

# Integrated Clinical Education – Planned Learning Experience (PLEX)

Plex #: 11	Plex Title: Balance tests to assess fall risk and/or general balance function	Date created: 12/6/2013
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ICE Week/Number	Continuum of Care	Patient Management Component	Curricular Thread	
<input type="checkbox"/> ICE I- Week 1	<input type="checkbox"/> IP Acute/ICU	<input checked="" type="checkbox"/> Exam/Eval	<input checked="" type="checkbox"/> Quality Improvement and Safety	<input type="checkbox"/> Patient Centered Care
<input checked="" type="checkbox"/> ICE I- Week 2	<input type="checkbox"/> IP Rehab	<input checked="" type="checkbox"/> Dx/Prognosis		<input checked="" type="checkbox"/> Movement for Participation
<input checked="" type="checkbox"/> ICE II	<input type="checkbox"/> Outpatient	<input type="checkbox"/> Plan of Care	<input type="checkbox"/> Teamwork and Collaboration	<input checked="" type="checkbox"/> Clinical Reasoning and Evidence Based Practice
	<input type="checkbox"/> School	<input type="checkbox"/> Intervention		
	<input checked="" type="checkbox"/> Not Setting Specific	<input checked="" type="checkbox"/> Outcomes		

**Brief Description of the Planned Learning Experience:**

Students will administer a balance test (Berg, Functional reach, TUG, Pediatric Balance Test) appropriate for the patient population to assess fall risk or general balance function and discuss test choice, results, implications, etc. with their CI.

Objectives	Description of Actual Learning Experience	Anticipated time to complete	Recommended Preparation or Readings
<ol style="list-style-type: none"> <li>1. The student will identify appropriate functional balance tests to be used to assess fall risk.</li> <li>2. The student will demonstrate correct administration of a balance test with a patient.</li> <li>3. The student will engage in discussion with CI to understand rationale for selection of specific test, implications of results, and gain feedback on administration of test.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student will administer one of the tests listed above to patient with CI observing and concurrently scoring the test. If PLEX is completed as a group, one student can take lead as assessor and other students can score along with CI.</li> <li>2. CI and student will compare scores and CI will provide feedback on student's administration of test.</li> <li>3. CI and student will discuss rationale for selection of specific test, implications of results, and next steps related to patient management.</li> </ol>	<ol style="list-style-type: none"> <li>1. Administration of test: varies depending on test selection and patient 5-20 minutes</li> <li>2. CI and student discussion: 15-30 minutes</li> </ol> <p>Total: approximately 20-50minutes (depending on test selection and patient)</p>	<ol style="list-style-type: none"> <li>1. Motor Control/Motor Learning lecture and lab material related to balance tests: Functional reach, Berg, TUG</li> <li>2. Pediatric Balance Test- presented in Neuro I</li> <li>3. Site specific material related to tests</li> </ol>