

University of Dayton

Doctor of Physical Therapy Program

DPT 952 Neurological Clinical Objectives

Course Objectives:

Following successful completion of this course, the student will, with **Intermediate to Entry-Level performance** on the Clinical Performance Instrument (utilizing Clinical Performance Instrument anchor definitions and performance dimensions), be able to:

CC-5.8, CC-5.9, CC-5.10, CC-5.17, CC-5.18, CC-5.26, CC-5.41

1. Establish patient and peer rapport through effective communication skills.

CC-4, CC-5.19, CC-5.20, CC-5.21, CC-5.22, CC-5.23, CC-5.28, CC-5.29, CC-5.30

2. Perform examinations for neurological patients. This includes a comprehensive patient chart review, patient history, and physical examination. It requires the student to relate the patient's co-morbidities, medications, laboratory findings, imaging, and results of medical screens to the patient's current condition and examination findings. The tests and measures to be used include but are not limited to:
 - a. Assessment of arousal attention and cognition using standardized measures
 - b. Assessment of level of consciousness and memory
 - c. Assessment of orientation to person, place, time and events
 - d. Analysis of assistive and adaptive devices and components
 - e. Assessment of alignment and fit of assistive device as well as patient's ability to use it
 - f. Utilization of ADL scales or indexes
 - g. Assessment of cranial nerve integrity including dermatomes, gag reflex, swallowing, and muscles innervated by cranial nerves
 - h. Assessment of response to auditory, gustatory, olfactory, visual and vestibular stimuli
 - i. Analysis of kinematics including gait on various terrains and surfaces and safety assessment
 - j. Analysis of stereotypic movements, postural equilibrium, and righting reactions
 - k. Assessment of sensorimotor integration and Motor Assessment scales
 - l. Assessment of muscle tone and functional strength, power and endurance
 - m. Neuromotor development and sensory integration including age and sex appropriate development, involuntary movement, reflex movement patterns, gross and fine motor skills, and motor control and motor learning
 - n. Assessment of pain perception (e.g. phantom pain)
 - o. Analysis of self-care and home management activities including safety and adaptive skills
 - p. Sensory integrity including combined cortical sensations, deep sensations, gross receptive, and superficial sensations

CC-5.31, CC-5.32, CC-5.33

3. Evaluate data from the examination and determine a PT diagnosis that guides patient/client management.

CC-4, CC-5.34, CC-5.35, CC-5.36, CC-5.37, CC-5.39

4. Determine appropriate treatment strategies and patient-centered outcomes and goals. Interventions include but are not limited to:
 - a. Assistive cough techniques and suctioning
 - b. Electrotherapeutic modalities including functional and neuromuscular electric stimulation
 - c. ADL training and assistive and self-care or home management task adaptation
 - d. Assistive and adaptive devices (beds, raised toilet seats, seating systems..)
 - e. Balance and coordination training, developmental activities, motor learning, and therapeutic exercise

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| CC-5.21, CC-5.22,
CC-5.23, CC-5.24 | 5. Examine all aspects of a patient's diagnosis using appropriate resources, including but not limited to computers, text books, other health care providers, and information gained from the patient. |
| CC-5.38, CC-5.45,
CC-5.46, CC-5.47,
CC-5.48, CC-5.49 | 6. Select outcome measures to assess effectiveness of treatment and monitor and adjust the plan of care in response to patient/client status. |
| CC-5.2, CC-5.8, CC-
5.10, CC-5.17, CC-
5.27 | 7. Interact successfully with payers, ancillary services, health care services, and make recommendations or referrals as appropriate. |
| CC-5.58 | 8. Participate in the financial management of the department. |
| CC-5.40 | 9. Determine those components of interventions that may be directed to the physical therapist assistant (PTA) upon consideration of: (1) the needs of the patient/client, (2) the PTA's ability, (3) jurisdictional law, (4) practice guidelines/policies/codes of ethics, and (5) facility policies. |
| CC-5.42 | 10. Complete documentation that follows professional guidelines, guidelines required by health care systems, and guidelines required by the practice setting. |
| CC-5.56 | 11. Plan and prepare for appropriate patient discharge. |
| CC-5.43, CC-5.44 | 12. Practice using principles of risk management and respond effectively to patient/client and environmental emergencies. |
| CC-5.26 | 13. Present an in-service or case report to the affiliation site's staff. |
| CC-5.12, CC-5.14 | 14. Assess your own clinical performance using tools such as reflective writing and the PT CPI Web evaluation instrument. |

Required Textbooks: There are no required textbooks, however, access and proficiency with the PT CPI Web evaluation instrument is required.

Many of the books that were required thus far in the program will serve as valuable references.

Special Needs Students: To request academic accommodations due to a disability, please contact the Office for Students with Disabilities, Roesch Library Rm. 023 (937) 229-2066. If you have a self-identification form from the Office of Students with Disabilities indicating you have a disability which requires accommodation, please present it to me so we can discuss the accommodations you might need in the class.

The Honor Pledge

I understand that as a student of the University of Dayton, I am a member of our academic and social community. I recognize the importance of my education and the value of experiencing life in such an integrated community. I believe that the value of my education and degree is critically dependent upon the academic integrity of the university community, and so in order to maintain our academic integrity, I pledge to:

Complete all assignments and examinations by the guidelines given to me by my instructors;

Avoid plagiarism and any other form of misrepresenting someone else's work as my own;

Adhere to the Standards of Conduct as outlined in the Academic Honor Code.

In doing this, I hold myself and my community to a higher standard of excellence, and set an example for my peers to follow.

Appendix

Course Assignment Schedule

Week	Assignments
1	Week One Orientation Checklist; Week One Snapshot Summary
2	Weekly Student/CI Summary (WFF)
3	Weekly Student/CI Summary (WFF)
4	Weekly Student/CI Summary (WFF); Week 4 Article and Reflection/Postings on classmate's reflections/articles
5	Weekly Student/CI Summary (WFF); Inservice Presentation/Project – Topic Submission
6	Midterm CPI/CPI Completion Posting
7	Weekly Student/CI Summary (WFF)
8	Week 8 Article and Reflection/Postings on classmate's reflections/articles
11	Inservice Presentation/Project - Summary
12	Final CPI/CPI Completion Posting; Final APTA Clinical Site Evaluation/Posting
12+	Post-Clinical Clinical Site Insight/Posting; Post-Clinical Confidential Site Evaluation/Posting; Post-Clinical Evaluation of the DCE/Posting

Introspective Reflection Rubric - UD DPT

Student:

Date:

Criteria	Exemplary	Proficient	Basic	Emerging	Below Expectations
Content 75% weighting	75.0 points <input checked="" type="radio"/>	62.25 points <input type="radio"/>	52.5 points <input type="radio"/>	45.0 points <input type="radio"/>	0.0 points <input type="radio"/>
	Shows self-awareness, questioning attitude, critical analysis, synthesis, and self-evaluation.	Shows self-awareness, questioning attitude, and critical analysis. Shows rudimentary synthesis, and self-evaluation.	Shows some self-awareness, rudimentary questioning attitude and critical analysis, and no synthesis or self-evaluation.	Shows minimal self-awareness and/or questioning attitude, inadequate critical analysis, and no synthesis or self-evaluation.	Shows little or no self-awareness. Makes statements and reports facts with little or no evidence of reflective criteria.
Format 5% weighting	5.0 points <input checked="" type="radio"/>	4.15 points <input type="radio"/>	3.5 points <input type="radio"/>	3.0 points <input type="radio"/>	0.0 points <input type="radio"/>
	1) Times New Roman 2) 12 point 3) Double spaced 4) 1 inch margins.	Uses 3 of 4 criteria.	Uses 2 of 4 criteria.	Uses 1 of 4 criteria	Uses none of the 4 criteria
Spelling & Grammar 5% weighting	5.0 points <input checked="" type="radio"/>	4.15 points <input type="radio"/>	3.5 points <input type="radio"/>	3.0 points <input type="radio"/>	0.0 points <input type="radio"/>
	No spelling or grammar errors	1 spelling or grammar error	2-3 spelling or grammar errors	4-5 spelling or grammar errors	> 5 spelling or grammar errors
Article 15% weighting	15.0 points <input checked="" type="radio"/>	12.45 points <input type="radio"/>	10.5 points <input type="radio"/>	9.0 points <input type="radio"/>	0.0 points <input type="radio"/>
	Peer reviewed Related to reflection Results summarized Research quality judged Influence on practice	4 of 5 criteria present	3 of 5 criteria present	2 of 5 criteria present	< 2 of 5 criteria present

33% Deduction: yes or no

Points Available: 67 or 100

Total Points = 100.0/100

Grade: A

