

**MASSACHUSETTS GENERAL HOSPITAL – PHYSICAL THERAPY SERVICES
CLINICAL EDUCATION PROGRAM**

**Occupational Therapy Services
Mental Health Level II Outcomes**

Title	Four Weeks	Eight Weeks	Twelve Weeks
Self-Assessment/ Reflection	<p>Consistently uses weekly review form and with CI guidance identifies general areas for improvement.</p> <p>With supervision from CI, begins to generate questions that demonstrate ability to think beyond “tasks” to clinical reasoning process.</p>	<p>Demonstrates accuracy in weekly self-assessment, beginning to lead weekly goal meetings and identify areas for development</p> <p>Beginning to reflect across patients and describe similarities and differences in approach with guidance</p>	<p>Consistently directs weekly CI-student meeting</p> <p>Consistently reflects across patients and describe similarities and differences in approach demonstrating improved clinical reasoning and understanding of patient population.</p>
Professional Behaviors	<p>Identifies knowledge deficits and resources with Clinical Instructor’s guidance.</p> <p>Consistently reviews new diagnosis and looks up medications</p> <p>Applies general information learned from one situation to a similar situation</p> <p>Maintains professional boundaries with with patients and families</p>	<p>Routinely identifies and follows up on areas where there are knowledge deficits.</p> <p>Recognizes when boundaries are being challenged and seeks guidance for management</p>	<p>Initiates use of a variety of resources to fill knowledge gaps</p> <p>Developing skills in being able to manage boundary issues “in the moment”</p>
Patient Rapport	<p>Consistently introduces self to patient/family and provides basic explanation of role of OT on MH unit</p> <p>With CI supervision begins to articulate the identification of emotional and sensory states and development of self management strategies for common psychiatric diagnosis.</p> <p>Identifies barriers to communication/ participation with CI guidance for routine situations</p>	<p>Articulates to patient/family the role of occupation in MH treatment</p> <p>Communicates with patient and staff around identification of emotional and sensory states and development of self-management strategies with CI guidance as needed</p> <p>With supervision as indicated, modifies approach to patient based on understanding of their interpersonal style and barriers to engagement</p>	<p>For all patients, articulates the role of patient education around identification of emotional and sensory states and development of self-management strategies</p> <p>Modifies approach to patient based on understanding of interpersonal style and barriers to engagement with guidance as indicated</p>

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Advocacy	<p>Listens and attends to patient's/families' concerns</p> <p>With supervision, identifies when patient/family concerns may benefit from resources outside occupational therapy</p>	<p>With guidance, recognizes when team/patient/physical therapy goals are not in synch and with seeks assistance of CI to develop advocacy plan</p> <p>With guidance, describes variety of resources available to meet patient's needs</p>	<p>With guidance as indicated, advocates for specific patient's needs with team members</p>
Culture	<p>With assistance, discusses "culture" in context of impact of disease/injury hospitalization on patient's life roles</p>	<p>With supervision, identifies ways that "culture" impacts engagement/participation in occupational therapy and modifies OT approach to meet "cultural" needs</p>	<p>Recognizes when approach needs to be modified to meet culture needs and seeks assistance as needed to modify</p>
Safety	<p>Consistently observes and monitors environment for safety risks (sharps, locking doors and drawers, etc)</p> <p>Adheres to unit policies/procedures (ICU restrictions, privileges, etc)</p> <p>With guidance, develops and implements a plan to monitor/maintain safety</p> <p>With guidance recognizes when information from chart, electronic tools, interview may represent safety concerns</p>	<p>Accurately monitors patient verbal and non-verbal behaviors during treatment to maintain safety</p> <p>Identifies new/unfamiliar components of medical record/environment and suggests possible ways to maintain safety with Clinical Instructor guidance</p>	<p>Recognizes changes in status that could impact safety and modifies treatment within the moment</p>
Clinical Knowledge/ Decision Making Use of Medical	<p>With guidance:</p> <ul style="list-style-type: none"> uses data from chart and team to plan subjective examination identifies relevant tests and measures identifies impact of medications on 	<p>With intermittent guidance:</p> <ul style="list-style-type: none"> reviews aspects of chart/electronic data and gathers team data to determine appropriateness for OT examination 	<p>Reviews chart/electronic data to focus OT examination</p> <p>Selects appropriate test/intervention to assess pt's abilities and needs, seeks out guidance from CI as needed</p>

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Record/ Electronic Data	patient presentation	<ul style="list-style-type: none"> determines which definitive tests are needed anticipates the impact of medications on patient presentation and performance 	
Subjective Interview	<p>With guidance, interviews patient and gets sufficient data to complete occupational profile</p> <p>Identifies barriers that may impact participation in examination /intervention</p>	<p>Modifies questions to get full set of data and develop an examination plan</p> <p>Recognizes when questioning is not effective in getting data and seeks guidance as indicated</p>	<p>Uses effective listening to modify questions to get more specific level of data $\geq 75\%$ time</p> <p>Modifies approach “in the moment” that results engagement of patient and collection of pertinent information</p>
Objective Examination	<p>Completes occupational profile and minimal data set with occasional guidance</p> <p>With supervision, completes definitive testing for familiar situations including:</p> <ul style="list-style-type: none"> ACLS, SMST, Leisure interest check list, KTA, CAM, OTAPS, COPM MET. 	<p>Completes occupational profile and minimal data set for familiar patients guidance/supervision for more complex patients</p> <p>With guidance as indicated completes definitive testing including:</p> <ul style="list-style-type: none"> ACLS, SMST, Leisure interest check list, KTA, CAM, MET, COPM, OTAPS. <p>With guidance, recognizes need to modify examination and with guidance/supervision executes exam modification</p>	<p>Data collected during examination guides modifications of examination plan “in the moment”</p> <p>Data collected is now thorough and reliable to allow for development of evaluation</p> <p>Consistently modifies exam and seeks assist to modify in unfamiliar/complex situations as indicated</p>
Evaluation	With guidance/supervision interprets data and describes strengths and weaknesses that impact patient participation in life roles	Prioritizes factors that limit participation in life roles to help develop plan of care	Interpretation of data collected consistently drives decision making in development of POC
POC	With guidance , develops realistic ST goals	Develops realistic ST goals, seeking out	Identifies evidence to support decisions

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	<p>in conjunction with patient</p> <p>With supervision, develops basic plan for treatment session</p>	<p>guidance</p> <p>Develops plan for treatment session</p> <p>With guidance incorporates evidence into POC</p> <p>Based on re-examination, reviews intervention plan and seek CI guidance as needed to modify plan</p>	<p>and with guidance applies to case at hand</p> <p>Initiates re-examination in a timely manner, modifies plan, and presents revised plan to patient - seeks guidance from CI as needed for complex patients/situations</p>
Intervention	<p>Safely performs familiar treatment interventions</p> <p>With guidance, selects occupations/activities that are patient driven and client specific including:</p> <ul style="list-style-type: none"> • Groups • Sensory diet • Sensory modulation tool kit • Skill building work sheet • Journaling • Art Activities • Graded relaxation • ADL treatment <p>Begins to recognize when intervention is not effective and hypothesize why and methods to adapt</p>	<p>With guidance as needed, grades activities to create "just right challenge"</p> <p>Prior to treatment, develops alternative intervention plan in event it does not work</p> <p>Recognizes when intervention is not effective and modifies with guidance as needed</p>	<p>Chooses occupations/activities that meaningful to the patient at the "just right challenge level"</p> <p>Grades activities to meet changing level needed to challenge the patient</p> <p>Recognizes intervention plan is not effective and begins to modify during session</p>
Group Skills	<p>With guidance:</p> <ul style="list-style-type: none"> • Consistently introduce self, communicate purpose, behavioral expectations, ground rules, and time frames for the group at the beginning of each session 	<p>Redirect disruptive behaviors 60% of the time</p> <p>Develops group interventions and leads</p>	<p>Consistently manage disruptive behaviors with guidance for complex situations</p> <p>Develops group interventions and leads</p>

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	<ul style="list-style-type: none"> Identify disruptive behaviors in group setting and seek assistance to manage Based on diverse levels within group, adapt group approach Use active listening skills to assist in developing questions for the group and responding to the group process Prepare all materials for the group prior to the beginning 	groups independently, seeking support/guidance of CI as needed	groups independently, modifying intervention as indicated within group session.
Teamwork/ Collaboration, Interdisciplinary	<p>Describes floor organization/ hierarchy, team member roles</p> <p>With assistance, develops collegial relationships</p> <p>Consistently interacts with nurse, case manager, and other disciplines with guidance</p>	Identifies need to involve team and with guidance, presents patient's needs to team members	Carries out team's interactions and seeks assistance in situations of potential conflict
Productivity	<p>Participates in assigned groups/meetings with guidance.</p> <p>Leads one group daily with supervision</p>	<p>Participates in assigned meetings. Leads one to two groups daily with seeks out guidance as needed</p>	Participates in assigned meetings. Leads one to two groups daily
	Completes 1 treatment/evaluation daily	Sees 1 patient/evaluation daily	Sees 1-2 patients/evaluations daily