

LEARNING CONTRACT FORM

Student: _____ Skill(s) or Topic(s): Safety, Clinical Reasoning, Communication, Documentation, Efficiency_

LEARNING OBJECTIVES SMART objectives are: Specific Measurable Achievable Results centered Time Bounded	LEARNING RESOURCES AND STRATEGIES (consider student learning style)	TARGET DATE FOR COMPLETION	EVIDENCE OF ACCOMPLISHMENT OF OBJECTIVES
<p>Safety</p> <ol style="list-style-type: none"> will consistently set-up room to allow for safe management of patient care including: <ul style="list-style-type: none"> - Effective initial set up of lines and tubes as well as end of session organization and re-application of lines and tubes. - Effective management of equipment and furniture in space (chair locked and on correct side, tray table within pt reach, and clear path). -consistently preform items on room set up checklist provided by CI (2 blankets, chuck pad, gown, chair alarm pad, locked chair breaks) - will manage pt lines in a safe manner with CI cues for line placement throughout session. will consistently demonstrate follow-through and carry-over of CI prompts and instructions (i.e. if we take the time to review something once-implement it without similar questions in consecutive 	<p>Safety</p> <ol style="list-style-type: none"> Chart review and room assessment on every identified patient where Meredith is taking lead in order to inform her decisions for treatment. Review plan with CI prior to intervention will use "repeat back" and "think out loud" strategies when to ensure understanding and accuracy. will reference pocket checklist when needed and change checklist to novel tasks as needed. will write down feedback and instructions for future reference and then type up feedback 	<p>Safety</p> <p>Advanced Beginner level by 9/1/17 Intermediate level by 9/22/17</p>	<p>Safety</p> <ol style="list-style-type: none"> Number of times CI needs to intervene to prevent/avert safety concern (<3 cues per patient) efficiency in room assessment/set up (<8 mins for room set up for basic to moderately complex patients). Number of times CI needs to prompt Meredith for safe intervention (<2 per session) and previously discussed instructions (only repeat instructions twice on the same topic). CI will provide 75-90% cues for line management by 9/1, no more than 50% cues for line management by 9/22 for moderately complex patients.

<p>3. will demonstrate safe patient handling and guarding/gait belt use with basic to moderately complex patients with open communication and feedback with CI re: techniques.</p>	<p>(useful) and/or instructions every night to review and organize.</p>	<p>Clinical Reasoning Beginner level by 9/11/17</p>	<p>Clinical Reasoning 1. will demonstrate the ability to correctly identify patient impairments in documentation by performing a thorough and complete chart review and writing an accurate history statement with less than 3 cues for completeness by CI.</p>
<p>3. sessions). 1. Independently identify primary patient problems/dx based on initial chart review. 2. Independently determine a treatment plan for simple to moderately complex patients (i.e. what is our plan- gait, OOB to chair, evaluation/assessment, etc.) 3. Independently identify appropriate questions regarding patient care and ask CI for assistance without prompting (i.e. don't ask about a prostate surgery when we are seeing a neurologic patient, you can look up unfamiliar/unrelated dx on your own time). 4. Identify telemetry and other alarm alerts and determine if there is a change in patient status or if the alarm warrants a change in current plan for the session with guidance from CI. 5. Monitor vital signs and physiologic response to activity appropriately throughout session.</p>	<p>Clinical Reasoning 1. will remain engaged and present in all patient cases, even when not "taking the lead" in order to take responsibility for learning. The student will visually assess patient body position, movement mechanics or positioning and make mental notes or use "think out loud" as appropriate to let the CI know what she is thinking. 2. Chart review, use carry-over, "think out loud" technique, room assessment prior to hands on patient 3. Pre-session verbalization of plan with CI to confirm plan for session.</p>	<p>Clinical Reasoning Advanced level by 9/22/17</p>	<p>Clinical Reasoning 2. will demonstrate the ability to correctly identify assist levels provided during the patient treatment session in her documentation as well as not adding additional mobility items that were not performed during the session. 3. will correctly set up room/equipment/body/patient in her identified caseload independently at least 50% of time (inclusive of equipment needed to carryout treatment (i.e. portable oxygen, precaution instruction handouts). 4. will identify that there is an alarm going off on the telemetry monitor or other alarming devices, she will</p>

<p>Communication</p> <ol style="list-style-type: none"> 1. will initiate and maintain open communication with CI before, during, and after intervention at all times in order to provide CI with specific instructions for support needed during intervention. 2. will take responsibility for learning by identifying areas for growth through self-reflection and ask for feedback from CI. 3. will demonstrate initiative with coming up with interventions for mildly complex patients. 	<p>Communication</p> <ol style="list-style-type: none"> 1. For identified patients when student is taking lead, she will review plan with CI prior to entering room and will identify potential areas for concern or need for additional assistance/supervision 2. will self-reflect with CI about intervention and seek out feedback from CI immediately following patient encounter (What went well? What could I have done better?) 3. will identify, with assistance from CI, 25% (in 1 week) and then 50% (in 4 	<p>Communication</p> <p>Advanced Beginner level by 9/11/17 Intermediate level by 9/22/17</p>
<p>Communication</p> <ol style="list-style-type: none"> 1. will correctly identify areas for needed support during intervention. 2. will identify at least 1 thing she did well, 1 thing she can work on, and receives at least 1 area of feedback from CI to address at next patient encounter. 3. CI prompts for initiating treatments decreases (75% cues by midterm, 50% cues by final). 4. CI will not have to repeat instruction to student on same/similar topic >2 times per topic (i.e. review chair alarm box operation). 5. (in agreement with CI) will come up with safe, effective intervention plans >50% of time by final. 	<p>quickly assess pt for physiologic changes (i.e. signs of distress), verbalize what the alarm is saying, and use the "think out loud" technique to communicated her thoughts on what to do next with her CI.</p> <ol style="list-style-type: none"> 5. will be able to perform evaluation, assessment, disposition planning, and appropriate post-acute needs (ie equipment, therapies, HEPs, other resources) for mild to moderately complex patients (in agreement with CI) for patients >50% of time by final. 	<p>Communication</p>

<p>Documentation</p> <ol style="list-style-type: none"> 1. will accurately reflect a treatment session in a note written in <20 minutes. 2. will accurately reflection an evaluation in a note written in <30 minutes <p>Efficiency</p> <ol style="list-style-type: none"> 1. will demonstrate efficient patient 	<p>Documentation</p> <ol style="list-style-type: none"> 1. will write note immediately after patient encounter when possible 2. will take written notes to ensure accuracy between patients 3. will find a quiet, non-distracting place to complete her notes. <p>Efficiency</p> <ol style="list-style-type: none"> 1. will implement strategies (quiet area to review) to decrease her chart 	<p>weeks) of patients to be responsible for all aspects of care (chart review, RN communication, room prep, education, intervention, F/U, and documentation)</p> <ol style="list-style-type: none"> 4. will actively seek clarification of expectations from her CI no matter how simple she feels the question might be to increase open communication between her and her CI and clear understanding of expectations. 	<p>Documentation</p> <p>Advanced Beginner level by 9/1/17</p> <p>Intermediate level by 9/22/17</p>
<p>Documentation</p> <ol style="list-style-type: none"> 1. will only need two rounds of edits per note by 9/1/17, and one round by 9/22/17. 2. will need <5 cues for completeness of note by 9/1/17 and <2 cues by 9/22/17. 	<p>Documentation</p> <ol style="list-style-type: none"> 1. will only need two rounds of edits per note by 9/1/17, and one round by 9/22/17. 2. will need <5 cues for completeness of note by 9/1/17 and <2 cues by 9/22/17. 	<p>Documentation</p> <ol style="list-style-type: none"> 1. will only need two rounds of edits per note by 9/1/17, and one round by 9/22/17. 2. will need <5 cues for completeness of note by 9/1/17 and <2 cues by 9/22/17. 	<p>Documentation</p> <ol style="list-style-type: none"> 1. will only need two rounds of edits per note by 9/1/17, and one round by 9/22/17. 2. will need <5 cues for completeness of note by 9/1/17 and <2 cues by 9/22/17.

student 1

management.	review time, in-session time management (delegating tasks appropriately to her CI (tech), and post session note writing (quiet space, document immediately).	Efficiency Advanced Beginner by 9/1/17 Intermediate level by 9/22/17	Efficiency <ol style="list-style-type: none">1. will be able to perform a thorough Eval chart review for a basic patient in <20 mins and for a basic treatment in <10 mins.2. will manage 3-4 mild to moderately complex patients per day (chart review, communication with RN/staff, treatment, documentation) by midterm while maintaining efficiency to allow for CI to maintain remaining portion of caseload (10 to 11 pts per day).3. will manage 4-5 mildly to moderately complex patients per day by final while maintaining efficiency to allow for CI to maintain remaining portion of caseload (10 to 11 pts per day).
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LEARNING CONTRACT FORM

Student: ___ Skill(s) or Topic(s): Professionalism, Safety, And Communication _____

LEARNING OBJECTIVES SMART objectives are: Specific Measurable Achievable Results centered Time Bounded	LEARNING RESOURCES AND STRATEGIES (consider student learning style)	TARGET DATE FOR COMPLETION	EVIDENCE OF ACCOMPLISHMENT OF OBJECTIVES
<p>Professionalism:</p> <ol style="list-style-type: none"> 1. will be prepared for her day by completing assignments given the day before and/or arriving prepared for pre-planned treatment sessions. 2. will always arrived professionally dressed (in accordance to dress code) when acting in any capacity related to her clinical rotation. 3. will start her day prepared for the patient caseload that she and her CI are assigned. 4. will put forth consistent effort each day she arrives for her clinical. 	<p>Professionalism:</p> <ol style="list-style-type: none"> 1. will set aside time at home or at the end of the previous work day to thoroughly complete requested assignments before the expected time they are due and without interfering with expectations on the day of to prepare for her patients (i.e. chart reviews). 2. Even when doing office work only, student will abide by dress code policies. 3. will come in early or stay in the afternoon to thoroughly chart review her patients for that day/the next day so that she can be prepared both in knowing what is going on with the patients and having 	<p>Professionalism:</p> <p>By midterm</p>	<p>Professionalism:</p> <ol style="list-style-type: none"> 1. Consistently showing up prepared with assignments completed before arrival to clinical rotation. 2. 100% compliance with Cone Inpatient Rehab dress code when doing any clinical work. 3. will be ready to see/tx, report to her CI about, and ask questions in regards to her patient caseload for the day before her first patient. 4. will show up each day prepared for the day and ready to put her full effort into this clinical rotation.

Student - 2

<p>Communication:</p> <ol style="list-style-type: none">1. Will communicate consistently with her CI re: anything that may interfere with her ability to perform up to expectations.	<p>4. a plan for treatment. will show up prepared and will communicate daily with her CI if there is anything that would interfere with her ability to perform as expected that day.</p> <p>Communication:</p> <ol style="list-style-type: none">1. will be open with her CI if she needs to take a minute or two to compile herself during the day or during a particularly stressful treatment session.2. will actively seek ways and communicate what works for her to her CI to "decompress" even if that means taking some time at lunch here on campus.3. will (as best she can) make her CI aware of any days she needs to have off in advance or as soon as she can, and if there is potential that she may be in later in the day, to discuss this option and plan in	<p>Communication: By midterm</p>	<p>Communication:</p> <ol style="list-style-type: none">1. Have frank, open discussions with the CI about how she is feeling on a daily basis, especially in the instances where Alison may struggle to meet expectations.2. Communicate strategies needed for Alison to have time to decompress during the day and implement those strategies as needed.3. Communicate early and often re: schedule and days off.
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<p>Safety: 1. By showing up prepared, will demonstrate increased safety when asked to help treat a patient caseload for the day.</p>			
	<p>Safety: 1. will prepare for her day either the evening before or the morning of by showing up in enough time to complete a thorough chart review, come up with a treatment plan (when applicable), and ask her CI any pertinent questions.</p>		
		<p>Safety: By midterm</p>	
			<p>Safety: 1. will be consistently prepared to see her assigned patients before she enters the room.</p>

Student 2

Student _____

Clinical Instructor _____

Week # _____

I was great this week when I ...

I could have done better this week when I ...

It was very helpful this week when my CI ...

My CI could have helped me more this week when ...

Were goals from prior week met?

My goals (at least 3 concrete, measurable goals) for next week are ...

CI's comments on student's progress and achievement of goals ...

Student Signature _____

CI Signature _____

Date _____