

PT 6314

**Neuromuscular Rehabilitation I
COURSE SYLLABUS**

Fall 2025

Credit Hours: 3

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

Schedule: Lecture: Tue 9:30 am - 11:30 am
Lab: (B) Tues. 1:00 pm - 4:00 pm
(A) Thurs 2:00 pm - 5:00 pm

Coordinator/Instructor:

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

Faculty: *Shashwati Geed, PhD*
Office location: *Mesa Building, Room 115B*
Phone #: *915-747-7289*
E-mail: *sgeed@utep.edu*
Office hours: *By appointment only*

Faculty: *Camila Torriani-Pasin, PT, PhD*
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Phone #: *(915) 747-8629*
Cell Phone for
emergency:
E-mail: *ctorrianip@utep.edu*
Office hours: *By appointment only*

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 cerebrovascular accidents, traumatic brain injuries, and spinal cord injury). (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]
 - a. Aerobic Capacity/Endurance (7D19a)
 - b. Assistive Technology (7D19c)
 - c. Balance (7D19d)
 - d. Circulation (Arterial, Venous, Lymphatic) (7D19e)
 - e. Self-Care and Civic, Community, Domestic, Education, Social and Work Life (7D19f)
 - f. Cranial and Peripheral Nerve Integrity (7D19g)
 - g. Environmental Factors (7D19h)
 - h. Gait (7D19i)
 - i. Integumentary Integrity (7D19j)
 - j. Joint Integrity and Mobility (7D19k)
 - k. Mental Functions (7D19l)
 - l. Mobility (including locomotion) (7D19m)
 - m. Motor function (7D19n)
 - n. Muscle Performance (7D19o)
 - o. Neuromotor Development and Sensory Processing (7D19p)
 - p. Pain (7D19q)
 - q. Posture (7D19r)
 - r. Range of motion (7D19s)
 - s. Reflex Integrity (7D19t)
 - t. 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. Monitor and adjust the plan of care in response to the status of patients/clients with common neurologic conditions. (7D30) [Application]
11. 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]
12. Respond effectively to urgent and emergent situations for patients/clients with common neurologic conditions, including performing CPR. (7D33) [Application]
13. 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]
14. Demonstrate professional behavior that is consistent with the APTA Code of Ethics and Core Values during class and lab. (7D4, 7D5) [Application]
15. 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 lectures, labs, video presentations, small group discussions and problem-solving exercises, role-playing, independent reading, homework assignments, and independent case studies, including patient demonstrations. 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 (Qty: 2 Format: on BB)	10%
Assignments (written)	20%
Assignment # 1 Exam 1 Question	2.5%
Assignment # 2 Exam 2 Question	2.5%
Cranial Nerve Assignment (individual)	15%
Exam 1	15%
Exam 2	15%
Practical exam (critical thinking)	15%
Final Exam (written)	25%
Total	100%
Course Evaluation Assignment (Extra Credit)	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:

- 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>
- 5) (D) Davenport TE, Kulig K, Sevelski CA, Gordon J, Watts HG. Diagnosis for Physical Therapists: A symptom-based approach. 1st Edition. McGraw Hill; 2013. Available online at UTEP Library: <https://fadavispt.mhmedical.com/book.aspx?bookid=1902>

Recommended Textbooks and Other Learning Resources:

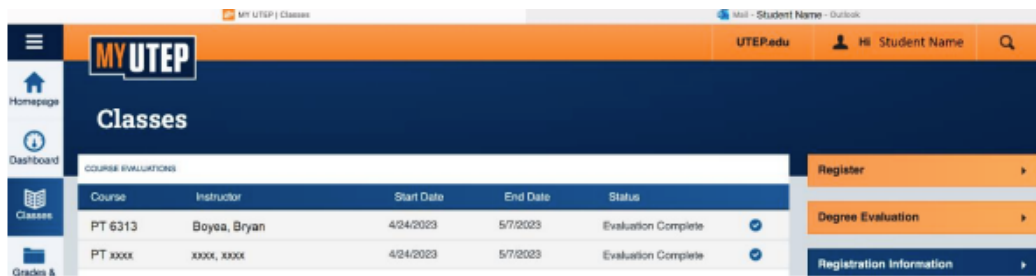
- 1) Shumway-Cook A, Woollacott, MH. Motor Control: Theory and Practical Applications. 4th ed. Philadelphia, PA: Lippincott, Williams & Wilkins; 2012.
- 2) Lundy-Ekman L. Neuroscience: Fundamentals for Rehabilitation. 4th ed. Philadelphia, PA: WB Saunders Co; 2013. (ISBN 978-1-4557-0643-3)
- 3) Paz, 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) Somers MF. Spinal Cord Injury: Functional Rehabilitation. 3rd ed. Upper Saddle River, NJ: Prentice Hall; 2010. (ISBN 13: 978-0-13-159866-9)
- 11) 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.*

Student Course Evaluation:

- The expectation is that each student will complete the online course evaluations distributed by UTEP at the end of the semester.
- Your professional and constructive feedback is used by instructors to enhance their teaching, improve students' learning, and is an important part of the Department's DPT curriculum assessment plan. Completing course evaluations is a professional expectation as a clinician. For example, when you attend a continuing competency (CC) education, you will be asked to complete a course evaluation to be eligible for CC units (CCUs).
- To demonstrate compliance:
 1. Go to your 'My UTEP' course evaluations confirmation page.
 2. Take a screenshot of your completed course evaluation.
 3. Upload this screenshot which includes your name to the "Course Evaluation" assignment on blackboard by assignment due date (commonly the week prior to course final exam).
 4. See example below.



The screenshot shows the 'MY UTEP' interface with a 'Classes' section. A table titled 'COURSE EVALUATIONS' displays the following data:

Course	Instructor	Start Date	End Date	Status
PT 6313	Boyee, Bryan	4/24/2023	5/7/2023	Evaluation Complete
PT XXXX	XXXX, XXXX	4/24/2023	5/7/2023	Evaluation Complete

Note: This screenshot is proof that you submitted your course evaluation and, in part, serves as evidence of your professionalism and commitment to the success of the DPT curriculum.

- 1% extra credit will be added to your final grade if you complete the course evaluation and upload screenshot to assignments by due date.

Confidential Resources: 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>.

Additional Resources:

- DPT Library Research Guide: <http://libguides.utep.edu/pt>
- UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources or visit https://www.utep.edu/advising/student_resources/student-success-resource-hub.html.



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:

- **Attendance Policy - Absences:** Refer to current DPT Student Handbook
- “Attendance and Classroom Behavior” for the DPT Program policy. **All faculty have different policies.** Additional course-specific policy are as follows:
 - Attendance is expected to each class. Therefore, **no absences are allowed.** HOWEVER, with very rare exception (e.g., documented serious illness or emergency), the absence 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 exams, either in advance of or after the scheduled class, or provide individual tutoring for missed content.
 - Treat this class as you would a job. 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.
 - If you miss a class for any reason, it will be considered unexcused unless it is due to documented illness or emergency.
 - 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.

- For each incident of an unexcused absence, 5% will be deducted from your final semester grade

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:

- In this class, students are expected to be on time and prepared to begin the course; therefore, tardy students will be penalized. We 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 your faculty in writing by e-mail at a minimum of 24 hours in advance. If there is a quiz for that class time, there are NO accommodations for quizzes. Please see the “Spanish Lunch and Learn” policy for quizzes.
- Please do not get up and “just” leave during lectures without previous notice. This is considered disruptive behavior. Similarly, if you need to leave class or lab early, the faculty should be notified in writing at least 2 hours prior to the start of class.
- Arriving **more than 10 minutes late to class** will be considered tardiness. Each incidence of tardiness will 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.

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.
- If during the class time, students are found not to be engaged in the class assignment (e.g., on Facebook, studying for another course, watching sports, etc.) the student will **be told to leave the class**. This will result in an unexcused absence which will result in a 5% decrease in the final grade for the course.
- 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.

Artificial Intelligence (AI) Policy:

- AI allowed with proper acknowledgement Use of AI technologies or automated tools, particularly generative AI such as ChatGPT, Co-Pilot or DALL-E, is only allowed with proper attribution given for its use.

Students must properly cite and give full credit to the program used upon submission of every relevant assignment. For example, text generated using ChatGPT must be cited: Chat-GPT (version). Date of query (year/month/day). "Text of your query." Generated using OpenAI. <https://chat.openai.com/> A short paragraph describing how the tool(s) was/were used for the assignment must be included.

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.*

Professional Behavior Policy: COMING PREPARED TO NEURO CLASS

- We expect each student to arrive at classes and labs **prepared** and to actively participate while not being disruptive. I expect you to come prepared to class. Just as you go prepared to your patient's session, you **MUST** come prepared to class. That means, completing any preparation work before the class, or at least be ready to PARTICIPATE. Just as your patient wouldn't want to work with a PT who didn't take the time to prepare for them, I expect the same for my students: to come prepared and **READY** to participate and learn.
 - *If you come unprepared to class once, you will be given a warning.*
 - ***If you have come unprepared to class more than once, will be told to leave the class.***
- *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.*

Eating in Class:

*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.*

More on Professionalism:

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.

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.

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, **no exceptions whatsoever**. If the assignment is submitted a minute late, that will be considered the "next day". Example: Assignment is due at 4pm, submitted 4:01pm= Late. Any assignment more than 3 days late will receive no credit.

EXAM Policy: This includes (written/oral exams, quizzes, skills checks, practical exams)

- Students are not authorized to use any outside help. This includes electronic devices, notes, books.
- No electronics including phones and smart watches should be on or near the student during the examination.
- No hats with brims to be worn during examinations.
- Any suspicious behavior will be reported to the Office of Student Conduct and Conflict Resolution (OSCCR).
- See the current DPT Student Handbook for complete policy.
- **Policy regarding moving exams:** Exams are critical components of this course and are scheduled to ensure that all students have a fair and equal opportunity to demonstrate their understanding of the material. Therefore, once an exam date is set, it will not be changed.
 1. **Exceptions:** *In exceptional cases, such as documented emergencies or serious personal issues, please contact me as soon as possible. While rescheduling is generally not permitted, the faculty will consider individual circumstances on a case-by-case basis and provide guidance on how to proceed.*
- **Policy regarding moving quizzes:** Quizzes are designed to assess your understanding of the material covered in the previous week. While the quiz dates are fixed and will not be changed, the specific times for each quiz within the designated school day may be adjusted to accommodate scheduling conflicts or to provide additional time based on the complexity of the material covered.

1. **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.

2. **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.

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. **This is academic dishonesty.**
- **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 allowed if authorized by the professor who is teaching on that day. Please request this in advance through email to the professor. If you will record during lab, 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), a shared class google drive, 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.

Student Course Evaluation Policy:

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: Course outline/schedule is below (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).









NOTE: All Quizzes, Tests, and written examinations are F2F in lab using Respondus Lock Down Browser unless otherwise noted. Be sure to bring your computer to lab and are using the most recent version of RLDB. Home based examinations also require RLDB with webcam.


Let's have a great semester and LET'S IGNITE THOSE SYNAPSES!!

*PREP WORK: (Readings may be added/or changed at the discretion of the instructor- see Blackboard)

LAB A: 2:00pm – 5:00 pm ON THURSDAYS // **LAB B:** 1:00 – 4:00 PM ON TUESDAYS

WEEK	DATE	TOPIC	PREP WORK *(F)= Fell Book *(N-L)= Nichols-Larson
1 	LECT 8/26	Course Introduction Introduction to Neurologic Rehabilitation and Clinical Decision Making: Differential Diagnosis in Neuro PT (Jimenez)	Please read the following article: <i>Neurological Differential Diagnosis for Physical Therapy</i> by Sullivan K et al (Located under "Required Articles" BB Tab) Recall UMN vs LMN symptoms from Neuroscience
	LAB B 8/26	Mystery Files in Neuro PT: Diff Dx (Jimenez)	
	LAB A 8/28	Mystery Files in Neuro PT: Diff Dx (Jimenez)	
2 	LECT 9/2	Introduction to Principles of Experience Dependent Neuroplasticity (Geed)	Please read the following article:
	LAB B 9/2	Neuroplasticity in Action (Jimenez)	
	LAB A 9/4	Neuroplasticity in Action (Jimenez)	
3 	LECT 9/9	Arousal/Cognition/Attention/Perception (Jimenez)	Intro to Neuro Screen Webinar Read: Chapter 4 (Fell)
	LAB B 9/9	Arousal/Cognition/Attention/Perception (Jimenez)	
	LAB A 9/11	Arousal/Cognition/Attention/Perception (Jimenez)	
4 	LECT 9/16	Assessment of Cranial Nerves (Geed)	Read: Chapter 7 (Fell) University of Utah Neurologic Exam Webpage (Link on BB)
	LAB B 9/16	Assessment of Cranial Nerves (Jimenez)	
	LAB A 9/18	Assessment of Cranial Nerves (Jimenez)	
5 	LECT 9/23	Cerebellar Function in Clinical Practice (Geed)	Read: Chapter 6 (Fell)
	LAB B 9/23	Assessment of Cerebellar Function/Dysfunction (Jimenez)	
	LAB A 9/25	Assessment of Cerebellar Function/Dysfunction (Jimenez)	
6 	LECT 9/30	The Neuromotor System: Tone, Spasticity, DTR, Synergies (Torriani)	Assignment # 1 Exam 1 Question Due: Sept 28, 2024 at 1 pm MDT through BB Dropbox QUIZ #1
	LAB B 9/30	Assessment of Neuromotor Function (Torriani)	
	LAB A 10/2	Assessment of Neuromotor Function (Torriani)	

			Read Chapter 6 (Fell)
7  	LECT 10/7	Assessment of Sensation (Geed)	EXAM 1 Read Chapter 5 (Fell)
	LAB B 10/7	Assessment of Sensation (Jimenez)	
	LAB A 10/9	Assessment of Sensation (Jimenez)	
8 	LECT 10/14	Cerebrovascular Accidents (Geed)	CRANIAL NERVES SKILLS CHECK DUE AT 1PM MST ON 10/14 Read Chapter: From the
	LAB B 10/14	Cerebrovascular Accidents LAB (Jimenez)	
	LAB A 10/16	Cerebrovascular Accidents LAB (Jimenez)	
9 	LECT 10/21	Spinal Cord Injury (Jimenez)	Read Chapter: From the
	LAB B 10/21	Spinal Cord Injury INSCI LAB + Syndromes LAB (Jimenez)	
	LAB A 10/23	Spinal Cord Injury INSCI + Syndromes LAB (Jimenez)	
10 	LECT 10/28	Traumatic Brain Injury (Jimenez)	QUIZ #2 Assignment # 2 Exam 1 Question Due: Sept 28, 2024 at 1 pm MDT through BB Dropbox Read Chapter: From the
	LAB B 10/28	Rancho Los Amigos Role Play LAB (Jimenez)	
	LAB A 10/30	Rancho Los Amigos Role Play LAB (Jimenez)	
11 	LECT 11/4	Intro to Outcome Measures (Jimenez)	EXAM #2 Review the Core Outcome Measures, be ready to discuss and expand on some of the CORE measures
	LAB B 11/4	OM + Exam Techniques Improvement (Jimenez & Geed)	
	LAB A 11/6	OM + Exam Techniques Improvement (Jimenez & Geed)	
12 	LECT 11/11	Pathological Gait (Jimenez)	CRANIAL NERVES SHORT REFLECTION DUE AT 1PM MST Review Normal Gait from Neuroscience
	LAB B 11/11	Abnormal Gait Lab (Jimenez + Torriani)	
	LAB A 11/13	Abnormal Gait Lab (Jimenez + Torriani)	
13 	LECT 11/18	Pathological Gait (Torriani)	Review Normal Gait from Neuroscience
	LAB B 11/18	Abnormal Gait Lab (Jimenez + Torriani)	
	LAB A 11/20	Abnormal Gait Lab (Jimenez + Torriani)	

14	LECT 11/25	Movement Analysis in the Neuro Patient (Torriani)	Read: Chapter 10, 34, 35, 36 (Fell)
	LAB B 11/25	Movement Analysis Lab TOGETHER (Jimenez, Torriani, Geed)	
	NO LAB	THANKSGIVING!	
15 Last Week! 	LECT 12/2	Balance/Postural Control Impairments in People with Neuro Conditions (Torriani)	Read: Chapter 9 (Fell)
	LAB B 12/2	Assessment of Balance/Postural Control (Torriani & Geed)	
	LAB A 12/4	Assessment of Balance/Postural Control (Torriani & Geed)	
	SAT	PRACTICAL EXAM	
	MON DEC	FINAL 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/Documents submitted for grading in this course must have a title page and references (if appropriate), 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 2 quizzes that should be treated as a practice exam. See schedule for dates. It will be over the topic covered in the previous weeks in preparation for the Exam. 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.

Exams:

Exams will be in person. See syllabus for content covered and dates on schedule. 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 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, you will get 5 extra credit points for FINAL exam. You must sign the attendance form and be in attendance the whole time to be counted. You must submit proof to Dr Jimenez of attendance to the Spanish Neuro Lunch and Learns before the semester ends.

Skills Checkout: There will be no skills checkout in this class. The Cranial Nerve Video Assignment will substitute your skills check. Please treat it accordingly.

Practical Exam: Information will be shared in class and on Blackboard.