Sample Didactic Objectives	Sample Clinical Practice Objectives	Sample Instructional Methods	Sample Methods of Assessment
• Predict changes in *[A]* given *[B]* • Relate damage to *[A]* to function *[B]* • Identify *[A]* which may underlie changes in *[B]* • Synthesize current evidence regarding *[A]* • Critically examine the relevance and feasibility of current concepts in *[A]* to treat individuals with condition Y • Compare and contrast attributes of condition / intervention / outcome measure [A] with [B] • Distinguish between the characteristics of *[A]* and *[B]* following injury/damage to *[C]* • Discuss the components of *[A]*, *[B]*, and *[C]* that make up *[D]* • Discuss the relationship between *[A]* and *[B]* • Explain how *[A]* is controlled by *[B]* • Discuss *[A]* that influence healthcare delivery in *[B]* • Integrate knowledge of *[A]* to treatment of *[B]* • Apply current research findings to maximize *[A]* in individuals with *[B]* • Select and justify valid and reliable tests and measures frequently used to assess *[A]* in population *[B]* • Defend treatment options and progressions of *[A]* based on current evidence • Discuss *[A]* and applications across the lifespan, specifically how they should change based on age • Critique elements of *[A]* • Utilize *[A]* in scenario *[B]* • Compare and contrast strategies to modify *[A]* to accommodate individuals with *[B]*	• Given a patient with *[A]*, select appropriate tests and measures based on predicted changes in *[B]* • Given knowledge of age-related changes of *[A]* across the lifespan to select age-appropriate *[B]* for patients with condition *[C]* • Articulate current evidence on *[A]* to individual(s) *[B]* • Design and implement intervention *[A]* for a patient with condition *[B]* • Apply evidence regarding *[A]* to deficits in *[B]* for a patient with condition *[C]* • Given a patient with activity limitation *[A]*, differentiate between impairment *[B]* and *[C]* as likely source • Perform intervention *[A]* while demonstrating awareness for *[B]* • Interact with *[A]* in a way that best represents *[B]* • Select and accurately interpret *[A]* to identify *[B]* in population *[C]* • Collaborate with interdisciplinary team member *[A]* to address *[B]* • Accurately document *[A]* • Modify treatment approach *[A]* based on *[B]* for patient with *[C]* • Develop prognosis for *[A]* based on *[B]* • Develop *[A]* for *[B]* while accounting for *[C]* • Engage in peer assessment of *[A]* for *[B]* and provide a critical review • Predict and respond to *[A]* in *[B]* circumstances	• Analyze case studies of patients with *[A]* • Attend *[A]* • Review *[A]* • Discuss application of *[A]* to patient cases with mentor • Attend lectures or continuing education courses on *[A]* • Complete guided readings of *[A]* with review questions • Perform self-directed review of *[A]* using *[B]* • Review current research articles addressing *[A]* • Review the intervention plan of a current patient to justify the parameters addressing *[A]* with mentor • Conduct a chart review of a discharged patient to assess effectiveness of *[A]* and its progression across plan of care • Analyze a clinical narrative scenario with *[A]* for *[B]* • Review videotaped patient interviews of *[A]* for *[B]* • Conduct specialty observation experiences with discipline *[A]* involved in the assessment and treatment of *[B]* for patients with *[C]* • Conduct didactic/laboratory teaching sessions for *[A]* on topic *[B]* • Perform a case analysis taking into consideration *[A]* • Participate in a role-playing session with mentor that involves *[A]*	• Given a clinical case with *[A]*, the follow identifies *[B]* (written or oral exam) • Evaluate a mock or live patient assessment by the fellow with rationale for intervention / prognosis *[A]* chosen based on *[B]* • Evaluate written or oral case study of *[A]* treated by the fellow with detailed explanation of *[B]* • Evaluate teaching session by fellow on *[A]* • Evaluate presentation by fellow on *[A]* in patient population *[B]* • Evaluate fellow's knowledge of *[A]* during live patient assessment • Administer quiz or exam with questions on *[A]* • Perform self-reflection and analysis on *[A]* • Conduct medical record review of documentation by the fellow in a patient with *[A]*