

**Department of
Orthopedics and Rehabilitation**

**Professional
Advancement and Recognition**

Practice Model Continuum

Practice Model Continuum

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Performance Skills

Performance Skills				
	Entry	Clinician	Advanced Clinician	Expert Clinician
Current on OT/PT Competencies	<ul style="list-style-type: none"> • Determines education plan in conjunction with mentor/supervisor to meet basic competencies [P] • Completes UWHC and department-specific competencies, including: CPR, cultural diversity, age-level competency, safety, infection control, confidentiality, policies and procedures [P] • Orientation to program-specific competencies, such as: <ul style="list-style-type: none"> ○ administration of standardized assessments, ○ procedures routinely performed (i.e. fabrication of certain splints), ○ specialized interventions (i.e. joint manipulation), ○ program-specific equipment (i.e. Balance Master), and/or --procedures related to a setting (i.e. safety 	<ul style="list-style-type: none"> • Works with mentor/supervisor to meet competencies in other program areas prn [P] • Completion of all program-specific competencies, such as: <ul style="list-style-type: none"> ○ administration of standardized assessments, ○ procedures routinely performed (i.e. fabrication of certain splints), ○ specialized interventions (i.e. joint manipulation), ○ program-specific equipment (i.e. Balance Master), and/or --procedures related to a setting (i.e. safety 	<ul style="list-style-type: none"> • Assists in developing written competency assessments and resource materials within area of expertise or practice • Mentors others to facilitate completion of program specific competencies • Revises program specific competencies to keep practice current and include interventions founded in EBP • Identifies and stays current with resources to maintain competency within their area of expertise [P] 	<ul style="list-style-type: none"> • Able to assess basic and advanced competency skills for individual therapists across a wide range of practice areas • Takes a leadership role in developing written competency assessments across practice areas • Publishes or presents on program-specific competencies developed within area of expertise

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	<p>fabrication of certain splints),</p> <ul style="list-style-type: none"> ○ specialized interventions (i.e. joint manipulation), ○ program-specific equipment (i.e. Balance Master), and/or ○ procedures related to a setting (i.e. safety precautions on a mental health unit) [P] 	<p>precautions on a mental health unit) [P]</p> <ul style="list-style-type: none"> • Identification of policies and procedures needing revision to optimize patient outcome & satisfaction, efficiency, team function, staff development & satisfaction [P] 		
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Performance Skills				
	Entry	Clinician	Advanced Clinician	Expert Clinician
Therapeutic Intervention <i>- Movement</i>	<ul style="list-style-type: none"> • Developing skills in being able to facilitate desired movement pattern while assisting patients with functional activities [P] • Developing skills of palpation as tools of clinical practice [P] 	<ul style="list-style-type: none"> • Skills of palpation, observation, and guidance are effectively incorporated into clinical practice [P] 	<ul style="list-style-type: none"> • Efficiently selects and adapts skills of palpation, observation, and guidance (verbal or manual) based on previous experience [P] • Utilizes technical resources/equipment within the clinic (for palpate & facilitate vs. inhibit movement) [P] • Able to provide/perform multiple evaluation and treatment interventions to achieve desired outcome [P] • Serves as a resource for other clinicians in developing and advancing movement intervention skills [P] 	<ul style="list-style-type: none"> • Employs highly refined skills of palpation, observation, and guidance (verbal or manual) of movement as tools of clinical practice [P] • Uses hands-on techniques selectively and in a manner that supports rather than detracts from the primary focus, that of understanding the patient's problem [P] • Leads "hand on" training of selected manual techniques (palpate) • Leads "hands on" training of selected therapeutic techniques (facilitate vs. inhibit movement) • Serves as a primary resource for a wide range of therapeutic interventions across diverse patient populations [P]

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Performance Skills				
	Entry	Clinician	Advanced Clinician	Expert Clinician
Therapeutic Intervention <i>- Behavioral</i>	<ul style="list-style-type: none"> • Identifies need for in-depth behavioral assessment [P] • Demonstrates respect for patient rights, confidentiality and privacy [P] • Recognizes signs of agitation [P] • Understands patient/clinician boundaries [P] 	<ul style="list-style-type: none"> • Appropriately requests consultations for Social Work, Psychology, or Psychiatry [P] • Responds to agitation in a positive manner that preserves the dignity and safety of self and patient [P] • Able to de-escalate the patient [P] • Objectively identifies behavioral barriers in the therapeutic relationship [P] • Maintains composure in challenging situations [P] 	<ul style="list-style-type: none"> • Effectively adjusts interventions to address behavioral issues such as poor frustration tolerance, anxiety, or irritability [P] • Incorporates patient preferences to empower patients with a history of reacting defensively [P] • Shows insight into the timing of difficult communication [P] • Responds appropriately to individuals who are unable to recognize boundaries [P] • Mentors entry level or clinician level therapists on adaptation of behavioral/ motivational approaches with challenging patients 	<ul style="list-style-type: none"> • Participates in research or presents on behavioral issues relevant to PT/OT practice • Articulates the purpose of therapy in a manner that communicates compassion and support, but also clearly indicates boundaries in the therapeutic relationship [P] • Leads major initiatives to improve behavioral assessment and treatment in order to maximize patient outcomes within team, discipline, department, and/or organization [P]

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Performance Skills				
	Entry	Clinician	Advanced Clinician	Expert Clinician
Therapeutic Intervention - <i>Cognitive-Perceptual</i>	<ul style="list-style-type: none"> • Identifies the need for in depth assessment of cognitive or visual-perceptual skills based on <ul style="list-style-type: none"> ○ red flags noted during initial assessment or ○ diagnosis correlated with high probability of cognitive-perceptual impairment [P] 	<ul style="list-style-type: none"> • Appropriately refers to Speech Pathology or Psychology for formalized assessment of executive function [P] • Screens for deficits in visual acuity, visual field, and ocular motor skills [P] • Administers and scores standardized assessments to thoroughly evaluate cognition and/or perception [P] 	<ul style="list-style-type: none"> • Effectively facilitates and/or teaches compensation techniques to optimize cognitive-perceptual function [P] • Interprets/ analyzes results of cognitive and/or visual-perceptual assessments and their implication on patient’s function [P] • Mentors other clinicians on standardized assessment tools and/or innovative treatment techniques for cognitive-perceptual impairment 	<ul style="list-style-type: none"> • Evaluates, presents and/ designs evidence-based research regarding cognitive-perceptual impairment • Leads major initiatives to improve assessment and treatment of cognition-perceptual impairment in order to maximize patient outcomes within team, discipline, department, and/or organization

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Professional Behaviors

Professional Behaviors				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
Administration - Improved Operational Performance	<ul style="list-style-type: none"> • Aware of major initiatives to improve organizational performance across their team, discipline, and/or department [P] 	<ul style="list-style-type: none"> • Participates in initiatives to improve organizational performance and plays an active role in giving feedback [P] 	<ul style="list-style-type: none"> • Actively assists in initiatives that aim to improve organizational performance • Proactively identifies and develops strategies to improve quality across their team, discipline, and/or department 	<ul style="list-style-type: none"> • Identifies and leads major initiatives to improve organizational performance • Works effectively with individuals across the organization and the community to improve organizational performance

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Professional Behaviors				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
Administration <i>- Operations</i>	<ul style="list-style-type: none"> Contributes to the operational effectiveness of their team/department [P] 	<ul style="list-style-type: none"> Identifies problems related to systems issues and understands its impact on clinical practice [P] 	<ul style="list-style-type: none"> Actively identifies problems related to systems issues and works diligently to develop solutions to these problems as part of their professional practice 	<ul style="list-style-type: none"> Actively pursues opportunities to improve systems by proactively identifying problems and developing solutions in order to maximize care delivery, patient satisfaction, and employee satisfaction Takes a leadership in role in improving operational systems across their team and/or the department

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Professional Behaviors				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
Administration <i>– Committee Participation</i>	<ul style="list-style-type: none"> • Aware of committee activity that pertains to their area of clinical practice and/or larger departmental initiatives [P] 	<ul style="list-style-type: none"> • Participates on or provides feedback to a committee/task force that focuses on improving clinical practice team, discipline, departmental, or institutional effectiveness [P] 	<ul style="list-style-type: none"> • Participates and takes an active role influencing the mission and/or work on at least one committee by improving clinical practice or departmental/ institutional effectiveness across the department or a specific discipline [P] • Mentors and helps develop other staff for involvement on departmental/ institutional committees 	<ul style="list-style-type: none"> • Leads others with departmental/ institutional and/or discipline-specific initiatives that improve clinical practice and/or operations [P] • Seen as the primary resource by others in addressing relevant issues and developing strategies for the future

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Professional Behaviors				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
Written Communication	<ul style="list-style-type: none"> • Recognizes the need for written communication (to/from whom) [P] • Written communication (documentation) is legible, accurate and meets most policy and regulatory expectations [P] • Written communication (non medical record) is appropriate to the level of the reader [P] • Written communication uses correct grammar/spelling and is effective in expressing the content of the communication [P] • Written history reflects focus on medical diagnosis and basic information regarding 	<ul style="list-style-type: none"> • All written communication is succinct yet thorough and performed timely [P] • Efficient use of available documentation resources [P] • Written history reflects expanded focus on potential progress modifiers [P] • Participates in yearly chart audits/reviews, and utilizes feedback to improve documentation practices [P] • Documentation is complete and complies with practice area/hospital/professional standards [P] 	<ul style="list-style-type: none"> • Written communication reflects an anticipation of needs from the reader [P] • Serves as a mentor or role model in the skill of written communication • Consults on strategies/committees for improvement in documentation and other written communications • Written history reflects inclusion of other relevant environmental and personal data [P] • Identifies and advocates for solutions to improve documentation systems • Documents in a clear concise manner [P] • Serves as a mentor for other staff on documentation skills 	<ul style="list-style-type: none"> • Written history is comprehensive, yet concise and relevant to the patient/family/caregiver goals [P] • Serves as a role model/resource in regulatory requirements related to documentation • Works with relevant departments to select and implement documentation systems • Designs documentation templates for use by other staff • Serves as a resource regarding current documentation standards for hospital/professional

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	<p>co-morbidities and social history [P]</p> <ul style="list-style-type: none">• Completes all required documentation in a timely manner [P]• Dates, signs, and times all documentation [P]• Able to independently access all necessary computerized patient information [P]			<p>and other regulatory agencies</p>
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Professional Behaviors				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
Time Management	<ul style="list-style-type: none"> • Aware of expectations for timeliness with administrative and patient care responsibilities [P] • Recognizes time constraints of therapy sessions relative to practice area [P] 	<ul style="list-style-type: none"> • Meets expectations on timeliness with administrative and patient care responsibilities and adapts to changes in schedule [P] • Identifies consistent factors that impact time management related to a therapy session [P] 	<ul style="list-style-type: none"> • Able to prioritize and triage to maximize effectiveness [P] • Takes on other responsibilities and incorporates into day • Adapts well to changes in schedule (flexible) [P] • Proficient at adapting to the factors that influence time management within and across therapy sessions [P] • Mentors other staff on skills and strategies to optimize time utilization 	<ul style="list-style-type: none"> • Identifies opportunities to improve and provide solutions for time management across team/discipline/department/institution [P] • Manages multiple responsibilities including administration, education, and research, all within standard day • Maximizes treatment outcomes in least amount of visits [P] • Takes a leadership role in developing solutions to enhance time management

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Professional Behaviors				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
Productivity	<ul style="list-style-type: none"> Aware of and working towards meeting productivity expectations [P] 	<ul style="list-style-type: none"> Consistently meets productivity expectations [P] 	<ul style="list-style-type: none"> Meets and exceeds productivity expectations consistently [P] Mentors other staff on strategies to improve productivity 	<ul style="list-style-type: none"> Proactively considers and implements opportunities for improving systems changes to improve productivity for clinicians across the team, discipline, and/or department [P]

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Professional Behaviors				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
Involvement in Professional Activities	<ul style="list-style-type: none"> • Aware of/Practices by: <ul style="list-style-type: none"> ○ Code of Ethics (OT, PT) ○ OT Standards of Practice ○ PT Guide for Professional Conduct, Guide for Conduct of the PTA, Standards of Ethical Conduct for the PTA [P] • Recognizes the purpose of the organization in advancing the profession and utilizes the Professional Organization as a resource [P] <p style="margin-left: 40px;">Knowledgeable regarding discipline specific licensure Laws, Rules and Regulations [P]</p>	<ul style="list-style-type: none"> • Professional Organization membership encouraged • Participates in activities that promotes the profession within the institution • Recognizes role of professional organization in policy, ethics, practice, legislation (Federal and State) and advocacy [P] • Aware of and Practices consistently with the Mission and Vision of the Professional Organizations [P] 	<ul style="list-style-type: none"> • Participates to advance the profession through professional activities within and/or outside the institution • Mentors or role models the implications of the importance of the role and participation in the professional organizations • Able to influence others to become professionally active • Resource regarding discipline specific Licensure Laws, Federal and State Rules and Regulations 	<ul style="list-style-type: none"> • Leadership role in Professional Advancement Activities

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Professional Behaviors				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
Verbal and Non-verbal Communication	<ul style="list-style-type: none"> • Recognizes the need for verbal communication and to/from whom [P] • Recognizes that style of verbal communication needs to adjust to the cognitive level of the listener [P] • Content of communication is accurate [P] • Demonstrates listening skills [P] • Recognizes the importance of non verbal communication and body language [P] 	<ul style="list-style-type: none"> • Use of medical terminology/lay terminology appropriate to the listener [P] • Uses verbal and non-verbal communication to demonstrate respect, empathy, and appropriate direction and expectations to the listener [P] • Able to modify communication style as needed depending on situational needs [P] • Effectively can present material/concepts in a group setting [P] 	<ul style="list-style-type: none"> • Therapist anticipates the need to change verbal communication style depending on situational needs [P] • Communication reflects comfort, skill and a full grasp of the content in one on one communications, and in small group and large group presentations [P] 	<ul style="list-style-type: none"> • Demonstrates intuitive listening skills, anticipating listener needs [P] • Demonstrates intuitive patient interviewing through questioning that zeros in on the source of the patient's problems [P] • Consistently uses listener appropriate concise communication to explain treatment expectations, treatment plan, and patient understanding that is specific to patient's life experiences and/or goals [P]

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Interpersonal Abilities

Interpersonal Abilities				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
Patient Education	<ul style="list-style-type: none"> • Recognizes that there are barriers to learning (hearing, language, visual, cognitive, psychosocial, pain, etc) [P] • Recognizes patients may have different strategies for learning [P] • Includes patient/family education in patient treatment and documents appropriately [P] 	<ul style="list-style-type: none"> • Selects appropriate strategies to overcome barriers (interpreter, family member, glasses, hearing aide, pain management) [P] • Adapts education style in response to patient’s presentation [P] • Maintains environment which fosters learning (room, rapport, minimize distractions) [P] • Recognizes cultural factors may impact learning [P] • Utilizes appropriate tools and strategies to educate patient [P] • Modifies treatment plan based on individual learning and education needs [P] 	<ul style="list-style-type: none"> • Anticipates learning needs and is prepared for session [P] • Anticipates and understands cultural factors effecting learning needs and adjusts treatment strategies accordingly [P] • Assesses effectiveness of teaching (eg: allows sufficient time for return demonstration skills) [P] • Considers emotional impact of condition on learning [P] • Determines tools to encourage patient to accept responsibility for treatment plan [P] 	<ul style="list-style-type: none"> • Determines gap in learning information and develops appropriate tools (Health Facts for You) [P] • Serves as resource across the department for improving patient education, including strategies to mitigate learning and cultural barriers [P] • In conjunction with the patient, determines specific methods which promote maximal patient control in outcome [P]

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Interpersonal Abilities				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
Advocacy	<ul style="list-style-type: none"> Recognizes the need to be a patient advocate 	<ul style="list-style-type: none"> Addresses patient concerns with appropriate individuals (i.e. Case manager, Social Worker, MD, etc.) Recognizes common issues in similar patient populations 	<ul style="list-style-type: none"> Advocates for patient's needs and/or goals even if it differs from therapist's or other team member's opinions [P] 	<ul style="list-style-type: none"> Uses knowledge gained with patients to advocate for issues of health/public policy, hospital policy or third party payers [P] Consistently identifies patient and systemic needs across disciplines and advocates beyond own discipline- specific issues

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Interpersonal Abilities				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
Cultural Competence	<ul style="list-style-type: none"> Recognizes that cultural differences may exist and can impact the clinician-patient relationship [P] Begins to identify general cultural norms [P] 	<ul style="list-style-type: none"> Identifies multiple cultural factors that may impact treatment and plan of care [P] Identifies appropriate resources to meet cultural needs and desired outcomes [P] 	<ul style="list-style-type: none"> Anticipates and understands multiple cultural values and incorporate these values in developing rapport and treatment plan [P] 	

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Interpersonal Abilities				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
Rapport	<ul style="list-style-type: none"> • Aware of own values and recognizes how one's own values affect interactions and relationships [P] • Demonstrates comfort in establishing and maintaining rapport with patients [P] • Beginning to perceive subtleties in patient/family dynamics and incorporates this insight into interactions with both [P] • Provides accurate information/input regarding a patient's PT or OT needs to the health care team [P] 	<ul style="list-style-type: none"> • Recognizes others' values [P] • Able to interact effectively with wide variety of patients/families, modifying own communication style as needed [P] • Increasingly aware of complex patient/family dynamics and impact on clinical impression [P] • Able to facilitate patient responsibility for portions of own care [P] 	<ul style="list-style-type: none"> • Respects others' values [P] • Increasingly aware of complex patient/family dynamics and actively seeks to validate perceptions for purpose of factoring them into clinical impression [P] 	<ul style="list-style-type: none"> • Respects others' values and suspends judgment [P] • Intuitively utilizes principles of "therapeutic use of self" in the therapeutic relationship to enhance care [P] • Effectively adjusts approach to patient/family communication, thereby maximizing rapport and facilitating open exchange of information [P] • Is highly respected by others and consistently develops strong relationships that positively effect patient care [P]

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Interpersonal Abilities				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
Inter-disciplinary Teamwork	<ul style="list-style-type: none"> • Recognizes own role in team [P] • Can state roles of other team members [P] • Values other team members/role of team [P] • Knows and has ability to explain professional role within team [P] • Determines appropriate screening tool to assist therapy needs [P] 	<ul style="list-style-type: none"> • Identifies patient needs for care from other team members [P] • Initiates communication on patient's status and needs with other team members [P] • Shares common patient centered goals with other team members [P] • Respects other team members/role of team [P] • Ability to conclude from evaluation patient's needs for services including other disciplines [P] • Consults with other disciplines to maximize patient outcomes [P] • Determines most appropriate provider of service [P] 	<ul style="list-style-type: none"> • Initiates team approach to patient care [P] • Mediates patient goals among team members [P] • Developing skills in mediating conflict [P] • Seeks collaborative relationships to enhance one's own learning • Instills confidence in colleagues • Consults with less experienced staff and peers to develop the skills of others and maximize patient outcomes [P] • Has achieved credibility within the health care team; expertise is sought by team members in planning patient care [P] • Mentors collaboration to others 	<ul style="list-style-type: none"> • Integrates a team approach to patient care at an intuitive level [P] • Skillfully negotiates conflict [P] • Implements approaches to meeting development needs of others • Readily focuses and communicates on aspects of care across the team to maximize patient outcomes [P] • Researches appropriate resources to provide outcome-focused consultation [P] • Consults with health care providers to provide expertise regarding disease specific management

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		<ul style="list-style-type: none">• Ability to decide when skilled therapy needs exist and/or are no longer beneficial [P]		[P]
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Interpersonal Abilities				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
Utilization of Feedback	<ul style="list-style-type: none"> • Recognizes the importance of being open to feedback from patients, peers, and supervisor to modify performance [P] • Encourages patients, families, and peers to provide feedback directly to others involved in a patient's plan of care [P] 	<ul style="list-style-type: none"> • Incorporates feedback from supervisor, advanced clinician, and expert clinician to increase awareness of own strengths and areas for improvement [P] • Independently incorporates feedback from patients and families to establish and modify goals and individualize plan of care [P] 	<ul style="list-style-type: none"> • Mentors others on ways to give and receive constructive feedback to modify professional behavior and improve knowledge and skills • Serves as a role model by accepting and receiving constructive feedback professionally 	<ul style="list-style-type: none"> • Seeks out feedback from internal and external expert clinicians to critically review clinical practice and program in specialty area. Does this in order to maximize outcomes for patients served by program [P]

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Interpersonal Abilities				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
Utilization of Support Personnel (i.e. OTA, PTA, TA, Clinic Staff)	<ul style="list-style-type: none"> • Knowledgeable in state regulations and practice act regarding use of support personnel (i.e. OTA, PTA, TA) [P] • Recognizes tasks that may be delegated to support personnel [P] 	<ul style="list-style-type: none"> • Delegates treatment to appropriate support staff to achieve desired patient outcomes [P] • Provides supervision to support personnel [P] 	<ul style="list-style-type: none"> • Maximizes efficiency in patient outcomes by use of appropriate support personnel [P] • Mentors/educates support personnel in clinical skills • Ensures competencies of support personnel [P] 	<ul style="list-style-type: none"> • Effectively utilizes support personnel to assist in obtaining data for research, outcome studies, etc.

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Clinical Decision Making

Clinical Decision Making				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
Ethical Reasoning	<ul style="list-style-type: none"> Understands and adheres to the profession's <i>Code of Ethics</i>, as well as other applicable codes of ethics [P] <i>Code of Ethics</i> provides the foundation for ethical reasoning [P] 	<ul style="list-style-type: none"> Able to identify ethical principles and core values that are applicable to changing situations and use these principles to resolve ethical dilemmas [P] Uses ethical reasoning process to ensure that decisions are based on long standing principles and values that can be explained and defined; not based on emotional issues [P] Aware of resources to help resolve ethical dilemmas [P] 	<ul style="list-style-type: none"> Able to identify and examine ethical dilemmas using clinical reasoning to guide decisions and actions [P] Uses an ethical decision making model to reflect and work through an ethical dilemma of high complexity [P] Serves as a resource to others when ethical dilemmas exist [P] Shares experiences from ethical dilemmas when appropriate [P] 	<ul style="list-style-type: none"> Conducts a thoughtful review of the process and outcomes to promote moral and professional growth with ethical decision making [P]

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Clinical Decision Making				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
Accountability & Responsibility	<ul style="list-style-type: none"> • Recognizes and understands that he/she is accountable and responsible for meeting the discipline-specific needs of the patient [P] • When patient progress is not occurring (or not occurring as quickly as expected), the therapist may assume accountability and responsibility by placing blame for lack of patient progress on the therapist's limited experience and entry level clinical skills [P] • Relies heavily on feedback from others to identify areas of strengths and weaknesses in regards to clinical knowledge and skill [P] 	<ul style="list-style-type: none"> • Is accountable and takes responsibility by actively identifying and working to meet the discipline-specific needs of the patient [P] • Works to identify issues beyond their discipline and is accountable and takes responsibility for contacting other professionals (i.e. doctors, occupational therapists, physical therapists, speech therapists, social workers, etc.) [P] • When patient progress is not occurring (or not occurring as quickly as expected), the therapist takes responsibility for discussing diagnostic and treatment options 	<ul style="list-style-type: none"> • Is accountable and takes responsibility by consistently and actively identifying patient needs that extend beyond their discipline - these may include medical needs, other rehabilitation needs (OT, PT, or SLP), and/or psycho-social needs [P] • Actively engages the patient to identify patient needs and involves the patient in taking responsibility for making sure that identified needs are adequately addressed [P] • Is accountable and takes responsibility for identifying trends in practice gaps and 	<ul style="list-style-type: none"> • Takes a leadership role in regards to taking accountability and responsibility for the care needs of all patients in their team, discipline, department, or across the organization • Empowers the patient to take primary responsibility for identifying and achieving their goals [P]

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		<p>with others to consider alternate strategies to positively impact patient progress [P]</p> <ul style="list-style-type: none">• Is accountable and takes responsibility for identifying areas of strengths and weaknesses in regards to clinical knowledge and skill [P]• Often looks to others for guidance in identifying areas in which to improve clinical practice [P]	<p>actively pursues opportunities (i.e. through continuing education, mentorship, etc.) to improve practice [P]</p>	
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Clinical Decision Making				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
Self-Assessment	<ul style="list-style-type: none"> • Recognizes the need for clinical mentoring [P] • Seeks affirmation – compares clinical decisions and techniques to those of other levels [P] 	<ul style="list-style-type: none"> • Recognizes general limitations in knowledge and skill [P] • Utilizes a combination of resources, including mentoring, to improve knowledge and skill [P] • Uses clinical outcomes as feedback for success/failure of self assessment and guides further learning [P] 	<ul style="list-style-type: none"> • Independently seeks resources to improve knowledge base and skill level [P] • Accurately describes strengths and areas which can be shared/taught with others • Mentors others in self assessment • Identifies skills and knowledge required to advance to expert practitioner in a specific clinical area [P] 	<ul style="list-style-type: none"> • Integrates self assessment into daily clinical practice at an intuitive level [P] • Serves as a primary resource to others in identifying and developing practical applications to self reflection

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Clinical Decision Making				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
<p>Clinical Reasoning</p> <ul style="list-style-type: none"> - <i>Knowledge Base</i> - <i>Sources of Information</i> 	<ul style="list-style-type: none"> • Knowledge tends to be compartmentalized into medical diagnosis specific categories [P] • Use of knowledge tends to be focused mechanisms of injury, understanding pathology, and identifying abnormal movements [P] • Demonstrates developing skills in gathering information regarding the patient's situation from multiple sources, including the medical record, other staff, and the patient/family/caregiver [P] 	<ul style="list-style-type: none"> • Demonstrates a growing knowledge base that incorporates a wide variety of patient populations and levels of complexity [P] • Seeks out knowledgeable mentors in order to advance own practice [P] • Use of knowledge extends beyond mechanisms of injury, disease, and abnormal movement patterns to emphasize the patient's home, work, and recreational lifestyle, social support, and psycho-emotional concerns and coping 	<ul style="list-style-type: none"> • Understands the range of variability in patient populations and is able to integrate inconsistent data into decision making and to formulate alternative hypotheses regarding specific clinical questions [P] • Is sought out by others for mentoring regarding specific clinical situations • Demonstrates proficiency in data gathering skills via more efficiently and selectively using a variety of sources of information [P] • The patient/family/caregiver (rather than the medical record) serves as the primary sources of relevant clinical data [P] 	<ul style="list-style-type: none"> • Uses verbal and written communication to demonstrate a dynamic, multi-dimensional knowledge base that is both wide and deep in content [P] • Makes selective use of inter-disciplinary collegial knowledge, particularly in challenging clinical situations [P] • Demonstrates integration of concepts from both basic and applied research in the clinical decision making process [P] • Understands the complex relationships between their own knowledge base and that of the

Practice Model Continuum

		<p>mechanisms [P]</p> <ul style="list-style-type: none"> • Data collection is more comprehensive as the therapist gathers information regarding the patient's situation from multiple sources, including the medical record, other staff, and the patient/family/ caregiver and more readily recognizes highly relevant clinical information [P] 		<p>patient/family/ caregiver [P]</p> <ul style="list-style-type: none"> • Allows patients to direct information gathering and to "tell their story" [P]
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Practice Model Continuum

Clinical Decision Making				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
<p>Clinical Reasoning - <i>Decision Making Model</i></p>	<ul style="list-style-type: none"> The patient's primary medical diagnosis tends to drive the patient management process [P] 	<ul style="list-style-type: none"> Sees the primary medical diagnosis as a starting point for making clinical decisions, but is able to consider some of the other factors [P] 	<ul style="list-style-type: none"> Uses a combination of information regarding body structure function, activities, participation, restriction, and social behavioral factors as well as therapy practice patterns for making clinical decisions [P] Mentors fellow staff regarding the use of decision making models in evaluation and treatment 	<ul style="list-style-type: none"> Actively reflects upon the usefulness of the current conceptual framework (ie: ICF, WHO, Nagi) and therapy practice patterns and advocates for change appropriately [P] Leads the evaluation of current decision making models and therapy practice patterns [P] The patient's medical diagnosis is the context in which data are gathered, but does not drive the patient management process [P]

*WHO Website: <http://www.who.int/en/>

Practice Model Continuum

Clinical Decision Making				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
<p>Clinical Reasoning - <i>Progress Modifiers</i> (Co-morbidities and other factors that impact the patient's prognosis)</p>	<ul style="list-style-type: none"> Gathers information related to potential progress modifiers but may not integrate this information into the clinical decision making process [P] 	<ul style="list-style-type: none"> Gathers information regarding potential progress modifiers and shows developing skills in prioritizing this information based on its likely impact on patient outcomes [P] 	<ul style="list-style-type: none"> Intuitively and effectively adapts and prioritizes decision making based on the most significant potential progress modifiers [P] 	<ul style="list-style-type: none"> Anticipates the impact of potential progress modifiers and integrates this information into therapeutic interventions and patient education from the start of care [P]

Practice Model Continuum

Clinical Decision Making				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
Clinical Reasoning <i>- Examination</i>	<ul style="list-style-type: none"> • Tests and measures are targeted primarily at the level of body structure/function (ROM, MMT, etc.), but may include basic measure of functional performance (e.g. FIM) [P] • Subjective rating scales are often used (min-mod-max) [P] • A core set of tests and measures is typically applied across patient populations [P] • Beginning to use assessment that reflect activity limitations and participation restriction [P] • Performs a systems-review [P] 	<ul style="list-style-type: none"> • Therapist demonstrates increasing efficiency and accuracy with tests and measures [P] • Recognizes the need to integrate information from assessments of activity and participation [P] • Increasing emphasis placed on use of objective rating scales [P] • Demonstrates ability to modify core measurements based on situational needs and the patient's medical diagnosis and therapy classification [P] • Consistently screens clients for occult medical problems [P] 	<ul style="list-style-type: none"> • Therapist relies primarily on standardized assessment; includes assessments that address each level of function and disablement [P] • Proficient with the administration of a wide variety of tests and measures [P] • Serves as a mentor for developing intra- and inter-rater reliability for specific tests and measures appropriate to their care setting • Consistently recognizes signs and symptoms of medical problems that require further medical evaluation and facilitates follow-up [P] 	<ul style="list-style-type: none"> • Therapist places a high priority on the collection of objective information for all patients, refined movement and/or task analysis serves as an adjunct to the objective data collected [P] • Demonstrates a superior understanding of the relationship between functional performance on specific tests and measures and the potential, casual underlying impairments in body structure/function [P] • Is proficient in utilizing disease specific tests and measures to accurately capture information regarding the specific

Practice Model Continuum

			<ul style="list-style-type: none"> • Comfortably and effectively evaluates complex patients with problems in multiple body systems and develops an appropriate plan for managing multiple therapy needs in collaboration with or direct participation of additional team members [P] • Utilizes Quality of Life index assessments as appropriate [P] • Utilizes minimum/previously identified data sets for evaluation and discharge consistently [P] 	<p>consequences and natural history of a health condition [P]</p> <ul style="list-style-type: none"> • Quickly and appropriately selects screening vs. comprehensive assessment tools [P]
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Practice Model Continuum

Clinical Decision Making				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
<p>Clinical Reasoning</p> <p><i>- Use of Movement and Task Analysis</i></p>	<ul style="list-style-type: none"> • Able to identify normal and abnormal movement patterns through analysis of function tasks, play, athletic, and/or work performance and to determine if the client is able to successfully complete a given task [P] 	<ul style="list-style-type: none"> • Demonstrates skill in identifying the underlying impairments in body structure/function that lead to faulty movement patterns and sub-optimal task performance [P] • Able to recognize and prioritize primary versus secondary impairments and their influence on performance [P] 	<ul style="list-style-type: none"> • Anticipates the key underlying impairments in body structure/function and result in faulty movement patterns typical of specific patient populations [P] • Developing refined skills in movement analysis during functional tasks, play, athletic, and/or work performance [P] • Determines the strategy selected by the client to perform a given movement task, as well as the relative effectiveness of that movement strategy [P] 	<ul style="list-style-type: none"> • Demonstrates expert movement and task analysis through increasingly more complex tasks reflecting functional activities, play, athletic, or work performance [P] • Identifies key impairments and/or primary limiters of performance and develops a customized plan of care to address these issues [P] • Understands the complex relationships between underlying impairments [P] • Recognizes that "movement" as a procedure encompasses touch, handling, palpation, massage, mobilization, manipulation, stretching, as well as guided exercises and is able to efficiently and skillfully integrate these techniques into examination and treatment in order to facilitate optimal outcomes [P]

Practice Model Continuum

Clinical Decision Making				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
<p>Clinical Reasoning - <i>Critical/ Analytical Thinking</i></p>	<ul style="list-style-type: none"> • Raises relevant questions and considers most of the information gathered [P] • Recognizes gaps in knowledge base [P] • Beginning to articulate basic ideas and hypotheses [P] 	<ul style="list-style-type: none"> • Formulates well-structured clinical questions [P] • Understands and applies the basic components of the scientific method to practice [P] • Developing the ability to formulate alternative hypotheses in basic clinical situations [P] 	<ul style="list-style-type: none"> • Serves as a mentor for developing clinically-relevant questions and critical analysis, articulates complex ideas and hypotheses well • Actively uses the scientific method in practice and references the scientific literature frequently [P] • Able to articulate the strengths and weakness of competing concepts clearly and concisely [P] 	<ul style="list-style-type: none"> • Exceptional critical analytic skills are applied to all aspects of clinical practice [P] • A wealth of clinical knowledge is accessible from memory [P] • Demonstrates refined and highly efficient skills to support scientific inquiry [P] • Highly inquisitive and asks targeted questions based on actively listening to the client [P] • Able to facilitate critical thinking in others by using guiding questions

Practice Model Continuum

Clinical Decision Making				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
<p>Clinical Reasoning</p> <p>- <i>Patient Classification</i></p> <p>- <i>Therapy Diagnosis</i></p>	<ul style="list-style-type: none"> Classifies patients primarily by their primary medical diagnosis and primary impairments [P] 	<ul style="list-style-type: none"> Uses therapy practice patterns when classifying patients based on impaired body system/structure function, activity limitations, and participation restrictions [P] 	<ul style="list-style-type: none"> Intuitively and accurately classifies patients based on impaired body/structure, activity limitations, and participation restrictions, as well as therapy practice patterns [P] 	<ul style="list-style-type: none"> Serves as a primary resource for developing and refining patient classification schemas [P]

Practice Model Continuum

Clinical Decision Making				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
<p>Clinical Reasoning - <i>Understanding of the disablement-enablement process</i></p>	<ul style="list-style-type: none"> Sees relationships between impaired body systems/structures, activity limitations, and participation restrictions as primarily uni-directional and linear [P] 	<ul style="list-style-type: none"> Developing an understanding of the complex, multi-directional relationships between impaired body system/structure function, activity limitations, and participation restrictions [P] 	<ul style="list-style-type: none"> Demonstrates further understanding of disablement and enablement processes as evidenced by placing a greater emphasis on environmental and personal factors that influence optimal patient outcomes [P] 	<ul style="list-style-type: none"> Able to anticipate future patient outcomes in terms of future disablement or enablement for a variety of patients based on higher-level integration of relevant clinical data [P]

Practice Model Continuum

Clinical Decision Making				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
Clinical Reasoning <i>- Prognosis</i>	<ul style="list-style-type: none"> • Establishes a short term prognosis for recovery that is relevant to the current stage of the continuum of care [P] • Seeks out assistance to verify the accuracy of the diagnosis [P] 	<ul style="list-style-type: none"> • Able to consistently make accurate predictions about a patients prognosis within an episode of care [P] • Developing the ability to make predictions about patient outcomes after the next stage in the continuum of care (for more common diagnoses) [P] • Considers inter-mediate term outcomes when recommending placement/transfer for additional rehab or transition to community based/independent exercise programs [P] 	<ul style="list-style-type: none"> • Able to consistently make predictions about patient outcomes at the end of a particular continuum of care [P] • Recognizes factors that may promote further recovery or future decline in function and educates the patient/ family/caregivers regarding these factors [P] • Recognizes how patient/ family/ caregiver's overall motivation and willingness to actively participate in therapy will effect prognosis and adjusts plan and expectations accordingly [P] 	<ul style="list-style-type: none"> • Able to make long-term predictions regarding patient outcomes based on the natural course of a health condition and specific personal and environmental factors that may promote further recovery or may pre-dispose the patient/family/caregiver to secondary impairments, re-injury, or re-current health conditions [P]

Practice Model Continuum

Clinical Decision Making				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
<p>Clinical Reasoning - <i>Goal Setting</i></p>	<ul style="list-style-type: none"> • Therapy goals tend to address specific impairments in body structures/functions, gaining independence with discrete functional skills, may emphasize compensatory strategies, and focus on the current stage of the continuum of care [P] 	<ul style="list-style-type: none"> • Therapy goals are made in conjunction with the patient/family/caregiver [P] • Therapy goals reflect an increased understanding of the relationships between body structure/function, activities, and participation [P] • Goals reflect a greater balance between rehabilitative and compensatory approaches [P] • Developing ability to address the patient's needs across the continuum of care [P] • Goals consider personal and environmental factors that influence functional recovery [P] 	<ul style="list-style-type: none"> • Therapy goals address the complex relationships between body structure/function, activity, and participation, as well as show greater emphasis on personal and environmental factors that influence functional recovery [P] • Goals directly address the level of disability secondary to a health condition [P] • Goals consistently address the potential future needs of the patient/family/ caregivers [P] • Standardized outcomes measures support goals whenever possible [P] 	<ul style="list-style-type: none"> • Therapy goals emphasize the patient's goals in a way that facilitates patient centered outcomes [P] • Goals reflect long-term planning on behalf of the therapist and patient/family/ caregivers [P] • Quality of life is integral to goal setting [P] • Expectations reflect the natural history of a health condition [P]

Practice Model Continuum

Clinical Decision Making				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
<p>Clinical Reasoning - <i>Problem Solving</i></p>	<ul style="list-style-type: none"> Recognizes problems, states problems clearly, describes known solutions to problems, minimal assistance is needed to identify resources needed to develop solutions [P] 	<ul style="list-style-type: none"> Prioritizes problems, identifies multiple contributors to problems, examines multiple possible solutions, actively identifies resources needed to develop solutions [P] Seeks input from the client and demonstrates understanding of the role of self-efficacy [P] 	<ul style="list-style-type: none"> Anticipates problems, participates in proactively addressing potential problems and considers the consequences of possible solutions [P] Relies heavily on patient/family to problem solve through issues that are significant to progress [P] 	<ul style="list-style-type: none"> Intuitively identifies problems; takes ownership for implementing solutions, evaluates outcomes, updates solutions based on current data [P] Incorporates a streamlined approach to working through problems that prioritizes treatment interventions effectively [P] Emphasizes creative, collaborative problem solving with clients to identify strategies for self management [P]

Practice Model Continuum

Clinical Decision Making				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
<p>Clinical Reasoning - <i>Selection of Interventions</i></p>	<ul style="list-style-type: none"> • May identify the relationship between body structure/ function and functional activities, but tends to view functional training as an end in itself vs. one way to achieve a particular outcome [P] • Therapy interventions may be broad or follow established protocols [P] • Selection of interventions is primarily specific to a given diagnosis [P] 	<ul style="list-style-type: none"> • Consistently identifies the relationship between changes in specific body structures/ functions and demonstrates the ability to adapt interventions to differing levels of patient complexity [P] • Interventions often cover a wide range of patient problems [P] 	<ul style="list-style-type: none"> • Understands the complex relationships between levels of function and disablement (including personal and environmental factors) and adapts interventions accordingly [P] • Able to apply specific interventions across a wide variety of patient populations with appropriate expectations [P] • Choice of interventions demonstrates greater selectivity [P] • Choice of interventions consistent with resources such as professional practice guidelines, established Rx pathways, Rx Protocols, etc. [P] 	<ul style="list-style-type: none"> • Highly individualized, patient-centered intervention approaches targeted at key client concerns/goals [P] • Demonstrates a high level of skill in applying core intervention strategies within a given area of specialization [P] • Client viewed as an active participant in their care [P] • Proficiently identifies the key variables in the function and disablement process and efficiently implements a therapy plan that targets these key variables [P] • Facilitates the patient's responsibility in guiding and carrying out their therapy plan; is able to identify and address key rate-limiters of progress [P] • Recognizes common characteristics within specific diagnostic groups and is effective in influencing the development of disease specific management [P]

Practice Model Continuum

Clinical Decision Making				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
<p>Clinical Reasoning - <i>Approach to Treatment and Use of Augmented Feedback</i></p>	<ul style="list-style-type: none"> • Recognizes the scope of intervention strategies to include restorative, compensatory, and consultative approaches [P] • Primarily uses compensatory approaches to rehabilitation [P] 	<ul style="list-style-type: none"> • Developing the ability to adapt method of interventions based on patient population characteristics and level of complexity [P] • Heavier emphasis on restorative approaches [P] • Interventions reflect prioritized goals [P] • Continually progresses treatment based on ongoing re-assessment [P] 	<ul style="list-style-type: none"> • Demonstrates greater selectivity with restorative/compensatory techniques despite having a greater number of techniques from which to choose [P] • More balanced approach with compensatory techniques used sparingly [P] • Growing emphasis placed on patient education [P] • Demonstrates clinically sound risk taking [P] • Selective use of functional activities [P] • Specifically integrates pathophysiology and medical/surgical interventions into development of therapy programs [P] 	<ul style="list-style-type: none"> • Highly selective with the use of restorative (particularly hands-on) techniques [P] • Proficient in the use of augmented feedback to facilitate performance and progress [P] • Primary importance placed on patient education [P] • Demonstrates thorough and consistent foresight in anticipating patient/family/caregiver needs [P] • Skilled application of contextually appropriate teaching methods as an adjunct to patient empowerment [P]

Practice Model Continuum

Clinical Decision Making				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
<p>Clinical Reasoning - <i>Therapist Guidance and/or Facilitation</i></p>	<ul style="list-style-type: none"> • "Hands-on" approach characterized by heavy emphasis on therapist guidance of performance, but therapist demonstrates minimal level of competency with techniques [P] 	<ul style="list-style-type: none"> • Decreasing emphasis on the use of direct hands-on guidance of movement and/or task performance [P] 	<ul style="list-style-type: none"> • Selectively uses physical and verbal guidance [P] • Encourages patient self-analysis of movement and/or task performance [P] 	<ul style="list-style-type: none"> • Highly selective use of physical and verbal guidance [P] • Highly sensitive to the timing, amount, and fading of augmented feedback [P] • Approach is one of "hands-off" and emphasizes patient self analysis of movement and/or task performance [P] • Hands-on guidance used more for communication (facilitating safety, comfort, and praising) and is typically given with congruent verbal communication resulting in enhanced performance, etc. [P]

Practice Model Continuum

Clinical Decision Making				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
<p>Clinical Reasoning - <i>Modification of Therapy Plan</i></p>	<ul style="list-style-type: none"> • Modification of therapy plan is typically a reflective rather than automatic process [P] • Limited ability to consider alternative ways to modify interventions from physiologic or patient response [P] 	<ul style="list-style-type: none"> • Modification of therapy plan is often based on experiential learning and consultations with colleagues [P] • Demonstrates increasing capacity to select the most effective interventions from a growing array of options [P] • Developing the ability to consistently modify interventions based on physiologic or patient response [P] 	<ul style="list-style-type: none"> • Modification of therapy plan is based on on-going re-evaluation and integration of new information with the patient serving as the catalyst for change [P] • Consistently able to select specific interventions from a wide range of options that increasingly customized to each patient [P] • Consistently modifies interventions based on physiologic or patient response [P] 	<ul style="list-style-type: none"> • Modification of therapy plan occurs effortlessly with minimal processing time required and is based on on-going re-evaluation between and within therapy sessions [P] • Able to select the optimal modification strategy from a variety of strategies that are "at the ready" [P] • Anticipates variation in response to interventions and skillfully adapts plan accordingly for highly complex or medically fragile patients [P]

Practice Model Continuum

Clinical Decision Making				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
<p>Clinical Reasoning - <i>Understanding of Socio-Economic, Environmental, and Cultural Factors</i></p>	<ul style="list-style-type: none"> • Aware of socio-economic, environmental, and cultural factors of patient [P] 	<ul style="list-style-type: none"> • Adjust services provided to the economics of their practice environment [P] • Provides recommendations for equipment and supplies [P] 	<ul style="list-style-type: none"> • Highly sensitive to the financial situation of the patient/family/ caregivers and adjusts delivery of care and recommendations for assistive devices and technology accordingly [P] • Actively engaged in efforts to improve re-imbursement 	<ul style="list-style-type: none"> • Highly sensitive to the client's financial situation and adjusts care accordingly using a high level of creativity to work within the financial constraints of a given situation [P] • Negotiates with re-imbursement entities for changes in individual patient services or patterns of re-imbursement for specific patient populations and/or programs actively [P] • Supports and/or leads efforts to improve re-imbursement at state and/or national levels

Practice Model Continuum

Clinical Decision Making				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
<p>Clinical Reasoning - <i>Context of Clinical Practice</i></p>	<ul style="list-style-type: none"> • Sees their primary role as a healer, comforter, and/or helper [P] 	<ul style="list-style-type: none"> • May identify with a specific form of intervention, such that their primary role is seen as a manual therapist or specialist in myofascial release, PNF, or NDT, etc [P] 	<ul style="list-style-type: none"> • Demonstrates understanding of the value of patient empowerment and self-efficacy and plays a primary role as a coach, guide, or facilitator [P] 	<ul style="list-style-type: none"> • Sees their primary role as that of an educator, diagnostician, and/or movement analyst [P] • Practice begins and ends with patients [P] • Clinical and life experiences, in combination with involving the patient effectively, provides a framework that consistently maximizes patient outcomes [P]

Practice Model Continuum

Administration/Education/Outreach/Research Activities

Administration/Education/Outreach/Research Activities				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
Evidence Based Practice	<ul style="list-style-type: none"> • Recognizes research as the basis of practice [P] • Seeks broad-based information, which is diagnosis driven [P] • Recognizes the need to ask structured clinical questions (i.e. PICO) [P] 	<ul style="list-style-type: none"> • Utilizes resources and seeks appropriate assistance to validate research information for sound, clinical decision making [P] • Utilizes research/evidence to reference case study presentations [P] • Asks structured clinical questions (i.e. PICO) [P] • Ability to critically appraise a journal article or other source of evidence 	<ul style="list-style-type: none"> • Participates in presentations on evidence based practice in journal clubs or other appropriate venues • Through the readings of scientific literature is able to identify current issues and trends in practice • Evidence drawn from the literature is actively pursued to support clinical practice [P] • Incorporate research findings into clinical practice [P] • Proficient in developing structured clinical questions (i.e. PICO) • Serves as a mentor to others for generating structured clinical questions, critiquing research articles, and integrating evidence based practice across the team/discipline/ department 	<ul style="list-style-type: none"> • Leads presentations on evidence based practice in journal clubs or other appropriate venues • Coordinates journal club, grand rounds, or other educational forums suitable for disseminating evidence based findings • Articulates theoretical foundation for practice and uses available evidence from a variety of sources to inform clinical decision making [P] • Identifies gaps in the available evidence bases for practice and helps to bring into focus the research questions critical to moving practice forward [P]

Practice Model Continuum

Administration/Education/Outreach/Research Activities				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
Commitment to Life Long Learning / Continuing Education	<ul style="list-style-type: none"> • Attends all inservices provided internally within UWHC which are relevant to program area and clinical practice [P] • Identifies learning needs and seeks additional education [P] 	<ul style="list-style-type: none"> • Utilizes feedback from advanced clinicians and expert clinicians to choose CE opportunities based on relevance to program area, expertise of presenter, and evidence-based research related to topic of CE [P] • Presents inservice on Continuing Education courses completed, basing presentation on needs of target audience [P] • Supervises students/residents and/ or is involved in student/resident training programs • Independently seeks out resources to improve skills [P] 	<ul style="list-style-type: none"> • Consistently attends Continuing Education courses or higher education courses [P] • Presents staff inservices and Grand Rounds • Presentation focuses on how UWHC Department of Orthopedics and Rehabilitation will incorporate new information obtained from CE into clinical practice [P] 	<ul style="list-style-type: none"> • Develops material and/or presents in CE courses related to area of expertise • Publishes CE articles related to area of expertise

Practice Model Continuum

Administration/Education/Outreach/Research Activities				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
Participation in Research	<ul style="list-style-type: none"> • Accesses clinically pertinent information from research journals [P] 	<ul style="list-style-type: none"> • Able to critically appraise research articles • Able to conduct a literature review to answer a “clinical question” [P] 	<ul style="list-style-type: none"> • Participates in research studies (i.e. design, data collection, and interpretation) • Poster/platform presentation at local/state conference • Mentors others to increase participation in all phases of research studies (i.e. design, data collection, and interpretation) 	<ul style="list-style-type: none"> • Designs and implements research study to answer “clinical question” • Publication in a peer reviewed journal • Poster/platform presentation at regional/national conference • Serves as a primary resource to others with all phases of research studies (i.e. design, data collection, and interpretation) • Assists or leads with developing evidence based practice research designs

Practice Model Continuum

Administration/Education/Outreach/Research Activities				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
<p>Education of Other Professionals</p> <p><i>- Mentorship</i></p>	<ul style="list-style-type: none"> • Participates in the mentoring process as a mentee [P] • Shares knowledge on new trends and techniques with team members [P] 	<ul style="list-style-type: none"> • Mentors new staff on basic department competencies and daily functions [P] 	<ul style="list-style-type: none"> • Participates in mentorship as mentor • Acts as resource for other staff in area of expertise [P] • Mentors other staff to develop skills (performance, professional behavior, etc) • Identifies areas for improvement in mentee and assists mentee in developing a plan of action 	<ul style="list-style-type: none"> • Develops mentorship program and materials in area of expertise • Facilitates mentorship program in department/discipline/team

Practice Model Continuum

Administration/Education/Outreach/Research Activities				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
<p>Education of Other Professionals</p> <p><i>- Teaching (residency, UW, guest lectures, staff training, grand rounds)</i></p>	<ul style="list-style-type: none"> • Shares knowledge on new trends and techniques with team members [P] 	<ul style="list-style-type: none"> • Teaches basic skills 	<ul style="list-style-type: none"> • Assists in instructing others outside of department and/or institution in area of expertise 	<ul style="list-style-type: none"> • Develops programs for and instructs others outside of department and/or institution • Possesses effective teaching skills • Able to determine effectiveness of their teaching

Practice Model Continuum

Administration/Education/Outreach/Research Activities				
	Entry Clinician	Clinician	Advanced Clinician	Expert Clinician
<p>Education of Other Professionals</p> <p><i>- Clinical Interns / Students</i></p>	<ul style="list-style-type: none"> • Limited participation in clinical education via observational experiences [P] 	<ul style="list-style-type: none"> • Participates in clinical education program with entry level students and interns • In conjunction with student, develops specific clinical objectives Evaluates student with appropriate clinical performance tool [P] • Ability to identify and communicate deficiencies in performance and seek ACCE involvement as needed 	<ul style="list-style-type: none"> • Engages in clinical education program with all levels of students including those involved in transitional degree and residency programs • Assists students in identifying deficits in clinical reasoning and in corrective learning plan [P] 	<ul style="list-style-type: none"> • Participates in the education of PTs/OTs and other disciplines beyond the facility via publications/ presentations • Leads clinical practice efforts at the academic level to improve student's readiness with clinical affiliations [P]

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Administration/Education/Outreach/Research Activities				
	Entry	Clinician	Advanced Clinician	Expert Clinician
Community Outreach	<ul style="list-style-type: none"> • Aware of hospital/department initiatives to promote team/discipline/department [P] • Aware of health and wellness promotions within the community 	<ul style="list-style-type: none"> • Volunteers to participate in hospital wide events (fund raising, booths) • Conducts relatively small presentations that promote the profession and/or the team/department/organization 	<ul style="list-style-type: none"> • Volunteers for therapy related services to promote OT/PT wellness (fairs, community events, marathon, races, picnics) • Volunteers for community events in which the hospital is associated • Makes presentations to the community on specific topics to improve awareness and education 	<ul style="list-style-type: none"> • Networks with other area clinics or hospitals with training in our specialty areas [P] • Coordinates community events that relate directly or at a minimum are relevant to their practice area