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**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.
		- Illicintg 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 videoes 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.