| The total points for the assignment are based on how many goals the student writes and therefore how many treatment activities they outline. This should be determined by the instructor.As students progress through the curriculum, an additional challenge would be for them to prioritize short- and long-term goals to the 3-4 most important goals. We definitely do not want them writing goals for every single functional deficit.  |
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| Criterion | Points Possible | Points Awarded | Comments |
| Student utilizes feedback from ICF template assignment to formulate a list of functional limitations that is inclusive, detailed (ie. not just ‘strength’ but ↓RLE strength), and written using accepted terminology.  | 3 |  |  |
| Goal is: specific to task, patient centered, measurable, includes level of assist needed, assistive device or no assistive device, is related to functional limitations listed, includes 'in order to' statement that is relevant and used acceptable terminology.  | 8 |  |  |
| **Treatment Activity**: Activity or Exercise is safe, goal oriented, related to patient’s impairments and/or functional limitations and is relevant to patient case. Includes patient position, environmental considerations, practice conditions, equipment if indicated, therapist driven cues or assist needed. | 8 |  |  |
| Rationale is clear and provides insight into choice of activity or rejection of other activity or exercise. Motor control and skilled physical therapy terminology should be used. | 3 |  |  |
| There are at least 4 distinct ideas for progression of the initial activity or exercise that include relevant details and make sense for the case. This could include change in patient position, cues, environment, etc. not simply less assist for all. | 4 |  |  |
| There are at least 4 distinct ideas for regression of the initial activity or exercise that include relevant details and make sense for the case. This could include change in patient position, cues, environment, etc. not simply more assist for all. | 4 |  |  |
| Total | 30 |  |  |