

341 MED

Neurology Case Scenarios

15. BST - Examination of the Motor System and the Cerebellum

- **Intended Learning Outcomes (ILOs):**
 - Students to understand the important parts of the motor and cerebellar examination.
 - Students to perform the examination techniques of the motor system.
 - Emphasis on exposure and inspection
 - Checking pronator drift, fine finger movements, etc
 - Muscle strength testing: important muscle groups, proper technique, grading of strength using the MRC scale.
 - To be accustomed to holding the hammer and eliciting deep tendon reflexes (DTRs).
 - Muscle tone testing techniques (Spasticity vs. rigidity)
 - It knows the grading of DTRs.
 - Illicitg pathological reflexes such as Babinski's and ankle clonus.
 - Functional testing of strength (squatting, walking on heels and toes)
 - The student to perform the examination techniques of the cerebellum:
 - Assessment of speech (scanning quality)
 - Extraocular movements (nystagmus)
 - Finger-to-nose testing, rapid alternating movements, heel-to-shin testing, etc.
 - Hypotonia and pendular reflexes
 - Perform the essentials of gait assessment:
 - Casual walking, tandem walking, and Romberg testing
 - A student must know different types of abnormal gait (cerebellar ataxia, sensory ataxia, circumduction, waddling gait, etc.)
 - Students comply with the usual bedside manners.

Instructions to Students to prepare before the session:

- Bring a reflex hammer
- Watch Bates videos volume 17 and 18.
- Read the chapters on examination of the motor system and cerebellum before the session.
- Know the difference between spasticity and rigidity.
- Know the difference between upper and lower motor neuron signs.