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Caring for People with Disabilities Perspectives in Medicine Fall 2014

Ingrid C. Hendrix, MILS
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Session One – Examining Attitudes and Barriers (October 28, 2014)

Upon completion, the student will be able to:

Objective 1 – Identify underlying belief and assumptions about disability

1. Introductions and overview of this elective – 30 min
 - a. 3 x 5 index card (who are you and 3 things about you (2 true, 1 false)
 - b. Survey
2. Small group sessions – 40 min
 - a. Facilitated by faculty and 4th year med students
 - b. What has been your experience with disability? Personal or in the clinical setting
3. Large Group session – 20 min
4. Reconvene as large group to report back / share findings from small group – themes
 - a. 3 x 5 card – why you signed up for this elective, what do you hope to get out of it?
 - b. Notes for next session*

*Notes for next Sessions – instructions

Let students know they will need to bring a lap top to the next session

Out of Class Activity – Describe facility barriers/challenges face by patients with physical disabilities when interacting with the health care system. (Due session 5)

- UNM Hospitals/Clinics Environmental Review checklist (navigation, equipment)

Session Two– Identifying Supportive Resources (November 4, 2014)

Upon completion, the student will be able to:

Objective 1 – Identify resources in place for meeting the needs of persons with disabilities

1. Identify resources in place for meeting the needs of persons with disabilities*
 - a. Explore one of the following community services based on a specific case scenario:

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- i. Assistive Technology
 - ii. Durable medical equipment
 - iii. Home modifications
 - iv. Service animals
 - v. Transportation
 - vi. Scholastic adaptation
- b. Large group discussion- describe the advocacy role of the health care professional based on the findings chosen above.

***Student will need to bring laptops for this session**

Notes for Session 3 – Persons with disabilities – small group/panel discussion. Provide info about session, asking them to consider questions they might want to ask the presenters about their disability/experiences, etc. Handout possible questions; follow-up email prior to #2

Session Three – Communication (November 18, 2014)

Upon completion, the student will be able to:

Objective 1 – Describe some of the day-to-day challenges faced by patients living with disabilities.

Objective 2 – Develop strategies to strengthen the patient-physician relations by addressing challenges

2. Presentation by people with disabilities – brief presentations in which invited guests share personal stories of their life and medical experiences.
 - a. Small group discussion with presenters with disabilities (SCI, Blind, Arthrogyrposis) 40 min
 - i. Brief intro by guests and students
 - ii. Students responsible for question to report back
 - iii. Introduce person
 - iv. Talk about challenge person faces
 - v. Discuss solution person suggests
 - vi. Brainstorm new ideas for solution
 - b. Break 10 min
3. Reconvene as large group to report back / share findings from small group (30 min)

****Stimulus questions**

- a. Who is the person
- b. What have their lives been like?
- c. What challenges have they experienced interacting in the health care environment?
- d. What strategies would help improve access to health care?

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Session Four – Interdisciplinary team approach to caring for patients with disabilities (December 2, 2014)

Upon completion, the student will be able to:

Objective 1 – Demonstrate taking a functional history

Objective 2 – Identify roles of interdisciplinary care team in providing comprehensive care to PWD

Address patient's daily life in care plan (typical day, caretaking, work, intimacy, abuse)

Know how to take accurate, complete, sensitive patient history (and physical) with a patient with a disability

Two simultaneous activities – 45 minutes each; class split into two groups:

- Exemplar case – Functional History; pt with MD, 4th yr med student, OT, PT (10 min med student, 15 min PT-, 15 min OT- 5 min reflection/feedback at end)
- Discuss specific cultural competencies, etiquette and clinical accommodations for working with deaf / hard-of-hearing patients. (LSW) 40 min, then 5 min to describe reflection paper due in final class (12/9/14)*; remind students about facility audit

***Provide instructions for Out of Class Activity – due December 9, 2014**

- Narrative writing/self-reflection paper – individuals share reaction to the presentations and how they view themselves as health care providers (or future providers) of disabled patients
- Remind students to bring laptop/iPad

Session Five – Legal aspects (December 9, 2014)

Upon completion, the student will be able to:

Objective 1 – Draft an effective letter of medical necessity.

Objective 2 – Describe public accommodations in a healthcare facility.

Advocacy, Access, and Law

1. Report back facility audit results – 15 min
2. Develop letter of medical necessity* - case scenarios, small group writing exercise followed by sharing and instructor examples – 30 min
3. Presentation by JD (Law) – 45 min
4. Turn in self-reflection essay and clinic accommodation checklist
5. Course evaluations

***Ask students to bring laptop for today (one per group)**

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