

Supplementary data

1. Evaluation
2. General Skills Rubrics
3. Registration Sheet
4. Rubrics
5. Stations

STUDENT ASSESSMENT CHECKLIST

For each of the following points, indicate with an X the questions that the student has completed during the evaluation. If you have any comments, indicate them AT the END, and explain why. You can follow behind this sheet.

CONTENT OF THE EVALUATION	Mark with an X	Yes	No
He has asked me about my personal information: age, personal situation, marital status, with whom I live, economic situation, level of studies, tastes and hobbies, etc.	Personal situation		
He has asked me about my illness: if I know what has happened, symptoms, consequences, problems that I may have, if I have more conditions, etc.	Clinical situation and knowledge of disease		
He has asked me about my pre-illness situation: how I was at all levels, lifestyle, habits, hobbies, etc.	Previous situation		
He has carried out a brief physical examination, taking data, for example, on my mobility on the affected side, strength, sensitivity, coordination, ability to grasp and release, posture, pain, etc.	Physical examination		
He has asked me about communication (if I have problems speaking or understanding) and/or cognitive issues or has he performed a test on attention, memory, orientation (if I know where I am, what day is it, what is my name, how do I name objects? is called the president of the government, etc.)	Communication and cognition		
He has asked me or carried out a test on how I carry out my basic activities of daily living (dressing, grooming, feeding, using the toilet, toilet training, mobility in bed, getting out of bed, sitting, walking, going up and down stairs and ramps, etc.)	B-ADL		
He has asked me about my domestic activities, social participation, leisure, work, etc.	I-ADL and A-ADL		
He has asked me about my way of coping with the disease, how I feel, expectations, state of mind, if I laugh and cry easily, etc.	Mood and personality		
He has been interested in my social situation, possible problems associated with the illness, the situation of coexistence, etc.	Social situation and housing		
He has asked me about my home: characteristics, where it is located, floor, if it has an elevator, barriers inside the home, etc.			
He has asked me if I use support products (technical aids) or he has told me that I may need some (he provides me with information and/or offers advice)	Support products		

COMMUNICATION AND ATTITUDE		P o o r			Insufficient		Enough		Remarkable		Excellent	
	Check the value	0	1	2	3	4	5	6	7	8	9	10
Introduces himself at the beginning of the interview.	Presentation											
He receives me cordially and politely.	Welcome											
During the interview he maintains eye contact.	Eye contact											
It is expressed in a clear, understandable and precise way.	Expression											
The questions asked are relevant and understandable, following a logical order in their presentation.	Quality questions											
I have felt listened to by the therapist.	Listen											
When I spoke to him about my personal situation, I felt that he understood me.	Empathy											
I have felt respected. He has not made any comments "out of place", for example, judging my situation or my way of behaving.	Respect											
He has shown interest in my personal situation and how I feel.	Interest											
He has been calm, I did not feel that he rushed me or harassed me during the interview.	Serenity											

I have felt comfortable during the evaluation:

Not at all

Very comfortable

1 2 3 4 5 6 7 8 9 10

Comments:

GENERAL CLINICAL SKILLS RUBRIC					
	EXCELLENT (4 POINTS)	GOOD (3 POINTS)	ACCEPTABLE (2 POINTS)	INADEQUATE (1 POINT)	NOT DONE (0 POINTS)
COMMUNICATION SKILLS					
CRITERION 1: INTRODUCTION AND GREETING	The student introduces him/herself in a professional manner and greets the patient appropriately.	The student introduces him/herself and greets the patient, but in a less professional manner.	The student introduces him/herself, but the greeting is inadequate.	The student does not introduce him/herself or greet the patient.	--
CRITERION 2: EXPLANATION OF THE PROCEDURE	The student explains the procedure in a clear and understandable manner.	The student explains the procedure, but with some omissions.	The explanation of the procedure is unclear.	The student does not explain the procedure.	--
PHYSICAL EXAMINATION TECHNIQUES					
CRITERION 1: PERFORMANCE OF THE EXAMINATION	The student performs the physical examination completely and correctly.	The student performs the physical examination with some minor omissions.	The physical examination is incomplete or incorrect.	The student does not perform the physical examination.	--
CRITERION 2: HYGIENE AND SAFETY	The student follows all hygiene and safety rules.	The student follows most of the hygiene and safety rules.	The learner follows some hygiene and safety rules.	The student does not follow the hygiene and safety rules.	--
CLINICAL DECISION MAKING					
CRITERION 1: OCCUPATIONAL DIAGNOSIS	The student makes an accurate occupational diagnosis based on the information available.	The student makes a correct occupational diagnosis with some uncertainty.	The occupational diagnosis is partially correct.	The occupational diagnosis is incorrect.	--
CRITERION 2: TREATMENT PLAN	The student proposes an adequate and well-founded treatment plan.	The student proposes an adequate treatment plan with some omissions.	The treatment plan is incomplete or confusing.	The student does not propose a treatment plan.	--



1st STATION

BASIC OCCUPATIONAL THERAPY REGISTRATION SHEET

Order No. _____

DNI _____

Surname and first name _____

Principal diagnosis:

Other disorders:

Background:

Anamnesis/Assessment:



Take the folder with the answer sheet from station 1 with you when you leave the station.

2nd STATION

What type of gait have you identified and what are its characteristics?

Aspects to be assessed in depth.

Choose an assessment tool and score according to the patient's characteristics. Justify why you have chosen that tool.

Complementary <u>assessment</u> (indicate name and area of application)	

Take the folder with the answer sheets from station 1 and 2 and the selected assessment tool with you when you leave the station.

3rd STATION

Treatment objectives (in order of priority):

1.-

2.-

3.-

Timeline:

Total duration of treatment (in days):

Total number of sessions:

Duration of each session (in minutes):



Treatment objectives chosen:

Design of three treatment activities for the previous objective (indicate: activities chosen, characteristics, duration of each one and materials needed):

Take the folder with all your answer sheets and give them to the teacher.

RUBRIC FOR STATION 1

OBTAINING A COMPLETE HISTORY AND CONDUCTING A RAPID INITIAL ASSESSMENT

Criterion 1: Gathering personal information.

- **Excellent (2 points):** The trainee collects personal information about the clinical case thoroughly, including cohabitation, age, caregivers, etc.
- **Good (1.5 points):** The trainee collects most of the personal information, but omits some minor details.
- **Acceptable (1 point):** Student collects personal information incompletely, omitting several important details.
- **Inadequate (0.5 points):** Student collects too little personal information, with many omissions.
- **Not done (0 points):** The student does not collect personal information.

Criterion 2: Collection of clinical information.

- **Excellent (2 points):** The trainee collects clinical information in a comprehensive manner, highlighting main diagnosis, other disorders, history, etc.
- **Good (1.5 points):** The trainee collects clinical information incompletely, omitting several important details.
- **Acceptable (1 point):** The trainee collects clinical information incompletely, omitting several important details.
- **Inadequate (0.5 points):** Student collects too little clinical information, with many omissions.
- **Not done (0 points):** The trainee does not collect clinical information.

Criterion 3: Application of appropriate test or scale.

- **Excellent (3 points):** The trainee applies an appropriate test or scale to the clinical case correctly and completely.
- **Good (2.5 points):** The trainee applies an appropriate test or scale, but with some minor omissions.
- **Acceptable (2 points):** The trainee applies a test or scale incompletely or incorrectly.
- **Inadequate (1.5 points):** Student applies a test or scale very incorrectly.
- **Not done (0 points):** The student does not apply any test or scale.

Criterion 4: Standardised communication and attitude with the patient.

- **Excellent (3 points):** The trainee demonstrates clear and effective communication and maintains a professional and empathetic attitude towards the standardised patient.
- **Good (2.5 points):** Student demonstrates clear communication, but with some omissions, and maintains a professional attitude.
- **Acceptable (2 points):** Student's communication is unclear, and attitude is less professional.
- **Inadequate (1.5 points):** The student's communication is very confusing, and his/her attitude is inappropriate.
- **Not done (0 points):** The student demonstrates no professional communication or attitude.

RUBRIC FOR STATION 2

PATIENT ASSESSMENT

Criterion 1: Development of an appropriate assessment script.

- **Excellent (2 points):** The trainee develops a complete and appropriate assessment script for the clinical case.
- **Good (1.5 points):** The trainee produces an adequate assessment script, but with some minor omissions.
- **Acceptable (1 point):** The assessment script is incomplete or has significant errors.
- **Inadequate (0.5 points):** The evaluation script is very incomplete or inappropriate.
- **Not done (0 points):** The student does not produce any assessment script.

Criterion 2: Identification of patient's gait type.

- **Excellent (3 points):** The trainee correctly identifies the type of gait presented by the patient.
- **Good (2.5 points):** The trainee identifies the gait type with some minor hesitation.
- **Acceptable (2 points):** The identification of the gait type is partially correct.
- **Inadequate (1.5 points):** The identification of the gait type is incorrect.
- **Not done (0 points):** The student does not identify the gait type.

Criterion 3: Choice of a standardised assessment tool.

- **Excellent (2 points):** The trainee chooses an appropriate standardised assessment tool for the clinical case.
- **Good (1.5 points):** The trainee chooses an appropriate assessment tool, but with some minor omissions.
- **Acceptable (1 point):** The choice of assessment tool is incomplete or incorrect.
- **Inadequate (0.5 points):** The choice of assessment tool is very incorrect.
- **Not done (0 points):** The student does not choose any assessment tool.

Criterion 4: Application of the assessment to the patient.

- **Excellent (3 points):** The trainee applies the assessment to the patient correctly and completely.
- **Good (2.5 points):** The trainee applies the assessment adequately, but with some minor omissions.
- **Acceptable (2 points):** The application of the assessment is incomplete or incorrect.
- **Inadequate (1.5 points):** The application of the assessment is very incorrect.
- **Not done (0 points):** The student does not apply any assessment.

RUBRIC FOR STATION 3

ESTABLISHMENT OF THE THERAPEUTIC PROGRAMME AND DEFINITION OF THERAPEUTIC OBJECTIVES

Criterion 1: Establishing the therapeutic programme.

- **Excellent (3 points):** The trainee establishes a complete and adequate therapeutic programme for the case, defining the total duration of the treatment, the number of sessions and the duration of each session.
- **Good (2.5 points):** The trainee establishes an adequate therapeutic programme, but with some minor omissions in the total duration, number of sessions or duration of each session.
- **Acceptable (2 points):** The therapeutic programme is incomplete or has significant errors in total duration, number of sessions or duration of each session.
- **Inadequate (1.5 points):** The therapeutic programme is very incomplete or inappropriate.
- **Not done (0 points):** The student does not establish any therapeutic programme.

Criterion 2: Definition of therapeutic objectives.

- **Excellent (3 points):** The student defines three clear and appropriate therapeutic objectives for the case.
- some minor omissions.
- **Acceptable (2 points):** The definition of therapeutic objectives is incomplete or incorrect.
- **Inadequate (1.5 points):** The definition of therapeutic objectives is very incorrect.
- **Not done (0 points):** The student does not define any therapeutic objectives.

Criterion 3: Design of treatment activities for a therapeutic objective.

- **Excellent (4 points):** The student designs three treatment activities to work on one of the therapeutic objectives, clearly indicating the activities chosen, their implementation characteristics, duration and the therapeutic materials needed.
- **Good (3 points):** The trainee designs three appropriate treatment activities, but with some minor omissions in implementation characteristics, duration or therapeutic materials.
- **Acceptable (2 points):** The design of treatment activities is incomplete or incorrect.
- **Inadequate (1.5 points):** The design of the treatment activities is very incorrect.
- **Not done (0 points):** The student does not design any treatment activities.

STARTING POSITION 1st STATION

You are working in the Occupational Therapy Department of the Rehabilitation Service of a Hospital.

The Rehabilitation Physician sends you a patient with a diagnosis of a **non-displaced fracture of the left humeral head in stage 3**, with the aim of improving the mobility and functionality of the affected upper limb.

To this end, the Occupational Therapy Department is preparing to carry out an initial assessment. Inside the station you will find materials that you can use.

FUNCTIONS OF THE PARTICIPANT:

You have **10 minutes** to:

- Obtain as **complete anamnesis** of the case as possible.
- Carry out a **rapid initial assessment** of the patient. You should give appropriate instructions and assess the outcome. You can use the assessment materials you find at the station, noting your findings.

Take the registration form with you when you leave the station.

STARTING POSITION 2ND STATION

You are working in the Occupational Therapy Department of the Rehabilitation Service of a Hospital.

The Rehabilitation Physician sends you a patient for **gait assessment**. To make your work easier, you will find different assessment materials inside the station. You should choose the one you consider most appropriate.

FUNCTIONS OF THE PARTICIPANT:

You have **10 minutes** to:

- **Draw up an assessment script** appropriate to the case.
- **Identify the type of gait** presented by the patient.
- **Choose a standardized assessment tool** with which to assess the case.
- **Apply the assessment** to the patient.

Take the folder with the answer sheets from station 1 and 2 and the selected test or scale with you when you leave the station.

STARTING POSITION 3rd STATION

You are working in the Occupational Therapy Department of the Rehabilitation Service of a Hospital.

You have been referred a case of stroke, which you have already assessed. You know what the patient's problems are and the therapeutic priorities. You must now **plan the treatment** that you consider most appropriate for the case, taking into account all the information you have gathered in the previous stations and the particular characteristics of the patient.

FUNCTIONS OF THE PARTICIPANT:

You have **10 minutes** to:

- Establish the **therapeutic schedule** that seems most appropriate for the case. You should define the total duration of the treatment, the number of sessions and the duration of each session.
- **Define three therapeutic objectives** and choose one of them to **design three treatment activities** to work on this objective. You must indicate the activities chosen, their execution characteristics, their duration and the therapeutic materials you will need.

You may enter the station when you have finished reading this document.

When you have finished, check that you have filled in your personal details on the first page.

Take the folder with all your answer sheets with you, and hand them in to the teachers.