



# Skills Set Matrix

A learning framework for Occupational Therapists at South West Healthcare

Leanne Jackson | Senior Occupational & Hand Therapist | [ljackson@swh.net.au](mailto:ljackson@swh.net.au)

**GOAL:** Develop a learning tool for rotating Grade 1 Occupational Therapists, to support skill and knowledge development, depth and sustainability within the work force, to drive evidence based practice and to meet departmental strategic goals.

**WHAT:** A Skills Set Matrix contains approximately 20 items, sectioned into 1. Foundation Knowledge and Skills, 2. Basic Knowledge and Skills, and 3. Advance Knowledge and Skills. Please note that this is not a competency, however a competency may fit within the Skills Set Matrix. A table format was assumed and then populated with the required knowledge or skill, expectations on how to demonstrate that knowledge and skill, and some useful best practice resources. Clinicians were also encouraged to contribute resources of their own.

**HOW:**

- To determine the merit, we completed a literature review and completed benchmarking.
- To determine the format, we reviewed of the Credentialing, Competency & Capability Framework (2014) and liaised with our Workforce, Education and Training Coordinator.
- To determine the content, we reviewed the cohort of clients that we mostly treat, we reviewed our own goals, both those of the individual clinician and the service, and we also sourced current, best practice references to populate the "Suggested Resources".

**EVALUATION:** Qualitative data suggested that our Grade 1's find this tool most useful in providing structure around developing their own knowledge and skill in a self directed, evidence based, meaningful way. Our team is united in ensuring that the Skill Set Matrix become a firm fixture within the rotations and be completed fortnightly. The constructive feedback that we received was that although staff are very motivated to complete the Skills Set Matrix fortnightly, it can be a challenge to find the time to complete the items in that timeframe.

**WHAT IS NEXT:** Reevaluate the existing Skills Set Matrix and develop additional modules, develop relevant competencies to be included within the matrix and to work with other disciplines to develop an Allied Health approach to using these tools and shared resources.

- RESOURCES:**
- Allied health: credentialing, competency and capability framework (2014). Department of Health, State Government of Victoria, Australia.
  - Competencies in Hand Therapy (2003). Mary C. Kasch, Sandra Greenberg, & Patricia M. Muesen. Journal of Hand Therapy, 16, 49, pp. 49-58
  - Review paper: Competencies and Competency Model-A Brief overview of its Development and Application (2010). Nitin Vazirani. SIES Journal of Management, 7, 1, pp. 121-131

## Section 1: Foundation Knowledge and Skills – HAND THERAPY

Skill or Knowledge required	Example Evidence	Suggested Learning	Date	Comments
<b>BONES</b> <ul style="list-style-type: none"> <li>Knowledge of the bones and ligaments of the upper limb</li> <li>Knowledge of bone healing</li> <li>Knowledge of management techniques (conservative Mx; K-Wire, GAMP and ORIF)</li> <li>Knowledge of rehabilitation programs</li> <li>Knowledge of splinting principals for fractures</li> <li>Skill to make a splint for a chosen fracture</li> </ul>	<ul style="list-style-type: none"> <li>Articulate knowledge to supervisor</li> <li>Demonstrate skill with supervisor</li> </ul>	TEXTBOOK: Terri M. Skirven et al. Rehabilitation of the hand & upper extremity (2011) . Volume 1, Chapter 29: hand fracture fixation and healing – skeletal stability and digital mobility WEBSITE: Structure and Function of the Hand <a href="http://www.mccc.edu/~behrensb/documents/Structurefunctionofhehandbjb.pdf">http://www.mccc.edu/~behrensb/documents/Structurefunctionofhehandbjb.pdf</a> YOUTUBE: Functional Anatomy of the Hand <a href="https://www.youtube.com/watch?v=9V1ZzAIB1rY">https://www.youtube.com/watch?v=9V1ZzAIB1rY</a>		

## Section 2: Basic Knowledge and Skills – HAND THERAPY

Skill or Knowledge required	Example Evidence	Suggested Learning	Date	Comments
<b>WRIST</b> <ul style="list-style-type: none"> <li>Knowledge of nature of Distal Radius Fracture</li> <li>Skills to perform a Clinical examination of the wrist</li> <li>Knowledge for how to rehabilitate Distal Radius Fractures</li> <li>Skills to make a splint for a Distal radius Fracture post ORIF</li> </ul>	<ul style="list-style-type: none"> <li>Articulate knowledge to supervisor</li> <li>Demonstrate an understanding of relevance of the agreed items, to your knowledge about treating client with particular diagnosis</li> <li>Demonstrate skills to supervisor</li> </ul>	TEXTBOOK: Terri M. Skirven et al. Rehabilitation of the hand & upper extremity (2011). JOURNAL ARTICLE: Terri m Skirven. Clinical Examination of the Wrist (1996)		

## Section 3: Advanced Knowledge and Skills – HAND THERAPY (After 6 Months in to Hand Therapy Rotation)

Skill or Knowledge required	Example Evidence	Suggested Learning	Date	Comments
<b>WRIST PAIN</b> <ul style="list-style-type: none"> <li>Knowledge of potential causes of wrist pain</li> <li>Knowledge and skills to perform provocative tests</li> <li>Diagnose wrist pain</li> <li>Understanding of how to rehabilitate a wrist, once diagnosed</li> </ul>	<ul style="list-style-type: none"> <li>Articulate knowledge to supervisor</li> <li>Demonstrate an understanding of relevance of the agreed items, to your knowledge about treating client with particular diagnosis</li> <li>Demonstrate skills to supervisor</li> </ul>	PD: Sarah Mee & Ben Cunningham. Clinical Reasoning of the Wrist (2016) JOURNAL ARTICLE: Todd A. Forman, Scott K Forman & Nicholas E. Rose. A Clinical Approach to Diagnosing Wrist Pain		

