

<b>Faculty Directors:</b>	Ryan Stork, MD and Stacey Hall, DO
<b>Participating Faculty:</b>	Faculty in the Department of Physical Medicine and Rehabilitation
<b>Location:</b>	MHHS, TIRR
<b>Prerequisites:</b>	None
<b>Blocks Offered:</b>	1 – 11, and 13
<b>Max. # Students/4-week Period:</b>	2 (Wait list of 1-2)

### Course Objective

#### Material covered:

This elective will introduce students to the field of physical medicine and rehabilitation (PM&R) and the management of people with chronic disabilities. Students will have the opportunity to care for a population of patients with neurological and musculoskeletal diseases and disorders. Students will be responsible for direct patient care, supervised by an attending physician and resident or fellow, in both inpatient and outpatient settings. Students will see patients with a variety of conditions including: traumatic brain injuries, strokes, spinal cord injuries, neurological, and musculoskeletal diseases, among others in both, the adult and pediatric populations.

By the end of this elective, the student will be able to:

- Perform a thorough history and physical examination (including functional history) of a patient with a neurological or musculoskeletal condition resulting in a chronic disability.
- Design an appropriate treatment plan for rehabilitation interventions (including therapies) for a patient affected with a catastrophic neurological or musculoskeletal condition/disease leading to a disability.
- Identify potential secondary complications and secondary prevention strategies for those affected with a catastrophic neurological or musculoskeletal condition/disease leading to a disability.
- Have increased awareness and medical knowledge in relation to chronic disabilities and their management.
  1. List and describe disability laws, including ADA and IDEA.
  2. Explain the difference between impairment, disability and handicap.
  3. Recognize resources that may be available to people with disabilities in all aspects of life, including health, education, employment, independent living, and life-course transitions, and implement into their management. (SSI, Medicaid/Medicare, IEP/504p, IDEA, ADA, etc.)
  4. Interpret disability as an interaction between the person and the environment, rather than a deficit within the person.
    - a. Describe an example of how to accommodate a disability to improve access and limit barriers to care.
    - b. By the end of the rotation, the medical student will be able to adjust the way they obtain history and their physical examination techniques in order to accommodate a patient's impairment.

#### Method:

- School-based education
 

Students will attend multiple conferences each week:

  1. Monday Noon Lecture (when at TIRR): provided by multiple disciplines and persons about a current topic of interest to improve patient care of those in rehabilitation.
  2. PM&R Thursday Morning Resident Didactic Series: all residents and medical students are required to attend three hours of didactic lecture on Thursday mornings. Topics include most areas of rehabilitation and presenters are MD/DOs.
  3. PM&R Grand Rounds: occurs on the third and fourth Friday of every month.
- Community-based experience
  - Encounters with patients with disabilities
  - Meeting with families of patients with disabilities
- Clinical experiences
  - Inpatient: Students will participate in daily bedside teaching rounds with attending physicians and resident/fellows. Students will be expected to help with patient care under attending and resident/fellow supervision.
  - Outpatient: Students will participate in outpatient PM&R clinic with attending physician. Procedures are generally observed by students although students showing exceptional clinical knowledge and interested will be allowed to perform some procedures under supervision.
- Non-traditional
  - Reflections: two disability management related reflections will need to be completed as required activities.

Students will demonstrate the attainment of the above objectives through attendance and participation in clinical activities, didactic activities.

### Activities Of Elective

**Number Of New Patients/Student/Week:** 3

**Responsibilities Of Student For Assigned Patients:**

Does history/physical:	Yes
Who critiques:	Attending and Resident/Fellow
Follows patients, with appropriate notes as needed:	Yes
Who supervises:	Attending and Resident/Fellow
Does student see ambulatory patients:	Yes

Procedures	Observe	Perform
Trigger point injections (as appropriate based on patient population)	Yes	Yes
EMG/NCS (as appropriate based on patient population)	Yes	No
Chemodenervation (as appropriate based on patient population)	Yes	No
Intra-articular injections (as appropriate based on patient population)	Yes	Yes

**Scheduled Duties of Student:**

Frequency of rounds on patients	Daily (Monday-Friday)
Presents patients to preceptor or attending physician	Yes
Weekly schedule of required teaching sessions	As outlined above

**Other Required Activities:**

Reading/review of current literature	Yes
Writing or presenting a paper	Yes

**How Is Student Evaluated:**

This elective is pass/fail. Students will be evaluated by faculty based on their attendance and participation in didactic sessions and attendance at clinical assignments and participation in clinical activities. The students are evaluated based on the demonstration of their accomplishment of the objectives.