**Title and Focus of Activity:** Stroke Location Identification Lab *Linking foundational and clinical sciences; patient client management - examination*

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**Course Information:** Introduction to Neurological Physical Therapy; 3 credits; students have already taken neuroanatomy, neurophysiology, and pathology courses. This course is an introduction to neurological diseases commonly seen in PT and focuses on examination using the ICF model

**Learning Activity Description:** Context and Purpose: Students have been exposed to tests and measures for stroke (balance, mobility, stroke impact, etc.) in this course prior to this activity. The students come prepared to identify locations of stroke based on a presentation of a student-therapist interacting with a patient and caregiver. The purpose is to practice patient/caregiver interaction, perform basic examination, and identify locations of stroke.

Students are divided into groups of 3 at the beginning of class. Each group draws a card that indicates the anatomical vascular location of a patient’s stroke. They are allowed 30 minutes to work together in their small group to determine how to act out a patient initial visit. The entire class then reconvenes and is provided with a list of all possible anatomical stroke locations, including a form for each student to complete.

Each threesome acts out their scenario with a group member playing the patient, caregiver, and PT. The 15 minute time limit for this presentation requires students to prioritize tests in a concise way. Tests/measures could be gait analysis, TUG, transfers, visual tracking, cognitive, sensory testing, etc. Such measures should reveal the impairments related to the location of the stroke. Patients may have pushing syndrome, unilateral neglect, aphasia, etc. The location of the stroke cannot be mentioned, rather, the rest of the class must determine the location based on appropriate conversation, test/measures, and movement activities. Classmates cannot ask anything but must choose the location from the anatomic list. After all groups have presented, the students turn in their forms to the instructor. Then each group is brought back up for discussion, identification of the location and questions/comments.

Time for student to complete the activity: 1. preparation for activity before class: 2 hrs 2. class time completion of the activity: 3hrs (may need longer if class is large)

Readings/other preparatory materials: Previous assigned materials on motor control, balance and postural control plus:

Shumway-Cook A & Woollacott., Motor Control: Translating Research into Clinical Practice, 4th ed. Lippincott, Willliams & Willliams, 2012. Chapter 12, 14

O’ Sullivan, Susan B., Physical Rehabilitation: Assessment and Treatment, 6th ed. F.A Davis, 2014, Chapter 15

Learning Objectives: 1. accurately portray the patient/caregiver/therapist interaction based on the location of stroke 2. identify the location of a stroke based on scenarios acted out by class mates. 3. choose appropriate tests and measures based on stroke location and considering motor/sensory/cognitive impairments that would differentiate this location from other locations of stroke

Methods of evaluation of student learning:

Each student group will be evaluated as follows:

* Instructor evaluation of how well the group of students act out a scenario in which a physical therapist performs an examination of a patient with a stroke accompanied by his/her caregiver with particular attention to appropriate selection of test and measures/ movements that enhance identification of the location of the patient’s stroke. (75%)
* How well they answered questions from the class during the review. (15%)
* Percent of students in class who correctly identify the location of the stroke are also included in assessment to a minimal degree. (5%)
* Each student is also graded on the accuracy of location presented by other groups. (5%)

This is further tested in written exams.