

# Introduction

- Absence of disability training for healthcare providers prevents appropriate and effective health care for patients with disabilities
- Healthcare providers are untrained and uncomfortable
- 90% general practitioners found it difficult to provide quality care to patients with IDD
- Curriculum to teach medical students how to care for patients with ASD

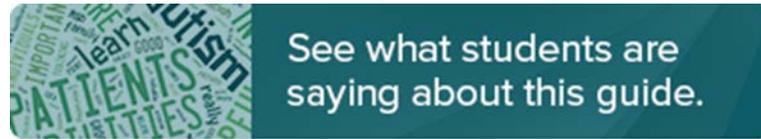


# Methods

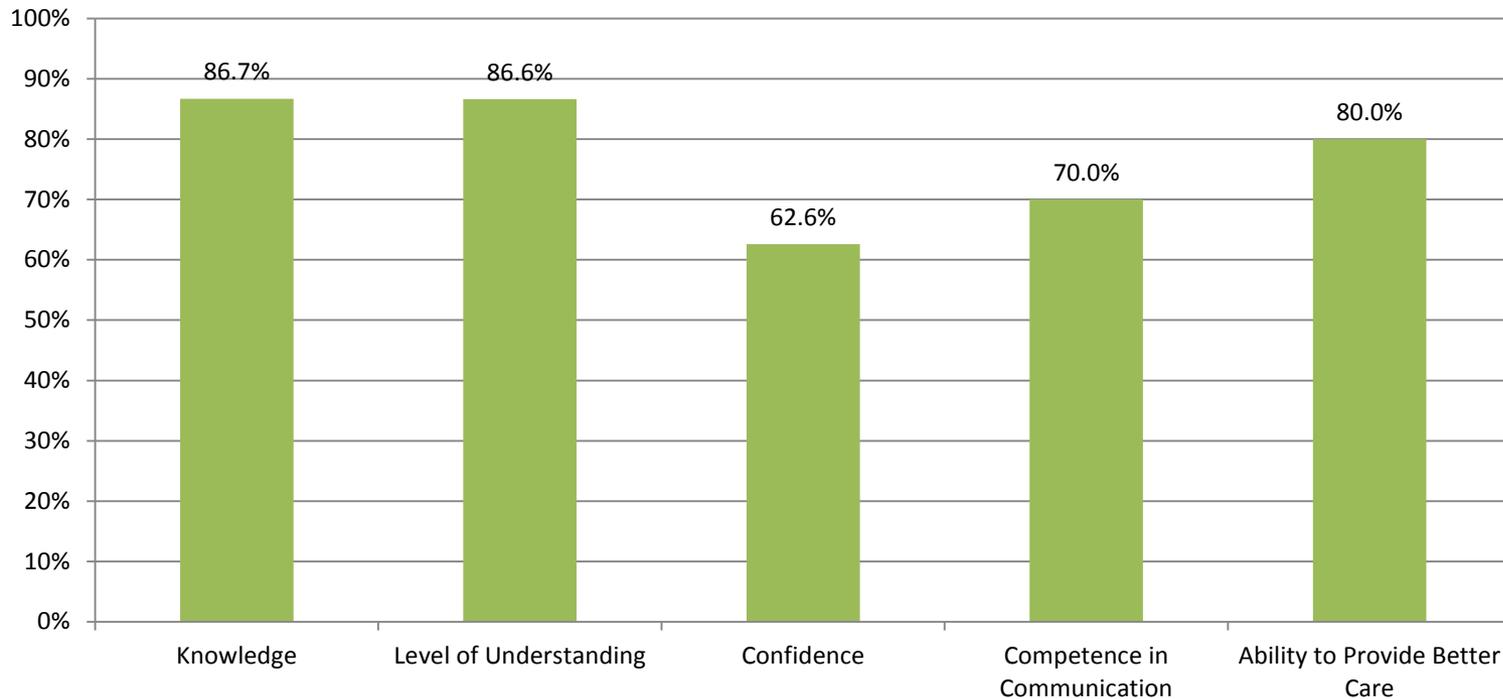
- Required rotation for all 3<sup>rd</sup> year medical students at Ohio State University
- Instructional elements: didactic instruction, patient exams, standardized patient encounters, and panel discussions
- Students completed online survey
  - ten closed-ended questions
  - two questions about quality and satisfaction with the panel experience
  - 100-250 word reflection



# Results



In their reflections, students (n=99) reported positive or very positive changes in five domains



# Med Student Comments

- [S05] emphasized that *“Some of their insights they shared could not be learned from a book and if it was not for this workshop, we would probably have never learned them.”*
- [S22] reported *“Having individuals and families come in to tell their personal stories (rather than giving it in the form of a lecture) helped make it stick.”*

## Conclusions

- Disability education results in positive changes in students’ knowledge, confidence and competence.
- The learning experience has provided students with a family perspective on caring for patients with disabilities.

# Discussion

- Including patients with disabilities can address LCME goals of cultural competence, diversity, and caring for the vulnerable and underserved.
- Dissemination efforts are needed to further promote disability in medical education.
- Future research should explore the long term impact of disability training on future practitioners.

## Autism Curriculum Guide Website:

[autism-med-ed.osu.edu](http://autism-med-ed.osu.edu)

