

CU Placement Connect

FACULTY OF HEALTH AND LIFE SCIENCES
Department of Social, Therapeutic and Community Studies

BSc (Hons) Occupational Therapy

Case Based Oral Assessment (CBOA) Guidelines

Professional Development in Practice III

◁ **Module - 326OT**

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1. Roles and Responsibilities

Students' responsibility

The student is responsible for preparing to discuss a service user with whom they have worked on placement. They must use the CBOA Framework of Assessment in Section 3.3 of the Professional Placement Handbook. Their preparations should accommodate for a 45 – 60 minute discussion.

A week before the assessment (which should be in Week 10, 11 or 12) the student should email an anonymised 1000 word summary of the chosen case to the PE and UA. This summary should briefly cover areas as detailed in the Framework for the Assessment in Section 3.3 of the Professional Practice Handbook (see also section 7 within these guidelines). This summary is not marked but will give indication of how the student has prepared for the discussion and highlight what has been included.

Students can, if they choose, take in prompt cards, as this is not a test of memory. They can also bring in anonymised examples of assessments used during their work but it is not appropriate for them to bring in folders of information. Please see student tips for preparing for the CBOA.

Questions will be posed in order to facilitate discussion and to enable the student to demonstrate depth of knowledge.

Practice Educator (PE)

This person holds the specialist knowledge of the clinical area and as such will normally ask questions and facilitate the student's discussion in the sections of the framework which requires this expertise, including the evidence base for Occupational Therapy interventions. In addition to this the PE may be aware of particular input the student has had and can ensure the student is questioned in these areas. Conversely, he/she will also be aware of issues that the student has not had the opportunity to cover on placement.

University Assessor (UA)

This person will normally take responsibility for ensuring that the practice educator understands the marking process, including the marking guidelines. He/she will need to liaise with student and PE in the lead up to the assessment to ensure both parties are comfortable with what will be happening on the day of the assessment.

The UA would also need to ensure that the student is using up to date theory and is able to articulate their clinical reasoning effectively. It is important that the practice educator and university assessor discuss their areas of questioning and

facilitation prior to the assessment, as it might be appropriate for there to be some role overlap.

Moderator (the moderator can be any member of the team from the placement setting)

This person will ensure that the student has prepared the room for the assessment. He /she will facilitate good time keeping across the assessment. A discussion should take place prior to the assessment starting agreeing with the student when time prompts are required e.g. after 30 mins, after 45 mins or after 50 mins. This should be the student's decision. In the interests of parity, all discussions must not go over the 60 minute maximum time limit.

The moderator sits in on the marking process but does not become actively involved in the marking discussion unless the practice educator and university assessor cannot agree the final mark. In such instances the moderator will be a third marker.

2. Process

Please also refer to the Professional Practice Handbook as follows:

- Section 2.10 for Rationale
- Section 3.3 theoretical basis for this approach to assessment and a Framework for the Assessment (See also section 7 within these guidelines)
- **Important note: the placement milestones in Section 3.3 have been amended due to a minor change in the process, namely students now identify 1 case for CBOA instead of 3. Please use amended milestones found within this document (or within module handbook to guide practice)**

Week 1 & 2

- PE, UA and Student agree date for CBOA (between weeks 10-12)
- Student and PE to discuss potential cases for CBOA.

Week 3 - 5

- Student selects 1 case for further discussion (with support of PE).
- Student begins to prepare for discussion, utilising support from PE through supervision.

Week 5 - 7

- Telephone tutorial: UA telephones student and PE to discuss progress on placement and offer support re CBOA.
- Student continues to prepare case.

Week 9 - 12

- Student writes 1000 word anonymised summary of case study utilising CBOA framework to structure work.
- Student emails anonymised summary to PE and UA 1 week prior to assessment taking place.
- CBOA takes place in weeks 10, 11 or 12. Student given immediate feedback following assessment.

On day of CBOA

- UA and PE to meet 30 mins prior to assessment to discuss case, questions and who is most appropriate to chair proceedings (ideally the person the student is most comfortable with). Moderator present during this discussion and briefed by UA.
- UA & PE (moderator also present) discuss with student how he/she would like to be given timing prompts during the discussion.

Final day of placement

- Final report typed up with feedback & grade for case based oral assessment included.
- Email through to otplacementreport.hls@coventry.ac.uk by 4pm

3. Pre-assessment

During the assessment there will be a panel of 3 people as detailed above:

- The moderator
- The practice educator
- The university assessor

The marking will be carried out by the practice educator and the university assessor; however the moderator may be asked to be a third marker if an agreement cannot be reached on the marks

The assessment will take a maximum of 60 minutes.

Prior to commencing discussion it is recommended that UA, PE, student and moderator discuss roles to ensure all parties are comfortable with what will be happening during discussion.

In particular:

- Either PE or UA must chair proceedings and make introductions, it is suggested that the person most familiar to the student chairs proceedings, thus reducing students' anxiety.
- Student must be asked when he/she would like timing prompts and must be briefed as to how the discussion will be structured. It is anticipated that the CBOA will assume a clinical discussion style.

4. Assessment

It is suggested that an introductory sentence is given by the assessors similar to the following:

'This is your opportunity to share with us how you have worked with this client, critically appraising your role and intervention and considering how theory has informed your practice.'

- It is anticipated that this will develop into a clinical discussion rather than a question and answer session.
- It is anticipated that a facilitative questioning style will be used by the assessors.
- Students should demonstrate clinical reasoning and reflection throughout their discussion but if they are not doing so they can be prompted.
- Students who appear to be struggling may be asked to elaborate more or given further prompting, although this will inevitably affect their marks.

5. Marking the CBOA

Following the assessment the student is asked to leave the room and take a break whilst marking commences. UA and PE must go through the marking criteria individually before discussing their views of the students' performance in relation to the criteria (the moderator must be present during discussion but must not give input unless invited to do so). If PE and UA cannot agree a mark, moderator will take on the role as a third marker.

Assessors should take an overall view of the discussion as a whole. As there are so many variations in placement settings, emphasis on the different aspects of the CBOA may vary. The key issue to consider is how did the student perform throughout the discussion? Was the student able to articulate sound clinical reasoning based on the ethical, theoretical and unique core principles of OT?

Once a decision has been reached the student is to be invited back in to be given verbal feedback and a mark for the assessment.

Writing up mark feedback sheet

In terms of writing up the CBOA feedback and mark sheet, this is the joint responsibility of the PE & UA. The PE & UA must write a joint negotiated summary of the assessment which can then be used to give feedback to the student. The PE has the responsibility to type this up on to electronic assessment report, which should be emailed to the University on the final day of placement.

There is no re-sit opportunity for the CBOA.

6. Framework for Assessment

The following list, whilst not exhaustive includes some of the main areas that students should include within their case based oral assessment. They can be included in any order within the time limit to ensure the discussion flows. Ensure areas are not repeated due to time constraints:

- Key conditions
- The Occupational Therapy Process:
 - Assessment – standardised/non-standardised
 - Person-centredness
 - Identifying key occupations
 - Treatment Planning, including setting aims and SMART goals
 - Intervention, including treatment media and activity analysis
 - Evaluation and outcome measures
- Occupational Therapy models or others, as appropriate
- Frames of reference with justifications for application
- Clinical reasoning
- The influence of different environments
- Institutional - local and national policies/legislation/local procedures/clinical governance/funding & resource issues
- Physical - risk assessment/health and safety issues
- Social - family support and consideration of social versus medical model perspectives
- Cultural - ethnicity across the spectrum/identity/language/beliefs & attitudes
- Range of different professionals and their roles, working with the service user
- Relationship of these other professionals with the OT role in this case
- Identification of other agencies involved, including voluntary agencies, where appropriate
- Communication strategies and processes, to ensure interprofessional and interagency working is effective for service user

7. Marking Criteria

Combined Marking Criteria for Assessment of Oral Assessment

Criteria	Mark
<p>No knowledge or understanding throughout the discussion demonstrated Poor communication, requiring significant prompting</p>	Fail – 25%
<p>Minimal knowledge or understanding throughout the discussion demonstrated Little knowledge, understanding or application of theory into practice, with no real evidence of reading Unable to demonstrate the use of the OT Process Unaware of impact of environmental factors Poor awareness of interprofessional/interagency implications Limited communication skills</p>	Fail – 35%
<p>Satisfactory ability throughout the discussion Some demonstration of knowledge, understanding and application of OT process and theory into practice with evidence of some reading Demonstrates an understanding of the impact of environmental factors Adequate awareness of interprofessional/interagency implications Satisfactory communication skills</p>	Pass - 45%
<p>Good ability throughout the discussion Sound analytic capabilities and powers of synthesis, with regard to the OT process and theory into practice and evidencing reading around specific topics Well able to synthesise the impact of environmental factors Good awareness of interprofessional/interagency implications Good communication skills</p>	55%
<p>Very good ability throughout the discussion Well developed analytical capabilities and powers of synthesis, particularly with regard to the OT process and theory into practice, with evidence of wide reading Very good ability to synthesise the impact of environmental factors Very good awareness of interprofessional/interagency implications Very good communication skills</p>	65%
<p>Excellent ability throughout the discussion Evidence of evaluation of theory into practice and the use of the OT process, demonstrating very wide reading Excellent ability to synthesise the impact of environmental factors Excellent awareness of interprofessional/interagency implications Excellent communication skills</p>	75%
<p>Excellent ability throughout the discussion, demonstrating exceptional ability in some areas Evidence of thorough evaluation of theory into practice and the use of the OT process, drawing on evidence base Excellent/exceptional ability to synthesise the impact of environmental factors Excellent/exceptional awareness of interprofessional/interagency implications Exemplary/exceptional communication skills</p>	85%
<p>Exceptional abilities throughout the discussion, which allows the discussion to be extended with confidence and fluency into wider contextual areas</p>	95%

8. Marking Record Sheet

Areas of strength:	
Areas to develop:	
Communication:	
Response to questions:	
Overall comments:	

MARK % -

9. Frequently asked questions

- Q. 1:** I do not know who my University Assessor (UA) is, how do I find this out?
A. If the student is unsure who his/her UA is, they can check on 326OT moodle 2 page. Once you have the UA's name you can find their contact details in the professional practice handbook, and contact them directly.
- Q. 2:** Who can the moderator be?
A. The moderator is selected collaboratively by the practice educator and the student. He/she can be any member of the clinical team from the placement setting. Ideally this would be another occupational therapist (OT) but if another OT isn't available another member of the MDT can be selected. For example a mentor, a physiotherapist, a support worker, a nurse.
- Q. 3:** How many prompt cards can the student take in to the assessment?
A. There is no limit to the number of prompt cards that students can take in to the discussion, but they need to be mindful as to not having so many that they become a cumbersome distraction.
- Q. 4:** Can the student take in supplementary evidence to show the assessors?
A. Yes. Students can take in anonymised assessments or diagrams to aid the discussion & show their knowledge/understanding.
- Q. 5:** If you are having difficulty identifying a moderator, can we proceed without one?
A. No. If you are having significant difficulty identifying a moderator please contact the placement team. It is likely that you will be asked if you have exhausted all possible options within the clinical team, so please ensure that you have done so before contacting the placement team. It is not acceptable to proceed without the moderator (see also answer Q.2)
- Q. 6:** There have been a number of people involved with the student, can more than 3 people attend the discussion?
A. No, in the interests of parity for all students it is not acceptable to invite any additional people to the discussion, even if the student is agreeable. There should only be four people in the room during assessment: student, PE, UA and moderator.
- Q. 7:** We are sharing a student, how do we work out who comes in to the CBOA?
A. You need to agree who will take the role of the PE and who will take the role of the moderator in this case (see also answer to Q.6)

10. Tips for students

Writing the 1000 word summary

- **This must be anonymised & sent to your practice educator & university assessor 1 week prior to the assessment. The inability to do this may impact on the marks achieved within the CBOA & the 10 assessed components.**
- Structure your summary around the Framework for Assessment in Section 3.3 of the handbook.
- Briefly outline the background to the case and summarise the main areas you plan to address within your discussion.
- The reason for the 1000 word summary is to provide the PE and UA with an outline of the case so that they can prepare for the discussion appropriately.

Structuring the discussion

- Make sure you use the Framework for Assessment in Section 3.3 of the professional handbook to plan what you will discuss.
- Consider how you will structure the discussion within the framework for assessment.
- The discussion needs to be critical & analytical using theory to underpin where appropriate.

Prompt cards

- There is no limit to the number of prompt cards you can take in to the discussion but don't take so many that you become over reliant on them.
- Some students choose to take anonymised examples of assessments or intervention plans into the discussion, if you do choose to do this, make sure you talk through the use of the assessment in relation to the service user as opposed to just passing around a blank assessment that without explanation of its application to the case.

Handling questions

- Some students worry that being asked questions will put them off, but if you know your case and understand the rationale behind the OT process for the service user discussed, the questions will actually help facilitate a more natural discussion based on your deep knowledge of the case.

Referencing within the discussion

- You need to use citations as usual within your discussion: for example '*In terms of the OT process, we used Kielhofners' (2008:144) six stage therapeutic reasoning process to structure our approach.*'
- At the end of the discussion please provide your assessors with a reference list with full references following the Coventry Harvard system of referencing as with all academic assessments.

Specific Milestones for the Professional Development in Practice Level Three Placement

By the end of week:	Activity
One	<ul style="list-style-type: none"> • Orientation / Induction / Observation • Student and Practice Educator (PE) discuss and complete Learning Agreement • Student undertakes reflection and completes paperwork in preparation for supervision • First supervision meeting. Negotiate and agree following week's learning goals/objectives • Student and PE to discuss potential dates and venues for CBOA assessment. • Student to liaise with University Assessor (UA) via email and/or telephone to arrange date for CBOA. • Student to confirm dates with PE and UA.
Two	<ul style="list-style-type: none"> • Completion of Learning Agreement (if not completed in week one) • Participation in aspects of service delivery as negotiated with PE • Begin to identify potential case studies for case based oral assessment (CBOA) • Student undertakes reflection and completes paperwork in preparation for supervision • Second supervision meeting. Review Learning Agreement and overall performance. Negotiate and agree following week's learning goals/objectives • Student and PE to discuss potential dates and venues for CBOA assessment (if not in week 1). • Student to liaise with University Assessor (UA) via email and/or telephone to arrange date for CBOA (if not in week 1). • Student to confirm dates with PE and UA (if not in week 1).
Three	<ul style="list-style-type: none"> • Participation in aspects of service delivery as negotiated with PE • Integration/application/evaluation of knowledge/skills/practice • Confirm one case study and begin to develop this for CBOA. • Ethical parameters for CBOA should be established these with PE. • Student undertakes reflection and completes paperwork in preparation for supervision • Third supervision meeting. Review Learning Agreement and overall performance. Negotiate and agree following week's learning goals/objectives
Four	<ul style="list-style-type: none"> • Participation in aspects of service delivery as negotiated with PE. • Integration/application/evaluation of knowledge/skills/practice • Continue to develop case study for CBOA. • Student undertakes reflection and completes paperwork in preparation for supervision • Fourth supervision meeting. Review Learning Agreement and overall performance. Negotiate and agree following week's learning goals/objectives.
Five	<ul style="list-style-type: none"> • Telephone call from *University Assessor (UA) (* this will be the person assessing your CBOA) • Participation in aspects of service delivery as negotiated with PE. • Integration/application/evaluation of knowledge/skills/practice • Continue to develop case study for CBOA. • Student undertakes reflection and completes paperwork in preparation for supervision • Fifth supervision meeting. Review Learning Agreement and overall performance. Negotiate and agree following week's learning goals/objectives.
Six	<ul style="list-style-type: none"> • Telephone call from University Assessor (UA) (if not week 5) • Participation in aspects of service delivery as negotiated with PE. • Integration/application/evaluation of knowledge/skills/practice • Continue to develop case study and prepare 1000 word summary for CBOA. • Student undertakes reflection and completes paperwork in preparation for supervision • Sixth supervision meeting. Review Learning Agreement and overall performance. Negotiate and agree following week's learning goals/objectives • Student to engage in self-assessment and complete documentation for midway assessment prior to discussion with their PE. • PE to complete midway assessment, discuss, negotiate and agree midway mark with student.

Seven	<ul style="list-style-type: none"> • Telephone call from University Assessor (UA) (if not week 5 or 6) • Participation in aspects of service delivery as negotiated with PE. • Integration/application/evaluation of knowledge/skills/practice • Continue to develop case study for CBOA. • Student undertakes reflection and completes paperwork in preparation for supervision • Seventh supervision meeting. Review Learning Agreement and overall performance. Negotiate and agree following week's learning goals/objectives
Eight	<ul style="list-style-type: none"> • Participation in aspects of service delivery as negotiated with PE • Integration/application/evaluation of knowledge/skills/practice • Continue to develop case study for CBOA. • Student undertakes reflection and completes paperwork in preparation for supervision • Eighth supervision meeting. Review Learning Agreement and overall performance. Negotiate and agree following week's learning goals/objectives
Nine	<ul style="list-style-type: none"> • Feedback from presentation from Practice Educator and university assessor to inform subsequent learning goals/activities/practice • Participation in aspects of service delivery as negotiated with Practice Educator • Integration/application/evaluation of knowledge/skills/practice • Continue to develop case study for CBOA. • Student to discuss the arrangements for and content of the CBOA with their PE. • Student undertakes reflection and completes paperwork in preparation for supervision • Ninth supervision meeting. Review Learning Agreement and overall performance. Negotiate and agree following week's learning goals/objectives • Student to submit anonymised 1000 word summary via email to PE and UA (If CBOA in week 10)
Ten	<ul style="list-style-type: none"> • Feedback from case presentation from PE and UA to inform subsequent learning goals/activities/practice • Participation in aspects of service delivery as negotiated with PE. • Integration/application/evaluation of knowledge/skills/practice. • Student undertakes reflection and completes paperwork in preparation for supervision • Tenth supervision meeting. Review Learning Agreement and overall performance. Negotiate and agree following week's learning goals/objectives • Student to submit anonymised 1000 word summary via email to PE and UA (if CBOA in week eleven) • Visit from University Assessor in order for student to complete CBOA
Eleven	<ul style="list-style-type: none"> • Feedback from presentation from Practice Educator and university assessor to inform subsequent learning goals/activities/practice • Participation in aspects of service delivery as negotiated with Practice Educator • Analysis/integration/application of knowledge and skills • Consolidation of learning • Student undertakes reflection and completes paperwork in preparation for supervision • Eleventh supervision meeting. Review Learning Agreement and overall performance. Negotiate and agree following week's learning goals/objectives • Visit from University Assessor in order for student to complete CBOA (if not in week ten) • Student to submit anonymised 1000 word summary via email to PE and UA (if CBOA in week twelve)
Twelve	<ul style="list-style-type: none"> • Visit from University Assessor in order for student to complete CBOA (if not week ten or eleven) • Consolidation of learning • Student undertakes reflection and completes paperwork in preparation for supervision • Final supervision meeting. Review Learning Agreement and completion of objectives, overall goals for the placement. • Student to engage in self-assessment and complete documentation for final assessment prior to discussion with their Practice Educator • Practice Educator to complete final assessment, discuss, negotiate and agree final mark with student • Practice Educator to send a copy of the electronic Assessment Report to otplacementreport.hls@coventry.ac.uk

11. Examples of prompt questions for PEs and UAs

- Can you give me some background information and to the case you have brought to discuss today? e.g. clinical background and social context
- Explain how you went about familiarising yourself with the needs of the service user in terms of gathering information and your choice of assessments, be those standardised or non-standardised assessments?
- How did the assessment process help you form a picture of the individual, and help you choose and plan your interventions?
- What clinical reasoning did you employ to come to these decisions? Did you ascribe to a particular frame of reference through this process? Did you set aims or SMART goals?
- Tell me specifically about the interventions you chose and how you implemented these with the individual? What treatment media did you use? Did you work to a specific model? How did the individual respond?
- How did you go about reviewing the interventions chosen? What outcome measures were used to evaluate your interventions?
- Is there evidence to support interventions used with your case study?
- How did the institutional environment on placement influence your approach to this case study? Consider policies and legislation, local procedures, funding and resources and clinical governance issues.
- What physical environmental issues did you need to consider when planning and carrying out your interventions? Consider risk assessment and health and safety.
- Tell me about the individual's social environmental context and how you considered this in your approach.
- How did the individual's cultural environmental context affect the process?
- Tell me about the different professional's involved in the individual's care? Were other agencies involved?
- What communication strategies and processes were utilised to ensure effective inter-professional and inter-agency communication?
- How did you ensure there was effective communication with the service user?