

Massachusetts General Hospital
 Clinical Education Program
 Level II Occupational Therapy Performance Expectations
 Hand Therapy Affiliation

Title	2 weeks	4 weeks	8 week	12 weeks
<p>Practice Fundamentals</p> <p>Safety</p>	<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/protocol /pt interview to identify potential safety issues</p> <p>With assist: identifies best method for safe positioning/handling of self and patient during treatment and functional activities</p> <p>With assist:</p>	<p>With assist- Utilizes awareness of the indications, contraindications, and precautions to treatment.</p>	<p>Consistently seeks guidance regarding safety 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 situations (Supervisor/CS)</p> <p>Positions self and patient to maximize safety. Monitors patient status and identifies changes that impact safety. Defaults to stop as needed.</p>	<p>Able to identify safety issues, determines needs for assistance to implement modification and safely carries out modifications in a variety of routine and complex situations.</p> <p>Demonstrates confidence in positioning patient to maximize body mechanics and safety with exercise and functional activity</p>

<p>Basic Tenets</p> <p>Written/verbal communication OT values and beliefs</p> <p>Collaborates with Team</p>	<p>Effectively sets limits and redirects patient</p> <p>Communicates basic role of OT to patient and caregivers</p> <p>Includes patient and caregiver goals in occupational profile</p> <p>Demonstrates commitment to learning via openness to feedback</p>	<p>Understands basic roles of team, routinely clarifies orders with assist of CI. Expanding knowledge around consultation resources</p>	<p>Sets limits and redirects patients in routine settings/patients</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>Sets limits and redirects patients in complex situations. Consistently reflects following interactions</p> <p>Educates around OT role to patient, caregivers, and team, modifies to meet individual needs, including unusual situations</p> <p>Consultation and collaboration expands with experience, seeks out CI guidance in supervision for complex situations and investigates collaboration opportunities with assist</p>
<p>Professional Behavior</p> <p>Response to feedback</p>	<p>Initiates discussion with supervisor re: expectations and feedback provided Provides supervisor with feedback</p>	<p>Reflects on clinical practice and seeks guidance for ongoing development</p>	<p>Consistently applies feedback from CI in new situations. Sees feedback as a tool for continuous improvement.</p>	<p>Seek feedback from various sources and demonstrates emerging skill at integrating feedback into</p>

<p>Collaboration with CI</p> <p>Work behaviors</p>	<p>Uses available resources to facilitate learning</p> <p>Demonstrates professional dress and demeanor,</p> <p>Demonstrates timeliness related to work hours, assignments, documentation, etc</p>	<p>With assist: identifies learning needs and weekly goals</p>	<p>Negotiates supervision plan to meet learning needs and goals of the experience</p> <p>Leads weekly supervision meetings with assist</p> <p>Identifies goals and strategizes learning opportunities to reach goals</p>	<p>practice</p> <p>Performs self evaluation and evaluation of clinical experience offering constructive critique</p> <p>Directs weekly meetings identifying clear goals and supervision plan</p> <p>Initiates strategies for ongoing clinical and professional development</p>
<p>Interpersonal Skills</p>	<p>Demonstrates preparation for direct patient care and supervision</p> <p>Uses free time productively</p>		<p>Demonstrates emerging skills related to therapeutic use of self and self-disclosure to build rapport and motivate others</p>	<p>Draws on experience in and out of clinic to build rapport, motivate patients and demonstrates empathetic care of routine and complex patients</p>

<p>Cultural Competence</p>	<p>Demonstrates awareness of impact of own behavior on others and displays positive regard for all</p>	<p>Recognizes and <i>with assist</i> 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</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 with assist develops communication approach.</p> <p>Recognizes the need to communicate beyond documentation and begins to articulate options.</p>	<p>Recognizes and reflects on challenging verbal and nonverbal communication and with assist modifies approach.</p> <p>With assist, assesses learner needs and outlines plan for instruction, practice and feedback</p>	<p>Recognition of non-verbal behaviors that impeded communication and attempts to modify in the moment. May require assist.</p> <p>Consistently provides clear and concise instructions, practice and feedback and modifies approach with decreasing need for supervision</p>	<p>Effectively uses multiple modes of communication to achieve outcomes of care</p> <p>Consistently provides clear and concise instructions, practice and feedback and modifies approach</p>
<p>Evaluation and Screening</p> <p>Knowledge</p>	<p>Accurately describes basic hand anatomy/physiology</p>	<p>Accurately describes hand anatomy with increased degree</p>	<p>Demonstrates understanding of hand anatomy as it impacts decision</p>	<p>Consistently, applies understanding of anatomy and</p>

<p>Selects relevant tests</p> <p>Interprets data and outlines patient's strengths and weaknesses</p> <p>Develops Plan of Care</p>	<p>Selects relevant screening/assessment methods considering patient goals/priorities and with assist: considers patient condition and level of reactivity and provides rationale for choices</p> <p><i>Interprets evaluation results (qualitative and quantitative) and outlines performance strengths challenges with CI assist</i></p> <p><i>Establishes basic POC based on data collected including patient's goals with assist</i></p>	<p>of detail relating relationships and their impact on common diagnoses</p> <p>For familiar and non complex patients, selects relevant screening/assessment tools for routine patients independently and with assist, adjusts to meet patient level of acuity</p> <p>Interprets evaluation results (qualitative and quantitative) and outlines performance strengths challenges with CI consultation for routine/familiar patients.</p> <p>Establishes appropriate POC for routine patients consistent with patient's goals and utilizing data collected</p>	<p>making and seeks assistance as needed</p> <p>For routinely complex patients, selects relevant screening/assessment methods considering patient goals/priorities patient condition, acuity, and provides rationale for choices</p> <p>Interprets evaluation results (qualitative and quantitative) and outlines performance strengths /challenges for routine patients independently and with assist for complex patients</p> <p>Establishes appropriate POC for routine patients consistent with patient's goals and with assist for complex patients</p>	<p>physiology to decision making</p> <p>For all patients patients, selects relevant screening/assessment methods considering patient goals/priorities patient condition, acuity, and provides rationale for choices</p> <p>Interprets evaluation results (qualitative and quantitative) and outlines performance strengths /challenges for routine and complex patients independently</p> <p>Establishes appropriate POC for routine and complex patients consistent with patient's goals</p>
<p>INTERVENTION</p> <p>Intervention</p>	<p>Based on outlined POC, selects medically safe and</p>	<p>Selects safe and appropriate interventions to</p>	<p>Selects safe and appropriate interventions that</p>	<p>Uses a variety of resources in selecting</p>

	appropriate intervention <i>with CI assist</i>	advance routine patients toward their goals – demonstrates an understanding that multiple interventions may assist in attaining goals	incorporate patient psychological and discharge needs and verbally provides rationale to CI -Provides evidence <i>with assist</i>	interventions for routine and complex patients Provides evidence that supports intervention choices
Modifies/grades intervention	Demonstrates a knowledge base of available interventions and offers appropriate selection with supervision	For routine patients selects intervention that motivates and challenge patients across the POC with assist	Considers visual, verbal, auditory cues, length/frequency/timing/of sessions, sequencing of activities for routine patients and with assist for complex patients	Able to modify/grade interventions based on patient response for routine and complex patients
Modifies intervention plan	With assist of CI identifies that intervention plan is not effective in achieving desired goals	Observes change in patient status and discusses the need to modify intervention Identifies alternate treatment approaches with CI assist for routine patients	Based on effectiveness, identifies alternate treatment approaches for routine patients and generalizes these approaches to more complex patients with assist	Reassesses treatment effectiveness modifies intervention plan based on patient status and goals for routinely complex patients- seeks assist for complex patients
DOCUMENTATION				
Presentation (clarity, language, etc)	Documentation is clear, utilizing correct grammar, spelling and punctuation.	Documentation is clear, precise utilizing correct grammar, spelling and punctuation	Accurately reports standardized assessment data as applicable.	

Data present that supports decisions	Documents objective data in appropriate format with assist Accurately reports outcome assessments and goals with assist.	Documents objective data in appropriate format and utilizes this data to support goals and objectives for routine patients	Documents assessment of the patient's response to intervention and progress towards outlined goals for routine patients and complex patients with assist	Documents assessment of the patient's response to intervention and progress towards outlined goals across all patient profiles
CASE STUDY/PROJECT	2 weeks	4 weeks	8 weeks	12 weeks
Planning	Begin discussion of project ideas	Select appropriate topic with assistance Relates clear appropriate objectives- with assist	Select media that enhances the presentation- with assist Conveys information verbally/non-verbally that is effective	Presents project or case study to group at hand meeting
Presentation		Selects appropriate style of presentation- with assist	Describes relevant clinical information Presents information at the appropriate level of the audience Selects relevant evidence based material to support project- with assist	Speaks clearly and succinctly Responds appropriately to questions

SPLINT COMPETENCIES	2 weeks	4 weeks	8weeks	12 weeks
Prefabricated Splints	Chooses appropriate splint independently and fits accurately on patient			
Soft short opponens	Verbalizes rationale and role of splint in treatment plan			
D Ring wrist				
Thumb Spica				
LMB				
Custom Splints				
Wrist cock up	Fabricates all splints on therapist in first 2 weeks as opportunity is available	Fabricates all splints on common non-complex patients as patients become available	Fabricates all splints on complex patients as patients are available with assist of CI	
Long opponens	Fabricates wrist cock up, long and short opponens on patient in first 2 weeks			
Dorsal protective				
Full resting	Chooses appropriate splint for patients with familiar diagnoses and fabricates on patient with assist	Chooses appropriate splint for familiar diagnoses and fabricates splint independently	Chooses appropriate splint for complex diagnoses with supervision and fabricates splint independently/min assist of CI	Chooses appropriate splint and fabricates all splint on patients with common and complex diagnoses with minimal supervision of CI
Ulnar gutter				
Short opponens				
Hand based volar resting	Verbalizes rationale and role of each splint in treatment plan for familiar diagnoses with assist	Verbalizes rationale and role of each splint in treatment plan for familiar diagnoses	Verbalizes rationale and role of each splint in treatment plan for complex diagnoses	Verbalizes rationale the role for each splint in treatment plan for all common and complex diagnoses
Ulnar gutter				
Hand based dorsal				
Mallet				

<p>Volar gutter</p> <p>Dorsal gutter</p> <p>Tip protector</p> <p>Anterior elbow</p> <p>Posterior elbow</p>				
<p>Dynamic splints</p> <p>Dynamic flexion multiple fingers</p> <p>or</p> <p>Single digit dynamic extension</p>				<p>12 weeks</p> <p>Fabricates one dynamic splint on therapist by the end of affiliation</p>
<p>PROCEDURES</p> <p>Data Gathering</p> <p>Goniometry-AROM/PROM</p> <p>End Feel Assessment</p> <p>Manual Muscle Testing</p>	<p>2 weeks</p> <p>Performs with supervision on patient</p> <p>Performs with supervision on patient- identifies feel with cues</p> <p>Performs with supervision on therapist- basic motions</p>	<p>4 weeks</p> <p>Performs independently on patients</p> <p>Performs on patient and identifies potential tissues and changes by tissue type with assist</p> <p>Performs on pt- basic motions with assist</p>	<p>8 weeks</p> <p>Independently performs on patient and identifies tissue changes/feel</p> <p>Accurately performs isolated muscle testing of hand for familiar patients</p>	<p>12 weeks</p> <p>Independent with all data gathering and procedures on all patients</p> <p>Accurately perform hand MMT on routinely complex patients</p>

Grip and Pinch Strength Testing	Independently assesses grip and pinch strength on pt	Accurately assesses grip and pinch strength on pt		
Skin/vascular and wound assessment	Familiar with basic dressing products and functions	Assess dressing selection and application with assist Instructs patient in basic dressing application	Independently assesses dressing needs, progression and wound healing	
Postural Assessment	Performs on patient with assist	Identifies normal vs abnormal posture	Identifies abnormal posture and with assist, uses other exam data to hypothesize about possible causes	Identifies abnormal posture and uses other exam data to hypothesize about possible causes
Pain Assessment	With assist , collects appropriate data related to location, intensity, duration, type, aggravating and relieving factors	For familiar patients collects all data related to pain	With assist, identifies situations where patient pain presentation does not appear consistent with referring diagnosis or across examination/treatment	Independent assessment on patient
ADL Assessment	Performs on patient			
Girth/volume assessment-Edema	Performs on patient			
Sensation-Semmes	Performs on therapist			

TREATMENT SKILLS				
Physical Agents Hot Packs Cold Packs Paraffin Fluidotherapy	Applies all physical agents safely and appropriately on patient			
Functional Activities	2 weeks	4 weeks	8 weeks	12 weeks
Splint wear care and management	Able to explain wear care and precautions of each splint			Independent in all patient treatment modalities/techniques on routine patients and with minimal assist/supervision for complex patients
ADL and functional activity	Familiar with principles and instructs patient in basic techniques	Adapts techniques to patient specific needs	Demonstrates problem solving skills and adapts devices to patient specific needs	
Joint protection principles	Familiar with common ADL devices and able to instruct pt in use of common devices	Modifies home program in response to patient needs		
Assistive and Adaptive devices				

<p>Therapeutic Techniques</p> <p>ROM exercises</p> <p>Strengthening exercises</p> <p>Soft tissue mobilization techniques</p> <p>Desensitization</p>	<p>Instructs patient in simple home program providing verbal and written instructions, provides rationale for techniques selected</p> <p>Identifies normal vs abnormal soft tissue</p> <p>Soft tissue mobilization on therapist</p>	<p>Scar massage on patient</p> <p>Instructs patient in graded desensitization program and provides pt with rationale- with assist</p>	<p>Instructs patient in graded desensitization program and provides pt with rationale</p>	
<p>Workload Expectations</p>	<p>Assists with treatment of established patients with CI</p> <p>Performs selected aspects of initial evaluation with supervision</p> <p>Participates in clinic making splints and providing home programs/instruction with assist for routine</p>	<p>Consistently sees 4 patients per day</p> <p>Looks forward in schedule to assist front desk in managing case load</p> <p>Manages schedule to accommodate meetings and supervision with assist</p>	<p>Consistently sees 6-8 patients daily including at least 1 evaluation</p> <p>Screens schedule for appropriateness, meetings and supervision</p> <p>The student will be independent in an MD clinic demonstrating efficient and</p>	<p>Consistently sees a minimum of 8-10 patients a day in addition to 2 evaluations</p> <p>The student will be independent in an MD clinic demonstrating efficient and</p>

	patients		effective patient management with supervision	effective patient management
--	----------	--	---	------------------------------