

| Competency Statement | Sample Learning Objectives | Associated Learning Activities | Associated Assessment Strategies |
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| Domain VII: Provider Health and Wellness | | | |
| <p>1. Adapt patient management strategies, including response to common emergency situations, with consideration for the unique physical, cognitive, psychological, behavioral (e.g., combative, aggressive, inappropriate), and/or emotional patient/client needs while maximizing provider safety. This is inclusive of anticipating and utilizing:</p> <ul style="list-style-type: none"> • Personal protective equipment, • Proper body mechanics, • Support staff, and • ATE | <p>Select patient mobility-related equipment for a patient with neurological dysfunction which maximizes patient and provider safety.</p> | <p>Lab-based small group problem solving practice sessions with a variety of patient mobility tools to select from and demonstrate in the case (lift, easy stand, tilt table, EVA walker, lite gait).</p> | <p>Multiple choice exam questions that focus on the case based appropriate selection of mobilization technology to maximize patient and provider safety.</p> |
| | <p>Demonstrate safe use of support staff to assist with mobility of a patient with neurological, behavioral, cognitive or psychological needs.</p> | <p>Simulated patient lab activity in which faculty play the part of support staff, and students play the part of the PT and/or patient. PT students practice teaching and directing support staff during mobility activities.</p> | <p>Faculty/staff playing the role of support staff give formative verbal feedback in a debriefing session following the simulated lab activity.</p> |
| | <p>Apply proper body mechanics, personal protective equipment, support staff, and assistive equipment while managing a complex patient scenario.</p> | <p>Lab simulation practice of common neurologic presentations (I.e., spectrum of TBI behaviors, cognitive/perceptual/visual dysfunction, movement system dysfunction)</p> | <p>Practical examination of faculty simulating a common neurologic presentation with rubric designed to grade provider safety (inclusive of body mechanics, personal protective equipment, support staff, and assistive technology and equipment).</p> |

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| | Demonstrate capacity to acknowledge and respond to a common emergency situation which may arise with a patient with a neurologic condition. | Lab practice discussion and demonstration of emergency responses (i.e., seizure, autonomic dysreflexia, change in medical status, loss of consciousness). | Case-based multiple choice exam questions designed to assess the students' recognition of emergencies and appropriate responses to the emergency situation |
| 2. Create an early-career professional development plan that cultivates the personal wellness (physical, emotional, spiritual), self-efficacy, and resilience needed to thrive despite care demands including patients' complexity, continuum of care longevity, progressive functional decline and/or end of life | <p>Identify and reflect on personal responses to stress and routine coping mechanisms.</p> <p>Create a plan for enhancing professional self-efficacy and wellbeing.</p> | <p>Panel discussion with neurologic care providers along the continuum of experience, faculty with neurologic clinical experience, and upper-level students in final year to discuss personal journeys and evidence based coping mechanisms.</p> <p>Students complete the related self-efficacy, burnout, grit, resilience and appropriate surveys prior to class. Class time is spent discussing results, concepts of wellness and burnout, and intervention strategies.</p> | <p>Brief reflection paper highlighting current and past responses to stress and coping mechanisms and a plan on evidence-based strategies for coping with stress in clinic/as a professional (grade via rubric).</p> <p>Reflective writing assignment (or forum post) where students are asked to reflect on insights gained from the results of the assigned assessments. Ask students to identify and discuss the relationships between self-efficacy and resilience with wellness and burnout, then</p> |

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| | | | develop a plan for professional development that will promote self-efficacy and wellness. (Grade via rubric). |
| 3. Create and optimize the therapeutic alliance between the patient and/or care partner and provider to establish and maintain appropriate professional and personal boundaries. | Discuss factors that enhance or are detrimental to the therapeutic alliance, including common negative biases. | Place students into small groups. Provide each group with an example of poor patient communication strategies (ex: not making eye contact, thinking about your next question instead of actively listening, dual tasking, asking the next question before the patient has had a chance to respond, misinterpreting patient communication, encroaching on personal space, using an interpreter incorrectly, etc.). Small groups create a demonstration of the communication scenario and the larger group identifies the error and discusses an appropriate correction. The faculty member then adds an unintentional negative bias (such as ageism, sex and gender bias, disability bias, mental health bias, obesity bias, etc.) and facilitates a safe | Short answer scenario prompt on examination: using a short clinical vignette, the student identifies and discusses positive or negative factors in the case that could impact the therapeutic alliance. (Grade via rubric) |

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| | <p>Evaluate the interaction among patient’s differences, values, preferences, and expressed needs when confronted with a neurologic condition.</p> <p>Demonstrate the ability to foster a trusting relationship while maintaining appropriate personal and professional boundaries.</p> | <p>conversation on how the bias could influence communication and the therapeutic alliance.</p> <p>Panel discussion with patients who have a variety of neurologic conditions to discuss their lived experiences with their condition</p> <p>Place students into groups of three. Students rotate between playing roles of a patient, PT or peer-reviewer. Each student completes an evaluation of a simulated patient – part of the patient script includes an incident that challenges personal or professional boundaries. Following the evaluation, the student receives feedback from peers regarding safety and communication.</p> | <p>Journal entry (or series of entries) reflecting on the similarities and differences in patient’s lived experiences and how those interactions may impact a health provider (grade via rubric).</p> <p>Peer, “patient” and “PT” evaluate communication strategies using a faculty-designed rubric.</p> |
| <p>4. Professionally advocate and engage with the health care</p> | <p>Discuss factors that promote a positive work environment</p> | <p>Panel discussion with health care organization leaders with</p> | <p>Reflection assignment (or forum post): student provides self-</p> |

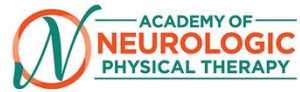
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| <p>organization to promote a positive work environment.</p> | <p>including leadership styles, organizational structure, and healthcare organization initiatives.</p> <p>Identify strategies for effectively communicating in challenging professional situations</p> | <p>prepared prompt questions regarding positive work environment.</p> <p>Assign small groups challenging professional situations that are common in neuro-rehab (for example: working with an assistant who does not follow the POC, working with colleagues who do not believe in the use of outcome measures, working with colleagues who adjust the POC to include non-evidence-based treatment, working for a supervisor who does not understand the value of neuro CPGs). Ask the groups to apply strategies for effective crucial conversations, as well as some incorrect strategies, then present their scenario to the class as a simulation. Large group discussion follows.</p> | <p>reflection on their preferred work environment including leadership style, organizational structure, and priorities to consider when seeking future employment (grade via rubric).</p> <p>Multiple choice exam questions about strategies for effective communication in difficult situations.</p> |
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