

University of Florida  
College of Public Health and Health Professions Syllabus  
Department of Physical Therapy  
PHT 6761C: Neurorehabilitation I (3 credit hours)  
Fall 2023  
Delivery Format: On-Campus; CLC Building  
Mondays 8:30 a.m. – 12:35 p.m.  
Tuesdays 2:15 - 4:15 p.m.

Instructor Information

Course Coordinator and Course Instructor Stroke Unit  
Dorian Rose, PT, MS, PhD  
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Phone Number: 352-273-8307  
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Office hours: Monday 12:45 – 2:00 p.m. or by appointment  
Preferred Method of contact: email

Course Instructors SCI Unit  
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Course Instructor TBI Unit  
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Clinical faculty:  
Mike Chiarelli, PT, DPT; UF Shands Magnolia Park Outpatient Clinic (SCI Unit)  
Jen Fogel, PT, DPT, NCS, CBIST; UF Health Rehabilitation Hospital (TBI Unit)

Course prerequisites: Successful completion of the UF entry-level DPT coursework up through Summer 2023.

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.

Course Objectives: These broad objectives and the specific class session 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. **Explain** each disease/injury pathology to include common course of the disease, as well as possible medical, surgical, and/or pharmacological management including medical management. Determine how each would relate (**analyze**) to a specific case study. **Accept** and **integrate** feedback. (**value**)
2. **Describe** the six aspects of the ICF model and explain the expected consequences of a specific disease/injury pathology on body/structure function, activities, and participation. Using a case study, describe how specific environmental and personal factors can impact benefit or hinder patient outcomes. (**analyze**)
3. **Integrate** patient personal factors into individual patient goal setting for each disease/injury pathology addressed **making judgments** about potential implications of those factors. Explain the value of integrating a patient personal factors w/goals using all resources when **making judgments (value)**.
4. **Using** a comprehensive PT evaluation for each specific disease/injury pathology and **integrating** the ICF model, **select** standardized assessments that can be used to establish baseline abilities/performance, to set goals, for re-evaluation while **applying** clinical practice guidelines (CPG).
5. **Analyze** a case study and **determine** specific problems that may require referral to MD, other health professionals, or require other resources.
6. **Analyze** a case study and using best clinical judgment, best evidence, and CPG, **set** appropriate therapeutic goals specific to the individual, the disease/injury and its progression or recovery (including secondary and other problems) across the continuum of care: acute, inpatient rehab, outpatient, home health, wellness and fitness.
7. **Construct** a list of physical therapy interventions specific to these populations and according the best evidence to date; then **categorize** treatments each as compensation, recovery-based, prevention, or comfort. **Apply** to a case study.
8. **Explain** how to progress a specific patient toward achieving goals when using each intervention described in #7.
9. **Monitor** patient response to therapy/exercise and **adjust** treatment accordingly.
10. **Select** appropriate durable medical equipment including assistive devices and orthotics for specific patient cases.

11. **Apply** psychosocial aspects of each disability and the individual's role in his/her family when treatment planning.
12. **Explain** the various roles of the PT (to include patient and family education, treatment of the caregiver(s), and referral sources) throughout the course of the disease/injury and individual's life.
13. **Explain** how the patient can be viewed as a student/learner and the role of the PT
  - a. As Informing and sharing a vision of what is possible for the patient/learner
  - b. As an agent for change
  - c. As an instructor/coach for the individual
  - d. As an educator for the family, caregivers
  - e. As someone to empower individuals**Apply** to case studies

### Instructional Methods

Blended learning, lecture/lab, on-line educational experiences, discussion, demonstration/practice, return demonstration/modification, role play, explanation, discussion, authentic cases, patient guests/student evaluation.

*What is blended learning and why is it important?*

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

*What is expected of you?*

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

### Relation to Program Outcomes

SG1b: Students/graduates will be independent problem-solvers and critical thinkers

SG1c: Students/graduates will be autonomous practitioners able to diagnose and treat movement disorders.

SG1d: Students/graduates will be physical therapists who address the unique physical and psychosocial characteristics of each individual client

SG1f: Student/graduates will be physical therapists who provide safe and effective physical therapy services in a variety of clinical settings

This course builds off of the skills and knowledge gained in Basic Skills I and Therapeutic Exercise I and applies those skills and knowledge to individuals with stroke, spinal cord injury and traumatic brain injury diagnoses. Additionally students will apply foundational knowledge from neuroscience to individuals with damage to the Central Nervous System. *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 2024.* In TherEx II, 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.

Description of Course Content and Schedule – Please see Course Schedule Document located on Canvas Page.

### Course Materials and Technology

#### 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 throughout the course.
- O’Sullivan and Schmitz. Improving Functional Outcomes in Physical Rehabilitation. F.A. Davis. 2010.
- Lundy-Eckman. Neuroscience: Fundamentals for Rehabilitation. 4<sup>th</sup> edition, Elsevier.2013.
- 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.
- Phones/Laptops/Tablets/Electronic Devices may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use these devices in class for any other reason. Please see the DPT Student Handbook for specific technology requirements and appropriate use of technology within the program.

#### Suggested Texts/Resources:

- Winstein CJ, Stein J, Arena R, Bates B, et al. Guidelines for Adult Stroke Rehabilitation and Recovery: A Guideline for Healthcare Professionals From the American Heart Association/American Stroke Association. *Stroke*. 2016. Jun;47(6): e98-e169.
- Shumway-Cook & Woolacott. Motor Control: Translating Research into Clinical Practice. 5<sup>th</sup> edition. LWW. 2016.
- Somers MF (2009). *Spinal Cord Injury: Functional Rehabilitation*. Norwalk, CN: Appleton & Lange.
- International Standards for Neurological Classification of Spinal Cord Injury. American Spinal Injury Association. 2<sup>nd</sup> edition. 2011.
- Sisto, Sue Ann, Druin E, Sliwinski MM (2008). *Spinal Cord Injuries: Management and Rehabilitation*. St. Louis, Missouri: Mosby Inc., Elsevier.
- Web-Based Resources:
  - Stroke Unit:

- [www.ebrsr.com](http://www.ebrsr.com)
  - [www.strokingengine.ca](http://www.strokingengine.ca)
  - [www.strokeassociation.org](http://www.strokeassociation.org)
  - [www.canadianstrokenetwork.com](http://www.canadianstrokenetwork.com)
  - [www.healthquality.va.gov/guidelines/Rehab/stroke/](http://www.healthquality.va.gov/guidelines/Rehab/stroke/)
  - [www.viatherapy.org](http://www.viatherapy.org)
- SCI Unit:
    - [www.scireproject.com](http://www.scireproject.com)
    - [www.asialearningcenter.org](http://www.asialearningcenter.org)
    - [www.pva.org](http://www.pva.org)
  - TBI Unit:
    - [www.braintrauma.org](http://www.braintrauma.org)
    - [www.tbims.org](http://www.tbims.org)

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

#### Additional Academic Resources

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

#### Academic Requirements/Evaluation/Grading

- Homework Assignments provided during the semester must be submitted by the assigned due date. They will be submitted on Canvas. 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.
- Quizzes will be administered during class through Canvas
- Exam Policy: Written and practical exams are scheduled and will occur in-person in the CLC classroom - note dates and times in course schedule. Written exams will be administered online via CANVAS and will primarily be multiple choice format with the potential for short-answer written response. Practical exams will be 15 minutes in length, 1:1 with a course instructor serving as your "patient."

## 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
  - Quizzes
  - Written Exam (note date of exam)
  - The practical exam will be Pass/Fail (80% or higher is a Passing Grade)
  
- SCI Unit (140 points total derived from the following evaluative tools)
  - Assignments
  - Quizzes
  - Written Exam (note date of exam)
  - The practical exam will be Pass/Fail (80% or higher is a Passing Grade)
  
- 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**

Exam 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. 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.

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher

that have been earned with a B+ or higher. In addition, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

Students in the physical therapy program must demonstrate competence in both academic and clinical components of the curriculum in order to progress. Academic competence is demonstrated through satisfactory performance in coursework, assignments, and practical exams. Students must pass all safety requirements on practical exams by 100% in order to progress and must score at least 80% on other requirements. If a student must repeat a practical exam for any reason, the highest grade the student may obtain for that exam is 80%. Students may repeat a practical only one time. If a student does not pass on the second attempt, the student must appeal to the Department Progressions Committee for a third chance. Failure on a third chance, if granted, will result in an "E" for the course. A student, who repeatedly fails practical exams on the first attempt in one or more courses, will be referred to the DPT Program Director for academic advising and a plan of remediation.

More information on UF grading policy may be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Required 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. In the event that any class session is transitioned to Zoom, attendance will be recorded by course instructors by noting all students who are signed in with cameras on. 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-half letter grade (i.e. a B will become a B-; B- will become a C). If illness prevents you from attending class, call the PT Main Office by 8:00 a.m. and faculty will be notified of your absence. If you do not call the PT Main Office by 8:00 a.m., your absence will be considered unexcused. Excused absences must be consistent with university policies in the Graduate Catalog

(<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

#### Student Expectations, Roles and Opportunities for Input:

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. 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 interactions with guest instructors.

### Academic Integrity:

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

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

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### Expectations Regarding Course Behavior

For further information about the material provided below see the relevant sections of the *DPT Student Handbook*.

### Professional Behavior

- Professional behavior is critical for a successful transition from the classroom to the clinical setting. The faculty recognizes the importance of this by incorporating the development and evaluation of professional behavior into each academic course. Professional Behavior is described in the Student Handbook that each student receives and acknowledges reading/understanding upon beginning the DPT program. Professional behavior is expected at all times; including but not exclusively: during scheduled class, curricular and clinical activities, extracurricular professional events, community and clinical activities. Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.
- An aspect of professionalism is appropriate and timely communication with any challenges you are experiencing meeting class expectations and objectives. Timely and accurate information from you enables course instructors to do our best in meeting needs if we are able or to refer you to departmental and university resources.

- Since “Professionalism” is a hallmark of patient and population care, and central to the mission of the College of Public Health and Health Professions, it will be assessed in this course. Student demeanor and observable behavior are central components to assessing one’s professionalism and will therefore need to be observed and occasionally recorded within this class. To facilitate a proper evaluation of professionalism in (potential) online sessions, Zoom synchronous sessions may be audio-visually recorded and students will be asked to keep their cameras on during class.

Furthermore, 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 these web sites for more details:

<https://sccr.dso.ufl.edu/students/student-conduct-code/>

<https://sccr.dso.ufl.edu/process/students-rights-responsibilities/>

<http://www.graduateschool.ufl.edu/media/graduate-school/pdf-files/handbook.pdf>

Students may be referred to the Professional Development Committee if they exhibit behavior not in accordance to these standards/expectations.

- Electronic devices to be used for professional purposes only.
- Students are expected to read/view materials listed on course schedule in preparation for class participation.
- Students are expected to dress appropriately for class (including any potential on-line delivery). 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
- Course materials will be provided to you with an excused absence. Assignments must be turned in within 48 hours of original due date. Contact the instructor regarding submission as the Canvas assignment site will be closed.  
(<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

#### Recording of class lecture policy

“Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips,

private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.”

### Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>. As three different instructors lead three different units in this course, you will evaluate each instructor separately at the end of each respective unit. Your evaluations will be reviewed by each individual instructor and by our Department Chair which she will use in our annual evaluation. We take your evaluations and comments seriously and use them to improve the course. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>. Students will complete separate evaluations for each course instructor: Dr. Rose, Dr. Fox, Dr. Studer-Byrnes, Dr. Kraus and Dr. Fogel.

### Support Services

#### Accommodations for Students with Disabilities:

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. It is your responsibility to submit a letter specifically for this course. Letters submitted in previous courses are not forwarded to future courses. The College is committed to providing reasonable accommodations to assist students in their coursework.

#### Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math

and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.

- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center: (352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

#### Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinion or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." We are committed to fostering an open and inclusive environment in our College, where every student, guest instructor and contributor feels valued. If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office on Multicultural & Diversity Affairs Website: <http://www.multicultural.ufl.edu/>

<b>Neurorehabilitation I PHT 6761C Course Schedule Fall 2023</b>		
<b>What needs to be completed before arriving to class?</b>	<b>What are we doing in class?</b>	<b>What are the assignments or quizzes this week?</b>
<b>Stroke Unit Primary Instructor: Dr. Rose</b>		
<b>Week 2</b>		
<b>Monday, Aug. 28</b>		
	<b><u>All lab sections</u></b>	Submit Assign. #0 in Canvas by 11:30 a.m. on <b>8/28/23</b> .
	8:30-11:30 <ul style="list-style-type: none"> <li>• Neurorehabilitation – What we Know, What we'll Learn</li> <li>• Paradigm Shift from MSK</li> <li>• Top Down Model of Rehabilitation</li> <li>• Post-Stroke Motor Impairment</li> </ul>	
	11:30-12:35 <ul style="list-style-type: none"> <li>• Course Overview and Objectives</li> <li>• NR1 Team Introductions</li> </ul>	
<b>Prior to Class</b>	<b>Tuesday, Aug. 29</b>	
<b>Watch lecture:</b> -- Fugl-Meyer Assessment.pptx <b>Watch video clips:</b> --LE_FM instructional videos <b>Review:</b> -LE Fugl-Meyer procedures.doc -LE Fugl-Meyer form.doc	<b><u>Lab A1-A3</u></b>	Submit Assign. #1 in Canvas by 5:00 p.m. on <b>9/1/23</b> .
	2:15–3:10: Stroke Assessment Lab (Fugl-Meyer, MAS)	
		3:15 –4:15: Stroke Assessment Lab (Fugl-Meyer, MAS)
<b>Week 3</b>		
<b>Mon. Sept. 4</b>		
	<b><u>Labor Day</u> <u>No Class</u></b>	
<b>Prior to Class</b>	<b>Tuesday, Sept. 5</b>	
<b>Watch lecture:</b> --Gait post-stroke <b>Watch videos:</b>	<b><u>Lab B1-B3</u></b>	
	2:15 – 3:10 p.m. Sit to Stand and Gait (AFO/FES)	

--Sit to Stand --Gait - Use video viewing guide		<u><b>Lab A1-A3</b></u> <b>3:15 – 4:10 p.m.</b> Sit to Stand and Gait (AFO/FES)	
<b>Week 4</b>			
	<u><b>Mon. Sept. 11</b></u>		
<b>Watch lecture:</b> --NIH Stroke Scale Tutorial <a href="https://www.youtube.com/watch?v=gzHuNvDhVwE">https://www.youtube.com/watch?v=gzHuNvDhVwE</a> <b>Review:</b> 9.11.23 NIHSS.pdf NIH Stroke Scale procedures <b>Watch videos:</b> --Positioning, Scooting in Supine, Rolling, Lying/Sitting/Lying, Transfers - Use video viewing guide	<u><b>Lab A1-A3</b></u> 8:30 – 10:30: Positioning/Bed Mobility/Transfers/NIH Stroke Scale	<u><b>Lab B1-B3</b></u> 10:35 – 12:35: Positioning/Bed Mobility/Transfers/NIH Stroke Scale	Quiz #1- NIHSS <b>In class on 9/11/23</b>
<b>Prior to Class</b>	<u><b>Tues. Sept. 12</b></u>		
<b>Watch lecture:</b> UE Rehabilitation <b>Watch videos:</b> --Gait --UE - Use video viewing guide	<u><b>Lab B1-B3</b></u> 2:15 –3:10: Gait/Upper Extremity	<u><b>Lab A1-A3</b></u> 3:15 –4:15: Gait/Upper Extremity	
<b>Week 5</b>			
<b>Prior to Class</b>	<u><b>Monday, Sept. 18</b></u>		
<b>Watch lecture:</b> --Rehabilitation starts in acute care - Stroke Assessment - Non-Motor Impairments Post-Stroke	<u><b>All Lab Groups</b></u> <ul style="list-style-type: none"> <li>• Acute stroke care and priorities</li> <li>• Stroke Assessment</li> <li>• Non-Motor impairments post-stroke</li> <li>• Practical exam preparation</li> </ul>		Quiz #2- Acute Care <b>In class on 9/18/23</b>
	<u><b>Tues. Sept. 19</b></u>		
<b>Watch lecture:</b> --Warning signs, risk factors, course of stroke recovery.ppt <b>Watch video:</b> --Assigned patient interview	<u><b>Lab A1-A3</b></u> <b>2:15 – 3:10 p.m.</b>	<u><b>Lab B1-B3</b></u> <b>3:15 – 4:15 p.m.</b>	Submit Assign. #2 in Canvas by 1:00 p.m. on <b>9/19/23</b>
<u><b>Wed. Sept. 20</b></u>			
<u><b>Lab Practicals 1:15 – 3:30 p.m.</b></u>			
<u><b>Thursday, Sept. 21</b></u>			

**Lab Practicals 11:45 – 1:30 p.m.**

**Week 6**

<b>Monday, Sept. 25</b>			Submit Assign. #4 in Canvas by 6:00 p.m. on <b>9/30/23</b>
<p><b>Prepare for community guest:</b> Within your assigned group, determine patient day responsibilities</p> <p><b>Read:</b> - Patient Day assignment posted in 9/25/23</p>	<p align="center"><b><u>All Lab Sections</u></b> <b><u>8:30 – 9:45 a.m.</u></b></p> <ul style="list-style-type: none"> <li>• EBP assignment debrief</li> <li>• CV guidelines</li> </ul>	<p align="center"><b><u>Lab with Community Guests</u></b></p> <p align="center"><b><u>Lab A1-A3</u></b> <b><u>10:00 – 11:10</u></b></p> <p align="center"><b><u>Lab B1-B3</u></b> <b><u>11:20 – 12:35</u></b></p>	
	<b>Tuesday, Sept. 26</b>		
	<p align="center"><b><u>All lab sections</u></b> 2:15 – 4:15 p.m.</p> <ul style="list-style-type: none"> <li>• Pusher syndrome</li> <li>• Predicting Stroke Recovery</li> <li>• Written exam prep</li> </ul>		

**Week 7**

<b>Monday, Oct. 2</b>			Submit Assign. #5 in Canvas by 8:00 p.m. on <b>10/7/23</b>
<p><b>Watch lectures:</b> --Balance/postural control --Gait adaptability -Balance and Postural control clips of example exercises from four cases - Refer to balance lab video viewing guide</p>	<p align="center"><b><u>Lab B1-B3</u></b> 8:30 – 10:30: Postural Control, Balance Recovery &amp; Gait Adaptability</p>		
		<p align="center"><b><u>Lab A1-A3</u></b> 10:35 – 12:35: Postural Control, Balance Recovery &amp; Gait Adaptability</p>	
<b>Tues., Oct. 3</b>			
	<p align="center"><b>Stroke Unit Written Exam</b> 2:15-4:15 p.m.</p>		

**Spinal Cord Injury Unit**  
**Primary Instructor: Dr. Fox**  
**Secondary Instructor: Dr. Sutor**

**\*\*SCI unit schedule may be updated prior to unit start\*\***

SCI UNIT Week 8		
<b>TO DO/Assignments</b>	<b>Monday, Oct. 9</b>	
<b>Watch videos:</b> --SCI intro videos <b>Read:</b> -- McKinley et al. 2007: SCI syndromes <b>Complete:</b> --Assignment #1 (intro, demographics)	8:30-12:35 <ul style="list-style-type: none"> <li>• Introduction to SCI</li> <li>• SCI demographics</li> <li>• Critical issues &amp; assisted coughing</li> <li>• Neuroanatomy and SCI syndromes</li> <li>• Application labs</li> </ul>	Submit Assign. #1 in Canvas by Tues 10/10 11:59pm
	<b>Tuesday, Oct. 10</b>	
<b>Read:</b> --Grant et al. 2015: med complications <b>Watch videos:</b> --Medical considerations	2:15-4:15 <ul style="list-style-type: none"> <li>• Medical considerations &amp; complications</li> <li>• Dependent mobility for SCI</li> </ul>	Complete reading Video review
SCI UNIT Week 9		
	<b>Monday, Oct. 16</b>	
<b>Watch videos:</b> --ASIA online resources --Rehab/movement strategies <b>Read:</b> --Kirschblum et al. 2011: ISNCSCI	8:30-12:35 <ul style="list-style-type: none"> <li>• ISNCSCI Examination</li> <li>• Functional mobility lab (dependent mobility, bed mobility, transfers and movement strategies)</li> <li>• Rehab concepts/strategies</li> <li>•</li> </ul>	Submit Assign. #2 in Canvas By Tues 10/17 11:59pm
	<b>Tuesday, Oct. 17</b>	
<b>Watch videos:</b> --ASIA online resources --Rehab/movement strategies <b>Complete:</b> Assignment #2 ISNCSCI and SCI classification	2:15-4:15 <ul style="list-style-type: none"> <li>• ISNCSCI Examination</li> <li>• Functional mobility lab cont.</li> </ul>	
SCI UNIT Week 10		
	<b>Monday, Oct. 23</b>	
<b>Read: (focus on main points/take-ways)</b> --Behrman & Harkema, 2007	8:30-12:35 <ul style="list-style-type: none"> <li>• Walking Rehabilitation</li> <li>• Upright mobility lab</li> </ul>	Complete reading, video review

--Maegele et al., 2002 (tables & figs only) --Brazg et al., 2017  <b>Watch videos:</b> --Locomotor training videos	<ul style="list-style-type: none"> <li>Bowel, bladder and sexual function after SCI (Mike Chiarelli, DPT)</li> </ul>	
<b>Tuesday, Oct. 24</b>		
	2:15-4:15 <ul style="list-style-type: none"> <li>SCI guest expert</li> <li>EBP assignment</li> </ul>	
<b>SCI UNIT Week 11</b>		
<b>Monday, Oct. 30</b>		
<b>Watch online modules:</b> --Wheelchair mobility	8:30-12:35 <ul style="list-style-type: none"> <li>Wheelchair lab: power mobility, cushions, seating options</li> <li>SCI Assign #3 during class</li> <li>Lab practice on instructors</li> </ul>	Submit Assign. #3 in Canvas by Tues 10/31 11:59pm  Submit Assign. #4 (EBP) in Canvas by Tues 10/31 11:59pm
<b>Tuesday, Oct. 31</b>		
	2:00-4:00 <ul style="list-style-type: none"> <li>Lab practice on instructors</li> </ul>	
<b>SCI UNIT Week 12</b>		
<b>Monday, Nov. 6</b>		
	8:30-12:35 <b>SCI Unit Practical Exams</b>	
<b>Tuesday, Nov. 7</b>		
	2:15-4:15 <b>SCI Unit Written Exam</b>	
<b>Brain Injury Unit</b> <b>Primary Instructors: Dr. Alison Kraus &amp; Dr. Rose; Clinical Faculty: Dr. Jen Fogel</b>		
<b>**BI unit schedule may be updated prior to unit start**</b>		
<b>Week 13</b>		
<b>Monday, Nov. 13</b>		
<b>Watch videos:</b>	8:30-12:35 Kraus/Fogel/Rose	Submit Assignment #1 (Coma)

--Coma Documentary to complete <b>Review Powerpoint slides (in reference to Assignment #1:</b> -- Disorders of Consciousness Assignment #1 Upload Assignment #1 to CANVAS	<ul style="list-style-type: none"> <li>• Introduction to BI Unit</li> <li>• Coma documentary discussion</li> <li>• RLAS Level I-IV</li> <li>• Acute Care Considerations</li> <li>• Outcomes Assessment</li> </ul>	Documentary reflection) to Canvas Due 11/13/2023
<b>Tuesday, Nov. 14</b>		Kraus /Fogel/Rose
Group A Watch videos: --CRS-R administration - Low level intervention	Lab: Group A 2:15-4:15 <ul style="list-style-type: none"> <li>• Coma stimulation</li> <li>• CRS-R administration</li> <li>• Acute Intervention/Mobility</li> </ul>	
<b>Week 14</b>		
<b>Monday, Nov. 20</b>		Kraus /Fogel/Rose
Complete: - Assignment #2; BI medication	8:30-12:35 <ul style="list-style-type: none"> <li>• RLAS Level IV</li> <li>• Behavior Management</li> </ul>	Submit Assignment #2 (Medication) in Canvas 11/20/23
<b>Tuesday, Nov. 21</b>		Rose/Kraus
Group B: Watch videos: --CRS-R administration - Low level intervention	Lab: Group B 2:15-4:15 <ul style="list-style-type: none"> <li>• Coma stimulation</li> <li>• Acute Intervention/Mobility</li> </ul>	Submit Assignment #3 (Casting case) in Canvas by 11/23/23
<b>Week 15</b>		
<b>Monday, Nov. 27</b>		Fogel/Rose/Kraus
Complete: --EBP assignment	8:30-12:35 <ul style="list-style-type: none"> <li>• Serial Casting (video demonstration)</li> <li>• RLAS Level V-VII</li> <li>• Higher level interventions</li> <li>• Outcome Assessments</li> </ul>	Submit Assignment #4 (CDM) in Canvas by 8:00 .am. 11/20/23
<b>Tuesday, Nov. 28</b>		
	2:15-4:15 <ul style="list-style-type: none"> <li>• RLAS Level VIII-X</li> <li>• Higher level intervention</li> <li>• Community Guest</li> </ul>	
<b>Week 16</b>		
<b>Monday, Dec. 4</b>		Kraus/Rose
For reference: --Concussion CPG	8:30-12:35 <ul style="list-style-type: none"> <li>• Concussion Assessment &amp; Management</li> </ul>	Submit Assignment #5 (RLAS Scale assessment &

