**Title and Focus of Activity**: Students and Patients Partnering to Advance Neurorehabilitation (SP2AN*)* *Patient/client management model*

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**Course Information:**  Neuromuscular Plan of Care; 3 credit; year 2 winter. Occurs after Neuroanatomy, Neuroscience, Neurological Diseases and Disorders, and Neurologic Examination Courses. Occurs simultaneously with Pediatric Plan of Care and Musculoskeletal Plan of Care.

**Learning Experience Description:** Context: Providing authentic learning experiences to large cohorts of students (defined as larger than 60) can provide logistical challenges to faculty. DPT students enrolled in a neuromuscular plan of care course participate in Students and Patients Partnering to Advance Neurorehabilitation (SP2AN). SP2AN was developed to match people in the community who have a neurological disease/disorder with current DPT students.

Purpose: To improve student learning by integrating didactic classroom and traditional lab experiences with actual involvement with community partners who have movement dysfunction secondary to a neurological disease/disorder.

* Community partners were recruited through local clinicians, students, support groups, and the community members themselves.
  + No charge for the care provided
  + Partners were offered $10 gift card at each visit
  + Consent form to participate was signed by all partners
* DPT students partner with community members who have neurological diseases and disorders for eight sessions over the 14 week semester.
* Students self-select into groups of 2-5 and are assigned a community partner by the instructor. See Figure 1 for student/community partnering schedule that can be used with larger cohorts of students.
* Expectations of DPT students:
  + Perform initial evaluations, develop a plan of care, implement intervention, and complete a reassessment and discharge summary.
  + Rotate a different DPT student to serve as leader and accept primary responsibility for design and execution of the intervention, including delegation of tasks.
  + Post-visit
    - Complete team debriefing form (addressing what went well in the session, what needed improvement, and prompted planning for the next week’s session).
    - Complete documentation utilizing WebPT® and submit assignment through Blackboard.
    - Complete individual journaling and submit through Blackboard.
* Resources:
  + University clinic space
  + 3 faculty members supervise as needed to ensure community partner safety and facilitate student learning.
* See Table 1 for a description of course content and integration of SP2AN

**Figure 1: Scheduling of SP2AN**

**Table 1: Description of Course Content and Integration of SP2AN into Course Content**

|  |  |  |
| --- | --- | --- |
| **Week** | **Content** | **SP2AN** |
| 1 | Vestibular |  |
| 2 | Balance |  |
| 3 | Prepped for SP2AN |  |
| 4 | Hemiplegia | 1st visit |
| 5 | Hemiplegia |  |
| 6 | Hemiplegia | 2nd visit |
| 7 | SCI |  |
| 8 | SCI | 3rd visit |
| 9 | Spring Break |  |
| 10 | Orthotics | 4th visit |
| 11 | SCI/PD |  |
| 12 | Degenerative | 5th visit |
| 13 | Degenerative | 6th visit |
| 14 | Serial casting, FES | 7th visit |
| 15 | Review | 8th visit |
| 16 | Review |  |

Time for student to complete the activity: 28 hours total over a 14 week semester 1. Preparation for activity outside of/before class: 8 hours (approximately 1 hour/8 times to develop plan and share with team) 2. Class time completion of the activity: 12 hours (approximately 1 ½ hours/8 times to work with community partner) 3. Completion of activity outside of/after class: 8 hours (approximately 1 hour/8 times to complete documentation, team debriefing, and individual journaling)

Readings/other preparatory materials:

* + All resources provided during the semester
    1. WebPT®
    2. Assigned readings
    3. Videos
    4. Internet resources (e.g. neuropt.org, ebrsr.com, scireproject.com)
  + Resources provided in previous coursework
  + Utilization of faculty expertise as needed

Learning Objectives: 1. Demonstrate an initial examination/evaluation, re-examination and discharge for a community partner with a neurological disease/disorder. 2. Select and employ interventions for patients with neuromuscular disorders. 3. Incorporate safety techniques (e.g. use of gait belt, appropriate guarding) when arranging the intervention environment and when implementing selected physical therapy interventions. 4. Document effective initial examination, daily, re-examination, and discharge notes, and be able to discuss reimbursement issues as it related to the care of patients with neuromuscular disorders.

Methods of evaluation of student learning:

* Two assignments directly linked to SP2AN visits, journaling and documentation (Table 2)
  + Journaling
    - After each community partner visit, students are expected to answer specific questions within Blackboard.
    - Questions are designed to encourage individual active reflection from the student and through the semester are modified to target certain behaviors and attitudes.
    - In order to encourage honest reflection, journals are only available to instructors of the course and not to other classmates.
      * Instructors of the course provide a response to all journal entries.
    - No rubric is utilized in the assessment of the journals.
  + Documentation
    - Use WebPT®, an electronic documentation system.
    - Submit by one group member through an assignment link provided in Blackboard.
    - No rubric is utilized in the assessment of the documentation.
      * If the documentation does not support the charges for the visit, students are told the claim is denied and must be resubmitted.

**Table 2: Summary of SP2AN assessments**

|  |  |  |
| --- | --- | --- |
| **Visit** | **Journaling** | **Documentation (WebPT®)** |
| 1 | * What successes did you (and your team) experience today? * What are some of the frustrations and/or challenges did you (and your team) experience today? * What is your plan to manage your individual frustrations/challenges? * Is there anything else you would like to share? | Initial Evaluation, Daily Note |
| 2 | Same as Week 1 | Daily Note, Flowsheet |
| 3 | Same as Week 1 | Daily Note, Flowsheet |
| 4 | * What successes did you (as well as your team) experience today? * What are some frustrations that you (as well as your team) experience today? * What is your plan to manage the frustrations? * Take a moment to reflect on your growth and development since the beginning of the semester.  Identify your growth areas.  Identify what things you need to continue to work on.  Consider reviewing your previous posts to assist you in this process. | Daily Note, Flowsheet |
| 5 | * What successes and/or frustrations did you (as well as your team) experience today? * What is your plan to manage the frustrations? * How "prepared" were you for this visit today?  Reflect on what you did (and/or what you should have done) to prepare for this patient visit? * Reflect on your documentation skills.  How have you grown since the beginning of the semester?  What are areas that you need to work on as you strive to reach that of an entry level practitioner?  How will you work on those areas?  What support can your instructors provide to you to assist you in documentation? | Reassessment Note, Daily Note, Flowsheet |
| 6 | * What successes and/or frustrations did you experience today? * What is your plan to manage the frustrations? * The ability to communicate is essential to the role of a physical therapist.  Reflect on your strengths and weaknesses as a communicator.  Are you clear, concise, compassionate?  Do you provide correct information with confidence?  How does your patient respond to you?  How do your teammates respond to you?  What is your plan to continue to grow as a communicator? | Daily Note, Flowsheet |
| 7 | * What strengths do you bring to your team?  What strengths do you bring to your patient? * What things do you need to work on in order to be a more effective team member?  What things do you need to work on in order to be more effective with your patient? * How do you manage feedback?  Do you seek it?  How do you receive it when given?  Do you integrate the feedback?  Do you give feedback? | Daily Note, Flowsheet |
| 8 | * Reflecting back on this semester, take the time to reflect and write about any changes that you have noticed in yourself when it comes specifically to your **knowledge** (disease & disorders, exam, intervention), **skills** (executing tests and measures and intervention), and **attitudes**. Please provide examples. * What would your patient say about you as a student physical therapist? | Discharge Summary, Daily Note, Flowsheet |