**Title and Focus of Activity:** A Laboratory Competency Check-Off to Assess Introductory Skills for Vestibular Rehabilitation *Evaluative Grading Rubric*

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**Course Information:** Motor Control and Motor Learning; 4 credits. It is recommended that this assessment of student learning occur following the compendium activity titled “A Flipped Classroom Approach to Teaching Introductory Vestibular Rehabilitation Skills in a Laboratory Setting”.

**Learning Experience Description:** This laboratory competency check-off is meant to objectively assess the students’ learning of psychomotor skills and conceptual knowledge around vestibular rehabilitation in the context of patient cases. The format described here also allows for some assessment of clinical reasoning by requiring the students to identify an appropriate intervention based on the results of the exam and the patient presentation.   
  
While the primary goal of this evaluative tool is to assess the students’ abilities to complete specific techniques for vestibular rehabilitation, a secondary benefit of this activity is the opportunity the students have to see how a patient with vestibular dysfunction may present. By asking the students to complete the competency check-off on faculty role playing a patient with vestibular issues, they are able to see when signs and symptoms may intensify or resolve based on what they are instructing the patient to do.

During the assessment, faculty role play patients with vestibular dysfunction. Upon entering the room, students start at one of two stations. The students are provided a brief written introduction to a case (see samples below) which instructs them to perform a specific examination technique as well as one intervention based on the findings of the exam. After the student completes the exam and intervention techniques on the simulated patient, the faculty provides brief feedback based on how the student performed on the grading rubric (see Appendix A below). If more feedback is required, the student is instructed to follow up with the instructor at a later time. Once the student completes one station, the student rotates to the second station and completes the process on a second case. This format is meant to allow for assessing competency across different types of vestibular rehabilitation techniques. The student then earns a grade based on their competency as assessed on the grading rubric.

Sample Cases Provided to Students during Lab Check-Off:  
(Not provided ahead of time)

1. A patient is referred for a vestibular evaluation due to vertigo that is worse in the morning when getting out of bed and when rolling in bed to the left. Complete the Dix-Hallpike to assess the presence of Benign Positional Paroxysmal Vertigo (BPPV) and perform 1 intervention based on your findings.
2. A patient is referred to vestibular rehabilitation due to unilateral vestibular hypofunction. Assess this patient’s VOR integrity using the Dynamic Visual Acuity (DVA) Test and perform 1 intervention based on your findings.

Time for student to complete the activity: 1. Preparation for activity outside of/before class: variable, see preparatory hand-out below 2. Class time completion of the activity: Students are scheduled for the skills competency check-off in 15 minute intervals with the students expected to complete 2 stations of 6 minutes each during that time (5 minutes to complete the required tasks and 1 minute for feedback).

Readings/other preparatory materials: Students are provided an introduction to the concept of the laboratory competency check-off in advance which should include the format of the activity, the items being assessed, and clear expectations for what is required to be successful. This may include a verbal introduction during class as well as clear written instructions that the students can reference as they prepare. Below is a sample preparation guide for a laboratory competency check-off on introductory skills for vestibular rehabilitation.

Laboratory Competency Check-Off Student Instructions

Students will be provided 2 patient case scenarios focused on vestibular rehabilitation and asked to complete 1 assessment item and 1 intervention for each case. Students will be allowed 5 minutes with 1 minute of feedback for each patient case scenario (6 minutes total per case). Students will be graded based on their ability to instruct the patient on the assessment and intervention techniques, correct performance of techniques, maintaining patient and therapist safety, and correctly utilizing appropriate vestibular equipment.

Possible Vestibular Assessment Items for the Check-Off:

* Oculomotor Screen (Ocular ROM, Smooth Pursuits, Saccade, Gaze Holding, Cross-Cover Test)
* VOR Cancellation Test
* Dix-Hallpike
* Sidelying Test
* Roll Test
* Head Impulse Test (aka. Head Thrust)
* Head Shaking Nystagmus Test
* Dynamic Visual Acuity Test

Possible Vestibular Intervention Items:

* Gaze Stabilization Exercises (VOR x 1 and VOR x 2)
* Canalith Repositioning Technique (Epley Maneuver) for posterior canal BPPV
* BBQ Roll (aka Barrel Roll, Lempert Maneuver) for horizontal canal BPPV
* Brandt-Daroff Habitation Exercises

Appendix A Vestibular Laboratory Check-off Grading Rubric

Proper technique for Dix-Hallpike (4 points total)

\_\_\_\_\_\_\_\_ Instructs patient on testing prior to and during testing (1 point)

\_\_\_\_\_\_\_\_ Correct completion of test (1 point)

\_\_\_\_\_\_\_\_ Maintains patient/therapist safety including body mechanics (1 point)

\_\_\_\_\_\_\_\_ Correctly utilizes equipment during assessment (1 Point)

Proper technique for application of canalith repositioning maneuver (3 points total)

\_\_\_\_\_\_\_\_ Identifies correct side for treatment (Left vs Right) (1 point)

\_\_\_\_\_\_\_\_ Instructs patient in correct sequencing of the maneuver (1 point)

\_\_\_\_\_\_\_\_ Maintains patient/therapist safety including body mechanics (1 point)

Proper completion of Dynamic Visual Acuity assessment (3 points total)

\_\_\_\_\_\_\_\_\_ Clear instructions to patient on testing procedure (1 point)

\_\_\_\_\_\_\_\_\_ Correctly reports results of the test (1 point)

\_\_\_\_\_\_\_\_\_ Correctly utilizes equipment during assessment (1 point)

Proper instruction of Gaze Stability exercises (2 points total)

\_\_\_\_\_\_\_\_\_ Identifies exercises appropriate for the patient (1 point)

\_\_\_\_\_\_\_\_\_ Clear instructions of exercises (1 point)

Total \_\_\_\_\_\_\_\_ / 12 Points

Grading key to standardize evaluators:

0 points=less than 25% of the item performed

.5 points=approximately 50% (and between 25-75%) of the item performed

1 point=greater than 75% of the item performed