

# Impact of Expert Patients with Intellectual/Developmental Disabilities (I/DD) on Clinical Skills

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## Disclaimer

The I/DD Clinical Skills and Panel event was created through the grant funding from the PEARL Diversity, Equity, and Inclusion (DEI) initiative at Quinnipiac Frank H. Netter MD School of Medicine.

## 01 Introduction

- I/DD patients experience challenges in communication, misdiagnosis, care access and navigation, social stigma, and mental health
- There is need for better training of medical students in caring for this population
- The aim was to create a session where students could practice physical exam, inclusive history taking, and discuss legal frameworks and advocacy for patients with I/DD

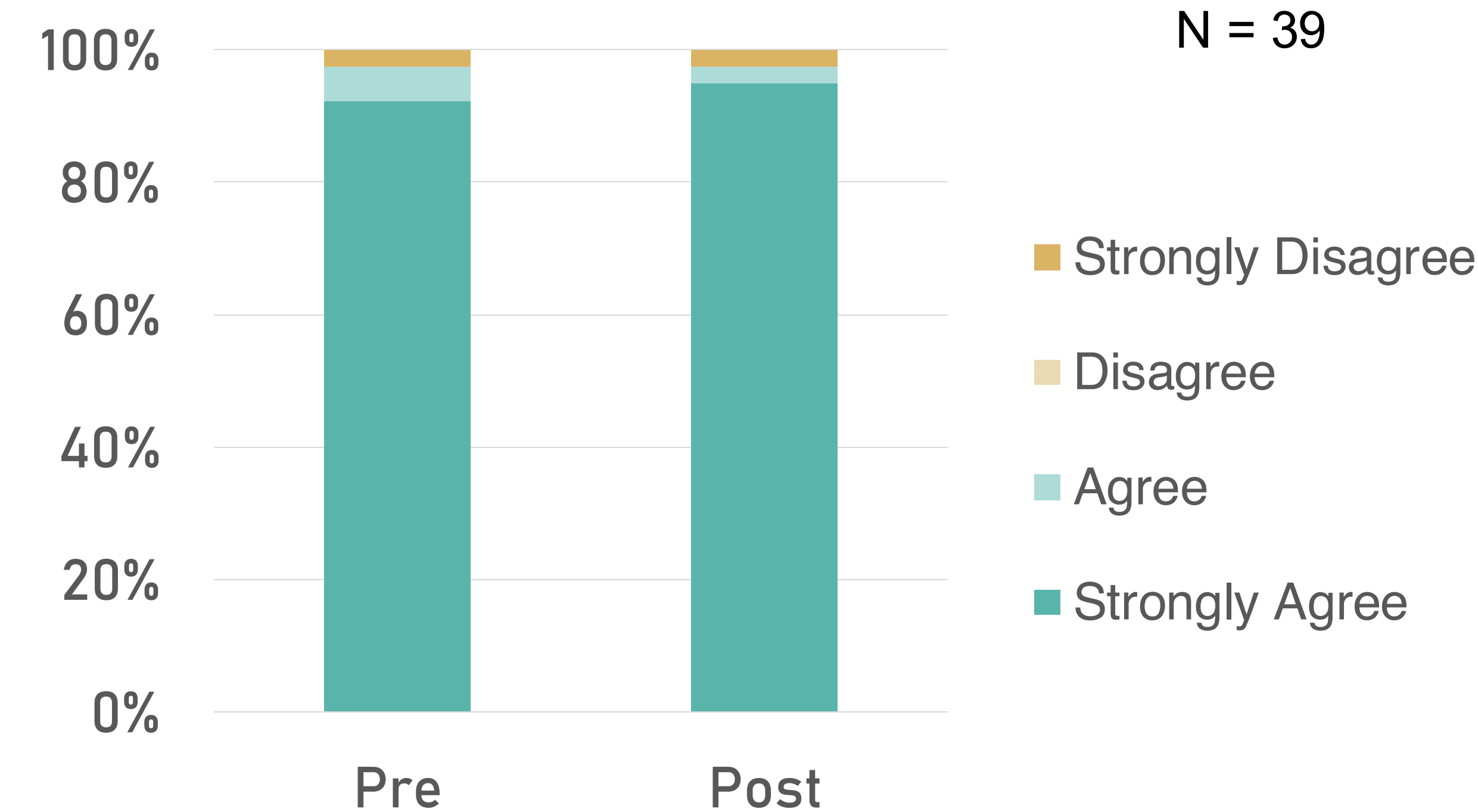
## 02 Materials and Methods

A two-hour session included:

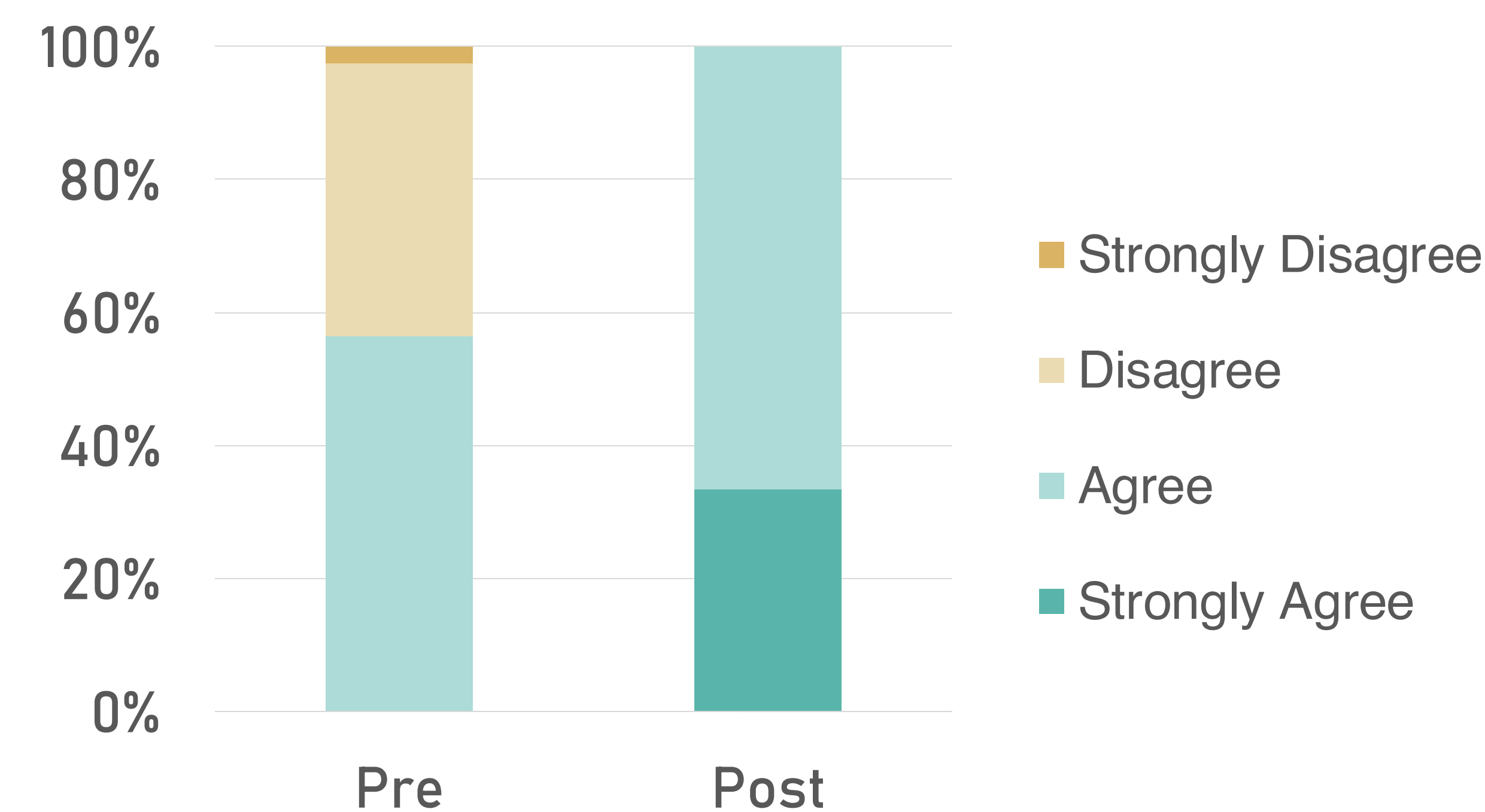
- 1 A clinical skills session where students practiced history taking and focused physical examination with I/DD patients.
- 2 An ethics and advocacy discussion on legal frameworks and strategies for legislative change as future healthcare professionals

- Expert patients and panelists with relevant experience were recruited to participate in the event with the support of Dr. Marquis-Eydman and Special Olympics Connecticut (SOCT), emphasizing the importance of involving individuals with disabilities in medical training and advocacy efforts.
- Panelists received an orientation and pre-session questions to guide the discussion. The study was exempt from IRB approval by Netter SOM's Human Research Committee.
- Pre- and post-session Likert scale responses were compared using the Wilcoxon signed-rank test with significance set at  $p < 0.05$ .

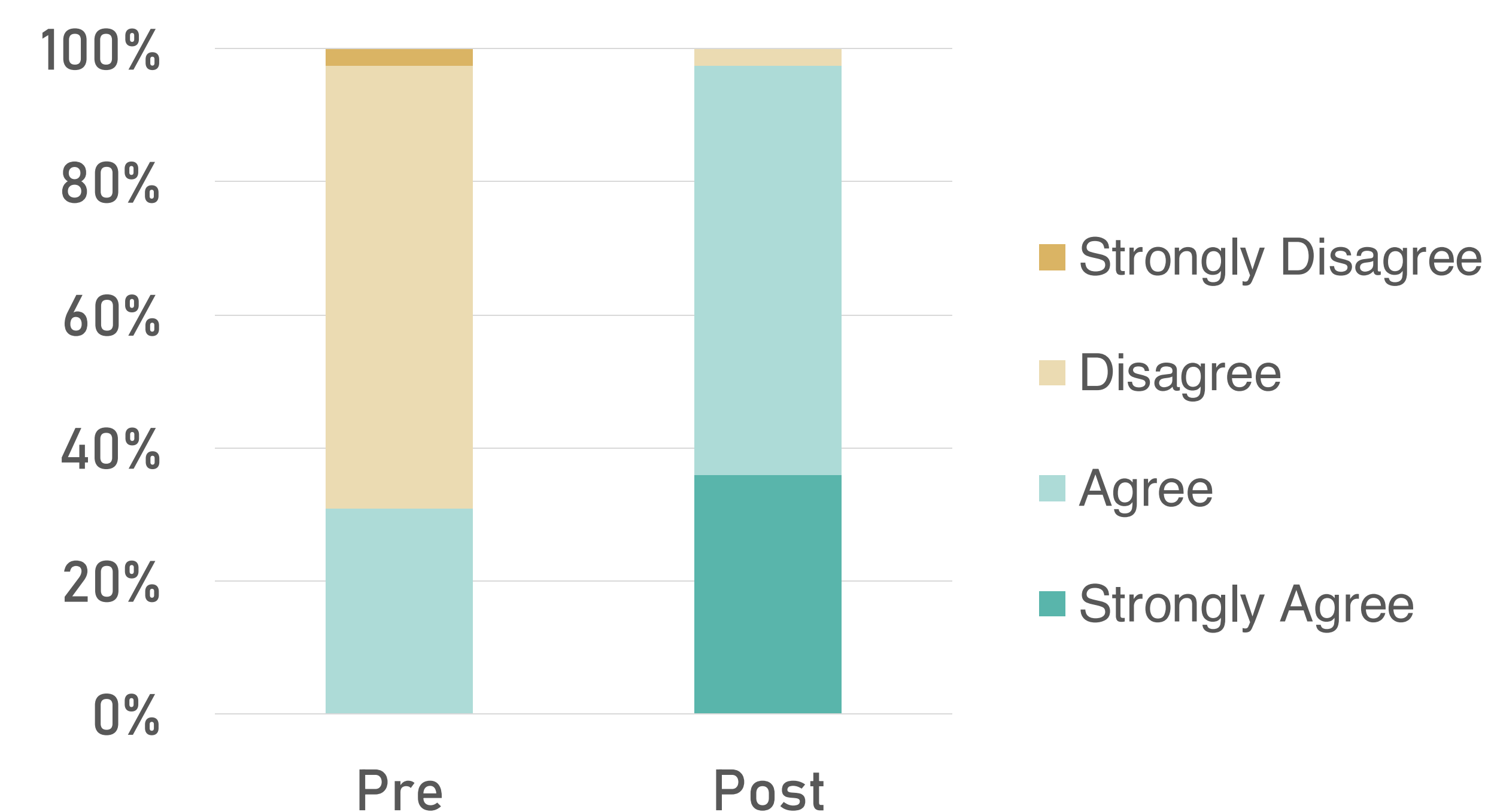
**Q1**  
I believe it is important for healthcare providers to recognize the influence of disability on patient health and clinical encounters.



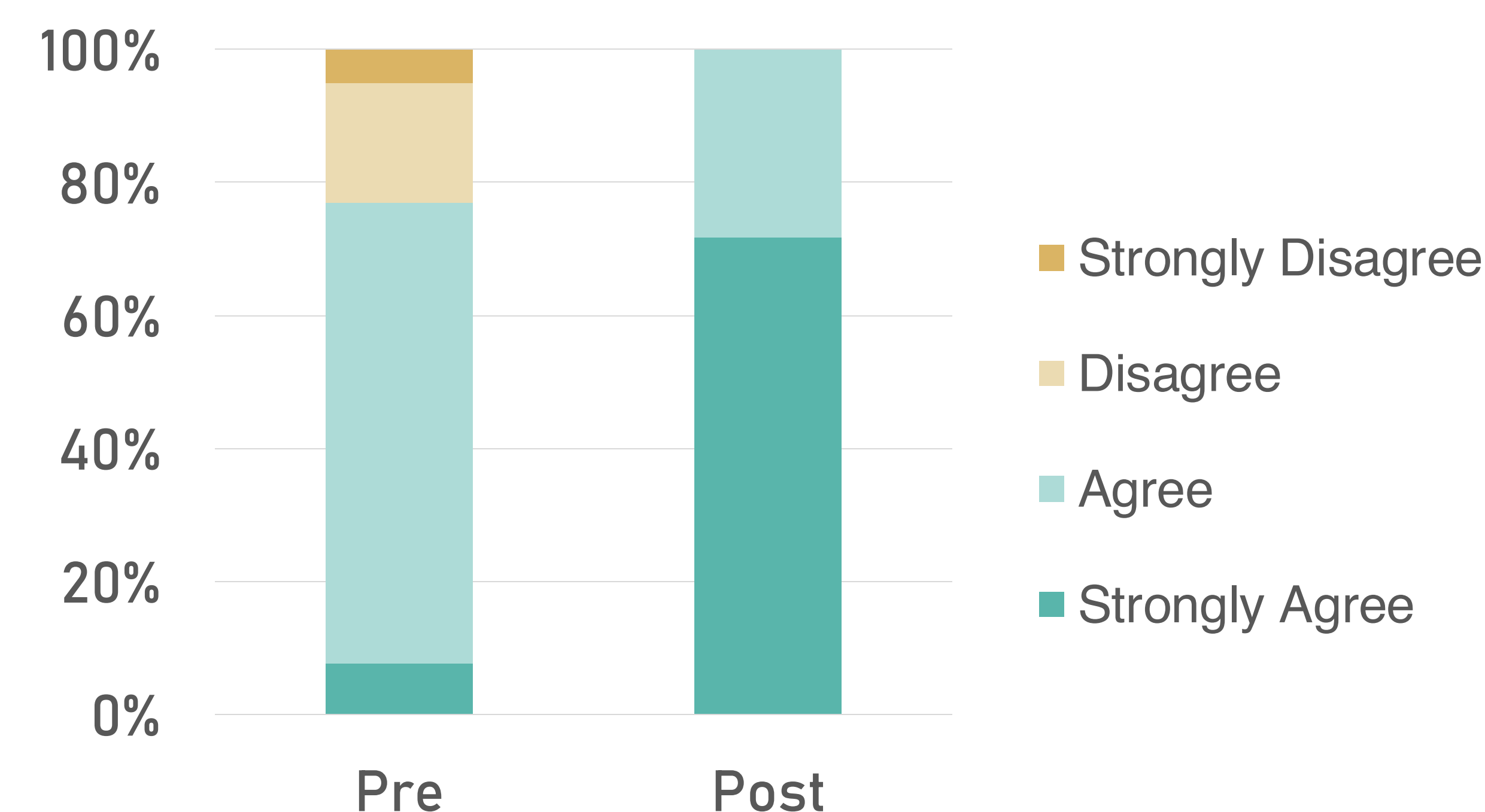
**Q2**  
I am confident in my ability to assess barriers to care for people with disabilities.



**Q3**  
I am confident in my ability to determine interventions to address these barriers.



**Q4**  
I can define ableism and how it may affect patient care.



## 03 Discussion

- Following the disability rights movement slogan, "Nothing about us without us", it is imperative to continue amplifying the voices of the community to address the disparity and biases in health care and healthcare providers through inclusive and culturally responsive medical education.
- Incorporating patients, local disability advocates, and community members and providers with experience in this population is crucial to the value and success of medical training.
- Holding a space to share stories and expand upon experiences through hands-on, live interaction significantly positively impacted attendees.
- The event led to increased understanding and confidence in caring for I/DD patients.
- Future avenues include additional integration of disability education into curricula across all 4 years of medical education, assessing student performance of skills and behaviors
- Limitations include time constraints and the lack of longitudinal analysis.

## 04 Conclusion

- Disability education can be successfully integrated into medical school curriculum.
- Students and expert patient volunteers found the session positive and increased confidence in skills and behaviors.
- Future work could equip students with a human rights-based framework and integrate social determinants of health.

## 05 Acknowledgements

We gratefully acknowledge the contributions and collaboration of the following faculty and community members in developing and incorporating disability and anti-ableism content into our curriculum, as well as for their review and feedback on this project: Dr. Weinstein, Dr. Marquis-Eydman, Dr. Hall, Dr. Philibert, Dr. Feinn, Dr. Helgren. A special thank you to the Special Olympics Connecticut (SOCT) as our community partner for their guidance, expertise, and volunteers through the development and participation in the event.