

	<p>Administer and interpret the findings from a participation-level measure for a patient with a neurologic condition</p>	<p>goals and patient cognitive and physical status</p> <ul style="list-style-type: none"> • ICF Measure of Participation and Activities Screener (IMPACT-S) • Home and Community Environment Survey • Craig Hospital Inventory of Environmental Factors CHIEF (25 vs. SF 12) • Participation Measure for Post-Acute Care (PM-PAC) • Community Participation Indicators • SF-36 <p>Given findings from a patient case, students select a participation-level outcome that is consistent with the patient’s stated goals. In this way, the learning activity may not be about the participation-level measure in isolation; however, a participation-level outcome</p>	<p>Multiple choice question(s) based on a clinical vignette that provides the student with exam findings on standardized, objective participation-level outcome measure(s) for a patient with any particular neurologic condition. Questions should</p>
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	<p>Communicate to a patient the findings of a standardized,</p>	<p>measure should be a focus of the discussion.</p> <p>Students will review the items on the outcome measure, and given what they understand about the patient’s individual (physical, cognitive, emotional resources and constraints) and social (e.g., social network, financial stability, etc.) status, they should fill-out the questionnaire as if they were the patient.</p> <p>Once students have completed the participation-level measure, in pairs, they will provide their findings of the participation-level measure, through written documentation.</p> <p>Community volunteer (if not possible due to course/University resources, student role play is</p>	<p>require the student to select the most appropriate interpretation of the exam finding(s).</p> <p>The rubric for a practical examination should have</p>
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	<p>participation-level objective measure using patient-centered language, and write a patient-centered goal that accurately reflects the psychometrics of this outcome measure.</p>	<p>appropriate). Given findings from a completed (completed by a community volunteer or by a simulated patient/student), commonly used participation-level outcome measure, students communicate the findings, orally, to the patient using patient-centered language. Based on the findings, the student writes a patient-centered goal, consistent with the results of the outcome measure.</p> <p>Working in pairs on a lab-based patient case, students interpret and communicate findings from a participation-level outcome measure to one another.</p>	<p>established criteria where students are expected to communicate, orally (to the simulated patient/student or the instructor), using patient-centered language, the findings of a commonly used participation-level outcome measure. In most cases, the findings obtained on the measure would be provided to the students, a priori.</p>
<p>2. Identify, analyze, and address barriers and facilitators (e.g., physical, cognitive, emotional, behavioral, social, environmental, and societal levels) to support safe reintegration into life roles and responsibilities</p>	<p>Describe the role of PT within an interdisciplinary rehabilitation team regarding a plan to support safe reintegration into life roles and responsibilities</p>	<p>Simulation lab with either a community volunteer or student/faculty role play (depending on resources available).</p> <p>Students participate in an interprofessional lab which requires PT/OT and other</p>	<p>Case based multiple-choice quiz/exam questions</p> <p>Student pairs/teams submit a plan for exam and treatment priorities based on</p>

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	<p>Describe a method to screen for individual factors (e.g., food insecurity/home insecurity/safety in the environment) and social support of a patient with a neurologic condition</p>	<p>rehabilitation professional students to identify and develop a plan to address different patient/client/care partner scenarios focusing on participation and safe re-integration into life and community.</p> <p>Pre-work: students must be familiar with social determinants of health and should be exposed to screening tools such as the Accountable Health Communities Social Needs Screening Tool or the Structural Vulnerability Assessment Tool.</p> <p>LAB: Students role play in pairs/team where simulated patient (student 1) is provided a script with information related to financial status, income, housing status, home/community environment, educational background, transportation status, interpersonal safety, etc., and student 2 (simulated</p>	<p>patient/client/care partner goals addressing identified barriers and facilitators. (grading rubric used to provide feedback</p> <p>Self-assessment of potential bias by student (simulated clinician) that may impact ability to obtain information.</p>
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	<p>Analyze the impact of social and environmental variables (barriers and facilitators) on a patient/client’s plan of care.</p>	<p>clinician) conducts an interview to understand social, economic, and environmental status/needs of the simulated patient. Faculty facilitated post-case scenario discussion in a larger group examining how questions were phrased, and what alternative methods could be used to obtain necessary information.</p> <p>After viewing a structured patient/client interview (the entire initial evaluation, or a component of an initial evaluation) in small groups, students should use the social-ecological model to:</p> <ul style="list-style-type: none"> • identify potential social and/or environmental variables that may positively or negatively impact a patient’s response to physical therapy intervention 	<p>Informal summative assessment. During any lab where students are asked to develop and/or demonstrate a particular intervention for a patient/client case, students may be asked questions by supervising instructor. These may include:</p> <ul style="list-style-type: none"> • “How might your intervention or plan of care be modified, if the patient reported they did not feel safe
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		<p>(including education and prevention), and</p> <ul style="list-style-type: none"> analyze the potential impact on the patient/client’s physical therapy plan of care for the variables identified. <p>As an alternative to the videoed interview, students may be given a written patient case where the following information about the patient is described: financial status, economic status (income), housing status, home/community environment, educational background, transportation status, interpersonal safety, etc.</p>	<p>taking a walk in their neighborhood?” or</p> <ul style="list-style-type: none"> “how might you communicate with a patient who has reported a lack of reliable transportation has kept them from medical appointments in the past?”
3. Synthesize examination and evaluation results, including self-efficacy, to establish a participation-centric plan of care which optimizes achievement of patient/client and care partner goals	Provide recommendations to an interdisciplinary care team for safe reintegration to the patient’s life roles and responsibilities in the home and community.	LAB: Simulation lab with a community volunteer, or student role play (depending on resources). Students participate in an interprofessional lab which requires PT/OT and other rehabilitation professional students to manage different patient/client/family/care	Students submit a written reflection on the experience with a focus to compare and contrast the unique scope(s) of practice to meet the patient’s/client’s needs

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	<p>Compare and contrast questions and methods used to obtain treatment goals from the following individuals:</p> <ul style="list-style-type: none"> • a patient with no cognitive impairment, • a patient with cognitive impairment, • and a family member and/or care partner. <p>Construct an evaluation summary that:</p>	<p>partner scenarios with a focus on participation and safe re-integration into life and community.</p> <p>Small group discussion generating a list of questions and methods they would use with each individual.</p> <p>Based on a patient case with exam findings provided, student pairs/teams construct a</p>	<p>Students submit a written reflection on the similarities and differences in the type of questions and methods used to obtain the information regarding treatment goals</p> <p>Peer-review activity. Students peer-review evaluation summary. Rubric may comprise the following, where assessment</p>
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	<ul style="list-style-type: none"> • specifies how impairments relate to the patient’s particular movement problems, • interprets exam findings, and • clearly communicates the patient’s valued activities and social roles & responsibilities <p>Implement strategies in an evidence-based intervention to optimize a patient’s intrinsic motivation and perceptions of self-determination in order to enhance self-efficacy</p>	<p>comprehensive evaluation summary (e.g., assessment)</p> <p>Role playing activity where students implement methods to facilitate intrinsic motivation of a learner to improve skill acquisition of a motor task. Students select a task they are not able to perform (i.e., are not skilled in and would like to develop). Using the framework of skill, capacity, and motivation, the student/coach provides verbal communication/comments and</p>	<p>should; a) specify how BSF level impairments relate to movement problems, b) accurately interpret exam findings, and c) clearly articulate patient’s valued activities</p> <p>Practical Exam. During practical examination students should be expected to demonstrate safe and effective implementation of evidence-based interventions. During such interventions, students are expected to incorporate methods that facilitate learning and retention targeting psychological needs such as self-efficacy and self-determination.</p>
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		feedback to the learner that facilitate learning and retention of the task.	
4. Advocate for unrestricted and/or adapted life roles and responsibilities and social access at the individual, community, and societal levels (e.g., home, workplace/school, and community).	<p>Define advocacy and the role of the PT within their scope of practice.</p> <p>List and describe advocacy at the level of the</p> <ul style="list-style-type: none"> • Individual • Community and • Society <p>Discuss local, regional, and state resources available to patients which maximize a built environment/home to accommodate the care partner's and patient's cognitive, physical, and/or emotional needs</p>	<p>Lecture/presentation on advocacy.</p> <p>Access advocacy web resources</p> <ul style="list-style-type: none"> • APTA • State • Local <p>LAB: Design an interprofessional rehab advocacy plan for a patient with a neurologic diagnosis exploring</p> <ul style="list-style-type: none"> • roles important to the individual and their care partner/family, • community resources • impact of the environment on 	<p>Multiple choice quiz/exam on advocacy using case-based examples.</p> <p>Multiple choice quiz/exam on advocacy using case-based examples.</p> <p>Develop and present an advocacy plan for an individual with a neurologic diagnosis.</p> <ul style="list-style-type: none"> • Case study based or • Patient/client in clinic <p>Feedback and recommendations given by peers/clinician instructors and faculty</p>

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		accessibility and inclusivity <ul style="list-style-type: none"> • current societal policies 	No formal grading assessment: Attend an advocacy event and provide a reflective paper on framework presented in class.
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