**Title and Focus of Activity**: Physical therapy examination of a standardized patient.

*Examination*

**Contributor(s):** Susan J. Barlow, DPT, PhD, NCS, [Susan-Barlow@utc.edu](mailto:Susan-Barlow@utc.edu)

University of Tennessee at Chattanooga; Department of Physical Therapy

**Course Information**: Physical Therapy Management of Medical Surgical Conditions III; 3 credit hours, 4 contact hours; Year 2 spring semester. Occurs after Neuroanatomy and Physical Therapy Management of Adults and Elders with Neurologic Dysfunction I (Examination and intervention for patients with spinal cord injury, neuromuscular diseases, and peripheral neuropathies). Occurs concurrently with Physical Therapy Management of Adults and Elders with Neurological Dysfunction II (Examination and intervention for patients with stroke, brain injury, multiple sclerosis, basal ganglia disorders, vestibular disorders and Alzheimer’s).

**Learning Activity Description:**

Context: This activity is conducted as part of the laboratory portion of the class. Students have already been instructed in the physical therapy examination. The instructor plays the role of a standardized patient with a neurological diagnosis. One student is selected to perform a full examination of the patient in the acute care practice setting. The purpose of this activity is to improve the confidence and proficiency of students performing a full physical therapy assessment on a patient with neurological injury in the acute care setting. Additionally, this activity allows students to observe the presentations of patients with different neurological diagnoses and levels of injury. Other practice setting could also be used to allow students to compare and contrast the examination procedures used in different settings. Note: this activity takes up much of the lab time over the course of the semester. The lecture portion of the class has been converted to voice-over PowerPoint presentations that students are required to review on their own. Each class period is begun by asking if there are questions about the on-line lectures. After this, the class proceeds with the standardized patient examinations.

* Every student in the class will perform an examination during the course of the semester. The diagnoses of patients selected for the student examinations include but are not limited to:
  + Spinal cord injury of all levels
  + Cortical or subcortical stroke both right and left hemisphere with individual patients presenting with classic syndromes such as Pusher or neglect
  + Cerebellar stroke
  + Brain injury on many Rancho Los Amigos levels
  + Parkinson’s Disease
  + Multiple sclerosis
  + Alzheimer’s
* Information pertaining to each patient is used to create a patient medical chart. This information can be completely fabricated, derived from published case studies or information obtained and copied from previous patients treated by the instructor. The patient chart information is listed on PowerPoint slides. Each slide has a different piece of information.

**Example Patient Chart**

**HPI**

Marie

79 year old female, 5’8” 180 lbs

CVA with left hemiparesis

Aspiration pneumonia with MRSA in sputum

**Medical Management**

s/p failed Merci Procedure

Tracheostomy

**PMH**

CAD

Trigeminal neuralgia

TIA

GERD

HTN

Diverticulosis

**Orders**

WBAT

PT to eval and treat

OOB to chair

5 L oxygen via trach collar

**Medications**

Norvasc

Lortab

Reglan

Lasix

Plavix

Heparin

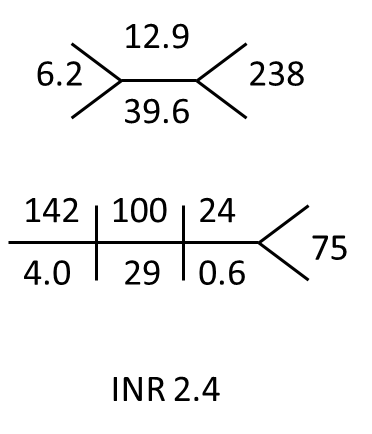
Zocor

Baclofen

Pepcid

Lorazepam

**Lab Values**



* One student will be informed in advance that they will perform this specific acute care examination. The patient charts are available for all students to view on our on-line course manager system, Blackboard.
* During the actual class time the instructor orally quizzes all students in the class (except the one selected to perform the examination) on whether the patient’s blood values contraindicate therapy and which if any medications might cause side effects that interfere with patient mobility.
* During the examination, the instructor role plays the patient in the chart. The setting is a standard hospital bed and the instructor wears a hospital gown over shorts and a tank top. Lines are attached where appropriate (i.e., pinning catheter tubing shorts, wearing a nasal cannula attached to an oxygen supply line in the wall, taping IV tubing to an arm).
* The students not performing the examination are seated around the room and constitute the audience. No computers or cell phones are allowed during this time. The audience members have a pen and a piece of paper to write down comments as the evaluation proceeds. They are told to comment on anything that they thought was particularly good about this evaluation or if there was anything they would have done differently.
* As the examination proceeds the student performing it can ask one of the audience members for technical assistance for safety if needed.
* Following the complete examination there is a debriefing period where the audience and I give verbal constructive comments to the performing student. We also discuss discharge options for the patient.
* Each of the members of the audience is required to turn in their comments written on the paper. These comments are collated into one document and given to the performing student for reference.
* The performing student is then required to document his examination on a standard template.
* The class participation grade is derived from the submission of constructive comments to all classmates while they are members of the audience.

Time for student to complete the activity:

* Preparation for activity outside of/before class: Approximately 3 hours for the student performing the examination and 1 hour for the rest of the class.
* Class time completion of the activity: 1 hour.

Readings/other preparatory materials:

Medical chart information is available to the entire class. The entire class is responsible for knowing the indications for all of the medications as well as any side effects that could possibly affect patient mobility. The class is also responsible for identifying any laboratory values that would contraindicate physical therapy. The student performing the examination is responsible for preparing to perform a thorough physical therapy examination. The dates for all student examinations and all patient charts are randomly assigned by the instructor at the beginning of the semester. This information is provided to the students via our online course manager system, BlackBoard.

Learning Objectives:

1. Identify possible side effects of pharmacological agents on patient mobility.
2. Determine the appropriateness of physical therapy intervention based on a patient’s laboratory values.
3. Accurately perform a physical therapy examination on a patient with neurological injury.
4. Accurately interpret the results of the examination to identify all patient deficits.
5. Provide accurate and complete written documentation of a physical therapy examination and evaluation.

Methods of evaluation of student learning:

|  |  |  |  |
| --- | --- | --- | --- |
| **Grading Criteria** | **Weight** | **Score** | **Comments** |
| Demonstrates Professionalism | 5 |  |  |
| Compiles a thorough history | 5 |  |  |
| Performs tests and measures appropriately | 10 |  |  |
| Performs mobility assessment safely | 20 |  |  |
| Maintains patient precautions | 10 |  |  |
| Identifies all patient deficits | 10 |  |  |
| Provides patient education | 5 |  |  |
| Provides all written documentation | 20 |  |  |
| Documentation uses correct spelling and grammar | 5 |  |  |
| Class participation | 10 |  |  |
| **Total** | **100** |  |  |