	<ul style="list-style-type: none"> • Read lecture notes on OCD and useful tests to determine questions to be asked • Check questions with supervisor • Discuss with 2 clients (recommended by therapist) the areas of their life that have been affected • Ongoing discussion with therapist on findings • Journal daily findings 	<p>Present to therapist the impact that mental illness has had on 2 clients' work, leisure/play, home life, self-management.</p> <p>Present to the therapist a case study that illustrates the impact by comparing premorbid lifestyle with current situation. This will include impact on work etc.</p>	
<p>Self-Assessment: When working with Mr. X I had difficulty identifying his cognitive /perceptual limitations, and what that meant for his engagement in activities of daily living.</p>			
<p>By the end of Week 3 I will be able to describe the common cognitive/perceptual deficits associated with heady injury and their impact on activities of daily living.</p>	<ul style="list-style-type: none"> • Lecture notes • Observations of clients with heady injury on placement • Interview client/family 	<p>Present my finding in the form of a hand-out for clients/carers/ family explaining the typical cognitive/perceptual difficulties and how these may impact on activities</p>	

	<ul style="list-style-type: none"> • Read client notes • Renew journal articles and BIA tapes • Discussions with therapist ie observations • Journal observations 	of daily living. This should be concise, accurate and written in appropriate language.	
Self-Assessment: When asked what the role of occupational therapy in the community mental health setting is, I was struggling to identify this.			
Evaluating (the expected) Occupational Therapy role in the community mental health setting.	<ul style="list-style-type: none"> • Observation of therapist in interaction with clients and other members of the multi-disciplinary team • Discussion with therapist of OT role • Discussion with other team members of their perception of the OT role • Read mission statements, philosophies and relevant literature available on the role of OT in Early Intervention for first episode psychosis. 	Verbal presentation to supervising therapist, to include clear description of role based around one case study: <ul style="list-style-type: none"> • identification of possible role conflicts • comparison of state role with reality. 	

EXAMPLES OF AN ATTITUDE BASED LEARNING AGREEMENT OCCUPATIONAL THERAPY LEARNING AGREEMENT

Learning Objective : Attitude	Learning Resource	Evidence/Outcome	Comp.
What do you want to learn, develop or examine? Consider your own current abilities and the learning opportunities available within this facility.	What will you utilise to achieve your learning objectives? Where can you find information? Be specific, consider how you learn best.	How can you show to yourself and your supervisor that you have met your learning objectives? What proof will you offer and when? Who will note that the outcome has been achieved?	
Self-Assessment: When I met Mrs. Y, I realised afterwards that I felt uncomfortable with her behaviour and that I was a bit judgemental towards her. It made me realise how easily people with mental illness can become stigmatised.			
Explore personal views about the stigma of mental illness by the end of Week 3.	<ul style="list-style-type: none"> • Discuss with other staff members their views of mental illness • Journal thoughts throughout placement, reflecting and challenging these • Discuss with 2 clients their experiences of stigma 	Compare and contrast my views of stigma from before and after the placement in discussion with therapist, presenting relevant extracts from my journal. Identify how my attitude influences my actions (specific examples).	

	<ul style="list-style-type: none"> • Attend course on 'Workshop Skills for Countering Stigma and Discrimination Associated with Mental Illness' • Ongoing discussion with therapist. 		
<p>Self-Assessment: Being in the head injury rehabilitation service we are confronted with difficult and challenging behaviour on a regular basis. I find this very challenging and experience a mixture of internal responses, some of which are not particularly helpful. I would like to develop attitudes that will assist in the therapeutic process.</p>			
<p>Examine my attitudes towards difficult and challenging situations within heady injury rehabilitation.</p>	<ul style="list-style-type: none"> • Read journal articles and tapes prior to placements • Record in journal the types of emotions I anticipate will arise on placement • Observe other staff interacting with clients • Discuss with therapist the types of strategies for dealing with challenging situations • Discuss with supervisor issues that arise from my observations/experiences • Journal my experiences • Compare my thoughts/feelings of experiences on placement with my expectations prior to placement. 	<p>I will compile a written prose describing how experience on placement, discussion with other staff, and journal articles have influenced my attitudes in dealing/coping with challenging situations.</p>	