

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

**Full Time III PERFORMANCE EXPECTATIONS**

<b>Title</b>	<b>Two Weeks</b>	<b>Four Weeks</b>	<b>Six Weeks</b>	<b>Eight Weeks</b>	<b>Twelve Weeks</b>	
<b>Self-Assessment/ Reflection</b>	With supervision, following patient interaction, provides general description of performance related to safety, communication and clinical decisions	Beginning to break down “constructs” (i.e., examination/intervention) 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	Beginning to identify some clusters of signs/symptoms in patterns	
<b>Accountability/ Responsibility</b>	Identifies knowledge deficits and resources with Clinical Instructor’s assistance	Applies general information learned from one situation to a similar situation	<ul style="list-style-type: none"> <li>. Routinely identifies and follows up on areas where there are knowledge deficits.</li> <li>. With Clinical Instructor’s assistance, plans for patients when absent</li> </ul>	<ul style="list-style-type: none"> <li>. Uses a variety of resources to fill knowledge gaps</li> <li>. Plans daily schedules with general sense of entire team/service needs with Clinical Instructor’s assistance</li> </ul>	Routinely plans for patients during absences with occasional assistance  Consistently reviews schedule in advance to maximize productivity	
<b>Patient Rapport</b>	<ul style="list-style-type: none"> <li>. Appropriately introduces self to patient</li> <li>. Provides information about role with guidance</li> <li>. Uses professional languages</li> <li>. Recognizes patient non-</li> </ul>	<ul style="list-style-type: none"> <li>. Consistently introduces self and provides basic explanation of role</li> <li>. Recognizes patient non-verbal communication and seeks assistance to modify approach</li> <li>. Identifies barriers</li> </ul>	<ul style="list-style-type: none"> <li>. Keeps patient informed of physical therapy plan across treatment with guidance</li> <li>. Recognizes patient non-verbal communications and modified communication</li> </ul>		<ul style="list-style-type: none"> <li>. Informs patient about treatment plans across treatment</li> <li>. Recognizes when communication is not effective and attempts to modify. Seeks guidance if</li> </ul>	

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	verbal communication with assistance	to communication with assistance <ul style="list-style-type: none"> <li>Demonstrates listening skills by reframing questions with assistance</li> </ul>	plans with occasional guidance <ul style="list-style-type: none"> <li>Recognizes when patient verbal/non-verbal responses do not correspond, attempts to clarify</li> </ul>		needed.	
<b>Advocacy</b>	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 with seeks assistance of CI to develop advocacy plan	With guidance, advocates for specific patient's needs with team members	
<b>Culture</b>		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	With assistance, modifies physical therapy approach to meet "cultural" needs		
<b>Safety</b>	<ul style="list-style-type: none"> <li>With assistance, recognizes when information from chart, electronic tools, interview may represent safety concerns</li> <li>With guidance/supervision, sets up clinical</li> </ul>	<ul style="list-style-type: none"> <li>Brings safety questions forward to Clinical Instructor and, with assistance, modifies approach</li> <li>Identifies new/unfamiliar components of environment and seeks help to learn</li> </ul>	<ul style="list-style-type: none"> <li>Accurately monitors patient hemi-dynamic/ verbal response during treatment to maintain safety</li> <li>Identifies new/unfamiliar components of environment and suggests possible</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes change in status that would impact safety – consistently stops treatment</li> <li>Consistently maintains basic levels of safety with all patient's interactions</li> </ul>	Recognizes changes in status that could impact safety and modifies treatment with guidance	

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	environment to maintain patient's safety	safety aspects	ways to maintain safety with Clinical Instructor			
<b>Clinical Knowledge/ Decision Making</b>  <b>Use of Medical Record/ Electronic Data</b>	Locates information in medical records, CAS, LMR, results and places on form	<ul style="list-style-type: none"> <li>. Places data in appropriate location on form</li> <li>. With guidance, uses data from chart to plan subjective examination and implications for basic examination/MDS</li> </ul>	With guidance, identifies implications of data collected for objective examination outside basic MDS	Beginning skills in "selectively" reviewing aspects of chart/electronic data to determine if patient is appropriate for PT	Effectively uses chart/electronic information to plan exam, seeks guidance as needed	
<b>Subjective Interview</b>	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 modify approach	
<b>Objective Examination</b>	<ul style="list-style-type: none"> <li>. Familiar with basic tests and measures needed to complete screen/MDS.</li> </ul> With guidance, accurately completes components of basic	<ul style="list-style-type: none"> <li>. Completes screen/MDS</li> <li>. With guidance, completes more definitive testing for familiar situations.</li> </ul>	<ul style="list-style-type: none"> <li>. With occasional guidance, completes more definitive testing for familiar situations</li> <li>. Consistently screens above and below area of injury</li> </ul>	Collects enough, reliable data to begin to understand function problem	Data collected during examination is beginning to guide modifications of examination plan "in the moment"	

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	examination					
<b>Evaluation</b>	Describes patient, develops functional problem and develops impairment list from data collected with guidance	<ul style="list-style-type: none"> <li>. Describes relationships between data collected and functional problem for familiar patients</li> <li>. Describes patient's life roles</li> </ul>	<ul style="list-style-type: none"> <li>. With guidance, describes factors that are <u>most</u> limiting patient's functional problem</li> <li>. Outlines relationship between functional problems and life roles</li> </ul>	<p>With assistance, prioritizes impairment in relationship to functional problems</p> <p>With supervision, develops patient prognosis</p>	<p>With guidance, prioritizes impairment in relationship to functional problems</p> <p>With guidance develops patient prognosis</p>	
<b>POC</b>	Based on data collected and outlined impairment, develops basic plan for treatment session	<ul style="list-style-type: none"> <li>. With assistance, establish realistic ST goals</li> <li>. With supervisor, outline frequency, intensity, and duration of physical therapy</li> <li>. With supervisor, outlines appropriate frequency, intensity, and duration for familiar patients</li> <li>. Based on data collected and outlined impairment, develops basic plan for treatment</li> </ul>	<ul style="list-style-type: none"> <li>. With guidance, develops realistic ST goals</li> <li>. With guidance, outlines frequency, intensity, and duration of physical therapy</li> <li>. With guidance, outlines appropriate frequency, intensity, and duration for familiar patients</li> <li>. With guidance, outlines treatment progression</li> <li>. With guidance, presents findings and intervention plan to patient</li> </ul>	<ul style="list-style-type: none"> <li>. Develops realistic ST goals for familiar patients</li> <li>. With assistance, to develop LT goals/prognosis</li> <li>. With Clinical Instructor, goes to literature to help establish prognosis</li> <li>. Outlines appropriate frequency and intensity of intervention for familiar patients</li> <li>. Based on re-examination, reviews intervention plan</li> </ul>	<ul style="list-style-type: none"> <li>. Develops realistic ST goals for familiar patients</li> <li>. With guidance, develops LT goals, assist for prognosis</li> <li>. Initiates review of literature to help establish prognosis, Clinical Instructor assistance to apply to patient</li> <li>. With assistance, describes "stages" of rehab based on acuity of patient</li> </ul>	

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		session		and, with guidance, plans for treatment modifications	and understanding of healing <ul style="list-style-type: none"> <li>· With guidance, outlines changes in status and modification of intervention plan to patient</li> </ul>	
<b>Procedural Intervention</b>	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 begins to modify during session	
<b>Palpation/ Handling Skills</b>	<ul style="list-style-type: none"> <li>· Seeks patient's permission before touching and applies knowledge of basic landmarks and soft tissue conditions during palpation</li> <li>· Protects self and patient during transitional movement</li> </ul>	<ul style="list-style-type: none"> <li>· Beginning to describe different soft tissue conditions</li> <li>· Accurately describes bony landmarks while performing familiar manual skills</li> </ul>	<ul style="list-style-type: none"> <li>· With guidance, varies palpation intensity to meet situation needs</li> <li>· With guidance, uses tactile, visual and verbal cueing to guide basic movement</li> </ul>	<ul style="list-style-type: none"> <li>· With guidance, uses acceptable terminology to describe outcomes of soft tissue palpation</li> </ul>	<ul style="list-style-type: none"> <li>· Recognizes when palpation skills are not achieving desired response and seeks help</li> </ul>	
<b>Range of Skills</b>	For familiar patient, performs bed	<ul style="list-style-type: none"> <li>· For familiar patient, performs</li> </ul>	Performs basic intervention for		With guidance, developing more	

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	mobility, transfers, gait training, vital signs, A&P ROM, general stretching with guidance	bed mobility, transfers, gait training, vital signs, A&P ROM general stretching Seeks guidance as needed	familiar patients with assistance for definitive/specific testing/manual skills		specific hands-on skills to maximize effectiveness	
<b>Teamwork/ Collaboration, Interdisciplinary</b>	<ul style="list-style-type: none"> <li>. Describes floor organization/ hierarchy, team member roles</li> <li>. With assistance, develops collegial relationships</li> </ul>	Consistently interacts with nurse, case manager, and other disciplines with guidance	Identifies need to involve team and with guidance, presents patient's needs to team members	Initiates discusses with Clinical Instructor about needs for team interaction and carries out	For familiar situations, carries out team's interactions and seeks assistance in situations of potential conflict	
<b>Productivity</b>	(Treat) these patients)					
Inpatient	3	3-4	4	4-5	5	
Outpatient	5	6-7	7	7-8	8-9	