

TEACHER'S GUIDE SHEET

MODULE	BIOMECHANICS OF SPINE
DIDACTIC UNIT	C: HOW DO I ASSESS SPINE? C.2. Which clinical scales exist to assess spine?
TITLE OF ACTIVITY/CLASS	Clinical Scales to assess spine
OBJECTIVES	<ul style="list-style-type: none"> • Clarify some basic concepts about clinical scales • Learn how to apply a classification system and a disability scale specific for the neck spine in a clinical case.
LENGTH	30 MINUTES OF CLASS IN TOTAL.
PREVIOUS KNOWLEDGE REQUIRED	It is advisable for the student to have at least read the theoretical document associated to this module (.pdf, autonomous work)
TECHNICAL NEEDS	PC with software for the reproduction of videos with audio and power point presentation. Projector and screen to show contents appropriately to all the students during class
RESOURCES NEEDED	Patient's File Sheet in pdf. One physical copy per student.



DESCRIPTION OF THE CLASS/ACTIVITY

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

BASIC CONCEPTS

First , some basic concepts about clinical scales will be introduced ('previous concepts' slides 2 and 3).

FIRST TASK:

After explaining the basic concepts, the 'class activity' slide 4 will be introduced, explaining the way the students will work and showing a video with a clinical case describing a patient. At the end of this video a question for the students will be posed. The students will have to answer this question with the information about the Quebec Classification System shown on the screen (following slide: n° 5 will be on screen during this first task). The students will then write their answers in the patient's file sheet.

SECOND TASK:

Inmediately after finishing this first task, the teacher will continue explaining the power point presentation, in this case proposing a second task: to calculate the results of the Neck Disability Index scale fulfilled by the patient . For that, the student will make use of the information provided in the patient's file sheet (NDI patient's responses). Besides, slide 6 with the disability classification of the NDI according to percentage will be shown on the screen during this second task. The students will then write their answers in the patient's file sheet.

When both tasks are finished by students, the teacher will collect all the patient's file sheets from every student.

SOLUTIONS AND EXPLAINING:

Only after having collected them, will the teacher continue with the presentation, by showing the video in which both tasks' answers are given and explained.

CONCLUSIONS OF THE CLASS

Last, the teacher will explain the conclusions of the class

TASKS TO BE DEVELOPED BY THE STUDENT IN CLASS

FIRST TASK: According to the Quebec Task Force Classification, what grade will have our patient?

- The students will work in groups of 5 to 10 people (depending on the total amount of pupils; it is advisable to work in small groups). They will use the clinical information they have seen in the video and that is also shown in the patient's file sheet (one sheet per student).

They have to answer the question proposed, with the help of the Table of the Quebec Task Force Classification that should be shown during the whole first task in the screen (slide n° 7)

They will have 5 minutes to discuss in groups. Once finished, they will have to write down the answer in their own Patient's File Sheet (there is a specific gap to fulfill for this answer)

SECOND TASK: Calculate the final percentage obtained with the Neck Disability Index (NDI) and establish the level of disability according to it.

- The students will now work individually. They will have to follow the instructions given in the patient's file sheet to calculate the total score (raw and percentage) according to the answers from the patient.

- Additionally, they will have to indicate the level of disability the patient has according to this % of NDI calculated. For this, they can look at the disability classification table of the NDI according to percentage that will be shown on the screen during this second task (slide 6).

They will have 10 minutes to do this second tasks. The answers should be fulfilled by each student in the specific gaps destined to it at the end of the patient's file sheet.

Once completed the first and second task, the students will give the teacher the patient's file sheet they have fulfilled, indicating the student's full name on each (there is a specific gap to do so).

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

Not mandatory. It is highly advisable though that the student reads the theoretical document associated to this module before class (.pdf, autonomous work)

EVALUATION METHODOLOGY

The teacher will collect the patient's file 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 for both the first and second task (4 answers in total). Each of the answers will be punctuated out of 2.5 points (2.5 if correct). In the end, the punctuations will be added so that final punctuation of the activity will be out of 10.

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