



*SREB/High Schools That Work*

*Enhanced CT*

## **Project Unit Template**

**Project Title:** Rehab R Us

**Essential Question:** How can rehabilitation and innovation help improve the quality of life for patients with injuries we see in the world today?

### **Technical Content Standards:**

HL-THR3 – Utilize processes for assessing, monitoring, and reporting patient's/client's health status to the treatment team within protocol and scope of practice.

HL-THR4 – Evaluate patient/client needs, strengths, and problems in order to determine if treatment goals are being met.

## **Writing the Project Description**

### **Step One: Project Description Outline:**

**You are** a therapist (occupational, physical, speech-language pathology)

**You are faced with** a patient in need of rehabilitation for a stroke, traumatic brain injury, or injury that occurred as a result of military combat

**You must** describe and analyze a patient chart to identify rehabilitation needs and design a patient care plan to address those needs.

**Technical:** analyze patient chart and understand equipment use

**Research, Read and Write:** components of a patient care plan, strategies for rehabilitation, ideas for innovative response to patient needs

**Science:** understand the anatomy/physiology of injuries, processes of healing, regeneration, cell growth, etc.

**Math:** range of motion, graphing, geometry, algebra, statistics, calculating patient progress

**Once you are decided upon a course of action, you will** present your patient care plan to a therapist panel for evaluation.

## **Step Two: Project Description**

In today's therapeutic arena, therapists are faced with patients whose rehabilitation needs are varied and often unique. Therapists must adjust and adapt therapies to meet these individual and unique needs. When a therapist encounters a patient with a rehabilitation need that is unique, the therapist must understand the anatomy/physiology of the injury and develop a patient care plan that will assist the patient in regaining comparable function lost due to the injury. The therapist will use patient history, diagnoses, patient willingness, and knowledge of human biology along with creativeness and ingenuity to assist the patient in developing and meeting therapy goals.

How can rehabilitation and innovation help improve the quality of life for patients with injuries we see in the world today? After reading professional journals on patient care plans for patients return from war and participating in enabling learning activities intended to assist you in researching, conducting and analyzing, write a patient care plan in which you explain an medically appropriate response to a patient's needs who is returning from war. Support your discussion with evidence from your research and from conclusions you draw from participation in enabling learning activities.

The student will research the format requirements for patient charts and patient care plans in order to create a patient chart that details patient information that needs to be communicated with other health team members and a patient care plan that addresses therapy goals and plans for the patient. The student must understand the purpose of a patient chart and the importance of correct and detailed information required in the chart. The student will also create a patient care plan that documents patient goals, the means to meet those goals, and the progress of the given patient.

The student will need to research the type of injury he/she would like to address: stroke, traumatic brain injury (TBI), or injury that occurred as a result of military combat. The student will also research and decide on the therapy role/job he/she would like to play – physical, occupational, or speech/language pathology therapist. The student must thoroughly research and describe the injury and the anatomy and physiology damaged as a result of the injury. The student will need to research and describe the body systems most directly affected by the injury and the effect the damage has on functionality and quality of life for the patient. The student will develop a patient chart for his/her fictitious patient and his/her injuries. The student will then develop a unique and innovative rehabilitation plan for the patient that describes the goals and means of therapy for the patient. The expectation is that the student will not only research and present traditional therapeutic options but will also research and present a unique therapeutic and/or prosthetic design for the patient.

Finally, the students will present their patient care plan projects to a professional panel of therapists for evaluation and critique. The students will present projects in PowerPoint format and are limited to a 7 minute time frame in which to present their findings to the panel. Prior to the presentation, groups will submit their written patient care plans to the panel for review and question preparations. The panel will offer a professional critique of the plans and develop plus/deltas for student assessment.

# Connections Across Content Areas

<b>Reading</b>	<b>Math</b>	<b>Social Studies</b>	<b>Science</b>	<b>Other CTE</b>
<ul style="list-style-type: none"><li>• Research on patient chart formats, patient care plan formats, human biology, types of injuries, careers in therapy,</li></ul>	<ul style="list-style-type: none"><li>• Understanding range of motion and calculation of progress expected for a given injury</li></ul>	<ul style="list-style-type: none"><li>• Effect of Obamacare, insurance, etc. on therapeutic options for patients</li></ul>	<ul style="list-style-type: none"><li>• Human biology related to injuries from stroke, TBI, and war injuries, understanding of healing processes and effects of injuries on the individual systems and the body as a whole.</li></ul>	<ul style="list-style-type: none"><li>• Biomedical engineering</li></ul>

## Identifying State and Common Core Standards

### Identify CCSS Reading and Writing Standards:

#### Key Ideas and Details

\*\*\*[CCSS.ELA-Literacy.CCRA.R.1](#) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

\*\*\*[CCSS.ELA-Literacy.CCRA.R.2](#) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### Craft and Structure

\*\*\*[CCSS.ELA-Literacy.CCRA.R.4](#) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### Integration of Knowledge and Ideas

\*\*\*[CCSS.ELA-Literacy.CCRA.R.9](#) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity

\*\*\*[CCSS.ELA-Literacy.CCRA.R.10](#) Read and comprehend complex literary and informational texts independently and proficiently.

#### Text Types and Purposes<sup>1</sup>

\*\*\*[CCSS.ELA-Literacy.CCRA.W.2](#) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### Production and Distribution of Writing

\*\*\*[CCSS.ELA-Literacy.CCRA.W.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

\*\*\*[CCSS.ELA-Literacy.CCRA.W.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

\*\*\*[CCSS.ELA-Literacy.CCRA.W.6](#) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## **Research to Build and Present Knowledge**

\*\*\*[CCSS.ELA-Literacy.CCRA.W.7](#) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

\*\*\*[CCSS.ELA-Literacy.CCRA.W.8](#) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

\*\*\*[CCSS.ELA-Literacy.CCRA.W.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Range of Writing**

\*\*\*[CCSS.ELA-Literacy.CCRA.W.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Identification of Mathematical Skills and Content:**

[CCSS.Math.Practice.MP1](#) Make sense of problems and persevere in solving them.

[CCSS.Math.Practice.MP4](#) Model with mathematics.

[CCSS.Math.Practice.MP5](#) Use appropriate tools strategically.

Depending on the career choice of the students, they will engage different mathematical challenges in this project. Physical and Occupational Therapy will involve algebra, trigonometry, geometry, statistics, and calculus.

SLP will be heavy on statistics and basic algebra.

## **Workforce Readiness Standards:**

CRP4 – Communicate clearly, effectively and with reason.

CRP6 – Demonstrate creativity and innovation.

CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11 – Use technology to enhance productivity.

**NM WR Standards:**

- Demonstrate knowledge and skills in language arts required to pursue the full range of postsecondary education and career opportunities;
- Demonstrate use of the concepts, strategies and systems for obtaining and conveying ideas and information to enhance communication in the workplace;
- Evaluate and use information resources to accomplish specific occupational tasks;
- Use correct grammar, punctuation and terminology to write and edit documents;
- Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences;
- Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize and evaluate);
- Conduct technical research to gather information necessary for decision-making;
- Operate presentation applications to prepare and deliver presentations;