



Hands On Skill Development

Sit to Stand

This lesson plan is designed to be a continuation of the lesson plan critical thinking sit to stand and to supplement your lab on facilitation of normal movement and function.

Learning Objectives

By the end of this activity, the successful student will:

1. Formulate appropriate short and long term goals related to sit to stand.
2. Formulate specific, goal directed treatment interventions for the task.
3. Integrate the concepts of task specific training and impairment directed interventions.
4. Determine whether the chosen intervention targets mobility, stability, controlled mobility, or skill.
5. Provide a solid rationale for the chosen treatment intervention.
6. Determine appropriate progression and regression of chosen interventions.

This activity supports the requirements for:

- *The Accreditation Council for Occupational Therapy (ACOTE) standards (2018):*
 - *OT: B.4.10., B.4.22*
 - *OTA: B.4.10., B.4.22.*
- *The Commission on Education for Physical Therapy Education (CAPTE) standards:*
 - *PT: 7D19, 7D20, 7D23, 7D24, 7D27, 7D39, 7D32*
 - *PTA: 7D9, 7D16, 7D17, 7D19, 7D32, 7D24, 7D25*

Hands On Skill Development: Sit to Stand

Watch

Assign the following videos for students to watch:

- **Sit to Stand: Observation of Normal Movement**
- **Early Gait Training: Difficulties with Sit to Stand and Stand to Sit**

Review

Prior to this activity, review generating an impairment list with your students.

Experiential Learning in Lab

1. Divide students into groups, and have each group determine a list of impairments that are contributing to decreased ability to move from sit to stand. Be specific so students have a clear picture of the patient.
2. Direct each group of students to determine one short term and one long term goal related to sit to stand for this patient. Giving students a predetermined length of stay will assist at this stage of learning.
3. Breaking into small groups, challenge students to come up with several different treatment interventions to address the sit to stand activity. One idea is to assign each small group a different patient position to encourage creativity and to avoid all groups doing similar things.
 - a. Challenge the students to work at the patient's highest functional level and attempt to address more than one impairment at a time.
 - b. Students may benefit from being cued to verbalize the task they've chosen and the set up.
 - c. It is helpful to provide those acting as the patient with a list of impairments and a functional level for them to role play.
4. Have the students practice their treatment ideas, give feedback to one another, and utilize feedback from lab instructors to improve their performance.
5. Have students verbalize to a peer why they chose their treatment intervention using professional language.
6. Challenge students to come up with treatment progression and regression based on feedback from lab instructors and peers.
7. A more detailed treatment plan can be submitted after lab to reinforce the need for comprehensive treatment planning in this population

Watch More

Suggested additional videos:

- **Facilitating sit to stand** (Fran)
- **Mobility: Ambulation in acute care** (Ben)