Default Report
*Work Preparedness Compendium - Clinician Feedback*
**May 1st 2020, 4:54 pm EDT**

**Q5 - Choose One:**



|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | Choose One: - Selected Choice | 1.00 | 6.00 | 1.50 | 1.21 | 1.47 | 18 |

|  |  |  |  |
| --- | --- | --- | --- |
| # | Answer | % | Count |
| 1 | Physical Therapist | 77.78% | 14 |
| 2 | PTA | 11.11% | 2 |
| 3 | PT Student | 5.56% | 1 |
| 4 | Teacher | 0.00% | 0 |
| 5 | Job Coach | 0.00% | 0 |
| 6 | Other | 5.56% | 1 |
| 7 | Occupational Therapist | 0.00% | 0 |
| 8 | COTA | 0.00% | 0 |
| 9 | OT Student | 0.00% | 0 |
|  | Total | 100% | 18 |

Q5\_6\_TEXT - Other

|  |
| --- |
| Other - Text |
| Adapted PE Specialist |

**Q6 - Date:**

|  |
| --- |
| Date: |
| 4/23/2020 |
| 4/23/2020 |
| 4/21/20 |
| 04-22-20 |
| 4/22/20 |
| 4/22/2020 |
| April 22, 2020 |
| 4/22/2020 |
| 4/28/20 |
| 4-28-20 |
| 4/23/20 |
| 4/23/2020 |
| 4/23/2020 |
| 4/23/2020 |
| 4/22/20 |
| 4-21-20 |
| 4-20-2020 |

**Q1 - To what extent did the Compendium represent the following features?**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | Purpose communicated clearly. | 90.00 | 100.00 | 97.09 | 3.50 | 12.26 | 11 |
| 2 | Organized and understandable. | 85.00 | 100.00 | 96.82 | 4.86 | 23.60 | 11 |
| 3 | All relevant areas addressed. | 80.00 | 100.00 | 95.55 | 6.04 | 36.43 | 11 |
| 4 | Easy to use in practice. | 90.00 | 100.00 | 97.00 | 3.79 | 14.36 | 11 |
| 5 | Appropriate amount of time to utilize. | 75.00 | 100.00 | 93.82 | 7.76 | 60.15 | 11 |
| 6 | Useful and practical in a clinical setting. | 90.00 | 100.00 | 96.55 | 4.08 | 16.61 | 11 |
| 7 | Relevant to my patient population. | 85.00 | 100.00 | 96.73 | 5.05 | 25.47 | 11 |
| 8 | Important to address for my patients. | 85.00 | 100.00 | 96.64 | 4.77 | 22.78 | 11 |
| 9 | Helpful for goals and treatment planning. | 68.00 | 100.00 | 90.82 | 10.33 | 106.69 | 11 |
| 10 | Time or effort invested added value to my practice. | 80.00 | 100.00 | 96.00 | 5.95 | 35.45 | 11 |

**Q7 - What did you like most about the Compendium?**

|  |
| --- |
| What did you like most about the Compendium? |
| What a skillfully organized and complete list of resources! Congrats. I've been at this (PT) a while, but found some resources with which I was unfamiliar. Loved the links and prices to all the available Tests and Measures related to the topic. I think the listings for transition resources is especially needed for PTs in the school as often our role in transitions has been more limited than it should. I've not seen these resources organized in this way before. This provides an efficient way to access and discern which transition resources might be best for a particular student. |
| Comprehensive, a lot of work, well resourced. I love this! You did an amazing job. |
| Well organized with lots of resources |
| Range of Tests listed |
| well organized with citations and links that are handy and right there. No searching. |
| Organization was good! |
| It is a great tool to use with school age students to prepare them for their future. It will serve as a great reminder in planning activities and which skills to work on. |
| The list of assessments and activities in one location with links to them as well as list serve availability and cost. |
| Wonderful capstone project - kudos! |
| I liked ... |
| The listing of cost and how to obtain the measures The comprehensive coverage of all areas for transition |

**Q8 - What can you suggest to improve the Compendium?**

|  |
| --- |
| What can you suggest to improve the Compendium? |
| Nothing! Can't wait til the final copy is available on the website. |
| Maybe a table of contents so someone could quickly go to the page they are looking for but it really isn't a long document so I am not sure if that is necessary. |
| I would love to have some examples of IEP goals that could be individualized for transitioning students that could be added to the compendium and utilized in our practice/school setting. |
| I can't think of anything right now. |
| You have done a beautiful job with the document and I know that it is required for you final project, but to print and use or hand out it is very long and color is expensive. In today's world it is all online and probably won't be a big deal and won't have to print. |
| just a few minor suggestions as I was going through the document - Use term "Student information" instead of "Patient Information" as patient is in more medical setting - )(page 2) In references - there is at error that #7 is listed twice.....this is in references in both documents Overall - well done! |
| You should ... |
| Help in focusing my effort? This may feel overwhelming |

**Q9 - What makes you not want to use the Compendium or what would make you use it more?**

|  |
| --- |
| What makes you not want to use the Compendium or what would make you use it more? |
| The organization and links make me want to use it more, as well as the available resources noted in the transition list. I think the template for the Post Secondary Opportunities could be helpful for students and families in thinking toward the future outside of school. |
| I want to use it . I am seeing some tests and ideas that would help me in practice |
| Examples of goals |
| Maybe if I had it printed out to remind myself to work toward the student's future and asking them more questions about their likes/dislikes before planning exercise programs and activities... |
| I would use it more if ... |
| No, loved it all; very helfpul. |

**Q10 - Is there anything missing? Anything you would remove?**

|  |
| --- |
| Is there anything missing? Anything you would remove? |
| Nothing that I could think of! And I kept trying to think of various tests and measures that might be missing, but did not come up with any. |
| The one thing that I do not like it says that transitioning planning starts at age 10, but yet you have tools meant for younger children ie BOT, Peabody, etc. Also there are many psychometric issues with these tests, and so I would not include them at all. SFA is a great participation test but only through 6th grade. I would delete those tests 100%. |
| no |
| A small section on examples of goals/goal bank |
| I would add ... |
| YES!! I was wondering if some folks might get confused...not thinking of school-based PT as 'clinical' practice..more often referred to as educational practice? |

**Q11 - Could you see yourself using the Compendium in your future clinical practice?**

|  |
| --- |
| Could you see yourself using the Compendium in your future clinical practice? |
| Absolutely. The comprehensive listings of tools, tests and measures can be helpful for students long before transition and then in preparation for post secondary opportunities. |
| yes |
| yes |
| Yes |
| yes, I really like the option to add local resources to help the students and families. |
| yes as a reference and to try different evaluations |
| current clinical practice is in early intervention, so resource info may be helpful in providing guidance.... |
| Yes! |
| Great work Shelby!! |

**Q13 - Do you think the Compendium is more helpful as a framework to guide thinking or to print and individualize for each patient?**

|  |
| --- |
| Do you think the Compendium is more helpful as a framework to guide thinking or to print and individualize for each patient? |
| I think it would be helpful to me as a framework for clinical thinking. It's completeness will insure that I don't overlook any areas. It is also provides a great reference list. Thank you. I do think the 2-3 page template could be helpful in guiding services and opportunities for individual students, their families and school teams when it comes to Transition goals. |
| guide for thinking, a good place to begin if you want to do this work. |
| It could be used for both, for me it would be more likely a framework to guide thinking |
| Could be used either way. I would personally start as a framework for myself but can see it being helpful either way. |
| Most definitely! |
| Both, I would not print out for each student but, then certain students it would be very helpful to print and individualize. |
| guide for thinking |
| Framework and resource information |
| Both! |

**Q14 - Do you have any other observations or comments to share related to the Compendium?**

|  |
| --- |
| Do you have any other observations or comments to share related to the Compendium? |
| Well done Shelby! Thank you for your hard work. Best wishes on your graduation and future professional career. So sorry that all of the graduation plans were upended :'( but I know that your preparation at UNC has been great and your future will be bright! :) (Not a comment related to the Compendium, but to our current situation) Wishing you the best! |
| I really hope that you pursue doing more with this work, we need more people actively engaged in advocating for these models. I think that if the chores component was added and some more fitness measures it would be much more robust. Glad to speak with you about this or any future work you might do. Please consider reaching out to me and collaborating on projects :) fitworkPT@gmail.com |
| None at this time |
| no |
| Thanks for sharing your hard work! |
| Great |

**Q24 - To what extent did the Guide represent the following features?**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | Purpose communicated clearly. | 90.00 | 100.00 | 97.75 | 3.53 | 12.44 | 8 |
| 2 | Organized and understandable. | 90.00 | 100.00 | 96.63 | 4.15 | 17.23 | 8 |
| 3 | Comprehensive. | 90.00 | 100.00 | 96.63 | 4.15 | 17.23 | 8 |
| 4 | Easy to use in practice. | 90.00 | 100.00 | 96.38 | 4.30 | 18.48 | 8 |
| 5 | Appropriate amount of time to utilize. | 75.00 | 100.00 | 93.13 | 8.15 | 66.36 | 8 |
| 6 | Useful and practical in a clinical setting. | 90.00 | 100.00 | 96.75 | 3.86 | 14.94 | 8 |
| 7 | Relevant to my patient population. | 60.00 | 100.00 | 92.13 | 13.08 | 171.11 | 8 |
| 8 | Important to address for my patients. | 60.00 | 100.00 | 86.13 | 13.80 | 190.36 | 8 |
| 9 | Customizable. | 71.00 | 100.00 | 93.25 | 9.74 | 94.94 | 8 |
| 10 | Time or effort invested added value to my practice. | 85.00 | 100.00 | 93.38 | 4.85 | 23.48 | 8 |

**Q16 - What did you like most about the Guide?**

|  |
| --- |
| What did you like most about the Guide? |
| very comprehensive with lots of ideas |
| Organization/examples |
| good resources , SMART- is an easy to remember acronym |
| Resource information |
| I liked ... |

**Q17 - What can you suggest to improve the Guide?**

|  |
| --- |
| What can you suggest to improve the Guide? |
| A Goal Bank or some examples of IEP goals |
| In references - there is at error that #7 is listed twice.....Overall - well done! |
| You should ... |

**Q18 - What makes you not want to use the Guide or what would make you use it more?**

|  |
| --- |
| What makes you not want to use the Guide or what would make you use it more? |
| It's a lot of info initially to sort through. Once I read it a few times, I think I will be able to find the info I need more quickly. |
| Goal Bank |
| I would probably use it more if I had a printed copy to refer to. |
| Useful resource |
| I would use it more if ... |

**Q19 - Is there anything missing? Anything you would remove?**

|  |
| --- |
| Is there anything missing? Anything you would remove? |
| I would add a goal bank or some general examples of IEP goals |
| Next step may be looking at resources within community college and colleges and walking through that.....(for example, programs through CIDD at UNC) |
| I would add ... |

**Q20 - Could you see yourself using the Guide in your future clinical practice?**

|  |
| --- |
| Could you see yourself using the Guide in your future clinical practice? |
| yes |
| yes |
| Yes |
| yes, and sharing with our job coach |
| useful for resources |
| Yes! |

**Q21 - Do you think the Guide is more helpful as a framework to guide thinking or to print and individualize for each patient?**

|  |
| --- |
| Do you think the Guide is more helpful as a framework to guide thinking or to print and individualize for each patient? |
| Framework to guide thinking |
| both |
| print/individualize! |
| I would use it both ways, depending on the student. |
| framework and resource info |
| Both! |

**Q22 - Do you have any other observations or comments to share related to the Guide?**

|  |
| --- |
| Do you have any other observations or comments to share related to the Guide? |
| None at this time |
| Well done! Thanks for sharing, and congratulations!! |
| Excellent |