

INTRODUCTION

- Individuals with physical and developmental / intellectual disabilities (PIDD) disproportionately experience higher rates of co-occurring physical conditions, relative.
- Similarly, individuals with Non-English Language Skills (NELS) also experience health challenges. In effect, there is a pressing need to address the lack of training on PIDD and LEP populations in medical education.

THE CURRENT STUDY

- The current project featured a preliminary needs assessment for a medical education initiative addressing these populations in two new medical programs.

METHODS

- We conducted a survey-based (Qualtrics) needs assessment with 32 medical students at Charles Drew University (CDU) and 37 residents at Riverside University Health System (RUHS), understanding how to tailor curricula based on self-assessed knowledge, experience, and priorities. Descriptive statistics were used to analyze results.

Needs Assessments for Medical Curriculum on Physical and Intellectual/Developmental Disabilities (PIDD) and Non-English Language Skills (NELS)

Ingrid Tien; Emily Hotez, PhD; Denise Nunez, MD; and Alice Kuo, MD, PhD, MBA

University of California, Los Angeles, Department of Medicine, Division of Medicine-Pediatrics
In collaboration with our partners at Charles Drew University and Riverside University Health Systems

From your perspective, what are three topics that are both high need and impact for people with disabilities?

| | | |
|---|----|-------|
| Accommodations and benefits for individuals with disabilities | 12 | 32.4% |
| Health disparities for individuals with disabilities | 15 | 40.5% |
| Self-determination | 9 | 24.3% |
| Ableism and using anti-ableist language | 8 | 21.6% |
| Coordinating care | 14 | 37.8% |
| Disability awareness | 1 | 2.7% |
| Cultural humility | 1 | 2.7% |

Most important topics, per qualitative report

| | |
|---|---|
| Non-English Language Skills | Physical, Intellectual, Developmental Disabilities |
| <i>Medical Foreign Language Training</i> | <i>Basics clinical presentations etc. of physical and intellectual/development disabilities</i> |
| <i>Access to educational material regarding health and wellness that is easy to understand and accessible</i> | <i>Care for adults with disabilities and the transition into adulthood</i> |
| <i>Under-represented/minority physicians</i> | <i>Increase number of physicians who are passionate about providing care for people with disabilities</i> |
| <i>Navigating patient care for unfamiliar cultures</i> | <i>Lack of exposure to individuals with physical and/or intellectual/development disabilities</i> |
| <i>help with government services</i> | |

RESULTS

- 59.4% were less than slightly knowledgeable about self-determination
- RUHS residents reported that understanding health disparities and coordinating care for PIDD (30-40%) and appropriate communication strategies for NELS (35-43%) were highest priority topics.
- 68.6% of CDU students reported limited to no knowledge about connecting families to autism resources and 49% RUHS residents indicated that they have received sufficient training and education to navigate a clinical encounter.

DISCUSSION

- Results revealed several opportunities to improve medical education at the medical school and residency levels.
- Medical curriculum needs to be developed on how to support P/IDD and NELS patients, with a focus on health advocacy and developing competence for working with both populations.

For more information about the research, please email ehotez@mednet.ucla.edu