

IN A NUTSHELL:

- Approximately 6.5 million Americans have an intellectual disability (ID) (1). Lack of disability-specific curriculum education in medical school creates lack of clinical competency and negative bias towards patients with IDD. We implemented a full day of IDD-specific curriculum, in an effort to address a determinant of the health disparities experienced by people with IDD.
- Through a pre-survey, we were able to analyze 210 medical students' baseline attitudes towards individuals with intellectual and developmental disabilities and previous exposure to those with IDD.

Background

Lack of intellectual/developmental disability (IDD) education in medical school creates lack of clinical competency and negative bias towards patients with IDD. Currently, medical schools are not mandated to have IDD-specific curriculum. We proposed a day dedicated to educating medical students about issues facing patients with IDD.

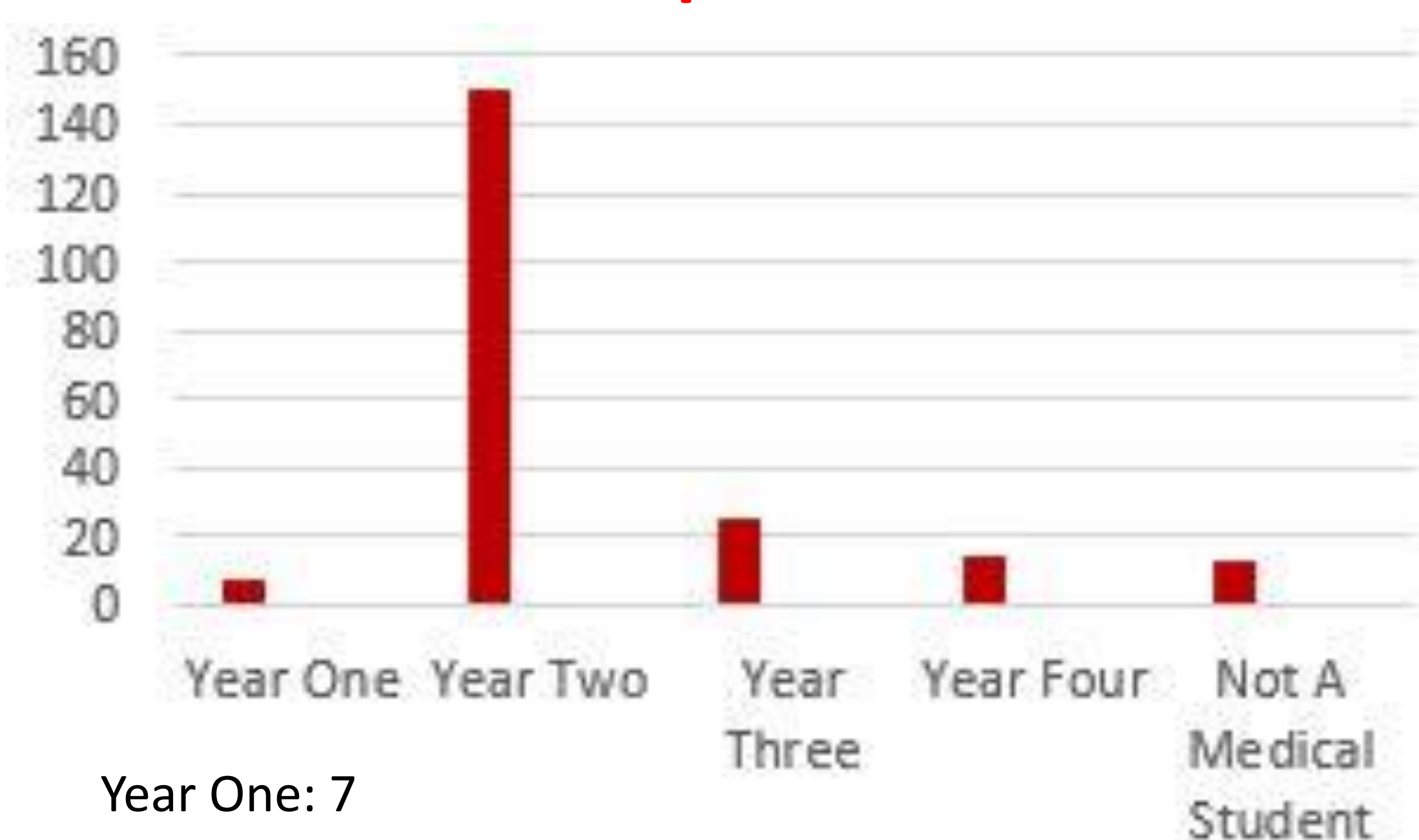
Design and Intervention

Disability Day was mandatory for all OMS-II and optional for OMS I, III, IV, and PA students. Students were taught by an interdisciplinary team of a speech language therapist, a psychologist, a nurse, a behavioral analyst, a seating and mobility specialist, a program coordinator for IDD toolkits for health professionals, and 3 physicians (physiatry, psychiatry, and physician-scientist). 210 OMS I-IV medical students participated in an optional six question pre-survey exploring students' attitudes towards and exposure to people with IDD.

Objectives for Disability Day

- Increase medical students' exposure to and familiarity of patients with IDD
- Reduce stigma and encourage respectful medical conversation when discussing those living with IDD
- Enhance students' understanding of non-verbal cues when assessing a patient with IDD
- Address the need for interprofessional collaboration for this population
- Expose students to equipment used by individuals with IDD and how to provide physical and cognitive accommodations as a physician
- Educate students on how to report possible abuse or neglect of IDD patients

Participants



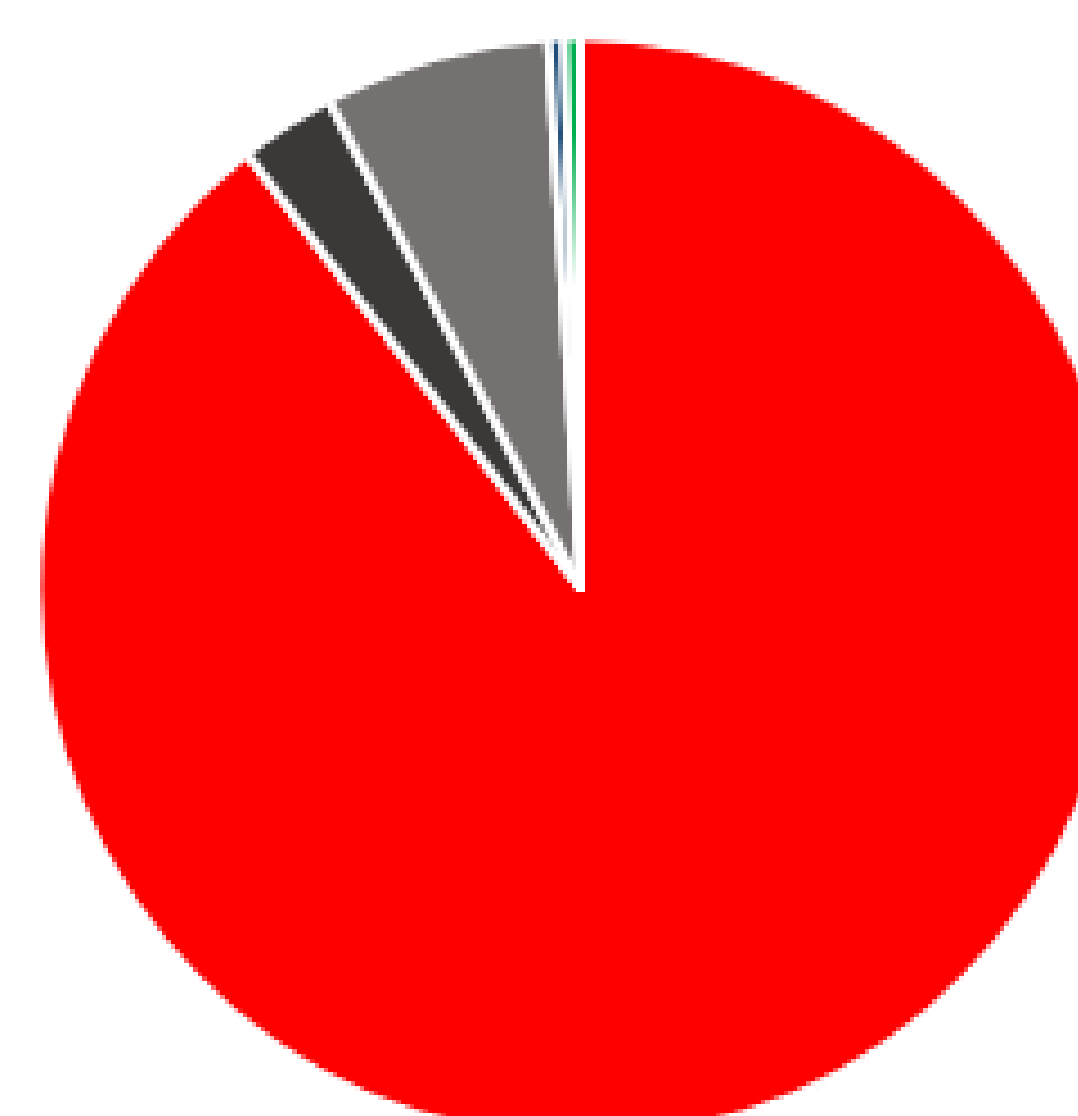
Year One: 7
Year Two: 150
 Year Three: 25
 Year Four: 15
 Not A Medical Student: 13

References

- Addressing Gaps in Health Care for Individuals with Intellectual Disabilities. (2019, November 19). Retrieved January 21, 2021, from <https://www.cdc.gov/grand-rounds/pp/2019/20191015-intellectual-disabilities.html>
- Prokup, J., Andridge, R., Haverkamp, S., & Yang, E. (2017). Health Care Disparities of Ohioans With Developmental Disabilities Across the Lifespan. *Annals of Family Medicine*.
- Policy Finder. (n.d.). <https://policysearch.ama-assn.org/policyfinder/detail/disability?uri=%2FAMADoc%2FHOD.xml-0-5283.xml>

Disability Day Survey Results

Specific Training on Serving Patients with IDD



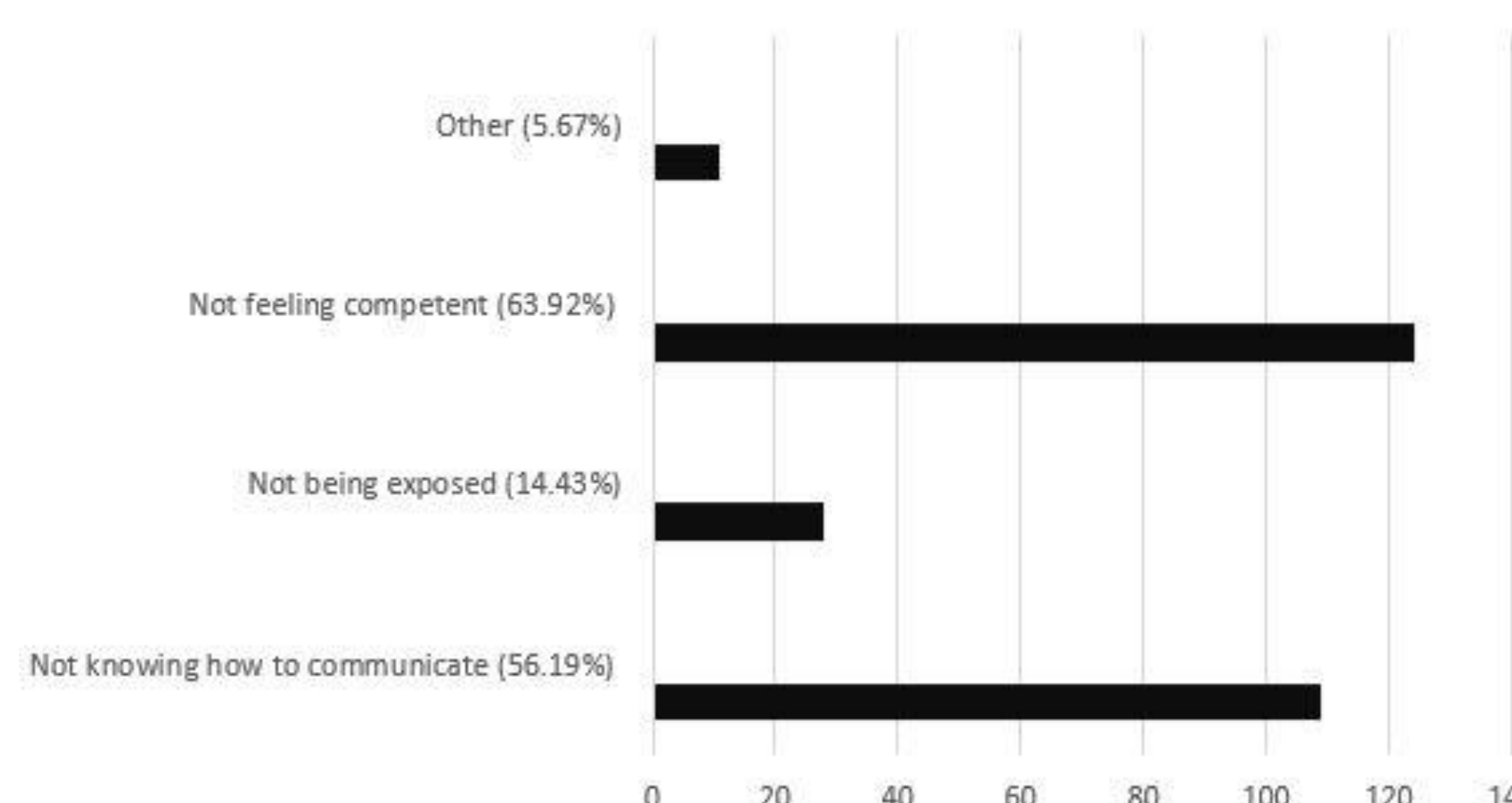
← "During your medical school education to date, did you receive any specific training on serving patients with intellectual/developmental disabilities?" (n=210)

No Training: 89.47%
 Year 1: 2.87%
 Year 2: 6.7%
 Year 3: .48%
 Year 4: .48%

"How much do you know about those with ID/DD?" (n=210)

Nothing: 1.43%
A Little: 86.67%
 A Lot: 11.9%

Hesitations in Taking Care of Patients with ID/DD



← "If you have had any reservations of providing care to those with intellectual or developmental disabilities (IDD), which of the following is the reason for your hesitation?"

Have you had any previous exposure to patients with physical, intellectual, or developmental disabilities? (n=210)

Immediate Family Member: 16.19%
 Extended Family Member: 17.62%
 Neighbors: 5.71%
Volunteer With: 19.52%
 Paid Work With: 11.9%
 Leisure Time/Sport Team: 4.29%
 Went to your School: 19.52%
 Classmates in your Child's in Daycare: .48%

Limitations of Study

Our sample size was taken from one osteopathic medical school, and the sample size was predominantly medical students in their second year of training as it was only mandatory for the second-year class to attend. This was also only a pre-survey.

Conclusions

Currently, medical schools are not mandated to have IDD-specific curriculum. 90% of our 210 medical student respondents reported no specific training on serving patients with IDD. Similarly, nationally, 81% of medical schools' deans report not having any clinical training on the care of people with IDD for students (2). Currently, the AMA recognize persons with intellectual and developmental disabilities (IDD) as a medically underserved population which is an area of current policy efforts (3). To promote health equity, the lack of medical student training about serving patients with IDD must be addressed.

