

Sacred Heart University Occupational Therapy - Inactive JD 3.2.20

Evaluator:	Deanna Lindberg - FW Educator	Subject:	Elizabeth Rosa - PY2
Activity:	Level I Pediatrics and Adolescents	Site:	Sensory Kids - Stamford
Evaluation Type:	Level I FW Eval - Final	Completion Date:	11/18/2019
Request Date:	10/26/2019		
Period:	Level I Pediatrics Fall 2019 Traditional	Dates of Activity:	09/15/2019 To 12/14/2019
Subject Participation Dates:	09/15/2019 To 12/14/2019		

STUDENT INFORMATION

(Question 1 of 9 - Mandatory)

Practice Setting	SI Clinic
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(Question 2 of 9)

	1	2	3	4	5	6
FW Sequence				X		

PRIMARY FW EDUCATOR INFORMATION

(Question 3 of 9 - Mandatory)

FWEEd License #	004669
FWEEd Years of Experience	3.5

Indicate the student's level of performance using the scale below.

U = Unacceptable: Performance is weak in most required tasks and activities. Work is frequently unacceptable.

B = Below Standards: Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.

M = Meets Standards: Carries out required tasks and activities. This rating represents good, solid performance and should be used most often.

E = Exceeds Standards: Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.

O = Outstanding: Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

(Question 4 of 9 - Mandatory)

I. FUNDAMENTALS OF PRACTICE THE STUDENT:	U	B	M	E	O	COMMENTS
Adheres consistently to AOTA's Occupational Therapy Code of Ethics. Follows ethical standards for FW setting. Abides by Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA). Respects privacy of client.	1.0	2.0	>> X <	4.0	5.0	Time management Skills Consider ability to be prompt, arrive on time, complete assignments on time - Comments
						Organization Consider ability to set priorities, be dependable, be organized, follow through with responsibilities - Comments

Adheres consistently to safety regulations, and uses sound judgment to ensure safety.
 Follows FW setting's policies and procedures for client safety. Demonstrates awareness of hazardous situations, and reports safety issues to supervisor.

1.0 2.0 >> X < 4.0 5.0

(Question 5 of 9 - Mandatory)

II. FOUNDATIONS OF OCCUPATIONAL THERAPY THE STUDENT:	U	B	M	E	O	COMMENTS
Articulates values and beliefs of occupational therapy. Verbalizes definition of occupational therapy as relevant to FW setting or audience.	1.0	2.0	>> X <	4.0	5.0	Articulates values and beliefs of occupational therapy. Verbalizes definition of occupational therapy as relevant to FW setting or audience -Comments
Utilizes relevant evidence to make informed practice decisions. Connects class concepts to FW through inquiry or discussion. Articulates value of using evidence-based practice. Identifies and provides evidence that is relevant to setting or clients.	1.0	2.0	>> X <	4.0	5.0	Utilizes relevant evidence to make informed practice decisions. Connects class concepts to FW through inquiry or discussion. Articulates value of using evidence-based practice. Identifies and provides evidence that is relevant to setting or clients - Comments

(Question 6 of 9 - Mandatory)

III. PROFESSIONAL BEHAVIOR	U	B	M	E	O	COMMENTS
Time management skills. Consider student's ability to be prompt, arriving and completing assignments on time.	1.0	2.0	>> X <	4.0	5.0	Time management skills. Consider student's ability to be prompt, arriving and completing assignments on time - Comments
						Organization. Consider student's ability to set priorities, be dependable, be organized, and follow through with responsibilities - Comments

<p>Organization. Consider student's ability to set priorities, be dependable, be organized, and follow through with responsibilities.</p>	1.0	2.0	>> X <	4.0	5.0	
<p>Engagement in FW experience. Consider student's apparent level of interest, level of active participation while on site, and investment in individuals and treatment outcomes.</p>	1.0	2.0	3.0	4.0	>>> X <	<p>Engagement in FW experience. Consider student's apparent level of interest, level of active participation while on site, and investment in individuals and treatment outcomes - Comments</p> <div data-bbox="927 464 1333 541" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>She asked a lot of appropriate questions and engaged appropriately.</p> </div>
<p>Self-directed learning. Consider student's ability to take responsibility for own learning and to demonstrate motivation.</p>	1.0	2.0	3.0	>> X <	5.0	<p>Self-directed learning. Consider student's ability to take responsibility for own learning and to demonstrate motivation - Comments</p> <div data-bbox="927 659 1533 894" style="border: 1px solid black; height: 112px;"></div>
<p>Reasoning and problem solving. Consider student's ability to use self-reflection; willingness to ask questions; ability to analyze, synthesize, and interpret information; and understand OT process.</p>	1.0	2.0	3.0	>> X <	5.0	<p>Reasoning and problem solving. Consider student's ability to use self-reflection; willingness to ask questions; ability to analyze, synthesize, and interpret information; and understand OT process - Comments</p> <div data-bbox="927 1024 1533 1262" style="border: 1px solid black; height: 113px;"></div>
<p>Written communication. Consider student's ability to use proper grammar and spelling, legibility of work, successful completion of written assignments, and documentation skills.</p>	1.0	2.0	3.0	>> X <	5.0	<p>Written communication. Consider student's ability to use proper grammar and spelling, legibility of work, successful completion of written assignments, and documentation skills - Comments</p> <div data-bbox="927 1392 1533 1629" style="border: 1px solid black; height: 113px;"></div>
<p>Initiative. Consider student's initiative, ability to seek and acquire information from a variety of sources, and demonstrate flexibility as needed.</p>	1.0	2.0	3.0	>> X <	5.0	<p>Initiative. Consider student's initiative, ability to seek and acquire information from a variety of sources, and demonstrate flexibility as needed - Comments</p> <div data-bbox="927 1734 1533 1965" style="border: 1px solid black; height: 110px;"></div>

<p>Observation skills. Consider student's ability to observe relevant behaviors related to occupational performance and client factors and to verbalize perceptions and observations.</p>	1.0	2.0	3.0	>> X <	5.0	<p>Observation skills. Consider student's ability to observe relevant behaviors related to occupational performance and client factors and to verbalize perceptions and observations - Comments</p> <div data-bbox="922 220 1529 451" style="border: 1px solid black; height: 110px;"></div>
<p>Participation in supervisory process. Consider student's ability to give, receive, and respond to feedback; seek guidance when necessary; and follow proper channels of communication.</p>	1.0	2.0	3.0	>> X <	5.0	<p>Participation in supervisory process. Consider student's ability to give, receive, and respond to feedback; seek guidance when necessary; and follow proper channels of communication - Comments</p> <div data-bbox="922 583 1529 814" style="border: 1px solid black; height: 110px;"></div>
<p>Verbal communication and interpersonal skills with patients/clients, staff, and caregivers. Consider student's ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, and so forth; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence.</p>	1.0	2.0	3.0	>> X <	5.0	<p>Verbal communication and interpersonal skills with patients/clients, staff, and caregivers. Consider student's ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, and so forth; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence - Comments</p> <div data-bbox="922 1024 1529 1255" style="border: 1px solid black; height: 110px;"></div>
<p>Professional and personal boundaries. Consider student's ability to recognize and handle personal and professional frustrations; balance personal and professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; and be responsive to social cues.</p>	1.0	2.0	3.0	>> X <	5.0	<p>Professional and personal boundaries. Consider student's ability to recognize and handle personal and professional frustrations; balance personal and professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; and be responsive to social cues - Comments</p> <div data-bbox="922 1434 1529 1665" style="border: 1px solid black; height: 110px;"></div>
<p>Use of professional terminology. Consider student's ability to respect</p>						<p>Use of professional terminology. Consider student's ability to respect confidentiality; appropriately apply professional terminology (e.g., Occupational Therapy Practice Framework terms and OT acronyms/abbreviations) in written and oral communication - Comments</p>

Consider student's ability to respect confidentiality; appropriately apply professional terminology (e.g., Occupational Therapy Practice Framework terms and OT acronyms/abbreviations) in written and oral communication.

1.0 2.0 3.0 >> X < 5.0

(Question 7 of 9 - Mandatory)

IV. SCREENING AND EVALUATION (enter N/A = Not Applicable if not required on this placement) THE STUDENT:	U	B	M	E	O	N/A	COMMENTS
Contributes to screening/evaluation process. Communicates observations. Identifies resources for evaluation process. Could include chart review.	1.0	2.0	3.0	4.0	5.0	>> X <<	Contributes to screening/evaluation process. Communicates observations. Identifies resources for evaluation process. Could include chart review - Comment
Completes an interview and drafts an occupational profile.	1.0	2.0	3.0	4.0	5.0	>> X <<	Completes an interview and drafts an occupational profile - Comment
Identifies potential goals from evaluation process.	1.0	2.0	3.0	4.0	5.0	>> X <<	Identifies potential goals from evaluation process - Comment
Drafts documentation consistent with practice setting.	1.0	2.0	3.0	4.0	5.0	>> X <<	Drafts documentation consistent with practice setting - Comment

(Question 8 of 9 - Mandatory)

V. INTERVENTION (enter N/A = Not Applicable if not required on this placement) THE STUDENT:	U	B	M	E	O	N/A	COMMENTS
Contributes to intervention process. Could include preparing clinic area and identifying resources and evidence.	1.0	2.0	3.0	>> X <	5.0	0	Contributes to intervention process. Could include preparing clinic area and identifying resources and evidence - Comment <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
Identifies interventions consistent with client evaluation and goals.	1.0	2.0	3.0	>> X <	5.0	0	Identifies interventions consistent with client evaluation and goals - Comment <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
Identifies (verbal or written) interventions consistent with client-centered approach, and provides clinical reasoning for interventions identified.	1.0	2.0	3.0	>> X <	5.0	0	Identifies (verbal or written) interventions consistent with client-centered approach, and provides clinical reasoning for interventions identified - Comments <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
Engages in and values evidence-based practice by seeking evidence to support or negate intervention approach.	1.0	2.0	3.0	>> X <	5.0	0	Engages in and values evidence-based practice by seeking evidence to support or negate intervention approach - Comments <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
Administers interventions that are occupation-based and client-centered within guidelines of facility.	1.0	2.0	3.0	>> X <	5.0	0	Administers interventions that are occupation-based and client-centered within guidelines of facility - Comments <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
							Recognizes (verbal, written, or demonstration) need to modify interventions on basis of client response - Comment

Recognizes (verbal, written, or demonstration) need to modify interventions on basis of client response.	1.0	2.0	3.0	>> X <	5.0	0	
Recognizes (verbal, written, or demonstration) need to modify or terminate intervention plan on basis of client response.	1.0	2.0	3.0	>> X <	5.0	0	Recognizes (verbal, written, or demonstration) need to modify or terminate intervention plan on basis of client response - Comment
Drafts documentation for intervention using typical procedures used in FW practice setting.	1.0	2.0	3.0	>> X <	5.0	0	Drafts documentation for intervention using typical procedures used in FW practice setting - Comments

Summary: (Question 9 of 9)

Liz was a pleasure to supervise, she will do well in FW 2

Sacred Heart University Occupational Therapy - Inactive JD 3.2.20

Evaluator:	Joan Sauvigne-Kirsch - Faculty	Subject:	Elizabeth Rosa - PY1
Activity:	Level I Non-Traditional	Site:	Transitions CT
Evaluation Type:	Level I FW Eval - Final	Completion Date:	08/08/2019
Request Date:	07/31/2019		
Period:	Level I Adult and Geriatric Summer 2019 Non-Traditional	Dates of Activity:	05/01/2019 To 08/10/2019
Subject Participation Dates:	05/01/2019 To 08/10/2019		

STUDENT INFORMATION

(Question 1 of 9 - Mandatory)

Practice Setting	Adult Day
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(Question 2 of 9)

	1	2	3	4	5	6
FW Sequence		X				

PRIMARY FW EDUCATOR INFORMATION

(Question 3 of 9 - Mandatory)

FWEEd License #	1948
FWEEd Years of Experience	34

Indicate the student's level of performance using the scale below.

U = Unacceptable: Performance is weak in most required tasks and activities. Work is frequently unacceptable.

B = Below Standards: Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.

M = Meets Standards: Carries out required tasks and activities. This rating represents good, solid performance and should be used most often.

E = Exceeds Standards: Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.

O = Outstanding: Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

(Question 4 of 9 - Mandatory)

I. FUNDAMENTALS OF PRACTICE THE STUDENT:	U	B	M	E	O	COMMENTS
Adheres consistently to AOTA's Occupational Therapy Code of Ethics. Follows ethical standards for FW setting. Abides by Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA). Respects privacy of client.	1.0	2.0	>> X <	4.0	5.0	Time management Skills Consider ability to be prompt, arrive on time, complete assignments on time - Comments

Adheres consistently to safety regulations, and uses sound judgment to ensure safety. Follows FW setting's policies and procedures for client safety. Demonstrates awareness of hazardous situations, and reports safety issues to supervisor.	1.0	2.0	>> X <	4.0	5.0	Organization Consider ability to set priorities, be dependable, be organized, follow through with responsibilities - Comments

(Question 5 of 9 - Mandatory)

II. FOUNDATIONS OF OCCUPATIONAL THERAPY THE STUDENT:	U	B	M	E	O	COMMENTS
Articulates values and beliefs of occupational therapy. Verbalizes definition of occupational therapy as relevant to FW setting or audience.	1.0	2.0	>> X <	4.0	5.0	Articulates values and beliefs of occupational therapy. Verbalizes definition of occupational therapy as relevant to FW setting or audience -Comments
Utilizes relevant evidence to make informed practice decisions. Connects class concepts to FW through inquiry or discussion. Articulates value of using evidence-based practice. Identifies and provides evidence that is relevant to setting or clients.	1.0	2.0	>> X <	4.0	5.0	Utilizes relevant evidence to make informed practice decisions. Connects class concepts to FW through inquiry or discussion. Articulates value of using evidence-based practice. Identifies and provides evidence that is relevant to setting or clients - Comments

(Question 6 of 9 - Mandatory)

III. PROFESSIONAL BEHAVIOR	U	B	M	E	O	COMMENTS
Time management skills. Consider student's ability to be prompt, arriving and completing assignments on time.	1.0	2.0	>> X <	4.0	5.0	Time management skills. Consider student's ability to be prompt, arriving and completing assignments on time - Comments
						Organization. Consider student's ability to set priorities, be dependable, be organized, and follow through with responsibilities - Comments

<p>Organization. Consider student's ability to set priorities, be dependable, be organized, and follow through with responsibilities.</p>	1.0	2.0	>> X <	4.0	5.0	
<p>Engagement in FW experience. Consider student's apparent level of interest, level of active participation while on site, and investment in individuals and treatment outcomes.</p>	1.0	2.0	3.0	>> X <	5.0	<p>Engagement in FW experience. Consider student's apparent level of interest, level of active participation while on site, and investment in individuals and treatment outcomes - Comments</p> <div data-bbox="894 464 1304 543" style="border: 1px solid black; padding: 5px;"> <p>developed treatment questions on one client</p> </div>
<p>Self-directed learning. Consider student's ability to take responsibility for own learning and to demonstrate motivation.</p>	1.0	2.0	>> X <	4.0	5.0	<p>Self-directed learning. Consider student's ability to take responsibility for own learning and to demonstrate motivation - Comments</p> <div data-bbox="894 659 1528 894" style="border: 1px solid black; height: 112px;"></div>
<p>Reasoning and problem solving. Consider student's ability to use self-reflection; willingness to ask questions; ability to analyze, synthesize, and interpret information; and understand OT process.</p>	1.0	2.0	>> X <	4.0	5.0	<p>Reasoning and problem solving. Consider student's ability to use self-reflection; willingness to ask questions; ability to analyze, synthesize, and interpret information; and understand OT process - Comments</p> <div data-bbox="894 1024 1528 1262" style="border: 1px solid black; height: 113px;"></div>
<p>Written communication. Consider student's ability to use proper grammar and spelling, legibility of work, successful completion of written assignments, and documentation skills.</p>	1.0	2.0	>> X <	4.0	5.0	<p>Written communication. Consider student's ability to use proper grammar and spelling, legibility of work, successful completion of written assignments, and documentation skills - Comments</p> <div data-bbox="894 1392 1528 1629" style="border: 1px solid black; height: 113px;"></div>
<p>Initiative. Consider student's initiative, ability to seek and acquire information from a variety of sources, and demonstrate flexibility as needed.</p>	1.0	2.0	>> X <	4.0	5.0	<p>Initiative. Consider student's initiative, ability to seek and acquire information from a variety of sources, and demonstrate flexibility as needed - Comments</p> <div data-bbox="894 1736 1528 1965" style="border: 1px solid black; height: 109px;"></div>

<p>Observation skills. Consider student's ability to observe relevant behaviors related to occupational performance and client factors and to verbalize perceptions and observations.</p>	1.0	2.0	>> X <	4.0	5.0	<p>Observation skills. Consider student's ability to observe relevant behaviors related to occupational performance and client factors and to verbalize perceptions and observations - Comments</p> <div data-bbox="899 222 1528 449" style="border: 1px solid black; height: 100px;"></div>
<p>Participation in supervisory process. Consider student's ability to give, receive, and respond to feedback; seek guidance when necessary; and follow proper channels of communication.</p>	1.0	2.0	>> X <	4.0	5.0	<p>Participation in supervisory process. Consider student's ability to give, receive, and respond to feedback; seek guidance when necessary; and follow proper channels of communication - Comments</p> <div data-bbox="899 590 1528 816" style="border: 1px solid black; height: 100px;"></div>
<p>Verbal communication and interpersonal skills with patients/clients, staff, and caregivers. Consider student's ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, and so forth; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence.</p>	1.0	2.0	>> X <	4.0	5.0	<p>Verbal communication and interpersonal skills with patients/clients, staff, and caregivers. Consider student's ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, and so forth; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence - Comments</p> <div data-bbox="899 1024 1528 1251" style="border: 1px solid black; height: 100px;"></div>
<p>Professional and personal boundaries. Consider student's ability to recognize and handle personal and professional frustrations; balance personal and professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; and be responsive to social cues.</p>	1.0	2.0	>> X <	4.0	5.0	<p>Professional and personal boundaries. Consider student's ability to recognize and handle personal and professional frustrations; balance personal and professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; and be responsive to social cues - Comments</p> <div data-bbox="899 1440 1528 1667" style="border: 1px solid black; height: 100px;"></div>
<p>Use of professional terminology.</p>						<p>Use of professional terminology. Consider student's ability to respect confidentiality; appropriately apply professional terminology (e.g., Occupational Therapy Practice Framework terms and OT acronyms/abbreviations) in written and oral communication - Comments</p>

Consider student's ability to respect confidentiality; appropriately apply professional terminology (e.g., Occupational Therapy Practice Framework terms and OT acronyms/abbreviations) in written and oral communication.

1.0 2.0 >> X < 4.0 5.0

(Question 7 of 9 - Mandatory)

IV. SCREENING AND EVALUATION (enter N/A = Not Applicable if not required on this placement) THE STUDENT:	U	B	M	E	O	N/A	COMMENTS
Contributes to screening/evaluation process. Communicates observations. Identifies resources for evaluation process. Could include chart review.	1.0	2.0	>> X <	4.0	5.0	0	Contributes to screening/evaluation process. Communicates observations. Identifies resources for evaluation process. Could include chart review - Comment <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>
Completes an interview and drafts an occupational profile.	1.0	2.0	>> X <	4.0	5.0	0	Completes an interview and drafts an occupational profile - Comment <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>
Identifies potential goals from evaluation process.	1.0	2.0	3.0	4.0	5.0	>> X <<	Identifies potential goals from evaluation process - Comment <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>
Drafts documentation consistent with practice setting.	1.0	2.0	>> X <	4.0	5.0	0	Drafts documentation consistent with practice setting - Comment <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>

(Question 8 of 9 - Mandatory)

V. INTERVENTION (enter N/A = Not Applicable if not required on this placement) THE STUDENT:	U	B	M	E	O	N/A	COMMENTS
Contributes to intervention process. Could include preparing clinic area and identifying resources and evidence.	1.0	2.0	>> X <	4.0	5.0	0	Contributes to intervention process. Could include preparing clinic area and identifying resources and evidence - Comment <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
Identifies interventions consistent with client evaluation and goals.	1.0	2.0	>> X <	4.0	5.0	0	Identifies interventions consistent with client evaluation and goals - Comment <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
Identifies (verbal or written) interventions consistent with client-centered approach, and provides clinical reasoning for interventions identified.	1.0	2.0	>> X <	4.0	5.0	0	Identifies (verbal or written) interventions consistent with client-centered approach, and provides clinical reasoning for interventions identified - Comments <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
Engages in and values evidence-based practice by seeking evidence to support or negate intervention approach.	1.0	2.0	>> X <	4.0	5.0	0	Engages in and values evidence-based practice by seeking evidence to support or negate intervention approach - Comments <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
Administers interventions that are occupation-based and client-centered within guidelines of facility.	1.0	2.0	>> X <	4.0	5.0	0	Administers interventions that are occupation-based and client-centered within guidelines of facility - Comments <div style="border: 1px solid black; height: 100px; width: 100%;"></div>

<p>Recognizes (verbal, written, or demonstration) need to modify interventions on basis of client response.</p>	1.0	2.0	<p>>> X <</p>	4.0	5.0	0	<p>Recognizes (verbal, written, or demonstration) need to modify interventions on basis of client response - Comment</p> <div data-bbox="1008 197 1528 428" style="border: 1px solid black; height: 110px;"></div>
<p>Recognizes (verbal, written, or demonstration) need to modify or terminate intervention plan on basis of client response.</p>	1.0	2.0	3.0	4.0	5.0	<p>>> X <<</p>	<p>Recognizes (verbal, written, or demonstration) need to modify or terminate intervention plan on basis of client response - Comment</p> <div data-bbox="1008 537 1528 768" style="border: 1px solid black; height: 110px;"></div>
<p>Drafts documentation for intervention using typical procedures used in FW practice setting.</p>	1.0	2.0	3.0	4.0	5.0	<p>>> X <<</p>	<p>Drafts documentation for intervention using typical procedures used in FW practice setting - Comments</p> <div data-bbox="1008 882 1528 1113" style="border: 1px solid black; height: 110px;"></div>

Summary: (Question 9 of 9)

Sacred Heart University Occupational Therapy - Inactive JD 3.2.20

Evaluator:	Mark Servidio - FW Educator	Subject:	Elizabeth Rosa - PY1
Activity:	Level I Mental Health	Site:	Yale New Haven Psychiatric Hospital
Evaluation Type:	Level I FW Eval - Final	Completion Date:	02/11/2019
Request Date:	02/08/2019		
Period:	Level I - 1st 5 weeks *	Dates of Activity:	01/14/2019 To 02/28/2019
Subject Participation Dates:	01/14/2019 To 02/28/2019		

STUDENT INFORMATION

(Question 1 of 9 - Mandatory)

Practice Setting	Mental Health
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(Question 2 of 9)

	1	2	3	4	5	6
FW Sequence	X					

PRIMARY FW EDUCATOR INFORMATION

(Question 3 of 9 - Mandatory)

FWEEd License #	004554
FWEEd Years of Experience	3

Indicate the student's level of performance using the scale below.

U = Unacceptable: Performance is weak in most required tasks and activities. Work is frequently unacceptable.

B = Below Standards: Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.

M = Meets Standards: Carries out required tasks and activities. This rating represents good, solid performance and should be used most often.

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O = Outstanding: Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

(Question 4 of 9 - Mandatory)

I. FUNDAMENTALS OF PRACTICE THE STUDENT:	U	B	M	E	O	COMMENTS
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						Organization Consider ability to set priorities, be dependable, be organized, follow through with responsibilities - Comments

Adheres consistently to safety regulations, and uses sound judgment to ensure safety.
Follows FW setting's policies and procedures for client safety. Demonstrates awareness of hazardous situations, and reports safety issues to supervisor.

1.0 2.0 >> X < 4.0 5.0

(Question 5 of 9 - Mandatory)

II. FOUNDATIONS OF OCCUPATIONAL THERAPY THE STUDENT:	U	B	M	E	O	COMMENTS
<p>Articulates values and beliefs of occupational therapy. Verbalizes definition of occupational therapy as relevant to FW setting or audience.</p>	1.0	2.0	>> X <	4.0	5.0	<p>Articulates values and beliefs of occupational therapy. Verbalizes definition of occupational therapy as relevant to FW setting or audience -Comments</p>
<p>Utilizes relevant evidence to make informed practice decisions. Connects class concepts to FW through inquiry or discussion. Articulates value of using evidence-based practice. Identifies and provides evidence that is relevant to setting or clients.</p>	1.0	2.0	>> X <	4.0	5.0	<p>Utilizes relevant evidence to make informed practice decisions. Connects class concepts to FW through inquiry or discussion. Articulates value of using evidence-based practice. Identifies and provides evidence that is relevant to setting or clients - Comments</p>

(Question 6 of 9 - Mandatory)

III. PROFESSIONAL BEHAVIOR	U	B	M	E	O	COMMENTS
<p>Time management skills. Consider student's ability to be prompt, arriving and completing assignments on time.</p>	1.0	2.0	>> X <	4.0	5.0	<p>Time management skills. Consider student's ability to be prompt, arriving and completing assignments on time - Comments</p>
<p>Organization. Consider student's ability to set priorities, be dependable, be organized, and follow through with responsibilities.</p>	1.0	2.0	>> X <	4.0	5.0	<p>Organization. Consider student's ability to set priorities, be dependable, be organized, and follow through with responsibilities - Comments</p>

<p>Engagement in FW experience. Consider student's apparent level of interest, level of active participation while on site, and investment in individuals and treatment outcomes.</p>	1.0	2.0	3.0	>> X <	5.0	<p>Engagement in FW experience. Consider student's apparent level of interest, level of active participation while on site, and investment in individuals and treatment outcomes - Comments</p> <p>Student was very interactive in learning more about the MH field as well as this setting</p>
<p>Self-directed learning. Consider student's ability to take responsibility for own learning and to demonstrate motivation.</p>	1.0	2.0	>> X <	4.0	5.0	<p>Self-directed learning. Consider student's ability to take responsibility for own learning and to demonstrate motivation - Comments</p>
<p>Reasoning and problem solving. Consider student's ability to use self-reflection; willingness to ask questions; ability to analyze, synthesize, and interpret information; and understand OT process.</p>	1.0	2.0	>> X <	4.0	5.0	<p>Reasoning and problem solving. Consider student's ability to use self-reflection; willingness to ask questions; ability to analyze, synthesize, and interpret information; and understand OT process - Comments</p>
<p>Written communication. Consider student's ability to use proper grammar and spelling, legibility of work, successful completion of written assignments, and documentation skills.</p>	1.0	2.0	>> X <	4.0	5.0	<p>Written communication. Consider student's ability to use proper grammar and spelling, legibility of work, successful completion of written assignments, and documentation skills - Comments</p>
<p>Initiative. Consider student's initiative, ability to seek and acquire information from a variety of sources, and demonstrate flexibility as needed.</p>	1.0	2.0	>> X <	4.0	5.0	<p>Initiative. Consider student's initiative, ability to seek and acquire information from a variety of sources, and demonstrate flexibility as needed - Comments</p>
						<p>Observation skills. Consider student's ability to observe relevant behaviors related to occupational performance and client factors and to verbalize perceptions and observations - Comments</p>

<p>Observation skills. Consider student's ability to observe relevant behaviors related to occupational performance and client factors and to verbalize perceptions and observations.</p>	1.0	2.0	>> X <	4.0	5.0	
<p>Participation in supervisory process. Consider student's ability to give, receive, and respond to feedback; seek guidance when necessary; and follow proper channels of communication.</p>	1.0	2.0	3.0	>> X <	5.0	<p>Participation in supervisory process. Consider student's ability to give, receive, and respond to feedback; seek guidance when necessary; and follow proper channels of communication - Comments</p> <p>Student asked questions and was engaged in appropriate communication with staff and patients.</p>
<p>Verbal communication and interpersonal skills with patients/clients, staff, and caregivers. Consider student's ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, and so forth; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence.</p>	1.0	2.0	>> X <	4.0	5.0	<p>Verbal communication and interpersonal skills with patients/clients, staff, and caregivers. Consider student's ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, and so forth; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence - Comments</p>
<p>Professional and personal boundaries. Consider student's ability to recognize and handle personal and professional frustrations; balance personal and professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; and be responsive to social cues.</p>	1.0	2.0	>> X <	4.0	5.0	<p>Professional and personal boundaries. Consider student's ability to recognize and handle personal and professional frustrations; balance personal and professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; and be responsive to social cuesComments</p>
<p>Use of professional terminology. Consider student's ability to respect confidentiality; appropriately apply professional terminology (e.g., Occupational Therapy Practice Framework terms and OT acronyms/abbreviations) in written and oral communication.</p>	1.0	2.0	>> X <	4.0	5.0	<p>Use of professional terminology. Consider student's ability to respect confidentiality; appropriately apply professional terminology (e.g., Occupational Therapy Practice Framework terms and OT acronyms/abbreviations) in written and oral communication- Comments</p>

(Question 7 of 9 - Mandatory)

IV. SCREENING AND EVALUATION (enter N/A = Not Applicable if not required on this placement) THE STUDENT:	U	B	M	E	O	N/A	COMMENTS
Contributes to screening/evaluation process. Communicates observations. Identifies resources for evaluation process. Could include chart review.	1.0	2.0	>> X <	4.0	5.0	0	Contributes to screening/evaluation process. Communicates observations. Identifies resources for evaluation process. Could include chart review - Comment <div data-bbox="964 359 1533 590" style="border: 1px solid black; height: 110px; width: 100%;"></div>
Completes an interview and drafts an occupational profile.	1.0	2.0	3.0	4.0	5.0	>> X <<	Completes an interview and drafts an occupational profile - Comment <div data-bbox="964 678 1370 779" style="border: 1px solid black; padding: 5px;"> Student completed occupational profile, however was not required to complete an interview of the patient. </div>
Identifies potential goals from evaluation process.	1.0	2.0	>> X <	4.0	5.0	0	Identifies potential goals from evaluation process - Comment <div data-bbox="964 873 1533 1100" style="border: 1px solid black; height: 108px; width: 100%;"></div>
Drafts documentation consistent with practice setting.	1.0	2.0	>> X <	4.0	5.0	0	Drafts documentation consistent with practice setting - Comment <div data-bbox="964 1188 1533 1415" style="border: 1px solid black; height: 108px; width: 100%;"></div>

(Question 8 of 9 - Mandatory)

V. INTERVENTION (enter N/A = Not Applicable if not required on this placement) THE STUDENT:	U	B	M	E	O	N/A	COMMENTS
Contributes to intervention process. Could include preparing clinic area and identifying resources and evidence.	1.0	2.0	>> X <	4.0	5.0	0	Contributes to intervention process. Could include preparing clinic area and identifying resources and evidence - Comment <div data-bbox="1013 1719 1533 1946" style="border: 1px solid black; height: 108px; width: 100%;"></div>

<p>Identifies interventions consistent with client evaluation and goals.</p>	1.0	2.0	<p>>> X <</p>	4.0	5.0	0	<p>Identifies interventions consistent with client evaluation and goals - Comment</p> <div data-bbox="1008 174 1528 401" style="border: 1px solid black; height: 100px;"></div>
<p>Identifies (verbal or written) interventions consistent with client-centered approach, and provides clinical reasoning for interventions identified.</p>	1.0	2.0	<p>>> X <</p>	4.0	5.0	0	<p>Identifies (verbal or written) interventions consistent with client-centered approach, and provides clinical reasoning for interventions identified - Comments</p> <div data-bbox="1008 537 1528 764" style="border: 1px solid black; height: 100px;"></div>
<p>Engages in and values evidence-based practice by seeking evidence to support or negate intervention approach.</p>	1.0	2.0	<p>>> X <</p>	4.0	5.0	0	<p>Engages in and values evidence-based practice by seeking evidence to support or negate intervention approach - Comments</p> <div data-bbox="1008 877 1528 1104" style="border: 1px solid black; height: 100px;"></div>
<p>Administers interventions that are occupation-based and client-centered within guidelines of facility.</p>	1.0	2.0	3.0	4.0	5.0	<p>>> X <<</p>	<p>Administers interventions that are occupation-based and client-centered within guidelines of facility - Comments</p> <div data-bbox="1008 1220 1414 1325" style="border: 1px solid black; padding: 5px;"> <p>Student was here to observe not administer any interventions or assessments</p> </div>
<p>Recognizes (verbal, written, or demonstration) need to modify interventions on basis of client response.</p>	1.0	2.0	<p>>> X <</p>	4.0	5.0	0	<p>Recognizes (verbal, written, or demonstration) need to modify interventions on basis of client response - Comment</p> <div data-bbox="1008 1440 1528 1667" style="border: 1px solid black; height: 100px;"></div>
							<p>Recognizes (verbal, written, or demonstration) need to modify or terminate intervention plan on basis of client response - Comment</p>

Recognizes (verbal, written, or demonstration) need to modify or terminate intervention plan on basis of client response.	1.0	2.0	>> X <	4.0	5.0	0	
Drafts documentation for intervention using typical procedures used in FW practice setting.	1.0	2.0	>> X <	4.0	5.0	0	Drafts documentation for intervention using typical procedures used in FW practice setting - Comments

Summary: (Question 9 of 9)

Please be advised; I had to grade the two questions below with N/A secondary too this experience being more observation than hands on.
 1) Administers interventions that are occupation-based and client-centered within guidelines of facility & 2) completes an interview and drafts an occupational profile.