

TEACHER'S GUIDE SHEET

MODULE	BIOMECHANICS OF SPINE
DIDACTIC UNIT	<p>C: HOW DO I ASSESS SPINE?</p> <p>C.1. What methods may I apply to assess the function of the spine appropriately?</p>
TITLE OF ACTIVITY/CLASS	Assessing impairment: anamnesis and physical examination of the spine & Measuring function in spine: most widespread devices
OBJECTIVES	<ul style="list-style-type: none"> • Explaining the importance of performing an appropriate anamnesis and physical examination of the spine • Explain most important features of physical examination in spine and learn how to measure movement of spine by means of a classical goniometer and/or inclinometer.
LENGTH	1h30' OF CLASS MATERIAL IN TOTAL, including the performing of the physical examination workshop (movement assessment)
PREVIOUS KNOWLEDGE REQUIRED	In order to fully understand the concepts explained during class, the student should revise in advance, or immediately after, the 2 pdf documents associated to this didactic unit (Autonomous work section, parts I and II)
TECHNICAL NEEDS	<p>PC with software for the reproduction of a power point presentation. Projector and screen to show contents appropriately to all the students during class.</p> <p>For the movement analysis workshop, the group will need an appropriate space to perform physical examination of spine movement, including a place to seat the "patient" comfortably during the examination. Also, at least one appropriate goniometer (to measure spine) per student group will be needed.</p> <p>For the performance of the Ott and Schöber test, a measuring tape (at least one per group) will be needed.</p>



	<p>It is optional but advisable to count as well on at least two manual inclinometers (and preferably, two per student group).</p>
RESOURCES NEEDED	<p>Physical examination file in pdf. One physical copy per student.</p> <p>Goniometers and/or inclinometers (manual, preferably one of the former and two of the later per group of students).</p> <p>A measuring tape and a pen to mark points on the skin will also be needed (at least one of each per group).</p>

DESCRIPTION OF THE CLASS/ACTIVITY

A power point will be used by the profesor in order to guide the class:

1st part: PROFESOR EXPLANATION

First , some knowledge about how to perform a correct anamnesis and physical examination of spine, and the importance of it, will be shown and explained by the teacher. For that, the teacher will use the class power point provided. The teacher is responsible for explaining how to perform the specific tests shown within the presentation, including the Ott and Schöber test, in order for the students to learn how to make it.

2nd part: WORKSHOP: MOVEMENT ASSESSMENT

The teacher will introduce this workshop by means of the last slides of the power point presentation (slides 12 to 15), where basic instructions for the students are given.

Then, the physical examination file sheets will be given to students. Each student (or each group of students, if the teacher decides so), will count on one of these sheets. The students will gather in groups of X people (depending on the total amount of students participating, the teacher will decide how many members will form each group).

Each group of students should then organize, so that one of them will assume the patient's role, and the rest will be in charge of performing the movement assessment. For that, they will follow the order proposed in the file (unless the teacher decides a different approach or organization), measuring each of the movements proposed by means of the goniometer and the inclinometers (if they count on both; otherwise they can perform the measurements with the available device).

After measuring each ROM, they should write down the results (angle in degrees^o) obtained. In addition, they should perform an Ott test and a Schöber test to their "chosen patient". They will make use of a marker pen to locate and mark the anatomical points needed, and also they will use a measuring tape to measure in cm the distance between those points. All the results obtained will be written down in their files, in the spaces designed for it.

It is assumed that all the subjects will be healthy, but in case any of the subjects have any kind of pathology affecting the measure it should be indicated within the file for the pertinent angle or test involved.

For each different movement assessed the students should change the role, so that everyone will have the chance to practice the use of the device (goniometer and/or inclinometer).

TASKS TO BE DEVELOPED BY THE STUDENT OUTSIDE OF CLASS (if required)

In order to fully understand the concepts explained during class, the student should revise in advance, or immediately after, the 2 pdf documents associated to this didactic unit (Autonomous work section, parts I and II)

EVALUATION METHODOLOGY

OPTIONAL (in case the teacher decides to evaluate the activity)

The teacher will collect the physical examination sheet from every student. Each of them should be properly identified by the student, who must have written down their full names in the specific space destined to do so.

The teacher will punctuate the answers given in terms of completion of all the measurement and correctness (if measures are logic in the context considered, in this case healthy subjects): 16 answers in total (plus 10 more in case measures are made both with goniometer and inclinometers). If convenient, the teacher can turn the final punctuation in a grade on a scale 0 to 10 just by making a simple rule of three; example:

Final punctuation (from 0-10)= (raw points obtained x 10)/ 16(or 26, if counting all possible answers)

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