



# Educators Virtual Town Hall Frequently Asked Questions General Curriculum Updates

During the Town Hall meeting there was great collaboration and discussion among the participants, the panelists, and the Evidence Elevates Task Force members. Here you will find recommendations and resources shared in the Town Hall. These resources are not all-inclusive. They are meant to give guidance and direction in getting started on how to Move Forward.

Questions	Answer
In curriculums in which PNF has been removed, are the students learning about PNF in any other coursework related to other health conditions specific to orthopedics or return to sport? Or has PNF been removed completely from the program itself?	<ul style="list-style-type: none"> <li>• Many programs have removed PNF from the neuro curriculum completely.</li> <li>• For programs who have kept the content in for the orthopedic curriculum, orthopedic faculty now teach the content.</li> </ul>
Should PNF/NDT be introduced to DPT students in the Pediatric PT curriculum?	<ul style="list-style-type: none"> <li>• Similarly to the adult neuro curriculum, historical perspectives should be taught from a pediatric lens, but a larger emphasis should be on the functional components of movement.</li> <li>• In programs that do not teach NDT/PNF in the pediatric curriculum, the focus and emphasis remains on movement and task analysis.</li> <li>• <a href="#">CPG's</a> are utilized, when available, to guide decision making in the pediatric curriculums.</li> </ul>
Is there any guidance for practical examinations that assess task-specific training for improving gait? <a href="#">Tappan et al. (2020)</a> outlined a process to develop a checklist checklist-style rubric for assessing vestibular eval and treatment. Are there similar references available that emphasize best current evidence?	<ul style="list-style-type: none"> <li>• The <a href="#">Compendium for Teaching Professional Level Physical Therapy Neurologic Content</a>, was developed in 2016 and has many resources available, including sample grading rubrics and additional teaching resources.</li> </ul>
What are the key articles you are sharing with students?	<ul style="list-style-type: none"> <li>• There are <b>MANY</b> articles that could be shared and part of an entry level DPT curriculum. A few key ones to include would be the <a href="#">Moving Forward</a> position paper and any of the ANPT <a href="#">CPGs</a> that have been published.</li> </ul>



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Questions	Answer
<p>What strategies have been successful for students to share their critical thinking? Sometimes students tend to oversimplify their thoughts around interventions and respond "do the task that is challenging (task specific) and go hard and fast (high intensity)." Any suggestions on how to help the students make these connections clearer?</p>	<ul style="list-style-type: none"> <li>• The ICF is a good foundational framework to start clinical decision making, as well as using patient centered goals.</li> <li>• Ensure students understand the FITT principles and are able to apply appropriately to different neurologic interventions.</li> <li>• Refer back to basic motor learning principles, as well as the OPTIMAL theory of motor learning<sup>4</sup>, when developing more detail in a plan of care.</li> </ul>
<p>What is the best way to provide students with a historical approach to neuro PT?</p>	<ul style="list-style-type: none"> <li>• Typically this can be done in a discussion or lecture. There is value in students seeing the evolution of our profession and recognizing that science will require us to continue to evolve.</li> <li>• Students may continue to hear this terminologies in the clinic so they should be aware and the context.</li> <li>• Find a historical reference on the <a href="#">ANPT Evidence Elevates Task Force</a> webpage.</li> </ul>

### References

1. Clinical Practice Guidelines and Resources. Academy of Pediatric Physical Therapy. Accessed February 22, 2024. <https://pediatricapta.org/clinical-practice-guidelines/>
2. Tappan R, Hedman L, Lopez-Rosado R et al. Checklist-Style Rubric Development for Practical Examination of Clinical Skills in Entry-Level Physical Therapist Education. *J Allied Health*. 2020; 49(3):202-207.
3. Compendium for Teaching Professional Level Physical Therapy Neurologic Content. Academy of Neurologic Physical Therapy. Accessed February 22, 2024. <https://www.neuropt.org/education/physical-therapy-educators/compendium/comp-docu>
4. Wulf G, Lewthwaite R. Optimizing performance through intrinsic motivation and attention for learning: the OPTIMAL theory of motor learning. *Psychon Bull Rev*. 2016; 23(5): 1382-1414. doi: 10.3758/s13423-015-0999-9
5. ANPT Evidence Elevates Task Force Resource. Academy of Neurologic Physical Therapy. Accessed February 22, 2024. [https://www.neuropt.org/docs/default-source/evidence-elevates/evolution-of-neurologic-education-and-practice.pdf?sfvrsn=5f575a43\\_2](https://www.neuropt.org/docs/default-source/evidence-elevates/evolution-of-neurologic-education-and-practice.pdf?sfvrsn=5f575a43_2)
6. Scheets P, Hornby TG, Perry S, et al. Moving Forward. *JNPT*. 2017; 45(1): 46-49. doi: 10.1097/NPT.0000000000000337
7. Academy of Neurologic Physical Therapy. Accessed February 22, 2024. <https://www.neuropt.org/practice-resources/anpt-clinical-practice-guidelines>.