

Chapter 2. Curriculum – Practice Expectations (classroom and clinical)

Introduction

Chapters 2 and 3 focus on the physical therapist curriculum and address three essential elements of the educational preparation of a physical therapist:

- Practice Expectations
- Foundational Sciences
- Clinical Sciences

Based on the amount and complexity of the content described in the essential curricular elements, this curriculum preferably should culminate in the doctor of physical therapy degree.

Chapter 2 curriculum consists of 23 practice expectations, identified below. Practice expectations 1-5, 9, and 23 incorporate *Professionalism in Physical Therapy: Core Values* ([Appendix A](#)).

Professional Practice Expectations, including:

1. Accountability
2. Altruism
3. Compassion/Caring
4. Integrity
5. Professional Duty
6. Communication
7. Cultural Competence
8. Clinical Reasoning
9. Evidenced-Based Practice
10. Education

Patient/Client Management Expectations, including:

11. Screening
12. Examination
13. Evaluation
14. Diagnosis
15. Prognosis
16. Plan of Care
17. Intervention
18. Outcomes Assessment

Practice Management Expectations, including:

19. Prevention, Health Promotion, Fitness, and Wellness
20. Management of Care Delivery
21. Practice Management
22. Consultation
23. Social Responsibility and Advocacy

Within each practice expectation, five elements further describe each expectation, with the last four elements contained within a matrix:

- *Educational outcomes*, describing the culminating behaviors of the graduate.
- *Content*, a relatively exhaustive list of the material that needs to be included to achieve these outcomes.
- *Terminal behavioral objectives (TBOs)*, examples of behaviors to be expected at the conclusion of an individual educational unit related to the content.
- *Instructional objectives (IOs) to be achieved in the classroom*, examples of specific objectives for classroom-based activities designed to achieve the TBOs.
- *Instructional objectives (IOs) to be achieved in clinical practice*, examples of specific objectives for clinically based activities designed to achieve the TBOs.

In Chapter 3, “[Foundational Sciences](#)” is organized by the scientific disciplines that contribute to the development and understanding of physical therapy. It includes sciences that can be described as basic and applied, and as biological, physical, and behavioral. “[Clinical Sciences](#)” uses a systems approach to describe the material needed to understand both diseases that require the direct intervention of a physical therapist for management and diseases that affect conditions being managed by physical therapists.

In its entirety, the model is designed to foster self-directed, active learning, but without endorsing a particular curricular approach. Rather, it provides suggestions for content in each of the three areas that can be organized in many different configurations to match the philosophical education values, mission, and goals of a particular program.

Professional Practice Expectation 1: Accountability

Definition: *Accountability* is the active acceptance of responsibility for the diverse roles, obligations, and actions of the physical therapist, including self-regulation and other behaviors that positively influence patient/client outcomes, the profession, and the health needs of society.

1.1 *Adhere to legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management.*

Educational Outcomes

The graduate:

- Applies legal practice standards as noted in laws and regulations governing the practice of physical therapy.
- Seeks the expertise of others in the interpretation and application of laws and regulations.
- Exhibits behaviors consistent with laws and regulations.
- Recognizes and reports violations of laws and regulations to the appropriate agency.
- Understands security protections such as access control, data security, and data encryption related to the use of information technology in practice.

1.2 *Has a fiduciary responsibility for all patients/clients.*

Educational Outcomes

The graduate:

- Applies the principles of fiduciary responsibility in selecting employment settings and in making practice management decisions.
- Avoids conflicts of interest that compromise duties toward the patient/client.
- Recognizes referral arrangements that include improper financial incentives.

1.3 *Practice in a manner consistent with the professional Code of Ethics.*

Educational Outcomes

The graduate:

- Recognizes ethical dilemmas and assumes responsibility for the selected course of action.
- Seeks and weighs the expertise of others in ethical decision making.
- Articulates the basis of one's ethical decisions to self and others.
- Recognizes and reports violations of ethical practice.
- Adheres to and promotes the Code of Ethics and Standards of Practice for Physical Therapy. (APTA Code of Ethics [HOD 06-00-12-23]; 2000. APTA Standards of Practice for Physical Therapy [HOD 06-03-09-10]; 2003.)
- Directly addresses ethical and legal issues related to the use of information technology in practice.

1.4 *Change behavior in response to understanding the consequences (positive and negative) of his or her actions.*

Educational Outcomes

The graduate:

- Acknowledges and accepts the consequences of his or her actions.
- Internalizes the results of his or her actions.

1.5 Participate in organizations and efforts that support the role of the physical therapist in furthering the health and wellness of the public.

Educational Outcomes

The graduate:

- Supports organizations with health initiatives such as the [American Diabetes Association](#), [American Hospital Association](#), [American Cancer Society](#), etc.
- Joins organizations such as APTA, [American Academy for Cerebral Palsy](#), [National Wellness Institute](#), [American College of Sports Medicine](#), etc.
- Volunteers time for organizational and community initiatives.
- Articulates to others the benefits of membership in organizations that support the role of the physical therapist in furthering the health and wellness of the public.

Accountability Matrix

<p style="text-align: center;">Primary Content</p>	<p style="text-align: center;">Examples of Terminal Behavioral Objective <i>After the completion of the content, the student will be able to...</i></p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in the Classroom</p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in Clinical Practice</p>
<p>Foundational and clinical sciences</p> <p>Peer and self-assessment tools</p> <p>Codes of Ethics, including disciplinary process</p> <p>External accrediting agencies (eg, Joint Commission on Accreditation of Healthcare Organizations, Commission on Accreditation of Rehabilitation Facilities)</p> <p>Federal and state rules and regulations, including Centers for Medicare and Medicaid Services, Health Insurance Portability and Accountability Act, Occupational Safety and Health Administration, Americans with Disabilities Act, and federal/state health department</p> <p>Mechanisms for self improvement</p> <p>Legal structure of organizations</p> <p>Organizational structure and behavior</p> <p>Systems theory</p> <p>Communication theory</p> <p>Theory and components of intentional change and learning styles</p>	<ul style="list-style-type: none"> • Weigh and balance sources of accountability to determine actions. • Incorporate concepts of intentional change into the components of home exercise programs. • Incorporate concepts of intentional change into the self-assessment process. • Apply the laws and regulations governing physical therapy practice. • Discuss practice standards as they affect the practice of physical therapy. • Recognize conflict between ethical and legal principles and assume responsibility for the selected course of action. • Exhibit behaviors consistent with clinical facility and professional policy and procedures. • Discuss the legal and ethical boundaries of confidentiality. • Discuss the impact of ownership of a physical therapy practice on the fiduciary relationship owed to all patients/clients. • Determine when employment in a given setting must be terminated because of ethical conflict. 	<ul style="list-style-type: none"> • Identify sources of accountability. • Given a case study, analyze the effectiveness of interpersonal strategies to enhance professional interactions. • Identify types of self-assessment mechanisms. • Ensure, through appropriate direction and supervision of support personnel, the safety, security, and best care of patients/clients. • Perform self-assessment of personal and professional development needs. • Demonstrate an ability to analyze cost-effectiveness of patient/client interventions. • Identify types of service assessment mechanisms (eg, patient/client surveys, etc). • Identify common ownership models (both public and private ownership models). • Identify differences between publicly traded for-profit corporations and other corporations that have ownership of physical therapy practices. • Identify the professional and legal responsibilities of a physical therapist that discovers another physical therapist sexually harassing patients/clients or others. 	<ul style="list-style-type: none"> • Demonstrate accountability for actions and decisions by admitting mistakes/errors and taking steps to ameliorate any negative effects of a poor decision. • Recognize and appreciate the consequences of a course of action when making decisions. • Identify and discuss potential conflict of interest actions inherent in all professional practice. • Demonstrate appropriate professional behavior when carrying out clinical responsibilities. • Manage challenging ethical dilemmas. • Establish an ongoing collaborative process of decision-making with patients/clients, families, or caregivers prior to initiating care and throughout the provision of services.

Primary Content	Examples of Terminal Behavioral Objective <i>After the completion of the content, the student will be able to...</i>	Examples of Instructional Objectives To Be Achieved in the Classroom	Examples of Instructional Objectives To Be Achieved in Clinical Practice
Dynamics of interpersonal exchange Organizations associated with health initiatives Standards of practice	<ul style="list-style-type: none"> • Identify inappropriate sexual behavior directed by patients/clients and others at physical therapists and describe strategies used to stop such behaviors. 	<ul style="list-style-type: none"> • Discuss codes of professional behavior, including APTA's <i>Code of Ethics and Guide for Professional Conduct</i>, and <i>Standards of Practice for Physical Therapy</i>. • Engage in oral and written reflection on ethical and legal issues. • Discuss the rules and regulations governing the practice of physical therapy within the jurisdiction in which the individual practices. • Develop a plan of action for a difficult ethical situation. • Identify circumstances requiring a report of abuse or neglect. • Write a protocol for physical therapists to use to respond to inappropriate sexual behaviors directed toward them. • Identify sources of emotional support and guidance for physical therapists that have been the targets of inappropriate sexual behavior from their patients/clients. 	

Professional Practice Expectation 2: Altruism

Definition: *Altruism* is the primary regard for or devotion to the interest of patients/clients, thus assuming the fiduciary responsibility of placing the needs of the patient/client ahead of the physical therapist's self interest.

2.1 *Place patient's/client's needs above the physical therapist's needs.*

Educational Outcomes

The graduate:

- Consistently acts on patient's/client's needs above the physical therapist's needs.
- Recognizes the need for physical therapy services to underserved and underrepresented populations.
- Strives to provide patient/client services that go beyond expected standards of practice.

2.2 *Incorporate pro bono services into practice.*

Educational Outcomes

The graduate:

- Provides patient/client services in communities based on the need for services and not necessarily the ability to be remunerated for those services.
- Identifies a variety of mechanisms to provide pro bono services.
- Describes the intrinsic rewards of providing pro bono services.
- Determines whether services should be provided on a pro bono basis or whether billing is appropriate.

Altruism Matrix

<p style="text-align: center;">Primary Content</p>	<p style="text-align: center;">Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i></p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in the Classroom</p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in Clinical Practice</p>
<p>Communication</p> <ul style="list-style-type: none"> • Verbal communication • Nonverbal communication • Professional communication • Relationships with others <p>Social and psychological factors</p> <ul style="list-style-type: none"> • Awareness of self and others • Cultural competence • Group dynamics and teamwork • Health behavior change models and theories • Psychological/emotional responses to diseases, disorders, conditions, impairments, functional limitations, and disabilities (disablement/enablement) • Emotional and physical abuse • Sexuality • Religion and faith • Holistic health and well-being <p>Ethics and values</p> <ul style="list-style-type: none"> • Values education • Patients'/clients' rights • Advocacy <p>Management sciences</p> <ul style="list-style-type: none"> • Time management • Personal balance • Analysis of the need for physical therapy services 	<ul style="list-style-type: none"> • Value individual differences in patient/clients, family members, and colleagues based on race/ethnicity, religion, gender, age, sexual orientation and disability. • Interact with patients/clients, family members, and colleagues with sensitivity and tolerance to differences such as race/ethnicity, religion, gender, age, sexual orientation, and disability. • Recognize judgments and stereotypes about people from different cultural and ethnic backgrounds and continually seek to facilitate growth, understanding, and skill in working with people from diverse backgrounds. • Recognize stressors in one's personal and professional life. • Incorporate coping strategies and support systems to control and alleviate stress. • Describe the health and physical therapy needs of underserved populations in surrounding areas. 	<ul style="list-style-type: none"> • Identify personal stereotypes held toward people with diverse backgrounds. • Identify role models in physical therapy and describe elements of professionalism that they exhibit. • Describe a structure that may be used to provide a pro bono clinic. • Advocate in the political process for patients/clients to obtain unrestricted access to physical therapy services. • Provide presentations on relevant health care and physical therapy issues to schools and community organizations. 	<ul style="list-style-type: none"> • With a licensed physical therapist, visit a patient's/client's home or work site to effectively plan for a patient's/client's discharge. • Participate in a pro bono clinic. • Advocate for necessary continued care by identification of alternate resources. • Discuss strategies for contributions to the total care of patients/clients when insurance coverage has run out. • Identify methods to prevent disease or injury and/or to promote wellness and incorporate wellness in plans of care. • Apply health behavior change theories to the development of optimal interventions for patients/clients from diverse backgrounds. • Demonstrate personal well-being behaviors. • Advocate for patients'/clients' access to affordable physical therapy services and inclusion of physical therapy in health care plans.

Primary Content	Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i>	Examples of Instructional Objectives To Be Achieved in the Classroom	Examples of Instructional Objectives To Be Achieved in Clinical Practice
Finance <ul style="list-style-type: none"> • Fiscal data • Productivity/cost-effectiveness Sociology <ul style="list-style-type: none"> • Professional roles Socioeconomic factors Law <ul style="list-style-type: none"> • Liability issues • Health law • Legal factors affecting service delivery • Risk management Public health <ul style="list-style-type: none"> • Public policy • Health policy • Demographic needs analysis Cultural and biological differences related to and clinical implications of: <ul style="list-style-type: none"> • Race/ethnicity • Religious orientation • Gender issues • Age issues • National origin • Sexual orientation • Health status of cultural groups • Discrimination 			

Professional Practice Expectation 3: Compassion/Caring

Definitions: *Compassion* is the desire to identify with or sense something of another's experience; a precursor of caring.

Caring is the concern, empathy, and consideration for the needs and values of others.

3.1 *Exhibit caring, compassion, and empathy in providing services to patients/clients.*

Educational Outcomes

The graduate:

- Embraces the biological, psychological, cultural, and social aspects of patient/client care.
- Responds to patients/clients by demonstrating caring and compassion.
- Demonstrates empathy in dealing with patients/clients.
- Demonstrates appropriate use of therapeutic presence.

3.2 *Promote active involvement of the patient/client in his or her care.*

Educational Outcomes

The graduate:

- Actively listens to patient/client needs.
- Shares his or her knowledge with patients/clients and others.
- Achieves consensus with patients/clients in effective strategies for care.

Compassion/Caring Matrix

Primary Content	Examples of Terminal Behavioral Objective <i>After the completion of the content, the student will be able to...</i>	Examples of Instructional Objectives To Be Achieved in the Classroom	Examples of Instructional Objectives To Be Achieved in Clinical Practice
Social history Interview skills Values education Health behavior change models Therapeutic presence	<ul style="list-style-type: none"> • Conduct a social history that identifies sociocultural, psychological, and economic factors. • Incorporate intervention strategies in response to cultural and individual differences in pain response. • Deliver physical therapy services despite conflict between the physical therapist's and the patient's/client's values. • Reach a consensus with patient/client on an effective self-management strategy in which the patient/client is willing and able to participate. • Discuss various self-management approaches with patients/clients with respect to their movement dysfunction and/or pain. 	<ul style="list-style-type: none"> • Identify differences across the lifespan in pain response. • Review evidence on the differences in health care delivery and outcomes in underserved populations. • Identify factors that either contribute to or are barriers to adherence with self-management strategies. 	<ul style="list-style-type: none"> • Identify factors that either contribute to or are barriers to adherence with self-management strategies. • Teach a patient/client his or her selected self-management approach with respect to their movement dysfunction and/or pain. • Demonstrate appropriate use of therapeutic presence. • Demonstrate empathy in dealing with patients/clients in pain or under stress.

Professional Practice Expectation 4: Integrity

Definition: *Integrity* is steadfast adherence to high ethical principles or professional standards; truthfulness, fairness, doing what you say you will do, and “speaking forth” about why you do what you do.

4.1 *Demonstrate integrity in all interactions with patients/clients, family members, caregivers, other health care providers, students, other consumers, and payers.*

Educational Outcomes

The graduate:

- Adheres to the highest standards of the profession.
- Uses power in the best interests of the patient/client.
- Uses effective negotiation and conflict resolution skills to uphold professional standards.
- Demonstrates trustworthiness by consistently upholding high ideals in the face of challenges.
- Articulates and internalizes stated ideals and professional values.
- Acts on the basis of professional values even when the results of actions may place him or her at risk.

Integrity Matrix

<p style="text-align: center;">Primary Content</p>	<p style="text-align: center;">Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i></p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in the Classroom</p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in Clinical Practice</p>
<p>Professional standards</p> <p>Management and administration</p> <p>Conflict management and negotiation skills</p> <p>Leadership</p> <p>Organization</p> <p>Reimbursement</p> <p>Use and abuse of power in relationships</p> <p>Empowerment</p> <p>Values education</p>	<ul style="list-style-type: none"> • Identify the barriers to effective, accurate, and honest communication. • Uphold or maintain confidentiality. • Understand the impact of personal choices on professional identity. • Recognize when core values (accountability, altruism, compassion/caring, excellence, integrity, professional duty, social responsibility) are compromised. • Identify potential abuses of power between patient/client and provider, between student and teacher (CI), and between employee and employer relationships. • Given a situation in which professional standards may be compromised, assume responsibility for resolving the conflict. • Identify contemporary challenges to optimal patient/client management. • Identify discrepancies between patient/client needs and current regulatory requirements. • Reflect on clinical performance and verify that treatment choices comply with best practice. 	<ul style="list-style-type: none"> • Discuss instances and consequences of falsification of records. • Identify the consequences of violating confidentiality. • Discuss societal responses to behavioral choices. • Discuss implications of dress and other personal behaviors on patients'/clients' responses to the physical therapist. • Provide examples of behaviors that demonstrate core values. • Discuss potential abuses of power in the patient/client relationship. • Develop a plan of action to resolve a conflict involving a potential breach of professional standards. • Explore the influence of reimbursement, medico-legal issues and regulations on patient/client outcomes. • Review literature to identify best new practices and their differences from current practice. • Perform self-assessment of personal and professional development needs. 	<ul style="list-style-type: none"> • Report instances where known falsifications of patient/client records have occurred. • Identify situations in which confidentiality could be breached in the clinical setting. • Dress and behave in a manner appropriate to the clinical setting. • Provide examples of behaviors that demonstrate the core values. • Review literature to identify best new practices and their differences from current practice.

Professional Practice Expectation 5: Professional Duty

Definition: *Professional duty* is the commitment to meeting one's obligations to provide effective physical therapy services to individual patients/clients, to serve the profession, and to positively influence the health of society.

5.1 *Demonstrate professional behavior in all interactions with patients/clients, family members, caregivers, other health care providers, students, other consumers, and payers.*

Educational Outcomes

The graduate:

- Exhibits behaviors consistent with professional standards in all interactions.
- Displays generosity as evidenced by the use of time and effort to meet patient/client needs.
- Recognizes other team members' expertise, background, knowledge, and values to facilitate collaboration in delivery of care.
- Demonstrates beneficence by providing best care for patients/clients.
- Preserves the safety, security, privacy, and confidentiality (eg, HIPAA) of individuals.

5.2 *Participate in self-assessment to improve the effectiveness of care.*

Educational Outcomes

The graduate:

- Knows own learning styles, strengths, and weakness.
- Uses inquiry and reflection as a basis for ongoing self-assessment leading to goals for improved clinical practice and career development.
- Develops and implements a plan from this self-assessment.
- Compares self-evaluation with feedback from others and incorporates feedback into professional development plan.

- Recognizes and values multiple methods to acquire knowledge and skills in support of lifelong learning and professional development (eg, postprofessional education, clinical specialization, continuing education programs, collegial interaction, and self-directed assessment of scientific literature).
- Maintains continued competence in clinical practice through a variety of lifelong learning strategies that may culminate in degree or nondegree-based outcomes.
- Acts as a critical consumer of education for professional development.
- Demonstrates an understanding of the influence of the practice environment on professional development.
- Recognizes barriers to professional growth and career development and promotes mechanisms to eliminate or reduce these barriers.

5.3 *Participate in peer assessment activities.*

Educational Outcomes

The graduate:

- Engages in ongoing dialogue with professional peers or team members.
- Demonstrates skill in providing/receiving feedback to peers regarding performance, behaviors, and goals.
- Acts as an effective member of an interdisciplinary team and improves the quality of own performance through self-assessment and personal change.

5.4 *Effectively deal with positive and negative outcomes resulting from assessment activities.*

Educational Outcomes

The graduate:

- Acknowledges and accepts responsibility for and consequences of his or her actions.
- Compares self-evaluation with feedback from others and incorporates feedback into professional development plan.
- Takes action to build upon professional strengths of students to rectify professional deficiencies.
- Assumes responsibility for learning and change with a plan for reassessment.

5.5 *Participate in clinical education of students.*

Educational Outcomes

The graduate:

- Demonstrates knowledge of clinical education structure and process, roles and responsibilities of clinical educators, and clinical teachers as mentors and professional role models.
- Participates in the clinical education of students, but not as a clinical instructor.
- Engages in clinical education to enhance own knowledge, values, and skills as a practitioner.
- Understands knowledge, skills, and behaviors needed to become a competent clinical instructor.

5.6 *Participate in professional organizations.*

Educational Outcomes

The graduate:

- Articulates a rationale for membership in a professional organization.
- Is involved in professional activities beyond the practice environment.
- Actively promotes the profession of physical therapy.
- Joins [APTA](#), chapter, sections, etc.
- Understands, values, and participates in other professional organizations and recognizes how they relate to physical therapy.

Professional Duty Matrix

<p style="text-align: center;">Primary Content</p>	<p style="text-align: center;">Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i></p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in the Classroom</p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in Clinical Practice</p>
<p>Principles and theories of ethics APTA <i>Code of Ethics</i>, including its historical context</p> <p>Legal principles</p> <p>Values education (self and the profession)</p> <p>Foundation and clinical sciences</p> <p>Application of scientific principles to practice</p> <p>Role of physical therapy in the health care system</p> <p>History and role of professions</p> <p>Duty of other professions</p> <p>Professional organization systems</p> <p>Social and psychological factors</p> <p>Sociology of health professions</p> <p>Cultural differences in perception of duty</p> <p>Relationship of physical therapy contribution to over all health and wellness of an individual</p> <p>Self-assessment, self-regulation, and self-reflection</p>	<ul style="list-style-type: none"> • Given a case study, describe the optimum level of care that can be provided in the situation. • Solve conflicting dilemmas of duty using an established decision- making framework. • Recognize clinical demands placed on students. • Sort out dimensions of conflicts in duty. • Routinely incorporate consideration of patient/client privacy and confidentiality into all activities. • Routinely incorporate consideration of safety and security in all activities. • Become involved in professional activities beyond the practice environment. • Behave in a manner consistent with professional norms. • Devote time, energy, and resources to advancing the profession. • Practice and promote health-enhancing behaviors. • Select from a myriad of educational offerings content to most effectively enhance personal development considering cost-effectiveness, sound educational principles, established personal goals, and expertise of faculty. 	<ul style="list-style-type: none"> • Provide written guidelines outlining acceptable professional-social behavior (eg, dress, greetings) within the social setting. • Identify examples of breaches of best care. • Use strategies to prevent breaches of best care. • Weigh the strengths of conflicting duties. • Value importance of membership and active participation in APTA as a professional obligation. • Identify strategies for achieving balance in personal and professional pursuits. • Identify examples of how political involvement in the community can improve health care. • Provide opportunities for students to explore the variety of roles and responsibilities of education and advocate for career options, including the roles of clinical teacher, advocate, tutor or peer mentor, and lecturer. • Provide opportunities to assess the needs of adult learners. • Model lifelong learning in teaching, practice, and research. • Promote self-assessment, develop personal and professional 5-year plans, and use input from classroom faculty. 	<ul style="list-style-type: none"> • Consider patient/client and family/caregiver desires in determining how to implement confidentiality. • Consider needs of patient/client and the environment when determining what safety mechanisms to use. • Recognize and take opportunities to promote the profession to the community. • Implement strategies for achieving balance in personal and professional pursuits that preserve the integrity of professional careers. • Demonstrate volunteerism in the community. • Use feedback from clinical supervisor to improve clinical performance. • Develop a professional development plan based on feedback (objective and subjective) from clinical faculty. • Use a self-assessment tool to improve clinical performance. • Seek non-patient/client learning opportunities available in the clinical setting. • Promote self-assessment, develop personal and professional 5-year plans, and use input from clinical faculty. • Prepare a critique of a research article and present it to a group of professionals. • Provide opportunities for the student to mentor or be mentored.

Primary Content	Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i>	Examples of Instructional Objectives To Be Achieved in the Classroom	Examples of Instructional Objectives To Be Achieved in Clinical Practice
<p>Community health</p> <p>Demographics and relationship to provision of care</p> <p>Epidemiology</p> <p>Foundational and clinical sciences</p> <p>Opportunities for professional development</p> <p>Models of clinical education</p>	<ul style="list-style-type: none"> • Recognize the benefits of mentoring as a teaching tool. • Compare and critically evaluate different types of available formal and informal educational opportunities (eg, home study courses, teleconferences, continuing education courses, journal clubs, study groups, self-study such as literature reviews, clinical residency, specialty certification, and postprofessional degree). • Analyze and select possible career development opportunities to address barriers encountered by both men and women. • Discuss the importance of professional involvement in organizations such as APTA to further career development. • Demonstrate knowledge of inequity issues related to sex, race or ethnicity, pay equity, negotiation, and sexual harassment. • Recognize that provision of a clinical learning experience is an inherent role of the professional physical therapist. • Value provision of clinical learning experiences as an important component of personal professional development. • Adjust teaching strategies to foster learner's clinical performance/ experience. 	<ul style="list-style-type: none"> • Participate in evaluating the quality of continuing education. • Attend continuing education conferences relevant to career development. • Prepare a critique of a research article and present it to a class. • Discuss the societal and professional challenges women face. • Report the findings of a discussion with female professionals regarding career barriers and their impact. • Provide opportunities for the student to mentor or be mentored. 	

Primary Content	Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i>	Examples of Instructional Objectives To Be Achieved in the Classroom	Examples of Instructional Objectives To Be Achieved in Clinical Practice
	<ul style="list-style-type: none"> • Assess learner’s needs to facilitate learning and improve teaching effectiveness. • Seek opportunities to enhance and improve clinical teaching skills (eg, conflict resolution, negotiation, learning, and evaluation theories). • Recognize and respect that other professionals have practice domains; listen and respond to and respect other professions. • Use knowledge about practice domains of other professions as it relates to physical therapy practice, education, and research. • Acknowledge that engaging in clinical education is a professional responsibility directly related to the future of the profession. 		

Professional Practice Expectation 6: Communication

Definition: *Communication* is a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.

6.1 *Expressively and receptively communicate in a culturally competent manner with patients/clients, family members, caregivers, practitioners, interdisciplinary team members, consumers, payers, and policy makers.*

Educational Outcomes

The graduate:

- Communicates in a professional, confidential, and timely manner.
 - Communicates with sensitivity by considering differences in race/ethnicity, religion, gender, age, national origin, sexual orientation, and disability or health status.
 - Selects a method(s) for communicating that is effective in a particular situation.
 - Communicates in ways that effectively, accurately, and honestly reflect a particular situation.
- Evaluates the effectiveness of his or her communication (eg, observing patient/client performance, interpreting nonverbal and verbal response) and adapts communication accordingly.
 - Seeks and responds to feedback from multiple sources in providing patient/client care.
 - Accurately communicates professional actions to others (payers, patients/clients, other health care providers).
 - Listens to, clearly informs, and educates the patient/client using language that the patient/client understands.
 - Uses information technology such as word processing, presentation, data analysis software, e-mail, and electronic records to improve clarity and efficiency of communications.

Communication Matrix

Primary Content	Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i>	Examples of Instructional Objectives To Be Achieved in the Classroom	Examples of Instructional Objectives To Be Achieved in Clinical Practice
Foundational and clinical sciences Verbal communication <ul style="list-style-type: none"> • Active/effective listening • Empathetic responding • Interview skills • Language skills Communication in language other than English or impaired communication ability Nonverbal communication Professional communication Principles of oral and written communication Use of media Relationships with others Therapeutic presence Motivational strategies (behavior modification, etc) Conflict resolution Assertiveness Empowerment	<ul style="list-style-type: none"> • Communicate clearly with sensitivity and with responsiveness with the patient's/client's family members, colleagues, and other professionals within the patient/client care setting. • Initiate and respond to communication with sensitivity to differences in race/ethnicity, religion, gender, age, national origin, sexual orientation, and disability or health status. • Respond with sensitivity to differences in race/ethnicity, religion, gender, age, national origin, sexual orientation, and disability or health status. • Communicate with all participants in the care of the patient/client and consider their roles and contributions to care. • Select individual versus group format for communication. • Demonstrate professional and technically correct oral and written communication skills. • Communicate using body language consistent with the intended message and recognize, interpret, and respond to the body language of others consistently with professional guidelines and the educational level of the individual. 	<ul style="list-style-type: none"> • Analyze patient/client interactions on videotape. • Analyze reading level of sample patient/client information materials. • Engage in communication role-play, with feedback provided from peers in the health care and larger communities. • Communicate using terminology relevant to the situation. • Demonstrate skill in providing feedback to peers and academic faculty. 	<ul style="list-style-type: none"> • Communicate effectively with all individuals involved in the care of the patient/client. • Communicate effectively with supervisors to meet your needs for clinical success. • Communicate confidently in a variety of clinical forums. • Document clinical encounters effectively. • Demonstrate skill in providing feedback to clinical educators and professional colleagues. • Communicate with patients/clients using terminology relevant to the situation. • Assess the effectiveness of communication with patients/clients, family, caregivers, and other health care providers. • Arrange to have interpreter resources available where necessary.

Professional Practice Expectation 7: Cultural Competence

Definition: *Cultural and linguistic competence* is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations.^a

Culture refers to integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups.^a

Competence implies having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors, and needs presented by consumers and their communities.^a

7.1 *Identify, respect, and act with consideration for patients'/clients' differences, values, preferences, and expressed needs in all professional activities.*

Educational Outcomes

The graduate:

- Recognizes individual and cultural differences and adapts behavior accordingly in all aspects of physical therapy services.
- Displays sensitivity by considering differences in race/ethnicity, religion, gender, age, national origin, sexual orientation, and disability or health status in making clinical decisions.
- Recognizes aspects of behavior and care affected by individual needs and cultural differences.
- Discovers, respects, and values individual differences, preferences, values, life issues, and emotional needs within and among cultures.
- Promotes representation of individual and cultural differences in practice, research, and education.
- Incorporates an understanding of the implications of individual and cultural differences in the management and delivery of physical therapy services.
- Values the sociocultural, psychological, and economic influences on patients/clients and responds accordingly.
- Is aware of and suspends own social and cultural biases.
- Understands and applies principles of cultural competence.
- Provides care in a nonjudgmental manner when the patients'/clients' beliefs and values conflict with the individual's belief system.
- Demonstrates respect for patient's/client's privacy.
- Values the dignity of patients'/clients' as individuals.

^aWorking definition adapted from *Assuring Cultural Competence in Health Care: Recommendations for National Standards and an Outcomes-Focused Research Agenda*, Office of Minority Health, Public Health Service, U S Department of Health and Human Services; 1999.

Cultural Competence Matrix

<p style="text-align: center;">Primary Content</p>	<p style="text-align: center;">Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i></p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in the Classroom</p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in Clinical Practice</p>
<p>Foundational and clinical sciences</p> <p>Cultural and biological differences related to and clinical implications of:</p> <ul style="list-style-type: none"> • Race/ethnicity • Religious orientation • Gender issues • Age issues • National origin • Sexual orientation • Health status of cultural groups • Discrimination • Socioeconomic factors <p>Cultural competence</p>	<ul style="list-style-type: none"> • Communicate with sensitivity to differences in race/ethnicity, religion, gender, age, national origin, sexual orientation, and disability or health status. • Demonstrate an understanding of the major differences among individuals and cultures and discover, respect, and value individual differences within and among cultures. • Promote representation of individual and cultural differences in practice, research, and education. • Incorporate an understanding of the implications of individual and cultural differences in the management and delivery of physical therapy services. • Estimate the effects of race/ethnicity, gender, and age on physiologic responses expected from physical therapy interventions. • Discover the unique responses to common pathologic conditions that are associated with age, gender, and race. • Understand the definition of domestic violence, the incidence of domestic violence, and population at risk. 	<ul style="list-style-type: none"> • Discuss the interrelations of cultural diversity, learning styles, and educational theories. • Analyze cultural research to determine relevance to various cultural groups. • Analyze and discuss one’s own cultural context. • Describe the cultural differences that need to be addressed when examining and treating a select race/ethnicity group with degenerative disc disease. • Describe the health problems associated with a select race/ethnic group. • Describe the cultural mix of an old industrial inner city community based on demographic trends. • Differentiate between equality and equity. • Compare the influence of socioeconomic factors on the health status of children, teenagers, and senior citizens. 	<ul style="list-style-type: none"> • Appreciate, acknowledge, respect, and incorporate the cultural and individual differences of clients, caregivers, and family members into the plan of care. • Appreciate, acknowledge, respect, and incorporate the cultural and individual differences of coworkers while interacting in the clinic. • Demonstrate value for each patient/client care interaction. • Incorporate an understanding of sexual orientation in patient/client care. • Understand patients’/clients’ religious orientation and adapt to them when providing physical therapy services.

Professional Practice Expectation 8: Clinical Reasoning

Definitions: *Clinical reasoning* is a systematic process used to assist practitioners in inferring or drawing conclusions about patient/client care under various situations and conditions.

8.1 *Use clinical judgment and reflection to identify, monitor, and enhance clinical reasoning to minimize errors and enhance patient/client outcomes.*

8.2 *Consistently apply current knowledge, theory, and professional judgment while considering the patient/client perspective in patient/client management.*

Educational Outcomes

The graduate:

- Applies the principles of clinical decision making in the delivery of patient/client care, including:
 - Identification of the problem.
 - Selection of tests and measures based on published evidence for the use of these measurements (eg, reliable and valid).
 - Collection, critical analysis, and interpretation of data.
 - Development of an educational prescription that details the knowledge needed to provide evidence-based care.
 - Formulation of hypotheses.
 - Collection of confirming and nonconfirming data to manage ambiguity and uncertainty.
 - Interpretation of findings.
 - Acceptance or rejection of hypotheses.
 - Determination of patient/client perspective on the nature of the problem and expected outcomes.
 - Determination of clinical decisions.
 - Determination of deliberate action.
 - Evaluation of the effects of his or her actions using measures that are known to be reliable and valid.
 - Consideration of treatment in light of patient/client needs, the literature, and appropriateness of the treatment.
- Recognizes the influence of values, ethics, law, individual and cultural differences, environment, reimbursement, and knowledge of decision-making processes.
- Shares decision making, responsibility, and management with the patient/client, caregivers, and team members.

Educational Outcome

The graduate:

- Internalizes the importance of using evidence to support professional practice and clinical decisions.
- Recognizes his or her limits related to current knowledge, theory, and judgment in patient/client management.
- Routinely considers the patient/client and/or family and caregiver perspective in clinical decisions and provision of services.

Clinical Reasoning Matrix

<p style="text-align: center;">Primary Content</p>	<p style="text-align: center;">Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i></p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in the Classroom</p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in Clinical Practice</p>
<p>Foundational and clinical sciences</p> <p>Clinical reasoning</p> <p>Models of clinical reasoning</p> <p>Theory of clinical reasoning</p> <p>History of patients/clients</p>	<ul style="list-style-type: none"> • Describe and discuss the application of clinical reasoning processes to clinical practice. • Select a clinical decision making (CDM) model that best fits the patient/client and the practice setting. • Apply a CDM model to guide and justify patient/client management decisions. • Evaluate the effectiveness of the CDM model used in patient/client management and revise as necessary. 	<ul style="list-style-type: none"> • Review literature on CDM models. • Apply CDM within context of patient/client, and family needs, ethical values, and resources. • Prepare a thorough description of the process of diagnosing a patient/client. • Debate theoretical concepts underlying physical therapy practice. 	<ul style="list-style-type: none"> • Provide rationale for CDM. • Analyze errors in clinical practice. • Describe variables that create complex clinical cases. • Analyze and integrate patient/client feedback into the CDM and case management processes. • Integrate research on CDM in clinical practice during clinical education experiences. • Explicitly identify elements of the clinical decision-making model used with a patient/client. • Provide two to three possible diagnoses to correspond with a patient's/client's presenting signs and symptoms. • Regularly and independently take responsibility for finding information to improve knowledge.

Professional Practice Expectation 9: Evidence-Based Practice

Definitions: *Evidenced-based practice* is the integration of the best possible research evidence with clinical expertise and patient values, to optimize patient/client outcomes and quality of life to achieve the highest level of excellence in clinical practice.^a

9.1 *Consistently use information technology to access sources of information to support clinical decisions.*

Educational Outcomes

The graduate:

- Searches, retrieves, manages, and uses biomedical information to facilitate clinical decision making.
- Manages knowledge and information using online databases, disease registries, electronic medical records, and other information technology systems to facilitate the delivery of health care (informatics).
- Changes practice in response to evidence.

9.2 *Consistently and critically evaluate sources of information related to physical therapy practice, research, and education, and apply knowledge from these sources in a scientific manner and to appropriate populations.*

Educational Outcomes

The graduate:

- Assesses published studies for their relevance to practice, and the adequacy of research design and subject selection in regard to hypotheses, design, method, and appropriateness of analysis, discussion, and conclusions.
- Identifies advantages and disadvantages of various approaches to critical inquiry and related research methods for answering important clinical questions.
- Assesses studies to determine the relevance to clinical practice and contrasts data from these sources with information obtained from authorities, tradition, and other sources.

9.3 *Consistently integrate the best evidence for practice from sources of information with clinical judgment and patient/client values to determine the best care for a patient/client.*

Educational Outcomes

The graduate:

- Obtains patient/client preferences for care after informing him or her of the relevant consensus and evidence approach to the plan of care.
- Selects interventions based on the best available evidence and patient/client preferences.
- Assesses patient/client response to treatment using credible measures.
- Applies test and measurement standards in physical therapy to the selection of assessment strategies and measurement devices.
- Takes into account the impact of environmental effects on patient/client outcomes, service delivery, and policy development.
- Applies legislation, policy, new knowledge, and skills required by new and changing health care environments.
- Integrates best research with clinical expertise and patient/client values for optimum care.

9.4 *Contribute to the evidence for practice by written systematic reviews of evidence or written descriptions of practice.*

Educational Outcomes

The graduate:

- Presents patient/client case studies in writing, taking into account the evidence for the use of various tests and measures to inform a patient/client diagnosis/prognosis and plan of care.
- Documents clinical practice using measurement tools known to be credible based on *APTA's Guide to Physical Therapist Practice, Revised 2nd Ed.*
- Identifies issues of importance and concern to the profession and that require further study.
- Provides continuing education in-services on clinically relevant topics using the best evidence to support the information.
- Participates in learning and research activities to the extent possible.

9.5 *Participate in the design and implementation of patterns of best clinical practice for various populations.*

Educational Outcomes

The graduate:

- Uses outcomes effectiveness and efficacy studies to establish patient/client care protocols.
- Implements patient/client care preferred patterns of practice.
- Evaluates effectiveness of patient/client care protocols using measures with documented credibility (ie, reliability and validity).

^a Sackett DL, Haynes RB, Guyatt GH, Tugwell P. *Clinical Epidemiology: A Basic Science for Clinical Medicine*. 2nd ed. Boston: Little, Brown and Company; 1991:1.

Evidenced-Based Practice Matrix

<p style="text-align: center;">Primary Content</p>	<p style="text-align: center;">Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i></p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in the Classroom</p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in Clinical Practice</p>
<p>Foundational and clinical sciences</p> <p>Evidenced-based practice</p> <ul style="list-style-type: none"> • Formulate clinical questions • Identify appropriate information sources • Critically analyze evidence • Summarize evidence <p>History of patients/clients</p>	<ul style="list-style-type: none"> • Access professional literature databases. • Review, analyze, and critique current literature and determine how the literature affects the practice of physical therapy. • Apply the results of clinical research to clinical practice. • Collaborate in collecting clinical data with accuracy and reliability. • Apply professional literature to decisions made managing patients/clients. • Demonstrate appropriate skepticism in adopting evidence that guides professional action. • Regularly seek disconfirming evidence to challenge initial hypothesis. 	<ul style="list-style-type: none"> • Assess intrarater and interrater reliability of selected clinical measurements. • Revise a patient/client care protocol based on a review of research literature. • Prepare a response to a clinically relevant question based on an investigative information search. • Prepare a critical appraisal of a topic. • Critically assess a published peer-reviewed article. • Compile multiple sources of evidence in conducting case analyses. 	<ul style="list-style-type: none"> • Participate in a critical research publication review. • Provide critical review of case studies based on knowledge of the literature. • Provide critical review of clinical in-services based on knowledge of the literature. • Gather evidence in support of a new intervention. • Conduct and analyze the results of appropriate patient/client tests and measures to substantiate or refute possible hypotheses. • Regularly and independently take responsibility for finding information to improve knowledge. • Seek knowledge toward the achievement of excellence. • Establish a journal club in a practice environment.

Professional Practice Expectation 10: Education

Definition: *Education* is the knowledge and development resulting from a process of learning and change.

10.1 *Effectively educate others using culturally appropriate teaching methods that are commensurate with the needs of the learner.*

Educational Outcomes

The graduate:

- Demonstrates knowledge of teaching and learning processes.
- Provides education for a variety of audiences, adapting teaching style to the needs of the learner.
- Sets priorities for educational needs of the audience.
- Designs, conducts, evaluates, and modifies educational programs based on audience needs.
- Recognizes role as educator, including capabilities and limitations.
- Uses knowledge of the audience in conjunction with an understanding of learning theory to maximize educational effectiveness.

Education Matrix

<p style="text-align: center;">Primary Content</p>	<p style="text-align: center;">Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i></p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in the Classroom</p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in Clinical Practice</p>
<p>Foundational and clinical sciences</p> <ul style="list-style-type: none"> • Learning theory • Teaching theory <p>Verbal communication</p> <ul style="list-style-type: none"> • Active/effective listening • Empathic responding • Language skills <p>Nonverbal communication</p> <ul style="list-style-type: none"> • Professional communication <p>Principles of oral and written communication</p> <p>Use of media</p> <p>Motivational strategies</p>	<ul style="list-style-type: none"> • Assess educational needs of varied audiences (eg, other professionals, clinical educators, community, policy makers, payers, and peers). • Apply traditional and alternative teaching strategies to facilitate learning. • Describe the differences in learning styles and apply this information to education/training of a variety of learners. • Organize educational experiences in clinical and community settings. • Differentiate between pedagogical versus andragogical approaches to teaching. • Incorporate adult learning principles into educational interventions. • Measure educationally relevant outcomes with communities and students. 	<ul style="list-style-type: none"> • Formulate behavioral objectives for group and individual education for the classroom. • Design, organize, and deliver a public presentation (eg, interprofessional, intraprofessional, community, and nonprofessional). • Discuss the influence of learning style preferences and computer-assisted instruction. 	<ul style="list-style-type: none"> • Formulate behavioral objectives for group and individual education for clinic and community settings. • Plan, provide, and evaluate education of personnel at various levels. • Present in-services during clinical experiences. • Demonstrate and document effective in-service education of practitioners. • Incorporate adult learning principles into educational interventions. • Employ patient/client-specific instructional strategies. • Develop expertise in the use of technology available for patient/client or clinical staff education and consultation.

Patient/Client Management Expectation 11: Screening

Definition: *Screening* determines the need for further examination or consultation by a physical therapist or for referral to another health professional.

11.1 *Determine when patients/clients need further examination or consultation by a physical therapist or referral to another health care professional.*

Educational Outcomes

The graduate:

- Identifies individuals who have risk factors that indicate the need for a primary prevention program.
 - Selects appropriate screening tools to be used with the patient/client.
 - Performs screening in a variety of practice situations, to include direct access, to guide further examination or referral.
- Knows referral sources.
 - Knows processes of referral to appropriate resources.
 - Knows the incidence, prevalence, and natural history of conditions and diseases commonly seen by a physical therapist and uses this information in the development of community-based screening programs.
 - Directs screening procedures to physical therapist assistants that do not require the knowledge and skills of the physical therapist and that are consistent with jurisdictional law, practice guidelines, policies, codes of ethics, and facility policies.

Screening Matrix

<p style="text-align: center;">Primary Content</p>	<p style="text-align: center;">Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i></p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in the Classroom</p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in Clinical Practice</p>
<p>Foundational and clinical sciences (ie, epidemiology, pathology)</p> <p>Screening tools</p> <p><i>Standards for Tests and Measurements in Physical Therapy Practice</i> (Rothstein JM, Campbell SK, Echternach JL, et al. Standards for tests and measurements in physical therapy practice. <i>Phys Ther.</i> 1991;71:589-622.)</p>	<ul style="list-style-type: none"> • Assess health needs and risk factors of different individuals, groups, and communities. • Select screening tests and measures, taking into account the cost-benefit ratio. • Set priorities for needs and risks. • Recognize clusters of symptoms that denote medical emergency. • Determine the need for further physical therapy examination and consultation. • Determine need for referral to other health care practitioners. • Understand the role of the Certified Clinical Specialist as a referral resource. • Analyze and interpret the results and determine whether there is a need for further examination or referral. • Analyze patients/clients in their community/work/leisure setting and determine whether there is need for further examination or referral. • Understand the definition of domestic violence, the incidence of it, and the population at risk. • Determine and use available community resources for victims of domestic violence. 	<ul style="list-style-type: none"> • Conduct posture, balance, and strength screening at community sites (nursing homes, high schools, etc). • Examine an infant for developmental delay. • Examine nursing home residents for risk of falling. • Describe domestic violence cases that should be referred to community resources and/or other professionals. • Describe how to document, report, and refer an incident of elder abuse, child abuse, or spousal abuse. • Understand how to ask screening questions and define risk factors of domestic violence in a clinical setting. • Discuss the effects of genetic predisposition and risk factors on health screening for breast or prostate cancer. 	<ul style="list-style-type: none"> • Determine the need for further physical therapy examination based on data obtained from a screening. • Conduct posture, balance, strength, and physical activity screening at community sites (nursing homes, high schools, etc). • Conduct screening with an awareness of questions that need to be posed if risk factors or evidence are present to suspect domestic violence. • Determine the need for referral to other health care providers.

Patient/Client Management Expectation 12: Examination

Definition: *Examination* is a comprehensive and specific testing process performed by a physical therapist that leads to diagnostic classification or, as appropriate, to a referral to another practitioner. The examination has three components: the patient/client history, the systems reviews, and tests and measures.

12.1 *Examine patients/clients by obtaining a history from them and from other sources.*

Educational Outcomes

The graduate:

- Acquires a patient/client history through performing a patient/client interview and acquiring sources of data specific to the patient/client, including data from health care records, which includes tests and measures performed by other health care providers.
- Adapts the history-taking process based on patient/client response.
- Conducts the history taking effectively and efficiently to conserve resources.
- Takes precautions to ensure the safety and well being of the patient/client and the examiner throughout the history taking process.
- Ensures that history taking is only performed by the physical therapist and not directed to the physical therapist assistant or other supportive personnel.

12.2 *Examine patients/clients by performing systems reviews.*

Educational Outcomes

The graduate:

- Performs systems review (brief or limited examination of 1) the anatomical and physiological status of the cardiovascular/ pulmonary, integumentary, musculoskeletal, and neuromuscular systems, and 2) the communication ability, affect, cognition, language, and learning style of the patient/client) for each patient/client.
- Adapts the systems review process based on patient/client response.
- Conducts the systems review effectively and efficiently to conserve resources.

- Takes precautions to ensure the safety and well being of the patient/client and the examiner throughout the systems review process.
- Ensures that systems review is only performed by the physical therapist and not directed to the physical therapist assistant or other supportive personnel.

12.3 *Examine patients/clients by selecting and administering culturally appropriate and age-related tests and measures.*

Educational Outcomes

The graduate:

- Uses data from the history and systems review to guide selection of specific tests and measures based on best evidence, as listed in the *Guide to Physical Therapist Practice* defined as entry-level in [Appendix B](#).
- Examines patients/clients who are at various points in the life span using valid and reliable measures.
- Adapts the selection and application of specific tests and measures based on patient/client response.
- Administers the specific tests and measures effectively and efficiently to conserve resources.
- Is aware of ethnic groups included in the normative database for a specific test and measure and the potential difference of a patient/client from a different ethnic group.
- Takes precautions to ensure the safety and well being of the patient/client and the examiner throughout the administration of specific tests and measures.
- Ensures that specific tests and measures are only performed by the physical therapist and not directed to the physical therapist assistant or other supportive personnel.

Examination Matrix

<p style="text-align: center;">Primary Content</p>	<p style="text-align: center;">Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i></p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in the Classroom</p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in Clinical Practice</p>
<p>Foundational and clinical sciences</p> <p>Patient/client history and review of the medical record</p> <p>Systems reviews based on patient/client needs and tests and measures</p> <p><i>Standards for Tests and Measurements in Physical Therapy Practice</i> (Rothstein JM, Campbell SK, Echternach JL, et al. Standards for tests and measurements in physical therapy practice. <i>Phys Ther.</i> 1991;71:589-622.)</p> <p><i>Guide to Physical Therapist Practice</i></p> <p>Psychomotor diagnostic skills</p>	<ul style="list-style-type: none"> • Select patient/client history components based on patient/client needs. • Perform systems reviews based on patient/client needs and complexity, which may include: <ul style="list-style-type: none"> ○ Physiologic and anatomic status ○ Cardiopulmonary ○ Musculoskeletal ○ Neurological ○ Integumentary • Select indicated tests and measures, designated in the <i>Guide to Physical Therapist Practice</i> under Tests and Measures, appropriate to the patient/client. (Appendix B) • Perform tests and obtain measures. 	<ul style="list-style-type: none"> • Analyze and discuss patient/client record; observe videotape of patient/client examination. • Discuss literature describing validity and reliability of commonly used measures. • Perform an examination of a student in the classroom simulating a patient/client case within a prescribed amount of time. • Evaluate the application of current clinical tests and measures (eg, Rothstein J, Echternacht JL. <i>Primer on Measurement: An Introductory Guide to Measurement Issues</i>. Alexandria, Va: American Physical Therapy Association; 1993. Available from APTA). • Provide a rationale for choice of tests and measures selected. • Analyze the cost of applying tests and measures selected and compare other options considered. 	<ul style="list-style-type: none"> • Perform an examination of a patient/client within a prescribed amount of time. • Conduct a patient/client, family, or caregiver interview that contributes to the formulation of the differential diagnosis. • Perform tests and measures efficiently. • Provide a rationale for choice of tests and measures selected. • Collect information from laboratory and diagnostic tests as part of the examination. • Collect patient/client pharmacological history as part of the examination.

Patient/Client Management Expectation 13: Evaluation

Definition: *Evaluation* is a dynamic process in which the physical therapist makes clinical judgments based on data gathered during the examination.

13.1 *Evaluate data from the examination (history, systems review, and tests and measures) to make clinical judgments regarding patients/clients.*

Educational Outcomes

The graduate:

- Completes the evaluation in an efficient and timely manner.
 - Employs a systematic, reproducible, and iterative clinical decision-making process using data from the examination (history, systems review, and tests and measures) to arrive at appropriate clinical judgments.
 - Integrates the findings (the patient's/client's overall physical function and health status, extent of loss of function, and social considerations) from the examination to guide decision making and patient/client management.
- Identifies additional diagnostic tests (imaging, laboratory tests, electrophysiological tests, EMG, etc) needed to develop an accurate diagnosis and refers for testing as indicated.
 - Considers the patient's/client's level of current impairments, functional limitations and disability, and the patient's/client's living environment (including potential discharge destinations, culture, and social supports) when making patient/client-management decisions.
 - Makes clinical judgments based on analysis of data in the context of current best practice derived from evidence (eg, scientific literature and professional practice patterns).
 - Ensures that the evaluation is only performed by the physical therapist and not directed to the physical therapist assistant or other supportive personnel.

Evaluation Matrix

Primary Content	Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i>	Examples of Instructional Objectives To Be Achieved in the Classroom	Examples of Instructional Objectives To Be Achieved in Clinical Practice
Foundational and clinical sciences Examination data Screening data	<ul style="list-style-type: none"> • Determine if examination or tool is adequate for the patient/client application. • Integrate results of history systems review and tests in order to determine patient/client status and program plan. • Analyze the factors that influence evaluations. • Evaluate (make clinical judgments) based on data from examination (history, systems reviews, specific tests and measures). • Determine level of health status (eg, impairment, functional limitations, and disability). • Identify the reasons why and when reexamination would be needed. • Evaluate patient/client social supports, culture, living environments, and potential discharge destination. • Integrate data from the examination in order to formulate a clinical judgment that leads to a diagnosis, prognosis, and plan of care. • Synthesize the examination data for common neuromuscular conditions for patients/clients who are at various points within the life span. • Completely evaluate the data. 	<ul style="list-style-type: none"> • Provide rationale for evaluation. • Provide peer assessment of student's evaluation of patient/client case. • Discuss legal and ethical issues of confidentiality. • Assess the evaluative process used and recommend ways to improve efficiency. • Rank the importance of the evidence used to support a rationale based on validity and clinical importance. 	<ul style="list-style-type: none"> • Cite the evidence (patient/client history, laboratory diagnostics, tests and measures, and scientific literature) to support a clinical decision. • Report limitations in existing evidence to support a clinical decision. • Reach a clinical decision (diagnosis, prognosis, and plan of care) within the time constraints of the facility. • Provide rationale for evaluation.

Primary Content	Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i>	Examples of Instructional Objectives To Be Achieved in the Classroom	Examples of Instructional Objectives To Be Achieved in Clinical Practice
	<ul style="list-style-type: none"> • Recognize common biases that occur in making clinical decisions and identify heuristics to reduce the frequency and severity of these biases in impairing decision making. • Recognize that critical appraisal of examination data includes determining if tools are valid and data are important clinically. 		

Patient/Client Management Expectation 14: Diagnosis

Definition: *Diagnosis* is both a process and a label. The diagnostic process performed by the physical therapist includes integrating and evaluating data that are obtained during the examination to describe the patient/client condition in terms that will guide the prognosis, the plan of care, and intervention strategies. Physical therapists use diagnostic labels that identify the impact of a condition on function at the level of the system (especially the movement system) and at the level of the whole person.

14.1 Determine a diagnosis that guides future patient/client management.

Educational Outcomes

The graduate:

- Applies knowledge of clinical, behavioral, and basic sciences and knowledge of clinical measurement when determining a diagnosis.
- Assesses factors, including age, gender, and previous history, when determining a diagnosis.
- Determines a diagnosis that allows for comparison of the patient/client to similar patients/clients.
- Uses a process for establishing a diagnosis that is within resource constraints (including law, policies and procedures, finances, and time).

- Ensures that diagnostic decision making that guides patient/client management is only performed by the physical therapist and not directed to the physical therapist assistant or other supportive personnel.

Diagnosis Matrix

<p style="text-align: center;">Primary Content</p>	<p style="text-align: center;">Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i></p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in the Classroom</p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in Clinical Practice</p>
<p>Foundational and clinical sciences</p> <p>Diagnostic process</p> <p>Clinical decision making</p> <ul style="list-style-type: none"> • Screening data • Examination data • <i>Guide to Physical Therapist Practice</i> 	<ul style="list-style-type: none"> • Identify the symptom clusters that lead to the determination of suspecting, confirming, or ruling out the most common problems seen by physical therapists. • Use a clinical decision-making process to establish a diagnosis. • Based on the data generated in a physical therapy examination and within the physical therapist's scope of practice, diagnose the patient's/client's pathology, level of impairment, functional limitation, and disability. • Integrate data from the examination to formulate a clinical judgment that leads to a diagnosis, prognosis, and intervention plan consistent with findings and the literature. • Identify the reasons why and when reexamination would be needed. • Assume responsibility for consulting with and/or referral to other professionals. 	<ul style="list-style-type: none"> • Using patient/client cases, discuss modification of decision making based on pharmacological history and patient/client response to processes. • Consider the health care financing of divergent patient/client groups relative to the diagnostic process. • Differentiate signs and symptoms for a person with shoulder pain. • Diagnose sample patients/clients in the laboratory setting. • Review literature on patient/client diagnosis and clinical reasoning. • Describe, analyze, illustrate, and engage in diagnostic reasoning for sample patients/clients who have typical problems through the life span. • Recognize diagnoses appropriate to the practice of physical therapy. • Recognize those clusters of symptoms that denote medical emergencies. 	<ul style="list-style-type: none"> • Make an impairment-based diagnosis for a patient with an acquired nonprogressive disorder of the central nervous system. • Make an impairment-based diagnosis for a patient with capsular restriction. • Present a case report at physical therapy grand rounds. • Discuss modification of decision making based on patient/client response to examinations.

Patient/Client Management Expectation 15: Prognosis

Definition: *Prognosis* is the determination by the physical therapist of the predicted optimal level of improvement in function and the amount of time needed to reach that level.

15.1 Determine patient/client prognoses.

Educational Outcomes

The graduate:

- Uses knowledge of epidemiology, genetics, and biopsychosocial aspects of disease and dysfunction, and knowledge about the effectiveness of interventions to determine a prognosis (including a time frame).
 - Modifies estimates of prognosis based on information specific to the patient/client (eg, age, gender, race, and comorbidities) and information from other health care professionals.
 - Modifies prognoses based on the patient's/client's response to interventions and the alternative interventions that might be available.
- Estimates the effect of socioeconomic factors, including insurance coverage and prospective payment systems, on prognosis, and documents anticipated limitations.
 - Ensures that patient/client prognostic decision making is only performed by the physical therapist and not directed to the physical therapist assistant or other supportive personnel.

Prognosis Matrix

Primary Content	Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i>	Examples of Instructional Objectives To Be Achieved in the Classroom	Examples of Instructional Objectives To Be Achieved in Clinical Practice
<p>Foundational and clinical sciences</p> <p>Contribution of preexisting health status, disease, comorbidity, genetic predisposition, adherence, and disability on the effectiveness of interventions</p> <p>Research in prognostic indicators (natural history, efficacy of treatment)</p>	<ul style="list-style-type: none"> • Estimate the effect of preexisting health status, lifestyle, disease, comorbidity, and disability on the effectiveness of the benefit of interventions. • Estimate the contributions of race/ethnicity, religion, gender, age, and socioeconomic status to the effectiveness of intervention. • Examine health behavior and risk factors that influence prognosis. • Estimate the maximum level of improvement that might be obtained through intervention within a given amount of time. • Apply knowledge regarding natural history of disease and of efficacy of the treatment to predict improvement. • Examine moderators that predict patient/client prognosis and the effect of moderators on the variables included in the disablement model (eg, impairments, functional limitations, disability). 	<ul style="list-style-type: none"> • Analyze research results about physical therapy outcomes and prognostic indicators in courses throughout the curriculum. • Use current literature to consider relationships of impairments with prognosis for functional recovery (eg, stroke recovery). 	<ul style="list-style-type: none"> • At initial examination, recommend discharge destination for a patient with an acquired nonprogressive disorder of the central nervous system. • Identify reasons that a patient/client has not met the outcomes for care within the predicted time period. • Request and obtain authorization for clinically necessary reimbursable visits beyond the originally negotiated plan of care. • Assess patient/client prognoses through clinical experiences that follow the patient/client from initial examinations through discharge status. • Establish prognoses based on differences between interpretive findings and anticipated performance given the individual characteristics and diagnosis of the patient/client (eg, differences between findings and norms, patient/client and therapist goals, and health care system regulations).

Patient/Client Management Expectation 16: Plan of Care

Definition: *Plan of care* is developed by the physical therapist and provides statements that specify the anticipated goals and the expected outcomes, predicted level of optimal improvement, specific interventions to be used, and proposed duration and frequency of the interventions that are required to reach the goals and outcomes. The plan of care includes the anticipated discharge plans.

16.1 *Collaborate with patients/clients, family members, payers, other professionals, and other individuals to determine a plan of care that is acceptable, realistic, culturally competent, and patient/client-centered.*

Educational Outcomes

The graduate:

- Identifies persons with whom to collaborate to determine a plan of care.
- Develops a plan of care by synthesizing information received from the collaborative process and findings from examinations.
- Assesses the extent to which the plan is acceptable to all stakeholders, engages in negotiation when necessary, and adjusts the plan accordingly.
- Applies knowledge of the roles and responsibilities of other health care practitioners in various service-delivery systems.
- Determines the most effective plan of care based on limitations in service availability (either due to payment limits or access to care) and documents what would be expected with fewer limitations.
- Ensures that plan of care decision making is only performed by the physical therapist and not directed to the physical therapist assistant or other supportive personnel.

16.2 *Establish a physical therapy plan of care that is safe, effective, and patient/client-centered.*

Educational Outcomes

The graduate:

- Develops a plan of care based on knowledge of indications and contraindications.
- Develops a plan of care based upon knowledge of the drug-exercise interactions for the major pharmaceutical agents.
- Establishes a physical therapy plan of care that incorporates the biological, psychological, and social needs of the patient/client.
- Develops a plan of care designed to achieve patient/client outcomes that is effective and within resource constraints.
- Makes decisions about a plan of care based on outcomes effectiveness.
- Establishes a plan of care that empowers the patient/client to meet his or her fullest potential.
- Documents a plan of care that delineates the interventions and their purposes, intervention and progression parameters, and precautions, if indicated.
- Identifies errors and hazards in the provision of patient/client care to improve safety and quality of care.
- Understands and implements basic safety design principles such as standardization and simplification for improving care.
- Respects the patient's/client's right to make decisions regarding the plan of care.
- Ensures that plan of care decision making is only performed by the physical therapist and not directed to the physical therapist assistant or other supportive personnel.

16.3 Determine patient/client goals and outcomes within available resources and specify expected length of time to achieve the goals and outcomes.

Educational Outcomes

The graduate:

- Uses a theoretical framework to develop goals and functional outcomes.
- Integrates tests and measurements and time frame in the establishment of patient/client performance expectations.
- Applies knowledge of prognosis to establish goals and outcomes.
- Determines the time duration and frequency of care expected to achieve goals and functional outcomes.
- Modifies goals based on internal and external constraints (eg, payment system, financial resources, geography, and access) and documents these modifications.
- Sets priorities for goals and functional outcomes with input from relevant stakeholders.
- Ensures that plan of care decision making is only performed by the physical therapist and not directed to the physical therapist assistant or other supportive personnel.

16.4 Deliver and manage a plan of care that is consistent with legal, ethical, professional obligations, and administrative policies and procedures of the practice environment.

Educational Outcomes

The graduate:

- Recognizes legal, ethical, and professional obligations to the patient/client.

- Analyzes the influence of administrative policies and procedures on patient/client care.
- Identifies and resolves conflicts between ethical and legal obligations and administrative policies and procedures.
- Designs, implements, and manages a plan of care that is cost-effective and within resource constraints.
- Ensures that plan of care decision making is only performed by the physical therapist and not directed to the physical therapist assistant or other supportive personnel.

16.5 Monitor and adjust the plan of care in response to patient/client status.

Educational Outcomes

The graduate:

- Performs formal periodic reexamination of the status of the patient/client.
- Adapts intervention based on planned examination of the status of the patient/client and his/her response to intervention.
- Modifies patient/client interaction based on anticipated and unanticipated changes in the patient/client and the therapeutic environment.
- Adjusts the plan of care based on the reexamination.
- Uses data collected by the physical therapist assistant as part of the physical therapist assistant's implementation of directed intervention activities.
- Ensures that plan of care decision making is only performed by the physical therapist and not directed to the physical therapist assistant or other supportive personnel.

Plan of Care Matrix

<p style="text-align: center;">Primary Content</p>	<p style="text-align: center;">Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i></p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in the Classroom</p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in Clinical Practice</p>
<p>Foundational and clinical sciences</p> <p>Structure of the health environment</p> <p>Discharge options, including community resources and placement alternatives</p>	<ul style="list-style-type: none"> • Identify discharge options and incorporate into plan of care. • Design a plan of care based on impairment and the patient’s/client’s goals and with input from family members and other principal caregivers. • Identify to the patient/client and family the reimbursement provided by the payer available for the plan of care. • Design and manage a plan of care that complies with the standards of practice and is evidence-based. • Establish goals and functional outcomes that specify expected time duration. • Design, monitor, and adjust the plan of care in response to patient/client status, compliance, need for supervision, time available, and plan for discharge. • Advocate with payers on behalf of patients/clients when additional services are required to meet expected goals and functional outcomes. • Identify the importance of a regular system for follow up with patients/clients. • Design and implement and plan for systematic follow up of patients/clients. 	<ul style="list-style-type: none"> • Adapt to changing environments, including responding to organizational, social, and environmental change. • Incorporate cultural considerations in the delivery of physical therapy interventions. • Develop skills in planning, organizing, and managing patient/client, and family care through case studies and simulations, patient/client presentations, and patient rounds. • Implement and periodically reevaluate a plan of care and discharge planning (case studies, in-service education, patient rounds). • Demonstrate an ability to meet the legal requirements for an individualized educational plan (IEP) with regard to due process in the educational environment. • Identify those patients/clients who would benefit from long-term follow up. • Identify the negative consequences of failure to follow up with patients/clients. • Discuss the negative and positive influences of the Prospective Payment System (PPS) in various settings on patient/client outcome. 	<ul style="list-style-type: none"> • Progress and modify a plan of care and discharge planning based on patient/client responses, environmental contingencies, and changes in outcome expectations. • Identify the resources needed to achieve the goals included in the plan of care. • Incorporate the family's values and resources in setting long-term goals for a child with a progressive disorder of the neuromusculoskeletal system. • Select goal-directed intervention strategies and guidelines for those strategies, considering family input and resources and the personnel and financial resources available to provide the intervention. • Develop skills in planning, organizing, and managing patient/client, and family care through patient/client presentations, guided clinical practice, and patient rounds. • Implement and periodically reevaluate a plan of care and discharge planning (eg, guided clinical practice, in-service education, patient rounds). • Modify a fitness program based on the patient’s/client’s use of vitamins and dietary supplements.

Primary Content	Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i>	Examples of Instructional Objectives To Be Achieved in the Classroom	Examples of Instructional Objectives To Be Achieved in Clinical Practice
	<ul style="list-style-type: none"> • Refer patients/clients appropriately to others (in and outside of profession) when needed care is outside personal expertise. 		<ul style="list-style-type: none"> • Discuss the risks and benefits of the use of alternative interventions with the patient/client. • Identify patients/clients who would benefit from long-term follow up. • Identify the negative consequences of failure to follow up with patients/clients. • Discuss the negative and positive influences of the Prospective Payment System (PPS) in various settings on patient/client outcome. • Plan a fitness program based on the patient's/client's use of prescription drugs.

Patient/Client Management Expectation 17: Intervention

Definition: *Intervention* is the purposeful interaction of the physical therapist with the patient/client, and, when appropriate, with other individuals involved in patient/client care, using various physical therapy procedures and techniques to produce changes in the condition.

17.1 *Provide physical therapy interventions to achieve patient/client goals and outcomes.*

Educational Outcomes

The graduate:

- Selects interventions based on the best evidence available.
- Administers physical therapy interventions to achieve the desired patient/client goals and outcomes.
- Is competent in the delivery of interventions determined to be part of entry-level practice as defined in [Appendix C](#).
- Delivers interventions based on best evidence available and practice guidelines.
- Performs interventions with consideration for safety, timeliness, reliability, and energy conservation.
- Modifies interventions based on progress toward attainment of goals and outcomes.
- Directs interventions to physical therapist assistants, which are based on the plan of care that delineates the interventions and their purposes, intervention and progression parameters, and precautions, if indicated, that are within the physical therapist's ability and consistent with jurisdictional law, practice guidelines, policies, codes of ethics, and facility policies. (*A Normative Model of Physical Therapist Assistant Education: Version 99*. Alexandria, Va: American Physical Therapy Association; 1999.)

17.2 *Provide effective, culturally-competent instruction to patients/clients and others to achieve goals and outcomes.*

Educational Outcomes

The graduate:

- Instructs patients/clients, groups of patients/clients, family members, and other caregivers regarding the patient's/client's condition, treatment, and transition to his or her role at home, at work, at school, or in the community.
- Ensures that instruction is provided in a culturally competent manner.
- Facilitates patient's/client's, family's, and others' understanding of the problem and how the physical therapist may intervene.
- Tailors interventions with consideration for the patient/client/family situation and resources.
- Provides patients/clients with the necessary tools and education to manage their problems.
- Advocates for the needs of patients/clients to ensure quality of life.
- Directs patient-related instruction to physical therapist assistants, which is based on the plan of care that is within the physical therapist assistant's ability and consistent with jurisdictional law, practice guidelines, policies, codes of ethics, and facility policies.

17.3 *Complete documentation that follows professional guidelines, guidelines required of the health care systems, and guidelines required by the practice setting.*

Educational Outcomes

The graduate:

- Selects documentation format that supports thorough, accurate, and timely recording of patient/client care.
- Selects appropriate information to be documented.
- Provides concise, legible documentation of all patient/client care.
- Documents all necessary information in an organized manner that demonstrates sound clinical decision making.
- Directs documentation to physical therapist assistants that is based on the plan of care that is within the physical therapist assistant's ability and consistent with jurisdictional law, practice guidelines, policies, codes of ethics, and facility policies.
- Reviews physical therapist assistant documentation for clarity and accuracy.

17.4 *Practice using principles of risk management.*

Educational Outcomes

The graduate:

- Uses infection control and emergency management principles to reduce risk of harm to patients/clients and others.
- Uses risk management principles to provide interventions safely.
- Uses risk management principles to reduce possibilities of work-related injury to self and colleagues.
- Uses risk management principles to prevent potential malpractice claims.

17.5 *Respond effectively to patient/client and environmental emergencies in one's practice setting.*

Educational Outcomes

The graduate:

- Understands policy and procedures for emergencies in his or her's practice setting.
- Identifies that an emergency exists on a timely basis and assesses its acuity and severity.
- Takes necessary action, either by self or by seeking assistance, to minimize potential negative results of the emergency.
- Uses emergency management principles to protect and save patients/clients and others.
- Provides emergency care including, but not limited to, cardiopulmonary resuscitation (CPR) and basic first aid.

Intervention Matrix

<p style="text-align: center;">Primary Content</p>	<p style="text-align: center;">Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i></p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in the Classroom</p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in Clinical Practice</p>
<p>Foundational and clinical sciences</p> <p><i>Guide to Physical Therapist Practice</i></p> <p>Emergency response techniques in various practice settings</p> <p>Therapeutic presence</p>	<ul style="list-style-type: none"> • Select and perform interventions as designated in the current version of the <i>Guide to Physical Therapist Practice</i> under “interventions” (Appendix C). • Demonstrate strategies for intervention. • Demonstrate an ability to use appropriate interventions. • Discuss the legal and ethical boundaries of confidentiality. • Apply principles of safe practice to patient/client care. 	<ul style="list-style-type: none"> • Review peer documentation using a quality-assurance protocol. • Identify steps to prevent spread of blood-borne pathogens. • Describe OSHA guidelines for disposal of contaminated waste produced during patient/client care activities in a physical therapy setting. • Identify common areas for risk management activities in physical therapy practice settings. • Design intervention strategies to enhance, adapt, or modify desired movement pattern. • Identify cross-cultural differences in pain response. • Collaboratively design an interdisciplinary intervention with students and faculty of other disciplines. • Demonstrate correct hand placements and technique when providing peripheral joint and thoracolumbar mobilization/manipulation skills during laboratory practice experiences. • Identify various emergency response procedures applicable to various settings. 	<ul style="list-style-type: none"> • Provide specific interventions to a patient with cardiovascular pump dysfunction in an efficient manner. • Select teaching strategies for a class in the prevention of low back pain. • Complete documentation of patient/client care in a timely fashion using the preferred form of facility documentation. • Ensure the safety of the patient/client throughout the clinical interaction. • Demonstrate safe and effective interventions with patients/clients across the life span. • Provide rationale for interventions selected with patients/clients presenting with various diagnoses and different pharmacological regimes across the life span. • Properly dispose of contaminated dressings using OSHA and hospital guidelines. • Discuss strategies for support personnel to minimize risk for themselves and patients/clients during transfer activities. • Assess patient/client response to intervention and modify accordingly. • Review evidence on the differences in health care delivery and outcomes in underserved populations. • Seek opportunities to consult with others (health care providers, family) in designing interventions.

Primary Content	Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i>	Examples of Instructional Objectives To Be Achieved in the Classroom	Examples of Instructional Objectives To Be Achieved in Clinical Practice
			<ul style="list-style-type: none"> • Provide mobilization/manipulation intervention, including thrust, for a patient/client with adhesive capsulitis.

Patient/Client Management Expectation 18: Outcomes Assessment

Definition: *Outcomes assessment of the individual* performed by the physical therapist is a measure [or measures] of the intended results of patient/client management, including changes in impairments, functional limitations, and disabilities and the changes in health, wellness, and fitness needs that are expected as the results of implementing the plan of care. The expected outcomes in the plan should be measurable and time limited.

Outcomes assessment of groups of patients/clients performed by the physical therapist is a measure [or measures] of physical therapy care to groups of patients/clients including changes in impairments, functional limitations, and disabilities and the changes in health, wellness, and fitness needs that are expected as the results of that physical therapy.

18.1 *Select outcome measures to assess individual outcomes of patients/clients using valid and reliable measures that take into account the setting in which the patient/client is receiving services, cultural issues, and the effect of societal factors such as reimbursement.*

Educational Outcomes

The graduate:

- Identifies valid and reliable measures of impairments, functional limitations, and disabilities to evaluate care.
- Integrates patient/client, and family needs and desires in the evaluation plan.
- Identifies outcome measures that are achievable in the socioeconomic context of practice.
- Ensures that the selection of outcome measures is only performed by the physical therapist and not directed to the physical therapist assistant or other supportive personnel.

18.2 *Collect data from the selected outcome measures in a manner that supports accurate analysis of individual patient/client outcomes.*

Educational Outcomes

The graduate:

- Documents results of selected outcome measures in a consistent and precise manner in individual patient/client records.

- Contributes to databases designed to assess collective patient/client outcomes.
- Ensures that the implementation of outcome measures is only performed by the physical therapist and not directed to the physical therapist assistant or other supportive personnel.
- Directs collection of data demonstrating progress toward attainment of goals and outcomes to the physical therapist assistant within the physical therapist assistant's ability and consistent with jurisdictional law, practice guidelines, policies, codes of ethics, and facility policies.

18.3 *Analyze results arising from outcome measures selected to assess individual outcomes of patients/clients.*

Educational Outcomes

The graduate:

- Assesses the accuracy of the selected tests and measures in arriving at a diagnosis, prognosis, and plan of care.
- Assesses the effect of interventions on pathology, impairments, functional limitations, disability, health-related quality of life, and patient/client satisfaction.
- Assesses the relevance of the results of treatment to the patient's/client's societal role, functional needs, and environmental demands.
- Assesses the effects of resource limitations (including reimbursement limitations, availability of home care and caregiver services, and family-provided or family-paid services) on outcomes of care.

- Assesses outcomes from groups of patients/clients in the context of the setting in which the patient/client is being seen and uses the findings to evaluate facilities and programs and to suggest changes in patterns of patient/client care.
- Ensures that analysis of the results from outcome measures is only performed by the physical therapist and not directed to the physical therapist assistant or other supportive personnel.

18.4 *Use analysis from individual outcome measurements to modify the plan of care.*

Educational Outcomes

The graduate:

- Modifies the plan of care based on patient/client outcomes assessment by continuing the plan of care, changing interventions, or discharging the patient/client.

18.5 *Select outcome measures that are valid and reliable and shown to be generalizable to patient/client populations being studied.*

Educational Outcomes

The graduate:

- Identifies the validity and reliability of selected outcome measures.
- Identifies the characteristics of the population being studied.
- Selects the appropriate tools for groups of patients/clients seen by the physical therapist.

Outcomes Assessment Matrix

Primary Content	Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i>	Examples of Instructional Objectives To Be Achieved in the Classroom	Examples of Instructional Objectives To Be Achieved in Clinical Practice
<p>Foundational and clinical sciences</p> <p>Research on efficacy and effectiveness of interventions</p> <p>Measurements of patient/client satisfaction</p> <p>Quality-of-life assessments</p> <p>Measurement of educationally relevant outcomes</p> <p>Disablement frameworks</p> <p>Reliability and validity of measurement</p> <p>Cost-effectiveness/cost-benefit ratio</p> <p>Knowledge of standard outcome measurement tools. (eg, Rothstein JM, Campbell SK, Echternach JL, et al. Standards for tests and measurements in physical therapy practice. <i>Phys Ther.</i> 1991;71:589-622.)</p>	<ul style="list-style-type: none"> • Apply, interpret, and report results of standardized assessments throughout a patient’s/client’s episode of care. • Assess and respond to patient/client and family satisfaction with delivery of physical therapy care. • Evaluate and use published studies related to outcomes effectiveness. • Select, administer, and evaluate outcome measures for patient/client groups. • Assess the patient’s/client’s response to intervention in practical terms. • Evaluate whether objectives for the plan of care have been met. 	<ul style="list-style-type: none"> • Describe the use of health status measures for particular patient/client populations. • Develop a measure of patient/client group satisfaction in particular clinical settings. • Analyze literature used to determine outcomes for a patient/client population. • Identify factors that would determine why a particular patient/client might not meet the outcomes expected for a patient/client population. • Differentiate how outcome measures can be used in health care versus how practitioners use measures to examine the results of interventions on individual patients/clients. • Describe why generalized outcome measures (designed for groups) should not be used in the patient/client management model and the potential deleterious effects of such uses. 	<ul style="list-style-type: none"> • Participate in clinical outcome assessment under supervision of clinical faculty, including but not limited to cost-benefit analysis, functional outcomes, and patient/client satisfaction. • Collect, enter, and analyze clinical outcomes data. • Define a patient/client outcome measurement that you could monitor in an orthopedic clinic.

Practice Management Expectation 19: Prevention, Health Promotion, Fitness, and Wellness

Definitions: *Prevention* activities are directed toward 1) achieving and restoring optimal functional capacity, 2) minimizing impairments, functional limitations, and disabilities, 3) maintaining health (thereby preventing further deterioration or future illness), 4) creating appropriate environmental adaptations to enhance independent function. *Primary prevention:* Prevention of disease in a susceptible or potentially susceptible population through such specific measures as general health promotion efforts.

Secondary prevention: Efforts to decrease the duration of illness, severity of diseases, and sequelae through early diagnosis and prompt intervention.

Tertiary prevention: Efforts to limit the degree of disability and promote rehabilitation and restoration of function in patients/clients with chronic and irreversible diseases.

Health promotion is the combination of educational and environmental supports for actions and conditions of living conducive to health. The purpose of health promotion is to enable people to gain greater control over the determinants of their own health.^a

Fitness is a dynamic physical state—comprising cardiovascular/pulmonary endurance; muscle strength, power, endurance, and flexibility; relaxation; and body composition—that allows optimal and efficient performance of daily and leisure activities.

Wellness is an active process of becoming aware of and making choices toward a more successful existence.^b

19.1 Provide culturally competent physical therapy services for prevention, health promotion, fitness, and wellness to individuals, groups, and communities.

Educational Outcomes

The graduate:

- Conducts screening.
- Assesses the health needs of individuals, groups, and communities.
- Sets priorities for identified health needs and refers to others when necessary.
- Implements prevention, health promotion, fitness and wellness programs that incorporate available and best evidence.
- Assesses the effectiveness of a client's prevention and wellness program using epidemiologic principles.
- Ensures that prevention, health promotion, and fitness and wellness activities that are directed to the physical therapist assistant do not require the knowledge and skills of the physical therapist.

19.2 Promote health and quality of life by providing information on health promotion, fitness, wellness, disease, impairment, functional limitation, disability, and health risks related to age, gender, culture, and lifestyle within the scope of physical therapy practice.

Educational Outcomes

The graduate:

- Educates patients/clients about health promotion, wellness, and health maintenance.
- Identifies and provides information appropriate to the health needs of individuals and groups.
- Incorporates the concepts of motivation, behavior modification, locus of control, and modeling in health maintenance and health promotion activities.
- Provides education/services on prevention and wellness to patients/clients.
- Functions as a consultant on health-related issues.

- Assesses the effectiveness of health promotion and wellness programs.
- Advocates for disease prevention, wellness and promotion of healthy lifestyles by delivering health care services intended to prevent health problems or maintain health.
- Ensures that prevention, health promotion, and fitness and wellness activities that are directed to the physical therapist assistant do not require the knowledge and skills of the physical therapist.

19.3 Apply principles of prevention to defined population groups.

Educational Outcomes

The graduate:

- Applies epidemiological principles to recognize potential and actual risks for disease, impairment, functional limitation, or disability for defined populations.
- Applies population-based strategies to identify and reduce risk factors and to improve patients'/clients' use of and access to appropriate services and providers.
- Identifies the role of physical therapy in reducing these risks.
- Participates in legislative and other policy implementation to support programs to help reduce these risks.

^a Green LW, Kreuter MW. *Health Promotion Planning*, 2nd ed. Mountain View, CA: Mayfield Publishers; 1991:4.

^b National Wellness Organization. *A Definition of Wellness*. Stevens Point, WI: National Wellness Institute, Inc; 2003. Available at: http://www.nationalwellness.org/nwi_Home/NWI.asp?id=23&Year=2002&Tier=3.

Prevention, Health Promotion, Fitness, and Wellness Matrix^a

Primary Content	Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i>	Examples of Instructional Objectives To Be Achieved in the Classroom	Examples of Instructional Objectives To Be Achieved in Clinical Practice
Foundational and clinical sciences Cost-benefit analyses Community information health and wellness Public-sector and private-sector service resources, including those of community, public health, and industry Prevention, health promotion, fitness and wellness programs Theories of behavior change	<ul style="list-style-type: none"> • Consider the effect of group and community values. • Analyze epidemiological data for purposes of prevention and wellness program planning. • Value health promotion, fitness, and wellness activities as part of a physical therapy practice. • Interpret the data collected and determine cost-effective measures consistent with the individual, group, and community needs. • Justify implementation of health promotion and wellness programs based on cost-effectiveness, activity, available resources, treatment efficacy, and prevalence and incidence in populations. • Use the results of the screening to determine whether a referral is necessary and to whom a referral should be made. • Respect a patient's/client's involvement in decision making. • Demonstrate a program evaluation for wellness intervention. • Implement fitness program in a senior citizen center. 	<ul style="list-style-type: none"> • Screen infants for developmental delay. • Outline the criteria that should be used for screening adolescents with idiopathic scoliosis. • Develop and monitor the success of a personal wellness plan. • Develop materials for community health fairs. • Discuss strategies/models to change health behaviors. • Compare and contrast theories of wellness. • Develop a fitness program for an 8-year-old girl with asthma. • Establish a program for strength, power, endurance, flexibility, agility, coordination, and balance for elderly persons. • Develop exercise, health, fitness and wellness programs with consideration to special populations including women (ie, pregnant or diagnosed with osteoporosis), children and adolescents, elderly, recreational, and elite athletes, individuals with obesity, and people of different race and ethnicities. 	<ul style="list-style-type: none"> • Provide prevention, wellness, and health promotion clinical services. • Participate in the development and implementation of collaborative community-based health screening programs and evaluate their efficiency and effectiveness. • Modify an exercise program for a woman who is pregnant. • Apply health, exercise, fitness and wellness to all populations, including those with a disease or condition that may lead to impairments, functional limitations, or disabilities.

^a See [Appendix D](#) – Prevention, Health Promotion, Fitness and Wellness Supplement

Practice Management Expectation 20: Management of Care Delivery

Definition: *Management of care delivery* is planning, organizing, and implementing a plan of care for a patient/client that includes first-contact care, care in other settings, care provided in tertiary settings by the physical therapist, and care that involves other practitioners.

20.1 *Provide culturally competent first-contact care through direct access to patients/clients who have been determined through the screening and examination processes to need physical therapy care.*

Educational Outcomes

The graduate:

- Applies knowledge of service-delivery systems.
- Accepts the roles and responsibilities as a practitioner of choice to whom consumers have direct access.
- Uses the patient/client care management model when making clinical decisions.
- Cooperates, collaborates, communicates, and integrates care with other health care practitioners as necessary to meet the patient's/client's needs.

20.2 *Provide culturally competent care to patients/clients referred by other practitioners to ensure that care is continuous and reliable.*

Educational Outcomes

The graduate:

- Applies knowledge of service-delivery systems.
- Takes responsibility to be an integral part in the continuing management of patients/clients.
- Applies knowledge of roles and responsibilities of self and other practitioners in care delivery systems.
- Uses the patient/client care management model when making clinical decisions.
- Cooperates, collaborates, communicates, and integrates care with other health care practitioners as necessary to meet the patient's/client's needs.

20.3 *Provide culturally competent care to patients/clients in tertiary care settings in collaboration with other practitioners.*

Educational Outcomes

The graduate:

- Applies knowledge of service-delivery systems.
- Applies knowledge of roles and responsibilities of self and other practitioners in tertiary care delivery systems.
- Uses the patient/client care management model when making clinical decisions to ensure care that is continuous and reliable.
- Cooperates, collaborates, communicates, and integrates care with other health care practitioners as necessary to meet the patient's/client's needs.

20.4 *Participate in the case management process.*

Educational Outcomes

The graduate:

- Participates in the coordination and management of continuous patient/client-centered care.
- Manages human and material resources and services to provide high quality, efficient, and cost-effective physical therapy services based on the patient's/client's goals.
- Interacts with patients/clients, family members, other health care providers, and community-based organizations for the purpose of coordinating activities to provide efficient and effective care (eg, referral to other health care providers) that is continuous and reliable.
- Identifies, uses, and advocates for reimbursement that is necessary to achieve the patient's/client's goals and expected outcomes.

Management of Care Delivery Matrix

<p style="text-align: center;">Primary Content</p>	<p style="text-align: center;">Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i></p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in the Classroom</p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in Clinical Practice</p>
<p>Foundational and clinical sciences</p> <p>Service-delivery models and reimbursement</p> <p>Care provided in first-contact, clinical, and tertiary-care settings</p> <p>Patient/client care management model</p> <p>Practice guidelines</p> <p>Legal and economic factors affecting service delivery</p> <p>Referral process</p> <p>Physical therapy in the context of the whole health care enterprise</p>	<ul style="list-style-type: none"> • Determine which health care needs can be met through physical therapy. • Collaborate within and outside the institution to provide cost-effective services. • Use community resources to meet patient/client needs. • Demonstrate sensitivity for role ambiguity, interrelatedness, and overlap among professions. • Understand and analyze organizational behavior and conceptual models of patient/client service delivery. • Describe necessary leadership skills for coordinating and managing care. • Describe a process that leads to successful management of care. • Analyze factors that contribute to efforts to coordinate care that are both successful and unsuccessful. • Compare and contrast the role of clinicians contributing to the care of a client with the role of the person coordinating care. • Value and weigh the contributions of self and others to the provision of effective and efficient care. 	<ul style="list-style-type: none"> • Identify factors that contribute to a patient/client being unable to achieve his or her goals in physical therapy. • Identify circumstances that support referring a patient/client to another physical therapist or another health care provider. • Distinguish between being a team member and being someone who coordinates the care of a patient/client. • Present a plan for coordinating the care of a specified patient/client. • Identify roles and responsibilities of the physical therapist in a variety of practice environments to include being a practitioner of choice to whom consumers have direct access. 	<ul style="list-style-type: none"> • Include discharge planning in the plan of care. • Apply knowledge of changes in the health care system to the design and implementation of the plan of care. • Progressively increase patient/client volume, variety, and complexity. • Manage a patient/client care schedule to accommodate multiple variables. • Assess outcome of directing components of the plan of care to others. • Manage a difference of opinion between providers about a physical therapy intervention.

Practice Management Expectation 21: Practice Management

Definition: *Practice management* is the coordination, promotion, and resource (financial and human) management of practice that follows regulatory and legal guidelines.

21.1 *Direct and supervise human resources to meet patient's/client's goals and expected outcomes.*

Educational Outcomes

The graduate:

- Identifies those services that may be directed to others.
- Determines the amount of instruction necessary for personnel to perform directed tasks.
- Provides instruction to personnel in the performance of directed tasks.
- Provides supervision to physical therapist assistants and other supportive personnel according to jurisdictional law, practice guidelines, policies, codes of ethics, and facility policies.
- Is accountable for tasks, which have been directed to others.
- Demonstrates interpersonal skills in the supervision of personnel to achieve completion of directed tasks.
- Understands the legal requirements for human resource management.
- Applies time-management principles to supervision and patient/client care.

21.2 *Participate in financial management of the practice.*

Educational Outcomes

The graduate:

- Uses principles and mechanics of budgeting, management of income, expenses, and revenues.
- Understands methods for fee determination and their ramifications for the financial status of the organization.
- Understands the use of informatics in managing patient/client data and financial information to improve care and reduce errors.
- Recognizes the relationship of reimbursement, documentation, and billing coding to control practice.

21.3 *Establish a business plan on a programmatic level within a practice.*

Educational Outcomes

The graduate:

- Develops needs analysis for the program.
- Develops a program mission, philosophy, goals, and objectives.
- Establishes and implements a business plan for a program.

21.4 Participate in activities related to marketing and public relations.

Educational Outcomes

The graduate:

- Engages in public relations activities with various public groups.
- Develops a needs analysis to identify customers, services, and practice niches.
- Develops a marketing plan.
- Develops marketing strategies and public relations activities designed for target audiences.

21.5 Manage practice in accordance with regulatory and legal requirements.

Educational Outcomes

The graduate:

- Assures confidentiality of patient/client and employee information.
- Develops a quality improvement plan.
- Implements risk-management strategies.

Practice Management Matrix

<p style="text-align: center;">Primary Content</p>	<p style="text-align: center;">Examples of Terminal Behavioral Objectives <i>After the conclusion of the content, the student will be able to...</i></p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in the Classroom</p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in Clinical Practice</p>
<p>Foundational and clinical sciences</p> <p>Regulatory, professional, and facility policies</p> <p>Reimbursement schemes</p> <ul style="list-style-type: none"> • Coding issues • ICD-9 codes <p>Business management</p>	<ul style="list-style-type: none"> • Describe basic principles of direction and supervision of human resources. • Assess the malpractice ramifications of direction and supervision. • Describe major reimbursement guidelines and practices, including coding issues and the application of ICD-9 codes. • Participate in billing and reimbursement activities. • Identify accepted accountancy and financial techniques to determine and manage administrative aspects of practice. • Describe principles of negotiation. • Recognize gender differences in negotiation styles. • Determine referral base and patient/client mix and analyze profit margin and cost-to-benefit ratio needs for regulating contracts on behalf of practice. • Participate in developing justification for expansion or reduction of budgets. • Determine staffing patterns considering mission, client mix, available resources, and fluctuations in supply and demand. • Participate in the assessment of continued competency of personnel. 	<ul style="list-style-type: none"> • Describe the educational preparation of physical therapist assistants, physical therapy aides, and others involved in physical therapy services. • Describe the role of licensing in determining direction and supervision patterns to personnel. • Identify relationships among physical therapists, physical therapist assistants, physical therapy aides, and others to whom tasks are directed that provide efficient patient/client care of necessary quality. • Identify sources of institutional and professional policy on the physical therapist assistant. • Analyze the expenses, revenue, and productivity of a physical therapy provider (eg, develop a balance sheet, interpret a profit and loss statement). • Establish staffing patterns based on full-time equivalency (FTE) concepts. • Analyze need for and type of equipment required to maximize efficiency, quality, and cost-effectiveness of service delivery. • Design a program for ongoing assessment of quality indicators. • Develop a business plan for a program. • Create a marketing plan in support of fitness, wellness, and prevention of injury. 	<ul style="list-style-type: none"> • Recognize that the clinical site is a business with business objectives. • Contribute to the success of the business mission of the clinical site. • Assess the impact of decisions to direct others on patient/client care quality. • Assess the impact of direction and supervision decisions on the facility. • Direct others within the constraints of legal regulation, professional standards, and institutional policy. • Report all reimbursable patient/client care activities (including time) in billing. • Adapt marketing and public relations plans to target audiences. • Market services to customers (eg, physicians, corporate clients, general public).

<p align="center">Primary Content</p>	<p align="center">Examples of Terminal Behavioral Objectives <i>After the conclusion of the content, the student will be able to...</i></p>	<p align="center">Examples of Instructional Objectives To Be Achieved in the Classroom</p>	<p align="center">Examples of Instructional Objectives To Be Achieved in Clinical Practice</p>
	<ul style="list-style-type: none"> • Identify administrative and supportive organizational structures necessary to promote optimal use of resources. • Describe measures of productivity. • Describe the process of developing, implementing, and evaluating a marketing plan and public relations plan. • Develop a mission statement that guides business strategy and practices. • Perform a needs analysis to identify customers, location options, and business niches. • Establish personnel management policies considering legal constraints and ethical issues. • Discuss the role of the physical therapist as a practitioner of choice to whom consumers have direct access. • Design quality management applied in health service delivery. • Discuss strategic financial planning for a successful business using theories of basic accounting. • Determine priorities for managing multiple tasks within an environment. • Employ risk management strategies in business operations. 	<ul style="list-style-type: none"> • Design space that reflects a business plan for health promotion, fitness, and wellness. • Participate in planning and conducting a health fair. • Critically evaluate consumer brochures, program descriptions, and advertisements. • Plan and participate in activities in support of APTA’s annual National Physical Therapy Month. • Identify differences between Medicare Part A and Part B reimbursement patterns. • Discuss ICD-9 codes for billing. • Discuss differences in reimbursement entities (eg, workers’ compensation, RBRVS, CPT® codes). • Identify regulations that require monitoring for compliance (eg, HIPAA, Blood Borne Pathogens). • Develop waiver of liability form. • Establish a mechanism for determining the exercise compliance in an adolescent fitness program. 	

Practice Management Expectation 22: Consultation

Definition: *Consultation* is the rendering of professional or expert opinion or advice by a physical therapist. The consulting physical therapist applies highly specialized knowledge and skills to identify problems, recommend solutions, or produce a specified outcome or product in a given amount of time.

22.1 *Provide consultation within boundaries of expertise to businesses, schools, government agencies, other organizations, or individuals.*

Educational Outcomes

The graduate:

- Uses a theoretical framework to develop consultation that is specific to the needs of the consumer: public agencies, private or community organizations, businesses, other groups or individuals.
- Communicates consultative information effectively in writing and verbally.
- Seeks opportunities to consult with agencies, organizations, and groups that benefit from physical therapy services and that create or enforce policy and law that affects the practice of physical therapy.

Consultation Matrix

Primary Content	Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i>	Examples of Instructional Objectives To Be Achieved in the Classroom	Examples of Instructional Objectives To Be Achieved in Clinical Practice
Foundational and clinical sciences Standards of practice (physical therapist and physical therapist assistant) Relevant federal, state, and local laws Documentation standards Analysis of need for physical therapy services Business plans and their development Organizational structure and behavior Negotiating principles Public policy development Epidemiology	<ul style="list-style-type: none"> • Describe common consultation models and the role of the consultant in each. • Describe qualifications that describe a successful consultant. • Apply documentation standards used to communicate consultative comments. • Profile an organization and identify consultative recommendations that address its needs. • Identify the basis from which consultative recommendations are derived. • Identify practice patterns that lend themselves to specified organizations. • Describe factors that contribute to consultative recommendations being ignored. 	<ul style="list-style-type: none"> • Identify desirable personal characteristics of an effective consultant. • Compare and contrast a practice pattern(s) under consideration for recommendation to a specific organization. • Describe business principles that influence the acceptance or rejection of consultative recommendations. • Apply principles of analysis to a work site with large numbers of employees with cumulative trauma syndromes. • Describe principles for the development of public health policy that affects the practice of physical therapy. 	<ul style="list-style-type: none"> • Participate in work site assessment. • Participate in the development of an integrated service at an early-intervention site. • Participate in a sports clinic for a teenage athlete.

Practice Management Expectation 23: Social Responsibility and Advocacy

Definitions: *Social responsibility* is the promotion of a mutual trust between the physical therapist as a part of the profession and the larger public that necessitates responding to societal needs for health and wellness.

Advocacy is defending or maintaining a cause or proposal.

23.1 *Challenge the status quo of practice to raise it to the most effective level of care.*

Educational Outcome

The graduate:

- Demonstrates the willingness to question the status quo for its congruence with optimal patient/client care.
- Recognizes gaps between the status quo of practice and optimal level of care and devises a plan to remedy.

23.2 *Advocate for the health and wellness needs of society.*

Educational Outcomes

The graduate:

- Advocates for access to health care and physical therapy services.
- Challenges unjust social policy that affects functional, health, and wellness needs of society.
- Ensures that existing social policies are in the best interest of patients/clients.
- Participates in achievement of societal health goals.
- Evaluates how current community-wide, nationwide and worldwide issues impact society's health and well-being and delivery of physical therapy.
- Weighs the larger interest of society in light of the profession's interests and biases.

23.3 *Participate and show leadership in community organizations and volunteer service.*

Educational Outcomes

The graduate:

- Promotes and participates in community volunteerism/service.
- Provides leadership in community service.
- Participates in voluntary service organizations and advocacy groups.
- Promotes initiatives to diversify the physical therapy profession.

23.4 *Influence legislative and political processes.*

Educational Outcomes

The graduate:

- Identifies mechanisms to impact legislation and regulations.
- Advocates for changes in laws, regulations, standards, and guidelines that affect physical therapist practice.
- Advocates for blending of social justice and economic efficiency of physical therapy services.
- Understands and participates in legislative and political processes.

Social Responsibility and Advocacy Matrix

<p style="text-align: center;">Primary Content</p>	<p style="text-align: center;">Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i></p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in the Classroom</p>	<p style="text-align: center;">Examples of Instructional Objectives To Be Achieved in Clinical Practice</p>
<p>Foundational and clinical sciences</p> <p>Communication</p> <ul style="list-style-type: none"> • Verbal communication • Nonverbal communication • Professional communication • Relationships with others <p>Social and psychological factors</p> <ul style="list-style-type: none"> • Awareness of self and others • Cultural competence • Group dynamics and teamwork • Health behavior change models and theories • Psychological/emotional responses to diseases, disorders, conditions, impairments, functional limitations, and disabilities (disablement and enablement) • Emotional and physical abuse • Sexuality • Religion and faith • Holistic health <p>Ethics and values</p> <ul style="list-style-type: none"> • Values education • Patients’/clients’ rights • Advocacy • Role of virtues in profession 	<ul style="list-style-type: none"> • Discuss the importance of professional involvement in organizations. • Participate in community and civic activities supportive of society (eg, health fairs, career days, and special clinics). • Educate third-party payers, legislators, consumers, and other providers about physical therapists as practitioners of choice to whom consumers have direct access. • Interact with legislators at local, regional, state, and federal levels to influence health care policy. • Analyze an existing governmental or private reimbursement policy that differentially affects segments of the population. • Produce documents that are organized in a logical format based on specific practice settings, regulatory requirements, and standardized documentation formats. • Identify factors that influence group decision making. • Accept the responsibility for providing task and process roles that would enhance the group’s decision making. • Describe principles of negotiation. 	<ul style="list-style-type: none"> • Debate national health care issues. • Develop a plan for contacting legislators regarding professional issues. • Advocate in the political process for patients/clients to obtain unrestricted direct access to physical therapy services. • Discuss the importance of balancing personal, professional, and civic responsibilities. • Formulate a strategy for ensuring a commitment to the profession. • Research and write a one-page description of the impact of a current health event on the health status of the population not in North America. • Participate in a discussion with an insurance representative and a case manager on the impact of a health reimbursement policy. • Write a proposal for a community service project. • Participate in self-assessment and group-assessment of collaborative projects. • Develop a marketing plan for a community service project. • Identify community health needs through a needs assessment of an organization or community. • Identify effective body language characteristics. 	<ul style="list-style-type: none"> • Contribute resources (eg, time, information) for programs that benefit patients/clients in the community. • Offer presentations at local elementary schools on the importance of wearing helmets. • Promote exercise programs for weight management. • Advocate for access to affordable physical therapy services and inclusion of physical therapy in health care plans. • Participate in community health fairs. • Organize work groups for the Special Olympics. • Volunteer time and expertise to a community health advocacy group. • Participate in “legislative day” or “lobby day” activities. • Communicate with local, state, and national elected officials regarding health policy issues. • Communicate effectively with legislators. • Develop a multilingual patient/client education pamphlet. • Advocate for services to address unmet physical therapy needs of the community in the clinic.

<p align="center">Primary Content</p>	<p align="center">Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i></p>	<p align="center">Examples of Instructional Objectives To Be Achieved in the Classroom</p>	<p align="center">Examples of Instructional Objectives To Be Achieved in Clinical Practice</p>
<p>Management sciences</p> <ul style="list-style-type: none"> • Organizational behavior • Negotiation theory and principles • Conflict management • Time management • Decision analysis theory • Analysis of the need for physical therapy services <p>Finance</p> <ul style="list-style-type: none"> • Financial planning • Macro and micro health economics • Cost effectiveness/cost-benefit ratio • Economic factors effecting service delivery <p>Sociology</p> <ul style="list-style-type: none"> • Professional roles • Professional recognition • Sociology of health professions • Professional organizations <p>Teaching and learning</p> <ul style="list-style-type: none"> • Learning theory • Teaching methods 	<ul style="list-style-type: none"> • Describe the process of developing, implementing, and evaluating a marketing plan. • Profile an organization and identify consultative recommendations that address its needs. • Seek solutions to health issues within the local community. • Promote health, fitness, and wellness in the community. • Plan and implement a community health promotion event. • Educate legislators about physical therapy. • Interact with legislators at local regional, state, and federal levels to influence health care policy. • Recognize, interpret, and respond to the body language of others. • Apply methods of conflict resolution including recognition of each party's position. • Assume the responsibility to negotiate and advocate for appropriate health care services including those for underrepresented/underserved populations. • Explicate the appropriate legislative body to make changes in various health care and patient/client related laws and regulations. • Describe methods of lobbying for change in legislation. 	<ul style="list-style-type: none"> • Describe behaviors that contribute to the creation of conflict. • Identify a successful advocacy outcome. • Identify personal strategies for serving as an advocate. • Define the difference among the legislative, executive, and judicial branches of government as they apply to health care. • Communicate effectively with legislators. • Present a clinical case that focuses on individual differences. • Offer presentations to campus and community special-interest and diverse groups. • Provide an educational program in the community for diverse groups. • Provide an in-service program addressing cultural issues of patients/clients typically seen in specific ethnic/religious communities. • Collaborate with medical and physician assistant students in staffing a health careers booth at a middle school. • Initiate opportunities to share knowledge with others. 	<ul style="list-style-type: none"> • Organize an interdisciplinary health care screening fair (ie, local malls, schools, etc). • Organize an interdisciplinary team conference format on discharge planning.

<p align="center">Primary Content</p>	<p align="center">Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i></p>	<p align="center">Examples of Instructional Objectives To Be Achieved in the Classroom</p>	<p align="center">Examples of Instructional Objectives To Be Achieved in Clinical Practice</p>
<p>Law</p> <ul style="list-style-type: none"> • Legislative/political processes • Liability issues • Legal structure of organizations • Health law • Legal factors effecting service delivery <p>Public health</p> <ul style="list-style-type: none"> • Epidemiology • Public policy • Public policy development • Health policy • Information searching • Measurement science <p>Laws, regulations, and professional policies</p> <ul style="list-style-type: none"> • Relevant federal, state, and local laws • Standards of practice • Regulatory professional and facility policies <p>Health, fitness, and wellness</p> <ul style="list-style-type: none"> • Prevention, health promotion, fitness, and wellness programs • Community information on health, fitness, and wellness • Community advocacy for health, fitness, and wellness. • Public and private sector resources including those of community, public health, and industry 	<ul style="list-style-type: none"> • Communicate clearly and sensitively and with responsiveness to legislators. • Explain the legislative and political processes. • Ensure that individual differences based on race/ethnicity, religion, gender, age, sexual orientation, and disability are respected, valued and integrated into patient/client management. • Disseminate information to broaden the profession's ability to embrace and enjoy the differences in diverse populations. • Seek solutions to under-representation of diverse populations in physical therapy. • Promote representation of individual and cultural differences in practice, education, and research. • Develop an interprofessional screening assessment. • Use interest-based negotiation techniques to challenge the status quo and design new strategies for professional action. 	<ul style="list-style-type: none"> • Develop an interprofessional screening process to be administered in a community via the Internet for patients/clients diagnosed with coronary artery disease. 	

Primary Content	Examples of Terminal Behavioral Objectives <i>After the completion of the content, the student will be able to...</i>	Examples of Instructional Objectives To Be Achieved in the Classroom	Examples of Instructional Objectives To Be Achieved in Clinical Practice
Cultural and biological differences related to and clinical implications of: <ul style="list-style-type: none"> • Race/ethnicity • Religious orientation • Gender /age issues • National origin • Sexual orientation • Health status of cultural groups • Discrimination • Socioeconomic factors 			