

Gianna Pronesti

Master of Science in Occupational Therapy, First Year Graduate Student, Sacred Heart University

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OBJECTIVE	Motivated occupational therapy graduate student eager to develop and implement adaptive therapeutic activities that promote independence and enhance quality of life.
EDUCATION	Sacred Heart University, College of Health Professions , Fairfield, Connecticut – <i>Bachelor of Science, Health Science</i> August 2021-May 2024, <i>Summa Cum Laude</i> , Cumulative GPA: 3.81
CERTIFICATIONS	Adult Mental Health First Aid USA — <i>National Council for Mental Wellbeing</i> (April 2023) Social and Behavioral Research Basic/Refresher — <i>Collaborative Institutional Training Initiative</i> (November 2023) Students conducting no more than minimal risk research — <i>Collaborative Institutional Training Initiative</i> (January 2024) Basic Life Support — <i>American Heart Association</i> (July 2024) Good Clinical Practice Training for Social and Behavioral Research — <i>Society of Behavioral Medicine</i> (September 2024) Good Clinical Practice — <i>Collaborative Institutional Training Initiative</i> (September 2024) Biophysical Agent Essentials — <i>ACP Outcomes Accelerated</i> (July 2025) Montreal Cognitive Assessment (MoCA) — <i>MoCA Cognition, Certified Rater</i> (July 2025) Mandated Reporter Training — <i>Department of Children and Families, State of Connecticut</i> (August 2025) Protecting Youth: Abuse & Neglect Prevention — <i>VectorSolutions</i> (October 2025)
CLINICAL EXPERIENCE	Mozaic Senior Life , Bridgeport, CT <i>Level I Fieldwork Student-Mental Health: January 2025-April 2025</i> - Facilitated cognitive and social engagement through interactive games like <i>Whiteboard Wordle</i> and “<i>What Am I?</i>” <i>Riddles</i>. - Designed and led a <i>Memory Collage</i> activity to encourage reminiscence, self-expression, and fine motor use through visual media. - Implemented a <i>Categories Sorting Game</i> to support cognitive categorization, teamwork, and visual-perceptual processing. - Adapted all activities using grading strategies to meet varying cognitive and physical abilities. - Promoted group cohesion and communication by fostering a supportive and inclusive environment. - Demonstrated professional communication, ethical awareness, and client-centered care in a geriatric group setting. - Administered Checklist of Leisure, Interest, and Participation (CLIP) assessment to identify meaningful leisure interests; adapted administration to accommodate client’s physical limitations, leading to valuable insights for future intervention planning. Monday Night Social (Sacred Heart University) , Bridgeport, CT <i>Level I Fieldwork Student-Geriatrics/Physical Disability: May 2025-August 2025</i> - Developed 5-week group sessions for young adults with a range of neurodevelopmental abilities. - Designed and implemented multi-component sessions integrating warm-ups, movement-based play, fine/gross motor activities, nutrition games, and obstacle courses. - Adapted group stations using visual supports and sensory-friendly tools to support participation and engagement. - Incorporated MyPlate nutrition education into physical games to reinforce health literacy and body awareness in a fun, interactive way. - Led yoga-based cool-downs emphasizing motor planning, posture, breathing, and mindfulness to promote regulation and transition.

- Demonstrated flexibility and creativity in grading activities based on participant needs and varying physical or cognitive abilities.
- Facilitated peer socialization, team building, and communication skills in an inclusive group environment.
- Collaborate with peers and supervision to evaluate and refine treatment sessions based on client response and therapeutic goals.
- Performed upper extremity screening using goniometry and pinch strength testing; identified range of motion (ROM) and fine motor deficits and developed goals to support independence in daily tasks.

Driving Simulator Clinic (Sacred Heart University), Bridgeport, CT

Level I Fieldwork Student-Adolescents and Pediatrics: September 2025-December 2025

- Supported simulated driving sessions using an advanced driving simulator built from the front portion of a car to create realistic driving experiences in a safe, off-road environment.
- Observed clients focusing on attention, coordination, reaction time, visual scanning, and safety awareness during simulated driving tasks.
- Collaborated with the supervising occupational therapist to identify factors affecting driving performance.
- Recorded observations of client engagement and performance to support clinical reasoning and goal development.
- Administered the Child Occupational Self-Assessment (COSA) to evaluate the client's perceived competence and the personal value placed on daily and meaningful activities.
- Developed and implemented a Traffic Sign Sorting treatment activity to enhance visual recognition, awareness, and attention required for safe driving.
- Facilitated a follow-up practice permit test to reinforce learning and evaluate carryover of skills to real-world driving knowledge.

ADDITIONAL EXPERIENCE

Reach for the Stars Learning Center, Brooklyn, NY

Assisted Applied Behavior Analysis Therapist and Occupational Therapist, June 2024-August 2024

- Provided one-on-one support during therapy sessions and classroom activities to promote engagement, communication, and task completion.
- Facilitated structured play, fine motor, and sensory activities to support developmental and behavioral goals.
- Reinforced therapy goals through consistent prompting, redirection, and positive reinforcement.
- Collaborated with therapists and educators to adapt activities and monitor student progress.

ACTIVITIES

Student Occupational Therapy Association, Sacred Heart University (SOTA), 2024-Present

SKILLS

- Time management between education and outside commitments
- Leadership
- Hard-working and dedicated
- Strong communication
- Highly motivated