**Activities List Instructions**

Mark the number of activities (ex. 1, 2, 3) next to each activity you have completed. The minimal activity requirements for each category for each level are described below.

Include written examples or details in the bullets below the activity descriptions as needed (delete examples given). If something you have done is not included in the list, add it in the “Other” section.

Once you have accounted for all of your activities, delete the description/examples that do not apply to you.

**Activity Requirements:**

Below are the activity requirements for all disciplines. These are minimum expectations for each level and are used for attainment and maintenance of each level. There is no substitution of categories.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | Level I \* | Level II \* | Level III | Level IV  |
| Clinical Practice/Expertise | 1 | 1 | 1 | 2 |
| Teaching |  | 1 | 1  | 2  |
| Advocacy | 1 | 1 | 1  | 2  |
| Leadership/Facilitation |  |  | 1  | 2  |
| Outcomes/EBM |  |  | 1  | 2  |
| TOTAL |  |  | 12  | 18 |

\*Level I and II guidelines for those that may want to participate in the Career Advancement Program.

Level III must meet 12 required activities: 1 in each of the 5 categories, and 7 additional activities that must involve AT LEAST **2** of the categories.

Level IV must meet 18 required activities: at least 2 in each category, 5 of the activities must be from those designated with a **✯.**

Circle: Level I II III IV

Circle: Discipline ATC ES OT COTA PT PTA

**Clinical Practice/Expertise**

\_\_\_\_\_ Clinical Equipment/Supply

* + Examples: Maintaining the inventory for your area (i.e. satellite Athletic training rooms or High School Athletic Training Rooms); Responsible for the maintenance of the equipment (i.e. coordinating the calibration of modalities, mechanical maintenance of vehicles: gators, Polaris, etc)

\_\_\_\_\_ Practice Enhancing: Applies to self –journal reading

* + Journal readings outside of the CQI project. Must give brief overview of how the article applies to your practice area.
	+ 4 articles =1 activity with a maximum of 1 activity allowed
	+ See attached bibliography log

\_\_\_\_\_ In-service Attendance

* + Must attend 3 in-services to receive 1 activity with a max of 2 activities allowed
	+ See attached in-service log

\_\_\_\_\_**✯**Completes/Maintains Specialty Certifications/Certificates

* + Refers to extensive courses that demonstrate competencies based on evaluations through testing or portfolio
	+ Maintaining refers to those certificates or certifications that require reporting CEU’s, renewal, or recertification
	+ Example: Mackenzie, FMS, NDT, CSCS, OCS, CPR Instructor, CHT, ACSM Certified; NSCA Certified; Well Coach Certified

\_\_\_\_\_ Continuing Education

* + Attends CE course either on and/or off campus. 6 hours = 1 activity point
	+ See attached continuing education log

\_\_\_\_\_ Audits college level course related to your profession or professional development

* + Audits for pass/fail. Must pass 1 course for 1 activity point

\_\_\_\_\_ Successfully completes college level course for credit related to your profession or professional development

* + Must obtain a “C” or better in the class. 1 activity point per credit hour;

Include course name/institution/hours

\_\_\_\_\_ Participates in program development. **Not associated with CQI/focus team. Please fill out appropriate project form.**

* + Actively participates in the development of the program

\_\_\_\_\_ Participates in the development or revision of guidelines/procedure/protocol for department. **Not associated with CQI/focus team. Please fill out appropriate project form.**

\_\_\_\_\_ Participates in the development or revision of patient education material and or handouts. **Not associated with CQI/focus team. Please fill out appropriate project form.**

* + Actively participates in the development

\_\_\_\_\_ Other:

\_\_\_\_\_ TOTAL Activities

**Teaching**

\_\_\_\_\_ Practice Adaptation: Applies to team

* + Example: enhancing or refining skills through individualized training of team members likely to be a onetime event. (I.E., Intervention protocols or techniques, training in the ICU regarding lines/ventilators, informal training of colleagues regarding advanced skill or expertise in a practice area.)

\_\_\_\_\_ In-service: Delivery to members of primary work area. at least 30 minutes and need to submit PPT/material for manager approval

* + Example: an acute care therapist providing an in-service on splinting to other acute care team members, an outpatient therapist giving an in-service to outpatient team members
	+ Include date/topic/audience

\_\_\_\_\_ In-service: Delivery to another Vanderbilt service area outside of primary work area (up to 3 times for same in-service)

* + Example: acute care therapist presents to outpatient colleagues regarding splinting
	+ Include date/topic/audience

\_\_\_\_\_ Student Education must be an assigned CI

* + Example: Serving as primary clinical instructor/supervisor to physical, occupational, exercise specialist, and athletic training students
	+ Shared students- each clinician gets credit
	+ Part time student is 60-240 hours = 1; full time student is greater than 240 hours = 2

\_\_\_\_\_**✯**Mentoring

* + Example: Formal mentor for colleagues/new employees includes experienced clinician serving as mentor to a new graduate, a less experienced therapist, or being a CAP mentor
	+ See attached mentor log

\_\_\_\_\_**✯**Professional presentation at national/regional/state/local meeting/conference (different than CQI project) Must be unpaid, however, can receive registration waiver or travel reimbursement.

* Example: Presents at ACSM, AACVPR, NSCA, AOTA, APTA , or NATA conference, including poster presentations
	+ Local presentations are as follows: Less than 4 hours for each presentation = 1; 4-8 hours for each presentation = 2; 8 or more hours for each presentation = 3
	+ National/regional/state presentations are as follows Less than 4 hours for each presentation = 2; 4-8 hours for each presentation = 3; 8 or more hours for each presentation = 4

\_\_\_\_\_**✯**Submits article for publication or has article published (different than CQI or Evidence Based Medicine project)

* + Example: Author in a publication outside of Vanderbilt (AJOT, Journal of Rehabilitation and Medicine, Physical Therapy, JOSPT, Advance, OT practice, JAP, MSSE, etc.) =2 activity points

\_\_\_\_\_**✯**Participates in academic teaching

* + Examples: lectures, lab instructor, team teaching, provides professional presentations in specialty/career interest area (i.e. in-service in other departments, guest speaking)
	+ 1 activity for presenting the lecture (if it already exists)
	+ 2 activity points for developing or significantly revising an existing presentation (must be approved by manager) and presenting it

\_\_\_\_\_ Other:

\_\_\_\_\_ TOTAL Activities

**Advocacy**

\_\_\_\_\_ Marketing/shadowing: Making others aware of who you are and/or what you do

* + Meets with physician for purpose of education on services department provides
	+ Participates in press releases, TV spots, etc for marketing of area
	+ Presents to community organization for marketing purposes

\_\_\_\_\_ Community Service Activity: Representing Vanderbilt and/or profession at events

* + Examples: Health fairs, large Vanderbilt sponsored events, Habitat for Humanity, Christmas Village (event benefits Vanderbilt), TPTA day on the Hill, AHA Heart Walk, ALA Lung Walk
	+ 0-4 total hours = 1 activity; 4-8 total hours = 2 activities; 8 total hours or more = 3 activities
	+ See attached community service log

\_\_\_\_\_**✯**Committee: Participates on a committee composed of members outside your primary work area. You represent your area and advocate for its needs

* + Example: CAP, FALLS, Student education

\_\_\_\_\_**✯**Committee: Facilitates a committee composed of members outside your primary work area. You represent your area and advocate for its needs.

* + Example: CAP, FALLS, student education

\_\_\_\_\_ Holds Membership of professionally related organization: Membership fees promote your profession at the State, Regional, and National Level

* + Maximum of 2
	+ Example: AOTA, APTA, NATA, SEATA, TATS, ACSM, CEPA, AACVPR, NSCA

\_\_\_\_\_ Attends meetings of professional related groups: (Local, State, Regional, National level)

* + Example: Attending the business meeting portion of National organization meeting

\_\_\_\_\_ Case advocacy: Patient advocacy with management approval

* + See attached advocacy form – management signature required

\_\_\_\_\_ Professional advocacy: Advocacy for the profession with management approval

* + See attached advocacy form – management signature required

\_\_\_\_\_ Other:

\_\_\_\_\_ TOTAL Activities

**Leadership/Facilitation**

\_\_\_\_\_ Committee: participates on primary work area committee other than focus team/CQI project

* Example: Rewards and Recognitions, patient satisfaction
* 1-10 hours of meeting time = 1 activity; 11-20 hours of meeting time = 2 activities; 21+ hours of meeting time = 3 activities
* See committee assessment form

\_\_\_\_\_**✯**Committee: facilitates a primary work area committee other than focus team/CQI project

* Example: People First, Competencies Committee
* 1-10 hours of meeting time = 1 activity; 11-20 hours of meeting time = 2 activities; 21+ hours of meeting time = 3 activities
* See committee assessment forms

\_\_\_\_\_**✯**Participates in advisory boards/collaborative groups outside of Vanderbilt specific to clinical profession

* + Example: serving on Belmont’s School of Physical Therapy Advisory Board which meets several times a year to develop Belmont’s  physical therapy program, interviews students for admission to PT or PTA school

\_\_\_\_\_Initiates Program Development: staff comes up with a new program for their area and initiates the implementation. **Not associated with CQI/focus team. Please fill out appropriate project form.**

* + Example: An outpatient therapist sees his or her area could greatly be enhanced by adding a splinting program, and he or she brings the plan idea and implementation strategies to the manager.

\_\_\_\_\_ Establishes policy/procedure/protocol for department at large: **Not associated with CQI/focus team. Please fill out appropriate project form.**

* + Example: creating a policy on management of theraband tubing cleaning/discarding

\_\_\_\_\_ Initiates the development and/or revisions of clinical handouts/patient education material for department wide use. **Not associated with CQI/focus team. Please fill out appropriate project form.**

* + Example: no hand out exists for falls risk factor for the home, therapist develops one

\_\_\_\_\_ Coordinates work area program

* + Example: SOAR program, FMS program, BLS program, HELP

\_\_\_\_\_ Coordinates in-services for work area: plans 3 in-services to be given from outside presenters

* + Example: physician speaking on a topic, a medical representative introducing a product
	+ Plans 3 in-services = 1 activity, plans 6 in-services = 2 activities

\_\_\_\_\_**✯**Professional Organization (State, Regional, National, local level): Task force/committee member/Holds office/board member

* + Example: TATS public relations committee; CE course reviewer

\_\_\_\_\_ Peer Orientation: Orients peer to direct service area

* + Example: outpatient therapist on spine team orienting peer spine team, neuro therapist orienting peer to neuro floors, include discipline/who/where/what

\_\_\_\_\_ Coordinator of Orientation: coordinates the orientation of new staff

\_\_\_\_\_ Coordinator of Student Education Program: work area

\_\_\_\_\_ Elements of Performance

* + Must **Exceed Expectations** during the prior performance year

\_\_\_\_\_ Credo

* + On prior performance year, must **Fully Meet Expectations** in all the Credo categories AND **Exceed Expectations** in 3 or more Credo categories

\_\_\_\_\_ Mediserve Superuser

\_\_\_\_\_ Other:

\_\_\_\_\_ TOTAL Activities

**Outcomes/Evidence Based Medicine**

\_\_\_\_\_ Participates in CQI/Focus team/committee: The committee’s purpose should be to determine CQI activities for the year and to plan and implement the activities (could include but not limited to journal reading and program development).

\_\_\_\_\_ Creates policy/procedure/protocol for CQI project.  **Please fill out appropriate project form.**

* + Example: CQI project develops lightning policy. (The person(s) that wrote the policy get credit.)

\_\_\_\_\_ Develops and/or revises clinical handouts/patient education material for CQI project. **Please fill out appropriate project form.**

* + Example: CQI project develops handouts for patients on Pediatric bracing. (The person(s) that created the handout get credit.)

\_\_\_\_\_ Completes a literature review for CQI project

 **Please fill out bibliography log**

* + 4 articles = 1 activity point

\_\_\_\_\_**✯**Leads CQI project /Focus Team (sub-group)/committee

 \_\_\_\_\_ Collaborates as a co-investigator on extra-departmental interdisciplinary research project

\_\_\_\_\_**✯**Performs preliminary “pilot” project for future research

\_\_\_\_\_ Completes/Maintains web based required instruction prior to submitting IRB

\_\_\_\_\_**✯**Submits for approval for IRB

\_\_\_\_\_**✯**Obtains IRB approval

\_\_\_\_\_ Presents CQI at in-service

\_\_\_\_\_**✯**Submits completed project for presentation to a Professional organization at National/regional/state level

\_\_\_\_\_**✯**Publishes results of CQI in professional journal/publication

\_\_\_\_\_**✯**Presents a professional presentation at national/regional/state meeting

\_\_\_\_\_**✯**Clinical Evaluator for an approved IRB research study (funded and unfunded)

\_\_\_\_\_ Presents and leads discussion of at least 30 minutes on Evidence Based Medicine article at journal club

\_\_\_\_\_ Attends journal club regarding EBM article

* + Must attend 3 journal club meetings to receive 1 activity with a max of 2 activities allowed
	+ See attached journal club log

\_\_\_\_\_ Other:

\_\_\_\_\_ TOTAL Activities