

Field Trip Reports

Objective

The main objective is to learn about a care facility by applying a conceptual framework to analyze the environment. Below we present a three dimensional framework to highlight the critical factors / elements to pay attention to when you participate in the field trip. Please use the framework to write 4-5 paragraphs summarizing your impressions. We are not expecting a long and comprehensively researched document.

Three Dimensions

Your written report should attempt to address the three dimensions below, namely work-flow, system and interactions, and key criteria and means to determine care improvement.

Work-flow: We are highly interested in the general work-flow of the environment and patient- to-care provider interactions. The IT system is embedded in the larger system of the health care organization and it would be interesting to comment, broadly, on the work-flow of the environment as a patient would experience it. Some key questions to consider are: Who are people the patient interacts with, what types of data are collected, and what information systems are used for monitoring and treating patients.

System and Interactions: Based on what you've observed, describe the strengths and weaknesses of the existing EHR system. Specifically, address the following:

1. Data input
2. Data retrieval
3. Decision support
4. Order entry
5. Registry functionality

Example Of Field Trip Report

Chicago Natural History Museum

Example Of Field Trip Report:

Writing Reports to Get Results Ron S. Blicq,Lisa A. Moretto,2004-04-05 The professional s quick reference handbook for writing business and technical reports Professionals in business government and technical fields often need help in organizing and writing reports for associates clients and managers This simple tutorial handbook offers expert tips and useful ideas for organizing ideas structuring reports and adding spice to technical papers Writing Reports to Get Results offers in depth guidance for writing short informal reports such as job progress reports and inspection reports semiformal reports such as laboratory and medium length investigation and evaluation reports formal reports such as analytical and feasibility studies and major investigations technical and business proposals of varying complexity The authors use a simple pyramid method to help writers organize their information into the most convenient and simplest structure for any type of document from single page proposals to full length presentations Rounding out this easy instructional handbook are helpful tips on a number of other topics such as constructing reference lists and bibliographies the use of numbers abbreviations and metric symbols preparing illustrations for insertion into a report and working collaboratively as a member of a writing team

Assessment for Experiential Learning Cecilia Ka Yuk Chan,2022-09-29 Chan s book explores the challenges in assessing experiential learning deepens our understanding and inspires readers to think critically about the purpose of assessment in experiential learning Experiential learning has been studied and proven to be effective for student learning particularly for the development of holistic competencies i e 21st century skills soft skills transferable skills considered essential for individuals to succeed in the increasingly global and technology infused 21st century society Universities around the world are now actively organising experiential learning activities or programmes for students to gain enriching and diversified learning experiences however the assessment of these programmes tends to be limited unclear and contested Assessment plays a central role in education policies and students approach to learning But do educators know how to assess less traditional learning such as service learning entrepreneurship cross discipline or cross cultural projects internships and student exchanges While the current assessment landscape is replete with assessments that measure knowledge of core content areas such as mathematics law languages science and social studies there is a lack of assessments and research that focus on holistic competencies How do we assess students ability to think critically problem solve adapt self manage and collaborate Central to the discussion in this book is the reason students are assessed and how they should be assessed to bring out their best learning outcomes Offering a collection of best assessment practice employed by teachers around the world this volume brings together both theoretical and empirical research that underpins assessment and perceptions of different stakeholders understanding of assessment in experiential learning from students teachers and policymakers The idea of assessment literacy also plays an important role in experiential learning for example reflection is often used in assessing students in experiential learning but how reflection literate are educators are they aware of the ethical dilemmas

that arise in assessing students These questions are discussed in detail The volume also introduces a quality assurance programme to recognise student development within experiential learning programmes The book will be particularly informative to academic developers teachers students and community partners who struggle with the development and assessment for experiential learning those who plan to apply for funding in experiential learning and policymakers and senior managements seeking evidence and advice on fine tuning curricular assessment designs and quality assurance The Open Access version of this book available at www.taylorfrancis.com has been made available under a Creative Commons

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Rodrigo Vilanova,Timothy J. Kloppenborg,Kathryn N. Wells,2017-09-14 Archaeology the science in charge of studying ancient cultures is without a doubt one of the most alluring professions in today's academic world It is a versatile and complex discipline requiring a lot of skill expertise from both students and specialists including the efficient management of team of coworkers logistics resources etc Project Management for Archaeology is a first approach to students and inexperienced archaeologists striving to better organize lead and execute an archaeological project It also offers great insight and strategies to experienced and old school researchers in order to improve efficiency leadership and organizational skills following the most effective management techniques in the market Presented with a flexible approach that accommodates all types of archaeological research from academic to rescue and salvage projects Project Management for Archaeology is meant to be a practical handbook to be used all along the lifetime of any archaeological project [**Contractors' Manual**](#) United States. Office of Naval Research,1970 [**Hearings, Reports and Prints of the House Committee on Ways and Means**](#)

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[**Proceedings, Abstracts of Lectures and a Brief Report of the Discussions of the National Teachers' Association, the National Association of School Superintendents and the American Normal School Association**](#) National Education Association of the United States,1916 [**Report of the Director for ...**](#) Bernice Pauahi Bishop Museum,1927 [**The Supreme Court of the United States**](#) United States. Congress. Senate. Committee on the Judiciary,1977 [**Adaptation of Subject-matter and Instruction to Individual Differences in the Elementary School**](#) Charles Watters Odell,Donald Rhodes Alter,Henry Washington Prescott,Marion Eugene Herriott,Pedro Tamesis Orata,Walter Scott Monroe,1925 [**Adaptation of Subject-matter and Instruction to Individual Differences in the Elementary School**](#)

Marion Eugene Herriott,Pedro Tamesis Orata,1926 *Report of the Director to the Board of Trustees - Chicago. Natural History Museum Chicago* Natural History Museum,1930 **Report of the Director for 1926** Herbert Ernest Gregory,1927
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