Instructor Information

Course Coordinator and Primary Instructor Stroke Unit

Dorian Rose, PhD, PT
Office 1133, HPNP Building; Office hours: by appointment
352-273-8307
dkrose@phhp.ufl.edu

Course Instructor: SCI Unit

Emily Fox, PhD, DPT, NCS
ejfox@phhp.ufl.edu

Course Instructor: TBI Unit

Gloria Miller, PhD, PT
gtmiller@phhp.ufl.edu

Adjunct Clinical Lecturer

Rachelle Studer, DPT, NCS; UF Health Shands Hospital
studer@shands.ufl.edu
Teaching Assistants:
Kanika Bansal, MPT; RSD student

Courtesy clinical faculty:
Alison Kraus, DPT, NCS; UF Health Movement Disorders Clinic
Amy Schreffler, DPT; UF Health Shands Rehabilitation Hospital (Stroke Unit)
Mike Chiarelli, PT; UF Health Shands Rehabilitation Hospital (SCI Unit)
Jen Fogel, DPT, NCS; UF Health Shands Rehabilitation Hospital (TBI Unit)

Course Overview/Purpose

Active engagement in the learning process is a foundation to success in Neurorehabilitation I. In this course, we will apply fundamentals in physical therapy including but not limited to neuroscience, anatomy, patient evaluation, motor learning/control, cardiopulmonary, exercise training, and patient monitoring as a foundation to evaluation and treatment for persons with movement disorders secondary to neurologic injury or disease. You will acquire key information concerning neurologic diseases and disorders that are common to clients evaluated and treated by physical therapists. Medical information will include disease description, etiology, pathology, clinical signs and symptoms, diagnostic procedures, medical management, and precautions or special considerations pertinent to physical therapists. From a physical therapy perspective, specific standardized assessments, evaluation and treatment strategies, and rehabilitation practices will be addressed pertinent to the movement problems associated with a neurologic injury/disease while identifying and using appropriate guidelines in clinical decision-making.

The role of the physical therapist will be introduced across treatment environments and across the time course or progression of the disease (acute through chronic). Medical and psychosocial aspects of living with a disability will be discussed. The role of the physical therapist and other health professionals in the rehabilitation team will be presented including the neurologist, physiatrist, speech pathologist, nurse, occupational therapist, neuropsychologist, and orthotist. Evidence-based practice and the ICF model of health and disability will be applied as models for assessment and treatment for persons with neurologic disorders resulting in movement dysfunction.

Methods of Teaching

Course materials will be presented in laboratory, class discussion, lecture and electronic formats.

Expectations:

As the next generation of physical therapists, the overall aim of this course is to prepare you for entry-level practice in adult neurorehabilitation. Expect to develop an understanding of knowledge and skills that can be applied to clinical decision-making; expect to be able to access
resources currently and in the future relative to guidelines and evidence to guide your practice, and lastly expect to exercise good critical thinking to assess your patients, progress and challenge patients toward their goals. This course is an introductory level course. You will have the opportunity to apply this information, clinical decision-making, and your skills in greater depth with patients in the rehab setting in Therapeutic Exercise II Summer 2018. In TherExII, much of this course becomes integrated into patient evaluation, treatment planning, and delivery. We are preparing you to continue the learning process on your affiliations. Neurorehab II will accompany this course in the Spring and add aspects relative to degenerative diseases and vestibular rehabilitation.

As a student of excellence, each student is expected to make a meaningful contribution to the class learning experience through your uniquely individual experience, perspective and thinking; synthesis of readings; preparation for class; participation in labs, discussions, and guest instructor.

Class Attendance: Class attendance is mandatory. A sign-in sheet will be available each class period to register your attendance. If you don’t sign in, you’ll be considered as absent. If a quiz or in-class assignment is missed secondary to class absence other than illness it will not be able to be made up. One class absence for reasons other than illness within the semester is permitted without penalty. If you choose to exercise this option, as a professional courtesy, please email Dr. Rose to let her know you will not be in attendance. Class absence beyond one will result in a reduction of one letter grade (i.e. a B will become a C+). If illness or emergency prevents you from attending class, call the PT Main Office by 8:15 a.m. and faculty will be notified of your absence. If you do not call by 8:15 a.m., your absence will be considered unexcused.

Course Objectives: These objectives and the daily objectives should guide your preparation for this class, internships, licensure exam, and ultimately, clinical practice. Upon successful completion of PHT 6761C, students should be able to:

1. Know the individual and the potential implications of personal factors for therapy goal setting and clinical decision-making.
2. Describe the disease/injury pathology and course of the disease, as well as the medical, surgical, and/or pharmacological management including medical precautions.
3. Using the ICF model to describe the expected consequences of the disease/pathology on function, activities, and participation and identify the contextual factors: environmental and personal.
4. Describe a comprehensive PT evaluation using standardized assessments at appropriate time points and environments establishing baseline patient abilities/performance, for goal-setting, re-evaluation, and outcomes assessment applying the ICF model, practice pattern of PT Guide to Clinical Practice, and clinical practice guidelines.
5. Identify problems for referral to MD, other health professionals, or resources.
6. Set appropriate therapeutic goals specific to the goals of the individual, the disease/injury and its progression or recovery (and secondary or other problems) across the continuum of care: acute care, in-patient rehab, outpatient, home health, wellness and fitness using clinical practice guidelines, evidence, and best clinical judgment.
7. Identify PT treatments specific to this population and according to the best evidence-to-date (categorize the Rxs: compensation to recovery-based interventions, prevention, and comfort).
8. Identify how to progress the patient towards achieving set goals.
10. Identify and recommend appropriate equipment, devices, and orthotics.
11. Recognize the psychosocial aspects of disability in treatment planning and relative to the individual's role in his/her family and society.
12. Identify and understand the various roles of the PT through the course of the disease/injury and the individual's life including patient and family education, Rx of the caregiver(s), and referral source.
13. Understand and view the patient as a student or learner and the role of the interaction with a PT as
   a. informing and sharing a vision of what is possible for a patient/learner,
   b. an agent for change,
   c. an instructor/coach for the individual,
   d. an educator for the individual, family, and caregivers, and
   e. empowering individuals.

Course prerequisites: Successful completion of the UF entry-level DPT program up through Summer 2017.

Credit hours: 3 credits

Course Materials

Required:
- UF DPT Neuroscience course syllabus and notes
- UF DPT Therapeutic Exercise I syllabus and notes
- Clinical practice guidelines will be accessible on the internet and identified during the course.
- We will use Canvas at UF (http://lss.at.ufl.edu/) for web-based assignments, readings, etc. Please check the website for the next week’s readings and assignments. Homework feedback will be provided directly on your hard copy or on Canvas.

Suggested Texts/Resources:
Appleton & Lange.


- Web-Based Resources:
  - Stroke Unit:
    - www.ebrsr.com
    - www.strokengine.ca
    - www.strokeassociation.org
    - www.canadianstrokenetwork.com
    - www.healthquality.va.gov/guidelines/Rehab/stroke/
    - www.viatherapy.org
  - SCI Unit:
    - www.scireproject.com
    - www.asialearningcenter.org
    - www.pva.org
  - TBI Unit:
    - www.braintrauma.org
    - www.tbims.org

Course Requirements/Evaluation/Grading

- Homework Assignments provided during the semester must be submitted by the assigned due date. They will be submitted either on-line or in class at the discretion of the instructor. Please refer Canvas at http://lss.at.ufl.edu/ for posting of on-going assignments and due dates including the format for satisfactory completion of each assignment. Complete assignments fully and submit responses consistent with the pursuit of excellence as an emerging professional in Physical Therapy and worthy of the title Doctor of PT.

- Written and Practical Exams are scheduled – make note of dates and times in course schedule.

GRADES:

Course Exams, assignments and quizzes will total 400 points and will be distributed across the Stroke, SCI and TBI topic areas as indicated below:

- Introduction and Stroke Unit (160 points total derived from the following evaluative tools):
  - Assignments
• Written Exam (note date of exam)
The practical exam will be Pass/Fail (80% or higher is a Passing Grade)

  o SCI Unit (140 points total derived from the following evaluative tools):
    • Assignments
    • Quiz(s)
    • Written Exam (note date of exam)
The practical exam will be Pass/Fail (80% or higher is a Passing Grade)

  o TBI Unit (100 points total derived from the following evaluative tools):
    • Assignments
    • Written Exam (exam to be held during finals week)
The practical exam will be Pass/Fail (80% or higher is a Passing Grade)

Grading Scale:

A  (4.00 grade point) = 93-100
A- (3.67 grade point) = 90-92
B+ (3.33 grade point) = 87-89
B  (3.00 grade point) = 83-86
B- (2.67 grade point) = 80-82
C  (2.00 grade point) = 70-79
D  (1.00 grade point) = 60-69
E  (0 grade point) = < 60

Statement of University’s Honesty Policy:

Students are expected to act in accordance with the University of Florida policy on academic integrity (See Student Conduct Code: the Graduate Student Handbook or this website for details: www.dso.ufl.edu/judicial/procedures/academicguide.php

All students are required to abide by the Academic Honesty Guidelines. The following pledge has been accepted by the University and is accepted of all students:

• “I understand that the University of Florida expects its students to be honest in all of their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action, up to and including expulsion from the University.”
• Unless specified otherwise in writing, all assignments, quizzes, and exams are to be completed independently. This means that collaboration with or assistance from any other person on assignments, quizzes or exams will be considered a violation of the UF Honor Code and referred to the Dean of Students office.

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior:

Honor Code Oath:

▪ “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standard of honesty and integrity.”

Professional Behavior

▪ Students are expected to behave and engage in the educational process and experience in a professional manner. Please refer to the DPT Student Handbook for guidance in this area concerning attendance and punctuality. Mutual respect for classmates, students, faculty, guest speakers, guest instructors, and Teaching Assistants is expected and required. Students who are disruptive or disrespectful to their classmates’ learning experience will be asked to leave the classroom.

▪ Electronic devices to be used for professional purposes only.

▪ Students are expected to read/view materials in preparation for class participation.

▪ Students are expected to dress appropriately for class or lab. Note the schedule for delineation for lab attire by an \( ^{P} \) or \( ^{L} \) next to the Week/class. \( ^{P} \) = Professional and \( ^{L} \) = lab attire. Lab attire consists of department-issued t-shirts and shorts of the appropriate length as noted in the Student Handbook.

▪ Call PT Dept. front desk by 8:00 a.m. if illness will cause you to miss class

Test Scores: Every effort will be made to return exams/assignments in a timely manner. Students receiving a grade of “C” (less than 80) are required to make arrangements to meet with the instructor within one week of receiving the grade. The exams will be reviewed in class. Students should refer first to their notes, then the text and other references, to classmates, and to TAs to review questions and answers and understand the material.

Accommodations for Students with Disabilities:

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (http://dso.ufl.edu). The Dean of Students will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is permitted to provide reasonable accommodations to assist students in their coursework.

Counseling
Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling Center, 352-392-1575 or visit their web site for more information: http://www.counseling.ufl.edu/. Crisis intervention is always available 24/7 from: Alachua County Crisis Center: 352-264-6789. Please don't wait for a crisis to come in and talk faculty or a counselor. Graduate school and other events can be stressful at times, we are glad to provide any assistance.