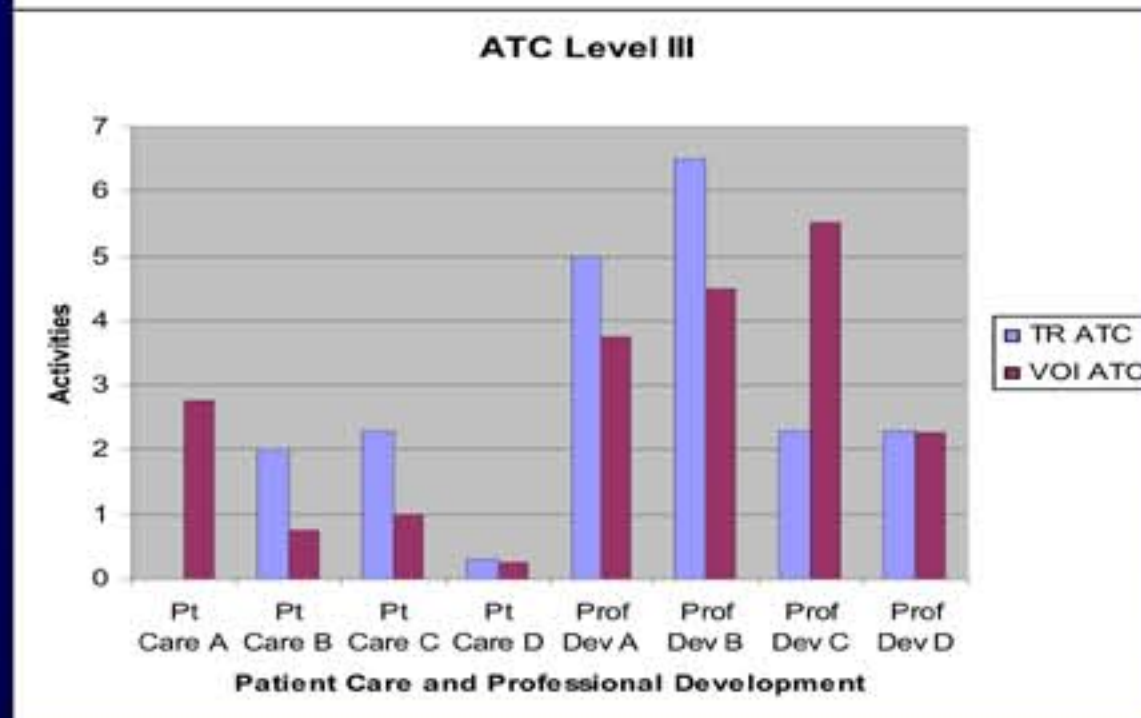
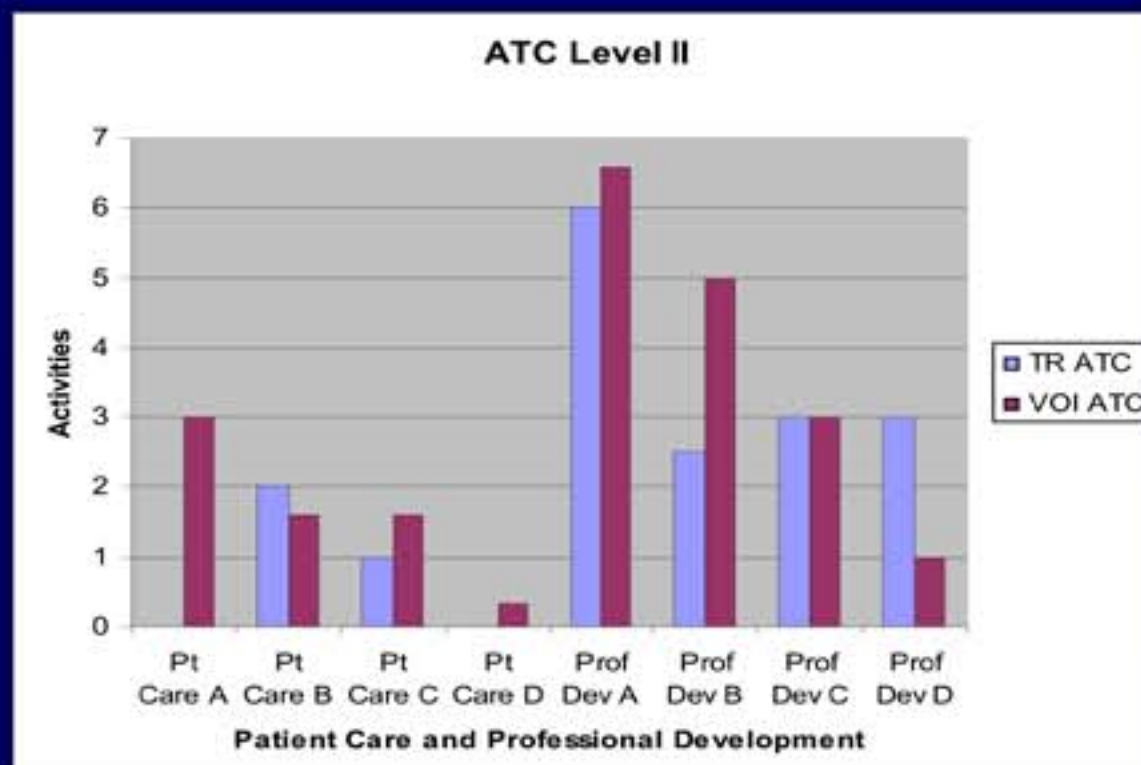
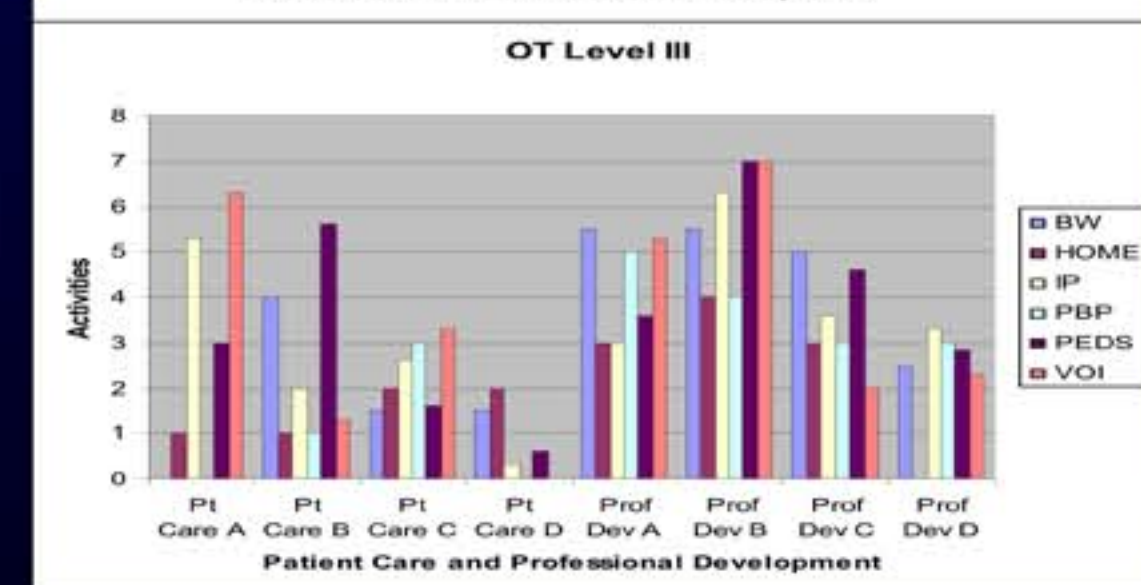
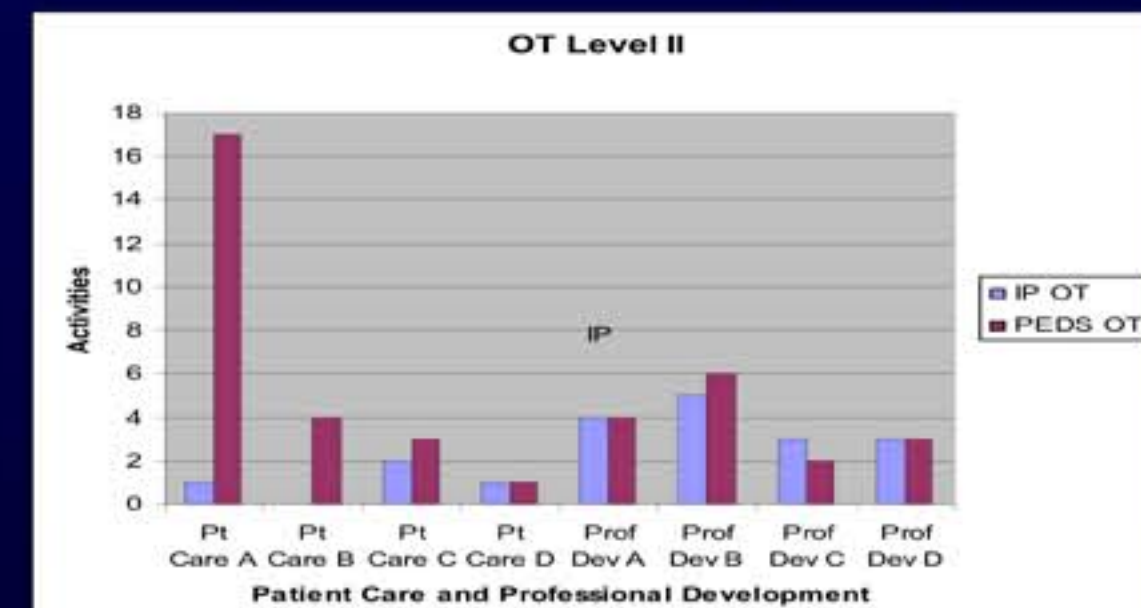


Athletic Trainers



Occupational Therapists



Conclusion:

Variability across groups: Work flow & responsibility needs/ differences in areas
Advancing staff skewed data: performed more than expected
Patient Care: Focus Teams may be impacting the activity level with increase literature reviews. Different areas have varying resources and requirements around particular activities (cont ed, inservices, etc)

Career Advancement Program CQI

Assessment of Activities Across Discipline and Area

Debra Gibbs, Mollie Malone, Kim Walter

Committee Members: Ellen Argo, Tim Brown, Erik Hammes, Paul Malloy, Michele Brezovar

TOPIC OF CQI:

Are the current activity requirements appropriate for each level based on actual performance of current Level III and IV staff?

Are there disproportionate opportunities for certain activities across the levels and areas?

RECOMMENDATIONS

Athletic Trainers:

Level II:

Ask managers:

“Is the opportunity for in-services a satisfaction issue for the athletic trainers in the training rooms?”

“How are the in-services in the VOI affecting satisfaction (i.e. is there an impact (positive or negative) on satisfaction in relation to required in-services at the VOI?)”

Level III:

Explore consistency and opportunities for Continuing education and inservices

Occupational Therapists:

Level II:

Mentoring advancing inpatient staff to monitor activities to ensure staff is adequately reflecting their efforts.

Level III:

Explore availability of appropriate inservices/ cont education

Physical Therapists:

Level II:

Encourage Level II staff across the board to begin thinking about performing category C & D activities, as they are optional.

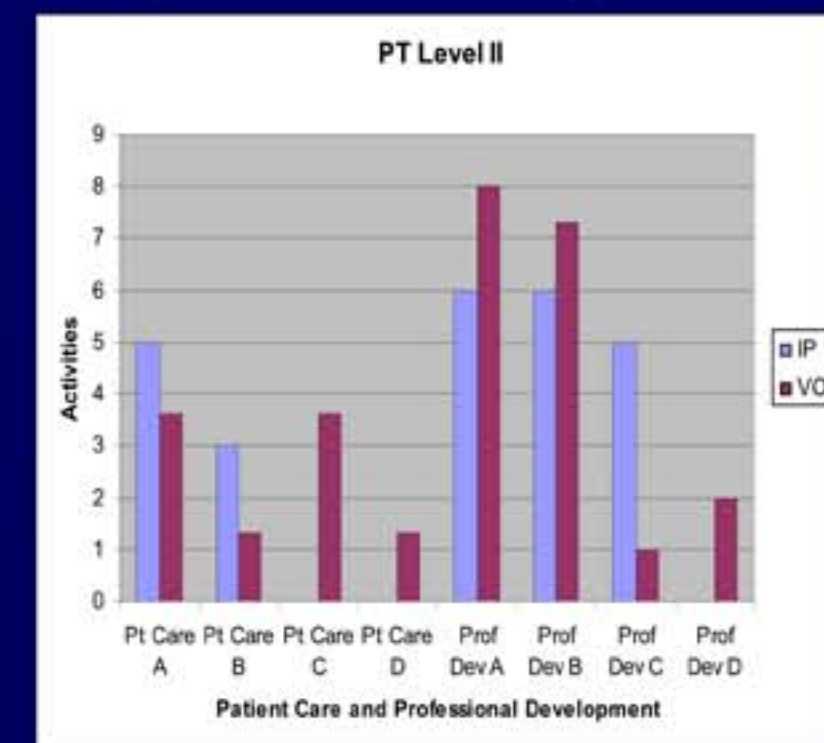
Level III:

Activities across the board were consistent amongst the different disciplines.

Level IV:

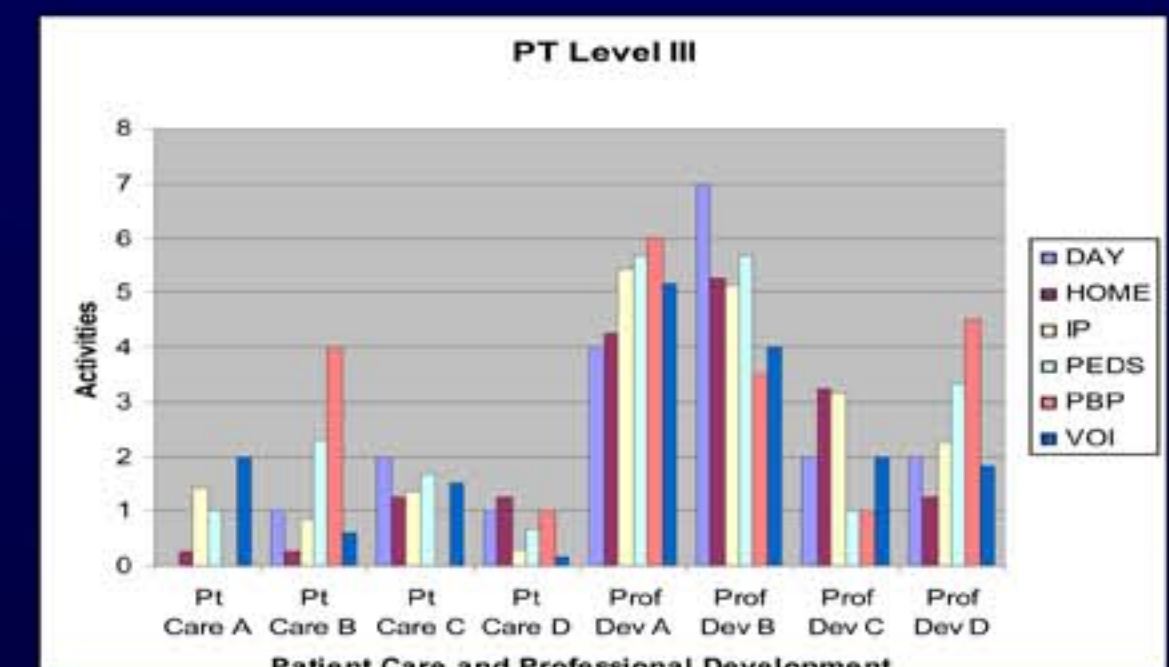
Performance appears to be consistent across areas, with activity levels being met.

Physical Therapists

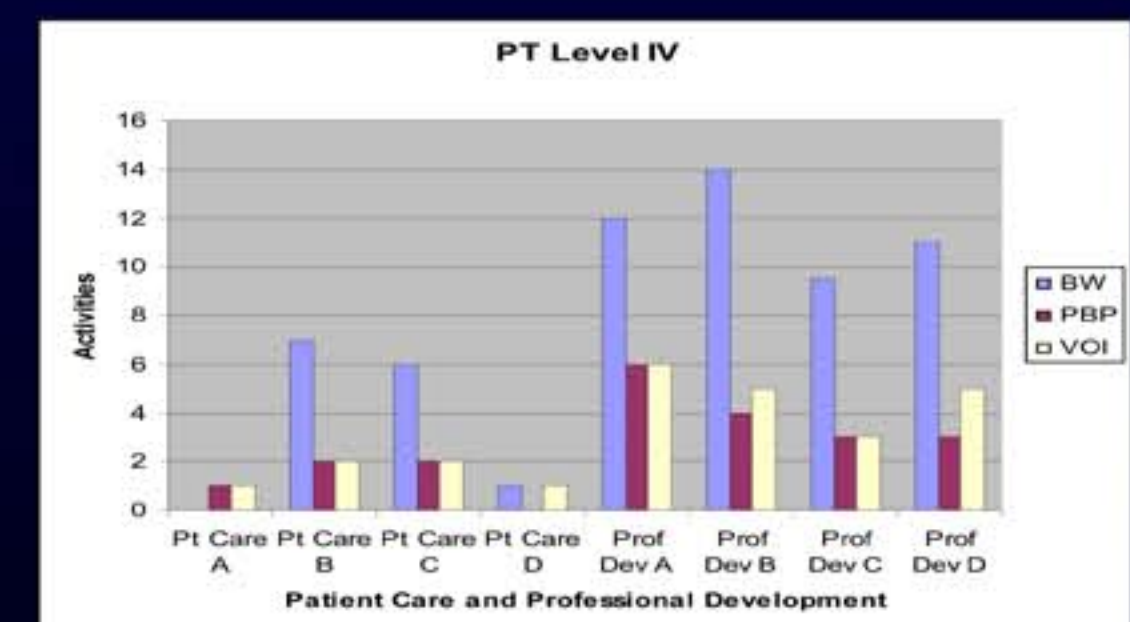


Findings: Variabilities in the areas is in the C and D category activities.

Conclusion: Differences: Prof. development D :student supervision. Other variance reflects individual performance for advancement. C & D activities are optional for this group.



Findings: In all the areas represented by multiple staff, there appeared to be a consistent performance across all activity areas. In areas represented by only one Level III (PBP and VCH), there was Consistency with performance in the activities



Findings:

Variability reflects advancing staff to this level (BW). Performance appears equal across all areas

