National Curriculum Initiative in Developmental Medicine: 2019 Update
Course Objectives

1. To understand the **purpose** of the National Curriculum Initiative in Developmental Medicine

2. To discuss **challenges, strategies, and lessons learned** related to becoming a Medical School Partner

3. To describe **methods** that can be used to educate medical students about serving patients with intellectual/developmental disabilities
NCIDM Background
Goal 4: Train health care providers in the care of adults and children with IDD
Lack of Health Care Provider Training

• Key, modifiable determinant of the health disparities experienced by people with IDD
• Calls for didactic and clinical interventions aimed at improving health care provider competency in treating people with IDD
National Curriculum Initiative in Developmental Medicine

• Multi-year partnership between the American Academy of Developmental Medicine and Dentistry and Special Olympics, with resources from a cooperative agreement funded by the Centers for Disease Control and Prevention

• **Purpose:** to provide training to medical students in the field of developmental medicine—the care of individuals with IDD across the lifespan
NCIDM Medical School Partners

• **Medical School Partners** receive a $25,000 grant to implement curriculum enhancements aimed at addressing gaps in UME regarding serving patients with IDD

• Currently have 11 Medical School Partners (Cohorts 1-3)
  • We anticipate adding 5 more as part of Cohort 4
NCIDM Evaluation

• Knowledge assessment
  • Developed by NCIDM Working Group
  • Multiple choice test, USMLE format
  • Ties to NCIDM Goals & Objectives

• Attitudes assessment
  • Developed in collaboration with SOI’s Attitudes Research Advisory Committee

• Course evaluation (per Medical School Partner)
COHORT 1

Baylor College of Medicine
University of Colorado
University of Louisville
BCM: Project Activities

- Richmond state school
- Friends of Down Syndrome Academy
- Coffee House
- TCH Complex Care & Spina Bifida Transition Readiness Clinic
- Hanger Clinic
- Rise School
- Reach Unlimited
- Project DOCC

- The Center
  - Day program and independent living site for adults with IDD
  - Transition medicine patient who is a resident is employed to tour students through the campus, including her apartment and work area
BCM: Lessons Learned

- Electives
  - Recruitment requires effort
  - There are times of year when you likely will not have students signed up
- Data collection is ongoing
  - “In no other class have I ever learned about the insurance issues, waivers, etc. and how those affect clinical care and day-to-day living. This should honestly be a core rotation.”
COHORT 1

Baylor College of Medicine

University of Colorado

University of Louisville
CUSOM: Project Activities

**Three SP encounters**
- Case performed by trained dyads of patients with IDD + caregiver

**Didactics**
- Physician Education in Developmental Disabilities (PEDD) webinars x3
- In-class, patient-led teaching session (DS, FXS, ASD + caregivers)
- ½ day at interdisciplinary peds PM&R clinic
- ½ day in the community performing home visits with a nurse seeing adult IDD patients in group, host, and home settings
CUSOM: Lessons Learned

• Recruitment and training for “standardized” patient encounters
  • 60 miles drive to simulation center; transportation was a burden, despite reimbursement
  • Unable to recruit dyads closer to the sim center
• SP Encounter #3: Previous dyads trained actor dyads
  • Students felt encounter with actors was “fake” and did not provide the same educational value as with the “real” dyads
COHORT 1

Baylor College of Medicine
University of Colorado

University of Louisville
UofL: Project Activities

- MS4 elective
  - Lee Specialty Clinic
- Photovoice project
  - Special Olympics Kentucky: Athlete Leadership Program
- MS2s (n=162)
- Dissemination: SGEA, APHA
UofL: Lessons Learned

- Medical students need more knowledge of models of disability
  - Medical model
    - Disability is an attribute of the individual and is equated with pathology
  - Biopsychosocial models
    - International Classification of Functioning, Disability, and Health (ICF)
      - Disability and functioning are outcomes of interactions between health conditions and contextual factors
COHORT 2

The Ohio State University
Georgetown University
Case Western Reserve University (CWRUSOM)
OSU Project Activities: Expansions

Expanded existing curriculum elements to include disability/IDD

- Community Health Education Project (MS1s and MS2s)
  - Recruited 2 community sites that serve people with IDD
- Simulated Patient Encounter (MS3s)
  - Expanded training for SPs to give feedback, recruited new patients with IDD
- Elective (MS4)
  - Expanded a 75-hour elective on children to a 150-hour elective on IDD across the lifespan
OSU Project Activities: New Content

**Developmental Disability Lecture (MS1s)**
- 90-minute long, reaches ~200 students

**Caring for Patients with Mobility Disabilities (MS3s)**
- 19-minute video on conducting a physical examination with patients with mobility disabilities

**Disability in Longitudinal Groups (MS1s and MS2s)**
- Documentary featuring adults with IDD at home, at work, and with friends (~20 minutes)
- A total of 2 volunteers with disabilities are participating in the Health Coaching Program with 1st year students
OSU Lessons Learned: Evaluation Challenges

• Students participating in the CHE and 4th year elective are required to complete pre- and post- NCIDM evaluation on attitudes and knowledge
• We have struggled with survey completion
  • Not allowed to call it mandatory
  • Students get into ‘auto-delete’ mode
• Helps if link comes from preceptor or MS classmate/collaborator to encourage response
• May help if done on-site vs. left to do it on their own time
COHORT 2

The Ohio State University

Georgetown University

Case Western Reserve University (CWRUSOM)
GUSOM: Project Activities

- **Didactics**
  - General approach to the medical encounter for patients with ID
  - Cultural context and social determinants
  - Selected readings were also provided based on specific interests

- **Field visits**
  - MS1 Community-Based Learning students
    - community-based programs that serve children and adults with ID
  - MS4 EM from a FM perspective elective students
    - clinical rounds in the ED, several acute care hospitals, one Community Health Center (CHC), rehab facilities
  - Diversity of ID population: high-functioning and verbally social, non-verbal, those requiring total care
GUSOM Lessons Learned

• Hospital issues (sales, mergers, etc.) affect learners’ environment
• MS training occurs in a living system—cannot always control the environment, particularly in clinical years
  • Example: ED closed
COHORT 2

The Ohio State University
Georgetown University
Case Western Reserve University
CWRUSOM: Project Activities

• MS3s during pediatrics clerkship
• Case-based vignette
  • Facilitators utilize a series of videos and narrative elements to guide students through a case of a child with “behavioral changes”
• Case-based session is followed by full group Q&A session with parent panel
CWRUSOM: Content Covered

- Human development
- Development of differential diagnoses
- Diagnostic testing and work-up
- Basic science → genetic and/or metabolic etiologies of IDD and ASD
- Understanding comorbid conditions
- Introduction to treatment options (behavioral, pharmacological)
CWRUSOM: Successes

• Very strong support from within the SOM administration to implement changes to the existing curriculum
  • Associate Dean for Curriculum, Clinical Co-Director of the IQ+ Curriculum
• Existing space within the curriculum to adapt/update/modify teaching sessions without having to create new elements to superimpose on existing curricular schedules
• Curriculum project delivered to entire MS3 class at the SOM
• Although our team may need to update the case as new scientific information is available, the updated teaching session can be sustained going forward
CWRUSOM: Successes (cont.)

- Narrative feedback from students very supportive of IDD and ASD teaching sessions, particularly parent panels

- CWRUSOM is asking project team to provide additional curriculum on IDD, especially with inclusion of community agencies and consumers
  - Project served as a key first step
CWRUSOM: Challenges

• Difficulty recruiting students early in the academic year
• Most significant obstacle: Difficulty getting follow-up post-session engagement with surveys
CWRUSOM: Lessons Learned

- Need for support and champions within the medical school administration
- Early coordination with institutional IRB is essential
- Helps to work within existing curriculum structure
COHORT 3

- Harvard Medical School
- Albert Einstein College of Medicine
- Geisinger Commonwealth School of Medicine
- University of Missouri-Kansas City School of Medicine
- University of Wisconsin School of Medicine and Public Health
Albert Einstein College of Medicine

Community Partners

• Rose F. Kennedy University Center for Excellence in Developmental Disabilities
• RFK Children's Evaluation and Rehabilitation Center
• Bronx Community Self-Advocacy Group

Project Activities (MS2s)

• Nervous System and Human Behavior & Introduction to Patient Care and Clinical Skills
• OSCEs with self-advocates
• Didactic lecture on IDD diagnoses, a component of family members of children with IDD
• Didactic lecture on social determinants of health, consent and guardianship, history of disability movement, with panel of self-advocates
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<th>Community Partners</th>
<th>Project Activities</th>
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<tr>
<td>• Advocacy Alliance</td>
<td>• Standardized Patient Experience</td>
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<td>• The Arc of Northeastern Pennsylvania</td>
<td>• Family-Centered Experience: Longitudinal home visits with families of PWIDD</td>
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<td>• Luzerne/Wyoming County Mental Health and Developmental Institute</td>
<td>• QI Community Collaborative Projects</td>
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<td>• Center for Independent Living of Northeastern Pennsylvania</td>
<td>• Comprehensive Clinical Care Selective (MS4s), rotation in specialty clinics</td>
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<td>• Clinical Patient Presentations (MS1s), with PWIDD, family members, and clinicians</td>
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Harvard Medical School

Community Partners
• Boston Children’s Hospital (BCH)
• Cerebral Palsy Clinic
• BCH Neuromuscular Clinic
• BCH Spina Bifida and Spinal Cord Conditions Center
• BCH Down Syndrome Clinic
• Spaulding Rehabilitation Hospital

Project Activities
• Transition to the Principal Clinical Experience class
• Video lecture viewed prior to session, includes content experts and self-advocates
  • Topics: Disability Knowledge, Health Disparities for People with Disabilities, Disability Legal and Human Rights Considerations, History-Taking Skills, Physical Examination Skills, Settings of Care
• In-person small-group disability education sessions
  • Self-advocates & content experts
Community Partners

- Self-Advocate Coalition of Kansas
- Kansas Center for Autism Research and Training
- Down Syndrome Guild of Kansas City
- The Transition Academy

Project Activities

- Pre-session didactic/interactive webinar
- Case-based learning session
  - Transition
- Stakeholder panel (with medical professionals, community partners, and parents/self-advocates)
University of Wisconsin School of Medicine and Public Health

Community Partners

- Central Wisconsin Center for the Developmentally Disabled (CWC)

Project Activities (MS3s)

- Meeting multiple children and adults with IDD
- Didactic lecture (online and in-person components)
- Cases studies (online and in-person components)
- Mentored clinical experiences (PM&R and CWC)
NEXT STEPS
Cohort 4 Application Process

• Visit our project page: http://aadmd.org/page/ncidm-medical-student-education
  • RFP will be available 7/31/19
  • RFP will be due 10/15/19
Dissemination Plan for Resources Created by Medical School Partners

• Password-protected portal on the AADMD website for Medical School Partners to share materials created through the NCIDM project with each other
  • 2019
• Publicly available materials will be made available on the AADMD website as deliverables are completed and approved by Medical School Partners for public dissemination
  • 2019-2020
• Portal resources will form the basis for Medical School Partner Workgroups, which will develop best practice, publicly available materials for schools that have buy-in to implement IDD curriculum elements, but lack a local champion/local expertise
  • 2020-2021
Additional Information

• Please sign up for the NCIDM mailing list to receive updates on the application process and other NCIDM activities: http://aadmd.org/page/ncidm-medical-student-education

• Questions?

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