

# Integrated Clinical Education – Planned Learning Experience (PLEX)

Plex #: 19	Plex Title: Part vs. Whole Practice	Date created: 6/30/2104
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ICE Week/Number	Continuum of Care	Patient Management Component	Curricular Thread
<input type="checkbox"/> ICE I- Week 1 <input checked="" type="checkbox"/> ICE I- Week 2 <input checked="" type="checkbox"/> ICE II	<input type="checkbox"/> IP Acute/ICU <input type="checkbox"/> IP Rehab <input type="checkbox"/> Outpatient <input type="checkbox"/> School <input checked="" type="checkbox"/> Not Setting Specific	<input type="checkbox"/> Exam/Eval <input type="checkbox"/> Dx/Prognosis <input type="checkbox"/> Plan of Care <input checked="" type="checkbox"/> Intervention <input type="checkbox"/> Outcomes	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Quality Improvement and Safety   <input type="checkbox"/> Teamwork and Collaboration                 </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Patient Centered Care   <input checked="" type="checkbox"/> Movement for Participation   <input checked="" type="checkbox"/> Clinical Reasoning and Evidence Based Practice                 </div> </div>

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

Students will determine when it is appropriate to perform part versus whole practice with specific motor learning tasks.  
*\*This can be demonstrated during a patient encounter or completed in a group discussion format using case examples.\**

Objectives	Description of Actual Learning Experience	Anticipated time to complete	Recommended Preparation or Readings
1. Students will learn to relate motor learning theories to clinical practice.  2. Students will apply the motor learning principle of part versus whole task learning within the clinical setting.  3. Students will demonstrate an understanding of motor learning theories.	1. CI and/or student will identify a patient who needs to learn or re-learn a specific functional motor control task or skill. 2. CI and/or student will create or discuss a treatment intervention that addresses learning the skill in parts and as a whole. 3. Students will implement the treatment intervention. Students should be able to evaluate success of instruction of intervention. 4. CI will also provide feedback to students and lead discussion on appropriate progression or modifications.	1. Selection of patient or case to review 5-10 minutes  2. Patient encounter 15-30 minutes for specific task training or review of chart.  3. Implementation of intervention and discussion: 20-30min  Total: 40-70 minutes	1. Content from Motor Control & Motor Learning (Motor Control/Motor Learning Theories including Practice Variables, Instruction and Feedback.)