

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

Second Full Time Experience
PERFORMANCE EXPECTATIONS

Title	Two Weeks	Four Weeks	Six Weeks	Eight Weeks	Ten Weeks	
Self-Assessment/ Reflection	With supervision, following patient interaction, provides general description of clinical performance related to safety, communication and clinical decisions	With guidance, provides more specific information about performance in cognitive, affective, and psychomotor domains and how this has changed over time	Beginning to break down "constructs" (i.e., examination/ intervention) and describe performance with Clinical Instructor guidance	Following patient interaction, describes performance in areas that address weekly goals with occasional guidance	Based on self-assessment of needs, generates more specific questions for Clinical Instructor	
Accountability/ Responsibility	Identifies knowledge deficits and resources with Clinical Instructor's assistance	Identifies knowledge level needs and seeks CI assist to break down topics into meaningful learning units	. Applies general information learned from one situation to a similar situation Routinely identifies and follows up on areas where there are knowledge deficits.	. Uses resources (other team members) beyond CI to fill knowledge gaps . Plans daily schedules with general sense of entire team/service needs with Clinical Instructor's assistance	Routinely plans for patients during absences with assistance Consistently reviews schedule in advance to maximize productivity	
Patient Rapport	. Appropriately introduces self to patient . Provides information about role with guidance . Uses professional languages . Recognizes patient non-verbal	. Consistently introduces self and provides basic explanation of role . Recognizes patient non-verbal communication and seeks assistance to modify approach . Identifies barriers	. Recognizes non-verbal communications and modifies communication plans with guidance . Demonstrates listening skills by reframing questions with guidance	Keeps patient informed of physical therapy plan across treatment with guidance . Recognizes when patient verbal/non-verbal responses do not correspond,	. Informs patient about treatment plans across treatment . Recognizes when communication is not effective and attempts to modify. Seeks guidance if needed.	

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	communication with assistance	to communication with assistance		attempts to clarify	<ul style="list-style-type: none"> Develops patient confidence 	
Advocacy	Listens and attends to patient's/families' concerns	With assistance, identifies when patient/family concerns may benefit from resources outside physical therapy		With assistance, describes variety of resources available to meet patient's needs	With guidance, recognizes when team/patient/PT goals are not in synch and seeks assistance of CI to develop advocacy plan	
Culture		With assistance, discusses "culture" in context of impact of disease/injury hospitalization on patient's life roles	With assistance, identifies ways that "culture" impacts engagement/participation in physical therapy	Recognizes when patient values and own values differ and discusses potential impact on care provided	With assistance, modifies physical therapy approach to meet "cultural" needs	
Safety	<ul style="list-style-type: none"> With assistance, recognizes when information from chart, electronic tools, interview may represent safety concerns With guidance/supervision, sets up clinical environment to maintain patient's safety 	<ul style="list-style-type: none"> Brings safety questions forward to Clinical Instructor and, with assistance, modifies approach Identifies new/unfamiliar components of environment and seeks help to learn safety aspects 	<ul style="list-style-type: none"> Accurately monitors patient hemi-dynamic/ verbal response during treatment to maintain safety 	<ul style="list-style-type: none"> Consistently maintains basic levels of safety with all patient's interactions Identifies new/unfamiliar components of environment and with guidance suggests possible ways to maintain safety with Clinical Instructor 	Recognizes change in status that would impact safety – consistently stops treatment	

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Clinical Knowledge/ Decision Making Use of Medical Record/ Electronic Data	Locates information in medical records, CAS, LMR, results and places on form	<ul style="list-style-type: none"> . Places data in appropriate location on form . With guidance, uses data from chart to plan subjective examination and implications for basic examination/MDS 	With guidance, identifies implications of data collected for focus of the objective examination and more definitive area to examine outside basic MDS	Consistently reviews available data /subjectively reassess pt and identifies changes that may impact PT care, brings appropriate questions to CI to plan modifications	Beginning skills in “selectively” reviewing aspects of chart/electronic data to determine if patient is appropriate for PT	
Subjective Interview	With assistance, plans/executes subjective examination with Clinical Instructor assistance required to obtain complete data set	With guidance, interviews patient and gets sufficient data to plan for basic examination, including information around pain, function and life roles	With Clinical Instructor guidance, modifies questions to get full set of data and develop an examination plan	Recognizes when questioning is not effective in getting data and seeks help	In situations where questioning is not effective, attempts to understand barriers and with CI guidance modify approach	
Objective Examination	<ul style="list-style-type: none"> . Familiar with basic tests and measures needed to complete screen/MDS. With guidance, accurately completes components of basic examination	<ul style="list-style-type: none"> . Completes screen/MDS with guidance . With assist, completes more definitive testing for familiar situations. 	<ul style="list-style-type: none"> . With I guidance, completes more definitive testing for familiar situations . Consistently screens above and below area of injury 		Collects enough, reliable data to begin to understand function problem	
Evaluation	Describes patient’s functional problem and develops impairment list from data collected	<ul style="list-style-type: none"> . Describes relationships between data collected and 	<ul style="list-style-type: none"> . With guidance, describes factors that are limiting patient’s functional 	With assistance, prioritizes impairment in relationship to	With guidance, prioritizes impairment in relationship to functional problems	

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	with assistance	functional problem for familiar patients <ul style="list-style-type: none"> . Describes patient's life roles 	problem and beginning skills to prioritize them <ul style="list-style-type: none"> . Outlines relationship between functional problems and life roles 	functional problems Identifies patient strengths and barriers related to improving functional status	With assistance develops patient prognosis	
POC	Based on data collected and outlined impairment, develops basic plan for treatment session	<ul style="list-style-type: none"> . With assistance, establish realistic ST goals . With supervisor, outlines appropriate frequency, intensity, and duration for familiar patients . Based on data collected and outlined impairment, develops basic plan for treatment session 	<ul style="list-style-type: none"> . With guidance, outlines frequency, intensity, and duration of physical therapy . With guidance, outlines treatment progression . With guidance, presents findings and intervention plan to non-complex/familiar patients 	<ul style="list-style-type: none"> . Develops realistic ST goals for familiar patients . With assistance, to develop LT goals/prognosis . With Clinical Instructor, goes to literature to help establish prognosis . Outlines appropriate frequency and intensity of intervention for familiar patients . Based on re-examination, reviews intervention plan and, with guidance, plans 	<ul style="list-style-type: none"> . Develops realistic ST goals for familiar patients . With guidance, develops LT goals, assist for prognosis . Initiates review of literature to help establish prognosis, Clinical Instructor assistance to apply to patient . With guidance, outlines changes in status and modification of intervention plan to patient 	

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				for treatment modifications		
Procedural Intervention	Demonstrates knowledge of safety when performing treatment interventions	Safety performs familiar treatment interventions	Recognizes when intervention is not effective and seeks assistance to modify	Prior to treatment, develops alternative intervention plan in event it does not work	Recognizes intervention plan is not effective and with assist assesses why. Modifies treatment pan with assist during session.	
Palpation/ Handling Skills	<ul style="list-style-type: none"> . Seeks patient's permission before touching and applies knowledge of basic landmarks and soft tissue conditions during palpation . Protects self and patient during transitional movement 	<ul style="list-style-type: none"> . Beginning to describe different soft tissue conditions and movement patterns . Accurately describes bony landmarks while performing manual skills 	<ul style="list-style-type: none"> . With guidance, varies palpation intensity to meet situation needs . With guidance, uses tactile, visual and verbal cueing to guide basic movement 	<ul style="list-style-type: none"> . With guidance, uses acceptable terminology to describe outcomes of soft tissue palpation and movement patterns 	<ul style="list-style-type: none"> . Recognizes when palpation skills are not achieving desired response and seeks help 	
Range of Skills	For familiar patient, performs bed mobility, transfers, gait training, vital signs, A&P ROM, general stretching with guidance	<ul style="list-style-type: none"> . For familiar patient, performs bed mobility, transfers, gait training, vital signs, A&P ROM general stretching Seeks guidance as needed 		Performs basic intervention for familiar patients with assistance for definitive/specific testing/manual skills	With assistance, developing more specific hands-on skills to maximize effectiveness	
Teamwork/	. Describes floor	Consistently interacts	Identifies need to	Initiates discusses	For familiar situations,	

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Collaboration, Interdisciplinary	organization/ hierarchy, team member roles . With assistance, develops collegial relationships	with nurse, case manager, and other disciplines with guidance	involve team and with guidance, presents patient's needs to team members	with Clinical Instructor about needs for team interaction and carries out	carries out team's interactions and seeks assistance in situations of potential conflict	
Productivity	(Treat) these patients)					
Inpatient	2-3	3	3-4	3-4	4	
Outpatient	4-5	5	5-6	6	6-7	