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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.