

## Measurement and Evaluation Fall I

### Home/Environmental (Context) Assessment

*Note:* You have the choice of evaluating a Rebuilding Together homeowner, a client at LSU's stroke clinic, or a family member/friend who can benefit from a home assessment. If you choose the latter, make every attempt to identify someone that could benefit from the assessment (e.g., individual with a physical impairment or an elderly person).

Your home assessment forms and written report are due by \_\_\_\_\_. Your report should be typed and double-spaced, and as complete, yet succinct as possible. References should be in APA format. **This is 15% of your final grade.** Guidelines are as follows:

1. Inform the homeowner a thorough explanation of the assignment and demonstrate the assessment documents. **Make sure you have the homeowner sign the Photo Release and Consent.**
2. You can work in teams of 3, with each person completing one of the checklists/assessments. As a team develop an occupational profile of the homeowner—age, diagnoses, functional deficits, and brief occupational performance overview. Try to best represent homeowner's history; however, your group may have to formulate additional information if you are unable to obtain all of the necessary information.
  - Using the Occupational Therapy Initial Assessment (Pedretti, 2012, p.174-176 ), complete pages 174-176 about the homeowner's mobility, independence, and support services in order to complete the occupational profile.
3. Each team member should complete one of the following assessments, with the others helping. **MAKE SURE THE HOMEOWNER IS GOING THROUGH THE HOME WITH YOU.** Use the following assessments:
  - Rebuilding Together Aging-in-Place & Safe at Home Checklist  
<http://rebuildingtogether.org/resource/age-in-place-checklist>
  - Home Evaluation Checklist (Pedretti, 2012, p. 184-191).
    - i. To perform this assessment, you must purchase or borrow a tape measure.
4. Fill out the forms completely and **DO NOT** leave any question unanswered. Document *N/A* if it is not applicable or you are unable to assess. You may make notes on the form as long as you are comfortable placing that information into a medical record or chart and sharing it with your patient and his/her family. You **SHOULD** attach pictures to increase clarity.
5. Review Chapter 10 from *Occupational Therapy for Physical Dysfunction*, 7<sup>th</sup> ed. (Radomski & Trombly Latham, 2014), class notes, and handouts you received regarding environmental barriers, home modifications, and universal design. Use this information to write a narrative report that follows APA format. The report should include the following sections:
  - Title page in APA format
  - Background/history of the "client" and the reason for the environmental assessment.
    - i. Remember it is meaningless to assess a building without having your patient's performance abilities and needs in mind- this should be linked with your medical conditions class.
  - Narrative summary of environmental features that:
    - i. Support your client's optimal performance

- ii. Barriers that prohibit performance and functional mobility--note specific performance activities that are supported or inhibited.
  - d. Recommendations for environmental modifications. For each modification, describe the functional performance that would be enabled or supported and how so.
6. Identification of technical assistance, funding possibilities, and legislation that could support funding for environmental modifications for your client within your community.
  7. Your assessment checklists do not come with test manuals. Please comment on any problems you had administering this assessment--related to the form itself. Could having a manual have helped? Please explain.

**IMPORTANT NOTES:**

- Do not say “\_\_\_\_\_ conditions might make it difficult for the client to...” Rather, say whether the client will be independent or dependent in a specific activity or environment –before and after modifications. If potentially unsafe, describe possible consequences (e.g., patient could fall, not access stove without potential fire hazard).
- Do not write that an area is “fine.” Rather, say it is accessible.
- People are not “wheelchair bound.” They may be “wheelchair users.”

**Grading Criteria for Home Assessment Reports:**

<i>Assessment of Environment/Home</i>		
<b>STUDENTS (last name):</b>		
<b>ITEMS</b>	<i>SCORE POSSIBLE</i>	<i>YOUR SCORE</i>
Photo Release and Consent form completed	5	
HOME FAST Screener completed	5	
Home Safety Checklist completed	5	
Home Evaluation Checklist completed	5	
Client Background: Occupational Profile	10	
Environmental Barriers to Performance	15	
Environmental Supports to Performance	10	
Recommendations and Subsequent Performance Expectations to Complete	20	
Funding sources	5	
Writing/APA/Citations	10	
Reflection on tools (screener vs checklists), barriers and recommendations as future OT—why do you think this is important?	10	
<b>TOTAL</b>	<b>100</b>	

**\*\*Please cut and paste this rubric in your Environmental/Home Assessment product/paper**

You may find the follow resource useful when writing the narrative report:

<http://www.bsu.edu/wellcomehome/safety.html>