



## Professional Development Opportunity

July 12<sup>th</sup> St. Bernard's Auditorium

1pm-4pm

Open to **ALL** health fields

**This event is FREE and offers 3 CME, CNE or CDE hours.**

Register here: <https://www.stbernards.info/events/inclusive-health-professional-development-opportunity>

### Providing Quality Care to people with intellectual disabilities

People with intellectual disabilities (ID) are one of the most medically underserved groups in the world and are often left out of most aspects of the health system, which has resulted in significant health disparities for this population. The intent of Inclusive Health is to support existing programs to become inclusive and accessible, rather than to create separate programs for people with ID. Including people with ID in existing health programs has the potential to improve health outcomes for people with ID while reducing health care costs for society. This resource provides practical information for any organization in the broader health system on how to take the first steps to make their policies and practices inclusive of people with ID to help close this gap in health outcomes.

#### Presenters for the training:

Dr. Stephen Beestra, and Dr James Hunt, and Camie Powell

### Agenda

**Inclusive Health training; Providing Quality care for people with Intellectual Disabilities (ID)**

Introductions

AI Story (Parents perspective)

Special Olympics Inclusive Health movement

Practical inclusive Health Strategies

- Physical Environment
- Patient Transfers and Protective Stabilization
- Communication



## The Background behind this training

Trainings are designed to assist healthcare professionals in working successfully with adults and children with intellectual disabilities as they visit their professional practice. These trainings allow your practice to be a piece of our recommended medical provider network.

**Why do we provide these trainings?** In a survey exploring the training of health care professionals, more than 80% of U.S. medical school students report receiving no clinical training regarding people with intellectual disabilities; 66% report not receiving enough classroom instruction on intellectual disabilities. More than 50% of medical and dental school deans report that graduates of their programs are simply “not competent” to treat people with intellectual disabilities and more than half of students agree. Additionally, 50% of U.S. medical and dental school deans reported that clinical training to treat people with intellectual disabilities is not a high priority with most citing “lack of curriculum time” as the primary reason.

Even though they report a lack of instruction, approximately 75% of students express interest in treating people with intellectual disabilities as part of their careers if given the opportunity. Meanwhile, almost all administrators say they would implement a curriculum regarding treatment of people with intellectual disabilities if given one.

The lack of training of health care providers in caring for people with intellectual disabilities are chief reasons for the health disparities experienced by people with intellectual disabilities. This professional training focuses on providing health care providers tools to make them more confident when treating children and adults with intellectual disabilities.

Healthy Communities is an important shift for the Special Olympics Movement from supplementing existing systems of care through Healthy Athletes clinics to creating sustainable system and community level changes to existing healthcare infrastructure. By infusing health throughout the Special Olympics experience and into the community, the goal is to create environments where there is no wrong door to walk through and all people with ID can attain the same level of health and wellbeing as others in the community.

## Inclusive Health

People with ID face a number of barriers in the health care and public health system. Common barriers include:

- Attitudinal barriers – misconceptions that people with ID cannot live long and healthy lives
- Communication barriers – the use of complicated and inaccessible language
- Policy barriers – the lack of enforcement of existing laws regarding access to health
- Programmatic barriers – the failure to make reasonable accommodations for people with ID
- Social barriers – the conditions in which people are born, grow, live, learn, work, and age
- Physical barriers – structural challenges that block mobility

The four strategies outlined in the training and provided resource were created to help address these barriers and formed under **two foundational principles of Inclusive Health: Equitable Access and Full Participation**. Equitable Access means ensuring that people have access to the services and resources necessary to achieve their full health potential. Full Participation means that people with ID are fully and meaningfully included in health programs and services.

Meet your presenters:

**About the presenters:**

**Stephen Beetstra, DDS, MHSA** is the Dental Service Chief at Arkansas Children's Hospital and a graduate of Baylor University, Baylor College of Dentistry, and the University of Arkansas for the Medical Sciences. In the past, he served in the US Public Health Service at various locations with the Indian Health Service, and the National Health Service Corps. His station assignments included care and treatment of patients with AIDS, Native Americans, migrant farmworkers, and children without access to care. In 1999, he went to the University of New Mexico to begin the Division of Dental Services within the School of Medicine. In that time, he was instrumental in creation of the dental residency program and access to care for underserved populations throughout the state. In 2005, he was recruited to Arkansas Children's hospital to care for patients with medical and developmental disabilities. He has published articles on models for dental care for the underserved and dental program development and is involved in medical student, dental student, and resident education. In 2004, he was recognized as a National Healthcare Hero by the U.S. Department of Health and Human Services. He is a fellow in the Academy of Dentistry for Persons with Disabilities and the National Academies of Practice, served as chair of the Council for Dentistry with Persons with Disabilities, and is currently on the Executive Board and Treasurer of the Special Care Dentistry Association.

**James Hunt, MD**, is an Associate Professor of Anesthesiology at University of Arkansas for Medical Sciences (UAMS) and Arkansas Children's Hospital (ACH). He has served as Coordinator of Perioperative Special Needs Services at UAMS since 2010. Dr. Hunt dedicates a significant portion of his clinical time to perioperative care for patients with intellectual and neurodevelopmental disabilities (ID/ND) at both UAMS and ACH—including bundling of diagnostic and interventional procedures into single sedation/anesthesia episodes, providing sedation/anesthesia for dental care and surgical procedures, and consulting as needed for perioperative management of patient care issues (e.g. pain, behavior). Dr. Hunt is involved in clinical education of medical students, student CRNAs, residents, dental residents, and anesthesiology fellows—and has presented at national and international conferences on topics in anesthesia care for patients with special needs. He is a member of the American Academy of Developmental Medicine and Dentistry, the Down Syndrome Medical Interest Group USA, the Society for Pediatric Anesthesia, and the American Society of Anesthesiology. Dr. Hunt currently serves on state Boards of Directors for EasterSeals Arkansas and Special Olympics Arkansas, as well as local Boards of Directors for Arkansas Down Syndrome Association and Camp 21.

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- St. Bernards Medical Center is accredited by the Louisiana State Medical Society to provide continuing medical education for physicians

- Encompass Health-St. Bernards Joint Venture of Jonesboro is an approved provider of continuing nursing education by the Midwest Multistate Division, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation

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