

Rush System for Health

Engaging Residents through Special Olympics: A Collaborative Curriculum on the Care of Athletes with Intellectual Disabilities

Wednesday, May 24th
2023

Alexis Acernese
Resident Physician, PGY -2

Alex Wang
Resident Physician, PGY -3

Disclosures

I have disclosed no relevant financial relationship or interest with a proprietary entity producing, marketing, reselling or distributing health care goods or services.

This presentation does not include any discussion or demonstration of any pharmaceuticals or medical devices that are not approved by the Food and Drug Administration (FDA) or that are considered “off-label

Purpose of Educational Project

- To implement and evaluate a curriculum focused on specific barriers that lead to health disparities in individuals with intellectual disabilities (ID)
- To improve resident physicians' attitudes toward individuals with ID & provide guidance on the overall care of these patients from a primary care standpoint

Background

- Individuals with ID comprise approximately 3% of the population
- Poor health outcomes & health disparities have been documented & research has identified communication difficulties, physician confidence, and physician attitudes as barriers to care
- The Special Olympics (SO) Healthy Athletes program provides free health screening, access to healthcare & access to physicians with exposure to people with ID
- Data suggests 90% of physician volunteers indicate an increased desire to care for this population

Methodology

- Create & present an interactive, longitudinal curriculum to be implemented in our residency program
- Create a lecture series focused on educating residents on common disparities, appropriate communication dialogue & specific modifications to the sports physical when dealing with individuals with ID
- The lecture series includes **3 lectures**:
 1. Introduction to Individuals with ID
 2. Guidelines for the Primary Care Physician to manage & care for patients with ID
 3. Approaching sports physicals for athletes with ID
- The effectiveness will be assessed using the validated Attitudes Towards ID (ATTID) survey for pre & post-intervention in addition to reflective journaling of the experiences
- Paired t-test analysis will be used to determine significant change in attitudes & qualitative methods will identify themes from journaling

Lecture Series

1) Introduction to Intellectual Disabilities

- Definition according to AAIDD and WHO
 - Degrees of impairment and estimated prevalence
 - Causes: Environmental, genetic, pregnancy complications, infectious
 - Impact of ID on health, Barriers to Care and Health Outcomes
 - Diagnostic Overshadowing, Improving Terminology
- Adapted from Special Olympics Health Professional Training Module

2) Guidelines for the Primary Care Physician for the Management and Care of Patients with ID

- Primary Care Guidelines from Canadian consensus supported and funded by Ontario Ministry of Health
- Approaches to Care: Communication, informed consent/supported decision-making
- Physical health and Mental Health. Lecture Series to focus more on Neuromuscular and
- Skeletal Disorders that can affect individuals with ID.

3) Approaching Sports Physical for Athletes with ID

- Adapted from Special Olympics Health Professional Training Module and the 5-2-1-0 Healthy Choices Count Toolkit for Children with Intellectual and Developmental Disabilities
- Verbal & non-verbal communication
- Focuses on communication tips, adapting physical activities for children with ID.

Attitudes Towards ID (ATTID) Survey

ATTID QUESTIONNAIRE SHORT FORM ¹

D. Morin, P. Valois, A. G. Crocker and C. Robitaille

Before you start to answer the questions, it is important to mention that people with intellectual disabilities experience limitations in daily living and often have a slower rate of development.

Please use the scale below for the following questions. For each of them, check the box that best represents your answer. There are no right or wrong answer.

- 1 Totally agree
 2 Agree
 3 Neither agree or disagree
 4 Disagree
 5 Totally disagree
 9 Not applicable or don't know

In your opinion, intellectual disability may be caused by:	1	2	3	4	5	9
1. malnutrition of the mother.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. serious head injury incurred by the child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. lack of stimulation during childhood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. chemicals in the environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. consumption of drugs or alcohol by the mother during pregnancy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. problems during birth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In your opinion, the MAJORITY of people with intellectual disabilities are able:	1	2	3	4	5	9
8. to hold down a job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. to handle money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. to carry on a conversation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. to make decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In your opinion, people with intellectual disabilities:	1	2	3	4	5	9
21. should have the right to get married.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. should have the right to have sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. should have the right to vote.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. should have the right to have children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For the next few questions, it is important to carefully read both descriptions. After each description, there will be questions about what you will have read.

DESCRIPTION:
 Dominic is an adult with an intellectual disability. Dominic is able to take care of his own health and personal needs (showering, hair, dressing, etc.), but sometimes needs reminding. Dominic is able to carry on a conversation, but has difficulty discussing things that are abstract or complex. Dominic knows how to use the telephone and can write.

If you met Dominic on the street and Dominic tried to talk to you, do you think you would:	1	2	3	4	5	9
31. feel afraid?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. feel pity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. feel sad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. feel anxious?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. feel insecure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. be wary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. feel touched, moved?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In your opinion,	1	2	3	4	5	9
45. would you agree to supervise Dominic at your work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. would you accept being advised by Dominic in a clothing store?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. would you accept being advised by Dominic in an electronics store?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. would you accept Dominic as your son or daughter's friend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you met Raphael on the street and Raphael tried to talk to you, do you think you would:	1	2	3	4	5	9
51. feel afraid?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. feel pity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. feel sad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. feel anxious?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. feel insecure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. be wary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. feel touched, moved?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. feel comfortable talking to him?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In your opinion,	1	2	3	4	5	9
64. would you agree to supervising Raphael at your work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. would you accept Raphael as your son or daughter's friend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attitudes Towards ID (ATTID) Survey Continued...

S1. How much do you know about ID?

- Nothing
- Not much
- Quite a bit
- A lot

S2. How many people with ID do you know or have you met?

Write the number : ____

S3. When was your last contact with someone who has ID?

____ days or ____ months or ____ years

S4. How often have you had contact or interactions DURING YOUR LIFETIME with people with ID?

- Never
- Sometimes
- Often
- Very often

Please, check yes or no for each of the following questions:

S5. Are the people with ID that you know ...

- | | Yes | No |
|--|--------------------------|--------------------------|
| members of your immediate family? | <input type="checkbox"/> | <input type="checkbox"/> |
| members of your extended family? | <input type="checkbox"/> | <input type="checkbox"/> |
| neighbours? | <input type="checkbox"/> | <input type="checkbox"/> |
| people for whom you do volunteer work? | <input type="checkbox"/> | <input type="checkbox"/> |
| people for whom you work (students, clients, users)? | <input type="checkbox"/> | <input type="checkbox"/> |
| students in your children's daycare centre or school? | <input type="checkbox"/> | <input type="checkbox"/> |
| people you have met during leisure or sporting activities? | <input type="checkbox"/> | <input type="checkbox"/> |
| Other people? Specify: _____ | | |

S6. How would you describe your relations with the people you know who have ID?

- Excellent
- Good
- Neutral
- Bad
- Very bad

S7. Are you:

- A man
- A women

S8. In what age group are you?

- Between 18 and 29 years old
- Between 30 and 39 years old
- Between 40 and 49 years old
- Between 50 and 59 years old
- 60 years or older

S9. What is your mother tongue, in other words, the first language you learned and that you still can speak?

S10. To what cultural community do you belong

(for example Quebecer, Italian, Haitian, etc.)

S11. What is your civil status?

- Married
- Common law
- Widow/widower
- Separated
- Divorced
- Single

S12. What is your highest level of education completed?

- Secondary school not completed
- Secondary school diploma
- College (DEC)
- University (bachelor's degree)
- University (master's degree)
- University (doctorate's degree)

S13. What is your job status?

- Full-time worker
- Part-time worker
- Stay-at-home parent
- Unemployed
- Student
- Retiree

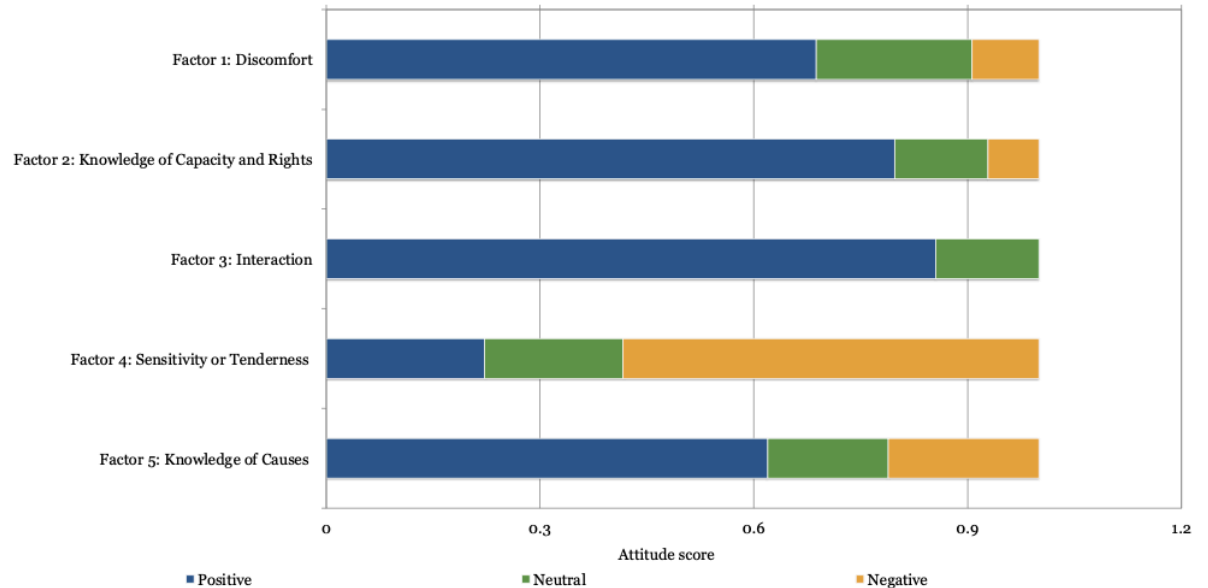
S14. What is your household's total annual income? (before taxes and including income from all sources for all members of the household)

- Less than \$20,000
- Between \$20,000 and \$39,999
- Between \$40,000 and \$59,999
- Between \$60,000 and \$79,999
- Between \$80,000 and \$99,999
- \$100,000 or more
- Don't know
- Refusal

Preliminary Results

- The Attitudes Towards ID (Short Form) Survey was given to all 12 Rush Copley FM residents prior to intervention
- Preliminary results: residents have a positive attitude towards main factors of discomfort, knowledge of capacity and rights, interaction in people with ID.
- On all factors evaluated, residents had a more negative skew towards sensitivity/tenderness or knowledge of ID.

Attitudes Towards Intellectual Disability Survey Results (Pre-intervention)



Implementation

- Lecture series incorporated in the upcoming months.
 - 1st lecture completed
- Anticipate ATTID Survey post-intervention survey in July 2023
- We anticipate more positive resident attitudes towards individuals with ID after the intervention.
 - Identified themes will focus on improved understanding & confidence in skills
- Through our partnership with SO & the implementation of the interactive curriculum, residents will feel more comfortable in their ability for individuals with ID

Purpose of Educational Project

- To implement and evaluate a curriculum focused on specific barriers that lead to health disparities in individuals with intellectual disabilities (ID)
- To improve resident physicians' attitudes toward individuals with ID & provide guidance on the overall care of these patients from a primary care standpoint

References

- Halperin, I., & Merrick, J. (2006). Multinational study of attitudes toward individuals with intellectual disabilities. *Journal of Policy and Practice in Intellectual Disabilities*, 3(2), 143–143. <https://doi.org/10.1111/j.1741-1130.2006.00068.x>
- Krahn, G. L., Hammond, L., & Turner, A. (2006). A cascade of disparities: health and health care access for people with intellectual disabilities. *Mental retardation and developmental disabilities research reviews*, 12(1), 70–82. <https://doi.org/10.1002/mrdd.20098>
- Morin, D., Valois, P., Crocker, A. G., & Robitaille, C. (2019). Development and psychometric properties of the Attitudes Toward Intellectual Disability – ATTID Short Form. *Journal of Intellectual Disability Research*, 63(6), 539-547.

A special thanks to Dr. Rebecca Lara, MD, EdM who helped who assisted with this project.