

A CLINICAL TOOL TO GUIDE SELF EVALUATION OF YOUR DEVELOPING ABILITIES ON A BASIC BOBATH COURSE**INTRODUCTION**

This self-evaluation is intended as a guide to help you evaluate your developing abilities as a therapist during this three-week Basic Course on the evaluation and treatment of adults with neurological conditions, according to the Bobath concept.

This document is designed for use world-wide by an international organisation. It is recognised that there are differences in the pre-registration training of therapists in different countries.

Implementation of the concept and areas of emphasis will also vary according to the clinical setting and the specific profession.

What forms the basis for the self-evaluation tool?

The self-evaluation tool is based upon the World Health Organisation's International Classification of Function (ICF) and upon the stages of the clinical process.

The structure of the ICF is given in addendum 1. It recognises:

1. The underlying status of body structure and function.
2. The level of activities and of participation in all environments within which the individual functions.
3. The influence of both environmental and personal contextual factors upon outcome.

The stages of the clinical process are:

1. Review of preliminary information from referral and other professional sources.
2. Interviewing the individual, family and caregivers.
3. Observation during activities.
4. Systematic evaluation of possible underlying impairments.
5. Data interpretation and statement of problems.
6. Formulation of goals and a treatment plan.
7. Intervention and implementation.
8. Evaluation of the effects of intervention.
9. Follow-up and discharge.

The clinical reasoning process is dependent upon an understanding of the underlying theoretical assumptions of motor control, motor learning and the Bobath concept.

Why use a self-evaluation tool?

- The use of a self-evaluation tool is to recognise key learning
- To identify and build on existing skills
- To monitor self progression
- To provide focus to identify your individual need
- To consolidate
- To aid reflection
- To implement specific change

1.

Review of preliminary information from referral and other professional sources. At the end of the basic course, the participant will be able to:	Achieved
1. Give a resume of the individual's relevant medical history (past and present).	
2. Identify any precautions and safety measures which may be required.	
3. Utilise this information to plan the subjective and objective evaluation processes.	

2.

Interviewing the individual, family and caregivers. At the end of the basic course, the participant will be able to:	Achieved
1. Demonstrate communication skills appropriate to the individual's level of understanding.	
2. Show respect and a caring approach in all communication.	
3. Ask relevant questions related to the medical history.	
4. Ask relevant questions related to problems experienced at the levels of participation, functional activities and impairments.	
5. Be able to pick up signs of possible perceptual, cognitive, emotional and behavioural problems.	
6. Identify relevant factors in the social history of the individual.	
7. Elicit the goals of the individual, the family and any caregivers.	
8. Utilise opportunities which arise for initial counselling and education.	
9. Utilise the information gained during interviews to plan the forthcoming objective evaluation.	

3.

Observation during activities. At the end of the basic course, the participants will be able to:	Achieved
1. Select an appropriate functional level at which to start the evaluation.	
2. Identify functional problems which the individual is experiencing in the current setting.	
3. Identify problems which the family or caregivers may be experiencing in the current setting.	
4. Differentiate between appropriate and inappropriate behavioural strategies (orientation, planning, selection, sequencing)	
5. Differentiate between normal and abnormal elements of movement and motor control in terms of: <ul style="list-style-type: none"> • Postural alignment and components of movement • Order and sequencing of movement • Recruitment and timing • Type of muscle work • Ability to initiate and sustain muscle contraction • Speed of movement • Effort used and force produced 	

<ul style="list-style-type: none"> • Fatigue and endurance • Predictive and pro-active control • Balance and protective reactions 	
6. When analysing gait (in addition to the above) differentiate between normal and abnormal temporal and spatial gait parameters.	
7. Differentiate between pathological and age-related alterations of movement.	
8. Be aware of the possible role played by perceptual, cognitive, emotional or behavioural factors.	
9. Recognise the existence of problems regarding feeding and communication.	
10. Demonstrate the ability to utilise manual contact and facilitation to order to optimise the individual's performance during evaluation.	
11. Identify critical areas for overall management.	
12. Utilise these observations in planning the further evaluation.	

4.

Systematic evaluation of possible underlying impairments.	Achieved
At the end of the basic course, the participant will be able to:	
1. Identify underlying impairments (both primary and secondary) which are contributing to limitation of activities, including: <ul style="list-style-type: none"> • Abnormalities of postural (muscle) tone – of both neural and non-neural origin (increased, decreased, fluctuating) • Pathological patterns and associated reactions • Motor control deficits • Muscle weakness • Contractures of muscle, myofascia or other soft-tissue structures • Joint deformities resulting in malalignment • Joint instability • Abnormal neural dynamics • Oedema and joint effusion • Deficits in motor planning • Sensory and perceptual disturbances • Cognitive, emotional and/or behavioural disturbances • Communication problems • Age-related changes 	
2. Recognise the role of pain and be able to identify possible causes.	
3. Discuss the interaction of proximal and distal impairments.	
4. Recognise potential secondary impairments.	
5. Identify signs of respiratory or cardiac distress.	
6. Identify alterations of skin continuity, colour, texture and temperature; peripheral pulses; tender areas and other changes which may be identified by visual inspection and palpation.	

5.

Data interpretation and statement of problems.	Achieved
At the end of the basic course, the participant will be able to:	
1. Identify the activity limitations of most immediate importance to the individual, family and/or caregivers.	
2. Relate the identified activity limitations to the underlying impairments.	
3. Write a clear and concise report covering the activity limitations, behavioural strategies utilised, components of movement and motor control, and other underlying impairments.	
4. Project how the observed limitations and impairments may affect the individual's participation in other settings (home, work and recreation).	
5. Determine the potential for improved performance, recognising the strengths (positive factors) of each individual.	
6. Identify appropriate outcome measures which will be used to obtain a baseline measurement and in assessing outcome.	
7. Explain the problem analysis to the individual concerned, the family and/or caregivers in terms which are appropriate to their level of understanding.	
8. Discuss (with peers) the influence of perceptual, cognitive, emotional and behavioural disturbances on the level of performance.	

6.

Formulation of a treatment plan.	Achieved
At the end of the basic course, the participant will be able to:	
1. Set patient-centred short- and long-term goals directed at relieving or preventing relevant impairments, facilitating activities and improving levels of participation.	
2. Take cognitive, emotional and behavioural factors, as well as individual learning and coping styles, into consideration when setting goals.	
3. Contribute to the planning of an overall management strategy, in consultation with other professionals, the individual, family, and caregivers.	
4. Determine whether treatment is indicated or not.	
5. Select treatment activities and techniques based upon the principles of motor learning, the identified short-term functional goals and the underlying impairments.	
6. Discuss and motivate choices in treatment activities and techniques as well as in the manner of instruction, guidance and feedback.	
7. Select any appropriate adjuncts to treatment (environmental adaptations, seating, splinting and/or other aids).	
8. Determine the initial frequency of treatment.	
9. Determine if referral to other professionals is required.	
10. Plan for the implementation of repeated outcome measures.	

7.

Intervention and implementation. At the end of the basic course, the participant will be able to:	Achieved
1. Formulate patient-centred immediate goals for each treatment session.	
2. Demonstrate proficiency in treatment activities and techniques focussed on underlying impairments, including: <ul style="list-style-type: none"> • Improvement of postural tone and control • Improvement of joint range and soft-tissue mobility • Activation of muscles • Control of selective patterns of movement • Facilitation of motor control parameters • Normalisation of sensation 	
3. Demonstrate proficiency in treatment activities and techniques focussed on improving functional activities, including: <ul style="list-style-type: none"> • Facilitation of motor learning • Facilitation of predictive postural adjustments for movement • Facilitation of normal selective movement patterns of the trunk and limbs • Incorporation of everyday objects as part of the process of motor learning • Facilitation of task-directed activities • Structuring of the environment as necessary • Facilitation of protective reactions 	
4. Correctly apply and utilise in both treatment and day-to-day activities such adjuncts as may be appropriate (seating, splinting, mobility aids).	
5. Adjust the task and environment in relation to cognitive, emotional and behavioural needs.	
6. Design an appropriate ward/home programme and teach this effectively to the individual, family and caregivers.	
7. Provide on-going counselling to the individual, family and caregivers.	
8. Conduct on-going evaluation of the individual's response to treatment, as well as of the overall management strategy.	

8.

Evaluation of the effects of treatment. At the end of the basic course, the participant will be able to:	Achieved
1. Evaluate outcome in relation to the immediate and short-term goals, and adapt treatment accordingly.	
2. Schedule and apply the selected outcome measures as appropriate.	
3. Re-formulate short-term and long-term goals in accordance with the individual's progress.	
4. Report appropriately on the outcome of treatment to the individual, family, caregivers, as well as to other professionals.	
5. Discuss changes in the overall management strategy at an appropriate level with all interested parties.	

6. Evaluate the effect of adjuncts to treatment and make recommendations for any appropriate changes.	
---	--

9.

Follow-up and discharge. At the end of the basic course, the participant will be able to:	Achieved
1. Determine when the frequency of treatment should be decreased.	
2. Prescribe a home-programme appropriate to the needs of the individual and in accordance with the progress made.	
3. Make suggestions regarding adaptations at home and at work, as needed.	
4. Make suggestions regarding meaningful recreational activities.	
5. Counsel the individual, family and caregivers on ultimate goals and potential.	
6. Determine when referral to other professionals is indicated, and provide an appropriate written report.	
7. Determine the need for future reassessment or outcome measurement.	
8. Make arrangements for follow-up, as needed.	
9. Determine when therapy is no longer indicated, and counsel the individual, family and/or caregivers accordingly.	
10. Write a final discharge report.	

WEEK 1

Item	Course learning outcome	Specific learning opportunity	Action	Outcome achieved
1				
2				
3				
4				
5				
6				
7				
8				
9				

WEEK 2

Item	Course learning outcome	Specific learning opportunity	Action	Outcome achieved
1				
2				
3				
4				
5				
6				
7				
8				
9				

PROJECT

Item	Course learning outcome	Specific learning opportunity	Action	Outcome achieved
1				
2				
3				
4				
5				
6				
7				
8				
9				

WEEK 3

Item	Course learning outcome	Specific learning opportunity	Action	Outcome achieved
1				
2				
3				
4				
5				
6				
7				
8				
9				