

Competency Statement	Sample Learning Objectives	Associated Learning Activities	Associated Assessment Strategies
<b>Domain III: Health, Promotion and Wellness</b>			
1. Identify and educate individuals and communities about primary prevention for neurological conditions such as stroke, traumatic brain injury (TBI), spinal cord injury (SCI), and neurodegenerative diseases	<p>Identify factors associated with various neurological conditions (e.g., stroke, TBI, SCI) that when managed can prevent, minimize, or reduce the impact of the condition.</p> <p>Describe effective methods for educating individuals and/or community groups on primary prevention for various neurologic conditions.</p>	<p>Identify potential health risk behaviors/risk factors through case study examples (e.g., complex cardiac PMH in a patient referred for LBP)</p> <p>Small group discussion on methods for educating individuals and/or diagnostic groups on a particular health risk behavior(s) (e.g., one-on-one education, counseling, referral, support group, etc.)</p> <p>Role-play with simulated patient case</p>	<p>Multiple-choice case-based exam questions.</p> <p>Student groups post in an on-line forum their idea for a specific case (individual or community group)</p>
2. Integrate evidence-based health promotion and wellness recommendations through screening, examination, and intervention with every	Screen patients for relevant health problems that could limit rehabilitation outcomes	Conduct interviews/chart review/history using video or paper cases, or in person (if available). Document data on a worksheet and develop a list of	<p>Case-based exam questions</p> <p>Peer feedback during lab; case-based exam questions</p>

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<p>patient/client and/or care partner to address complex multisystem involvement as well as variability in day-to-day function with special considerations for:</p> <ul style="list-style-type: none"> <li>• safety</li> <li>• balance</li> <li>• aerobic capacity</li> <li>• strength</li> <li>• power</li> <li>• endurance</li> </ul>	<p>Implement motivational interviewing techniques for adults with neurologic conditions</p> <p>Select appropriate interventions to reduce current and/or potential risk factors for falls</p>	<p>factors that may benefit from a HPW intervention</p> <p>Using a paper/video case of a community-dwelling older adult, develop an evidence-based intervention to decrease risk; include appropriate referral when indicated</p>	<p>Students document findings (visit note) with peer and/or faculty feedback</p>
<p>3. Assess and address the complex physical, cognitive, and mental health needs of patients/clients and/or care partners, including indications for referral, and apply evidence-based education and behavior change strategies for health promotion and wellness-related lifestyle changes</p>	<p>Determine when a referral to other health professional(s) is needed to promote health and wellness (i.e., substance abuse, mental health, sleep disorders, etc.)</p>	<p>Small student groups analyze complex case examples and</p> <ol style="list-style-type: none"> <li>1. identify health risks</li> <li>2. provide a rationale for each</li> <li>3. determine the need for education</li> <li>4. determine the need for referral</li> </ol>	<p>Case-based exam questions</p>

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	<p>Recognize and interpret various physical, cognitive and mental health assessments that are available or may be seen in the medical record e.g., Mini-mental status exam (MMSE), PHQ-9, SF-36</p> <p>Design and implement a community-based wellness program to address current or potential health risk</p>	<p>Lecture and case-based small group discussion</p> <p>Student groups /teams submit and present a community-based education program for an assigned health risk.</p>	<p>Faculty and peer-based grading rubric</p>
<p>4. Advocate for and justify primary, secondary, and tertiary services for individuals with neurologic conditions and for communities (e.g., geographic, population-specific) to impact health and wellness outcomes, inclusive of function and quality of life.</p>	<p>Effectively communicate with other health care providers regarding patient needs</p> <p>Describe evidence that supports how changing health behaviors improves health outcomes</p>	<p>Students will role-play case studies to advocate for identified referrals/services (e.g., neurologist, physiatrist, OT, SLP, MSW, etc.)</p> <p>Literature review based on health concern providing evidence on improving health outcomes and/or QOL</p>	<p>Peer and faculty feedback on interaction.</p> <p>Summary of literature review on discussion board posting with student comments</p>

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	<p>and/or quality of life in people with neurologic conditions.</p> <p>Enhance clinician awareness of health promotion and wellness resources relevant to patients/clients with neurologic involvement</p> <p>Enhance student awareness of health promotion and wellness resources available through ANPT that address different neurologic health conditions</p>	<p>Working in small groups, students create an educational brochure on health and wellness community-based resources available to those with neurologic involvement and disseminate to local clinicians</p> <p>Small groups of students are each assigned a specific health condition; each group discusses health and wellness-related issues relevant to that condition, including the impact of aging, and propose reasonable strategies to address these; groups present summary of findings to whole class</p>	<p>Instructor feedback on educational material created</p> <p>Peer and/or instructor feedback</p>
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