



Thank you for agreeing to be a Mentor!

As a Mentor, you are an experienced and approved Reviewer. You are part of a team of qualified and experienced professionals with the responsibility of evaluating services to persons who have developmental disabilities. We look forward to you applying your expertise and insights in a way that will result in a potential new Reviewer becoming competent on the use and application of the Review protocols.

We look to you to help the person you are going to mentor meet the Review Expectations for Reviewers and Case Judges which include: (See attached for more detail)

- Review individuals as assigned.
- Read the entire file **provided** to the Reviewer as a part of the training review.
- Conduct an initial record review and fill out the General Information Section of the protocol book **prior to the review start date**. Comprehensive completion of the Review Protocol Book is required.
- Acquire and review additional records, as needed. When documents are found to be missing, the Document Request Form **MUST** be used.
- Conduct and document interviews with the class member, available guardians, case manager and appropriate (**day, residential and therapy**) providers.
- Observe the class member in day and residential services through informed (by the file and interviews) and knowledgeable eyes.
- Consider all provided evidence prior to rating and clearly documenting conclusions.
- Due professional care and sound professional judgment is used in conducting the review and in documenting the rationale for ratings.
- Ratings are completed in line with protocol rating instructions.
- Clear and understandable written communications.

Not everyone can and should be a Community Practice Reviewer. We will look to you and the Case Judge to provide feedback regarding the Reviewer's performance and ability to be a competent CPR Reviewer.

In an effort to ensure that all Reviewers get the same basic types of supports we recommend – at least – the following. If you have more and better ideas please let us (Lyn Rucker and Donna Storey) know. We'll add your ideas and make this guide better.

Step 1. In advance of the Training, contact your Reviewer

As soon as you know who your Reviewer is, please contact them. You will probably already know each other but this is the 'kick off' of a different and more formal relationship. Please **sit with your Reviewer during the training on Wednesday, September 9th and Thursday, September 10th**. Your main job is to assist the Reviewer in whatever way necessary to help him/her successfully complete training. Please be sure that:

- The Reviewer has received the *Reviewer's Guide*. They need to read it in advance of receiving the class member's file. This Guide will also tell them what documents they should expect to find in their file – at a minimum.
- The Reviewer has received the summary of *Expectations of Reviewer's and Case Judges*. Again, they need to read this several times before they receive their class member's file.
- Be sure that the Reviewer knows who they are reviewing and who their Case Judge is. They should have their interview schedule complete with directions.
- The Reviewer knows that he/she will be receiving a *class member's file* in advance of **the Metro Review** AND that they **MUST** begin reading the file immediately. They **should** have the entire file read by **September 9th** when the training begins and they **MUST** begin to fill out the protocol book. Specifically:
 - To the extent that they can, fill out the class member demographics found on pages 15 – 25;
 - Begin to fill out the work pages contained in the Case Management, Day and Residential sections of the protocol. Be sure they understand that the work pages should identify what they will ask about/look for when they are interviewing/observing. For example, if the person is to be at a 90-degree angle when he/she is eating they should write that down as a **prompt** for them to check. If the person is to have a VOCA, they should write that down to be sure they ask about it and check to be sure it is working, being used and staff know how to support the person in its use.
- The Reviewer has received the *Agenda* for the Training, which begins September 9, 2009 in the Metro Region. Go through this Agenda with them and let them know what they can expect each day. You will have to review this with them several times in order to be sure they have a good understanding for what is going to happen and when.
- The Reviewer knows they can go on the website and retrieve a protocol book complete with notes and guides for reviewers. The web site is www.jacksoncommunityreview.org.
- The Reviewer knows how to contact you if they have questions. Be sure they know how to contact you both day and after work hours during the review.
- Please be sure that your Reviewer has a *laptop and jump/portable drive!* If they don't know how to use them they should arrange for someone to help them learn prior to the **on-site review** week.
- Review the **writing** expectations and be sure they know how to print and transmit their Individual Findings and Recommendations.

Step 2: During the week between Training and Metro Review, keep in contact with your Reviewer.

As always, when you note things that are missing or need to be done, give your Reviewer as much information as you believe will be helpful so that your Reviewer has every opportunity for success.

- Be sure that they have **thoroughly reviewed** the *class member's file*.
- Be sure that they know that they are to notify the **Metro** Regional Office (**Jennifer Brown** at jennifer.brown@state.nm.us or 505-841-5513) by **Wednesday September 16th** if there are missing documents.
- Be sure that they have copies of the Document Request Form and know how to use it.
- They should also be filling out the *Document Request Form* if they find missing documents so that they can hand a copy of that to the Case Manager **first thing before the reviewer begins his interview**. **This gives the Case Manager as much time as possible to provide/acquire missing documents within the 24 hour time limit.** While the Case Manager may not have everything in his/her file, he/she will know who is responsible for the document in question and should request that it be provided to the Reviewer **within 24 hours of the Reviewer's request of the Case Manager.**

- Call your Reviewer as many times as you think necessary to be sure that they have gotten through the entire file and have filled out their Protocol Book to the extent that they can.
- If you are in close geographical proximity to your Reviewer, drop by and look at the book if you can.
- If your Reviewer does not fill out the book after instructions to do so (including the work sheets), note that information on your evaluation form and notify Lyn Rucker and Donna Storey.
- If your Reviewer is not filling out the Document Request Form, and there is a need to, note that information on your evaluation form.
- If your Reviewer is not reading the file after instructions to do so, note that information on your evaluation form and notify Lyn Rucker and Donna Storey.

Step 3: **Day of the Training Review, sit with your Team**

You and your Reviewer constitute a "Training Team" so please sit together **during the Training session**. Remember what it's like the first time you went through a review... we all need as much support as we can get!

Again, when you note things that are missing or need to be done, give your Reviewer as much information as you believe will be helpful so that your Reviewer has every opportunity for success.

Before/During the Training for Day 1 begins:

- Review your Reviewer's Protocol Book and determine if the book has been filled out in line with expectations (demographics, ISP, assessments, work sheets, etc.).
- Note your findings on the **Reviewer Evaluation Form**.
- If the Protocol Book has not been filled out in line with written and your verbal instructions please notify Lyn Rucker, Donna Storey and the Case Judge.
- Review your Reviewer's **Document Request Form** to be sure that missing or needed information is listed. Remind your Reviewer that this information needs to be provided to the Case Manager first thing Tuesday morning so the Case Manager has time to look for the information.
- Be sure that your Reviewer has notified **Jennifer Brown** of documents that are missing.
- Give your Reviewer stickies and ask them to **mark** and make a note of any **areas reviewed during training that they don't understand** or believe they would benefit from more information. **Remember: stickies or other attached notes will not be kept as a permanent part of the final protocol.**

During Day 1 Training

- Be as supportive of your Reviewer as you can. Check in with them to be sure they are following what is being said and that they understand what is being conveyed in a way to use it during the Review.
- If you think that your Reviewer does not understand the implications of what they are hearing, ask questions for them... others will be having the same problems so your questions will help.
- Make notes of areas that you would like to review with your Reviewer after the Training just to be sure that expectations are clear.

After Day 1 Training

- Go over any topic areas your Reviewer has marked for additional information. If you need assistance in articulating expectations ask Lyn or Donna to join the conversation.

- Review the Reviewer's *interview schedule* to be sure they know what they MUST have at the end of each interview/observation.
- Be sure they know where they are going and what time they are expected.
- Set a time and location to meet with your Reviewer the day you will be conducting the interviews.
- Be sure your Reviewer has *contact information* so they know how to get in contact with people if they run into problems. *It is important that they know how to contact you at all times.*
- Make sure your Reviewer brings a *watch* so they *are* on time during the Review.
- Make sure your Reviewer has supplies (pencils, NOT PENS, highlighters, stickies, paper clips, etc.)

Step 4: The Review

You will be going on interviews with your Reviewer, unless previous arrangements have been made with Lyn Rucker or Donna Storey. Meet with your Reviewer a little before your file review with the Case Manager so you can be sure everything is ready to go.

During the File Review

Case File Review: The Reviewer is expected to have reviewed the file before the review begins. Also, the reviewer is expected to conduct a review of the case file at the case manager's office first thing in the morning of the review day. This review enables the reviewer to look at the entire case manager's file to be sure he/she has seen everything. If the reviewer could not find something **BE SURE THE REVIEWER COMPLETED THE DOCUMENT REQUEST FORM AND ASKED THE CASE MANAGER** to provide *or acquire* that information. Remember, old information, which may directly influence the findings, may not be in the current records so the case manager may have to go to archived files.

- Be sure that the Reviewer provides the Case Manager with a list of missing documents as early as possible after you get to the Case Manager's office. This gives the Case Manager maximum time to look for and copy missing documents.
- If the Case Manager indicates that they do not have a document, encourage them to find it even if that means they have to call a provider (day, residential, therapy, nurse, etc.) *to have them provide it to the Reviewer.*
- If the Reviewer has identified issues for which there has been no apparent follow up, they should specifically look for that information **and ask for that information** when they are going through the files.
- Look through the entire file and ask for copies of *relevant/needed* documents not already contained in the file the Reviewer received. Pay particular attention to incident reports, ER Visits, hospitalizations, case manager's notes, etc.
- Always remind your Reviewer to STAY ON TIME!

During Interviews

- Make sure they ask at the beginning of the Day and Residential interviews if the person they are interviewing is the one who works with the class member daily and knows him/her the best. If NOT, you will need to coach the Reviewer so that we know why the provider has not provided the direct support staff needed for the interview. *If you have questions about whether or not to proceed with the interview, call the Community Monitor (785-366-6468).*

- Also, if the direct support staff/case manager is new (less than 30 days) a supervisor may sit in but may NOT answer the questions for the staff person. Again, intervene as necessary.
- Remind them that they are not to lead people to answers. They are to record, as best they can, exact answers to interview questions.
- If the person being interviewed does not understand the question, the Reviewer should reword it to make it simpler and understandable. You may need to do that periodically to show the Reviewer how to do this.
- Staying on time is key so move the Reviewer along as needed.

Case Management Interview

The Reviewer is to interview the case manager assigned to the class member the reviewer is visiting. If the case manager is new (30 days or less) the supervisor may sit in on the interview but the reviewer's questions should be directed to and answered by the case manager. The supervisor may NOT answer questions for the case manager; however, the supervisor may offer additional information AFTER the case manager has answered the question asked. The answers of the case manager should be recorded separately from the answers from the supervisor so documentation is clear in terms of who said what. If it is not clear, ask your reviewer to indicate in the protocol book who said what.

Class Member Interview

The Reviewer will be scheduled to observe the class member wherever he/she receives day and residential service supports. The class member should be present in BOTH settings... it serves little purpose for the Reviewer to observe where the class member works or where the class member lives if he/she is not there. If the class member receives a combination of day services it would be good for the Reviewer **to observe them both**. If the class member works and if a visit is acceptable to the class member and to his/her employer, the Reviewer will observe the class member at work. If it is not acceptable to the class member and/or his/her employer then the Reviewer will not be scheduled to visit the work site. If the class member is unable or unwilling to respond to the reviewer's questions BE SURE THE REVIEWER NOTES that on the interview section of the profile document.

Guardian Interview

The reviewer is to interview the Guardian of the class member in person or on the phone if the Guardian is NOT a provider of Family Living Services. If the Guardian is also a provider of **Family Living Services** the reviewer MUST interview the guardian in the class member's home.

Some guardians live out of town or out of state so phone calls are the only way to ensure an interview.

Day and Residential Interviews: General

The reviewer should interview the direct support staff who works with the class member the most for both day and residential services. PROVIDERS SHOULD HAVE BEEN INFORMED DURING SCHEDULING THAT THE INTERVIEW MUST TAKE PLACE WITH THE DIRECT CARE STAFF WHO WORK WITH AND KNOW THE PERSON BEST. If the direct care staff is new (30 days or less) the supervisor may sit in but questions will be directed to the direct care staff. The supervisor may NOT answer questions for the direct care staff, however, they may offer additional information AFTER the direct care staff person has answered the questions asked. Be sure the reviewer notes answers that are given by the direct support staff vs.

answers from supervisors or others. If the person who works most closely with the class member is not present for the interview BE SURE THE REVIEWER NOTES WHY on the protocol book. If the interview took place with someone other than the direct support staff, THE REVIEWER SHOULD NOTE ON THE APPROPRIATE INTERVIEW SECTION OF THE PROTOCOL BOOK who they interviewed, how often this person works with the class member DIRECTLY and record that information in the Protocol on the front of the appropriate interview section AND let the Community Monitor know.

NOTE: The reviewer should have informed the provider that the results of the interview will be written down but may not be considered as a part of the review report. If there are questions, call the Community Monitor.

When rating the protocol book, the direct support staff answers should be given primary consideration unless it is obvious (through documentation and action of the Team) that the direct support staff is wrong. If this is an issue, contact the Community Monitor for consultation regarding scoring.

If there are two day services (employment and community membership, for example) the reviewer may have to interview two direct support day staff. If that is the case, the reviewer should fill out two separate day interview sections and indicate who was interviewed. The scores for day may also be different depending on what is discovered during the two interviews. The Reviewer will have been provided with extra day sections of the protocol book that can be filled out by the reviewer and stapled into the original protocol book. Please be sure your reviewer has stapled the additional interview and scoring sections in the appropriate place in the protocol book.

Residential Interview and Observation

- An observation of the residential site is REQUIRED. The regional office should have scheduled time to observe the individual in their home. If that was absolutely not possible, the site should still be observed even without the individual present. Only the Community Monitor can provide an exception so please notify Lyn ASAP if there is a problem with observing the class member at home.
- When you are in the home, be sure the Reviewer looks for all adaptive equipment and assistive technology. They need to be sure they see it, know it works and that it is being used as needed by the class member.
- Be sure to check the bathroom for accessibility and needed equipment. Also check front and rear exits to be sure that they are accessible and safe based on the class member's needs.
- Reviewers should look at the home and make observations about how warm and welcoming it is. Reviewers should be sensitive to whether or not this home has personalized decorations; staff offices that dominate the house or in which those who live there are not welcome... would you want to live there or would you want someone you love to live there?
- Also caution the Reviewer to be respectful of the privacy of everyone in the home. The Reviewer is a guest and should act accordingly.
- You MUST be sure the Reviewer checks the medication and fills out the information in the protocol book.

Day/Supported Employment

- If there are separate interviews of the Day and Employment staff, be sure the Reviewer scores and documents the scores separately based on the information provided. That means the Reviewer will

have to fill out TWO separate scored sections for Day/Employment. Both of those sections will have to be discussed with the Case Judge.

Therapists/Ancillary Providers

The Regional Office should have included a time on the Reviewer's schedule for meeting the class member's ancillary providers, whether in person or by conference call from a location identified on the schedule. This is not a formal interview and it is not mandatory for therapists or nurses to participate. Any questions that the reviewer has for these service providers should be prepared in advance of this time based on class member issues, missing documents, missing assessments, etc. **IF THERE IS GOING TO BE A FINDING OF MISSING OR CONFLICTING INFORMATION FROM A THERAPIST, THE REVIEWER MUST ASK THE APPROPRIATE THERAPIST TO CLARIFY/PROVIDE THE INFORMATION.**

Information from others:

The reviewer may find that he/she needs information from others as a result of interviews and/or record reviews. If the reviewer needs to visit directly with other IDT members, etc. in order to clarify questions/issues PLEASE BE SURE THE REVIEWER DOES SO. If you believe documents, assessments, recommendations are missing HAVE THE REVIEWER COMPLETE THE DOCUMENT REQUEST FORM AND ASK FOR THEM from the case manager, residential or day provider. Do not hesitate to send the reviewer back for more information. It is imperative that scores reflect all information we can reasonably acquire during the review.

Class Members with Immediate and Special Needs

Class Members identified as "***needing immediate attention***" are persons for whom urgent health, safety, environment and/or abuse/neglect/exploitation issues were identified which the team is not successfully and actively in the process of addressing in a timely fashion. If you believe that someone your reviewer is reviewing may fall into this category CALL THE COMMUNITY MONITOR AS SOON AS POSSIBLE but not later than the day you discover these issues and provide the information and concerns you have. Some issues may require that we take immediate action. If a reviewer calls you with concerns, it may be that the reviewer should NOT LEAVE the situation until it is addressed. For individuals found to have immediate needs **for whom abuse, neglect or exploitation is suspected**, you **will** be asked to complete an incident report with DHI in addition to highlighting the class member's circumstances in the individual findings and recommendations. The Reviewer should also contact Donna Storey, DOH CPR Coordinator but, remember, you MUST be sure that the Reviewer contacts the Community Monitor.

Class Members identified as "***needing special attention***" are individuals for whom issues have been identified that, if not addressed, are likely to become an urgent health and safety concern. If you believe that someone you are reviewing may fall into this category notify the Community Monitor as soon as possible but not later than 24 hours from when you discover these issues and provide the information and concerns you have. The circumstances of individuals with special needs will be highlighted in the individual finding and recommendations for follow up by the appropriate Regional Office staff.

Again, the Reviewer should also contact Donna Storey, DOH CPR Coordinator but, remember, you MUST be sure that the Reviewer contacts the Community Monitor.

Step 5: Completing the Protocol Book

Completing the Book

- Please be SURE that there are no blanks in the protocol book.
- DO NOT allow your Reviewer to add scoring options. For example, if the options provided are 0- 1 and 2 the Reviewer **MAY NOT** put CND or N/A.
- You **MUST** be sure that your Reviewer uses the (+) (-) format for justifying scores. The justification for a score must be for that question and must make sense and be understandable.
- DO NOT let the Reviewer just put words like, “ - Speech Eval”** because no one else reading the book will understand what that means. Does this mean that the Speech Evaluation was not done, was inadequate, missing? Please be sure that anyone reading the protocol book would understand what your Reviewer found.

There are several questions in the Protocol Book that depend on each other. Please check these with your Reviewer so they are consistent.

- If #78 is scored 0, 1, or N/A, #79 is N/A, and the Reviewer should score #80.
- If #78 is scored 2, #79 is scored and #80 is N/A
- If any question (such as 39, 41,49, 51, 130, etc) has an “a” or “b”, the overarching answer should reflect those scores; e.g., if 51a is “0” and 51b is “2”, then 51 cannot be “2”, it must be “1”.
- If #98 is No, then #99 **MUST** be N/A every single time.
- #78 and #146 must match – the **ONLY** exception is if #61 is a “no” (no ISP), then #78 is N/A and 146 is likely a “0”.
- Supported Employment: Here’s a basic guideline, but Ruby or Lyn can make exceptions:
 - #124 = Yes; then 126, 127 and 128 are scored. (Unless #125 = No, then 128 is N/A)
 - #125 = Yes; then 128 and 130a-d are scored
 - #125 = No; then 128-130d are N/A
 - #126 = Yes; then 124 was “yes”

WHEN A SCORE IS CHANGED – for any reason – (e.g., consultation with the Case Judge, obtaining new documentation within 24 hours), **BE SURE that the justification reflects the correct circumstances.**

For example, if there were assessments missing, and there is “*–no current dental, vision, H&P in file*” listed as a justification, and the case manager turns them in before the 24 hour deadline to make the score a “2”, that justification needs to be changed to properly reflect the scoring.

Step 6: Writing the Individual Summary, Findings and Recommendations

Your Reviewer should have a good understanding now of what is working well for this Class Member and what isn’t. However, in some cases you may need to help your Reviewer move from the detail to the “big picture” view of what all this information really means in terms of the quality of life this class member has. It may be helpful to start by asking your Reviewer to summarize what he/she sees as the 5 most important issues for the class member, why and what the Team could do to most effectively correct these issues. It is also helpful to get a picture of what good things are happening, why they are important and if supports are in place to ensure they continue.

- Be sure that your Reviewer has an electronic version of the Findings and Recommendations format on his/her computer so that you can use that shell as you write findings and recommendations.
- Be sure your Reviewer uses the INITIALS of the individual, NOT their name. The summaries are, overall, supposed to be non-identifying.
- If at all possible, try to have some "good news" for each individual reviewed. If there is no recommendation in a given area, there should at least be a 'thank you' for efforts on behalf of the individual, or for participation in the review.
- If there is a time where there are multiple findings that all can be alleviated with the same recommendation, that should be listed as one finding with a, b, c under it or bullets – not as separately numbered findings. In other words, each finding should have a unique recommendation, and vice versa.
- Ensure that the electronic version of the Summary, Findings and Recommendations are sent to the Reviewer's Case Judge in advance of Case Judging.

The Individual Findings and Recommendations Form has guidelines regarding what topics should be addressed where. Please help your Reviewer write with enough clarity and detail so that team members, regional office staff and others know:

- What was found and where;
- Why it was a problem;
- What has to be done to "fix" the problem.
 - o The Recommendations must be written so that everyone knows how the recommendation is to be completed.
 - o If a product needs to be developed or altered indicate when it needs to be done and why
For example, *"Rewrite the Work/Learn Section of the ISP and related Action Plan so that it more accurately and completely identifies who is going to do what to ensure that her preferred outcomes are met."* WHY? *Per Lyn's vision and stated preferences (see ISP dated 10/23/05) Lyn loves to work with horses, which is not mentioned in either the 2007 or 2008 ISP."*
 - o If an assessment was recommended but not attained, indicate **WHO** made the recommendation in **WHAT** document so the Team can go back to the source document.
For example, *Marti's mental health assessment completed by Dr. Black on 9/25/06 indicates "she should spend every February in Hawaii to avoid her winter blues". This recommendation is not addressed in her 11/2007 or 11/2008 ISP. Interviews with both the residential and day staff indicate that she does not spend every February in Hawaii.*
 - o If the reviewer notes a problem in day and/or residential services indicate which one so follow up can be done. For example, *"day staff were unable to identify Lucy's preference for salads at lunch."*

Step 7: Case Judging

Be sure that the Reviewer knows he/she is to have the completed Protocol and written Individual Findings and Recommendations to the Case Judge by Noon the day after the Reviewer's interviews. If you are going to be late, please call your Case Judge and let him/her know when to expect the book.

Also explain to your Reviewer that the purpose of Case Judging is to ensure that all facts and justifications are as clear, accurate and concise as possible. The Reviewer and the Case Judge are a Team and jointly responsible for the product produced as a result of the Review.

You should also indicate to your Reviewer that Case Judging may take a minimum of two hours but usually four hours, sometimes longer. They should be prepared to be Case Judged outside of normal work hours and commit whatever time is required.

As a Mentor, please check with your Reviewer's Case Judge to see if he/she would like to have you present during the Case Judging of your Reviewer. If the Case Judge would like to have you present, remember NOT to answer questions for your Reviewer. If the Case Judge needs information he/she will ask you.

Step 8: Summarizing with the Community Monitor

Please be sure that your Reviewer knows to sign up to summarize with the Community Monitor. There will be a sign up sheet on the Community Monitor's door. If possible, the Reviewer should summarize with the Community Monitor after he/she has been Case Judged. The Reviewer should allow an hour for this summation but it usually takes around 45 minutes. The Reviewer and the Community Monitor will meet alone so you do not need to plan to be present for this summary.

Step 9: Status Summary

During a normal Review week, **the Reviewer needs to understand what will happen and his/her responsibility during the Status Summary Meeting at the end of an on site Review week.**

- Those attending should know that the Friday status review will go as late as needed to summarize all class members reviewed. We will try to have reviewers/case judges who have to travel home the greatest distances summarize first.
 - The Friday status summary will begin promptly at 8:30 a.m. in an effort to complete all of the summations by 5:00 p.m. **(If this time changes, you will be notified)**
 - Since the Regional Office will have typed copies of the DRAFT Individual Findings and Recommendations, we will review these documents together. Reviewers must be prepared to clarify what they found and answer questions.
- DRAFT individual written findings and recommendations will be available for review by Regional Office staff as early as possible during the review week.
- The Reviewer should come prepared to answer questions regarding findings and recommendations.
- When the regional staff are done reviewing the Summary, Findings and Recommendations for everyone reviewed, the Reviewer should plan to stay until the very end. Once the meeting is over the Reviewer may leave AFTER:
 1. You turn in your COMPLETED (NO BLANKS!!!!) protocol books to Lyn Rucker/her designee;
 2. You turn in the class member's complete file to Donna Storey;
 3. You turn in your typed individual findings and recommendations to Lyn Rucker/her designee;
 4. Lyn or her designee "signs you out" as having provided all needed information.

Reviewers **MAY NOT LEAVE** until they have completed the **Record Completion and Tracking Form** (attached), which has the Case Judge's initials verifying that everything is complete and have turned it in with the completed Protocol Book (including the Document Request Form).

Step 10: Evaluate the Reviewer

Using the attached evaluation form, please evaluate your Reviewer. You will also meet with the Community Monitor to summarize your view of the Reviewer's performance. Be prepared to indicate what additional supports you would recommend for your Reviewer if you feel he/she is not ready to conduct a Review on his/her own.

PLEASE NOTE: Some questions are weighted and are worth more than 5 points. Please be sure to score those appropriately.



2009 COMMUNITY PRACTICE REVIEW
 RECORD COMPLETION AND TRACKING FORM
Jackson v. Ft. Stanton

Reviewer: _____ Case Judge: _____

Region (circle one): Training/Southwest Metro1 NW NE SE Metro 2

PARTICIPANT Name: _____ Date of Review _____

Assurances Check off and initial when you have completed the following tasks:	Reviewer Initials	Case Judge Initials
1. There are no blank protocol ratings.		
2. Individual findings and recommendations are typed.		
3. Protocol book has been case judged.		
4. If ratings were changed by the reviewer, the justifications listed were also changed.		
5. The Document Request Form was completed when appropriate and attached to the completed protocol book.		
6. The individual findings and recommendations have been reviewed, edited and the first draft is ready for dissemination.		
7. Copies of the individual findings and recommendations have been made for Friday's summation.		
8. My scores for Supported Employment were sent to Ruby Moore on: _____ She has responded and we have reconciled our scores: ___ Yes ___ No		
9. My scores for Assistive Technology and Aug. Communication were sent to Sheela Stuart on: _____ She has responded and we have reconciled our scores: ___ Yes ___ No		
10. My scores for Behavior were sent to Chris Heimerl on: _____ He has responded and we have reconciled our scores: ___ Yes ___ No.		
11. The reviewer and case judge agree on what will be highlighted during the oral presentation Friday.		
12. I have summarized with the Community Monitor.		LR initials:
13. I have given the class member's file to Donna Storey.		DS Initials:
14. The protocol book has been given to Lyn Rucker/her designee.		LR Initials:



2009 COMMUNITY PRACTICE REVIEW

DOCUMENT REQUEST FORM
Jackson v. Ft. Stanton

Reviewer: _____ Class Member Initials: _____ Review Region: _____

This form is to be completed, if necessary, during each provider interview. The reviewer should print what document(s) was requested, who was asked for the document (including title) and when the request was made. The person who was asked for the document should initial in column 3 to acknowledge the request was made. IF THE REQUEST WAS MADE BY TELEPHONE, THIS SHOULD BE INDICATED ON THIS FORM.

This document must be turned in at the end of the review week with the completed protocol book.

Missing Document Name/Type PRINT NEATLY	Person Requested from (including title) PRINT NEATLY	Init. of requestee	Time and Date request made	Document received? Circle One	Time and Date Document Received	Reviewers Initials	Provider Representative Signature
			: __.m., __/__/__	Yes No	: __.m., __/__/__		
			: __.m., __/__/__	Yes No	: __.m., __/__/__		
			: __.m., __/__/__	Yes No	: __.m., __/__/__		
			: __.m., __/__/__	Yes No	: __.m., __/__/__		
			: __.m., __/__/__	Yes No	: __.m., __/__/__		
			: __.m., __/__/__	Yes No	: __.m., __/__/__		
			: __.m., __/__/__	Yes No	: __.m., __/__/__		
			: __.m., __/__/__	Yes No	: __.m., __/__/__		

2009 COMMUNITY PRACTICE REVIEW
 INDIVIDUAL SUMMARY AND RECOMMENDATIONS
Jackson v. Ft. Stanton

ID#	Person	Reviewer	Date Reviewed	Region	CM Agency	Day Program Agency	Residential Agency
Entered by Paula	Initials	Initials	99/99/2008	RE	Full Name	Full Name	Full Name

Immediate Need or Special Attention: If you have reviewed someone who has been identified as an Immediate Need or needing Special Attention you must list:

- Which Category (Immediate Need OR Special Attention).
- WHY they are listed in that category (the findings – must match finding #1 in the grid below).
- If you report to DHI state that here, state why you are reporting, and include detail in the narrative which follows.

If you do NOT have someone in this category, delete this section and proceed to "Description of the person".

Description of the person: This summary MUST include...

- Age, gender and ethnicity
- General/Family History if known
- Strengths, preferences, abilities, special relationships in the person's life
- Brief overview of the adequacy of the ISP
- Health and behavioral status including progress and/or regression. List frequency of hospitalizations and ER visits including reason for visits and follow up taken.
- Current living and day/work programs and how these programs meet his/her needs;
- Number of living and day/work placements within the last year, if an issue.
- Issues that you are going to address in the "findings and recommendations" should be highlighted here. Give particular attention to the effect of the findings on the person's life or the potential effect.
- Any assistive technology needs the person has and the availability and effectiveness of needed assistive technology. List all of the devices the person is to have and whether or not they are available, being used and functional.
- If the person's health and safety is currently in jeopardy, report details here.
- If you are going to report to APS give details here of the issue.

Review Recommendations

NOTE: If you do not have findings and recommendations in a specific section, delete that section or put "none".

#	Findings	Recommendations
	<p><u>Immediate Needs /Special Attention.</u> (If none, delete this category of findings.)</p> <p>For example, if you have reviewed someone the Community Monitor has designated as needing Immediate or Special Attention you must list:</p> <ul style="list-style-type: none"> ▪ Which Category (Immediate OR Special Attention). ▪ WHAT you found that led to that finding; <ul style="list-style-type: none"> ○ If you observed something describe it; ○ If you identified something missing in the records list specifically what is missing; ○ If recommendations were not followed, list specifically what recommendations, made by whom and when. <p>BE SPECIFIC so what you found is very clear.</p> <p>If the Community Monitor designated someone as having Immediate Needs you must file an incident report with DHI. Please note that you did so and the date here.</p>	<p>What, in measurable terms, has to happen to resolve the finding? BE SPECIFIC so the Case Manager, provider and regional office know how to follow up.</p>
Good News		
	<p>If appropriate, this is the place to recognize self-determination efforts, exciting and fun things that are happening in the person's life, natural supports, and over all quality of life issues that people should be recognized and thanked for.</p>	<p>You may have no recommendations... but be sure to thank the appropriate people for all of their hard work (including the person, family/guardian, team members, etc.).</p>
Case Management/Guardian		

#	Findings	Recommendations
Direct Care Services		
	<ul style="list-style-type: none"> • Day/Employment 	
	<ul style="list-style-type: none"> • Residential 	
Health & Wellness		
	<ul style="list-style-type: none"> • Health • Medications • Assessments • Therapies 	
Adequacy of Planning and Adequacy of Services, Team Process, ISP		
Expectations for Growth, Quality of Life & Satisfaction		
Behavior		
Adaptive Equipment/Augmentative Communication		
Other		
	If other issues are identified that do not fall within the previous categories, list them here.	

III. Expectations of Reviewers and Case Judges



You are joining a team of qualified and experienced professionals with the responsibility of evaluating services to persons who have developmental disabilities. The protocols you will be using have been designed specifically for the purpose of this review. As a Reviewer or Case Judge, you will be trained on the use of the protocols and expected to seek clarification, as needed, when you are conducting fieldwork. It is your responsibility to read and become familiar with the following expectations and details of how those expectations translate into your practice. If you agree to be a Reviewer or Case Judge you are agreeing to these expectations and practice guidelines.

NOTE: DURING YOUR FIELDWORK, YOU WILL BE GOING INTO PEOPLE’S HOMES. IN AN ATTEMPT TO REMAIN SENSITIVE TO THE VARIOUS CONDITIONS OF THOSE WITH WHOM YOU WILL COME IN CONTACT, PLEASE DO NOT WEAR SCENTS, PERFUMES, ETC.

Expectations	Practice Details
<p>1. Review individuals as assigned.</p>	<p>Each Reviewer will be scheduled to review an identified number of people. If you review two people during the on site review week, the expectation is that you will complete your review and protocol book for Class member #1 by noon on Tuesday and Class member #2 by no later than Thursday at noon. Reviewers who participate in Early Bird week should have their Protocol book(s) completed and turned in Sunday evening before the on-site review week.</p> <p>Case Judges may be scheduled to review at least one Class member. If you do conduct a review, the expectation is that you will complete all of the work on Class member #1 by no later than noon on Tuesday so the remainder of your time can be spent reviewing protocol books and Case Judging the materials from Reviewers to whom you are assigned.</p>
<p>2. Initial record review is conducted and General Information Section of the protocol book is completed, to the extent possible, prior to review start date. Comprehensive completion of the Review Protocol Book is required.</p>	<p>For each assigned Class Member, the Reviewer will begin the process with a record review that focuses on the documentation for the past one to two years. If a more extensive review is required, reviewers should request materials needed to be sure your conclusions are as accurate as possible.</p> <p>Each Reviewer should expect to receive copies of the last two Annual ISPs and related documents and assessments the week preceding the Early Bird and/or Review start date. <u>You are expected to read this material in advance of the review start date.</u> You are also expected to complete as much of the General Information Section of the protocol book as possible prior to starting your review. You should also complete the work sheets made available for you in the Case Management, Day and Residential interview sections of your protocol book. You should have notified the appropriate Regional Staff Manager of any missing information the Wednesday prior to the Early Bird and/or Review Start Date. <u>BE SURE that you</u></p>

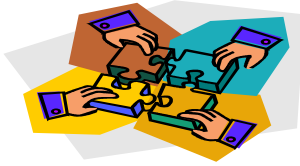
Expectations	Practice Details
	<p><u>complete the Document Request Form on ALL missing materials for which you ask.</u> If you continue to have missing information please make that known so it can be obtained as quickly as possible.</p> <p>Case Judges who are reviewing have the same responsibilities as Reviewers. In addition, Case Judges will be responsible for reviewing the protocol books of Reviewers.</p> <p>All Reviewers have the responsibility to accurately and completely fill out the Review Protocol Book in line with directions provided in this book. Case Judges have the responsibility to discuss the information gathered with the Reviewer thoroughly in an effort to fairly, accurately and completely judge the Reviewer's findings.</p>
<p>3. Additional records reviews are conducted as needed.</p>	<p>If Reviewers/Case Judges have reason to believe that additional information is required in order to render an informed rating, it is your responsibility to ask the Case Manager or relevant provider for the information you are missing, complete the Document Request Form and acquire needed signatures. If you are requesting materials over the phone, complete the Document Request Form and note the method of inquiry.</p>
<p>4. Interviews are conducted with the class member, available guardians, case manager and appropriate providers.</p>	<p>The Reviewer will conduct an interview with the class member, the class member's direct support staff, available guardians, the class member's case manager, and, if the class member receives services, those service providers. If the class member has special sensory and/or physical needs you may also need to interview other specialty providers (e.g., therapists, nurses) or have an interpreter present. Requests to use the team's clinical advisors should be made to your case judge.</p> <p>Case Judges are expected to request information from Reviewers to ensure all appropriate interviews have taken place. If information used to make scoring decisions is unclear, Case Judges are expected to ask Reviewers to seek additional information.</p>
<p>5. Informed by your file review and interviews, you observe the class member in day and residential services.</p>	<p>The Reviewer will observe the class member in his/her day service site(s) and in his/her home. During these observations the Reviewer will also interview available direct support staff. Observations offer an opportunity to get to know more about the individual's life, perspective and needs. It allows you to seek out missing information, perspectives, outcomes, barriers and day-to-day practice information. It enables the reviewer to observe whether or not: needed equipment is present and used as recommended; staff follow meal time plans or behavioral plans as intended; and whether or not interventions strategies are effective. It also enables the individual and staff the opportunity to share what is working and what remains challenging. The interviews provide an opportunity to <i>request copies of the class member's actual daily schedule</i>, or, if that is not available, seek a verbal time sequenced outline of what a typical weekday and weekend is like for the class member.</p>
<p>6. All provided evidence is</p>	<p>Reviewers and Case Judges are selected because of their ability to render professional opinions in regard to the quality and adequacy</p>

Expectations	Practice Details
<p>considered prior to rating and conclusions are documented clearly.</p>	<p>of community programs for persons who have developmental disabilities. The Reviewer and the Case Judge are responsible for gathering enough information to render an opinion that is based on sufficient, competent, relevant information or evidence. The Reviewer and the Case Judge will make judgments as professionals qualified to participate and render opinions in the interdisciplinary process. If there is reason to doubt, the Reviewer and the Case Judge should take measures to authenticate the evidence or to report possible limitations of the evidence.</p> <p>The individual review method requires the use of evidence to support each rating. Sufficient, relevant information is to be obtained and recorded as a basis for the Reviewer's and Case Judge's findings, conclusions, and opinions. The Reviewer is responsible for accumulating and using evidence to provide a factual basis for reporting.</p> <p>Evidence to support a Reviewer's findings may be of four types:</p> <ol style="list-style-type: none"> 1. Physical evidence obtained through direct observation, such as the Class member's having needed equipment; 2. Testimonial evidence obtained through interview. For example, asking someone to explain how a person's preferences were determined; 3. Documentary evidence which consists of assessments, ISP's, schedules, records, physician's orders, etc.; 4. Analytical evidence secured by comparative or deductive analysis from several pieces of evidence the Reviewer has obtained. An example would be comparing or contrasting the same data secured from different sources. <p>The Reviewer's working protocols must reflect the details of the evidence relied upon and must show how it was obtained or derived. Use the following guide as a part of your "test" to determine the adequacy of the evidence you have gathered/reviewed.</p> <p>Sufficiency. Sufficiency is the presence of enough factual, adequate, and convincing evidence to lead a prudent person to the same conclusion as the Reviewer. Determining sufficiency requires good judgment. There is no need for elaborate documentation to support non-controversial matters; however, the Reviewer should provide sufficient evidence to support his/her conclusions.</p> <p>Relevance. Relevance refers to the relationship of evidence to its use. Facts or opinions used to prove or disprove an issue should have a logical, sensible relationship to that issue. Information that does not have this relationship is irrelevant and should not be used to prove or disprove a point.</p> <p>Conciseness. A report should be no longer than necessary to communicate the information the Reviewer is reporting. Too much detail may conceal the primary message or discourage readers.</p> <p>Objectivity. Findings should be presented in an objective and unbiased manner and should include sufficient information to provide readers with a proper perspective. The aim is to produce a report that is fair, not misleading, and which places primary emphasis on matters needing attention.</p> <p>Adequate Support. All ratings in the Reviewer's report should be supported by enough objective evidence in the working protocols to demonstrate their accuracy and reasonableness. <i>Reviewer's must use the + and – system of documenting the justification for</i></p>

Expectations	Practice Details
	<p><u><i>their ratings.</i></u></p> <p>Accuracy, Completeness, Fairness. Procedures should be applied to produce a document that contains no errors in fact or reasoning. The need for accuracy is based on the need to be fair and impartial in reporting to insure readers of report reliability. One inaccuracy can cast doubt on the validity of an entire report and divert attention from the substance of the report.</p> <p>The documentation for each rating should contain sufficient information to promote an adequate understanding of matters reported and to provide a convincing, but fair, presentation in proper perspective. If the Reviewer has conclusions or concerns he/she wants readers to know about, he/she should state them directly rather than leaving them to the inference of the reader.</p>
<p>7. Due professional care and sound professional judgment is used in conducting the review and in documenting the rationale for ratings.</p>	<p>This standard places upon a Reviewer and Case Judge the responsibility for employing high professional standards in performing the review.</p> <p>Exercising due professional care means using good judgment in applying review procedures and in writing the rationales for each rating. The quality of review work is related to: procedures properly applied by competent persons; findings and conclusions based on objective use of pertinent facts; and critical supervisory review at every level of the work done and of the judgment exercised by those participating in the review.</p> <p>Due professional care imposes on the Reviewer the requirement to be alert to and report situations or actions that could be indicative of abuse, neglect, insensitive care, unnecessary restriction, inefficiency, waste, or ineffective or harmful treatment. The Reviewer is not responsible for internal quality assurance.</p> <p><u>Due professional care also requires the Reviewer to be alert to and report any situation observed that poses an immediate threat to the health or safety of a class member. If possible, ensure that actions necessary to secure the safety of the class member have been taken.</u></p> <p>Throughout the record review and interviews, the Reviewer should consider whether culture and cultural competencies have implications in the life of this class member. Any discrepancies found across records, observations, and/or interviews should be documented by noting clearly the sources and information that appears discrepant.</p> <p>Medications should be verified by observing the medication labels at the home and work/day service site and comparing them to the MAR. All records and case specific information are confidential.</p> <p>Denial of access to pertinent records or activities is to be reported immediately to the Community Monitor.</p> <p>All available records should be reviewed prior to the beginning of the interviews to inform your observations and minimize</p>

Expectations	Practice Details
	<p>the need to repeat interviews.</p> <p>This standard does not imply unlimited responsibility for discovery and disclosure of any irregularities in treatment nor does it imply infallibility on the part of either the Reviewer or the reviewed organization. This standard does require professional performance of a quality appropriate to the complexity and importance of the task.</p> <p>Professional judgment is the standard for evaluating compliance with certain designated components of an individual's services. Not every judgment of a qualified professional meets this standard. The decisions arising from the judgments of a professional are presumptively, but not conclusively, valid. Decisions comply with professional judgment based upon the consideration of the following factors:</p> <ol style="list-style-type: none"> 1. Whether it is rendered in writing with sufficient detail that it can be understood and implemented. 2. Whether it is made by a professional who is licensed, credentialed or otherwise recognized as qualified or who is experienced in the area with respect to the professional's work. 3. Whether it is within the realm of the professional's expertise and not invading the province of the treatment team as a whole. 4. Whether it is unrelated to administrative, placement location, fiscal or other non-clinical considerations. 5. Whether it is based upon documented direct observation of persons served and accurate historical background information, except in emergency situations. 6. Whether it is logically related to the available information about the person served and his or her situation and to the problem, issue, characteristic or condition under discussion. 7. Whether it is explained in sufficient clarity and detail so that the rationale can be understood by a person of reasonable intelligence. 8. Whether it is within the range of acceptable choices or conclusions of professionals in the field in light of contemporary knowledge and practice. 9. It is not in contravention of any applicable provision of any order of the court. <p>Reviewers will evaluate professional decisions based on the above criteria. The IDT should provide guidance to the person served in the area of his/her long-term vision. The Reviewer will exercise his/her professional judgment about the appropriateness of the articulated long-term vision of the persons served. It is understood that the class member's fundamental rights to habilitation and safety will not be violated through the application of professional judgment as to do so would be a violation of the principles of professional judgment. The case manager will insure that the IDT supports the long-term vision of the persons served by assisting him/her in defining practical avenues for achieving that individual's vision and identified outcomes.</p>
<p>8. Ratings are completed in line with protocol rating instructions.</p>	<p>Following this field work, the Reviewer will respond to a series of questions with either "yes", "no", "NA" (Not Applicable), CND (Can Not Determine) or "0", "1", "2", or "NA" (Not Applicable). <u>Blanks are NOT acceptable. All questions must be answered.</u></p> <p>A rating of "2" represents circumstances that support a determination of full compliance with the questioned item. A rating of "1" represents partial (less than full) compliance.</p>

Expectations	Practice Details
	<p>A rating of "0" indicates non-compliance.</p> <p>A rating of "yes" means that compliance measures have been met.</p> <p>A rating of "no" represents an item is out of compliance.</p> <p>A rating of NA (Not Applicable) represents an item does not apply to the individual being reviewed.</p> <p>In some cases, the Reviewer will simply not have enough information to make an informed decision to appropriately score some questions. The option of "CND" (Can Not Determine) is available as a response in these instances. <u>However, "CND" and N/A (not applicable) can only be selected when it is among the choices provided as answers.</u></p> <p><i>All ratings must be substantiated by recording a + or - indicating the Reviewer's rationale or justification and the relevant evidence in the space provided after each rating.</i> A guide is provided for Reviewers throughout the protocol. The Reviewer should read this guide wherever it appears.</p> <p>The relationship between the person's preferences, needs and services is the primary concern of the individual summary.</p> <p>The relationship between the service and the individual's circumstances is the focus of the overall report.</p>
9. Written Communication	Both Reviewers and Case Judges must have written skills which show his or her ability to effectively communicate in a clear, logical and detailed manner as will be seen in the justification notes and recommendations provided during the CPR.



2009 Community Practice Review REVIEWER'S PERFORMANCE EFFECTIVENESS FEEDBACK

Jackson v. Ft. Stanton

Reviewer's Performance Effectiveness Feedback

(Ratings of effectiveness in applying knowledge, methods and techniques required of Reviewers and Case Judges)

This is an evaluation of (name): _____

The person completing this evaluation of the above named person is (name): _____ as a (circle one) Mentor or Case Judge
(New Reviewers are rated by their Case Judge and their Mentor)

Date evaluated : _____

Rating Scale	Description of Performance
Please note that some questions are weighted and are to receive MORE points. Be sure score these appropriately.	
5 Very High (9-10 on weighted scale)	Performance consistently exceeds expectation or requirement; or Reviewer/Case Judge sets the standard for others, is a role model for others, and is sought out by others as a resource.
4 High (7-8 on weighted scale)	Performance consistently meets and usually exceeds expectation or requirement. Exhibits real strength and competency in the applicable area.
3 Good (5-6 on weighted scale)	Performance routinely meets expectation or requirement. Performance is solid in the applicable area with the occurrence of mistakes or errors being very rare or not critical to overall performance of the required task.
2 Needs Improvement (3-4 on weighted scale)	Performance is mixed or inconsistent in meeting the applicable requirement or expectation. Improvement is needed to fully meet expectation of required task.
1 Marginal/Unsatisfactory (1-2 on weighted scale)	Performance did not meet expectation or requirement. Is consistently weak or unable to meet expectations in applicable area. Immediate, substantial improvement/correction is required or continued use as Reviewer/Case Judge is in question.

Black: Do not score, answer the question.

Performance Expectations for Reviewers	Scored by Case Judge	Scored by Mentor	Possible Score	Final Score
#1. Reviewed individuals as assigned.				
A. The Reviewer completed a review for the Class Member assigned to him/her by noon on Tuesday and passed their protocol book to their Case Judge.			5	
#2. Initial record review is conducted and General Information Section of the protocol book is completed. Comprehensive completion of the Audit Protocol Book is required.				
<p>Question: I received copies of the most current ISP and Assessments the Monday preceding the Audit start date. ___ Yes ___ No</p> <p>If no, when did you receive these materials? _____</p>				
A. The Reviewer completed the General Information Section of the protocol book prior to arriving for the Training Wednesday morning.			5	
B. The Reviewer conducted a thorough record review.			5	
C. If the Reviewer was unable to find the records needed, he/she notified the appropriate Regional Staff Manager of any missing information the Wednesday prior to the Training Review Start and appropriately completed the Document Request Form to be sure of complete information gathering.			5	
D. The Reviewer emphasized issues by notifying the Mentor/Case Judge and by highlighting issues in their Protocol Book.			5	
E. The Reviewer accurately and completely filled out the Protocol Book in line with directions.			5	
#3. Additional record reviews were conducted as needed.				
A. The Reviewer conducted additional record reviews, interviews or observations in order to ensure that he/she rendered informed and accurate ratings.			10	

Performance Expectations For Reviewers	Scored by Case Judge	Scored by Mentor	Reviewers Possible Score	Final Score
#4. Interviews are conducted with the person, the direct support staff, available guardians, the case manager and appropriate providers.				
A. The Reviewer conducted interviews with the person, the person's case manager, available guardian and, if the person receives services, representatives of those service providers.			5	
B. If the person has special sensory and/or physical needs the Reviewer also interviewed other specialty providers (e.g., therapists, nurses) or consulted with the Case Judge and/or Clinical Advisor, as needed. (If N/A due to no class member need, put N/A in final score box)			5	
C. When needed, the Reviewer requested and participated in a consultation with available Case Judge and/or Clinical Advisor. (If N/A due to no class member need, put N/A in final score box)			5	
#5. Observations are made of individuals in day and residential services.				
A. The Reviewer conducted an observation in each of the <u>day service</u> sites of the individuals reviewed, including Day Hab and Employment sites, where appropriate. The Reviewer <i>requested copies of the Participant's actual daily schedule</i> , and if that was not available, the Reviewer asked for a verbal and time sequenced outline of what a typical day is like for the Participant.			5	
B. The Reviewer conducted observations in the person's <u>home</u> . The Reviewer <i>requested copies of the Participant's actual daily schedule</i> , and if that was not available, asked for a verbal and time sequenced outline of what a typical weekday and weekend is like for the Participant.			5	
C. The Reviewer interviewed available direct support staff and others in an effort to get to know more about the individual's life, gather missing information and day-to-day practice information.			5	
#6. All evidence is considered prior to rating and conclusions are documented clearly.				
A. The Reviewer gathered enough information to render an opinion that was based on sufficient, competent, relevant information or evidence.			10	

Performance Expectations For Reviewers	Scored by Case Judge	Scored by Mentor	Reviewers Possible Score	Final Score
B. If there was reason to doubt, the Reviewer took measures to authenticate the evidence or to report possible limitations of the evidence.			10	
C. The Reviewer's working protocols reflect the details of the evidence relied upon and show how it was obtained or derived. The documentation for each rating the Reviewer provided contained sufficient information to promote an adequate understanding of matters reported and to provide a convincing, but fair, presentation in proper perspective.			10	
D. The Reviewer stated conclusions or concerns directly rather than leaving them to the inference of the reader.			10	
E. The information the Reviewer provided in the protocol book met the tests for sufficiency, relevance, conciseness, objectivity, adequate support, and was accurate, complete and fair.			10	
F. As a Mentor or Case Judge you would feel confident and assured to defend this protocol ratings, rationale and documentation.			10	
#7. Due professional care and sound professional judgment is used in conducting and documenting the rationale for ratings.				
A. The Reviewer was alert to and, if needed, reported situations or actions that could be indicative of abuse, neglect, insensitive care, unnecessary restriction, inefficiency, waste, or ineffective or harmful treatment.			10	
B. The Reviewer reported and took action, if necessary, to remedy any situation observed or reported to me that posed an immediate threat to the health or safety of a person. (If no action was necessary, score the full amount of points possible.)			10	
C. Throughout the record and interviews, the Reviewer was mindful of whether culture and cultural competencies had implications in the life of this person. Any discrepancies found across records, observations, and/or interviews should be documented by noting clearly the sources and information that appears discrepant.			5	
D. The Reviewer tried to be sure that specific (clinical) decisions were made by a professional who is licensed, credentialed or otherwise recognized as qualified or who is experienced in the area of professional work identified.			5	
E. The Reviewer tried to determine whether decisions made were within the realm of the			5	

Performance Expectations For Reviewers	Scored by Case Judge	Scored by Mentor	Reviewers Possible Score	Final Score
professional's expertise and not invading the province of the treatment team as a whole.				
F. The Reviewer tried to determine whether decisions made were unrelated to administrative, fiscal or other non-clinical considerations.			5	
G. The Reviewer tried to determine whether decisions and services were based upon documented direct observation of persons served and accurate historical background information, except in emergency situations.			10	
H. The Reviewer tried to determine whether decisions and services were logically related to the available information about the person served and his or her situation and to the problem, issue, characteristic or condition under discussion.			10	
#8. Ratings are completed in line with protocol rating instructions.				
A. The Reviewer thoroughly and completely scored the questions in the protocol book.			10	
#9. Written Communication				
A. The Reviewer's written skills show ability to effectively communicate in a clear, logical and detailed manner as can be seen in the justification notes and recommendations contained in the protocol books.			10	
B. The Reviewer utilized the <i>Document Request Form</i> , when applicable, the <i>Record Completion and Tracking Form</i> was completed appropriately and "checked out" with Lyn Rucker/her designee as required.			10	
Score summary				
Total Possible Score			220	
Score Received				
% Total				