

Massachusetts General Hospital
 Clinical Education Program
 Level II Occupational Therapy Performance Expectations
 Acute Care Rotation

Title	Four Weeks	Eight Weeks	Twelve Weeks
<p>Practice Fundamentals</p> <ul style="list-style-type: none"> • Safety 	<p>Consistently demonstrates behaviors related to hand hygiene, infection control, HIPPA policies</p> <p>Identifies unfamiliar information/equipment and actively seeks out resources</p> <p>With assist: uses information from chart/pt. interview to identify potential safety issues</p> <p>With assist: identifies best method for safe positioning/handling of self and patient during functional activities</p> <p>With assist: Effectively sets limits and redirects patient</p>	<p>Efficiently seeks guidance in unfamiliar situations</p> <p>In familiar and routine situations (FS/RS) identifies potential safety issues, identifies and carries out modifications to maintain safety Seeks guidance in unfamiliar and complex (US/CS) situations</p> <p>In FS/RS positions self and patient to maximize safety. Monitors patient status and identifies changes that impact safety. Defaults to stop as needed.</p> <p>In FS/RS sets limits and redirects patients</p>	<p>In US/CS seeks guidance to identify safety issues, determines needs for assistance to implement modification and safely carries out.</p> <p>In US/CS consistently seeks guidance to maximize handling and monitor patient. In unanticipated situations, defaults to stop and gets patient safe</p> <p>Effectively limit sets and redirects patients</p>

<p>Basic Tenets</p> <p>Written/verbal communication OT values and beliefs</p> <p>Collaborates with team</p>	<p>Communicates basic role of OT to patient and caregivers</p> <p>Includes patient and caregiver goals in occupational profile</p> <p>Understands basic roles of team, routinely consults RN pre/post treatment, and familiar services (OT, SW, etc) Expanding knowledge around consultation resources</p>	<p>Communicates role and basic POC to patient, family and team using OT framework language. Begins to modify description to meet individual learning needs.</p> <p>Consults/collaborates with familiar disciplines. Seeks out resources to expand understanding of resources and collaborates with CI guidance.</p>	<p>Educates around OT role to patient, caregivers, and team, modifies to meet individual needs in FS/RS, seeks assistance with US/CS.</p> <p>Consultation and collaboration expand with experience, seeks out CI guidance in US/CS.</p>
<p>Professional Behavior</p> <p>Response to feedback</p> <p>Collaboration with CI</p> <p>Work behaviors</p>	<p>Demonstrates commitment to learning via openness to feedback</p> <p>Initiates discussion with CI re: expectations and CI feedback provided Provides supervisor with feedback</p> <p>Uses available resources to facilitate learning</p> <p>With assist: identifies learning needs and weekly goals</p> <p>Demonstrates professional dress and demeanor,</p> <p>Demonstrates timeliness related to work hours, assignments documentation, etc</p>	<p>Consistently applies feedback in new situations. Sees feedback as a tool for continuous improvement.</p> <p>Negotiates supervision plan with CI to meet learning needs and goals of the experience</p> <p>Leads weekly supervision meetings</p>	

<p>Interpersonal Skills</p>	<p>Demonstrates preparation for direct patient care and supervision</p> <p>Demonstrates awareness of impact of own behavior on others and displays positive regard for all</p> <p>Open to working with all patients</p>	<p>Demonstrates emerging skills related to therapeutic use of self and self-disclosure to build rapport and motivate others</p>	
<p>Cultural Competence</p>	<p>Recognizes and with assist incorporates client's values and beliefs into patient care</p>	<p>Emerging skills in incorporating client's values and beliefs into patient care</p>	<p>Consistently incorporates client's values and beliefs into patient care for FS/RS</p>
<p>Communication</p> <p>Verbal and Non-verbal communication with patient and others</p>	<p>Appropriately introduces self to patient and provides information about role</p> <p>Collects information related to communication from multiple sources and develops communication approach in FS/RS.</p> <p>Recognizes and reflects on challenging verbal and nonverbal communication and with CI assist modifies approach.</p> <p>Recognizes the need to communicate beyond</p>	<p>Collects information related to communication from multiple sources and develops communication approach in US/CS.</p> <p>Recognizes and reflects on challenging verbal and nonverbal communication and with modifies approach in FS/RS</p> <p>Chooses best mode of communication in FS/RS</p>	<p>Recognizes and reflects on challenging verbal and nonverbal communication and with modifies approach in UF/CS</p> <p>Effectively uses multiple modes of</p>

<p>Teaching and Learning</p>	<p>documentation and begins to articulate options.</p> <p>With assist, recognizes own non-verbal communication and modifies to meet patient need</p> <p>Demonstrates an understanding of elements of teaching/learning and with assist plans for instruction, practice and feedback Recognizes effectiveness of instruction with CI assist</p>	<p>and with assistance for UF/CS.</p> <p>Recognition of non-verbal behaviors that impeded communication and attempts to modify in the moment. May require CI assist.</p> <p>Consistently provides clear and concise instructions, practice and feedback and modifies approach with FS/RS</p>	<p>communication to achieve outcomes of care</p> <p>Consistently demonstrates professional non-verbal communication in all situations.</p> <p>Consistently provides clear and concise instructions, practice and feedback and modifies approach with UF/CS</p> <p>When ineffective, Independently seeks assist to create alternatives</p>
<p>Evaluation and Screening</p> <p>Selects relevant tests</p> <p>Performs Occupational Profile</p>	<p>Selects relevant screening/assessment methods considering client goals/priorities and with assist: considers client condition, hospital context and provides rationale for choices</p> <p>Obtains necessary information from variety of sources (chart, patient, family, care givers, team members) prior to evaluation to safely perform initial evaluation for FS/RS and with assist for US/CS</p>	<p>Selects relevant screening/assessment methods considering client goals/priorities client condition, hospital context and provides rationale for choices</p> <p>Performs thorough chart review</p>	<p>Uses performance information to help determine discharge context for FS/RS and with assist for US/CS.</p>

<p>Selects, Administers, and modifies relevant assessments</p> <p>Interprets data and outlines patient's occupational performance strengths and weaknesses</p> <p>Develops Plan of Care</p>	<p>Interviews patient and completes occupational profile for FS/RS and with assist for US/CS</p> <p>Observes and describes client performance in areas of occupation and performance patterns with assist.</p> <p>Selects and administers relevant assessments with assist</p> <p>Interprets evaluation results (qualitative and quantitative) and outlines performance strengths challenges with CI assist.</p> <p>Establishes basic POC based on data collected including patient's goals with assist</p>	<p>Interviews patient and completes occupational profile</p> <p>Gathers information related to discharge contexts</p> <p>Observes and describes client performance in areas of occupation and performance skills for FS/RS</p> <p>Selects and administers relevant assessments following test protocols/procedures</p> <p>Interprets evaluation results (qualitative and quantitative) and outlines performance strengths challenges for FS/RS and with CI assist for US/CS.</p> <p>Establishes appropriate POC consistent with patient's goals, hospital/discharge setting, FOR, EBP for FS/US.</p>	<p>Observes and describes client performance in areas of occupation and performance skills</p> <p>Adjusts/modifies assessment procedures in consultation with CI</p> <p>Interprets evaluation results (qualitative and quantitative) and outlines performance strengths challenges with reflection and CI consultation.</p> <p>Establishes appropriate POC consistent with patient's goals, hospital/discharge setting, FOR, EBP.</p>
<p>INTERVENTION</p> <p>Selects intervention</p>	<p>Based on outlined POC, selects medically safe and appropriate intervention with CI assist</p>	<p>Selects medically safe and appropriate interventions that incorporate patient psychological and discharge needs and verbally provides rationale to CI</p> <p>Provides evidence with assist</p>	<p>Provides evidence that supports intervention choices</p> <p>Uses a variety of resources in selecting interventions. In US/CS, seeks assistance to develop intervention</p>

<p>Implements Intervention</p> <p>Modifies/grades intervention</p> <p>Modifies intervention plan</p>	<p>Selects intervention that motivates and challenge patient and are consistent with interests, values and beliefs.</p> <p>Intervention plan considers: ADL/IADL, leisure, work, adaption</p> <p>Modifies physical assistance, <i>physical requirements???</i> with assist modifies activity to promote safety</p> <p>Observes change in patient status and discusses the need to modify intervention with CI assist</p>	<p>Intervention plan considers: Role competence, context of caregiver roles</p> <p>Modifies to promote safety 100%</p> <p>Considers visual, verbal, auditory cues, length/frequency/ timing/of sessions, cognitive demand, sequencing of activities with assist</p> <p>Identifies alternate treatment approach with CI assist</p>	<p>Considers visual, verbal, auditory cues, length/frequency/ timing/of sessions, cognitive demand, sequencing of activities</p> <p>Reassesses treatment effectiveness and modifies intervention plan based on patient status and outlined goals</p>
<p>DOCUMENTATION</p> <p>Presentation (clarity, language, etc)</p> <p>Data present that supports decisions</p>	<p>Documentation is clear, legible, using correct grammar, spelling and punctuation.</p> <p>Accurately records observed performance in areas of occupation per MGH policies</p> <p>Accurately reports outcome assessments and goals with</p>	<p>.Accurately reports standardized assessment data as applicable.</p> <p>Documents assessment of the patient's response to</p>	<p>Documents assessment of the patient's response to intervention and progress towards outlined goals</p>

	assist.	intervention and progress towards outlined goals with assist	
SERVICE MANAGEMENT			
Effectively works with support staff	Articulates role of department support staff	Identifies or hypothesizes patient situations appropriate for support staff assist and schedules aide with assist	Identifies or hypothesizes patient situations appropriate for support staff assist and schedules aide. Educates support staff and follows up after treatment.
Accomplishes organizational goals		Understands responsibility for case presentation and meets deadlines Prioritizes work load during AM and PM organization with assist	Presents case presentation to inpatient staff. Prioritizes work load during AM and PM organization Completes organization tasks and documentation by end of work day.
Workload expectations	Consistently sees 3 patients per day	Consistently sees 4 patients per day	Consistently sees 4-5 patients per day.

