

S4OM REP Org Application – Sections 4.3 and 4.4 Learning Outcomes and Clinical Learning Activities

4.3 Learning Outcomes

A Learning Outcome (L.O.) describes the skill or knowledge that the student should demonstrate by the end of the course. It is important to list the tool (or activity) that will be used **AND** the specific actions that can be observed or measured.

For the S4OM REP Org application, you are asked to provide TWO learning outcomes for each Standard. There are five standards: Standard A through Standard E.

The example listed below for Standard A is used with permission from Phoenix College:

Standard A: The Disease: An Overview of Cancer

- 1) During a written quiz, therapists will describe what causes cancer. (Response needs to include *genetic mutations*).
- 2) During a written exercise, therapists will provide a basic or general definition of metastasis. (Response needs to include *cancer spreads from primary site to a new or distant site*)

In example 1:

“During a written exercise” is the activity or tool used by the instructor

“Genetic mutations” would be an acceptable correct answer to ‘what causes cancer’, which demonstrates the student’s knowledge.

In example 2:

“During a written exercise” is the activity or tool used by the instructor

“Cancer spreads from primary site to a new or distant site” included as part of basic or general definition of metastasis.

4.4 Clinical Learning Activities (CLA) Assessment Tools

Student’s skills are assessed in four specific categories. Three broad areas in addition to the Comprehensive Practical. Please describe the **assessment process** used for each AND attach any relevant documents, worksheets, screen shots etc., which help us understand your assessment process.

The example listed below for CLA 2 is used with permission from Phoenix College:

Assessment 2: Client Communications Skills

The therapist is given time to gather their thoughts after reading through a completed client intake. They complete a body map, and verbally present their massage plan, including client health history, precautions, client goals and adjustments for pressure, site, pressure, and duration.

The instructor assesses the therapist during an intake with a client and uses a rubric checklist which includes questions related to Assessment 2:

- 1) Did the therapist summarize the key points of the client’s health history?
- 2) Did the therapist ask at least two open ended questions during the intake?
- 3) Did the therapist complete the body map in a way that accurately represents the client’s physical condition, energy level, medication(s), and side effects from any cancer treatment.