

Design and Evaluation of Model Training Programs for Medical Students, Residents, and Health Care Professionals

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Nisonger Center

The Ohio State University

Nisonger Center Interdisciplinary Training on Disability Models

Goal: Trainees will reflect, critically analyze, and discuss how a social/cultural model of disability might affect clinical practice and influence disability policy.

Objectives: Trainees will

- ★ Become aware of the influence of the medical model approach to training and how it contrasts and conflicts with a social/cultural model of disability.
- ★ Critically analyze and reflect on how a medical model of disability frequently dominates clinical approaches to disability and social policies.
- ★ Utilize a cultural lens of disability in group readings and discussion.
- ★ Demonstrate an awareness of the cultural issues embedded in ethnicity, class, and disability and discuss the impact of these on health care delivery.

Learners:

LEND and Nisonger pre-doctoral and post-doctoral trainees from 12 disciplines across the University: Nursing, Physical Therapy, Audiology, Social Work, Health Care Administration, Occupational Therapy, Special Education, Pediatrics, Speech Language Pathology, Psychology, Medical Dietetics, and Parent Advocacy.

Activities:

Three, two-hour seminars facilitated by instructor from Disability Studies
Three, two-hour seminars facilitated by faculty from the Ohio Humanities Council

Curriculum Topics:

- ★ History of disability
- ★ How disability is culturally represented
- ★ Historically and currently: how disability is addressed in the natural, social, and human sciences
- ★ How historical events have informed social and public policy
- ★ Minority perspectives of health, disability, and illness in health care are explored through literature.

Evaluation Data:

47 trainees have completed this curriculum in the past three years. Ninety one percent of trainees have reported that increased knowledge and critical discussion of a social/cultural model of disability has affected their daily practice.

In reflective journals participants have written about increased empathy for patients, improved interpersonal skills, improved communication skills, increased job satisfaction, and increased cultural awareness.



The University of Arizona

Interprofessional Activity on Disability in Medical Curriculum

Goal: Students will examine disability related topics as an interprofessional group.

Objectives: Students will understand

- ★ Delivery of accessible health care.
- ★ Disability etiquette.
- ★ Specific disability related function
- ★ Different constructs of disability (social, legal and medical).
- ★ Roles and functions of various IP team members and disability-specific resources.

Learners: Students in Medicine (N=97), Nursing (N=98), Pharmacy (N=86), Law (N=27), Public Health (N=2). Social work student participated in previous years.

Interprofessional Activity:

Three-hour seminar: videos, poetry, small mixed-group case discussions, debriefing panel discussion.

Additional Curriculum Topics (for medical students)

MS2, 3, 4: Normal and abnormal development cognitive/motor development, Intellectual disabilities, autism, cerebral palsy, access to care, medical home for adults with disabilities. One week rotation at Children's Rehab. Services.

Evaluation Data:

"Most students think they know how to approach a patient with a disability. Generally speaking, they believe if they are just kind and treat the patient like everyone else, that's all they need to do. However, this activity really opened up our eyes to the complexities of living with a disability in a world that is constructed for the "abled."

Overall, students reported an increase in their understanding and appreciation of the following issues for persons with disabilities:

- ★ Accessible health care
- ★ Importance of meaningful relationships and experiences
- ★ Profession's role in advocating for change in policies
- ★ Different constructs of disability

Family Practice Residency

Family medicine residents from two programs are introduced to care for people with developmental disabilities (DD) during Orientation.

Goal is to promote patient-centered care to individuals with DD and encourage partnerships with other health care providers, individuals, families, and community supports.

Residency Curriculum:

- ★ Definitions, prevalence and genetics of DD
- ★ Examination, diagnosis, treatment, and practice management
- ★ Health disparities and barriers to care
- ★ Disability as a social, political, and legal concept
- ★ Dual diagnosis: disability and mental illness
- ★ Guardianship and future planning



Vanderbilt University

Screening Tools and Referral Training-Evaluation and Diagnosis (START-ED)

Goal: Train clinicians for effective early diagnosis of Autism Spectrum Disorders (ASD).

Program Development: START-ED was designed to help pediatricians and other providers diagnose young children with ASD in the context of traditional community practice settings.

Objectives: To provide pediatricians with

- ★ A functional framework and assessment tools to accurately identify and diagnose ASD
- ★ Training designed with the end goal of assessing children between two and three years of age for ASD within a one-hour time frame.

Curriculum: Intensive 2-day workshop with interactive training experiences and real time evaluations of children within 1-hour framework that included:

- ★ Framework included Modified Checklist for Autism in Toddlers (M-CHAT)
- ★ Screening Tool for Autism in Two-Year-Olds (STAT)
- ★ ASD diagnostic interview, making a differential diagnosis, explaining results to parents, and using proper coding.

For the validation phase of the study 5 community clinicians from Middle TN were provided with intensive case review of their first three independent consultations (i.e., videotape review, expedited independent psychological evaluation).

Learners: Community pediatric providers (i.e., pediatricians, nurse practitioners, developmental and behavioral pediatricians, physician assistants, etc.) from three regions of TN.

Evaluation: Independent validation of case outcome (presence/absence) to date has indicated agreement higher in the pilot training (i.e., >75% agreement on present). Program is currently conducting a practice change survey to determine if training leads to

- ★ Incorporation of standardized ASD screening into practice
 - ★ Increased referrals to the state early intervention system
 - ★ Performance of ASD diagnostic consults within community practice.
- Wide variation has been seen in terms of practice change.

Pediatric Residency

Required developmental medicine rotation that involves clinics, discussion sessions, visits to related clinical or research services at Vanderbilt, and visit to community agencies.

Residency Curriculum:

- ★ LEND supported monthly developmental medicine rounds
- ★ Resident Notebook, available online
- ★ Clinics: Developmental, ASD, STEP, School Difficulties Clinic, Psychology Assessments for ASD, Parent-Child Interaction Therapy, Fragile X, Down Syndrome, Neurogenetics and Metabolism, Learning Assessment, Education Consultation, ADHD, International Adoption
- ★ Discussion Sessions
- ★ Clinical or Research Services at Vanderbilt
- ★ Community Visits