

Competency Statement	Sample Learning Objectives	Associated Learning Activities	Associated Assessment Strategies
Domain 6: Evidence-based Practice			
<p>1. Integrate clinical expertise, patient values, and best available evidence that considers acuity, cognition, emotion, behavior, communication, and physical complexity to:</p> <ul style="list-style-type: none"> •Guide the examination, evaluation, and diagnostic process, •Arrive at an informed prognosis, and •Select interventions and determine optimal dosage and timing 	<p>Synthesize best evidence, patient values, and patient presentation to carry out the examination of an individual with neurologic dysfunction.</p> <p>Describe prognostic indicators for a given health condition/ patient case.</p> <p>Select, adapt, and modify interventions for the individual with neurologic dysfunction.</p> <p>Evaluate how patient values intersect with best evidence in</p>	<p>Following instruction related to evidence-based practice, perform a mock examination incorporating best evidence and patient values</p> <p>Case-based practice in groups to determine prognoses based upon examination findings and health condition</p> <p>Class discussion of current literature guiding intervention selection and dosing for complex patient cases.</p> <p>Using video cases, simulated patients, or live patients,</p>	<p>Lab practical exam with faculty simulating patient of high complexity including cognitive, communication, and behavioral impairments</p> <p>Using paper cases, students synthesize case findings to develop educational script summarizing prognosis in a manner suitable for patient/ caregiver dissemination (grade via rubric)</p> <p>Multiple choice exam questions that are case-based</p>

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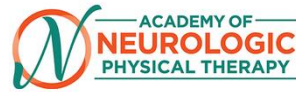
	evidence-based patient decision-making.	students select and perform intervention using best evidence and patient values. Cases should explicitly include patient values, e.g., a person who refuses to perform exercises	Short-answer response related to decision-making for a case-based exam question
. Analyze, appraise, apply, and reevaluate use of the best available evidence, while engaging in clinical decision making to address each patient’s unique and complex presentation	Apply foundational principles of evidence-based practice to neurologic patient management.	Student-led discussion of a journal article/case study detailing management of a specific patient case.	Written submission of argument with cited supported evidence (grade via rubric)
	Appraise conflicting evidence to make clinical decisions for the individual with neurologic dysfunction.	Student debate over a controversial topic related to a specific patient case in neurologic rehab.	Written assignment (table) with “base” activity, upgrade, downgrade, and cited supported evidence
	Design a plan of care incorporating flexibility for modification based upon unique, complex, and fluctuating presentations.	Lab practice of upgrade/downgrade of plan of care relative to changes in presentation.	Practical exam

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<p>3. Access neurologic evidence-based resources (e.g., EDGE, CPG) and apply to patient management across the ICF model</p>	<p>Identify and locate available neurologic evidence-based resources.</p> <p>Analyze evidence-based resources for examination techniques across the ICF for individuals with neurologic dysfunction.</p> <p>Incorporate evidence-based resources in plan of care development for the individual with neurologic dysfunction.</p>	<p>Student groups select appropriate neurologic evidence-based resources based upon patient cases.</p> <p>Design examination templates incorporating assessments at each level of the ICF, customized to a specific patient description</p> <p>Case-based lab activity (in groups) to apply CPG to a patient case.</p>	<p>Obtain and submit a neurologic evidence-based resource based upon a patient case (grade via P/F)</p> <p>Case-based multiple choice exam questions</p> <p>Written assignment of plan of care guided by CPG for a patient case (grade via rubric)</p>
<p>4. Identify neurologic clinical practices that would benefit from application of knowledge translation strategies.</p>	<p>Evaluate knowledge translation implementation in neurologic clinical practice.</p> <p>Provide examples of certain elements of the KTA cycle implemented in a specific QI project</p>	<p>Community-based therapist panel discussion related to need for/examples of knowledge translation strategies in the clinic</p> <p>Self-led investigation of published KT projects</p>	<p>Case-based discussion prompt to determine appropriate KT needs.</p> <p>Grade via rubric</p>

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	Describe non-evidence-based neurologic practices that require knowledge translation application.	Faculty-led group discussion, identification, and development of neurologic clinical practice knowledge to action project	Group presentation or discussion board post of identified neurologic clinical practice knowledge to action project (grade via rubric)
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