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Individual Rate	Single Registration	\$650
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Course # **Course Title**

Webinar Date

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SELF STUDY #9104 Physical Therapy Medical Screening For Differential Diagnosis CERTIFICATION

Instructors of Core Content:

Dawn T. Gulick, PhD, PT, ATC, CSCS
Eric Wilson, PT, DSc, OCS, SCS, CSCS
Marsha Rutland, PT, Sc.D., MEd, OCS
Kristin Lefebvre, PT, PhD, CCS

Time: 30 hours of recorded videos.
CEU's Certificates upon completion of each course.
Certification Awarded upon Program Completion.



SUMMARY: This 30-hour comprehensive certification program allows the physical therapists to prepare for direct access referrals without a physician's order through a series of topics offers in a self-study video recording format. The instructional focus is on developing advanced clinical reasoning skills to safely evaluate a client's appropriateness for physical therapy. The course will build on concepts gleaned from clinical practice.

Participants will learn to identify conditions that mimic musculoskeletal dysfunction. Medical screening procedures that are useful to physical therapists to identify non-musculoskeletal pathology will be discussed. In addition, laboratory and diagnostic procedures commonly used in the medical diagnosis of non-musculoskeletal disease will be incorporated.

Course content includes required and selected topics. (Intermediate and advanced level)

Required

- 10 hours:** #7110 Medical Screening for Physical Therapy...information for direct access practice
2 hours: #7111 Medical Screening, Research and Pathology
3 hours: #7135 Understanding Diagnostic Imaging Results for Better Rehabilitation Practices
3 hours: #7165 Managing the Medically Complex Rehabilitation Patient Using Lab Values Interpretation Disorders

Select four

- 3 hours:** #7105 Lower Extremity Examination Tests
3 hours: #7104 Evidence-based Upper Extremity Orthopedic Examination Tests
3 hours: #7244 Vestibular Differential Diagnosis: Central vs. Peripheral Etiology of Vertigo
3 hours: #7266 Physical Therapy Neurological Examination for an Ankle Foot Orthosis
3 hours: #7350 Early Intervention Pediatrics Selecting and Interpreting Standardized Tests
3 hours: #7351 Standardized Tests in Young School-Aged Children

FORMAT: This is a 30-hour course equivalent to 30 or 3.0 CEUs offered as a self-study course. Each course includes the presentation time, plus 30 minutes pre-reading and review of materials and 30 minutes of test review, answer submission and course evaluation. Tests are multiple choice open book requiring a score of 70%. Learners may retake the test until obtaining a passing score. Certificate of completion will be issued for each course. A Final Program Certificate of Complete upon 30 hours of training accomplished will be issued for **Certification in Medical Screening for Rehabilitation (CMSR). Course is available for 2 years from purchase date.**

PT CEU's: Motivations Inc is an approved provider of Physical Therapy continuing education by these professional bodies: Texas Chapter of the American Physical Therapy Association, ILDPR- Illinois Department of Professional Regulation Approved PT CE Sponsor, NY- New York State Education Department, Office of the Professions. Physical Therapy Board of California. Many state boards recognize these for pre-approval purposes.

FACULTY

#7110/7104/7105 - Dawn T. Gulick, PhD, PT, ATC, CSCS, is a Professor of Physical Therapy at Widener University in Chester Pennsylvania. She has more than 25 years of teaching experience. Her areas of expertise are orthopedics, sports medicine, modalities, and medical screening. As a clinician, she has owned a private orthopedic/sports medicine practice and provided athletic training services from the middle school to elite Olympic level. As a member of the Olympic Sports Medicine Society, Dr. Gulick has provided medical coverage at numerous national and international events. As a scholar, Dr. Gulick is the author of four books (Ortho Notes, Screening Notes, Sport Notes, and Mobilization Notes), four book chapters, and > 50 peer-reviewed publications in > 23 different journals. She developed a mobile app, iOrtho+ and is the inventor of an orthopedic device called the Mobil-Aider. Dr. Gulick earned a Bachelor of Science in Athletic Training from Lock Haven University, a Master of Physical Therapy from Emory University, and a Doctorate of Philosophy in Exercise Physiology from Temple University.

#7111 - Eric Wilson, PT, DSc, OCS, SCS, CSCS received his Masters of Science in Physical Therapy from the Medical College of Virginia, his Doctor of Science in Orthopedic Physical Therapy from Rocky Mountain University of Health Professions, His research on the reliability of performing palpatory assessments for somatic dysfunction at the lumbar spine was awarded the 2008 Dick Erhard Research Award for Outstanding Platform Presentation by the American Academy of Orthopedic Manual Physical Therapists. Dr. Wilson is the only USAF physical therapist to graduate from the Flight Surgeon and Dive Medical Officer courses. He was a member of the Specialization Academy of Content Experts, where he wrote questions for the national sports physical therapy certification board.

#7135 - Marsha Rutland, PT, Sc.D., MEd, OCS, COMT, C-DN, CSCS is a professor of Physical Therapy at Hardin-Simmons University DPT program. She received her BS in Physical Therapy from the University of Texas Health Science Center at Dallas (1979), Master of Education degree from Hardin-Simmons in Sports & Recreation Management (2002) and an Sc.D. in Physical Therapy with emphasis in Orthopedics from Texas Tech University (2008). She is certified as an Orthopedic Clinical Specialist (OCS) through the APTA (2003) and recertified in 2013 and has her certification as an orthopedic manual therapist (COMT) for extremities through IAOM (2007). Additionally, she is a Certified Strength and Conditioning Specialist (2003). Dr. Rutland is also a Certified Dry Needler through the IAOM. Dr. Rutland's 40 years of clinical experience is in a variety of settings, with mainly outpatient orthopedics x last 20+ years. She was a Clinical Instructor for 20 years and was recognized in 2002 by the Texas Consort



#7165 - Kristin Lefebvre, PT, PhD, CCS is a physical therapist with ABPTS board certification in cardiovascular and pulmonary physical therapy. Currently, she is a professor of Physical Therapy at Concordia St Paul in St Paul MN where she has worked since 2018. She was a professor in Widener University's Institute for Physical Therapy Education in Chester, PA from 2005-2018. Her experience is in high acuity inpatient physical therapy at level 1 trauma centers including the University of Pennsylvania Hospital in Philadelphia, PA. She has served as the Nominating Committee Chair and Secretary for the Cardiovascular and Pulmonary section over the last 10 years. Dr. Lefebvre completed her Master's in Physical Therapy at the University of Delaware in 2000 and a PhD in Health Policy in May 2008 at the University of the Sciences in Philadelphia. Her doctoral thesis examined racial differences in level of amputation among minorities with vascular disease. Her research interests include evaluation of health disparities in primary care practice with particular interest in the cardiovascular and pulmonary patient, the provision of preventative care among patients with cardiovascular diseases, use of outcome measures in cardiovascular and pulmonary physical therapy and curricular and educational design and evaluation of interprofessional high fidelity simulation experiences.

#7266 - Jennifaye V. Brown, PT, PhD, NCS has a MS in Physical Therapy (University of Miami-Florida) and a PhD in Exercise Science (University of South Carolina). Jennifaye has over 30 years of clinical experience focused in neurorehabilitation, which includes acute care, acute and subacute rehab, outpatient, day rehab, and home health. She became board certified as a clinical specialist in neurology by the American Board of Physical Therapy Specialties (ABPTS) of the American Physical Therapy Association (APTA) in 1995 and recertified in 2004 & 2014. The ABPTS appointed Jennifaye to the Specialization Academy of Content Experts to serve a two-year term that included writing and editing items for the neurology specialist certification examination. Jennifaye's special interests and extensive clinical background include gait analysis and training, splinting/casting of the lower extremity with neurologic impairment, and neuro-developmental treatment (NDT). Her current research agenda focuses on designing and fabricating 3D-printed ankle foot orthoses to improve gait.

#7350/7351 - Robin L. Dole, PT, DPT, EdD, PCS is Director and Associate Dean at the rank of Associate Professor in the Institute for Physical Therapy Education at Widener University in Chester, PA. She is also owner of Physical Therapy Consultation and Services in NJ. She maintains a clinical practice as a contract physical therapist providing early intervention and school-based services. She also provides supervision to the Chester Community Physical Therapy Clinic, a student-led and student-run pro-bono clinic. Dr. Dole's expertise in school based therapy interventions, IEP participation, and strategies for standardized testing in pediatrics has provided opportunities to present continuing education programs throughout the country. She has authored and co-authored publications in peer-reviewed journals and book chapters, and presented at APTA conferences. She is the co-author of PedsRehab Notes, an evaluation and intervention pocket guide from FADavis.

#7244 - Patrick A. Tino, PT, DPT has been delivering physical therapy services to thousands of patients over his 26 years of practice. Pat has acquired invaluable experience working in many settings ranging from acute care, to outpatient, home health, skilled nursing, and traveling assignments and even six years in academia as an assistant professor. Pat currently works at a large urban metropolitan hospital with a level 1 trauma certification that is affiliated with a local medical school. He serves as the lead physical therapist on the hospital wide vestibular task-force which assists the medical team in evaluating and treating patients throughout the 1,000 + bed acute care medical facility. Additionally, Pat continues to see and follow patients with vestibular deficits in the outpatient and home health settings. He earned his competency certificate in vestibular rehabilitation at Susan Herdman's course at Emory University in 2001.

COURSE CONTENT DESCRIPTIONS

#7110 Medical Screening for Physical Therapy...information for direct access practice

The instructional focus is on developing advanced clinical reasoning skills related to determining a client's appropriate-ness for therapy. Medical screening procedures, laboratory, and diagnostic procedures to identify non-musculoskeletal pathology/disease will be reviewed. The course format will include lecture, videos, and case examples; and a post-course (online) multiple choice examination. The clinician will learn the skills and techniques used in a physical examination with the intent to screen for diseases that fall outside the scope of practice. The clinician will be able to identify the need for referral to another health care practitioner based on the existence of "red flags" and the clustering on signs and symptoms. (Intermediate level)

OBJECTIVES: Upon completion of this course, the participant will be able to:

1. Identify at least 2 screening examination procedures per system to identify pathologies that fall outside the scope of the practice.
2. Given a cluster of signs & symptoms, evaluate the examination findings and identify when to make appropriate referrals to other healthcare providers.
3. Apply evaluation results and make appropriate recommendations for further medical testing and diagnostics within the scope of practice.
4. Identify at least 5 medical "red flags" which would contra-indicate intervention and/or require a medical referral across a variety of patient scenarios.
5. Appraise data gained from a history and diagnostic tests/procedures, and weigh the data in the context of the results of the physical examination to develop a realistic differential diagnosis with the scope of practice.
6. Apply relevant research to the field practice
7. Apply the skills of differential diagnosis across all age groups and in consideration of individual differences amongst patients.
8. Discuss the signs, symptoms, and examination findings that differentiate common musculoskeletal, neuromuscular, cardiopulmonary, gastrointestinal, and other disease states that a therapist may encounter.
9. Participants will learn the referred pain patterns originating from at least 6 visceral organs.
10. Describe medical "red flags" that may require urgent medical consultation or emergency attention.



Schedule	Timed Agenda Course Contents:
PART 1 2.5 Hours	Introduction - Course sequence/Red flags – definitions & examples. Alerts & Alarms: Medical history & screening questionnaires/Domestic violence & abuse/RED FLAGS Vital signs/Warning signs of cancer/Pain / Referral patterns/Visceral palpation (videos)/Systemic pathology
PART 2 2.5 Hours	Pediatrics & Adolescence: Overview of vitals, growth, & development/Childhood disease/Musculoskeletal Neuromuscular/Cardiovascular & pulmonary/Integumentary/Gastrointestinal/Endocrine, hepatic & gall bladder/Urogenital/Depression & eating disorders/Cancers
PART 3 2.5 Hours	Adult: Musculoskeletal/Neuromuscular/Cardiovascular/Gender differences/AAA/Pulmonary/Integumentary/Gastrointestinal/Endocrine/hepatic & gall bladder/Urogenital/ Cancer & metastasis
PART 4 2.5 Hours	Geriatrics: Physiological changes & influence of medications/Assessment of falls/Musculoskeletal/Neuromuscular/Cardiovascular Pulmonary/Integumentary/Endocrine, hepatic & gall bladder/Urogenital/Cancer & metastasis

#7111 Medical Screening with a focus on Research and Pathology

In this Webinar, Dr. Eric Wilson provides his overview of medical screening and modalities. The information concentrates on a focus of research and pathology concerns and conditions as it relates to the fields of physical therapy. (Intermediate Level)

OBJECTIVES: Upon completion of this course the participant will be able to:

1. Review medical screening concepts and determinations that relate to the practice
2. Identify research focuses that assist with differential diagnosis
3. Comprehend pathology considerations as it applies to medical screening

AGENDA:

30 minutes: Medical Screening Classification and Modalities

45 minutes: Research relevance and application

45 minutes: Pathology Considerations

#7135 Understanding Diagnostic Imaging Results for Better Rehabilitation Practices

Clinicians are exposed to diagnostic imaging in multiple settings. Therapists in some states are responsible for ordering and understanding diagnostic images, and thus they need to understand differences in diagnostic imaging. In addition, those clinicians who are evaluating patients and discussing their diagnostic findings, must have a knowledge of abnormal conditions. Participants can use this webinar to be better equipped to understand diagnostic images and specific diagnostic signs to help guide their treatment. This course focuses on specific abnormalities and signs seen in various imaging for back conditions (Ankylosing spondylitis, DISH, disc injuries, Spondylolisthesis), Rotator cuff injuries, knee and ankle injuries. Imaging reviewed includes radiographs, MRI, Diagnostic imaging, and CT scans as they relate to various conditions seen by clinicians. Participants will be better equipped to provide the best evidence supported treatment when combined with the knowledge of diagnostic images.

OBJECTIVES: Upon completion of this course the participant will be able to:

1. Recognize at least 6 abnormalities on radiographs.
2. Discriminate between Ankylosing Spondylitis and DISH, spondylolisthesis, spondylosis and spondylolysis, and other back conditions (Disc conditions)
3. Describe 2-3 signs on diagnostic images for conditions such as meniscus tear, rotator cuff tear, Scheuermann's disease, DDD
4. Relate levels of scapular fracture
5. Distinguish pathological fractures of humerus
6. Describe differences between anterior and posterior dislocations of the shoulder and hip as seen on radiographs
7. Recognize at least 3 signs on radiographs for ankle injuries (coalition, effusion, fractures)
8. Describe at least 3 types of abnormalities of the knee on MRI (discoid, meniscal tear, meniscal root tear, ACL tear, PCL tear)
9. Verbalize at least 3 structures seen with diagnostic ultrasound (DUS) and locate abnormalities (rotator cuff, Achilles tendon, lateral epicondylitis)
10. Relate various imaging choices (radiographs, DUS, MRI, CT scan) to case scenarios

AGENDA:

30 minutes: Introduction/ Pre-test and Radiographs and lumbar conditions

25 minutes: Radiographs with extremity conditions

25 minutes: MRI and diagnostic conditions

25 minutes: DUS/CT and diagnostic conditions

#7165 Managing the Medically Complex Rehabilitation Patient Using Lab Values Interpretation

This course will provide a detailed look at lab values and their application to management of the medically complex patients in relationship to physical, occupational and speech therapy. Attendees will be educated in how to access lab values resources. Discussion on the overview of the implications of lab values to differential diagnosis and the practice of PT, OT and speech therapy will occur. Discussion of concerns related to acute and chronic lab values changes and their implications will be discussed. At the end of the session, the practitioner should be able to determine the difference between arterial and venous blood draws and how to interpret the data provided by these blood draws. Arterial blood gasses will be reviewed to discuss their clinical meaning and their implications when interacting with a ventilated patient or a patient with respiratory insufficiency. In addition, covering of cellular lab values will include a review of normal and reasons for abnormal values related to platelets, RBC, WBC.

This will also include a review of the literature on safety with regard to exercise guidelines and their effect on our clinical decision making. This course will also include an overview of electrolytes and their implications to the PT, OT or speech therapy practitioner. Mg⁺, H⁺, HCO₃⁻, K⁺, Na⁺ will be covered and discussion will include information on the significance of hyperkalemia, hypokalemia, hypernatremia, hyponatremia and Ph in detail. Finally, lab value information and decision making related to the therapeutic medications used to treat DVT will be reviewed and discussed as they related to our clinical decision making.

OBJECTIVES: Objectives: Upon completion of this course, the participant will be able to

- 1) The participant will be able to correctly identify four different cellular components, electrolytes and enzymes that can be found in the blood and relate them to their associated pathologies based on information that can be found in the Goodman and Boissonault Text, "Pathophysiology: Implications for Physical Therapists".
- 2) The participant will be able to correctly identify three different normal medical ranges for cellular, electrolyte and enzyme lab values based on the Acute Care Lab Values Reference resource published by the Acute Care section of the APTA 2013.
- 3) Given a patient case, the participant will be able to identify appropriate exercise modes, durations and intensities for a given patient population based on the Acute Care Lab Values Reference resource published by the Acute Care section of the APTA 2013.
- 4) Given a patient case, the participant will be able to accurately determine if a patient's lab value reading would make it unsafe for PT intervention to occur. based on the Acute Care Lab Values Reference resource published by the APTA Acute Care section.
- 5) The participant will be able to identify lab values that are particularly pertinent to the medically complex patient, including correct identification of reference ranges for CO₂, HCO₃ and Ph with regards to metabolic/respiratory acidosis/alkalosis based on information that can be found in the Goodman and Boissonault Text, "Pathophysiology: Implications for PT".

Agenda

- 15 mins - Review of the role of lab values
- 15 mins What is the difference between arterial and venous blood draws
- 15 mins Cellular lab values: Platelets, RBC, WBC/ Electrolytes/ Mg⁺, H⁺, HCO₃⁻, K⁺, Na⁺
- 15 mins INR, PTT, PT, cardiac enzymes, BNP
- 15 mins Typical medical panels and what they tell us
- 15 mins CBC, BMP, liver panel/ Exercise and lab values
- 15 mins Implications of lab values to the medically complex patient - Case Studies
- 15 mins Questions

#7104 Evidence-based Upper Extremity Orthopedic Examination

This is an evidence-based approach to examination techniques used to evaluate the upper extremity. Sensitivity, specificity, likelihood ratios, & clustering of tests will be presented to help the clinician prioritize & evaluate the use of various testing procedures

OBJECTIVES: Upon completion of this course the participant will be able to:

1. Demonstrate performance of efficient screening examination procedures in order to identify pathologies that fall outside the scope of the physical therapy.
2. Evaluate examination findings and identify when to make appropriate referrals to other healthcare providers.
3. Identify medical "red flags" from a physical therapy examination which would contraindicate physical therapy intervention and/or require a medical referral across a variety of patient scenarios.
4. Describe medical "red flags" that may require urgent medical consultation or emergency attention.
5. Appraise data gained from a history and diagnostic tests/procedures, and weight the data in the context of the results of the physical therapy examination to develop a realistic differential diagnosis with the scope of physical therapy practice.
6. Integrate clinical decision-making skills, clinical reasoning, reflection and the individual needs of the patient/client when making clinical recommendations.

7. Apply the skills of differential diagnosis across all age groups in order to provide quality first-contact care through direct access.
8. Discuss the signs, symptoms, and examination findings that differentiate common musculoskeletal, neuromuscular, cardiopulmonary, gastrointestinal, and other disease states that a physical therapist may encounter.
9. Integrate critical analysis of current research & professional literature in the selection of special tests for diagnosis of upper extremity pathology.
10. Describe the statistical rationale for clinical decision making, i.e. sensitivity, specificity, positive & negative likelihood ratios of special tests to determine the most value tests to make a diagnosis & those that are better suited for ruling out a diagnosis (screening).

AGENDA:

10 mins	Introduction and Statistical importance
40 mins	Shoulder tests
20 mins	Elbow tests
30 mins	Wrist & hand tests
20 mins	Questions, comments, & discussion

#7105 Lower Extremity Examination Tests

This is an evidence-based approach to examination techniques used to evaluate the lower extremity. Sensitivity, specificity, likelihood ratios, & clustering of tests will be presented to help the clinician prioritize & evaluate the use of various testing procedures. Case studies will be use to relate the information to the practice of therapy

OBJECTIVES: Upon completion of this course the participant will be able to:

1. Understand the importance of medical screening for visceral pathology that may be beyond the scope of practice, i.e. referral patterns & special tests for visceral pathology
2. Integrate critical analysis of current research & professional literature in the selection of special tests for diagnosis of lower extremity pathology.
3. Understand the statistical rationale for clinical decision making, i.e. sensitivity, specificity, positive & negative likelihood ratios of special tests to determine the most value tests to make a diagnosis & those that are better suited for ruling out a diagnosis (screening).
4. Describe the clustering of tests to enhance the likelihood of an accurate diagnosis
5. Discriminate between the use of tests for screening vs. tests to incriminate a specific tissue, particularly in the cases where special tests may incriminate several different tissues.
6. Integrate the use toolbox questionnaires to quantifying a client's level of pain & function.

5 mins	Introduction
5 mins	Statistical importance in clinical practice
40 mins	Hip – medical screening, toolbox tests, special tests
40 mins	Knee- toolbox tests, special tests
20 mins	Ankle & foot – toolbox tests, agility, special tests
10 mins	Case examples, questions, comments, & discussion

#7244 Vestibular Differential Diagnosis: Central vs. Peripheral Etiology of Vertigo

The purpose of this course is to review and understand how to determine if the etiology of your patient's vertigo may be arising from the CNS or the PNS. Using fundamental information of neuroanatomy and neurophysiology, physical therapy practitioners will be instructed how to identify telltale signs and symptoms and then categorize them into either central or peripheral vestibular diagnostic classification systems. This presentation will utilize anatomic illustrations, videos, and case-scenarios to demonstrate and summarize the clinical utility and immediate application of the material. Intermediate Level

OBJECTIVES: Upon completion of this course the participant will be able to:

- 1) Correctly identify areas within the CNS & PNS that have projections to the vestibular system
- 2) Relate pertinent information from the subjective interviewing process to help guide your examination and evaluation.
- 3) Select relevant and specific tests and measures that toggles between CNS and PNS pathology furthering classifying and categorizing findings into a CNS or PNS etiology
- 4) Using sound clinical-decision making skills inside the parameters of the APTA's clinical practice guidelines (CPG's) for peripheral vestibular hypofunction and American Medical Association (AMA) to help determine the etiology of central vs. peripheral vertigo.

10	Background & Review Learner Outcomes
30	CNS and PNS anatomy review

20	Patient-interviewing strategy
20	Therapist-driven tests & measures
20	Telltale Signs & Symptoms
20	Case Scenarios
20	Q & A, Summary Wrap-up

#7266 Physical Therapy Examination for an Ankle Foot Orthosis

There is a paucity of research that justifying the practice and evidence of the physical therapist's role in recommending an ankle foot orthosis (AFO). The comprehensive examination should be patient-centered and collaborative in nature with the orthotist, but is often absent in rehabilitation practice. This course will review components of a physical therapy AFO examination as presented in the literature and provide evidence of what should be included, deleted or modified based patient impairments, social determinants of health and the presenter's experiences in AFO fabrication.

OBJECTIVES: Upon completion of this course, the participant will be able to:

1. Independently formulate the components comprising a patient-focused examination for an AFO based on research evidence presented
2. Accurately interpret the findings of objective measures used to assess impairments qualifying the need for an AFO
3. Evaluate the results of the subjective and objective examination portions (including outcome measures) to recommend an AFO based on a case study

AGENDA:

05 mins	Review of Learner Outcomes & Course Background
20 minutes	Patient-Centered Care & the Social Determinants of Health
60 mins	AFO Examination Components
30 mins	Critical Appraisal of Subjective Information & Outcome Measurements
05 mins	Summary, Q & A

#7350 Early Intervention Pediatrics Selecting and Interpreting Standardized Tests

This webinar is designed for therapists working with children from birth to school-age. The instructor will review how to select and interpret appropriate standardized assessments for the purposes of diagnosis/eligibility and determination of change in response to intervention. Special attention will be given to incorporating tests and measures that will highlight body systems and functions, activities, and participation for this age range.

OBJECTIVES: Upon completion of this course the participant will be able to:

1. Relate principles of early intervention, family-centered care and the International Classification of Functioning (ICF) to the selection and interpretation of standardized measures in pediatrics.
2. Select appropriate tests and measures to gather data on body systems/functions, activity, and or participation for children from birth to school-age.
3. Analyze and interpret the results of standardized measures within the context of the statistical properties of the test and the reason/purpose for testing – diagnosis/eligibility vs. measurement of change.

0:00-0:15	Review course objectives, ICF model, and basic principles of early intervention
0:16-0:45	Selecting tests and measures for diagnosis/eligibility vs. measuring change over time
0:45-1:15	Selecting tests and measures to address body systems/functions, activity, and participation
1:15-1:45	Interpreting standardized tests – Stats 101 for the pediatric therapist!
1:45-2:00	Clinical case example – putting interpretation into context!

#7351 Standardized Tests in Young School-Aged Children

SUMMARY: This webinar is designed for therapists working with children from kindergarten through elementary school. The instructor will review how to select and interpret appropriate standardized assessments for the purposes of diagnosis/eligibility and determination of change in response to intervention. Special attention will be given to incorporating tests and measures that will highlight body systems and functions, activities, and participation for their age.

For course times dates and registration, please visit: www.motivationsceu.com

OBJECTIVES: Upon completion of this course the participant will be able to:

1. Relate principles of school-based intervention and the International Classification of Functioning (ICF) to the selection and interpretation of standardized measures in pediatrics.
2. Select appropriate tests and measures to gather data on body systems/functions, activity, and or participation for school-aged children.
3. Analyze and interpret the results of standardized measures within the context of the statistical properties of the test and the reason/purpose for testing – diagnosis/eligibility vs. measurement of change.

30 mins – review course objectives, ICF model, and principles of school vs. medical models of intervention

30 mins – selecting tests and measures for diagnosis/eligibility vs. measuring change over time

30 mins – selecting tests and measures to address body systems/functions, activity, and participation

30 mins – interpreting standardized tests – Stats 101 for the pediatric therapist!

30 mins – clinical case example – putting interpretation into context!