

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

PT 6314

Neuromuscular Rehabilitation I

Fall/2020

COURSE SYLLABUS

Credit Hours: 3

Contact Hours: Total: 75 hrs
Lecture: 30 hrs; Lab: 45 hrs; Clinic: 0 hrs

Schedule:

Lecture: Tue 8:00 am - 10:00 am
Lab: Tue/Thur 1:30 pm - 4:30 pm

Coordinator/Instructor(s):

Faculty: Michelle L. Gutierrez, PT, DSc
Office location: Campbell 308
Phone #: 915-747-8148
E-mail: mgutierrez28@utep.edu
Office hours: by appointment only

<https://calendly.com/dr gutierrez/30-minute-meeting>

Virtual Hours are via Zoom platform with wait room enabled.
I will send you a zoom link when I receive the notice that you have requested the meeting. I HIGHLY recommend adding the appointment to your calendar.

Teaching Assistant:
Faculty: Zaraida Dominguez
Phone #
E-mail:

COVID-19 Notice: This course has transitioned to a blended learning course with a mix of virtual (online) and face-to-face (F2F) content delivery and assessment. Blue italicized text indicates syllabus additions to align with this transition.

- *Lectures: virtual using Zoom. Lectures are typically synchronous (real-time). Alternative platforms may be used as needed.*

Second week through October

- *Labs: Face to face (F2F) labs are essential to develop and refine the psychomotor skills required to perform the skills that you will be learning this semester, and this capability is necessary to safely and competently evaluate and treat patients.*

Note: We have a prudent, UTEP approved infection control plan that will be implemented to maximize your safety. This plan concurrently parallels current, contemporary infection control practices seen in physical therapy clinical settings.

Course Description:

Building on anatomical knowledge presented in Neuroscience for Health Sciences, this course offers a systematic review of clinical disorders of the central and peripheral nervous systems, with emphasis on accompanying sensorimotor sequelae. Basic neurological tests and measures are introduced, along with basic treatment interventions.

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:

Upon completion of this course, the student should be able to:

1. Demonstrate effective clinical reasoning for the management of patients/clients* with common neurologic conditions by applying key course concepts (including CVA and TBI/ hemiparesis). (7A Neuroscience, 7B Clinical Reasoning, 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 judgments (7D20) [Evaluation]
 7. Determine goals and expected outcomes for patients/clients with common neurologic conditions that are realistic given the available resources and specify the 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. (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.

Methods of Instruction: Teaching methods and learning activities will include lectures, labs, video presentations, small group discussions 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 the 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)	10%
Assignments (written)	20%
Diagnosis Outline	20%
Skills Check (psychomotor)	5%
Mid-Term Exam (written)	20%
Practical exam (psychomotor)	20%
Final Exam (written)	25%
Total	100%

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:

- 1) (F) Fell DW, Lunnen KY, Rauk RP. Lifespan Neurorehabilitation: A Patient-Centered Approach from Examination to Interventions and Outcomes. Philadelphia, PA: FA Davis; 2018. (ISBN-13: 978-0803646094) Available online at UTEP Library: <https://0-fadavispt-mhmedical-com.lib.utep.edu/book.aspx?bookid=2327>
- 2) (N-L) 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. Available online at UTEP Library: <http://0-accessphysiotherapy.mhmedical-com.lib.utep.edu/content.aspx?bookid=1760§ionid=120047216>
- 3) (OS-lab) 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) Available online at UTEP Library: <https://0-fadavispt-mhmedical-com.lib.utep.edu/book.aspx?bookID=1860>
- 4) (O'S) O'Sullivan SB, Schmitz TJ, Fulk GD. Physical Rehabilitation. 7th Edition. Philadelphia, PA: FA Davis Co; 2019. (ISBN-13: 978-0-8036-6162-2) Available online at UTEP Library: <https://0-fadavispt-mhmedical-com.lib.utep.edu/book.aspx?bookid=2603>

Recommended Textbooks and Other Learning Resources:

- 1) Shumway-Cook A, Woollacott, MH. Motor Control: Theory and Practical Applications. 4th ed. Philadelphia, PA: Lippincott, Williams & Wilkins; 2012.
- 2) Lundy-Ekman L. Neuroscience: Fundamentals for Rehabilitation. 4th ed. Philadelphia, PA: WB Saunders Co; 2013. (ISBN 978-1-4557-0643-3)
- 3) Paz, Jaime C and West, Michele P. Acute Care Handbook for Physical Therapists. 4th Edition. Boston: Butterworth-Heinemann; 2014. (ISBN: 978-1-4557-2896-1)
- 4) Blumenfeld H, Neuroanatomy through Clinical Cases. 2nd ed. Sunderland, Mass: Sinauer Associates, Inc. Publishers; 2010.
- 5) Fenderson CB, Ling WK. Neuro Notes Clinical Pocket Guide. Philadelphia, PA. FA Davis, 2009. (ISBN 10: 0-8036-1747-X, ISBN 13: 978-0-8036-1747-6)
- 6) Goldberg S. Clinical Neuroanatomy made ridiculously simple, 3rd ed. Miami Fl: MedMaster, Inc; 2003. (ISBN: 0-940780-57-7)
- 7) Goldberg S. The Four-Minute Neurologic Exam, 2nd Ed. Miami Fl: MedMaster, Inc; 2012. (ISBN: 978-0-940780-96-5)
- 8) Observational Gait Analysis. Downey, CA: Los Amigos Research and Education Institute, Rancho Los Amigos National Rehabilitation Center; 2001. (ISBN 0-9676335-1-6)
- 9) Perry J, Burnfield JM. Gait Analysis Normal and Pathological Function, 2nd Ed. Thorofare, New Jersey: SLACK Inc; 2010. (ISBN 978-1556427664)
- 10) Umphred D. Neurological Rehabilitation, 6th ed. St. Louis, MO: Mosby; 2013. (ISBN 978-0-323-07586-2)

Technology Requirements

1. *A computing device with a video camera is required. The computer device must be able to support Respondus Lock Down Browser used to enhance the integrity of quizzes and exams 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 are also required.*

Resources Available for Student Success:**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 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
- **The UTEP Counseling and Psychological Services:** 202 Union West, 915.747.5302; www.utep.edu/student-affairs/counsel

Additional Resources:

- Division of Student Affairs. 915.747.5076, 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), 1st floor Campbell Building
- Military Student Success Center: 915.747.5342, www.utep.edu/student-affairs/mssc
- Student Wellness Program. 915.747.6738, 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

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

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 hope 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 plan to miss a class, you should notify the instructor in writing by e-mail 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 a 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 e-mail. 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. HOWEVER, (with very rare exception, which will be considered on a case by case basis) there will be NO accommodations offered for missed class time. Specifically, there is NO opportunity to make up in-class quizzes or 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. 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. The 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, tardy students will be penalized. I use the clock on the computer to determine when the class should start. If you expect to arrive late (e.g., doctor’s appointment), you should notify me in writing by e-mail 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.

- Each incidence of tardiness may result in a 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.
 - *During online 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.*
 1. *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. The additional course-specific policy is as follows:
- Laptops are allowed for taking notes, accessing lecture/ lab material, or books. E-mail 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 lectures 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 smartphone/watch for accessing e-mail, 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 videos 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 at classes and labs 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 a 1% deduction from the final semester grade.*
 - *NOTE: The online learning environment is generally not optimally conducive to promoting a professional environment. Dogs bark, and kids scream, and most of us have “offices” in bedrooms. I understand that flexibility is necessary. However, I expect students to be sitting or standing upright during class – as opposed to lying down. Lying down would not be acceptable in a face-to-face classroom. Additionally, 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. Mute your microphone when you are not contributing to the discussion in the virtual classroom to avoid being unnecessarily disruptive.*
 - i. *See the above attendance policy.*
 - *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 classroom (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 in your total class grade.*
5. **Late or Missed Assignments and Assessments Policy:** See current DPT Student Handbook “Written Examination Policy”. The additional course-specific policy is as follows:
- Homework assignments are due online BEFORE the due date unless otherwise specified. Students must ensure 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 e-mail.
 - 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.
- 7. Practical Exam Policy:**
- 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 a 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 a fair, unbiased, and unassisted testing, I reserve the right to control the test environment. Controls may include (non-exhaustive list) assigned seating, issued a blank paper, randomized questions, use of security software (such as Respondus Lock Down Browser [with a 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 not limited to any method used to retain information for future use to include but not limited to audio or video capture, screen shots, 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. Acceptable site is Microsoft OneDrive (and share the file), e-mail through your UTEP e-mail account.
- **Labs:** Labs are generally divided into two groups to enhance professor to student ratio and student learning. Do not share answers, outcomes, cases, or other materials used during the labs with the other lab group. Actively completing labs assignments (without the answers) from start to finish is essential to the active learning, retention, reflection, and clinical reasoning process.

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

(F) Fell DW, Lunnen KY, Rauk RP. Lifespan Neurorehabilitation: A Patient-Centered Approach from Examination to Interventions and Outcomes. Philadelphia, PA: FA Davis; 2018.

(N-L) 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.

(OSF) O'Sullivan SB, Schmitz TJ, Fulk GD. *Physical Rehabilitation*. 6th Ed. Philadelphia, PA: FA Davis Co; 2013. **Recommended for the semester: OSF -- Chpt 7, 15 & 19**

(OS Lab) O'Sullivan SB, Schmitz TJ. *Improving Functional Outcomes in Physical Rehabilitation*. 2nd Ed. Philadelphia, PA: FA Davis Co; 2016. **Required for the semester: Chpt 3, 4, 5, 6, 7, 9, 10 & 12**

Week		Date	Topic	Reading Assignment (Readings may be added/or changed at the discretion of the

				instructor- see Blackboard)
1		Tue Aug 25 On your own time	Please review Stroke and TBI PPTs on BBL And Neuro Exam/Eval Clinical Decision Making	Stroke/ TBI Recommend: Either (N-L) Chpt 10, 11 (O'S) Chpt 15, 19 Clinical Decision Making (F) Chpt 1 and 2 Recommend: Guide to PT Practice Rothstein HOAC II article on BBL (N-L) Chpt 9 (F) Chpt 3
	Lab	Thur Aug 27 1:00-4:00 Zoom	Choosing Outcome Measures	Focus on the Evidence Tables
2	Lec	Tue Sep 1 8:00-10:00	Quiz 1 Arousal/Attention/Cognition and Cranial Nerves Summary of Impairment Level Testing Tone, DTR Strength Testing/Sensory Review	(F) Chpt 4 and 7 review your Neuroscience information on CN University of Utah NeuroLogic Exam webpage
	Lab	Tue Sep 1 1:00-4:00	Examination: Cranial Nerves	University of Utah NeuroLogic Exam webpage
	Lab	Thur Sep 3 1:00-4:00	Examination: Arousal, Attention/Cognition, Sensory, Tone, strength, DTR, RLALOCF	(F) Chpt 5 and 6 Recommended: Hislop; Review T&M labs;

3	Lec	Tue Sep 8 8:00-10:00 Zoom	Postural Control/ Balance	(F) Chapter 9
	Lab	Tue Sep 8 1:00-4:00	Examination: Postural Control/ Balance	
	Lab	Thur Sep 10 1:00-4:00	Examination: Postural Control/ Balance	
4	Lec	Tue Sep 15 8:00-10:00 Zoom	Quiz 2 Movement/Task Analysis -- general principles & "normal Function (Sit to Stand, rolling) Movement Analysis of "normal" functional Activities	(F) Chpt 10
	Lab	Tue Sep 15 1:00-4:00	Movement/Task Analysis -- normal Function	
		Thur Sep 17 1:00-4:00 Time TBD	Skills Checkout Cranial Nerves Tone	
5	Exam	Tue Sep 22 8:00-10:00	Exam 1 Aug 25 – Sept 15 On lockdown Browser with Webcam	
	Lab	Tue Sep 22 1:00-4:00	Handling Skills Introduction & PNF	Review PNF
	Lec	Thur Sep 24 1:00-4:00 Zoom	Introduction to Handling Skills	(OS Lab) Chpt 2, 3
From here down, there will be adjustments to the schedule				
6	Lec	Tue Sep 29 8:00-10:00 Zoom	Quiz 3 Interventions Related to Hypertonia/Hypotonia Laura Wiggs	
	Lab	Tue Sep 29 1:00-4:00	Functional Activity Intervention in sitting	(F) Chpt 19 (F) Chpt 35,

				(OS Lab) Chpt 5 From here forward- BRING YOUR LAB BOOK TO CLASSES
	Lab	Thur Oct 1 1:00-4:00	Intervention in sitting	"Pusher Syndrome" Karnath and Broetz Article on BBL
7	Lec	Tue Oct 6 8:00-10:00 Zoom	Neuroplasticity	
	Lab	Tue Oct 6 1:00-4:00	Functional Activity Intervention in Horizontal: Bed mobility	
	Lab	Thur Oct 8 1:00-4:00	Bed mobility	
8	Lec	Tue Oct 13 8:00-10:00 Zoom	Quiz 4	
	Lab	Tue Oct 13 1:00-4:00	Functional Activity Intervention in sit to stand, stand to sit, pre gait	(F) Chpt 36, (OS Lab) Chpt 7
	Lab	Thur Oct 15 1:00-4:00	Case- Practice	
9	Lec	Tue Oct 20 10:00-12:00 Zoom		
	Lab	Tue Oct 20 1:00-4:00	Case Practice	
	EXAM	Thur Oct 22 1:00-4:00	Practical Exam	
10	Lec	Tue Oct 27 8:00-10:00	Quiz 5	

		Zoom		
	Lec/ Lab	Tue Oct 27 1:00-4:00	This may not happen due to COVID-19 Wheelchair prescription Adults: 1:00-2:30 Jay Lujan Pediatrics: 2:30-4:00 Greg Little	(F) Chpt 18
		Thur Oct 29 1:00-4:00	Orthotics Adults: 1:00 – 2:30 Miguel Guerra Pediatrics: 2:30-4:00 Fabian Calderon	Watch the Orthotics Videos posted on BBL
11	Lec	Tue Nov 3 8:00-10:00 Zoom	Movement Analysis-- Pathological Gait	Review Normal Gait Material TBA
12	Lec	Tue Nov 10 8:00-10:00 Zoom	Movement Analysis-- Pathological Gait	
13	Lec	Tue Nov 17 8:00-10:00 Zoom	Hemi Gait Lab Dr. Lily Jimenez	
14	Lec	Tue Nov 24 8:00-10:00 Zoom	Quiz 6 Stroke Prognosis Stroke Progression	PPT on Prognosis
		Thu Nov 26	Happy Thanksgiving	
15		Dec 1 Works best for Mondays or Fridays Zoom	Physiatrists role in the treatment of hypertonicity by Dr. Kevin Sandburg	(F) Chpt 34 (OS Lab) Chpt 4
16		Mon Dec 9 9:00-12:00	FINAL WRITTEN EXAM	

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 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 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 on every other Tue mornings except the week of the midterm exam. See schedule for dates. It will be over the topic covered that day (posted information and reading) and previous information from last week's topic. Quizzes will be online- Lockdown Browser must be installed and you must have a camera.

Spanish Lunch and Learn:

You are expected to attend 2 Neuro content Spanish lunch and learn by Dr. Gurovich. Times and dates TBA. There will not be a grade for this requirement; however, if you do attend both 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.

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:**1) Diagnosis Outline Project (individual assignment)**

Project objective:

- To provide updated information, including examination and prognosis, regarding common neurological diagnoses and conditions across the lifespan **that will serve as a resource in your later clinical practice for health professionals and consumers.**

Project requirements:

- Each student will sign up on a list of specific neuromuscular diagnoses for one diagnosis or condition on the first day of face-to face-class.
- Students will work individually to update a summary diagnosis outline to include the major divisions as outlined below*, using Roman numerals I–VI as division headings with bullet subpoints. Start with a careful literature search for recent evidence-based practice articles for each division heading related to the diagnosis. Each student will ONLY update one of the roman numerals. You do not have to work as a group, however all students in a diagnosis will work together to complete the Consumer and Professional Resources and compile all the information into one document.

*For neurological evaluation in the context of specific adult medical diagnoses

Discuss each of the following for specified neuromuscular disease processes:

- I. Etiology of the disorder, if known, and pathogenesis
- II. Diagnostics including symptoms, signs, and diagnostic testing
- III. Prognosis including trends of progression, and expected sequelae (structural/functional)
- IV. Medical/surgical management (pharmaceuticals and possible surgical techniques)
- V. Implications for therapeutic management, discuss the role of PT; include general PT options, contraindications/precautions, health promotion and prevention measures (education), and health-care team contributions
- VI. Consumer and Professional Resources, including credible local and national resource, including information, support groups, camps or retreats, and organizations

- A blank template will be provided in the resources folder on Blackboard to ensure that formatting is consistent and that all essential information is included.

- The student will use information from their literature search and review of previous diagnosis outlines to update recent evidence and develop a summary document for their topic.

- Your Fell text will have diagnosis outlines in the online Compendium of Medical Diagnoses for reference. <https://0-fadavispt-mhmedical-com.lib.utep.edu/content.aspx?bookid=2327§ionid=182071996>

- You may use 11-12-point font of your choice for the text of your outline with division heads in bold. (when final paper is turned in, it should be one file with same font)

- You may use paragraph format or bullet points to enter information into each section, but be sure that you summarize each section fully. The information should be concise and easy to understand.

- The outline must be appropriately referenced with recent journal articles. Use (Author, Year) to reference within the outline, but “references cited” list should be AMA format citations but in an alphabetized list instead of a numerical list.
- No later than Oct 16 at 11:59, submit a polished draft of your summary document in Blackboard Assignment. Include your reference articles . After review/correction/approval, suggestions will be made for you to make final corrections within 2 weeks.
- Name the document DOYourTopicLastName.doc (e.g., DOStrokeJones.docx) and post your revised outline to the “DO Final” discussion board for access by faculty and class members by November 30 by 11:59 PM. You will turn in your individual document to the assignment and a FINAL combined assignment for the Diagnoses group on the Discussion board. The document you post to the thread should be your revised copy including outline and reference list as one document (do not send the reference list as a separate document; the reference list should be the last pages of the outline).

Grading for Diagnosis Outline Project:

- 75% DO hand-out/summary, 25% references (provide electronic copies of your articles to Dr. Gutierrez e-mail).
- Following directions, timeliness, completeness, grammar/spelling, readability, and correct format will be considered in each area.
- A 15% penalty off of the total assignment grade will be imposed for each day. Any part of the assignment is late.

Rubric for All Assignments

0-69%	Did not complete portion of the assignment by the deadline
70%	SATISFACTORY: Met all basic requirements, and followed all format directions, submitted all required material by the deadline, relied on opinion, and review articles more than evidence or presented evidence as opinion.
80%	GOOD: Beyond “satisfactory”: Some emphasis on evidence-basis for content, the information provided is important and would be helpful for all students
90%	EXCELLENT: Beyond “good”: Strong emphasis on evidence-basis for all content, the content has obvious learning value for others (each part contributed toward learning objectives for the course) and utilized evidence (article references) to support the response
95%	Beyond “excellent”: Demonstrates mastery of the topic, content/presentation/visual aids are meaningful (beyond the minimum required), and memorable components significantly added to student learning. Able to answer questions accurately and confidently.
100%	PERFECT: No improvement is possible