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# Training Medical Students to Care for Patients with Disabilities

A Disability Curriculum Initiative at The Ohio State University College  
of Medicine

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# Conflicts of Interest Statement

- Neither I, nor members of my immediate family have any financial relationship with commercial entities that may be relevant to this presentation.

-Jessica Prokup, RN, BSN, MS4

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-Jill Crane, BA



# Disclaimers

- The opinions expressed in this presentation are those of the speakers and not necessarily those of the AADMD.
- The opinions expressed in this presentation should not be construed as advice to care for specific patients.



# Funding

- This project was funded in part by Special Olympics International and the American Academy of Developmental Medicine and Dentistry through the National Curriculum Initiative in Developmental Medicine mechanism.
- The views expressed herein are those of the authors and do not necessarily reflect the views of our sponsors.



# Presentation Objectives

- Learning Objective 1: Illustrate the necessity of incorporating disability education into undergraduate medical curricula in the U.S.
- Learning Objective 2: Provide an example of medical school curriculum changes made possible by the National Curriculum Initiative in Developmental Medicine's (NCIDM) Medical School Partners Grant.
- Learning Objective 3: Exchange ideas regarding curriculum improvements as well as the most effective teaching modalities to improve medical student competency in caring for patients with disabilities.



# Background

- Research demonstrates that knowledge about caring for patients with developmental disabilities is subpar
  - While pediatric residencies require a one-month block of training in developmental-behavioral pediatrics, no other residency program has an ACGME requirement
  - $\frac{2}{3}$  of students report having some didactic training on disability; 81% report having no clinical training in disabilities



# Background

- Individuals with developmental disabilities experience significant healthcare disparities throughout their lifetime
  - health status
  - healthcare quality
  - healthcare utilization
  - access to healthcare
  - unmet healthcare needs
- Incorporating disability education into the undergraduate medical curriculum may help address some of these disparities

# The Ohio State University COM

- OSUCOM curriculum lacked sufficient disability curriculum
- **Lead.Serve.Inspire (LSI) Disability Curriculum Initiative** formed
  - Partnership between LEND + COM
- **Medical School Partners** Grant (National Curriculum Initiative in Developmental Medicine)
  - Awarded Jan 2018





# The New LSI Disability Curriculum

- **Part 1**= M1 & M2
  - Introductory lecture on IDD for M1's
  - Community health education project
  - Disability coursework in longitudinal groups
  - Instructional video modules
- **Part 2**= M3
  - 3rd year Simulated Patient Encounter
  - Autism Spectrum Disorder Patient Panel
- **Part 3**= M4
  - 4th year Developmental Disabilities advanced competency



# Introductory Developmental Disability Lecture

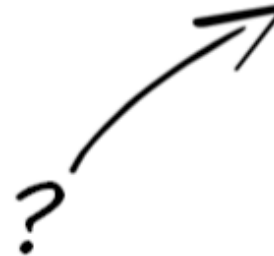
- ~55 minute lecture
- Will be inserted into 1st year curriculum
- Objectives:
  - Cover basic information about IDD
  - Counter common stereotypes about people with IDD
  - Encourage critical thinking about the ethics of working with an individual who may not be able to provide consent



# Introductory Developmental Disability Lecture

## Defining Disability

- What is a developmental disability?
  - A. Developmental disability means a severe, chronic condition of an individual that:
    - I. is attributable to a mental or physical impairment or combination of mental and physical impairments;
    - II. is manifested before the individual attains age \_\_\_\_;
    - III. is likely to continue indefinitely;



# Community Health Education Project

- Year long service learning project
  - (Jan M1- Jan M2)
- Small groups of ~6-8 students
- Goals of project:
  - More than basic community service
  - Involves completion of needs assessment, program implementation, and program evaluation
- Projects should align with needs and goals of specific community sites



# Community Health Education Project

- Sites to be added for next year's project:
  - Down Syndrome Association of Central Ohio
  - Goodwill
  - Special Olympics Ohio
  - Shopworks Theatre Company



# Community Health Education Project

- Example Project Ideas:
  - Developing diet and exercise presentation at the appropriate comprehension level
  - Assessing caregiver burnout among parents
  - Completing needs assessment for siblings of PWD
  - Evaluating specific access barriers faced by community members with disabilities
  - Assessing transportation methods and needs



# Community Health Education Project

## Implications

- Year-long exposure to PWD in everyday life
- “Hidden curriculum” to break stereotypes and increase comfort
- Not every student will receive experience
  - Anticipate ~6-24 students/class



# Video Modules

- ~15-20 minutes in length
- To be inserted into the musculoskeletal curriculum or foundational blocks during first year
  - **Video 1:** Safe patient handling and transfers, alternative procedures for physical exams
  - **Video 2:** Doctoring etiquette with PWD





# Disability Content in Longitudinal Groups

- Doctoring Classes
  - Pre-readings related to healthcare disparities and implicit bias
  - Implicit bias test
  - Short documentary
  - Small group discussion during session



# Disability Content in Longitudinal Groups

- Documentary
  - **Primary Objective:** Shatter assumptions about people with disabilities and their lifestyles
    - Intend to show PWD:
      - Working
      - Spending time with family and friends
      - With significant others



# 3rd Year Simulated Patient Encounter

- During “ground school” in our clinical skills center
- Purpose of encounter:
  - Gain comfort interviewing a patient with a disability
  - Learn to gather a thorough and appropriate social history
- Each 3rd year medical student participates in this encounter by the conclusion of M3 year



# 3rd Year Simulated Patient Encounter

## Before the Encounter

- Preparatory readings
  - Special considerations for the social history (i.e. transitions, community supports, employment, finances, barriers to accessing care, depression, relationships, etc.)



# 3rd Year Simulated Patient Encounter

## Structure of Encounter

- 1 pair of students matched with 1 pair of patients
- Student #1 interviews patient #1 while student #2 acts as a peer observer
- Students instructions:
  - Conduct a **15-minute interview** with main goal of obtaining **social history**
  - Optional: collect past medical history, including medications, surgeries, and hospitalizations



# 3rd Year Simulated Patient Encounter

## Structure of Encounter cont.

- Following interview, Student #1 receives feedback (5 min) from both patient (+/- caregivers) and Student #2
- Students switch rooms and roles
  - Student #2 interviews the next patient while Student #1 acts as the peer observer
- Feedback process repeats
- 30-min **debriefing session** with a faculty member



# 3rd Year Simulated Patient Encounter

## Results

- Both overwhelmingly positive feedback and results
- Thoughtful student-guided discussions
- Students are appreciative for the experience
- Many curriculum changes have been guided from student feedback

**\*Statistical outcomes to be presented during the poster session of the conference**



# 4th Year Advanced Competency

Interdisciplinary Perspectives on Developmental Disabilities, 150-hour year-long advanced competency

- 45 clinical hours
- Online lecture modules
- Community service (20 hours working directly with PWD)
- Longitudinal patient experience (4 hours with patient in the community setting, not medical)
- Self-reflection and critical appraisal papers





# 4th Year Advanced Competency

## Clinical Experiences

- Interdisciplinary Developmental Clinic
- School-Aged Autism and Developmental Clinic
- Transition Age Clinic
- Center for Autism Services and Transition (CAST)
- Comprehensive Adolescent/Adult Transitional Care Home (CATCH) Program



# 4th Year Advanced Competency

## Online Lecture Modules

- Carmen lecture modules
- PEDD Webinar Courses (Physician Education in Developmental Disabilities)
  - Available on AADMD's website
- AADMD Virtual Grand Round Webinars
  - Available on AADMD's YouTube channel



# How Do I Get Started?

- **Most critical**= stakeholders within COM
  - Navigating curriculum and “loopholes”
  - Presenting to curriculum committee
- Proving necessity of content
- At OSUCOM, had to work backwards
  - Added M3 (clinical year) content first
  - Showed necessity for M1/M2 content
- Identify existing learning objectives > creating new learning objectives
- “If we add something, we have to remove something”



# How Do I Get Started?

## Interprofessional Team

- COM faculty
- Faculty trained in working with PWD
- LEND (faculty and trainees)
- Community partners (Special Olympics, Goodwill, etc.)
- Clinical skills center
- Medical students
- Specialties Involved:
  - Developmental Medicine
  - Family Medicine
  - Pediatrics
  - Med-Peds
  - Physical Medicine & Rehabilitation



# Acknowledgements

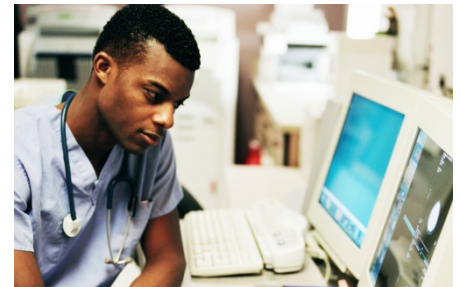
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# Questions?

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COLLEGE OF MEDICINE

# Learning Objectives- MSK Block (M1)

Students will describe the impact of disability on a patient's life, barriers encountered by patients with disabilities in accessing medical care, and list examples of principles and skills to improve the care provided to these patients.

- Identify at least four skills to improve communication and rapport with individuals with disabilities.
- List the barriers to accessing medical care by individuals with disabilities.
- Discuss general principles and etiquette for interacting, examining, and communicating with people with disabilities
- Discuss the impact of the patient's disability on their presenting MSK health issues.
- Discuss the impact of a disability on a patient's life, including: a) Mobility; b) Livelihood; c) Risk for abuse; d) Relationships





# Learning Objectives- MSK Block (M1)

Students will appreciate that every patient, regardless of the nature or severity of disability, and regardless of the origin of his/her disabilities, has the greatest stake in the outcome of the healthcare encounter, can contribute to the healthcare encounter, and should be considered a partner in the health care process

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- Identify a conceptual framework of disability in the context of human diversity, illness, life span, and the social and cultural environments.
- Integrate concepts of patient functioning, environment, and disability



# Learning Objectives- Neuro Block (M2)

Describe the consequences resulting from abnormal developmental processes in the CNS

- Identify disorders that arise if embryonic neural development is disrupted.
- Define malformation and appreciate the incidence of CNS malformations.
- Understand the concept of timing in the pathogenesis of CNS malformations.
- Define and recognize Chiari Type II malformation.
- Describe the classification, anatomic sites affected, and major pathology of neural tube defects.
- Define and recognize microcephaly and macroencephaly and their etiologies.
- Define and recognize agyria, pachygyria and polymicrogyria.
- Understand the pathogenesis, and recognize the neuropathology of germinal matrix hemorrhage, intraventricular hemorrhage and periventricular leukomalacia.  
Appreciate the significance of these acquired lesions on premature infants.
- Appreciate the incidence and prevalence of premature birth and its associated risk factors.



# Learning Objectives- PWP (Fam Med/Peds)

- Exhibit successful caregiver/patient interactions with patients of all ages.
- Apply appropriate strategies to address chronic disease management.
- Demonstrate professional and effective communication with patients and with individuals who impact the patient's psychologic and physical health.
- Demonstrate awareness of Culturally and Linguistically Appropriate Services in the interaction with a patient who is part of a racial, ethnic, religious, sexual, or social minority group.
- Identify the roles of various healthcare resources in patient care.
- Discuss ways to improve healthcare outside the arena of direct patient care.
- Identify methods to advocate for patients in the office and in the community.
- Identify leadership roles to improve the lives of all involved in healthcare.
- Effectively communicate with patients of any age or presentation
- Identify groups of patients who are vulnerable to bias, barriers, or disadvantages which may impact the quality of their health and medical care.

