

**The University of Texas at El Paso  
College of Health Sciences  
Doctor of Physical Therapy Program**

**PT 6414**

**Neuromuscular Rehabilitation II**

**Spring 2025**

**COURSE SYLLABUS**

**Credit Hours:**

**Contact Hours:**

**Total: 120 hrs**

Lecture: 30 hrs; Lab: 90 hrs; Clinic: 0 hrs

**Schedule:**

Tuesday	10:00 am – 12:00 pm
Tuesday	1:00 pm - 4:00 pm
Thursday	1:00 pm – 4:00 pm

**Coordinator/Instructor(s):**

Faculty: *Lily Jimenez, PT, DPT, NCS*  
Office location: *Mesa Building, Room 115Q*  
Phone #: *(915) 599-7306*  
E-mail: *ljimenez8@utep.edu*  
Office hours: *By appointment.*

Faculty: *Kathy Reyes, PT, DPT*  
Office location: *Mesa Building, Room 115\_\_\_*  
Phone #: *(915) 491-2033*  
E-mail: [kmreyes6@miners.utep.edu](mailto:kmreyes6@miners.utep.edu)  
Office hours: *By appointment only*

Faculty: *Michelle Gutierrez, PT, DSc*  
Office location: *Mesa Building, Room 115U*  
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<https://calendly.com/drgutierrez>

**Course Description:** Building on knowledge acquired in Neuromuscular Rehabilitation I, this course develops clinical approaches to the long-term management of pathology and trauma in neurologic patients. Using differential diagnosis, students develop the ability to identify neurologic disorders in real and simulated patients, with the goal of implementing an effective plan of care. Emphasis will be on clinical application.

**Course Prerequisites for DPT Students:** The UTEP DPT Program curriculum is a lock-step curriculum. Therefore, students must pass all courses in the prior semester of the DPT Program

in order to enroll in courses in the subsequent semester. Faculty may consider exceptions for PT 6116 PT Capstone Project I and PT 6117 PT Capstone Project II.

**Course Objectives:**

1. Demonstrate effective clinical reasoning for the management of patients/clients\* with common neurologic conditions by applying key course concepts (including vestibular disorders, spinal cord injuries, Parkinson's Disease, Alzheimer's disease, multiple sclerosis, amyotrophic lateral sclerosis, Guillain-Barre). (7A Neuroscience, 7B Clinical Reasoning, 7C Nervous System; 7D11) [Application]
2. Determine when patients/clients with common neurologic conditions need further examination or consultation by a physical therapist or a referral to another health care professional. (7D16) [Analysis]
3. Obtain a history and relevant information from patients/clients with a common neurologic condition and from other sources including medical records. (7D17) [Synthesis]
4. Perform a systems review with patients/clients with common neurologic conditions. (7D18) [Application]
5. Select and competently administer appropriate tests and measures with simulated patients/clients with common neurologic conditions, including the following tests and measures: [Application]
  - Aerobic Capacity/Endurance (7D19a)
  - Assistive Technology (7D19c)
  - Balance (7D19d)
  - Circulation (Arterial, Venous, Lymphatic (7D19e)
  - Self-Care and Civic, Community, Domestic, Education, Social and Work Life (7D19f)
  - Cranial and Peripheral Nerve Integrity (7D19g)
  - Environmental Factors (7D19h)
  - Gait (7D19i)
  - Integumentary Integrity (7D19j)
  - Joint Integrity and Mobility (7D19k)
  - Mental Functions (7D19l)
  - Mobility (including locomotion) (7D19m)
  - Motor function (7D19n)
  - Muscle Performance (7D19o)
  - Neuromotor Development and Sensory Processing (7D19p)
  - Pain (7D19q)
  - Posture (7D19r)
  - Range of motion (7D19s)
  - Reflex Integrity (7D19t)
  - Sensory Integrity (7D19u)
6. Evaluate data from the examination of clients/patients with common neurologic conditions to make clinical judgements (7D20) [Evaluation]
7. Determine goals and expected outcomes for patients/clients with common neurologic conditions that are realistic given the available resources and specify expected length of time to achieve them. (7D23) [Analysis]
8. Establish a safe and effective plan of care for patients/clients with common neurologic conditions in collaboration with the patients, family, and other health professionals. (7D24) [Application]

9. Determine those components of the plan of care for patients/clients with common neurologic conditions that may, or may not, be directed to the physical therapist assistant based on patient/client needs, PTA training and education, and Texas PT Practice Act & Rules. (7D25) [Analysis]
10. Select and competently perform appropriate interventions to achieve the goals for patients/clients with common neurologic conditions, including the following interventions: [Application]
  - Assistive technology (7D27b)
  - Functional training (7D27d)
  - Integumentary protection (7D27e)
  - Motor function training (including balance and gait) (7D27g)
  - Patient/client education (7D27h)
  - Therapeutic exercise (7D27i)
11. Monitor and adjust the plan of care in response to the status of patients/clients with common neurologic conditions. (7D30) [Application]
12. Assess outcomes for patients/clients with common neurologic conditions, including the use of appropriate standardized tests and measures that address impairments, functional status, and participation. (7D31) [Evaluation]
13. Respond effectively to urgent and emergent situations for patients/clients with common neurologic conditions, including performing CPR. (7D33) [Application]
14. Document physical therapy patient/client encounter in a manner that communicates clear, concise, and complete information. Further, the document should accurately convey medical necessity, be evidence-based and defensible, and complies with local, state, and federal regulations. (7D32) [Application]
15. Demonstrate professional behavior that is consistent with the APTA Code of Ethics and Core Values during class and lab. (7D4, 7D5) [Application]
16. Communicate effectively and professionally with patients/clients with common neurologic conditions, their families, and other health professionals. (7B Communication, 7D7) [Comprehension]

\*NOTE: "Patients/clients" in course objectives refer to simulated patients/clients in the simulation laboratory and/or to patients/clients in written cases and/or people with neurologic conditions.

#### **Curricular Threads:**

- **Cultural / Linguistic Engagement and Competence:**
  - Students practice using Neuro-related Spanish in 2 Spanish Lunch & Learn sessions
  - Students are given and practice Spanish Terminology during 3 labs
- **Evidence-Based Practice and Research:**
  - Students are assigned to read current evidence (eg, Core Outcomes CPG, Vestibular Hypofunction CPG, and many other current articles) and then apply the evidence as part of their clinical decision-making.
- **Clinical Reasoning:**
  - Using the UTEP DPT Clinical Reasoning Framework as a foundation, clinical reasoning is woven across the course using paper cases, and faculty-guided questioning in class and lab. Clinical reasoning is assessed in quizzes, written exams, skills checkout, and practical exam.
- **Interprofessional Collaborative Practice:** n/a

**Methods of Instruction:** Teaching methods and learning activities will include lecture, lab, video presentations, small group discussion and problem-solving exercises, role playing, independent reading, homework assignments and independent case studies. Students are expected to take full advantage of office hours and any supplemental study sessions as an opportunity for individual feedback regarding understanding of course material from instructors and peers.

**Methods of Evaluation:** Student competence and attainment of course objectives are assessed using a variety of methods. These methods and their contribution to the final grade are listed in the table below.

<u>Item</u>	<u>Grade Composition</u>
Quizzes (written)	5%
Assignments (ALS Interview Reflection)	5%
Skills Checkout (Vestibular Bootcamp)	5%
Exam 1	20%
Exam 2	20%
Practical exam (psychomotor)	20%
Final Exam (written)	25%
Total	100%
+ 1% for submission of course evaluation!	+1%

**Grading Scale:** The following letter grade scale is used for the UTEP Doctor of Physical Therapy Program:

<u>Letter Grade Scale</u>	<u>Numerical Grade Scale</u>
A	90-100
B	80-89
C	75-79
F	Below 75

**Required Textbooks and Other Learning Resources:**

- Fell DW, Lunnan KY, Rauk RP. Lifespan Neurorehabilitation: A Patient-Centered Approach from Examination to Interventions and Outcomes. Philadelphia, PA: FA Davis; 2018. (ISBN-13: 978-0803646094) <https://0-fadavispt-mhmedical-com.lib.utep.edu/book.aspx?bookid=2327>
- Nichols-Larsen DS, Kegelmeyer DA, Buford JA, Kloos AD, Heathcock D, Basso DM. Neurologic Rehabilitation: Neuroscience and Neuroplasticity in Physical Therapy Practice. New York, NY: McGraw-Hill; 2016. <http://0-accessphysiotherapy.mhmedical.com.lib.utep.edu/content.aspx?bookid=1760&sectionid=120047216>
- O'Sullivan SB, Schmitz TJ. Physical Rehabilitation. 6th ed. Philadelphia, PA: FA Davis Co; 2014. (ISBN 978-0-8036-2579-2)
- O'Sullivan SB, Schmitz TJ. Improving Functional Outcomes in Physical Rehabilitation. 2nd Edition. Philadelphia, PA: FA Davis Co; 2016. (ISBN: 978-0-8036-4612-4)

**Required Articles:**

- Knowledge translation in this semester will involve mandatory article readings, with all required materials being provided by the faculty.

**Recommended Textbooks and Other Learning Resources:**

- Blumenfeld H, Neuroanatomy through Clinical Cases. 2nd ed. Sunderland, Mass: Sinauer Associates, Inc. Publishers; 2010.
- Martin S, Kessler M. Neurologic Interventions for Physical Therapy. 2nd ed. St. Louis, MO: Saunders Elsevier; 2007. (ISBN 978-0-7216-0427-5)
- Herdman, S.J. Vestibular Rehabilitation. 4th ed. Philadelphia, PA: FA Davis Co; 2014 (ISBN 978-0-8036-3970-6)
- Observational Gait Analysis. Downey, CA: Los Amigos Research and Education Institute, Rancho Los Amigos National Rehabilitation Center; 2001. (ISBN 0-9676335-1-6)
- Perry J, Burnfield JM. Gait Analysis Normal and Pathological Function, 2nd Ed. Thorofare, New Jersey: SLACK Inc; 2010. (ISBN 978-1556427664)
- Somers MF. Spinal Cord Injury: Functional Rehabilitation. 3rd ed. Upper Saddle River, NJ: Prentice Hall; 2010. (ISBN 13: 978-0-13-159866-9)
- Umphred D. Neurological Rehabilitation, 6th ed. St. Louis, MO: Mosby; 2013. (ISBN 978-0-323-07586-2)

**Resources Available for Student Success:****Technology Requirements**

1. *Computing device with video camera is required. The computer device must be able to support Respondus Lock Down Browser used to enhance the integrity of quizzes and exam completed online. Note: Tablets and cell phones are poorly suited to accomplish the majority of doctoral level readings, assignments, activities, and research requirements of the program.*
2. *Reliable internet connection and data access.*

**Resources Available for Student Success:****EDGE ADVANTAGES**

This course is designed to equip students with essential Edge Advantages that contribute to their professional and personal development. Through the completion of course requirements and assignments, such as team projects, presentations, and essays, students will develop the following Edge Advantages:

	<b>Problem-Solving</b>	Assignments will challenge students to identify and address complex issues using innovative and analytical approaches.
	<b>Communication</b>	Class discussions and written assignments will improve students' skills in articulating ideas clearly and persuasively in both oral and written forms.

	<b>Social Responsibility</b>	Through community engagement opportunities and course content that encourages ethical considerations, students will foster a sense of responsibility towards their community and society at large.
	<b>Confidence</b>	By actively participating and successfully completing assignments, students will build self-assurance in their abilities to tackle academic and real-world challenges.
	<b>Critical Thinking</b>	The course's emphasis on analysis and synthesis of information will strengthen students' abilities to think critically and make informed decisions.

**Confidential Resources:**

- **Center for Accommodations and Support Services (CASS):** If you have or suspect a disability and need accommodations, you should contact the Center for Accommodations and Support Services (CASS) at 747-5148. You can also e-mail the office at [cass@utep.edu](mailto:cass@utep.edu) or go by their office in Union Building East, room 106 (next to the UTEP post-office). For additional information, visit the CASS website at <http://sa.utep.edu/cass>.
- **The UTEP Student Health Center:** Union East Suite 100; 915.747.5624; [www.utep.edu/chs/shc](http://www.utep.edu/chs/shc)
- **The UTEP Counseling and Psychological Services:** 202 Union West, 915.747.5302; [www.utep.edu/student-affairs/counsel](http://www.utep.edu/student-affairs/counsel)

**Additional Resources:**

- Division of Student Affairs. 915.747.5076, [www.utep.edu/student-affairs](http://www.utep.edu/student-affairs)
- DPT Library Research Guide: <http://libguides.utep.edu/pt>
- Writing Center: 915.747.5112. <https://uwc.utep.edu>
- Computer Labs: Independent Learning Center (ILC), 1<sup>st</sup> floor Campbell Building
- Military Student Success Center: 915.747.5342, [www.utep.edu/student-affairs/mssc](http://www.utep.edu/student-affairs/mssc)
- Student Wellness Program. 915.747.6738, [www.utep.edu/chs/wellness](http://www.utep.edu/chs/wellness)



**University Policies:** All students are responsible for following UTEP policies and procedures found in the Handbook of Operating Procedures at [www.utep.edu/vpba/hoop](http://www.utep.edu/vpba/hoop)

**Program Policies:** All DPT students are responsible for following all policies and procedures documented in the current DPT Student Handbook. Course policies found in the DPT Student Handbook apply to all courses in the DPT curriculum. The current DPT Student Handbook may be found on the DPT Student Resources site on Blackboard.

**Academic Integrity:** The UTEP DPT Program has a “zero tolerance policy” for scholastic dishonesty. DPT students must demonstrate academic integrity at all times. The current DPT Student Handbook outlines specific definitions, expectations, details, and consequences related to academic integrity and scholastic dishonesty. Additional information related to academic

integrity is available through the UTEP Division of Student Affairs at [www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html](http://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html)

### Course-Specific Policies:

1. **Attendance Policy - Absences:** Refer to current DPT Student Handbook “Attendance and Classroom Behavior” for the DPT Program policy. Additional course-specific policy are as follows:
  - Attendance at all classes/labs is expected. **All faculty have different policies.** Treat this class as you would a job. I am expected to be at class/labs as scheduled and to be on time; I expect the same from you. You are expected to be in class during the time listed. In this class, students are expected to be on time and prepared to begin the course. If you expect to miss a class you should notify the instructor in writing by email at a minimum of 24 hours in advance.
  - *NOTE: Being “on time” in the online learning environment means that you have arrived into the virtual classroom & are fully “connected” PRIOR to the start of class.*
  - If an emergency or illness prevents a student from attending class (e.g., documented serious illness or emergency), communication directly with the instructor is expected **2 hours prior to the beginning of class** in writing by email and text-message to Dr. Jimenez. A verbal message through another student will not suffice. For any missed class, it is the responsibility of the student to obtain any materials presented in class and to ensure assignments are turned in on time.
  - There will be NO accommodations offered for missed class time. Specifically, there is NO opportunity to make up exams, either in advance of or after the scheduled class, or provide individual tutoring for missed content. Additionally, late work caused by your absence will not be accepted and this could affect your team performance. You should make prior arrangements with a classmate to find out what you missed, turn in any work, and/or pick up any hand-outs.
  - Missing 30 minutes or more of a class or lab will be considered an absence – during any part of the class/lab.
  - Each unexcused absence will result in a 5% deduction from your final course grade.
2. **Attendance Policy - Tardiness & Early Departures:** Refer to current DPT Student Handbook “Attendance and Classroom Behavior” for DPT Program policy. Additional course-specific policy is as follows:
  - Attendance at all classes/labs is expected. **All faculty have different policies.** In this class students are expected to be on time and prepared to begin the course; therefore, students who are tardy will be penalized. I use the clock on the computer to determine when class should start. If you expect to arrive late (e.g., doctor’s appointment), you should notify me in writing by email at a minimum of 24 hours in advance.
  - Please do not get up and leave during lectures without permission. This is considered disruptive behavior.
  - Similarly, if you need to leave class or lab early, I should be notified in writing at least 2 hours prior to the start of class by email or text.
  - Each incidence of tardiness may result in 1% deduction from your final semester grade.
  - Missing 30 minutes or more of a class or lab will be considered an absence.

- Each unexcused absence will result in a 5% deduction from your final course grade.
  - *If for any reason, we have online lectures during those lectures, I expect your cameras to be turned on so that we may maximize our engagement with each other; I consider having your camera on to be a component of active participation/attendance. Mute your microphone when you are not contributing to the discussion in the virtual classroom to avoid being unnecessarily disruptive. If you must “leave” briefly (e.g., to go to the toilet), then please use the relevant online symbol to indicate to me that you have “stepped out” or send me a private message in the Chat box.*
    - i. *If your Internet bandwidth is too poor to allow consistent use of video, please contact me to discuss it.*
3. **Electronic Devices:** Refer to current DPT Student Handbook “Electronic Devices” for DPT Program policy. Additional course-specific policy is as follows:
- Laptops are allowed for taking notes, accessing lecture/ lab material or books. Email and social media should be turned off during all class time.
  - Cell phones and telecommunication devices should be in silent mode, turned off, or left outside of the classroom during lecture or presentations and labs. If any circumstance necessitates the student to have his/her cell phone turned on in the classroom, it **MUST** be discussed with the instructor **PRIOR** to class.
  - Any student who is observed to be using these devices during class time without permission will be deemed to be demonstrating unprofessional behavior will be warned one time and if the behavior continues the student will be instructed to leave the classroom for the day and the class session will be considered an unexcused absence. This includes but not limited to using a laptop computer or smart phone/watch for accessing email, messaging, or the internet for purposes not related to class topics during class time.
  - If a student is consistently caught using electronic devices, the student will be contacted to meet with the instructor to discuss the problem.
  - Each subsequent incidence of using electronic devices may result in 1% deduction from the final semester grade.
  - **The taking of pictures or video during classes or labs must be approved.**
4. **Professional Behavior Policy:** See DPT Student Handbook “Attendance and Classroom Behavior”, “Professional Behaviors” and “Unprofessional Behavior:” for general program policy. Additional course-specific is as follows:
- *Professional behavior will be expected in ALL class sessions and inside and outside of the classroom.*
  - *I expect each student to arrive to class and lab prepared and to actively participate while not being disruptive.*
  - *Students demonstrating unprofessional behavior will be warned one time and if the behavior continues the student will be instructed to leave the classroom for the day and the class session will be considered an unexcused absence.*
  - *If a student is consistently ill-prepared, not actively participating, and/or being disruptive (including leaving class during lectures), the student will be contacted to meet with the instructor to discuss the problem.*
  - *Each subsequent incidence of poor preparation, poor participation, and/or disruption may result in 1% deduction from the final semester grade.*
  - *All students are expected to wear appropriate attire for all lab sessions. Appropriate attire is discussed in the Policies and Procedures manual. Professional dress is appropriate for presentations and for all guest speakers and*

*when representing UTEP outside of the class room (i.e. clinic visits). Shorts and tank tops or t-shirts are required for all lab sessions (JEANS OR OPEN TOED SHOES ARE NOT APPROPRIATE FOR ANY LAB SESSION). Students who are not appropriately attired will be instructed to leave the classroom for the day and the class session will be considered an unexcused absence.*

- *Each unexcused absence will result in a 5% reduction of your total class grade.*
- *Eating full meals in class is not allowed in this course due to past disruptive behavior. If you are eating your lunch in class, you will be asked to leave the classroom since lunch time comes after class and before lab. There is plenty of time for you to have meals outside of the class time.*

5. **Late or Missed Assignments and Assessments Policy:** See current DPT Student Handbook "Written Examination Policy". Additional course-specific policy is as follows:
  - Homework assignments are due online BEFORE the due date, unless otherwise specified. Students must assure that their papers have successfully uploaded as an attachment. Students who have difficulty with submitting their work online must contact the instructor or help desk immediately. Only after this process has been completed will an assignment be considered to be accepted via email.
  - A late assignment is any assignment turned in > or = 1 minute after deadline time. If an assignment is submitted late, there will be a warning at the first occurrence.
  - There will be a 10% reduction per day for all late assignments. Any assignment more than 3 days late will receive no credit.
6. **Skills Check Policy:** The UTEP Doctor of Physical Therapy (DPT) Program uses skills check-outs as part of the student assessment process in most clinical courses. In this course, each student is required to demonstrate competence by means of skills check-outs. The student will perform specific skills; may or may not be asked to answer questions related to the general clinical application of skills. Information will be shared in class and on Blackboard.
  - not applicable
7. **Practical Exam Policy:**
  - No changes to the practical schedule will be made to accommodate student's responsibilities outside of school, such as going to work. Exceptions will be made on a one-on-one basis.
  - In clinically oriented, kinesthetically-based courses, each student is required to demonstrate competence by means of laboratory practical examinations. The student must successfully complete each practical examination with a passing score ("C" or better). Should a lower grade be attained, the student may be provided ONE additional testing opportunity to demonstrate competence in that material. The student must demonstrate a passing score on the retake. The student will earn no better than 75% if he/she passed the 2nd exam. Students failing to achieve this standard for each competency test in a given course will not pass the course.
  - Refer to the DPT Student Handbook "Practical Exam Policy" for details.
8. **Expectations to promote Success**
  - Students attaining a grade below 80% on any quiz, exam, or assignment are expected to schedule a meeting with the professor. The goal is to ensure comprehension of the material, identify strategies to improve student performance and determine if alternative teaching methods may enhance learning. Our goal is for your success.

- Students will practice psychomotor skills on a variety of body types for at least 3-4 additional hours weekly outside of dedicated lab times. This is the minimal time required to attain basic competence and ability to perform that will be required during clinical rotations. Practice, practice, practice.
- Additionally, it is essential to practice these skills on multiple body types to refine precision and efficiency. Students will not develop the required competency and efficiency if they only practice these skills in scheduled lab sessions.

**9. Academic Integrity (continued): In addition to the information presented above, additional course-specific details follow.**

- **Junior Cohorts:** NO COURSE content will be shared with junior cohorts.
- **Testing:** To accurately reflect the individual's knowledge contained within their grey matter and ensure fair, unbiased, and unassisted testing, I reserve the right to control the test environment. Controls may include (non-exhaustive list) assigned seating, issued blank paper, randomized questions, use of security software (such as Respondus LockDown Browser with webcam) and ensuring all electronics and other materials that might contain or be able to record information is stowed away from student's access.
- **Recording:** Students are not authorized to record and/or share any testing activities (quizzes, exams, skills checks, practical exams, or other testing scenarios). Further, graded assignments and activities will not be shared unless assignment directions specifically state the activity will be shared. "Recording" includes but is not limited to any method used to retain information for future use to include but not limited to audio or video capture, screenshots, pictures, etc. The recording and/or sharing of graded materials is considered cheating regardless of how obtained, distributed, or used (or not used).
- **Recording:** Student recording of classroom lectures, labs, or other activities is not authorized. If you feel recording of a specific non-graded activity is needed, students must attain instructor approval PRIOR TO recording. Further, authorization by student(s) being recorded must be attained. If approved, recordings are for local, UTEP student educational use only and will not be posted to unsecure, public social media sites. The acceptable site is Microsoft OneDrive (and share the file), email through your UTEP email account

**Making Changes to Schedules for Examinations (not quizzes)**

- From the first day of the semester, the cohort has 14 calendar days to request a change in scheduled examination date based ONLY on conflicts with scheduled examinations in other classes. The request will be submitted to all responsible faculty members in writing. This request will include potential alternatives. The faculty will evaluate these requests and make a final decision within 7 days of receipt. Otherwise, examinations will not be changed.

**Student Course Evaluation:**

**Student Course Evaluation Policy:**

- The expectation is that each student will complete the online course evaluations distributed by UTEP at the end of the semester.
- See Student Handbook for instructions.
- Student name and course must be on the screenshot to receive credit.

- *Final course evaluations are an important part of the Department's DPT curriculum assessment plan.* The expectation is that all students will give meaningful feedback, in a professional and respectful way, to instructors. Instructors use this feedback to enhance their teaching and to improve students' learning. Giving feedback in a course is a professional expectation. For example, when you attend a continuing education (CE) course as a clinician, you will be asked to give feedback to be eligible for CE units (CEUs) The Department depends on and is grateful for your valuable feedback. Therefore, **this course will add an ungraded assignment where you will need to upload a screenshot of your completed course evaluation, from your 'myutep' course evaluations confirmation page, the week before the final exam. This screenshot will be the proof that you submitted your course evaluation.**
- This proof may be used as evidence of your professionalism and commitment to the success of the DPT curriculum, when faculty are making decisions regarding who will be chosen for research grant and/or travel funding.

**Course Content and Schedule:** (Note: Students will be notified of changes via Blackboard or email. Additional details may be available in supporting course documents provided by the course instructor).

**All Quizzes and Exams are on Respondus Lockdown Browser (RLB).**

Week	Date	Topic	REQUIRED Reading Assignment (Readings may be added/or changed at the discretion of the instructor- see Blackboard)
1	Mon Jan 16	<b>MARTIN LUTHER KING JR HOLIDAY</b>	
	Tue LECT Jan 21 10-12	Introduction to Neurological Intervention and Motor Learning (Jimenez)	<b>Most Important Task (MIT):</b> *Come prepared to interact with our AMAZING Guest speakers:  Sheri and Jaclyn Pelicotte!!!
	Tue LAB Jan 21 1:00-4:00	Strategies to Maximize Motor Learning <b>COMMUNITY GUEST</b> Jaclyn Pelicotte Recovering from a Severe Traumatic Brain Injury & the Power of Neuroplasticity Time: 2:00 pm -3:00 pm (Jimenez)	
	Thur LAB Jan 23 1:30-4:30**	Neuro Exam Mastery: A Hands-On Lab Experience (Jimenez)	
Tue LECT Jan 28 10-12	Intro to Vestibular Rehabilitation (Gutierrez)	(F) Ch 29	
2	Tue LAB Jan 28 1:00-4:00	Vestibular Rehabilitation Assessment (Gutierrez & Reyes)	Neuropt.org> Practice resources -Vestibular Hypofunction CPG
	<b>FRIDAY</b> LAB Jan 31 Time TBD	Vestibular Rehabilitation <b>BOOTCAMP</b> <b>*Counts as a skills Check Grade (5%)</b> (Gutierrez)	
	Tues LECT Feb 4 10-12	<b>Quiz 1</b> Benign paroxysmal positional vertigo (BPPV) (Gutierrez)	
3	Tues LAB Feb 4 1:00-4:00	Benign paroxysmal positional vertigo (BPPV) Intervention (Gutierrez & Jimenez)	
	Thur LAB Feb 6 1:00-4:00	Differential Diagnosis in Vestibular Rehabilitation (Gutierrez & Reyes)	

4 CSM	Tues LECT Feb 11 10-12	<b>Quiz 2</b> Postural Control/Balance: Treatment (Gutierrez)	
	Tues LAB Feb 11 LAB 1:00-4:00	Postural Control/Balance: Treatment (Reyes & Gutierrez)	
	Thur LAB NO CLASS – CSM		
5 CSM	Tues LECT Feb 13 10-12:00	<b>Quiz 3</b> Intervention for People Post-Stroke and Brain Injury (Jimenez)	(F) Ch 34
	Tue LAB Feb 13 1:00-4:00	<b>Interventions in Sitting:</b> Trunk Control, Sitting Balance, Lateropulsion, impulsivity, & apraxia. (Jimenez & Reyes)	
	Thurs LAB Feb 15 1:00-4:00	<b>Functional Activity Intervention:</b> Sit to stand + Standing (Jimenez & Reyes)	(F) Ch 36
6	Tues Feb 20 10-12	<b>Exam 1 (20%): 10:00-11:00 am</b> <i>(Weeks 1-4 only)</i>  Intervention for the Hemiplegic UE (Recorded webinar right after the exam)	MIT: Please watch the 30 minute webinar and complete the discussion board before 1:00 pm!
	Tues Feb 20 1:00-4:00	Intervention for the Hemiplegic UE (Reyes & Gutierrez)	<b>PREP *Webinar:</b> "The Hemiplegic UE"
	Thurs LAB Feb 22 1:00-4:00	<b>Functional Activity Intervention</b> For Bed mobility (Reyes & Gutierrez)	
	Tues LECT March 4 10-12	<b>Quiz 4</b> Improving Gait: Targeted Interventions (Jimenez)	CPG to improve locomotor function following chronic stroke, incomplete spinal cord injury, and brain injury. Hawkins K, Henderson CE, Hendron KL.
	Tues LAB March 4	Improving Gait: Targeted Interventions (Jimenez & Reyes)	

7	1:00-4:00		<b>MIT:</b> Please watch the following lecture: as part of lab: <a href="https://learn.knowledgetranslation.org/courses/apples-to-apples-experiences-from-implementation-of-high-intensity-gait-training-in-the-united-states-and-norway">https://learn.knowledgetranslation.org/courses/apples-to-apples-experiences-from-implementation-of-high-intensity-gait-training-in-the-united-states-and-norway</a>
	Thurs LAB March 6 <b>3:30-5:30</b> <b>(2hrs)</b>	Improving Gait: Interventions <b>(Jimenez &amp; Reyes)</b>  <b>GUEST LECTURER</b> Paulina Solis, PT, CBIS "Implementing High-Intensity Gait Training" Time: 4:30-5:30pm	
<b>SPRING BREAK</b> <b>No Class</b>			
8	Tues LECT March 18 10-12	<b>Quiz 5</b> Cerebellar Disorders <b>(Jimenez)</b>	(F) Ch 21  <b>MIT: Watch the ARTICLE REVIEW VIDEO:</b> "Moving, sensing and learning with cerebellar damage" Amy J Bastian (Link on BB)
	Tues LAB March 18 1:00-4:00	Intervention + Cases ATAXIA <b>(Jimenez)</b>	
	Thursday March 20 1:00-4:00	Skills Lab #1: Mastering Hands-On Techniques + CVA / TBI / Ataxia Treatment Open Q&A Each Student: Please Bring one (1) clinical question ! <b>(Jimenez &amp; Reyes)</b>	
9	Tues LECT Mar 25 10-12	<b>Quiz 6</b> Intervention: Paralysis/SCI <b>(Jimenez)</b>	<b>MIT:</b> -Review your SCI Notes from Last Semester.  -Review ASIA Levels
	Tues LAB Mar 25 1:00-4:00	LAB: Bed Mobility and ADL Training for Persons with Tetraplegia <b>(Reyes &amp; Gutierrez)</b>	
	Thur LAB Mar 27 <b>1:00-3:00</b>	LAB: Bed Mobility, Transfers, and Respiratory for Persons with Tetraplegia <b>(Jimenez, Reyes)</b>  <b>(Virtual GUEST: Abbi Neal)</b> <b>6:30-7:30pm Through ZOOM</b> <b>(Zoom Link available on BB under "Guest Speakers Zoom Link")</b>	
10	Tues LECT April 1 10-12:00	<b>Quiz 6</b> Intervention: Paralysis/SCI (Cont'd) <b>(Jimenez)</b>	(F) Ch 26  <b>Article:</b> "Who is going to walk? A Review of the Factors influencing Walking Recovery after Spinal Cord Injury" Scivoletto G
	Tues LAB April 1 1:00-4:00	Wheelchair skills for Persons with Tetraplegia <b>(Gutierrez &amp; Jimenez)</b>	

	Thur LAB April 3 1:00-4:00	<b>Exam 2 (20%): 1:00-2:00 pm (Weeks 5-9 only)</b> Exercise Prescription for People with Neurologic Disorders (Reyes)	Mulroy SJ: "STOMPS Trial"
11	Tues LECT April 8 10-12:00	<b>Quiz 7</b> Basal Ganglia Disorders: Parkinson's Disease (Reyes)	
	Tues LAB Apr 8 <b>1:00-3:00pm</b>	Basal Ganglia Disorders: Parkinson's Disease (Reyes & Jimenez)	
	Thur LAB April 10 <b>1-5:00pm</b>	Basal Ganglia Disorders: Parkinson's Disease <b>@ MOVE Therapy</b> <b>Address to be provided</b>	
12	Tues LECT April 15 10-12:00	<b>Quiz 8</b> Progressive Neurologic Disorders Multiple Sclerosis (Reyes)	Multiple Sclerosis and exercise: A Review of the evidence. Karparkin, H 2006
	Tues LAB April 15 1:00-4:00	Progressive Neurologic Disorders Multiple Sclerosis (Reyes & Jimenez)	
	Tues LAB Apr 17 1:00-4:00	Progressive Neurologic Disorders Multiple Sclerosis & PD Case Studies (Reyes & Jimenez)	
13	Tues LECT Apr 22 10-12:00	<b>Quiz 9</b> Motor Neuron Disease and Neuropathies Amyotrophic Lateral Sclerosis, Guillian Barré Syndrome, Post-Polio Syndrome, Peripheral Neuropathies (Jimenez)	<b>★Assignment (5% of grade):</b> <b>Pre-recorded Interview with Cesar Castillo, person with ALS</b>
	Tue LAB Apr 22 1:00-4:00	Let's TACO 'bout Motor Neuron Diseases" (Jimenez)	
	Thur LEC/LAB Apr 24	Functional Neurologic Disorders (FND) (Jimenez)	<b>MIT: Please watch this 21-minute video from Re+Active PT as preparation for class:</b>

	1:00-4:30pm**	FND Mastery: Social Media Awareness Lab *Get ready to produce content and post on social! (Jimenez)	<a href="https://youtu.be/cWU4gGAJSgQ?si=kEltAz79Cs6gpbnc">https://youtu.be/cWU4gGAJSgQ?si=kEltAz79Cs6gpbnc</a>  *Copy Link to Browser
14	Tues LECT/LAB April 29 11-12pm ONLY	<b>Quiz 10</b> Wheelchair Prescription (Virtual GUEST: Eli Rodriguez, PT, DPT, GCS, NCS 11am – 12pm Through ZOOM (Zoom Link available on BB under “Guest Speakers Zoom Link”) *Do NOT come to class at main campus this morning*	No prep work ☺
	Tue LEC/LAB Apr 29 1-3:00pm*  6-7pm*	Orthotics + Casting (GUEST: Fabian Calderon) (Reyes)  (Virtual GUEST: Miguel Fajardo, PT, DPT 6pm –7pm Through ZOOM (Zoom Link available on BB)	
	Thur LAB May 1 1-4:00pm	Skills Lab #2: Mastering Hands-On Techniques Practical PRACTICE (Reyes & Jimenez)	
15	Tues May 6 10-12am	SLP "Working with Individuals with Aphasia" (Guest Speaker: Jackie Lopez, Chrysalis Speech Therapy) (Jimenez)	<b>MIT:</b> Review the types of aphasia from Neuro 1!
	Tues LECT/LAB May 6 1-4pm	Community Reintegration GUEST: Kaileigh Stevens, OT (Reyes & Gutierrez)	
	Thur May 8 1:00 – 4:00pm	<b>PRACTICAL EXAM</b>	
16	Tue May 13	<b>FINAL WRITTEN COMPREHENSIVE</b> 9:00 AM- 11:30 PM Room 126	
	Tue May 13	<b>PRACTICAL RETAKE AS NEEDED</b>	

**Student Expectations:**

1. Homework assignments are due online and must be submitted the due date. There will be a 10% reduction per day for all late assignments. Any assignment more than 3 days late will receive no credit. Student names are required on all assignments- both in the file name and at the top right corner of the paper.
2. All assignments are to be submitted online ONLY unless otherwise specified. Students must ensure that their papers have been successfully uploaded as an attachment. Students who have difficulty submitting their work online must contact the instructor or help desk immediately. Only after this process has been completed will an assignment be considered to be accepted via e-mail.
3. All papers submitted for grading in this course must have a title page and references, use 11-12-point font, 1-inch margins, and 1.5 spacing. Papers should be submitted in Microsoft Word document format. AMA Style must be adhered to for all student work. Assignments must include students' names in BOTH the document file name and in the top right corner of all pages. Document file names should adhere to the following pattern: student last name\_PT6414\_assignment name.doc.  
Example: STUDENTNAME\_PT6414\_HospDays.doc.

**Quizzes:**

There will be a short quiz at the beginning of class every week for a total of 13 quizzes. They will be over the topic or topics of the week before, mentioned on the syllabus (posted information and reading). Quizzes will be online- Lockdown Browser must be installed, and if those quizzes are taken outside of class for any reason, you must have a camera.

**Spanish Lunch and Learn:**

You are expected to attend two Neuro content Spanish lunch and learn from Dr. Gurovich/Solis. Times and dates TBA. There will not be a grade for this requirement; however, if you do attend two Neuro topics, your lowest quiz grade will be dropped. You must sign the attendance form and be in attendance the whole time to be counted.

**Exams:**

Exams will be in person in Room 126. See the syllabus for the content covered and dates on the schedule. Lockdown Browser must be installed, and if those quizzes are taken outside of class for any reason, you must have a camera.

**Skills Checkout:**

You will have one (1) Skills Checkout in this course. You will be assessed on your ability to perform tasks you have learned in this course. Instructions will be given the week before the skills check-out.

**Practical Exam:**

Information will be shared in class and on Blackboard.

**Assignments: TBD**