

Disability & Identity

VIG Proposal - 9/8/2022

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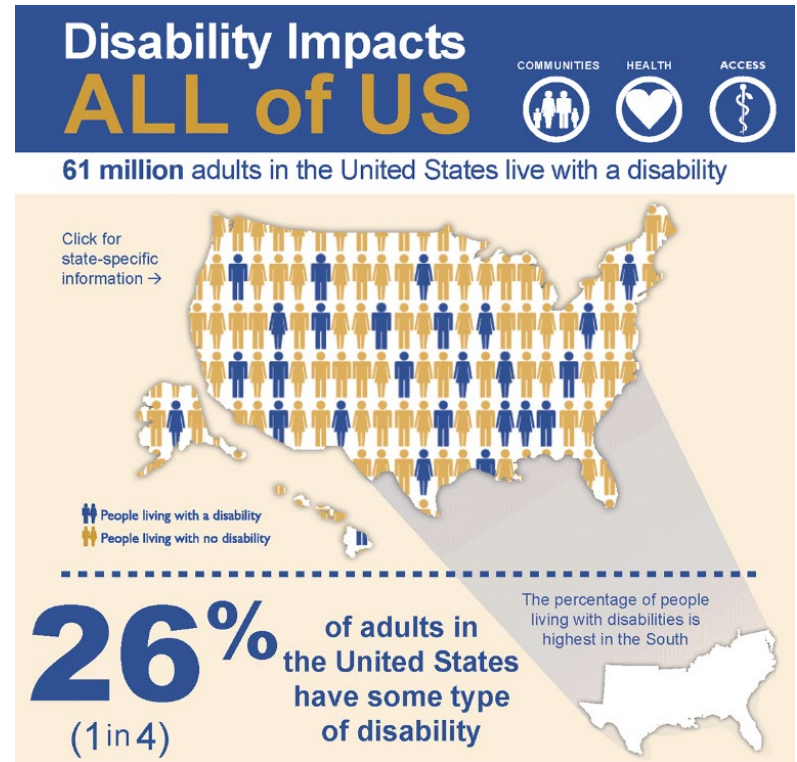
Agenda

- Background
- Objectives
- Methods
 - Literature Search & Data Collection
 - Data Synthesis
 - Timeline

Background

Disability is incredibly prevalent

- CDC estimates that 1 in 4 adults in the United States has a disability
 - Most people will experience a functional limitation at some point in their life
 - Providers are highly likely to work with a person with a disability during their career



People with Disabilities (PWD) experience disparities

- Health disparities:
 - Less likely to:
 - Receive certain screening and preventative health services (e.g., pap smears, breast cancer screenings)¹
 - Meet physical activity recommendations²
 - More likely to:
 - Have an elevated BMI (≥ 30), to smoke, have heart disease, and/or have diabetes³
- Socioeconomic disparities:
 - Unemployed at double the rate of those without disability⁴
 - 1 in 5 people with a severe disability live in poverty⁵



1. Horner-Johnson W, Dobbertin K, Andresen EM, Iezzoni LI. Breast and cervical cancer screening disparities associated with disability severity. *Womens Health Issues*. 2014;24:e147e153.

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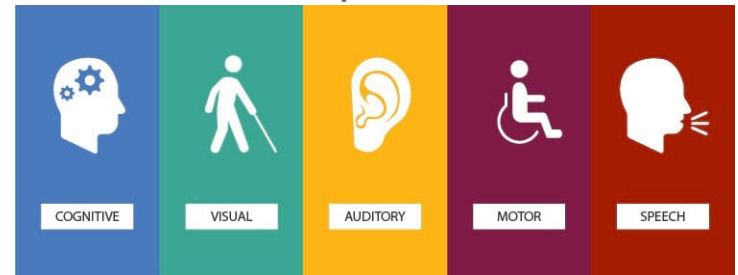
Medical students & their views on disability

- Physical exam techniques not taught taking into account a variety of potential patient abilities ¹
- Students reported feeling “less comfortable obtaining a history, performing a physical exam, and establishing a differential diagnosis when working with PWD” ²
- Medical students less comfortable discussing matters surrounding sexual health, risky health behaviors, and mental health with their patients with disabilities ³

¹ Meeks LM. Accessibility, Inclusion, and Action in Medical Education. Published online 2018:104.

² Chardavoyne PC, Henry AM, Sprow Forté K. Understanding medical students' attitudes towards and experiences with persons with disabilities and disability education. *Disabil Health J.* 2022 Apr;15(2):101267. doi: 10.1016/j.dhjo.2021.101267. Epub 2022 Jan 5. PMID: 35094955.

³ Long-Bellil LM, Robey KL, Graham CL, et al. Teaching Medical Students About Disability: The Use of Standardized Patients. *Academic Medicine.* 2011;86(9):1163-1170. doi:10.1097/ACM.0b013e318226b5dc



Teaching About Disability Better Equips Medical Students to Care for PWD

Clinical experience improves anxiety and empathy¹

Direct interactions with and opportunities to learn from PWD improved students' attitudes²

Including disability and PWD in assessments and practicing patient encounters (i.e. standardized patients) improves quality of students' patient-interactions³

Physicians' sense of preparedness was positively associated with likelihood of recommending physical activity and related community resources to PWD⁴

1. Lynch J, Last J, Dodd P, Stancila D, Linehan C. 'Understanding Disability': Evaluating a contact-based approach to enhancing attitudes and disability literacy of medical students. *Disability and Health Journal*. 2019;12(1):65-71. doi:10.1016/j.dhjo.2018.07.007
2. Tracy J, Iacono T. People with developmental disabilities teaching medical students – Does it make a difference? *Journal of Intellectual & Developmental Disability*. 2008;33(4):345-348. doi:10.1080/13668250802478633
3. Shakespeare T, Kleine I. Educating Health Professionals about Disability: A Review of Interventions. *Health and Social Care Education*. 2013;2(2):20-37. doi:10.11120/hsce.2013.00026
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Most Education Programs Related to Disability are Short-Term

- Short-term Interventions
 - 3-4 Week Rehabilitation elective course¹
 - 90 minute clerkship training²
- Focus on Lecture-style teaching³
- Self-reported data immediately following course completion

1. Bosques G, Philip K, Francisco GE. Integration of Chronic Disability Management in a Medical Student Curriculum. *American Journal of Physical Medicine & Rehabilitation*. 2021;100(2S):S30. doi:10.1097/PHM.0000000000001590
2. Graham CL, Brown RS, Zhen H, McDermott S. Teaching Medical Students About Disability in Family Medicine. *Fam Med*. 2009;41(8):542-544.
3. Loerger M, Flanders RM, French-Lawyer JR, Turk MA. Interventions to Teach Medical Students About Disability: A Systematic Search and Review. *American Journal of Physical Medicine & Rehabilitation*. 2019;98(7):577-599. doi:10.1097/PHM.0000000000001154

Objectives

1. To systematically and comprehensively review BUSM curriculum materials across classes, using the Core Competencies on Disability in Health Care Education as a framework
1. To develop a report that summarizes findings related to how disability is discussed in the curriculum and indicates areas of success and/or opportunities for development

Methods

Methods - *Literature Review & Data Collection*



1. Conduct a literature search to identify best practices related to disability education in medicine
2. Identify two representatives per class
3. Review course materials for disability-related information, leveraging the [Core Competencies on Disability in Health Care Education](#) as a framework

Core Competencies on Disability in Health Care Education

- 2019 National Consensus on “what healthcare providers across disciplines need to know to provide quality care to patients with all types of disabilities”
 - 152 stakeholders within the disability community



Original Article

What should we teach about disability? National consensus on disability competencies for health care education

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Alliance for Disability in Health Care Education. Core Competencies on Disability for Health Care Education. Updated 2019. Accessed August 31, 2022. https://nisonger.osu.edu/wp-content/uploads/2019/08/post-consensus-Core-Competencies-on-Disability_8.5.19.pdf

Havercamp SM, Barnhart WR, Robinson AC, Whalen Smith CN. What should we teach about disability? National consensus on disability competencies for health care education. Disabil Health J. 2021 Apr;14(2):100989. doi: 10.1016/j.dhjo.2020.100989. Epub 2020 Sep 11. PMID: 32952097.

Selected Core Competency to Focus On

Competency 1: Contextual and Conceptual Frameworks on Disability

Rationale: Disability can be considered in multiple contexts beyond the medical cause and its implications, and these contexts may be relevant to patients with disabilities. Learners should recognize multiple conceptual frameworks of disability and understand that disability exists within a socio-historical context.

Acquire a conceptual framework of disability in the context of human diversity, the lifespan, wellness, injury and social and cultural environments.

Methods - *Literature Review & Data Collection*

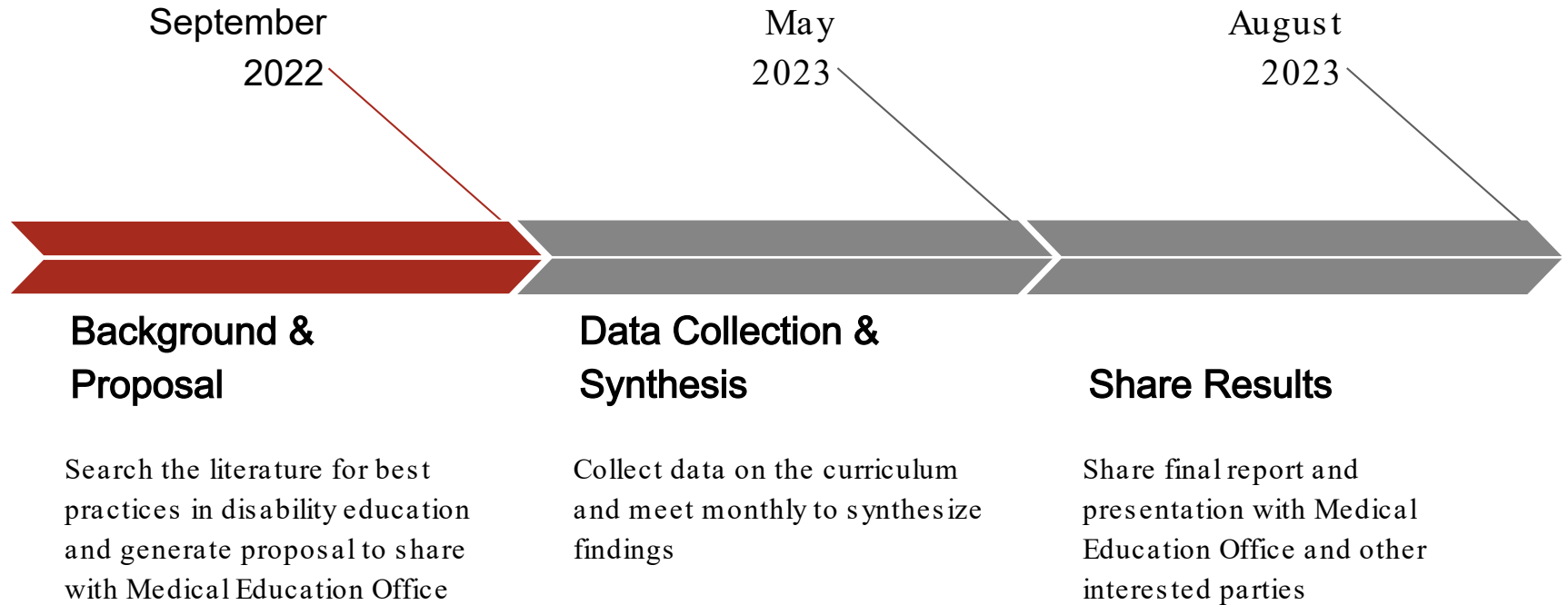


1. Conduct a literature search to identify best practices related to disability education in medicine
2. Identify two representatives per class
3. Review course materials for disability-related information, leveraging the [Core Competencies on Disability in Health Care Education](#) as a framework
 - a. Focus on Competency 1
 - b. Provide [Instructions & Tip Sheet](#) to class representatives for data abstraction
4. Compile data into [shared file](#)

Methods - *Data Synthesis*

1. Class representatives meet monthly to discuss findings from recently concluded courses
 - a. Preclinical (M1, M2) and Clinical (M3, M4) representatives meet
 - b. Discuss specific findings and create consensus on broad findings
 - c. Supplement findings with outreach to student groups working with PWD to identify activities and educational opportunities that can further enrich the curriculum
2. Final, annual report will synthesize and narrate overall findings, in addition to highlighting material that:
 - a. Appropriately discusses disability-related topics
 - b. Could be improved, along with concrete suggestions to do so

Timeline



References

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