

## **ABSTRACT**

### **Consensus of Utilization of Rotatory Movements in Physical Therapy Examination**

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#### **Purpose**

The purpose of this study was to develop a state of the art consensus description of rotatory movements as they are used in physical/manual therapy examination by collecting and synthesizing information obtained from selected schools of physical/manual therapy practice.

#### **Methodology**

The research design utilized in this study took the form of a quantitative survey involving the distribution of a focused, semi-structured questionnaire to representatives of nine different schools that teach the practice of physical/manual therapy.

Sources of the questionnaire responses were two volunteer instructors from each school who had a sufficient command of the English language to read, understand, and respond to the questionnaire. The kinds of data solicited by the questionnaire were primarily the narrative responses of the instructors to the questions pertaining to the role of rotatory movement in their school's approach to examination.

Analysis of the data involved two parts: (1) compiling the responses from each of the instructors in each of the schools, noting any similarities and differences in their responses, and (2) recording those responses from each of the schools that they had in common with the other schools.

#### **Findings**

Most schools included rotational movement in their approaches to examination because it is so prevalent in activities of daily living.

Most schools look at many parameters pertaining to rotational movement during the examination, but there was no consensus on the ways in which these parameters were examined.

Those schools that focused more on neurology tended to have different responses to the question of assessing musculoskeletal dysfunction than the others.

Most schools seemed to agree regarding the relationship between pain/symptoms and rotational movement, but they described this relationship in different ways.

## **Conclusions**

Although there were differences in the answers given by each of the schools to the four questions, the researcher was able to produce an initial draft of a rotatory movement examination protocol. Because the draft does not include information in each of the components, recommendations for further research focus on continuing to refine the protocol by attempting to arrive at consensus between the schools on those issues where there is currently lack of consistency.