

## Inequities <sup>1,2,3,4</sup>

People with intellectual and developmental disabilities (IDD) have higher rates of:

- Obesity
- Diabetes
- Cardiovascular disease
- Osteoporosis
- Hypertension
- Poor oral health

They also have:

- Lower rates of preventive screening
- Higher risk of dying from COVID-19
- Challenges in accessing component healthcare
- Increased utilization of healthcare services
- Poorer health outcomes
- Earlier ages of death compared to people without IDD

## Contributing Factors <sup>5,6</sup>

### Diagnostic Overshadowing

Where existing and new symptoms or behaviors are attributed to a person's disability rather than looking for treatable causes

### Unconscious Bias

Bias toward people with typical abilities and against people with disabilities (also known as ableism)

### Medical Model Misconceptions

An outdated view of disabilities where clinicians try to "fix" a disability. Access to disability-competent healthcare is in direct opposition to the medical model

### Gaps in Preventive Care

Clinicians may not see the benefit in preventive care and equipment used for screenings may not be physically accessible (i.e.: office exam tables, mammography equipment, etc.)

(continued)

## Social Determinates of Health (SDoH)

People with IDD are at greater risk for experiencing inequities in:

- Job opportunities
- Housing
- Education
- Healthy food options
- Accessing disability-competent healthcare

### Lack of Trained Clinicians

More training is needed in health professional schools and for practicing clinicians to develop a disability-competent healthcare workforce

## Disability Competence <sup>2</sup>

### Physicians' Perceptions of People With Disability And Their Health Care

- 82.4 percent reported that people with significant disability have worse quality of life than nondisabled people
- Only 40.7 percent of physicians were very confident about their ability to provide the same quality of care to patients with a disability
- 56.5 percent strongly agreed that they welcomed patients with a disability into their practices

## Call to Action <sup>5,6</sup>

### 2022 NCD Health Equity Framework

- Require comprehensive disability clinical-care curricula in all US medical, nursing and other healthcare professional schools and require disability competency education and training of medical nursing, and other healthcare professionals

### 2022 JC Sentinel Event Alert on Diagnostic Overshadowing

- Diagnostic overshadowing stems from cognitive bias
- Diagnostic overshadowing contributes to health disparities
- People with IDD are at greater risk of diagnostic overshadowing

## Solutions <sup>7,8,9</sup>

### Address SDoH

- AAFP Social Needs Screening Tool
- Aunt Bertha

### Addressing Physical Accessibility

- Universal Design

### Training Clinicians

- **American Academy of Developmental Medicine and Dentistry (AADMD.org)**

The NCIDM (National Curriculum Initiative in Developmental Medicine) is a program to define and integrate the concepts of Developmental Medicine into the medical school curriculum of every medical school in the United States.

- **Developmental Disabilities Nurses Association (DDNA.org)**

DDNA certification demonstrates that a nurse possesses specialized knowledge in DD nursing.

- **Partnering to Transform Health Outcomes With Persons With IDD (PATH-PWIDD.org)**

The PATH-PWIDD project is a national, cross-sector consortium of advocates, the healthcare providers, community-based workers, leaders in healthcare workforce education, policy experts, and academics whose goals are to develop and integrate inclusive learning activities into an interprofessional education (IPE) curriculum, to promote an IDD healthcare competent workforce.

- **Institute for Exceptional Care (IE-CARE.org)**

The IEC has developed and advanced slate of projects to help transform healthcare for people with IDD. All projects align with the IEC's theory of the Three C's: Smarter Coverage, Stronger Connections, and Better Care.

- **Curriculum in IDD Healthcare (ReplacingRisk.com)**

The CIDDH is an eLearn course created and delivered by a physician for physicians, nurse practitioners, physician assistants, and other clinicians to serve as a comprehensive IDD training curriculum. Six online modules provide pertinent, practical information that can be used immediately by clinicians to improve outcomes for those with IDD. It is currently in use in medical and nursing schools.

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3. Lauer, E., Lindgren, S., Momany, E., Cope, T., Royer, J., Cogan, L., McDermott, S., & Armour, B. (2021). Health Service Utilization Patterns Among Medicaid-Insured Adults With Intellectual and Developmental Disabilities. *Journal of Ambulatory Care Management*, 44(2), 138-147.

4. Scott D. Landes, Julia M. Finan, Margaret A. Turk. (2022). COVID-19 Mortality Burden and Comorbidity Patterns Among Decedents with and without Intellectual and Developmental Disability in the US. *Disability and Health Journal*. ISSN 1936-6574, <https://doi.org/10.1016/j.dhjo.2022.101376>.

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6. <https://www.jointcommission.org/-/media/tjc/documents/resources/patient-safety-topics/sentinel-event/sea-65-diagnostic-overshadowing-6-16-22-final.pdf>

7. [https://www.aafp.org/dam/AAFP/documents/patient\\_care/everyone\\_project/hops19-physician-form-sdoh.pdf](https://www.aafp.org/dam/AAFP/documents/patient_care/everyone_project/hops19-physician-form-sdoh.pdf)

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