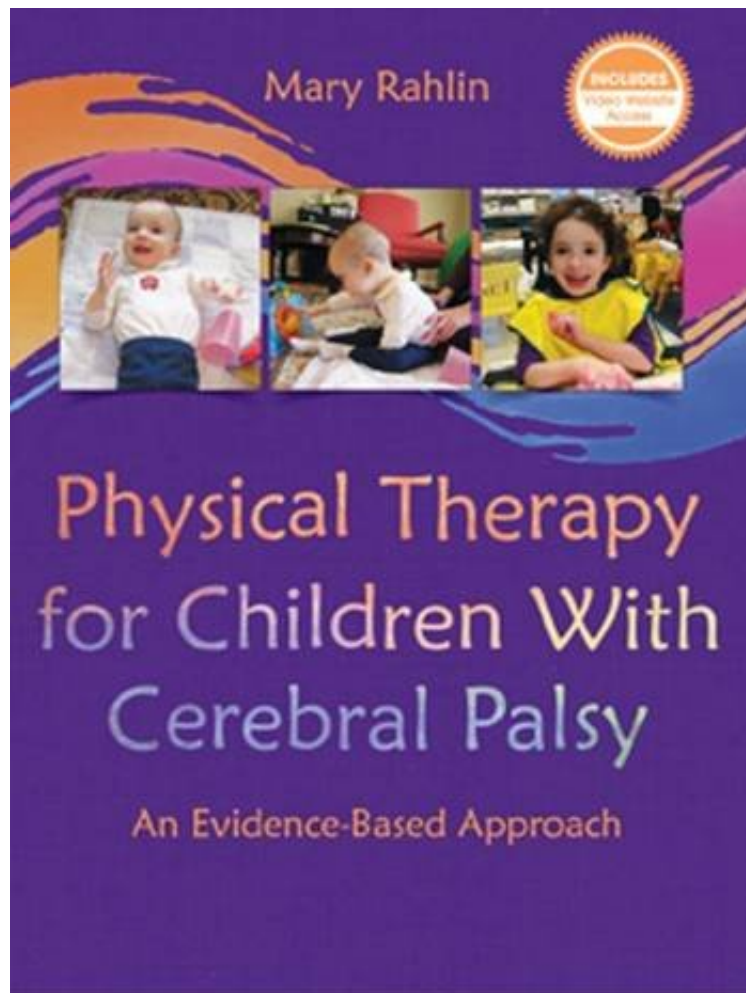


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Physical Therapy for Children With Cerebral Palsy: An Evidence-Based Approach

Mary Rahlin PT DHS PCS

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Mary Rahlin PT DHS PCS : Physical Therapy for Children With Cerebral Palsy: An Evidence-Based Approach before purchasing it in order to gauge whether or not it would be worth my time, and all praised Physical Therapy for Children With Cerebral Palsy: An Evidence-Based Approach:

Cerebral palsy is the most common movement disorder encountered in pediatric physical therapy practice. Physical

Therapy for Children With Cerebral Palsy: An Evidence-Based Approach is a unique, comprehensive reference that focuses on physical therapy management of children with cerebral palsy through the analysis and synthesis of published research, and it offers evidence-based teaching and learning opportunities to a wide reading audience. Inside, Dr. Mary Rahlin examines the current approach to the diagnosis and classification of cerebral palsy and explores the research evidence related to prognosis; medical management; and physical therapy examination, evaluation, and intervention for children with this condition. Physical Therapy for Children With Cerebral Palsy analyzes cerebral palsy as a lifespan condition and utilizes the framework of International Classification of Functioning, Disability and Health (ICF). Sections include: Typical and atypical development of movement and postural control Cerebral palsy as a development disorder Medical management of alterations of body structures and functions by body systems Physical therapy management, including theoretical foundation, research evidence, and practice Normal and abnormal gait patterns and current evidence for orthotic management and assistive technology Transition to adult life Unique topics discussed: Variability, complexity, and adaptability in motor development The interdisciplinary team and effective interprofessional collaboration Assessment and management of therapy-related behavior Complementary and alternative interventions Segmental kinematic approach to orthotic management via ankle-foot-orthosis/footwear combination Other unique features include Questions to Ponder and Suggested Questions for Future Research at the end of each chapter. These are intended to generate healthy professional debate on a variety of topics, both in the classroom and in the clinic, and challenge the readers to plan new studies in search for evidence that will continue moving the pediatric physical therapy practice forward. Bonus! Also included with Physical Therapy for Children With Cerebral Palsy is online access to video clips that accompany the text and highlight typical and atypical development, use of assistive technology, life span issues, and transition to adulthood. Instructors in educational settings can visit www.efacultyounge.com for additional materials to be used for teaching in the classroom. Physical Therapy for Children With Cerebral Palsy: An Evidence-Based Approach is intended for physical therapy students, educators, residents, and experienced clinicians, including physical therapists, other members of the interdisciplinary team, and researchers working with children with cerebral palsy.

About the Author Mary Rahlin, PT, DHS, PCS received her Bachelor of Arts degree in Physical Education and a Physical Therapist (Therapeutic Physical Culture Instructor) Certificate from the State Central Institute of Physical Culture in Moscow, Russia. Subsequently, she received her Bachelor of Science and advanced Master of Science degrees in physical therapy from Finch University of Health Sciences/The Chicago Medical School in North Chicago, Illinois, and her Doctor of Health Science degree from the University of Indianapolis in Indiana. Dr. Rahlin is a Board Certified Clinical Specialist in Pediatric Physical Therapy. She is a member of the American Physical Therapy Association, Section on Pediatrics and Education Section, and a member of the American Academy for Cerebral Palsy and Developmental Medicine. Dr. Rahlin is Associate Professor in the Department of Physical Therapy, College of Health Professions, at Rosalind Franklin University of Medicine and Science in North Chicago, IL. Besides teaching pediatric physical therapy and related curricular content, she provides continuing education courses for practicing clinicians. Her research interests are in the areas of assessment and management of therapy-related behavior and physical therapy intervention for children with cerebral palsy and congenital muscular torticollis. Dr. Rahlin has developed and validated the Therapy Behavior Scale that was published in 2012. She is the first author of a number of peer-reviewed publications in Pediatric Physical Therapy, Physiotherapy Theory and Practice, and Infant Behavior and Development. In addition, she has authored two book chapters, spoken and presented numerous posters at APTA meetings, and serves as a reviewer for Pediatric Physical Therapy. Dr. Rahlin has practiced pediatric physical therapy in a variety of settings and has over 20 years of clinical experience. Currently, she maintains a small private practice, primarily in Early Intervention.