ACADEMY OF NEUROLOGIC PHYSICAL THERAPY
NEUROLOGIC FELLOWSHIP CURRICULUM TASK FORCE

Neurologic Physical Therapy Fellowship Curriculum Model

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June 16, 2021

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Purpose of the Document

This document reflects the work of the ANPT Neurologic Fellowship Curriculum Task Force beginning in January 2020 to produce a resource offering suggestions for curricular content and methods of implementation appropriate for post-professional education within a Neurologic Physical Therapy Fellowship Program. The Task Force used the Neurologic Physical Therapy Description of Residency Practice (2017), the Neurologic Physical Therapy Residency Curriculum (2012), and the International Classification of Functioning, Disability and Health (ICF) in developing this document. The primary intention of this document is to assist individuals who are developing curricula for new fellowship programs. Content was selected to reflect current best practice. Specific tests and measures are not included in an effort to prevent the document from becoming obsolete, and so that it would generalize across different areas of fellowship practice. The Task Force acknowledges that this is not an all-inclusive list of curricular content or learning objectives for neurologic fellowship programs. For example, rather than including objectives for all possible interventions, we sought to include a broad spectrum of interventions throughout the document.

Use of the Document

This document intends to provide fellowship directors, faculty, and fellows with examples of didactic and clinical practice learning objectives, instructional methods, and methods of knowledge/competency assessment to guide neurologic fellowship programs in their curricular development. The topics addressed represent key knowledge areas and practice expectations outlined within the Neurologic Physical Therapy Description of Residency Practice (DRP). This document is not intended to serve as a standard curriculum to be adopted by all programs. Programs are encouraged to select and/or modify the objectives and learning experiences to meet their individual curricular needs and resources. For example, program faculty may decide that learning content related to a specific topic is optimally met by addressing didactic or clinical objectives only. Similarly, program faculty may elect to focus on just one of the suggested instructional methods for a topic, or they may revise these or develop new methods on their own. Strict adherences to this curriculum does not ensure that the program will meet all of the criteria for credentialing as established by the American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE); all programs must comply with the curricular requirements for credentialing of neurologic fellowship programs as set forth by the ABPTRFE.

Task Force Members

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DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
A. Knowledge Areas of Neurologic Practice				
Foundational Sciences				
Human anatomy and physiology in healthy and neurologic populations, including:				
● Musculoskeletal system ● Cardiovascular and pulmonary systems ● Integumentary system	● For a specific neurologic disorder, predict how the disorder will affect musculoskeletal, cardiovascular and pulmonary, and integumentary systems.	● For a patient with a neurologic disorder, design and implement a treatment program that addresses prevention of associated secondary musculoskeletal, cardiovascular and pulmonary, and integumentary system impairments.	● Conduct specialty observation experiences with therapists and/or other health care providers that specialize in treating secondary musculoskeletal, cardiovascular and pulmonary, and integumentary system impairments (e.g., orthopedic surgeon, exercise physiologist, wound care specialist).	● Given a clinical case with a neurologic disorder, the fellow creates a concept map showing how the disorder impacts the patient's musculoskeletal, cardiovascular and pulmonary, and integumentary systems. ● Evaluate a live patient assessment by the fellow including discussion on the fellow's rationale for measures chosen based on anticipated pathology.
● Exercise physiology	● For an individual with a specific neurologic disorder, predict how the disorder will affect	● Anticipate, identify, and appropriately respond to abnormal responses to exercise in patients with neurologic disorders.	● Synthesize current evidence regarding physiological responses to exercise in patients with neurologic disorders.	● Evaluate fellow's live patient treatment to observe for appropriate assessment and treatment

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	their physiological response to exercise.			modification according to the patient's physiological response to exercise.
● Electrophysiology	● Differentiate between electrophysiological test results consistent with radiculopathy, myopathy, or neuropathy.	● Utilize electrophysiological test results (e.g., cardiac, neurologic) in the formulation of an appropriate plan of care for an individual with a neurologic disorder.	● Shadow a physical therapist or physician with training in electrophysiology.	● Given abnormal electrophysiological test results, the fellow identifies likely anatomical structures involved and integrates these findings into the plan of care.

Neuroanatomy and neurophysiology, including knowledge of central, peripheral, and autonomic nervous systems in populations with and without neurologic disorders:

● Anatomical organization and functional specialization	● Predict alterations in body structure and function given an individual with a [specific change in neuroanatomy or neurophysiology].	● Given an individual with [specific change in neuroanatomy or neurophysiology], administer appropriate tests and measures based on the patient's predicted alterations in body structure and function.	● Appraise case studies of individuals with [specific change in neuroanatomy or neurophysiology]. ● Participate in neuroanatomy tutorials or labs with focus on identification of regions of functional specialization and their interconnections.	● Evaluate a written or oral case study of neurologic patient treated by fellow with a detailed explanation of how neuroanatomical dysfunction resulted in the patient's activity limitations. ● Evaluate a teaching session by fellow on

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				neuroanatomy or neurophysiology.
● Age-related changes across the life span, including developmental neuroanatomy	● Relate [specific change in neuroanatomy or neurophysiology] across the lifespan with changes in sensory, motor and cognitive functions.	● Apply knowledge of neuroanatomical changes across the lifespan to select age-appropriate tests and measures for examination of an individual with a neurologic disorder.	● Appraise case studies of patients with [specific change in neuroanatomy or neurophysiology] across the lifespan. ● Attend neuroanatomy lectures and labs with emphasis on developmental changes.	● Evaluate a written or oral case study of a neurologic patient treated by the fellow that prognosticates the impact of future age-related neurologic changes on the patient's functional mobility. ● Evaluate a teaching session by fellow on developmental neuroanatomy.
● Neural growth and plasticity, such as cortical remodeling, activity dependent changes	● Identify neuroanatomical and neurophysiological processes that may underlie changes associated with learning, memory, and recovery from CNS injury. ● Synthesize current evidence regarding principles of behavioral training that drive neuroplastic changes associated with motor	● Articulate the current principles of neuroplasticity processes to healthcare professionals.	● Discuss application of neuroplasticity concepts to patient cases with mentor. ● Attend lectures or continuing education course on neuroplasticity. ● Complete guided readings of animal and human studies on interventions designed to maximize neuroplasticity in patients with neurologic diagnoses with review questions.	● Evaluate a live patient treatment session by the fellow including discussion of the rationale for the patient's prognosis given favorable or unfavorable factors associated with neuroplasticity. ● Evaluate a presentation by the fellow on neuroplasticity

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	learning and/or recovery following neurologic injury or disease. ● Critically examine the relevance and feasibility of application of current neuroplasticity concepts to the treatment of individuals with neurologic disorders across the lifespan.			processes, concepts and applications to neurologic patient populations. ● Evaluate a written or oral case study of a patient with a neurologic disorder treated by the fellow that describes the application and outcomes of an exercise program designed to maximize neuroplastic changes. ● Submit systematic review paper on intervention designed to maximize neuroplasticity in patients with neurologic disorders.
● Neurotransmission and neurotransmitters	● Compare and contrast how neurotransmitters and/or neurotransmission affect different neurologic disorders.	● Distinguish between individuals medicated optimally versus those needing a medical consult or referral based on their	● Review the current medication list of a relevant patient and explain the implications on the plan of care.	● Administer a written or oral examination on physiological mechanisms of common medications in a

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	● Summarize the primary mechanisms by which important medications function in a particular neurologic population.	functional performance.		particular neurologic population.
● Perception and sensory systems	● Distinguish between the etiology, clinical characteristics, and neurophysiological basis of common sensory versus perceptual disorders (e.g., homonymous hemianopsia vs unilateral neglect) following brain injury. ● Develop diagnosis-specific guide sheets to organize valid and reliable tests and measures frequently used to assess perceptual disorders.	● Given an individual with a neurologic disorder, differentiate between sensory versus perceptual disturbances based on the individual's examination findings.	● Analyze case studies of patients with sensory (e.g., visual, auditory, somatosensory, vestibular) and/or perceptual disorders (e.g., unilateral neglect, pusher syndrome, agnosias) to distinguish between the etiology, clinical characteristics, and neurophysiological basis of the disorders.	● Given a clinical case of a patient with sensory and/or perceptual deficits, the fellow identifies the likely etiology and neurophysiological basis of the deficits. ● Evaluate a live evaluation and/or treatment session of a patient with perceptual or sensory deficit(s) by the fellow with attention to the use of evidence-based assessments and interventions to mitigate the functional deficits.
● Motor systems	● Relate damage to specific areas of the nervous system to	● Collaborate with physical medicine and rehabilitation physicians and other	● Conduct a medical record review of discharged patients with motor systems deficits to correlate the area of	● Evaluate a mock or live patient evaluation and treatment by the

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	changes in motor function.	health professionals to address motor systems deficits in an individual with a neurologic disorder.	nervous system damage with the patients' motor function deficits.	fellow with attention to the fellow's use of evidence-based assessments and interventions to address the patient's motor impairments and functional limitations.
● Neural control of locomotion, such as central pattern generators	● Discuss the neural components of human locomotion and the clinical implications for damage to each of the components.	● Design and implement evidence-based locomotor training in individuals with neurologic disorders.	● Attend lectures or continuing education courses on locomotor training.	● Evaluate a teaching session by the fellow on the evidence underlying locomotor training.
● Neural control of balance and postural control	● Relate damage to relevant neurologic structures to balance and postural control deficits.	● Assess and treat balance and postural control deficits in individuals with neurologic disorders.	● Perform self-directed review of literature on balance and postural control in a particular neurologic population.	● Given a clinical case of a patient with balance and postural control deficits, the fellow appropriately identifies relevant objective measures and prognosticates how scores might influence the care plan.
● Regulation and modulation of reflexes	● Summarize physiological processes and anatomical structures associated	● Given an individual with a neurologic disorder, identify the presence of abnormal reflexes and/or	● Synthesize the literature regarding underlying mechanisms, assessment and management of abnormal	● Evaluate a teaching session by fellow on the topic of regulation and

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	with regulation and modulation of reflexes.	spasticity and apply appropriate clinical interventions.	reflexes and/or spasticity in a neurologic population.	modulation of reflexes.
● Regulation and modulation of autonomic function	● Relate the effects of autonomic nervous system dysfunction to abnormal exercise responses.	● Apply exercise interventions appropriately and safely in individuals with known or possible autonomic nervous system dysfunction.	● Perform self-directed review of autonomic nervous system neurophysiology including sensory and motor pathways using textbooks, diagrams, dissected human brains and spinal cords, or web-based tutorials, and review questions.	● Evaluate a teaching session on autonomic nervous system neurophysiology. ● Role-play patients with autonomic nervous system dysfunction (e.g., autonomic dysreflexia, dysautonomia ("storming"), orthostatic hypotension) and have the fellow demonstrate appropriate responses.
● Pain, including neurogenic and nonneurogenic	● Compare and contrast the etiology, clinical characteristics, and neurophysiological basis for neurogenic vs non-neurogenic pain (e.g., painful diabetic peripheral neuropathy versus low back pain).	● Given an individual with pain complaints, differentiate between neurogenic and non-neurogenic origins based on examination findings.	● Compare and contrast evidence-based physical therapy interventions for patients with different painful neuropathies (e.g., radiculopathies, polyneuropathies, phantom limb pain, central post-stroke pain).	● Within a written or oral exam, when given a clinical case of a patient with pain complaints, the fellow identifies the etiology and neurophysiological basis of the pain and

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				evidence-based physical therapy interventions to mitigate it.

Movement sciences in populations with and without neurologic disorders, including the following:

● Biomechanics and kinesiology of movement systems	● Discuss the neuromuscular and musculoskeletal contributions to common functional tasks (e.g., rolling, sit to stand transfers, walking, and stair navigation).	● Given an individual with functional task deficits, select appropriate tests and measures to identify potentially relevant neuromuscular or musculoskeletal impairments.	● Attend seminar on biomechanics of movement.	● Evaluate a biomechanical task analysis by the fellow for a patient with a neurologic disorder.
● Kinematic and kinetic analysis of functional movements, postural control, and gait	● Describe normal kinematics and kinetics of functional movements (e.g., transfers, walking) and how they are altered in neurologic disorders.	● Perform observational and/or quantitative analyses to identify abnormal functional movements and/or gait deviations in individuals with neurologic disorders.	● Compare kinematic and kinetic analyses of task performances of individuals with neurologic disorders with those of healthy individuals.	● Evaluate a presentation by the fellow on functional task analysis and common deviations observed in individuals with neurologic disorders.
● Pathokinesiology of functional movement such as gait, posture, and reaching	● Relate damage to a specific neurologic structure to observed changes in functional movements.	● Given an individual with damage to a specific neurologic structure, hypothesize corresponding movement changes and perform appropriate objective	● Complete guided readings on the pathokinesiology of functional movements.	● After an evaluation of a patient with a neurologic disorder with functional movement impairments, evaluate fellow's ability to identify

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		assessments to test hypothesis.		which muscles or structures are likely to be contributing factors.
● Theories and principles of motor control	● Defend treatment options and progressions for functional deficits based on specific theories or principles of motor control.	● Given an individual with functional deficits, select appropriate interventions based on specific theories or principles of motor control.	● Review relevant literature on theories and principles of motor control.	● Evaluate a presentation by the fellow on theories and principles of motor control in individuals with neurologic disorders.
● Theories and principles of skill acquisition and motor learning	● Compare and contrast various theories and principles of skill acquisition and motor learning to treat functional deficits in individuals with neurologic disorders.	● Perform task-specific functional training while incorporating theories and principles of skill acquisition and motor learning.	● Participate in didactic and laboratory teaching sessions on theories and principles of skill acquisition and motor learning.	● Evaluate a fellow's knowledge of theories and principles of skill acquisition and motor learning during a live patient assessment.
● Theories and principles of motor development	● Discuss potential modification of interventions based on an individual's current level of motor development.	● Given knowledge of age-related changes in motor development across the lifespan, select age-appropriate interventions for individuals with neurologic disorders.	● Review the intervention plans of patients of diverse ages to justify how the plans are appropriate for the patients' levels of motor development.	● Evaluate a treatment session of the fellow with a pediatric patient with a neurologic disorder to analyze whether the interventions are appropriate for the patient's stage of motor development.

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● Interrelationship among social, cognitive, and movement systems	● Explain how movement dysfunction associated with a neurologic disorder can affect social and cognitive function.	● Incorporate interventions to address social and cognitive considerations into the plan of care for an individual with a neurologic disorder.	● Synthesize research articles investigating social and cognitive effects of movement dysfunction.	● Evaluate a written or oral case study on the social and cognitive effects of movement dysfunction in a neurologic patient.
● Effects of movement dysfunctions on multiple body systems, including immediate and long-term	● Discuss the potential cardiovascular, musculoskeletal and neurologic effects associated with an individual's observed movement dysfunction.	● Given an individual with a neurologic movement dysfunction, appropriately modify treatments to account for effects on other body systems.	● Analyze a clinical narrative scenario of an individual with movement dysfunction for potential effects on other body systems.	● Fellow will perform an analysis of the potential effects on other body systems for a neurologic patient with movement dysfunction.

Behavioral Sciences

Psychology and neurophysiology, including knowledge of:

● Cognitive processes (attention, memory, and executive dysfunction)	● Describe cognitive-motor interference theories and their relation to physical therapy assessment and treatment for patients with neurologic disorders.	● Collaborate with interdisciplinary team members to address an individual's cognitive or behavioral impairments.	● Develop home exercise programs for patients with impaired recall and their care partners that incorporates memory strategies to enhance exercise adherence and to improve daily life functions.	● Evaluate teaching session or lecture by fellow with differentiation between deficits in various cognitive processes and their possible effects on motor function and behavior.

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● Cognitive, language, and learning disorders	● Compare and contrast aphasia versus apraxic speech-language patterns as they pertain to various neurologic diagnoses. ● Compare the advantages and disadvantages of using different augmentative and alternative communication (AAC) devices and strategies for individuals with neurologic disorders.	● For an individual with a neurologic disorder, identify abnormal speech-language patterns during the evaluation and develop a plan of care that optimizes patient-therapist communication. ● Defend the selection of an AAC device, during a durable medical equipment (DME) evaluation (in conjunction with an occupational therapist/speech and language pathologist and vendor) for an individual with a neurologic disorder.	● Collaborate with a speech/language pathologist and/or neuropsychologist in the treatment of patients with brain injury with cognitive, language, and learning disorders. ● Synthesize information about various AAC devices and strategies into patient- and clinician-friendly educational handouts.	● Fellow provides in-service to peer clinicians regarding evidence-based strategies for maximizing outcomes in patients with cognitive, language, and learning disorders resulting from neurologic disorders. ● Fellow completes a competency examination related to selection and training of various AAC devices.
● Affective and behavioral disorders	● For the major affective and behavioral disorders, compare and contrast the pathophysiology (i.e., neurotransmitters and structural components involved) and	● For an individual presenting to physical therapy with symptoms indicative of an affective or behavioral disorder, articulate the individual's presentation and potential need for	● Attend lecture on pharmacologic management of affective and behavioral disorders in patients with neurologic disorders. ● Collaborate with a psychiatrist, psychologist or social worker in the management of patients with	● Evaluate a live patient evaluation or treatment by the fellow including discussion of the rationale for chosen assessments and interventions based on presenting

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	symptoms associated with the disorders.	pharmacologic or non-pharmacologic interventions to appropriate health care team members.	major affective and behavioral disorders.	symptoms of a mood disorder.
● Expected emotional and behavioral responses, and individualized coping strategies to illness and recovery	● Based on a review of the literature, summarize the expected emotional and behavioral responses, and individualized coping strategies to illness and recovery in individuals with neurologic disorders across the continuum of their care.	● Administer appropriate assessments and interventions to relieve symptoms of psychological distress in individuals with neurologic disorders.	● Co-lead a session with a neuropsychologist in either individualized or group settings focused on coping strategies.	● Given a clinical case of a patient actively coping with a new diagnosis or staging, Evaluate fellow's sensitivity and ability to effectively prescribe and engage the patient in the execution of physical activities.
● Influence of motivational factors and adherence strategies to facilitate behavioral change on illness and recovery	● For individuals with a specific neurologic disorder, describe potential motivational barriers associated with behavioral, non-motor aspects of the disorder.	● Apply motivational factors and adherence strategies (e.g., shared goal setting, individualized treatment plans, group therapy, cues to improve adherence, involvement of a caregiver) to facilitate behavioral change on illness and recovery in	● Analyze case studies of patients with behavioral disorders (e.g. apathy, depression) to identify elements of the physical therapy plan of care that positively influenced adherence and/or behavioral change.	● Evaluate a case study of a patient with a neurologic disorder treated by the fellow that describes application of intrinsic and/or extrinsic motivational strategies to optimize performance.

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		individuals with neurologic disorders.		
● Impact of cultural and social systems on illness and recovery	● Investigate the impact of cultural and social systems on illness and recovery in patients with neurologic disorders, with attention to health disparities that affect their access to and quality of health care and their health care outcomes.	● With additional team members as needed, coordinate an application for DME or medical service benefits to a local or national patient-centered organization (e.g. National MS Society, MS Association of America, etc.).	● Complete web-based tutorial or training program on health literacy and cultural competency. ● Attend lectures, round table discussions, and watch web-based videos on how to eradicate health disparities.	● Given a clinical case of a patient with a neurologic diagnosis, the fellow incorporates the individual's cultural and social characteristics, (e.g., location of residence, socioeconomic status, race, religion, societal function) into the plan of care.

Psychiatry including knowledge of:

● Common psychiatric symptoms, syndromes, and classifications	● Distinguish between the etiology, clinical characteristics, and neurophysiological basis of psychiatric syndromes.	● Design and implement an exercise program for an individual with psychiatric symptoms in the presence of neurologic pathology.	● Shadow a therapy provider or physician in a psychiatric ward or unit in order to develop competency training related to psychiatric symptom management for inpatient or outpatient clinicians.	● Evaluate a presentation delivered by the fellow on the clinical presentation and evidence-based interventions for patients with psychiatric symptoms.
● Effect of psychiatric disease and treatment	● Configure a summative table of common psychiatric diseases or	● Appraise the functional prognosis of an individual with	● Complete recommended readings pertaining to psychiatric disease and	● Evaluate a live patient treatment session by the fellow

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on cognition, learning, and function	symptoms and the recommended pharmacologic treatment, including mode of action and side effects.	psychiatric symptoms based on their current medication list and the impact of the medications on their cognition, learning, and function observed in therapy.	treatment in the neurologic patient population.	including discussion on the prognosis accounting for the potential impact of psychiatric disease on cognition, learning, and function.
● Aphysiological presentation, such as conversion disorder	● Compare and contrast literature describing the diagnosis and treatment of hysteria, conversion disorder, and functional neurologic/movement disorder (FND/FMD).	● Explain neuroplasticity and recovery expectations associated with an aphysiological presentation, for the purpose of patient education.	● Develop single-sheet recommendations for the evaluation and management of functional disorders by rehabilitation specialists.	● Observe a patient evaluation by the fellow for a client with suspected or diagnosed functional disorder, with attention to the rationale for chosen subjective and objective examination measures.

Teaching and learning theory

● Principles of teaching and learning	● Discuss principles of adult learning and apply them to patients with neurologic deficits across the lifespan, specifically addressing how they should change based on age.	● Develop a didactic and laboratory component of a clinical presentation taking into consideration the target audience and their current skill level. ● Distribute pre- and post- lecture/	● Conduct didactic/ laboratory teaching sessions for physical therapy students, clinical staff, mentors and/or residents with attendee feedback. ● Develop a live patient-volunteer laboratory component for physical therapy students or clinical	● Evaluate effectiveness of fellow's teaching session(s) for clinical staff. ● Evaluate patient education materials developed by the fellow for the

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	● Justify use of task-specific interventions based on principles of motor learning.	presentation surveys to physical therapy students/clinicians to assess efficacy of teaching and lecturing style. ● Modify a home exercise program or other patient education materials based on a patient's cognitive ability. ● Engage in a peer evaluation of a presentation and provide a critical review.	staff for in-person demonstration of patient teaching methods and learning strategies. ● Create home exercise programs or educational modules for patients with neurologic diagnoses.	application of teaching and learning theories. ● Evaluate case analysis by fellow taking into consideration learning barriers. ● Fellow reviews pre- and post- lecture/ presentation surveys with mentor to reflect upon teaching style and self-identifies areas of future growth.
● Development and implementation of educational planning process	● Differentiate the components of educational planning processes (GNOME – goals, needs, objectives, methods, evaluation) for didactic learning and clinical practice.	● Develop a patient-specific educational planning process for review by additional team members.	● Formulate a one-year educational planning process addressing a team-based goal in neurologic rehabilitation (e.g. reduce length of stay and improve outcome measures for patients across rehabilitation settings).	● Complete monthly educational planning process appraisals with fellow.

Clinical Sciences (Signs and symptoms, management, and epidemiology of injuries and diseases)

Pathology, including congenital and acquired pathology/pathophysiology of:

● Neuromuscular system	● Compare and contrast the pathology/	● Concisely and accurately, explain the	● Collaborate with mentor to discuss management of a	● Given a clinical case with a

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	pathophysiology of major neuromuscular disorders.	pathology/ pathophysiology of a neuromuscular disorder (e.g., amyotrophic lateral sclerosis) to a patient with that specific neuromuscular disorder.	patient with a neuromuscular disorder (e.g., muscular dystrophy) with specific focus on the effect of the disorder's pathology/ pathophysiology on physical therapy treatment.	neuromuscular disorder, the fellow relates the pathology and pathophysiology underlying the disorder to explain the signs/symptoms exhibited by the patient.
● Musculoskeletal system	● Differentiate the pathology/ pathophysiology of major musculoskeletal disorders (e.g., osteoarthritis, rheumatoid arthritis, tendinitis, fibromyalgia, degenerative disc disease).	● For an individual with a neurologic disorder, predict the impact of the presence of a specific musculoskeletal disorder on the patient's physical therapy prognosis and plan of care.	● Attend pathology/ pathophysiology lectures and labs about major musculoskeletal disorders. • Collaborate with an orthopedic or sports physical therapist specialist on cases with neurologic and musculoskeletal disorders.	● Evaluate a live evaluation or treatment session of a patient with concomitant neurologic and musculoskeletal disorders including discussion of how the musculoskeletal disorders affected patient care.
● Cardiovascular and pulmonary systems	● Predict how the pathology/ pathophysiology of major cardiovascular and pulmonary system disorders (e.g., cardiovascular and cardiopulmonary diseases, chronic	● Appropriately adjust exercise parameters and expectations for a patient with a neurologic disorder based on knowledge of the pathology/ pathophysiology of their cardiovascular	● Complete a literature review on recommended aerobic exercise parameters in people with stroke. ● Collaborate with exercise physiologists or cardiopulmonary physical therapist specialists on cases with neurologic,	● Evaluate a case presentation by the fellow for a patient with a neurologic disorder and comorbid cardiovascular and/or pulmonary dysfunction.

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	obstructive pulmonary disease) will affect a patient with a neurologic disorder in response to exercise.	and pulmonary system disorders.	cardiovascular and pulmonary system disorders.	
● Physiological response to trauma and stress	● Synthesize current evidence regarding the physiological response to a traumatic neurologic injury (e.g., brain or spinal cord injury).	● Develop the prognosis for a patient with an acute traumatic brain injury based on their clinical presentation, medical testing, and personal/ environmental considerations.	● Review current research articles addressing the physiological response to traumatic neurologic injury (e.g., brain or spinal cord injury).	● Evaluate a presentation by the fellow on the pathology and physiological response to trauma in patients with traumatic brain or spinal cord injury.
● Impact of neurologic disorders on body systems	● Predict how a specific neurologic condition affects other body systems.	● For a specific neurologic disorder, apply and modify the physical therapy screening, examination, and treatment based on the impact of the patient's disorder on other body systems.	● Analyze patient cases of various neurologic disorders with attention to the impact of the neurologic condition on other body systems.	● Evaluate student/clinician teaching session by fellow on the impact of a specific neurologic disorder on other body systems.

Epidemiology, including knowledge of:

● Incidence and prevalence	● Compare the prevalence, incidence, and signs and symptoms of different neurologic disorders.	● Apply knowledge of epidemiology, including incidence and prevalence, to hypothesize differential	● Perform self-directed review of epidemiologic factors related to neurologic conditions using textbooks, journal articles, web-based	● Administer quizzes or exams with content including

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		diagnoses for a specific patient case.	tutorials, and review questions and present findings in an in-service to other staff.	epidemiology of neurologic disorders.
● Prognostic indicators	● For a specific neurologic condition, identify positive and negative prognostic indicators for functional maintenance/recovery and attainment of physical therapy goals.	● Formulate realistic patient goals and physical therapy plans of care that encompass all domains of the International Classification of Functioning, Disability, and Health (ICF) for individuals with progressive and non-progressive neurologic disorders.	● Analyze clinical decision-making process regarding patient physical therapy prognoses with mentor.	● Evaluate a live patient evaluation by the fellow with defense of functional mobility prognosis based on medical history, tests/ screens/evaluations performed by other healthcare professionals and exam results. ● Evaluate a written or oral case study of a patient with a neurologic disorder treated by the fellow with detailed explanation of clinical decision-making regarding the physical therapy prognosis and its effect on the patient's long-term plan of care.
● Risk factors relevant to health status across the lifespan	● Predict potential health problems of patients with neurologic disorders (e.g., safety,	● Design an exercise program and strategize ways to promote and maintain health and wellness in an	● Educate a patient during a mentor session on potential risk factors, and the physical	● Evaluate health and wellness programs developed by the fellow for patients

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	immobility, and reoccurrence and chronicity problems) and their effect on the physical therapy long-term plan.	individual with a chronic neurologic disorder in collaboration with them.	therapy treatments to address them.	with chronic neurologic disorders.
● Natural history, morbidity, and mortality	● Develop health prevention and maintenance programs for various neurologic patient populations based on knowledge of disease natural history, morbidity, and mortality.	● Apply knowledge of the natural history, morbidity and mortality of a neurologic disorder to determine a patient's long-term physical therapy plan of care.	● Analyze case studies of patients with different neurologic disorders, and identify how the physical therapy plan of care differs among patients according to the natural history, morbidity and mortality of the disorders.	● Evaluate expected versus actual treatment outcomes for fellow's own patients.

Medical management, including knowledge of:

● Imaging, such as MRI, f-MRI, CT Scans, and PET scans	● Compare and contrast neuroimaging techniques [MRI, fMRI, CT scan, PET scan, diffusion tensor imaging (DTI), cerebral angiography] in terms of indications, advantages and disadvantages, and cerebral landmarks with consideration for a specific neurologic population.	● Advocate for the use of different imaging techniques in the management of patients with neurologic disorders, including briefly educating a patient with a neurologic disorder on types of imaging.	● Discuss the role of imaging in the management of individuals with specific neurologic disorders with mentor, including hypothesizing new imaging that a patient may need due to a new symptom/ presentation and "red flags" to consider for referring a patient to a physician for neuroimaging.	● Evaluate a case presentation of a patient with a neurologic disorder treated by the fellow with explanation of how imaging influenced the physical therapy management. ● Given case scenarios of patients with different neurologic presentations, the fellow justifies whether the patient

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				needs referral to a physician for specific diagnostic neuroimaging.
● Clinical diagnostic procedures, such as EMG, NCV, and evoked potential exam	● Describe the principles, indications and interpretation of repetitive stimulation tests, evoked potentials (brainstem, visual, and somatosensory), H-reflex testing and F-wave testing. ● Articulate and provide rationale for the nerve conduction velocity (NCV) and/or electromyography (EMG) test findings that would differentially diagnose specific neuromuscular disorders.	● Integrate and analyze results from tests, screens, and evaluations used by other health care professionals (e.g., electromyography, nerve conduction, evoked potentials, genetic, vestibular testing, and cerebral spinal fluid analysis) into the evaluation and treatment of a patient with a neurologic disorder. ● Concisely and accurately, educate a patient with a specific neurologic disorder on the difference between specific tests, screens, and evaluations.	● Discuss the role of tests, screens, evaluations, used by other professionals in the management of individuals with a specific neurologic condition with mentor. ● Hypothesize new tests, screens, and evaluations that a patient may need due to new presentation and refer the patient to the appropriate physician.	● Perform a case analysis involving review of NCV and EMG test results, requiring the fellow to hypothesize possible diagnoses and identify implications of findings for the patient's plan of care, including possible referral to another health care professional.
● Laboratory tests, including normal and abnormal findings	● Differentiate normal and abnormal values for common blood laboratory tests (e.g., PT, INR, blood glucose, platelet count, hemoglobin, and	● Demonstrate the ability to read a patient's laboratory report and understand how the findings affect the patient's physical therapy management.	● Discuss the role of laboratory tests (e.g., PT, INR, blood glucose, platelet count, hemoglobin, vitamins) in the management of individuals with a specific neurologic condition with mentor.	● Present a rounds presentation in which laboratory testing results were essential to determining the patient's diagnosis (e.g., anemia) and/or the safety of the

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
	vitamins) that are important for deciding whether it is safe to exercise a patient.		● Log and interpret laboratory test results relevant to physical therapy management on the fellow's own patients.	individual to perform physical activity.
● Surgical and nonsurgical interventions performed for neurologic disorders	● Explain the rationale for and how common surgical and nonsurgical interventions are performed for patients with neurologic disorders.	● Concisely and accurately, educate a patient with a specific neurologic disorder on common surgical and nonsurgical interventions performed on people with their disorder.	● Attend lectures and courses on medical/ surgical management of patients with specific neurologic disorders. ● Conduct shadowing sessions with other health care professionals to learn about specific tests, screens, and evaluations and imaging used with a specific neurologic population.	● Synthesize and present current evidence on medical and surgical management of patients with a specific neurologic disorder.
● Assessment, monitoring, and activity modifications related to medical procedures	● Demonstrate understanding of how to monitor and assess a patient undergoing medical procedures (e.g., lumbar puncture for diagnosis of normal pressure hydrocephalus).	● Apply, modify, and prioritize appropriate and timely physical therapy assessments and interventions for patients with a neurologic disorder in accordance with their medical/ surgical management.	● Shadow a neurologist or neurosurgeon who performs medical procedures (e.g., botulinum toxin injections) on people with neurologic disorders to observe procedures and understand assessment and monitoring involved after the procedures.	● Evaluate teaching sessions on medical procedures relevant to a specific neurologic disorder.

Pharmacology, including knowledge of:

● Pharmacokinetics and pharmacodynamics	● Predict the effects of a CNS-acting drug based on the mechanisms of action.	● Concisely and accurately, educate a patient with a neurologic disorder on	● Document, determine type and mechanisms of actions, and monitor effects of medications on functional	● Evaluate teaching sessions on pharmacology for

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
	● Compare and contrast the pharmacological management of patients with neurologic disorders.	the effects and mechanisms of actions of medications they are taking for their disorder. ● Articulate possible alternative drugs and/or treatments to a patient's physician if the current ones do not maximize the patient's level of function.	performance prescribed on the fellow's own patients. ● Conduct self-directed review using textbooks, articles, web-based tutorials, with review questions. ● Justify why a neurologic patient may need a new medication due to a new presentation with a mentor and refer patient to appropriate physician.	individuals with neurologic disorders.
● Abnormal drug reactions, interactions, and adverse dosage effects	● Recognize normal and abnormal effects of medications commonly used in the treatment of patients with neurologic disorders.	● Consistently consider how medications that a patient with a neurologic disorder is taking could affect their functional status and refer the patient to their physicians if a medication negatively impacts their functional performance.	● Conduct shadowing sessions with neurologists, nurse practitioners, or physician assistants to learn about medications used with a specific neurologic population.	● Evaluate a written or oral case study or in-service of patient with a neurologic disorder treated by the fellow with explanation of how abnormal medication reactions, interactions, or dosing effects influenced the management of the patient and decision-making regarding whether to refer for additional testing or medication adjustments.
● Effects on the body systems, including	● Compare and contrast drugs used to treat spasticity in specific neurologic populations	● Apply knowledge of the actions and side effects of drugs and/or other treatments (e.g., Botox,	● Evaluate a person with spasticity in a mentored situation to determine whether the person is a	Evaluate a live patient evaluation by the fellow for a patient with a

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
common short- and long-term effects	in terms of their mechanisms of action, mode of administration, symptom effects, clinical applications, and side effects.	intrathecal baclofen, deep brain stimulation) to evaluate their effectiveness in maximizing the patient's level of function.	candidate for intrathecal baclofen or botulinum toxin treatments and communicate findings to the patient's physician.	neurologic disorder before and after a pharmacologic intervention intended to improve functional performance (e.g., baclofen, botulinum toxin injection, Levodopa).
Clinical Reasoning and Critical Inquiry				
● Application of decision-making algorithms and models to clinical practice	● Identify decision-making algorithms and models (e.g., Schenkman's integrated framework, clinical reasoning models) and apply to the plan of care of a provided patient case.	● Apply knowledge of decision-making algorithms and models (e.g., Schenkman's integrated framework, clinical reasoning models) to the plan of care for a patient with a neurologic disorder.	● For a neurologic patient treated by the fellow, have the fellow make a decision tree showing the clinical reasoning used to determine the patient's plan of care.	● Evaluate a live patient session by the fellow with emphasis on the fellow's clinical reasoning underlying the patient's plan of care decisions.
● Integration of the International Classification of Functioning, Disability, and Health (ICF) framework to inform clinical decisions and prioritize plan of care	● Prioritize interventions for a complex patient case scenario that address the patient's most significant activity limitations/ participation restrictions and the underlying body structure/function impairments	● Prioritize interventions for a patient with a neurologic disorder that addresses their most significant activity limitations/ participation restrictions and the underlying body structure/function impairments	● For a neurologic patient treated by the fellow, have the fellow make a diagram showing the integration of the ICF model to determine the patient's plan of care.	● Evaluate a live patient session by fellow with emphasis on integration of the ICF model into clinical decisions.

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
	contributing to those limitations.	contributing to those limitations.		
● Clinical research methodology appraisal	● Describe optimal research designs to study diagnosis, prognosis, and intervention questions.	● Select the appropriate research design and statistics to answer a clinical research question.	● Design and implement a research study for a neurologic patient or population. ● Compare and contrast research articles on a topic related to neurologic physical therapy practice that have disparate findings.	● Evaluate fellow's compilation and interpretation of research data, psychometric properties of a specific test/measure or intervention relevant to the fellow's patient load.
● Critical evaluation of test psychometrics and application of principles of measurement in clinical practice	● Interpret measures of precision (reliability, correlation, confidence interval, power) and accuracy (sensitivity, specificity, responsiveness, likelihood ratio (LR), odds ratio (OR), etc.) retrieved from the data table of a research article.	● Apply knowledge of test psychometrics and principles of measurement in the selection and administration of optimal screening and confirmatory tests and measures related to neurologic practice.	● Critique current research articles using a journal club format with emphasis on data interpretation.	● Fellow presents a research article at journal club to colleagues who provide feedback to the fellow on data interpretation.
● Judicious evaluation of components and merit of published evidence	● Critically evaluate published literature using evidence-based practice guidelines to select the best assessments/	● Evaluate current practice within a clinical setting regarding outcome tools and/or interventions used to	● Conduct an annotated literature review on a clinically relevant topic. ● Advanced: Write an article review for publication in a journal.	● Critique the fellow's decision-making in a patient case based on analysis of current research findings. ● Fellow writes a systematic review or

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
	interventions for a patient case scenario.	address a specific patient problem versus current best evidence.		clinical practice guideline to answer a clinical question.

B. Professional Competencies of Neurologic Physical Therapists

Communication				
● Employs effective communication strategies in individuals with neurologic disorders, including verbal, nonverbal, and assistive technologies	● Identify effective evidence-based verbal, nonverbal, and assistive technology communication strategies for communication with patients with neurologic disorders and their caregivers, with consideration given to their age, education, sociocultural background, and cognitive status.	● Utilize effective verbal, nonverbal, and assistive technology communication strategies when communicating with patients with neurologic disorders and caregivers, with consideration of their age, education, sociocultural background, and cognitive status.	● Attend lectures, continuing education courses on communication topics. ● Conduct session with speech/ language pathologist to develop a management plan for a patient with a neurologic disorder. ● Review articles on communication issues in rehabilitation at mentoring session.	● Evaluate a patient interaction, either live or video, focusing on communication issues with mentor. ● Perform medical record review of patient treated by fellow and assess fellow's documentation of history portion of examination. ● Conduct patient satisfaction surveys with questions about the effectiveness of the fellow's communication.

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
				● Assess fellow's ability to serve as a role model and to mentor others in the use of active listening and nonverbal skills during communication.
● Empowers individuals in the management of their own health	● Describe empowerment models/theories and strategies to build confidence in patients with neurologic disorders to manage their own health.	● Apply empowerment models/theories and strategies to build confidence in patients with neurologic disorders to manage their own health.	● Participate in a role-playing session with a mentor that involves utilization of patient empowerment strategies.	● Evaluate a fellow's communication with a patient, either live or video, focusing on integration of empowerment strategies. ● Assess fellow's ability to mentor others to develop communication strategies to negotiate positive outcomes.
● Facilitates collaborative team management and transitions of care for individuals with neurologic disorders	● Identify best practices for facilitating collaborative team management and transitions of care for individuals with neurologic disorders.	● Apply best practices for facilitating collaborative team management and transitions of care for individuals with neurologic disorders.	● Analyze a video of a patient interview or health professional team meeting for effective communication techniques.	● Evaluate a fellow's communication with a health care team, either live or video, focusing on effectiveness of communication.
● Addresses cultural or social issues that affect the plan of care	● Discuss cultural beliefs and practices that influence health care	● Negotiate plans of care/ adapt interventions to meet a patient's unique cultural needs.	● Prepare patient education materials that account for factors contributing to health literacy.	● Evaluate patient education materials developed by fellow of factors

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
	delivery in neurorehabilitation. ● Articulate characteristics of health care systems supportive of cultural diversity (interpreter services, health literacy, complementary health programs).	● Create patient instructional materials reflective of sensitivity to culture and health literacy issues.		contributing to health literacy utilizing appropriate rubrics. ● Analyze patient cases with specific reflection on how the patient's culture influenced clinical decision making (oral or written analysis). ● Perform self-reflection and analysis of own health care values, beliefs, and implicit biases (e.g., age, gender, race) and the impact these beliefs may have on the fellow's role as a neurologic rehabilitation health provider.
Education				
● Performs a needs assessment, including determining the educational needs and unique characteristics of individual learners	● Conduct a needs assessment of a diverse group of learners (e.g., professional/post-professional students, other healthcare providers, healthcare/government	● Design educational materials for patients, caregivers, and/or other professionals based on educational objectives developed through a needs assessment.	● Evaluate literature on developing and performing a needs assessment. ● Collaborate with other health professionals in the development of a needs assessment.	● Examine the effectiveness of patient and caregiver educational materials provided by the fellow on the educational objectives identified

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
and a group of learners.	agencies, patients, caregivers and the community) within a subspecialty area.			in the needs assessment through use of a survey.
● Develops educational objectives based on the learning needs of individuals and their families, significant others, and caregivers; colleagues; and/or the public with consideration of learning domains and level of expected outcomes for learners and groups of learners	● Produce educational objectives based on the learning needs of a diverse group of learners (e.g., professional/post-professional students, other healthcare providers, healthcare/ government agencies, patients, caregivers and the community) within a subspecialty area.	● Plan educational materials for patients, caregivers, and/or other professionals based on educational objectives developed through a needs assessment.	● Attend lectures on developing educational objectives to address expected outcomes for the intended audience. ● Appraise literature on developing educational objectives. ● Collaborate with other health professionals in the development of educational objectives addressing a diverse group of learners.	● Analyze patient cases with specific reflection on the patients' educational needs and if the physical therapy delivered met their needs.
● Develops and customizes appropriate teaching strategies and methods based on learning objectives and identified learning style preferences of individuals and their	● Create an educational presentation based on the educational objectives and identified learning style preferences determined through a needs assessment.	● Accurately interpret and modify education based on the learner's needs including preferred method of communication and learning styles. ● Develop effective home programs that address the educational needs of patients, families, and caregivers.	● Attend lectures discussing pedagogical approaches and assessment methods. ● Appraise literature on educational and pedagogical methods. ● Collaborate with other health professionals in the development of educational programming for patients, families, significant others,	● Evaluate the effectiveness of educational presentations (for patients, caregivers, and/or other professionals) for the intended educational objectives with a survey.

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
families, significant others, and caregivers			and caregivers within a subspecialty area.	
● Implements an educational plan that includes explanation, demonstration, practice, and effective use of feedback as appropriate.	● Develop effective educational plans for patients with various types of cognitive dysfunction.	● Apply effective teaching and learning theories to patient and/or caregiver education. ● Assess effectiveness of home programs based on outcome data and/or patient, family or caregiver feedback.	● Compare and contrast videos of patient/therapist educational interactions of novice versus experienced clinicians.	● Perform a self-assessment of educational interventions provided throughout the plan of care to a patient with a neurologic disorder.
● Accurately and objectively assesses learning outcomes of teaching strategies and modifies strategies based on outcomes	● Evaluate the attainment of educational objectives based on assessment data. ● Execute a form of learning assessment, such as a survey instrument, to program participants.	● Interpret and modify teaching method utilized with a patient's home program based on patient/caregiver performance of home program.	● Conduct mentoring sessions with patients and caregivers demonstrating various levels of competency with home programs.	● Appraise a lecture given by the fellow through use of a rubric with specific criteria addressing teaching strategies and learning outcomes.
● Educates physical therapy students and colleagues to enhance knowledge and skills in neurologic physical therapy.	● Effectively present an educational program to professional and post-professional physical therapy students, and colleagues within a subspecialty area.	● Demonstrate proficiency educating physical therapy students and residents during mentored sessions.	● Develop and implement educational presentations to physical therapy students and colleagues within various settings including academic, clinical, and the community.	● Analyze the fellow's post-educational presentation feedback through use of a survey for areas of strength and potential growth.

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
● Educates health care professionals outside of physical therapy and outside agencies about neurologic physical therapy.	● Effectively present an educational program to a group of healthcare providers outside of physical therapy and to outside healthcare and government agencies within a subspecialty area.	● Demonstrate proficiency educating health care professionals within a clinical setting.	● Develop and implement educational presentations to health care professionals outside of physical therapy and to outside healthcare and government agencies within various settings including academic, clinical, and the community.	● Evaluate a video recording of an educational presentation developed by the fellow and identify opportunities for improvement.
● Educates community groups in primary, secondary, and tertiary prevention	● Effectively present an educational program to community groups about primary, secondary, and tertiary prevention.	● Demonstrate proficiency educating support groups within the hospital in primary, secondary, and tertiary prevention.	● Develop and implement educational presentations to community groups in primary, secondary, and tertiary prevention.	● Assess education provided by fellow to a community group through use of a rubric with criteria addressing primary, secondary, and tertiary prevention.
Consultation				
● Synthesizes information from a wide variety of sources when providing consultative services to colleagues	● Develop a comprehensive list of evidence-based sources of information for consultation within a subspecialty.	● Prioritize consultative recommendations according to patient presentation and medical history.	● Mentor peers, physical therapy students and residents on physical therapy management of individuals within the subspecialty area.	● Solicit feedback from residents, peer clinicians regarding the quality of the fellow's consultative services through use of a survey or rubric.

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
● Effectively contributes to multidisciplinary team decision-making to maximize patient and client outcomes	● Identifies appropriate interprofessional consultations for patients and caregivers taking into consideration the patient's disposition and psychosocial factors.	● Justify pertinent recommendations for patients and caregivers upon discharge.	● Participate in interprofessional team rounds.	● Solicit feedback from interprofessional team members regarding the appropriateness of the fellow's patient/caregiver recommendations through use of a survey or rubric.
● Renders specialist opinion about patients and clients with neurological dysfunction to other health professionals and external organizations	● Describe the role of physical therapy within the subspecialty to potential referral sources.	● Consistently includes appropriate specialist opinion within communication to physicians and payers.	● Communicate via letters and documentation to other health professionals and external organizations.	● Mentor and/or peer evaluation of fellow's documentation to other health professionals and external organizations through use of a rubric.
● Provides peer and utilization review	● Satisfactorily completes peer and utilization review.	● Determine missing or incomplete documentation during peer and utilization review.	● Participate in peer and utilization review.	● Mentor and/or peer assessment of fellow's peer and utilization review through use of a rubric.

Evidence-Based Practice

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
● Evaluates the efficacy and effectiveness of new and established examination tools, interventions, and technologies	● Differentiate levels of evidence regarding the efficacy and effectiveness of new and established physical therapy examination tools, interventions, and technologies for individuals with neurologic disorders.	● Design and conduct a systematic review or case study to examine the efficacy and effectiveness of new and established physical therapy examination tools, interventions, and technologies.	● Critique research articles using appropriate critically appraised topic worksheets. ● Analyze decision making regarding selection of examination tools, interventions, and technologies for a patient case using evidence-based practice principles.	● Evaluate written critically appraised topic reviews of research articles by fellow. ● Fellow assesses own evidence-based practice competencies and self-efficacy in completing critically appraised topic worksheets.
● Critically appraises peer-reviewed evidence and judiciously translates evidence into practice	● Identify and describe the steps included in supporting evidence-based practice.	● Modify a care plan after reviewing an evidence-based summative review. ● Introduce a new assessment or intervention or modify an existing clinical protocol to reflect current best evidence for a particular patient.	● Create an evidence-based practice learning module to advance evidence-based practice within a clinical setting.	● Evaluate fellow's appraisal of the quality of research exploring a specific diagnostic or prognostic assessment or intervention using rating systems for evidence-based practice.
● Participates in conducting and disseminating clinical research following ethical guidelines	● Identify a meaningful, searchable clinical question.	● Lead or participate in clinical research to investigate a clinical question following ethical guidelines.	● Consult with an institutional medical librarian to enhance searching skills to conduct a systematic review to answer a specific question.	● Evaluate fellow's written abstract and/or presentation of clinical research to clinicians at local,

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
			● A clinical researcher mentors the fellow about the research process.	state, or national levels.
● Participates in collecting and interpreting patient and client outcomes data, such as programmatic assessment	● Compare and contrast quality improvement studies from human subject research.	● Participate in collecting and interpreting patient and client outcomes data to monitor the appropriateness and quality of care.	● Read articles on how to conduct quality improvement studies and quality improvement reports.	● Evaluate fellow's written report or presentation of a quality improvement study.
● Synthesizes information from a variety of sources, such as clinical practice guidelines, to develop evidence-based clinical practice	● Define knowledge translation and explain its role in evidence-based practice. ● Assess the applicability and quality of a systematic review or a clinical practice guideline.	● Apply knowledge translation models, strategies, and measures to move best evidence regarding neurologic physical therapy into clinical practice.	● Read articles and web-based tutorials and presentations on knowledge translation models, strategies, and measures. ● Participate in ongoing knowledge translation initiatives at a clinical setting.	● Fellow assesses own attitudes toward consistent and rigorous use of evidence-based practice. ● Evaluate a presentation by fellow exemplifying the use of evidence-based practice in clinical decision-making.
Prevention, Wellness, and Health Promotion				
● Develops and implements programs to promote health and fitness at the	● Synthesize current evidence regarding the benefits of wellness	● Design and implement a wellness class for individuals with neurologic disorders.	● Attend an established wellness program and collaborate with the instructor.	● Evaluate a fellow's presentation on the implementation of health and fitness programs for people

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
individual and societal level	programs for individuals and society.			with neurologic disorders.
● Promotes health and quality of life for individuals with and without neurologic disorders	● Discuss strategies to promote health and quality of life for individuals with and without neurologic disorders across the lifespan.	● Collaborate with an interprofessional team member to design a program that will promote health and quality of life for individuals with neurologic disorders.	● Review current research articles addressing the benefit of programs that promote of health and quality of life in individuals with and without neurologic disorders.	● Evaluate fellow's knowledge of the evidence-based components of wellness programs for neurologic populations.
● Establishes screening programs for neurologic problems and uses screening programs to identify at-risk populations	● Research and discuss the components of a screening program to identify at-risk populations.	● Develop a screening program for neurologic problems with collaboration from an interprofessional team.	● Discuss the implementation of a screening program for patients with neurologic disorders with a mentor.	● Perform self-reflection and analysis on the implementation of a screening program developed by the fellow.
Social Responsibility and Advocacy				
● Seeks unique solutions to challenging problems for the individual patient or client, such as access to health services, equipment, and community resources	● Evaluate literature regarding disparities in health services for patients with neurologic disorders as influenced by socioeconomic status, education, sex, race, ethnicity and other characteristics.	● Perform audit of current population of patients with neurologic disorders to identify preliminary trends in characteristics and associated participation in skilled therapy services.	● Present overview of current population of patients with specific neurologic disorder to local/regional leadership to initiate programmatic change related to accessibility and quality of care.	● Conduct medical record review of documentation by the fellow in a patient with neurologic disorder(s), in order to determine fellow's strategy for delivery and

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
				obtainment of necessary services.
● Advocates for neurologically impaired individuals with policy- and lawmaking bodies	● Review and interpret CMS guidelines, important legal documents (ex: Jimmo vs. Sebelius), and insurance policy commonalities in order to better advocate for patients with neurologic disorders.	● Following a durable medical equipment evaluation for a patient with a neurologic disorder, accurately document medical need to advocate through medical review process and/or denial of claim.	● Complete guided readings of policies and procedures related to procurement of medical services for patients with neurologic disorders. ● Participate in advocacy activities at a local, state, or federal level.	● Evaluate a mock debate by the fellow providing rationale for/against common points of contention related to ongoing legislative action for individuals with neurologic disorders.
● Promotes advanced neurologic practice at the local, regional, national, and/or international levels	● Attend local, regional, national, and/or international physical therapy conferences associated with advanced neurologic practice.	● Actively mentor physical therapy student or neurologic resident during session of patient with neurologic disorder.	● Provide brief summary of conference information to local clinicians (e.g. lunch in-service) in order to promote knowledge translation related to advanced practice.	● Fellow has an abstract specific to advanced neurologic practice accepted to a local, regional, national, and/or international conference.
● Represents neurologic physical therapy to other professionals and professional organizations	● Attend local, regional, national, and/or international interprofessional conferences associated with advanced neurologic practice.	● Develop or join existing interprofessional task force to improve standard of care specific to individuals with neurologic disorder(s).	● Provide in-service related to physical therapy management of specific neurologic disorder impairment(s) to interprofessional team members.	● Evaluate a teaching session or presentation by the fellow to other professionals and professional organizations.

Leadership

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
● Models and facilitates ethical principles in decision-making and interpersonal interactions	● Defend ethical decisions based on current evidence for patients with and without neurologic disorders.	● Develop a plan of care that includes consideration of ethical principles and interpersonal interactions for individuals with and without neurologic disorders.	● Discuss the application of ethical principles to patient cases with mentor.	● Perform a self-reflection and analysis of ethical principles and their impact on patient care.
● Pursues opportunities to mentor others and seeks mentors to expand own knowledge, skills, and abilities	● Compare and contrast attributes of effective and non-effective mentoring strategies.	● Design and implement an effective mentoring session with students, residents, and/or peers.	● Review and critique videotaped mentor/mentee interactions.	● Evaluate fellow's mentoring session of a resident through use of a rubric or written assessment.
● Resolves conflicts or challenging situations using multiple strategies	● Analyze elements of effective conflict management.	● Effectively respond to challenging situations with patients, caregivers, health care professionals, and/or peers.	● Analyze clinical narrative scenarios depicting various conflicts or challenging situations.	● Evaluate written or oral case study for potential areas of conflict and methods for resolution.
● Models and facilitates the translation of evidence into clinical practice	● Summarize current literature describing knowledge translation and the importance of its application within contemporary clinical practice.	● Select and accurately interpret evidence to support clinical interventions.	● Justify the intervention plan for a patient with current evidence.	● Evaluate fellow's knowledge of evidence during a live patient assessment.
● Facilitates the use of evidence to shape	● Explain how health informatics contributes	● Design and implement clinical policies and	● Analyze data to determine the development or revision	● Mentor assessment of fellow's

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
system policies and procedural change	to policy and procedural change. ● Perform chart audit to assess staff adherence to clinical policies and procedures.	procedures based on health informatics.	of policies and procedures relevant to neurologic disorders.	development or revision of policies and procedures through use of a rubric or written assessment.

Professional Development				
● Practices active reflection and self-evaluation	● Critically examine the relevance of self-assessment in professional development.	● Modify interactions with patient/caregiver based on self-assessment strategies.	● Review videotaped interactions with patients/caregivers.	● Perform self-reflection and analysis of videotaped interactions with patients/caregivers.
● Models and facilitates a continued pursuit of additional and advanced knowledge, skills, and competencies	● Develop a professional development plan including the pursuit of advanced knowledge, skills, and competencies.	● Articulate specific clinical skills and competencies in which to obtain additional knowledge.	● Attend guided workshops addressing professional development.	● Evaluate a professional development portfolio created by the fellow.
● Maintains current knowledge of regional, national, and international developments that impact neurologic physical therapist practice	● Synthesize recent regional, national, and international developments in the field of neurologic physical therapy practice.	● Appropriately apply current regional, national, and international developments within neurologic physical therapy practice.	● Perform self-directed review of current regional, national, and international developments affecting neurologic physical therapist practice.	● Evaluate presentation of fellow on the topic of current knowledge of developments affecting neurologic physical therapist practice.

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment

C. Psychomotor Skills of Neurologic Physical Therapists in the Patient/Client Management Model

Patient and Client Examination				

History

● Performs an interview that is patient- or client-centered and that includes information relevant to health restoration, promotion, and prevention	● With a mentor or partner role-playing a neurologic patient, integrate information relevant to health restoration, promotion, and prevention into a mock patient interview.	● Share information relevant to health restoration, promotion, and prevention during the interview of an individual with a neurologic disorder	● Conduct a review of the literature on evidence for health restoration, promotion, and prevention for individuals with a neurologic disorder.	● Evaluate the interview of an individual with a neurologic disorder by the fellow that includes information relevant to health restoration, promotion, and prevention for individuals.
● Integrates knowledge of disease with history taking, such as medical, surgical, pharmacological history	● Select and justify relevant past medical history for a clinical case scenario of an individual with a neurologic disorder.	● Efficiently conduct a clinically comprehensive medical history that integrates knowledge of disease during an initial evaluation for a patient with a neurologic disorder.	● Review videotaped history taking by other physical therapists and assess for efficiency and clinically relevant completeness.	● Evaluate fellow's ability to integrate knowledge of disease with history taking during a live assessment of a person with a neurologic disorder

Systems Review

● Prioritizes relevant screening procedures based on identified health condition,	● Given a case scenario of an individual with a neurologic disorder, adapt planned	● Given a patient with a neurologic disorder, adapt objective assessments based on	● Conduct chart reviews of discharged patients to assess appropriateness of objective assessments given client's	● Perform self-reflection and analysis on a discharged client

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
previous tests and interventions, patient history, and observation	objective assessments based on specific factors identified in the patient interview.	the patient's specific clinical presentation, history, and plan of care goals.	specific clinical presentation and/or plan of care goals.	regarding the appropriateness of the selected objective assessments based on the client's specific clinical presentation and/or plan of care goals.
● Recognizes signs and symptoms that require urgent referral to physician or emergency medical care	● Given a case scenario of an individual with a neurologic disorder, recognize signs or symptoms requiring urgent medical attention.	● Predict and respond to signs and symptoms requiring urgent medical attention in an individual with a neurologic disorder.	● Participate in a role-playing session with a mentor that involves signs and symptoms requiring urgent medical attention.	● Evaluate a mock or live patient assessment by the fellow with rationale for intervention based on signs and symptoms possibly indicating need for urgent medical attention.
Examination Procedures				
● Prioritizes important tests and measures based on history and systems review	● Given the history and systems review for a case scenario of an individual with a neurologic disorder, list and prioritize important tests and measures to be included in the examination.	● Prioritize the most important tests and measures when performing initial examinations of a person with a neurologic disorder based on the history and systems review.	● Mentors discuss with fellow their rationale for prioritization of tests and measures for patients with neurologic diagnoses based on the history and systems review.	● Evaluate fellow's prioritization of tests and measures on an initial examination of a mock or live patient with a neurologic diagnosis based on the history and systems review.

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
● Prioritizes test selection based on scientific merit and clinical utility	● Analyze the scientific merit and clinical utility of tests and measures used to examine patients with neurologic disorders.	● Prioritize and select tests and measures with the greatest scientific merit and clinical utility to examine patients with neurologic disorders.	● Mentors discuss with fellow their rationale for prioritization of tests and measures for a patient with neurologic diagnoses based on their scientific merits and clinical utility.	● Evaluate fellow's rationale for prioritization of tests and measures for patients with neurologic diagnoses based on their scientific merits and clinical utility.
● Incorporates risk-benefit analysis, such as physiological cost to the patient or client, in selection of tests and measures	● Analyze the risk-benefit, such as physiological cost to the patient of tests and measures used to examine patients with neurologic disorders.	● Prioritize and select tests and measures based on a risk -benefit analysis to examine patients with neurologic disorders.	● Mentors discuss with fellow their rationale for prioritization and selection of tests and measures for patients with neurologic diagnoses based on their risk-benefit.	● Evaluate fellow's rationale for prioritization and selection of tests and measures for patients with neurologic diagnoses based on their risk-benefit.
● Selects measures that help assess the patient or client across the ICF domains of body function and structures, activity limitations, and participation restrictions	● Given a case scenario of a patient with a neurologic disorder, select measures to help assess the patient across all three ICF domains.	● Select measures to assess patients with neurologic diagnoses across the three ICF domains.	● Fellow accesses ANPT EDGE documents and RehabMeasures database for list of recommended measures across all three ICF domains.	● Perform a medical record review to determine whether the fellow appropriately selects measures across all ICF domains for patients with neurologic diagnoses.
● Performs measures such that data are accurate and precise,	● Using a mock patient, accurately and precisely perform	● Accurately and precisely, perform outcome measures	● Mentor provides feedback to fellow regarding the accuracy and precision of the fellow's	● Evaluate fellow's performance of outcome measures

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considering communication, cognition, affect, and learning styles of the patient or client	outcome measures considering the communication, cognition, affect, and learning styles of the patient (e.g., demonstrations, cues).	with consideration of communication, cognition, affect, and learning styles of patients with neurologic diagnoses.	performance of outcome measures on patients with different communication, cognition, affect, and learning styles.	regarding the accuracy and precision of data obtained and with consideration of the patient's communication, cognition, affect, and learning styles.
Tests and measures using self-report, quantitative, and functional performance tools, with standardized, valid, reliable, and population-appropriate methodologies including:				
● Aerobic capacity/endurance	● Using a partner, demonstrate competent administration and accurate interpretation of tests and measures used to assess aerobic capacity/endurance in neurologic populations.	● Competently administer and accurately interpret tests and measures to assess aerobic capacity/endurance in individuals with neurologic disorders.	● Mentor analyzes fellow's administration and interpretation of tests and measures to assess aerobic capacity/endurance in patients with neurologic disorders. ● Shadow health care professionals working in cardiac rehabilitation settings.	● Evaluate fellow's administration and interpretation of a test or measure to assess aerobic capacity/ endurance in a patient with a neurologic disorder using a rubric or competency skills checklist.

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● Assistive Technology, including orthotic, prosthetic, protective and support devices, and including indications, use, effectiveness, and safety	● Using a partner, demonstrate how to competently evaluate and select orthotic, prosthetic, protective and support devices with consideration of their indications, use, effectiveness, and safety.	● Evaluate for, and prescribe effective and safe assistive technologies including orthotic, prosthetic, and protective and support devices for patients with neurologic disorders.	● Shadow rehabilitation specialists doing evaluations of clients for prescription of orthotic, prosthetic, protective and support devices.	● Assess fellow's evaluation and prescription of orthotic, prosthetic, protective and support devices for patients with neurologic disorders.
● Balance during static, dynamic, and functional activities with or without the use of devices or equipment ○ Static posture, structure, and alignment ○ Impairment-based measures to delineate body function and structure ○ Functional performance measures, including measures used for classification, prognosis, and to	● Using a partner, demonstrate competent administration and accurate interpretation of tests and measures used to assess balance during static, dynamic, and functional activities with or without the use of devices or equipment in patients with neurologic disorders.	● Competently administer and accurately interpret tests and measures used to assess balance during static, dynamic, and functional activities with or without the use of devices or equipment in individuals with neurologic disorders.	● Mentor analyzes fellow's administration and interpretation of tests and measures used to assess balance during static, dynamic, and functional activities with or without the use of devices or equipment in patients with neurologic disorders.	● Evaluate fellow's administration and interpretation of tests or measures used to assess balance during static, dynamic, and functional activities with or without the use of devices or equipment in patients with neurologic disorders using a rubric or competency skills checklist.

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examine activities and participation				
• Circulation abnormalities, auscultation, and activity tolerance	• Using a partner, demonstrate competent administration and accurate interpretation of tests and measures used to assess circulation abnormalities (e.g., cardiac and lung auscultation), and activity tolerance in patients with neurologic disorders.	• Competently administer and accurately interpret tests and measures used to assess circulation abnormalities (e.g., vital signs, cardiac and lung auscultation), and activity tolerance in patients with neurologic disorders.	• Mentor analyzes fellow's administration and interpretation of tests and measures used to assess circulation abnormalities (e.g., cardiac and lung auscultation), and activity tolerance in patients with neurologic disorders.	• Evaluate fellow's administration and interpretation of tests or measures used to assess circulation abnormalities (e.g., cardiac and lung auscultation), and activity tolerance in patients with neurologic disorders using a rubric or competency skills checklist.
• Community, social, and civic life integration and reintegration	• Using a partner, demonstrate competent administration and accurate interpretation of tests and measures used to assess community, social and civic life integration and reintegration in patients with neurologic disorders.	• Competently administer and accurately interpret tests and measures used to assess community, social and civic life integration and reintegration in patients with neurologic disorders.	• Mentor analyzes fellow's administration and interpretation of tests and measures used to assess community, social and civic life integration and reintegration in patients with neurologic disorders.	• Evaluate fellow's administration and interpretation of tests or measures used to assess community, social and civic life integration and reintegration in patients with neurologic disorders using a rubric or competency skills checklist.

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
● Cranial nerve integrity	● Using a partner, demonstrate competent administration and accurate interpretation of tests and measures used to assess cranial nerve integrity in patients with neurologic disorders.	● Competently administer and accurately interpret tests and measures used to assess cranial nerve integrity in patients with neurologic disorders.	● Mentor analyzes fellow's administration and interpretation of tests and measures used to assess cranial nerve integrity in patients with neurologic disorders.	● Evaluate fellow's administration and interpretation of tests or measures used to assess cranial nerve integrity in patients with neurologic disorders using a rubric or competency skills checklist.
● Disease-specific scales for classification and prognosis	● Using a partner, demonstrate competent administration and accurate interpretation of disease-specific scales for classification and prognosis of patients with neurologic disorders.	● Competently administer and accurately interpret disease-specific scales for classification and prognosis of patients with neurologic disorders.	● Compare and contrast discipline-specific recommendations for measurement of disease staging and prognosis during an interdisciplinary patient evaluation with an occupational or speech therapist provider.	● Evaluate fellow's ability to synthesize results from clinical examination and disease-specific scales to determine a patient's disease severity and prognosis for functional recovery.
● Environmental factors (domestic, educational, work, community, social, and civic life)	● Summarize the impact of various environmental factors (domestic, educational, work, community, social, and civic life) on the quality of life and physical therapy outcomes in patients	● Identify and administer appropriate disease-specific questionnaires and subjective reporting measures to capture the impact of environmental factors on the development of	● Compile results of disease-specific questionnaires and subjective reporting measures, related to environmental factors, in order to educate patients, peers and students regarding the impact of environmental	● Facilitate discussion regarding the impact of environmental factors on the quality of life and physical therapy outcomes for a patient with a neurologic disorder

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
	with neurologic disorders.	a rehabilitation plan of care.	factors on individuals' physical therapy outcomes.	following fellow's completion of a Situation, Background, Assessment, Recommendation (SBAR) form.
● Ergonomics and return-to-work assessments	● Discuss legislation and administrative processes related to return-to-work accommodations and modifications applicable for patients with neurologic disorders (ex: ADA Standards for Accessible Design).	● Perform an ergonomic workspace assessment and return-to-work training for a patient with neurologic disorders.	● Develop environmental barriers and workplace considerations reference sheets for education of patients, students, and peers.	● Appraise fellow's durable medical equipment evaluation and justification of medical necessity for occupational requirements of a patient with a neurologic disorder.
● Gait and locomotion, ambulatory and nonambulatory mobility (biomechanical, kinematic, kinetic, temporal-spatial characteristics) ○ Analysis of safety, strategy, with and without devices and equipment, in various terrains,	● Outline the phases of the gait cycle and implications of disease-specific impairments on critical events related to the gait cycle. ● Summarize background literature and outline gait cycles of normal and pathological gait with written and visual aid.	● Perform observational gait analysis and complete/interpret Rancho Los Amigos Observational Gait Analysis Form for patients with neurologic disorders. ● Correctly identify and administer functional performance measures, which aid in recognition of	● Compare and contrast normal, pathologic, and corrected gait characteristics with a video case study and lecture in order to educate peers and/or students. ● Conduct laboratory session related to potential barriers of wheelchair-based participation in community activities for physical therapy students, clinical staff, mentors and/or residents with attendee feedback.	● Appraise the fellow's clinical decision-making regarding device or equipment recommendations for a patient with a neurologic disorder. ● Evaluate accuracy of fellow's live patient examination and observational gait analysis.

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
and in different environments ○ Observational analysis ○ Functional performance measures of ambulation and wheelchair mobility used for classification, prognosis, and to examine activities and participation	● Categorize recommended disease-specific measures of functional mobility (i.e. ambulatory or wheelchair mobility) based on disease staging and clinical presentation of patients with neurologic disorders.	maladaptive movement patterns in manual wheelchair propulsion or functional transfers for patients with neurologic disorders.	● Observe and interpret results of gait analyses of patients with neurologic disorders obtained in a gait laboratory.	● Review fellow's ambulation or wheelchair-based goals for a patient with a neurologic disorder, as they relate to ICF participation in community activities.
● Integumentary integrity	● Using a partner, demonstrate correct performance and accurate interpretation of tests and measures used to assess the integumentary system in patients with neurologic disorders.	● Given a patient with a neurologic disorder, competently administer and accurately interpret tests and measures that assess integumentary integrity.	● Discuss application of integumentary integrity assessments and result interpretation for patients with neurologic disorders with a mentor.	● Evaluate fellow's administration and interpretation of an integumentary integrity assessment for a patient with a neurologic disorder.
● Joint integrity and mobility	● Using a partner, demonstrate correct performance and accurate interpretation of tests and measures used to assess joint integrity and mobility	● Given a patient with a neurologic disorder, competently administer and accurately interpret tests and measures that assess joint integrity and mobility.	● Conduct a specialty observation experience with an orthopedic physical therapist regarding assessment of joint integrity and mobility in individuals with neurologic disorders.	● Evaluate fellow's administration and interpretation of a joint integrity and mobility assessment for a patient with a neurologic disorder.

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
	in patients with neurologic disorders.			
● Mental functions ○ Consciousness ○ Orientation ○ Attention ○ Cognition ○ Dual-task	● Using a partner, demonstrate correct performance and accurate interpretation of tests and measures used to assess mental functions in patients with neurologic disorders.	● Given a patient with a neurologic disorder, competently administer and accurately interpret tests and measures that assess mental functions.	● Attend a continuing education course on the assessment of mental functions in people with neurologic disorders.	● Evaluate fellow's administration and interpretation of assessments of mental functions for patients with neurologic disorders.
● Motor functions of peripheral and central nervous system	● Using a partner, demonstrate correct performance and accurate interpretation of tests and measures frequently used to assess motor functions of the peripheral and central nervous system in patients with neurologic disorders.	● Competently administer and accurately interpret tests and measures frequently used to assess motor functions of the peripheral and central nervous system to identify impairment level limitations in patients with neurologic disorders.	● Discuss the application of tests and measures frequently used to assess motor functions of the peripheral and central nervous system to patient cases with a mentor.	● Evaluate fellow's administration and interpretation of tests and measures used to assess motor functions of the peripheral and central nervous system during a live patient assessment.
● Motor control measures to assess and classify movement control and performance	● Using a partner, demonstrate correct performance and accurate interpretation of motor control measures to assess and classify movement control and	● Competently administer and accurately interpret motor control measures to assess and classify movement control and performance in	● Discuss the application of motor control measures to assess and classify movement control and performance to patient cases with a mentor.	● Evaluate fellow's administration and interpretation of motor control measures to assess and classify movement control and performance in

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
	performance in patients with neurologic disorders.	patients with neurologic disorders.		people with neurologic disorders.
● Dexterity and coordination	● Using a partner, demonstrate correct performance and accurate interpretation of tests and measures used to assess dexterity and coordination (e.g., nine hole peg test, Purdue Pegboard Test) in patients with neurologic disorders.	● Given a patient with a neurologic disorder, select appropriate tests and measures to assess dexterity and coordination and accurately interpret the results.	● Attend a lecture on the assessment of dexterity and coordination in people with neurologic disorders	● Evaluate presentation by the fellow on the assessment of dexterity and coordination for patients with neurologic disorders.
● Task and motion analysis considering kinematic, kinetic, behavioral, and environmental factors	● Using a partner, accurately analyze various tasks and movements considering kinematic, kinetic, behavioral, and environmental factors.	● Given a patient with a neurologic disorder, select appropriate tests and measures for task and motion analysis considering kinematic, kinetic, behavioral, and environmental factors.	● Discuss application of task and motion analysis for a patient with a neurologic disorder with a mentor.	● Evaluate a teaching session by the fellow on task and motion analysis considering kinematic, kinetic, behavioral, and environmental factors.
● Muscle performance, including strength, power, and endurance	● Using a partner, demonstrate competent administration and accurate interpretation of tests and measures used to assess muscle	● Competently administer and accurately interpret tests and measures to assess muscle performance, including strength, power, and	● Mentor discusses with fellow the administration and interpretation of tests and measures to assess muscle performance, including strength, power, and	● Evaluate fellow's administration and interpretation of a test or measure to assess muscle performance, including strength,

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
	performance, including strength, power, and endurance in patients with neurologic disorders.	endurance in patients with neurologic disorders.	endurance in patients with neurologic disorders.	power, and endurance in patients with neurologic disorders using a rubric or competency skills checklist.
● Pain assessments (multidimensional, pain scales)	● Using a partner, demonstrate competent administration and accurate interpretation of tests and measures used to assess pain (multidimensional, pain scales) in patients with neurologic disorders.	● Competently administer and accurately interpret tests and measures to assess pain (multidimensional, pain scales) in patients with neurologic disorders.	● Mentor discusses with fellow the administration and interpretation of tests and measures to assess pain (multidimensional, pain scales) in patients with neurologic disorders.	● Evaluate fellow's administration and interpretation of a test or measure to assess pain (multidimensional, pain scales) in patients with neurologic disorders using a rubric or competency skills checklist.
● Perception of sensory input, including vertical orientation, body schema, depth perception, neglect, and motion sensitivity	● Using a partner, demonstrate competent administration and accurate interpretation of tests and measures used to assess perception of sensory input, including vertical orientation, body schema, depth perception, neglect,	● Competently administer and accurately interpret tests and measures to assess perception of sensory input, including vertical orientation, body schema, depth perception, neglect, and motion sensitivity	● Mentor discusses with fellow the administration and interpretation of tests and measures to assess perception of sensory input, including vertical orientation, body schema, depth perception, neglect, and motion sensitivity in patients with neurologic disorders.	● Evaluate fellow's administration and interpretation of a test or measure to assess perception of sensory input, including vertical orientation, body schema, depth perception, neglect, and motion sensitivity in

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
	and motion sensitivity in patients with neurologic disorders.	in patients with neurologic disorders.		patients with neurologic disorders using a rubric or competency skills checklist.
● Quality of life measures, including disease and non-disease specific measures	● Using a partner, demonstrate competent administration and accurate interpretation of tests and measures used to assess quality of life, including disease and non-disease specific measures in patients with neurologic disorders.	● Competently administer and accurately interpret tests and measures to assess quality of life, including disease and non-disease specific measures in patients with neurologic disorders.	● Mentor discusses with fellow the administration and interpretation of tests and measures to assess quality of life, including disease and non-disease specific measures in patients with neurologic disorders.	● Mentor evaluates fellow's administration and interpretation of tests and measures to assess quality of life, including disease and non-disease specific measures in patients with neurologic disorders.
● Range of motion, including muscle extensibility and flexibility	● Using a partner, demonstrate competent administration and accurate interpretation of tests and measures used to assess range of motion, including muscle extensibility and flexibility, in patients with neurologic disorders.	● Competently administer and accurately interpret tests and measures to assess range of motion, including muscle extensibility and flexibility in patients with neurologic disorders.	● Mentor discusses with fellow administration and interpretation of tests and measures to assess range of motion, including muscle extensibility and flexibility in patients with neurologic disorders.	● Mentor evaluates fellow's administration and interpretation of tests and measures to assess range of motion, including muscle extensibility and flexibility in patients with neurologic disorders.

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● Reflex integrity including normal and pathological	● Using a partner, demonstrate competent administration and accurate interpretation of tests and measures used to assess reflex integrity including normal and pathological, in patients with neurologic disorders.	● Competently administer and accurately interpret tests and measures to assess reflex integrity including normal and pathological, in patients with neurologic disorders.	● Mentor discusses with fellow the administration and interpretation of tests and measures to assess reflex integrity including normal and pathological, in patients with neurologic disorders.	● Mentor evaluates fellow's administration and interpretation of tests and measures to assess reflex integrity including normal and pathological in patients with neurologic disorders.
● Self-care and domestic life	● Using a partner, demonstrate competent administration and accurate interpretation of tests and measures used to assess self-care and domestic life in patients with neurologic disorders.	● Competently administer and accurately interpret evidence-based tests and measures used to assess self-care and domestic life in patients with neurologic disorders.	● Attend a lecture on self-care and domestic life tests and measures used for patients with neurologic disorders.	● Mentor evaluates fellow's administration and interpretation of self-care and domestic life tests and measures used for patients with neurologic disorders.
● Self-efficacy scales	● Using a partner, demonstrate competent administration and accurate interpretation of self-efficacy scales.	● Competently administer and accurately interpret self-efficacy scales in patients with neurologic disorders.	● Fellow obtains copies of self-efficacy scales and reads instructions on how to administer them and accurately interpret the results.	● Mentor evaluates fellow's administration of self-efficacy scales used for patients with neurologic diagnoses.

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● Sensory integrity of peripheral and central systems	● Using a partner, demonstrate competent administration and accurate interpretation of sensory tests of the peripheral and central nervous systems.	● Competently administer and accurately interpret sensory tests of the peripheral and central nervous systems in patients with neurologic diagnoses.	● Watch ASIA assessment video or attend a webinar showing a health professional conducting sensory testing of the peripheral and central nervous systems on a patient.	● Mentor evaluates fellow's administration and interpretation of sensory tests of the peripheral and central nervous system for patients with neurologic diagnoses.
● Specialized sensory and motor tests (Dix Hallpike maneuver, positional testing)	● Using a partner, demonstrate competent administration and accurate interpretation of specialized sensory and motor tests (e.g., Dix Hallpike maneuver, positional testing).	● Competently administer and accurately interpret specialized sensory and motor tests (e.g., Dix Hallpike maneuver, positional testing).	● Watch videotaped or live health professional performing specialized sensory and motor tests.	● Mentor evaluates fellow's administration and interpretation of specialized sensory and motor tests in clients with neurologic dysfunction.
● Ventilation and respiration, including pulmonary function, auscultation, and cough assessment	● Using a partner, demonstrate competent administration and accurate interpretation of ventilation and respiration, including pulmonary function, auscultation, and cough assessments.	● Competently administer and accurately interpret ventilation and respiration in patients with neurologic diagnoses.	● Watch videotaped or live health professional performing ventilatory and respiratory tests.	● Mentor evaluates fellow's administration and interpretation of ventilatory and respiratory tests.

Evaluation

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
● Skillfully interprets observed movement and function, particularly when objective measures are not available or cannot be applied	● Using videotapes of individuals with neurologic disorders or a mock patient, skillfully interpret observed movement and function, to determine primary movement impairments.	● Skillfully interpret observed movements and function of patients with neurologic disorders to determine their primary movement impairments.	● Mentor and fellow discuss their interpretations of observed movements and function of patients with neurologic diagnoses to determine the primary movement impairments.	● Evaluate fellow's interpretation of observed movements and function of patients with neurologic diagnoses to identify the primary movement impairments.
● Differentiates examination findings across ICF domains that require remediation versus compensatory strategies	● Synthesize current evidence regarding movement impairments associated with neurologic disorders that may respond to interventions targeting neurologic recovery.	● Develop a plan of care for a patient with a neurologic disorder that appropriately targets neurologic recovery where possible and compensatory behaviors where indicated.	● Conduct a chart review of a discharged patient to assess appropriateness of selected interventions to target neurologic recovery where indicated.	● Evaluate a written case study by the fellow on the selection of interventions that target neurologic recovery versus compensation in a client with a neurologic disorder.
● Links examination findings, personal modifiers, and environmental factors, with the individual's and caregiver's expressed goal(s).	● Given a written case of a person with a neurologic disorder, adapt the plan of care to address activity limitations while taking into account the patient's subjective report and expressed participation goals.	● Adapt the plan of care for a patient with a neurologic disorder to address activity limitations while also accommodating the patient's personal preferences and specific participation goals.	● Participate in a role-playing session with mentor that involves adapting relevant physical therapy interventions to accommodate the patient's personal preferences and specific participation goals.	● Evaluate fellow's ability to modify a treatment session based on the client's personal preferences and specific participation goals.

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
● Integrates examination findings obtained by other health care professionals	● Integrate findings by interdisciplinary team members into the physical therapy assessment and plan of care for an individual with a neurologic disorder.	● Given a patient with a neurologic disorder, modify objective assessments and prognosis based on examination findings from other referring health care providers.	● Conduct specialty observation sessions with relevant interdisciplinary team members.	● Evaluate fellow's knowledge of which interdisciplinary team members' examination findings might influence the physical therapy plan of care for a given person with a neurologic disorder.
● Develops sound clinical judgements based on data collected from the examination	● Synthesize objective findings to determine appropriate physical therapy assessment and plan of care.	● Produce a physical therapy diagnosis and plan of care that appropriately integrates subjective and objective findings from the examination of an individual with a neurologic diagnosis.	● Mentor and fellow review the fellow's initial evaluations of individuals with gait dysfunction and discuss the appropriateness of the plan of care provided based on the examination findings.	● Evaluate fellow's ability to integrate objective findings to formulate a physical therapy diagnosis during a live patient assessment.

Diagnosis				
● Differentially diagnoses emergent versus non-emergent	● Identify subjective and/or objective findings that warrant emergency medical	● Given a patient with a neurologic disorder, explain subjective and/or objective	● Review current research articles addressing neurologic signs or symptoms that	● Evaluate a teaching session by the fellow on neurologic signs and symptoms that

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
neurologic signs and symptoms	attention in a patient with a neurologic disorder. ● Outline subjective and/or objective findings indicating a meaningful change in neurologic signs or symptoms	findings that would warrant emergency medical attention. ● In a patient with a neurologic disorder, interpret subjective and/or objective findings that indicate a meaningful change in neurologic signs or symptoms.	warrant emergency medical attention. ● Perform self-directed review of relevant reference materials on normal and abnormal sequelae and common medication side effects associated with a given neurologic disorder	warrant emergency medical attention. ● Conduct a medical record review of previous cases with changes in neurologic signs and/or symptoms and dichotomize as unremarkable or meaningful.
● Differentially diagnoses body function, body structures, and functional performance findings consistent or inconsistent with health condition, and if amenable to intervention	● Distinguish between subjective and objective body function/structure and functional performance findings consistent and inconsistent with a given neurologic disorder, and if the findings are amenable to physical therapy interventions.	● Given a patient with balance deficits, outline subjective and objective findings which would be consistent and inconsistent with a specific health condition, and if the findings are amenable to physical therapy interventions.	● Conduct a chart review of discharged patients for subjective and objective body function/structure and functional performance findings that may be inconsistent with a given neurologic disorder.	● Fellow will complete a written examination on objective findings that may or may not be consistent with a given neurologic disorder.
● Confers with other professionals regarding examination needs that are beyond the scope of physical	● Given a patient case scenario, identify which examination needs are beyond the scope of physical therapy and identify	● Collaborate with an interdisciplinary team member to discuss examination results for an individual with a neurologic disorder.	● Conduct specialty observation experiences with a neurologist involved in the assessment of a shared patient with a neurologic disorder.	● Evaluate an oral case study of an individual with a neurologic condition treated by the fellow with detailed explanation of

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
therapy and refers as appropriate	the appropriate referral to make.			referrals to interprofessional team members for additional examination.
Prognosis				
● Analyzes barriers, such as resources and psychosocial barriers, that limit the individual in achieving optimal outcomes based on neurologic condition	● Identify barriers (e.g., resources, psychosocial) that may limit an individual with a neurologic disorder from achieving optimal outcomes.	● Modify a treatment approach based on the barriers that may limit achievement of optimal outcomes for an individual with a neurologic disorder.	● Perform a case analysis taking into consideration the barriers that may limit an individual with a neurologic disorder from achieving optimal outcomes.	● Evaluate fellow's knowledge and analysis of barriers that may limit an individual with a neurologic disorder from achieving optimal outcomes during a live patient assessment.
● Predicts potential for recovery and time to achieve optimal level of improvement across the ICF domains	● Synthesize current evidence regarding prognosis for recovery for individuals with neurologic disorders.	● Develop a prognosis for an individual with a neurologic disorder.	● Perform a case analysis taking into consideration potential for recovery and time to achieve optimal level of improvement.	● Evaluate a live patient assessment by the fellow with specific attention to prognosis based on treatment approach and examination tools utilized.
● Collaborates with individuals and their families, significant	● Explain the importance of collaboration with individuals and their support teams for	● Involve the individual, their family, and their caregiver in collaborative goal	● Participate in a role-playing session with a mentor that involves goal setting with an	● Fellow performs self-reflection and analysis of goal setting with an

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
others, and caregivers in setting goals	achieving an optimal level of improvement.	setting as documented in the medical record.	individual, their family, and their caregiver.	individual and their support team.
● Develops a plan of care that prioritizes interventions related to the recovery process, patient and client goals, and resources	● Critically examine multiple plans of care and identify examples of how to best prioritize the recovery process, patient and client goals, and resources.	● Accurately document a plan of care that prioritizes interventions related to the recovery process, patient and client goals, and resources.	● Complete a chart review with a mentor that specifically focuses on plan of care documentation about prioritization of interventions related to the recovery process, patient goals, and resources.	● Conduct a medical record review of the fellow's plan of care documentation for individuals with neurologic disorders about prioritization of interventions related to the recovery process, patient goals, and resources.
● Develops a plan of care that prioritizes interventions related to all levels of prevention, health, and wellness	● Critically examine multiple plans of care and identify examples of how to best prioritize interventions related to all levels (i.e., primary, secondary, tertiary) of prevention, health, and wellness.	● Accurately document a plan of care that prioritizes interventions related to all levels (i.e., primary, secondary, tertiary) of prevention, health, and wellness.	● Complete a chart review with a mentor that specifically focuses on plan of care documentation that prioritizes interventions related to all levels (i.e., primary, secondary, tertiary) of prevention, health, and wellness.	● Conduct a medical record review of plan of care documentation by the fellow for a patient with a neurologic disorder focused on the prioritization of interventions related to all levels (i.e., primary, secondary, tertiary) of prevention, health, and wellness.

Intervention

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
Clinical Decision-Making and Prioritization of Interventions				
● Selects and, if needed, modifies interventions based on potential short-term impact and secondary prevention benefits with consideration of the individual's body function and structure, activity limitations, and participation restrictions	● Given the evaluation findings of a patient with a neurologic disorder, select specific evidence-based interventions based on potential short-term impact and secondary prevention benefits to address documented body function/ structure impairments, activity limitations, and participation restrictions.	● For a patient with a neurologic disorder, select and, if needed, modify physical therapy interventions based on potential short-term impact and secondary prevention benefits (e.g., ROM, aerobic, strengthening exercises, application of orthoses).	● Complete a chart review with a mentor that specifically focuses on prioritization of interventions with short-term impacts and secondary benefits to address the individual's body function/structure impairments, activity limitations, and participation restrictions.	● Conduct a medical record review of documentation by the fellow with emphasis on intervention selection and modification for an individual with a neurologic disorder with consideration of prioritization of interventions with potential short-term impact and secondary prevention benefits to address the individual's body function/ structure impairments, activity limitations, and participation restrictions.
● Selects and, if needed, modifies interventions based on physiological or behavioral changes across the lifespan	● Critically examine evidence-based interventions related to anticipated diagnosis-specific physiological and	● Justify intervention selection and, if needed, modifications based on diagnosis-specific changes across the lifespan in people	● Defend selection of diagnosis-specific intervention, considering short- and long-term	● Evaluate videotaped sessions across the plan of care, or multiple plans of care, in order to self-reflect and assess

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
	behavioral changes across the lifespan in patients with neurologic disorders	with neurologic disorders.	anticipated changes across the lifespan, with a mentor	appropriate modifications indicated with physiological or behavioral changes.
● Prioritizes optimal interventions based on type and severity of impairments in body function and structures, activity limitations, and participation restrictions	● Compare and contrast intervention strategies based on the type and severity of diagnosis-specific impairments, activity limitations, and participation restrictions in individuals with neurologic disorders.	● Administer a plan of care to a patient with a neurologic disorder with interventions and modifications, as needed, based on the type and severity of the patient's body function/ structure impairments, activity limitations, and participation restrictions.	● With a mentor, rationalize optimal interventions for management of diagnosis-specific impairments, activity limitations, and participation restrictions depending on their types and severities.	● Conduct a medical record review of the fellow's documentation of the justifications and rationale regarding intervention selection in consideration of the type and severity of the individual's body function/ structure impairments, activity limitations, and participation restrictions.
● Analyzes risk versus benefit when selecting interventions	● Critically assess potential risks versus benefits of interventions, including potential adverse events associated with specific diagnoses.	● Selects an appropriate intervention that maximizes potential benefit while minimizing risk for a specific patient with a neurologic disorder.	● Design a risk versus benefit analysis flowsheet and educate staff in using flowsheet to select interventions that optimize safety and outcomes in patients with neurologic disorders in a clinic.	● Conduct a medical record review of documentation to confirm selection of interventions that maximize potential benefit while minimizing risk by

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
				the fellow in an individual with a neurologic disorder.
● Negotiates interventions with the patient or client and family, significant others, and caregivers	● Discuss communication strategies and verbiage for effective negotiation of interventions with a patient or client and family, significant others, and caregivers.	● Effectively negotiate interventions to manage expectancies of a patient or client and family, significant others, and caregivers related to intervention goals and anticipated responses.	● Provide an educational in-service to therapy staff which details recommended communication strategies and verbiage related to negotiation of interventions for persons with neurologic disorder, citing personal cases when available.	● Evaluate a treatment session led by the fellow, specifically focusing on negotiation of interventions using patient-friendly language and clinical behavior theories (e.g., OPTIMAL theory) to optimize physical therapy outcomes.
● Modifies or continues intervention based on ongoing evaluation	● Review literature related to metacognition and strategies for reflection in action (RIA) specific to clinical decision making regarding the continuation or modification of interventions in patients with neurologic disorder.	● Following a re-evaluation of a patient with a neurologic disorder, continue or modify interventions based on the findings to optimize patient outcomes.	● Develop and implement a self-guided assessment tool related to defining success of an intervention.	● Conduct a medical record review of documentation by the fellow for evidence of modification or continuation of a particular intervention based on ongoing evaluation in an individual with a neurologic disorder.

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
● Adapts communication to meet the diverse needs of the patient or client and family, significant others, and caregivers, such as cultural, age-specific, educational, and cognitive needs	● During a laboratory session, review a patient case and complete unique interviews of patient and care partner(s) in order to identify various communication strategies to meet the needs of the patient or client and care partner(s).	● Collaborate with a speech-language pathologist to implement effective alternative or augmentative communication strategies for a patient with a neurologic disorder.	● During observation of a peer or mentor session with a patient with a neurologic disorder, the fellow appraises the effectiveness of communication strategies used by the peer or mentor.	● Evaluate fellow's ability to adapt communication to meet the cultural, age-specific, educational and cognitive needs of patients with neurologic disorders.
● Adapts communication to meet the health literacy needs of the patient or client and family, significant others, and caregivers	● Using a partner, conduct an interview, which utilizes appropriate layperson terminology and Flesch-Kincaid reading level to best meet the health literacy needs of the patient or client.	● Skillfully adapts communication to meet the health literacy needs of patients with neurologic disorders and their family, and caregivers.	● Attend CE course or webinar about health literacy. ● Read articles about health literacy on the APTA website and other health-related websites. ● Provide services to individuals with low health literacy at community pro-bono clinic.	● Evaluate fellow's ability to adapt written and verbal communication to meet the health literacy needs of families, and caregivers and patients with neurologic diagnoses.
● Asks questions which help to determine an in-depth understanding of the patient's or client's problems	● Using a partner role-playing an individual with a neurologic diagnosis, conduct a mock patient interview. Categorize questions and responses based on	● Identify and correctly administer subjective measures, which guide further discussion related to understanding the patient's problems.	● Develop a clinician template, based on ICF model, which optimizes the subjective interview to best determine the patient's problems	● Observe the fellow complete a patient interview and assess the structure, flow, and responsiveness of questions.

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
	the applicable principle(s) of neural plasticity.			
● Coordinates patient and client management across care settings, disciplines, and community and funding resources	● Review diagnosis-specific and regional resource lists for patients with neurologic disorders.	● Lead the discussion regarding the physical therapy needs of a patient across the continuum of care during an interprofessional meeting (ex: team rounds, specialty clinic meeting).	● Collaborate with a social worker in coordinating a patient's care across settings. ● Provide an educational in-service which differentiates diagnosis-specific components of physical therapy management of patients across the continuum of care.	● Conduct a medical record review of the fellow's patient to determine whether coordination of the patient's care across care settings, disciplines, and community and funding resources was effective.
Patient and Client Instruction				
● Educates patient or client and family, significant others, and caregivers on diagnosis, prognosis, treatment, responsibility, and self-management within the plan of care	● Conduct a role-playing session with a mentor focused on education on diagnosis, prognosis, treatment, responsibility, and self-management within the plan of care for a patient and family, significant others, and caregivers.	● Effectively administer an education session with a patient with a neurologic disorder and their support team on diagnosis, prognosis, treatment, responsibility, and self-management within the plan of care.	● Outline and practice saying the talking points of an education session focused on diagnosis, prognosis, treatment, responsibility, and self-management within the plan of care for a patient and family, significant others, and caregivers.	● Evaluate fellow's ability to instruct effectively a person with a neurologic disorder and their support team on diagnosis, prognosis, treatment, responsibility, and self-management within the plan of care during a live patient assessment.
● Provides instruction aimed at risk	● Conduct a role-playing session with a mentor	● Effectively administer an education session	● Outline and practice saying the talking points of an	● Evaluate fellow's ability to instruct

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
reduction, prevention, and health promotion	focused on education on risk reduction, prevention, and health promotion for an individual with a neurologic disorder.	with an individual with a neurologic disorder and their support team focused on risk reduction, prevention, and health promotion.	education session focused on risk reduction, prevention, and health promotion for an individual with a neurologic disorder.	effectively a person with a neurologic disorder and their support team on risk reduction, prevention, and health promotion during a live patient assessment.
● Provides instruction using advances in technology, such as web-based resources	● Conduct a role-playing session with a mentor focused on education using advances in technology, such as web-based resources for patients and families/caregivers.	● Effectively administer an education session for a patient and family, significant others, and caregivers using advances in technology, such as web-based resources.	● Research the pros and cons, and become skillful using instructional technologies, such as web-based resources.	● Evaluate fellow's ability to conduct effectively an educational session using instructional technologies such as web-based resources during a live patient assessment.

Procedural Interventions – Therapeutic Exercise

● Designs and implements a customized exercise program related to activity limitations	● Synthesize current evidence regarding the design and implementation of exercise programs addressing activity limitations for a patient with a neurologic disorder.	● Design and implement a customized exercise program addressing activity limitations for a patient with a neurologic disorder.	● Review the intervention and home exercise program plan of a current patient to analyze the effectiveness of the prescribed customized exercise program.	● Evaluate a live patient assessment by the fellow with rationale for the chosen exercise program and its relation to activity limitations.

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
● Prescribes an exercise program with appropriate timing, intensity, and dosage to maximize outcomes	● Justify the timing, intensity, and dosage of exercise programs to maximize functional outcomes in individuals with neurologic disorders based on current evidence.	● Develop an exercise program for a patient with a neurologic disorder while accounting for appropriate timing, intensity, and dosage to maximize outcomes.	● Attend a lecture or continuing education course on appropriate exercise parameters for people with neurologic disorders.	● Evaluate a presentation by the fellow on appropriate timing, intensity and dosage of exercise prescription for people with neurologic disorders.
● Analyzes the relationship between exercise biomechanics and the intended functional outcome at the task level	● Justify exercise selection for a given patient with a neurologic disorder that appropriately incorporates biomechanical constructs for the intended functional activity.	● Prescribe an exercise intervention, which appropriately considers biomechanical considerations for the intended functional task.	● Attend lectures or continuing education on task and exercise biomechanics.	● Evaluate fellow's knowledge of exercise biomechanics and intended functional task outcome during a live patient assessment.
● Effectively addresses multi-system impairments when designing and implementing and exercise program	● Integrate knowledge of cardiovascular, musculoskeletal, and neurologic impairments for a patient with a given neurologic disorder.	● Select an intervention to address a given neurologic impairment while appropriately accounting for cardiovascular and musculoskeletal comorbidities.	● Review the intervention plan of a current patient and justify the parameters addressing a given neurologic impairment while accounting for comorbid cardiovascular and musculoskeletal conditions.	● Evaluate a teaching session by the fellow on the topic of plan of care modifications for common cardiovascular and musculoskeletal comorbidities in individuals with a given neurologic disorder.

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
● Adapts aerobic conditioning programs for patients and clients with neurologic dysfunction	● Synthesize current research findings on aerobic training for individuals with a neurologic disorder.	● Select an evidence-based aerobic training intervention for a person with a neurologic disorder.	● Conduct a laboratory teaching session for evidence-based aerobic training for an individual with a neurologic disorder.	● Evaluate fellow's teaching session on aerobic training interventions in persons with neurologic disorders.
● Skillfully designs and implements customized balance training programs based on body structure/function, activity limitations and participation restrictions	● Explain factors that influence selection of a customized balance training program for an individual with a neurologic disorder.	● Choose a balance of interventions for a person with a neurologic disorder based on body structure/function, activity limitations, and participation restrictions.	● Perform a case analysis of a customized balance training program for a person with a neurologic disorder.	● Evaluate a mock or live patient assessment by the fellow with rationale for customized balance training program based on the patient's specific impairment, activity or participation deficits.
● Integrates physiological findings and behavioral response(s), including pain behaviors in the modification and progression of therapeutic exercise programs	● Outline potential exercise modifications in response to pain complaints in a given individual with a neurologic disorder.	● Perform or modify a therapy intervention due to pain complaints in a patient with a neurologic disorder.	● Analyze a clinical narrative scenario with pain complaints for appropriateness of continuation or modification of the intervention.	● Given a clinical case with pain complaints during an exercise intervention, the fellow appropriately continues or modifies the intervention.

Procedural Interventions – Functional training in self-care and in domestic, education, work, community, social, and civic life

● Analyzes the interaction between multiple body system	● Discuss how the interaction between multiple body system	● Analyze the interaction between multiple body system impairments,	● Draw mind maps to illustrate the interactions between body system impairments,	● Given a paper case of a patient with a neurologic diagnosis,

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
impairments, activity limitations, and participation restrictions, and the environment	impairments, activity limitations, and participation restrictions, and the environment can affect the functional status of individuals with neurologic disorders positively or negatively.	activity limitations, and participation restrictions, and the environment (i.e., home, work, community, etc.) and their impact on the functional status of patients with neurologic disorders.	activity limitations, and participation restrictions, and the environment (i.e., home, work, community, etc.) and their impact on the functional status of current patients with neurologic diagnoses.	the fellow analyzes the interaction between the patient's body system impairments, activity limitations, and participation restrictions, and the environment (i.e., home, work, community, etc.) and their impact on the functional status of the patient.
● Determines which problems related to chronic disability are amenable to training	● Summarize current evidence regarding functional problems related to chronic disability that are amenable to training in patients with neurologic disorders.	● Differentiate between functional problems related to chronic disability that are amenable to training versus those that require a compensatory approach in patients with neurologic disorders.	● Perform a neurologic case analysis to differentiate between problems related to chronic disability that are amenable to training versus those that require a compensatory approach.	● Given a case scenario of a neurologic patient with chronic disability, the fellow justifies which functional deficits are amenable to training versus those that require a compensatory approach.
● Selects and implements training that enhances the ability to participate in domestic,	● Synthesize current literature on functional training that enhances the participation of patients with	● Select and implement functional training to enhance participation in life activities with consideration of best	● Fellow delivers a presentation to health professionals on functional training to enhance	● Evaluate fellow's mock or live assessment of a patient with a neurologic disorder

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
education, work, community, social, and civic activities	neurologic disorders in self-care and domestic, education, work, community, social, and civic activities.	evidence and the patient's specific needs.	neurologic patients' participation in life activities. ● Fellow leads community-based programs such as adaptive sports and exercise classes that facilitate participation in recreational and social activities for individuals with disabilities.	with a focus on the selection and implementation of functional training to enhance participation in self-care and domestic, education, work, community, social, and civic activities.
● Make recommendations for environmental modifications in domestic, education, work, community, social, and civic environments to optimize functional independence and participation	● Identify architectural, social, and political barriers to functional independence and participation in patients with neurologic disorders and recommend environmental modifications to address them.	● Assess the home, work, school, and community environments of patients with neurologic disorders and make recommendations on environmental modifications to optimize functional independence and participation.	● Fellow collaborates with occupational therapist with specialty certification in environmental modifications to perform a home assessment for a patient with a neurologic disorder. ● Fellow provides consultations with architects, developers, building inspectors, politicians to make them aware of the environmental concerns and needs of people with neurologic disorders.	● Assess fellow's recommendations for environmental modifications to maintain a physical environment that assists people with neurologic disorders to live and participate in their communities.
● Performs task-specific training, considering appropriate timing, intensity, and dosage to maximize outcomes, such as	● Consolidate evidence on task-specific training to determine the appropriate timing, intensity, and dosage needed to maximize outcomes for patients	● Perform task-specific training such as early mobilization and locomotor training at the appropriate time, intensity, and dosage to maximize outcomes	● Read systematic reviews and clinical practice guidelines for recommendations on task-specific training parameters for specific neurologic patient populations.	● Perform medical record review of the fellow's patients to assess the appropriateness of the timing, intensity, and dosage of task-

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
early mobilization and locomotor training	with neurologic disorders.	for patients with neurologic disorders.		specific training delivered.
● Provides customized assistance, cues, and feedback to facilitate skill acquisition	● Conduct a literature review to identify manual assistance techniques, cueing strategies, and feedback types and schedules that promote skill acquisition in neurologic populations.	● Provide individualized manual assistance, cueing strategies, and feedback to facilitate skill acquisition in patients with neurologic disorders.	● Conduct a laboratory teaching session for review and practice of manual assistance techniques, cueing strategies, and feedback types and schedules to facilitate skill acquisition.	● Evaluate fellow's provision of assistance, cueing, and feedback to facilitate skill acquisition for a patient with a neurologic diagnosis according to the patient's needs.
● Interprets observed movements and function during intervention and adjusts intervention accordingly, including the interrelationship between body segments and movement phases	● Analyze videos of patient movements during physical therapy interventions and make recommendations for modification of the intervention as needed.	● Appraise observed patient movements during an intervention and adjust the intervention as indicated.	● Attend lectures or continuing education courses on biomechanics with content emphasizing the interrelationship of body segments and movement phases.	● Evaluate a mock or live patient treatment session with an emphasis on the fellow's appropriate modification of an intervention based on the patient's observed movements and function.
● Anticipates and addresses the impact of faulty biomechanics on	● Apply current research findings on biomechanics and short and long-term health in primary	● Performs wheelchair seating assessment while demonstrating awareness of proper patient biomechanics.	● Perform self-directed review of the evidence related to biomechanics and short and long-term health in primary	● Evaluate a teaching session by the fellow on proper wheelchair setup and mobility in a

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
short- and long-term health	wheelchair users with neurologic disorders.		wheelchair users with neurologic dysfunction.	client with a neurologic disorder.
● Adapts training techniques and environment to maximize safety, prevent injury, and address risk reduction, such as falls prevention	● Synthesize current evidence regarding environmental risks for falls and injury in a client with a neurologic disorder.	● Given a patient with a history of falls, select and appropriately interpret information about environmental setup to minimize falls risk.	● Discuss environmental considerations for falls risk in an individual with neurologic dysfunction with mentor.	● Conduct a medical record review of documentation by the fellow for educational interventions to mitigate falls risk in an applicable patient with a neurologic disorder.
● Judiciously applies available or emerging technologies that promote skill training and acquisition, such as virtual reality, robotics, and assistive technology ○ Interprets motion analysis findings and applies to interventions	● Synthesize current evidence regarding available and emerging technologies (e.g., virtual reality, robotics) for skill acquisition in an individual with a neurologic disorder.	● Given current evidence on available and emerging technologies, select appropriate interventions to maximize skill acquisition in an individual with a neurologic disorder.	● Review current research articles addressing emerging technologies (e.g., robotics, virtual reality) for skill acquisition in individuals with neurologic disorders.	● Conduct a review of fellow's documentation for selection of appropriate interventions to maximize skill acquisition with emphasis on judicious application of available and emerging technologies in individuals with neurologic disorders.

Procedural Interventions – manual therapy techniques

● Integrates manual therapy into the	● Using a partner, articulate and practice	● Apply and justify manual therapy	● Conduct a laboratory teaching session for review	● Perform a medical record review of the

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
management of patients and clients with neurologic disorders, such as joint and soft tissue mobilization	recommended manual therapy interventions applicable to patients and individuals with neurologic disorders.	techniques, which supplement task-specific training for patients and clients with neurologic disorders.	and practice of manual therapy techniques to manage hypertonicity, rigidity, or other impairments seen in patients and individuals with neurologic disorders.	fellow's patients to assess the inclusion, justification, and effectiveness of manual therapy techniques in patients with neurologic disorders.

Procedural Interventions – Prescription, application, and, as appropriate, fabrication of devices and equipment, including assistive, adaptive, orthotic, protective, supportive, or prosthetic

● Skillfully prescribes and adapts devices and equipment for the complex patient in collaboration with the patient or client and family, significant others, and caregivers	● Categorize various mobility-related devices and equipment, such as orthoses and prostheses, as they pertain to specific impairments noted in patients with neurologic disorders.	● Incorporate patient preference and subjective reporting into the clinical decision-making process related to the provision of a specific device or equipment.	● Fellow shadows a certified prosthetist and orthotist (CPO) during an evaluation for a custom-fabricated prosthesis or orthosis for a patient with a neurologic disorder.	● Evaluate fellow's provision of education and patient, client, or family training related to a prescribed device or orthosis.
● Predicts the impact of devices and equipment on the biomechanics and efficiency of movement	● Compare and contrast the potential impact of various devices and equipment on the biomechanics of locomotion.	● Justify selection of a specific device or equipment for a patient with a neurologic disorder based on the patient's baseline performance, objective measures, and clinical examination.	● Conduct a laboratory teaching session for review of the biomechanical impact of various devices and equipment on common mobility tasks (e.g., overground locomotion, curb negotiation).	● Evaluate fellow's live assessment of a patient with a neurologic disorder, with a focus on the accuracy of the fellow's prediction of the biomechanical impact related to selection of a

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
				specific device or equipment.
● Analyzes the impact of the devices and equipment across a wide range of functional activities and participation in social and environmental contexts	● Predict the potential impact of device and equipment use on the mobility and participation in life activities of individuals with neurologic disorders.	● Perform community-based training with devices and equipment prescribed specifically to increase individuals' participation within their living environments.	● Volunteer with a local adaptive sports club (or other organization focused on community-based inclusivity of individuals with neurologic disorders) to observe effects of devices and equipment on participation in social and recreational activities among individuals with neurologic disorders.	● Perform medical record review of fellow's patients to assess fellow's predicted versus documented impact of various devices and equipment on mobility and participation outcomes.
● Prescribes or recommends assistive technology (AT) that optimizes activity and participation, such as environmental control units and powered mobility	● Discuss different types of assistive technology that optimize activity and participation for individuals with neurologic disorders and appropriate criteria for prescribing them.	● Prescribe or recommend assistive technology that effectively optimizes activity and participation for patients with neurologic disorders.	● Fellow shadows a certified AT professional doing a power wheelchair evaluation of a patient with a neurologic disorder. ● Attend CE course, or AT certification classes about assistive technologies that optimize activity and participation.	● Assess fellow's recommendations for AT that optimizes activity and participation, such as environmental control units and powered mobility for patients with neurologic disorders.
● Prescribes devices and equipment, considering the financial implications for the individual and society	● Compare the financial implications of devices and equipment commonly prescribed for individuals with neurologic disorders.	● Prescribe devices and equipment for individuals with neurologic disorders with consideration of the financial	● Discussion with PT administrator or AT specialist about financial implications of device and equipment prescriptions.	● Review fellow's clinical documentation to ascertain whether the devices and equipment provided were appropriate

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
		implications for the individual and society.		and maximized value for the individual and society.
● Selects or recommends appropriate orthotics for use in a neurologic population, including electro-orthotics	● Given video or written case studies, select the appropriate orthotic to optimize function for patients with neurologic disorders.	● Select or recommend appropriate orthotics for use in patients with neurologic disorders.	● Shadow an orthotist doing an orthotic evaluation for an individual with a neurologic disorder. ● Attend CE course, or webinars about appropriate orthotics for use in neurologic populations.	● Assess fellow's recommendations for orthotics in patients with neurologic disorders. ● Give video-based or multiple-choice quiz or exam using case scenarios in which the fellow has to select the most appropriate orthotic for a neurologic patient.

Procedural Interventions – Airway clearance techniques

● Skillfully adapts airway clearance techniques for the unique needs of the neurologic population	● Using a mock patient, demonstrate competent administration of airway clearance techniques.	● Competently administer and adapt airway clearance techniques in patients with neurologic disorders.	● Shadow a respiratory therapist or acute care physical therapist performing airway clearance techniques with patients with neurologic disorders.	● Evaluate fellow's administration of airway techniques on a mock or real patient using a rubric or competency skills checklist.
● Applies a variety of interventions, such as seating and functional activities, to maximize	● Using a mock patient, demonstrate positional and functional interventions to	● Competently apply interventions, such as seating and functional activities, to maximize	● Shadow a respiratory therapist or acute care physical therapist performing positional and functional	● Evaluate fellow's administration of positional and functional activities

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
pulmonary function for complex patients and clients	maximize pulmonary function.	pulmonary function for complex patients.	activities to maximize pulmonary function for complex patients and clients.	to maximize pulmonary function on a mock or real patient using a rubric or competency skills checklist.
● Integrates knowledge of the interrelationship between pulmonary status, and swallowing function and vocalization	● Relate pulmonary status to swallowing function and vocalization.	● Given a patient with deficits in swallowing function and vocalization, distinguish those, which may respond to physical therapy interventions for improving pulmonary function.	● Conduct specialty observation experiences with a speech-language pathologist.	● Evaluate a presentation by fellow on the potential role of physical therapy in clients with pulmonary, swallowing, and vocalization deficits.
● Designs and modifies interventions considering the impact of mechanical ventilation on the patient's or client's function	● Apply knowledge of pulmonary physiology and function to determine the likely effect a given intervention or patient position will have on mechanical ventilation.	● Design and implement an intervention for a patient's relevant neurologic deficits while appropriately accounting for the potential effect on mechanical ventilation.	● Review current research articles and relevant references on the effect of physical positions or interventions will have on mechanical ventilatory function.	● Evaluate a fellow's mock patient assessment or treatment of a patient with reduced ventilator function to determine the appropriateness of the fellow's modifications for the patient's reduced ventilatory function.

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
Procedural Interventions – Integumentary repair and protective techniques				
● Prevents and manages integumentary impairment through the use of equipment, such as pressure mapping, seating systems, and cushion and orthotic prescriptions	● Explain the potential contributions of pressure mapping, seating systems, cushions and orthotics to manage integumentary impairment.	● Given a patient with integumentary impairment, select appropriate equipment for management.	● Conduct specialty observation experiences with a clinician that specializes in clients with integumentary impairment.	● Fellow completes quiz or exam with questions on equipment for management of integumentary impairment.
● Prevents and manages integumentary impairment through education, exercise, positioning, and mobility and activity prescription	● Discuss roles of education, exercise, positioning, mobility and activity prescription in preventing and managing integumentary impairment.	● Given a client at risk for integumentary impairment, provide appropriate education, exercise, positioning, mobility, and activity prescription.	● Discuss application of integumentary impairment prevention in a relevant client with mentor.	● Given a clinical case with a client with integumentary impairment, fellow implements appropriate education, exercise, positioning, mobility, and/or activity prescription.
Procedural Interventions – Electrotherapeutic modalities				
● Integrates motor learning and motor control concepts into the application of electrotherapeutic modalities, such as biofeedback and NMES	● Critically examine current research findings for electrotherapeutic modalities, such as biofeedback and NMES, for an individual	● Given a patient with a relevant activity limitation, appropriately incorporate electrotherapeutic modalities, such as biofeedback and	● Conduct a chart review of discharged patients to assess effectiveness of electrotherapeutic modalities, such as biofeedback and NMES.	● Evaluate presentation by fellow on electrotherapeutic modalities, such as biofeedback and NMES, in a relevant neurologic disorder.

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
	with a neurologic disorder.	NMES, into interventions.		
● Applies electrotherapeutic modalities with knowledge of plasticity, neurologic pathology, and recovery patterns	● Apply electrotherapeutic modalities to a mock patient while educating the mock patient on plasticity, neurologic pathology, and recovery patterns.	● Design and implement an intervention utilizing electrotherapeutic modalities for a patient with a neurologic disorder.	● Participate in a role-playing session with a mentor that involves application of electrotherapeutic modalities and education on plasticity, neurologic pathology, and recovery patterns.	● Evaluate a fellow's teaching session on the application of electrotherapeutic modalities for individuals with neurologic disorders.
Outcomes Assessment				
● Selects appropriate outcome measures, such as sensitive and responsive, across the ICF domains, based on patient or client acuity, diagnosis, prognosis, and practice setting	● Synthesize the current evidence regarding appropriate outcome measure selection for a patient with a specific neurologic disorder.	● Given a patient with a neurologic disorder, select appropriate outcome measures based on the patient's acuity, diagnosis, prognosis, and practice setting.	● Discuss and analyze outcome measure selection for a variety of patient cases with a mentor.	● Evaluate a fellow's presentation on outcome measure selection in patients with a specific neurologic disorder.
● Adjusts the plan of care within and across episodes based on interpretation of outcome measure results	● Compare and contrast strategies to modify the plan of care within and across episodes based on the interpretation of outcome measure results.	● Accurately interpret outcome measure results to determine any needed adjustment to the plan of care.	● Analyze case studies of patients with special attention to plan of care modification based on the interpretation of outcome measure results.	● Evaluate a live patient assessment by the fellow with rationale for plan of care adjustment based on the interpretation of

DRP Topic	Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
				outcome measure results.
● Analyzes and interprets patient and client outcomes to modify own future practice and perform programmatic assessments	● Apply current research findings regarding analysis and interpretation of outcome measures for patients with neurologic disorders.	● Utilize the results and interpretation of outcome measures to modify the interventions and philosophy of care for a person with a neurologic disorder.	● Analyze case studies of patients with a mentor with special attention to how the interpretation of outcomes may have adjusted the fellow's clinical thought process and decision-making.	● Perform self-reflection and analysis on patient outcomes throughout the plan of care.