**Title and Focus of Activity**: Interdisciplinary Case Assignment

*IPE; Linking foundational and clinical sciences*

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**Course Information:**

Rehabilitation Neuroscience; 3 units; Year 1, Spring term. Introductory course to neuroanatomy and neurophysiology presented in an interdisciplinary class of physical therapy (PT) and occupational therapy (OT) students.

**Learning Experience Description:**

Context: This assignment is given approximately midway through the neuroanatomy course, when students have already learned about the spinal cord, brainstem, cerebral cortex, and the various tracts of the central nervous system. Students are assigned to small groups consisting of at least one PT and one OT student. The instructor provides each group with a clinical case of an injury to one of the areas of the central nervous system previously presented in lecture. Students must submit a 2 page report that includes a description of: a) the possible physical, cognitive, and functional deficits, b) the anticipated role of both a PT and an OT in this individual’s care, c) other health professionals that may need to be consulted in the care of this patient and their anticipated role, d) plan of collaboration between disciplines that enhances the care provided to this individual.

Purpose: The purpose is to facilitate interdisciplinary communication, enhance awareness of the roles of other healthcare professionals, and link neuroanatomical knowledge to clinical practice.

Interdisciplinary Case Assignment

Students are assigned to groups, consisting of at least one PT and one OT. The instructor provides each group with a clinical case in the week following the midterm exam. Based on the information provided, each group is expected to submit a written paper, which includes:

1. A description of the possible physical, cognitive and functional deficits with which the individual may be expected to present.
2. A description of the anticipated role of a physical therapist in the case individual’s care.
3. A description of the anticipated role of an occupational therapist in the case individual’s care.
4. A description of other health professionals that may need to be consulted in the care of this patient and a description of the anticipated roles of these professionals.
5. A plan of collaboration between disciplines that enhances the care provided to the case individual.

Assignments must be submitted to \_\_\_\_\_\_\_\_ by \_\_\_\_. Only one submission per group is required. Submissions should be at least 2 pages typed, 12-point font, and should follow proper AMA formatting and referencing.

Sample Cases

1. A 63 year old male newly admitted to inpatient rehabilitation following occlusion of a branch of the anterior spinal artery resulting in an infarct of the left medial medulla 5 days ago.
2. A 77 year old female admitted to acute care yesterday following an infarct of the left superior division of the middle cerebral artery.
3. A 22 year old male admitted to rehab 2 weeks post stabbing injury resulting in a right hemi-section of the spinal cord at T4.

Time for student to complete the activity: Preparation for activity outside of/before class: Approximately 4 hours; Class time completion of the activity: None. Students complete the activity with group members outside of class and submit one copy of the final paper per group for grading.

Readings/other preparatory materials:

1. Lecture notes
2. Blumenfeld H*. Neuroanatomy through Clinical Cases*. 2nd ed. New York: Sinauer Associates; 2010.
3. Students may refer to additional sources; references must be cited using proper AMA formatting.

Learning Objectives: [linked to relevant CAPTE standards]:

1. Analyze the effects of injury to the neurological system on the physical, mental and occupational performance of individuals [7C].
2. Determine when clients require additional evaluation and referral to another health care professional [7D16].
3. Demonstrate effective interprofessional communication by jointly producing a collaborative plan of care that represents the professional roles of all relevant health care professionals [6F].

Methods of evaluation of student learning:

Grading Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **0** | **1** | **2** | **3** | **4** |
| **Anticipated physical, cognitive and functional deficits.** | Not completed | Attempted to identify deficits, but significant errors present. | Deficits identified, but with ≥3 omissions or errors. | Deficits identified with minor omissions or errors. | Expected deficits correctly identified. |
| **Anticipated role of a physical therapist.** | Not completed | Attempted to identify role, but significant errors present. | Role identified, but with ≥3 omissions or errors. | Role identified with minor omissions or errors. | Expected role correctly identified. |
| **Anticipated role of an occupational therapist.** | Not completed | Attempted to identify role, but significant errors present. | Role identified, but with ≥3 omissions or errors. | Role identified with minor omissions or errors. | Expected role correctly identified. |
| **Anticipated role of other health care professionals** | Not completed | Attempted to identify disciplines and roles, but significant errors present. | Disciplines and roles identified, but with ≥3 omissions or errors. | Disciplines and roles identified with minor omissions or errors. | Expected disciplines and roles correctly identified. |
| **Plan of collaboration between disciplines** | Not completed | Incorrect information or insufficient detail provided. | Plan lacks details or does not address interdisciplinary care. | Clear plan identified with minor correction to enhance interdisciplinary care. | Clear plan identified with potential to enhance interdisciplinary care. |
| **Writing Style** | Significant spelling, grammar, formatting and referencing errors. | Disorganized writing.≥ 6 spelling, grammar, formatting or referencing errors identified. | Clearly written. 3-5 spelling, grammar, formatting or referencing errors identified.  | Clearly written. 1-2 spelling, grammar, formatting or referencing errors identified.  | Clearly written. No spelling, grammar, formatting or referencing errors identified.  |