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Westchester Institute for Human Development
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Foundations of Clinical Medicine 1-Training Session for First Year Medical Students *“Caring for Patients with Disabilities”*

Outline for Invited Individuals with Disabilities and their Parents/Adult Siblings

- Invited families gather, light refreshments and meet with NYMC faculty- Medical Education Center while medical students will be attending a large group (235 students) presentation by Dr. Karen Edwards, M.D., MPH.
- Family interactive presentation, conversation and question/answer session with break-out groups of 16-20 first year medical students and a designated New York Medical College faculty facilitator. Presenters are a family team comprised of an older teen/young adult with disabilities and their parent/adult sibling *or* a parent-only presenter. Approximately 12 families were involved as presenters, the vast majority as “a family team”.

Learning Objectives for Medical Students: By the end of these small group sessions with families, students will be able to:

1. Describe health care needs of patients with disabilities
2. Describe the effect of the disability on the patient/family health and wellness
3. List key factors in optimizing the care for patients with disabilities
4. Describe the challenges for people with disabilities in accessing health-related services
5. Apply “person-centered” and “family-centered” approaches to working with people with disabilities.

Suggested topics for individuals with disabilities and their parents/siblings to incorporate into their conversations with medical students:

- For learning objective #1: **Describe health care needs of patients with disabilities**
1) Briefly describe the type of disability; and 2) explain the kinds of medical problems and health issues from early childhood until now; and 3) what kinds of things you do in taking charge of your health as part of becoming more independent?
- For learning objective #2: **Describe the effect of the disability on the patient/family health and wellness**
Share real-life, first-hand experiences on what having a disability and related medical or health problems has meant for you and your family in your everyday life from the time you were young until now.

- For learning objective #3: **List key factors in optimizing the care for patients with disabilities**

First, speak briefly about a few of your own experiences before, during and after appointments with doctors; receiving therapy from other health professionals and, if applicable, emergency room visits or hospitalizations. Next, share your ideas and suggestions about what things doctors, medical office or clinic staff, therapists and hospitals can do to have things go well for you and other individuals with disabilities. Parents/adult siblings should also add recommendations for improving communication and medical experiences for the individual's family members based on their first-hand experiences.

- For learning objective #4: **Describe the challenges for people with disabilities in accessing health-related services**

First, briefly talk about your experience moving from the doctor you had as a child to a primary care physician, such as an internist, whose patients are adults. If you have the same doctor you used as a child, briefly describe why you prefer staying with this doctor. Second, share your thoughts about if it has been easy or more difficult finding, getting and paying for medical and other health services, such as therapy, specialized equipment, medications, etc. which you need as an older teen or an adult with disabilities. Parents/siblings may wish to also add their experiences in: 1) finding and accessing health care services in the community for their son or daughter/sibling with disabilities and, 2) navigating the health care service system.

- For learning objective #5: **Apply “person-centered” and “family-centered” approaches to working with people with disabilities**

If applicable, 1) briefly share an experience you had participating in a person-centered planning meeting or a discussion in school, home or in the community when you were actively and directly involved with a team of people such as health professionals, educators, service coordinators, family members, friends and other people who know you well and who help you as part of a “circle of support”. 2) How did you feel being part of planning and decision-making? For parents/adult siblings, please share your experiences and perspectives about the importance, value and impact of the individual with disabilities and his or her family being a central part of any inter-professional team when making recommendations and decisions about medical care or in health planning.

WIHD Co-Coordinators:

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