

In-Tutorial Performance Evaluation

Name:

Evaluator Name: —

Term & Date: Term 4/Nov.

1. Group Skills and Functioning

Midterm Grade: S

- You have done a nice job of integrating your information throughout the session
- Have consistently demonstrated respect for group members by listening and responding to questions to the group.
- Would like to see emergence of more leadership skills (i.e. initiating and facilitating discussion) .

Final Grade: S

- *You have taken an active role in assisting the group in terms of developing group goals, as well as the clarification of group goals*
- *You seem very sensitive to the needs of other group members, and are respectful and aware of the strengths and weaknesses of other group members*
- *You listen and are attentive to all members, and are good at "taking your turn" at speaking and presenting information. There seems to be a good balance between the two for you. It was evident during the last session that you were a little bit quieter than usual, but this can of course be situational. A long term!*
- *It is difficult to provide any strong constructive feedback in this area, other than to say that you should continue to engage in the group facilitation process, and use your well honed leadership skills*

2. Learning Skills and Preparation

Midterm Grade: U

- Have been very well prepared with information and synthesized it in a useful manner.
- The resources you have brought to the group appear to be chosen out of convenience, rather than out of a diligent search for new, quality information (i.e. comparing assessment tools that have been used in previous assignments, accessing your parents, not exploring beyond medical dictionary definitions)

Final Grade: S

- *Particularly since midterm, it is evident that you have taken greater steps and employed a more diligent effort to try and uncover additional information, and have accessed a wider variety of resources including books, journals, community resources and the anatomy lab*
- *When you share information with the group, you do so in a very organized and logical fashion. This is clearly one of your strengths, clarity and organization.*

- *An area to consider for future may be to try and access community clinicians when developing a treatment plan. For example, when developing the treatment plan to increase bilateral hand control, it may have been helpful to consult someone practising in the field.*

3. Knowledge Development and Objective Achievement Midterm Grade: U

- Liked that you related your two assessments back to Philip.
- The fact that you understood all the terms identified in Problem #2 with Jessica allowed you to participate in the discussion throughout the session.
- Would like to see you explore your learning objectives further (or take on more challenging learning objectives) so that you can develop specific action plans related to functional performance issues.

Final Grade: S

- *It is clear when you are presenting information with the group, that you have an increased understanding in relation to the learning objectives, and have done a thorough exploration of the problem before sharing back with the group*
- *You have done a good job at linking newly acquired information to the case study, and in doing so have used appropriate language and professional terminology*
- *After focusing more on the assessment aspect of the problem prior to midterm, you have gone on to think more about recommendations which is good to see at this point in the program*
- *We would encourage you to try and incorporate past experiences to the problem under study (i.e. previous placements or other clinical experiences)*

4. Critical Thinking and Clinical Reasoning Skills Midterm Grade: S

- Compared and contrasted two assessments and offered suggestions (SFA and VABS); raised good points in discussing pros and cons to each, but it would have been nice to hear you come prepared to argue which one you would use and why.
- Need to be bringing more info to critically evaluate.
- Encourage you to continue to challenge group members' information, sources and thought processes.

Final Grade: S

- *There was a clear progression in terms of your clinical reasoning skills throughout the term, and we saw you progress from applying new information to the case under study, such as assessments, to taking this a step further to the development of detailed action and treatment plans.*
- *You often asked the group open-ended and thought provoking questions, which really added to the depth of the conversation and facilitated critical thinking, including asking other peers specific questions about their journal resources*

- *We began to see you bringing research to the table, and critically evaluating this information, but would encourage you to take this further next term, and perhaps use the quantitative/qualitative critical appraisal forms for at least one article and share this with the group (or components of it)*

5. Feedback and Evaluation Skills

Midterm Grade: S

- Have taken a role in providing positive feedback to the group as a whole on a continual basis
- Would like to hear you engage in more self-reflection.
- Encourage you to offer constructive suggestions about the group process and to individual group members

Final Grade: S

- *You did a very good job at midterm at articulating your individual strengths and weaknesses, as well providing thoughtful positive and constructive feedback to other group members.*
- *We also noticed that you responded very well to feedback that was received at the midterm, and improved in many of the areas highlighted.*
- *It may be helpful if you engage in more self-reflection in future tutorials, on a more frequent basis, as well as providing consistent constructive feedback to your peers. You did a good job at providing consistent positive feedback, just try and take this one step further.*
- *When you have provided feedback, it has been in a sensitive and tactful manner. Therefore, you would be a great asset to the group because you are able to make people feel comfortable, while at the same time, provide quite valuable constructive feedback.*

6. Professional Behaviours

Midterm Grade: S

- Demonstrates professional demeanor throughout the PBT.
- Would like to see BT given higher priority status so that you can take advantage of this opportunity to dig in to clinical scenarios and really examine what you would do when people are counting on you as the clinical decision maker

Final Grade: S

- *You have consistently attended tutorial in a timely fashion, and have presented yourself in an appropriate manner that is consistent with the needs of the learning environment (even after receiving a concussion!)*
- *It is clear that particularly after midterm, you have prioritized tutorial over other activities, which undoubtedly has been difficult with all of the demands you are faced with*
- *You have listened to all group members, and tutors, with appropriate verbal and non-verbal behaviour*

- *Your ability to present yourself in a mature and professional manner is certainly a strength that you possess, and will be helpful when you begin working as an OT*

Recommended Overall Grade: S

Great job balancing so many things this term!! You have a natural ability to relate to other people, and have a lot to contribute in many facets. Good luck in the future.

In-Tutorial Performance Evaluation

Name:

Evaluator Name:

Term & Date: Term 4/Nov.

1. Group Skills and Functioning

Midterm Grade: U

- Demonstrates a natural tendency to be a group leader by propelling the group to make decisions when it appears to be stuck.
- We encourage you to use your leadership skills more fully for the purpose of *facilitating* the group – this includes drawing out less assertive members of the group by challenging them in a thoughtful manner, and taking time to check in and make sure that their points are well understood by the group.
- Be careful not to let your quest for efficiency impact on group members' opportunity to meet their learning needs.

Final Grade: S

- *Throughout the term, you continued to take a leadership role in initiating group discussions and moving the group along. This was very consistent from the beginning of the term to the end, you never seemed to have an "off" day in terms of participation.*
- *Took an active role in the development as well as clarification of group goals*
- *An area to consider for the future would be to take some time to reflect upon the individual strengths and weaknesses within the group, and from there, with your well-developed leadership skills, draw on the strengths in the group, and support individuals in the area where you see weaker abilities. It seemed at times that your quest for efficiency might have stifled some group members participation. Although we know that was never your intention, we encourage you to be mindful of moments when the manner in which you present an opinion or a question might take away from a group members momentum (i.e. an objective you identified yourself at midterm – interrupting can have this effect). Keep working on asking questions that will encourage other members to use the same level of clinical decision-making skills that you have developed.*

2. Learning Skills and Preparation

Midterm Grade: S

- Have been very well prepared with information and synthesized it in a useful manner.
- Good use of multiple resources last session (i.e. video & literature); encourage you to seek out perspective of practicing clinicians to assist in/validate your development of treatment/action plans.
- Encourage you to incorporate more journal articles as part of your research – when possible, use these to support some of the clinical decisions you make.

Final Grade: S

- *Have noticed a great improvement in terms of accessing resources suitable for the full exploration of the problem, particularly since midterm, resources have been extensive. You have done a great job at pulling from various resources including: videos, community contacts, journals, texts, and the anatomy lab. Excellent!*
- *Information that you have provided to the group has been thorough and creative and certainly meets group demands*

- *Information that you share is always presented in an organized and logical fashion. As one student pointed out at midterm, it may be helpful to slow down to ensure that everyone can keep up with your efficiency*

3. Knowledge Development and Objective Achievement

Midterm Grade: S

- Have used your own personal experiences to facilitate members' learning.
- Use of the OPPM format was very helpful in bringing the problem back to one child (Phillip) and his family. Did a nice job of considering multiple factors.
- Great job of considering the functional implications of cranial nerve damage (i.e. which nerve was affected with Jessica), and how you would assess further nerve damage.
- You have shown that you have a good sense of the OT role and that you are able to consider multiple hypotheses about what the child/family may be experiencing. It would be nice to see you challenge yourself a little more when developing your action plans so that they are more specific to the child in the case scenario. For example, your suggestions for environmental changes to the school were comprehensive, but there was an assumption that Phillip would go directly into a wheelchair (despite the fact that the scenario indicated he was currently ambulatory). It would have been very relevant to consider environmental strategies (including social) that would assist Phillip in prolonging his ability to ambulate without the wheelchair.

Final Grade: S

- *It is clear that through diligent research efforts, you have demonstrated an increased knowledge and understanding in relation to the learning objectives that you have set out to achieve*
- *We have noticed your natural tendency to link your material to the problem, which is exactly what we would hope you would be doing at this point*
- *One area to focus on in the future, may be taking the time to really slow down (as mentioned above) to ensure that complex information that you have shared, is understood by all group members. Your information is very valuable and all group members would benefit. Therefore, a strategy may be to do more "checking in" with others, before you move on.*
- *Ensure appropriate language/professional terminology is used during the tutorial. An improvement was noted since midterm in these regards, but it is always something to be conscious of and continue to work on.*

4. Critical Thinking and Clinical Reasoning Skills

Midterm Grade: S

- Have challenged some of the information brought to the group when appropriate (i.e. decisions about choosing an assessment for Phillip,)— keep this up!
- Encourage you to critically appraise (and cite) your resources.
- Also encourage you to take your clinical reasoning skills to the next level by prioritizing how you would present your ideas/recommendations if you were the consulting clinician in the scenario.

Final Grade: S

- *You have done a great job at offering plausible hypotheses to the group, and have been able to back up your suggestions with good rationale and well thought out responses*
- *You have done an excellent job at applying new information to the case under study, and thus using clinical reasoning skills, right from choice of assessment tools, identification of intervention objectives, to program planning and discharge planning.*
- *An area to consider for the future may be to challenge other group members by asking provocative questions after you have shared your information*

- *Another thing to consider for future tutorials is to really incorporate critical appraisal into the tutorial, and site your resources are you are sharing them*

5. Feedback and Evaluation Skills

Midterm Grade: S

- Have taken a role in providing positive feedback to the group as a whole on a continual basis
- Would like to hear you engage in more self-reflection.
- Encourage you to offer constructive suggestions about the group process and to individual group members

Final Grade: S

- *You did an excellent job at initiating some really great positive and constructive feedback at the midterm, which as tutors, we felt was extremely valuable (both verbal and written)*
- *You responded extremely well to feedback that you received at the midterm from tutors and fellow group members*
- *An area to consider for future tutorials would include engaging in more self-reflection and on a consistent basis providing feedback to the tutors and other group members, particularly because the feedback you were able to provide was so insightful and contributed to the group dynamic in a positive way*

6. Professional Behaviours

Midterm Grade: U

- When presenting your information to the group, we encourage you to try not to read directly from your paper – this can sometimes take away from the content of what you are presenting.
- Your body language is very expressive, which at times has worked against you in this PBT.
- The message we have heard (by observing rolling eyes, slight tossing of pens/ coffee cups and minimal eye contact) is that you have been frustrated with some of the input provided by the tutors. If this is not the message you have intended to send, then perhaps think about why/how we could be misinterpreting your body language. If this is how you have been feeling, then we encourage you to articulate your frustration in a manner that is more conducive to the group process and lets us know exactly how we are interrupting your attempts to learn from the group.

Final Grade: S

- *You were always well prepared for tutorial and participated and contributed on a regular basis, as mentioned earlier, your participation was very consistent throughout the term*
- *Particularly after the midterm evaluation, it seemed that you really accepted the priority of tutorial time over other activities*
- *Although you came late for one session, you apologized for this and explained what had occurred (faulty watch!)*
- *Your body language and frustration with the tutors drastically improved after the midterm*
- *Continue to focus on the delivery of your information and communication style in the group i.e. allow time for others to respond to information presented, use open-ended questions, allow time for natural pauses where other group members may be able to interject, recognize and respond to other group members non-verbal communication*

Recommended Overall Grade: S

You have really demonstrated some great leadership skills throughout this tutorial, and we were impressed by the enthusiasm and energy that you brought to the table each week. Good luck in future terms, and keep up the great work,

In-Tutorial Performance Evaluation

Student Name:

Evaluator Name:

Term & Date: Term 4/Nov

1. Group Skills and Functioning

Midterm Grade: S

- Assists the group in establishing agendas, developing learning issues and planning for next tutorial
- Poses questions to the group that facilitate discussion – this is very helpful for the group's learning!
- Respectful of individuals within the group – makes a point of checking in with members to ensure they are heard

Final Grade: S

- *Took a lead role in posing questions and challenging other group members when further information was needed or clarification of issues*
- *Consistently played the role of time keeper and facilitated development of the agenda, and ensured that group members stayed on topic and on track*
- *Demonstrated respect for all group members, and was very sensitive to the needs of other group members*
- *Your willingness to accept other group members goals, and to "go with the flow of the group" is a certainly a strength, but in the future you could try to ensure that your goals are heard, and that your voice makes it onto the table as well*

2. Learning Skills and Preparation

Midterm Grade: U

- Would like to see a variety of resources used to gather information – internet should not be primary source of information
- It would be really nice to see some triangulation of resources, or comparison of two or more perspectives on the same topic. For example, the outcome measure focusing on childhood depression: were you able to find this in any articles, texts or in use by clinician?
- It appeared during the first session on Jessica (child with cancer), you had some difficulty accessing your information easily. This seemed to make it difficult for you to naturally integrate your information within the discussion, and to show the group how you prepared for the session.

Final Grade: S

- *Evidence of more resources used to gather information including community contacts (used consistently throughout term), anatomy lab, textbooks, journal articles (although this could be an area to work on for future tutorials), internet resources*
- *Ability to share information in an organized and meaningful manner improved since midterm. Particularly when researched information with another student, you were able to participate well, and interject at appropriate times. Therefore, the natural integration of your material within the discussion was improved*
- *An area to think about for future tutorials may be to continue working on the triangulation of resources. For example, comparing a clinician's perspective to the literature, and in turn, developing your own perspective or synthesis and sharing this with the group*

3. Knowledge Development and Objective Achievement Midterm Grade: U

- Has demonstrated the ability to assist the group's learning from information brought to the table by asking clarifying questions
- We encourage you to think further about how your information can be linked to the problem; how it sheds light on the experience of the child/family & what it adds to the role of OT (i.e. it would have been helpful for you to explain how the chart outlining anatomical position of the eye was relevant for an OT)
- At this stage in your schooling it is important for you to be thinking more about what you need to know in order to develop a treatment plan that focuses specifically on occupational performance.

Final Grade: S

- *An improvement was noted since midterm, in terms of linking material brought to the table to the case under study, which demonstrated an increased understanding in relation to the learning objectives*
- *Treatment plans were much more detailed and focused specifically on occupational performance*
- *One area to consider would be to really think about how you explain complex information to the group, and extrapolate this to thinking about how you may explain such concepts to families. Perhaps you could practice doing this with your group members in the tutorial. (Example from Case-Smith on stability and mobility)*

4. Critical Thinking and Clinical Reasoning Skills Midterm Grade: U

- You have done a nice job of challenging other group members in a thoughtful way. Keep this up!
- You have offered helpful insights into hypothesis generation. We encourage you to demonstrate your clinical reasoning skills further by coming back to the group with treatment plans that include consideration of how the OPIs might be prioritized for the child.
- PBT is meant to be a forum for you to offer your professional opinion about the information you have gathered from your research. Before asking for the opinion of group members (i.e. suggesting a vote to decide if the depression outcome measure was applicable), it would be great to hear your final word based on your own critical appraisal.

Final Grade: S

- *Continued to play an integral role in challenging other group members and asking thought provoking questions. A natural talent.*
- *Demonstrated clinical reasoning skills by providing rationale why one assessment tool should be used over another (example Peabody versus Bayley)*
- *Continue to work on developing targeted outcomes that are measurable, specific and clear, and that will help you in the development of specific and thorough intervention plans. For example, your targeted outcome for Jessica was for her to "effectively communicate"- although we know what you are getting at, there are ways to make this more measurable – perhaps dividing this into sub-goals would assist with this (i.e. Jessica's classmates will understand when she is trying to tell them she would like to borrow something; and/or Jessica's teacher will understand when Jessica needs to go to the bathroom; and/or Jessica will have a method to communicate her basic needs in self-care and play). You did catch on quickly when questioned about including head lag and independent sitting in the same goal for another problem.*

- *An area to consider for the future, as mentioned would be to synthesize information based on all of the information you have gathered from multiple resources, and from there develop your own opinion, identify inconsistencies, and from there open up discussion to the rest of the group.*

5. Feedback and Evaluation Skills

Midterm Grade: S

- Have taken a role in providing positive feedback to other group members on a continual basis
- Would like to hear you engage in more self-reflection
- Encourage you to offer constructive suggestions to the group process and to individual group members

Final Grade: S

- *During the midterm, as well as throughout the term, took an active role in providing positive as well as some constructive feedback to fellow group members and tutorial leaders*
- *When providing feedback, this has always been in a sensitive and tactful manner*
- *Encourage you to bring more to the table in terms of self-reflection and personal insights on an ongoing basis. This will enable other group members to know how you are feeling about your personal performance, and perhaps how their actions are affecting you*
- *When you received feedback at midterm, you made a concerted effort to improve in the areas where this was necessary*

6. Professional Behaviours

Midterm Grade: U

- Attends on time, is ready to begin with the group.
- Continue to work on the use of professional terminology.
- Level of participation in PBT sessions has varied. This may have been due to adjusting in the new term and/or illness. We're looking forward to hearing more from you in the next half of the term!

Final Grade: S

- *Consistently has arrived on time, and has always been ready to participate in the group, and contribution at regular intervals has improved*
- *It appears that there has been an acceptance of the priority of tutorial time over other activities, particularly since midterm*
- *Took the initiative to meet with the tutors when there was some concern with regards to tutorial performance which shows maturity and general concern for performance*
- *Encourage you to continue to think about delivery of information, and how to do this in a professional manner, including using professional terminology and how questions are posed to the group*

Recommended Overall Grade: S

Thanks for your positive energy and conscious effort in tutorial this term. We really saw a big improvement over the latter half of the term and appreciated and certainly recognized your efforts. Enjoy term 4 placement and the school days remaining, and keep up the good work!