

**Overall DIT Logic Model Outcomes [PRE/IM-POST/LONG-POST]**

Outcomes	Evaluation Question(s)	Response Options
↑ % of MS who recognize they will be responsible for caring for patients with disability. (AW)	I will be responsible for caring for patients with disability.	Strongly Disagree – Strongly Agree
↑ % of MS who recognize disability-specific information might be necessary when caring for patients with disability. (AW)	It might be necessary for me to learn disability-specific information to effectively care for patients with disability.	Strongly Disagree – Strongly Agree
↑ % of MS who understand the definition of disability based on function. (K)	Which of the following is a definition of disability based on function: <ol style="list-style-type: none"> <li>a. An attribute of individuals that is a function of meeting the medical diagnostic criteria for a specific condition (e.g., multiple sclerosis).</li> <li>b. A social construction that is based on the functional dynamic between the built environment and cultural prejudice.</li> <li>c. A long-term impairment, activity limitation, or participation restriction (i.e., functional limitation) resulting from the interaction between a person's condition/health problem and environment.*</li> <li>d. A deviation from what is considered the normal or average based on classifications of ICD-10 codes (i.e., functional classification).</li> </ol>	[Multiple Choice]
↑ % of MS who can work with other members of the interprofessional health care team in caring for patients with disability. (SE)	I can work with other members of an interprofessional care team to meet the needs of people with disability.	Cannot Do at All – Highly Certain Can Do
↑ % of MS who can explain the importance of considering functional limitations when caring for all patients. (K)	Why is it important to take functional limitations into consideration when caring for all patients? <ol style="list-style-type: none"> <li>a. The ability of patients to follow a treatment plan is directly related to the accommodations they may need to complete it.*</li> <li>b. Identifying patients with an undiagnosed disability provides a more accurate assessment of the prevalence of disability.</li> <li>c. Public and private insurance providers require long-term documentation of the progression of disability.</li> <li>d. Recognizing key functional limitations can help clinicians limit the scope of their health history interviews.</li> </ol>	[Multiple Choice]
↑ % of MS who support caring for people with disability as a health care priority. (SE)	I can effectively advocate for disability as a healthcare priority.	Cannot Do at All – Highly Certain Can Do
↑ % of MS who feel confident caring for patients with disability. (SE)	<b>Interaction:</b> Please rate how certain you are that you can do the following when interacting with a patient with a disability: <ol style="list-style-type: none"> <li>1. Communicate respectfully.</li> <li>2. Take a history.</li> </ol>	Cannot Do at All – Highly Certain Can Do

	<ol style="list-style-type: none"> <li>3. Conduct a physical examination.</li> <li>4. Feel comfortable during the interaction.</li> </ol> <p><b>Medical Care:</b> Please rate how certain you are that you can do the following when caring for a patient with a disability:</p> <ol style="list-style-type: none"> <li>1. Address medical issues that are unrelated to the patient's disability.</li> <li>2. Address medical issues that are associated with to the patient's disability.</li> <li>3. Develop a treatment plan that meets the patient's medical needs.</li> </ol>	
↑ % of MS who are confident incorporating considerations related to functional limitation in their clinical decision making process. (SE)	<ol style="list-style-type: none"> <li>4. Assess the patient's functional limitations.</li> <li>5. Ensure the treatment plan takes into consideration the patient's functional limitations.</li> </ol>	Cannot Do at All – Highly Certain Can Do
↑ % of MS who are confident recognizing instances where disability-specific knowledge is potentially necessary for effective clinical decision making. (SE)	<ol style="list-style-type: none"> <li>6. Recognize instances when disability-specific knowledge may be necessary for effective clinical decision making.</li> <li>7. Recognize gaps in your knowledge related to the patient's disability.</li> <li>8. Find the information needed to address gaps in your knowledge related to the patient's disability.</li> </ol>	Cannot Do at All – Highly Certain Can Do

### Adult Education Theory Outcomes [PRE/IM-POST]

Outcomes	Evaluation Question	Response Options
<p><b>Demonstrate Necessity of Content:</b> Students believe the activity provides them with knowledge/skills they need as a physician.</p>	<p><b>PRE:</b> This activity will likely focus on content that is necessary for me to use as a physician.  <b>POST:</b> The activity focused on content that is necessary for me to use as a physician.</p>	Strongly Disagree – Strongly Agree
<p><b>Facilitate Self-Directed Learning:</b> Students believe they have control over their learning.</p>	<p><b>POST:</b> I had opportunities to learn more about content in which I was interested.</p>	Strongly Disagree – Strongly Agree
<p><b>Connect to Prior Experiences:</b> Students believe the activity made connections to their prior experiences.</p>	<p><b>POST:</b> The activity helped me to integrate its content with other aspects of my medical education.</p>	Strongly Disagree – Strongly Agree
<p><b>Meet Current Needs:</b> Students believe the activity is relevant to their current educational needs.</p>	<p><b>PRE:</b> The content of the activity will likely be relevant for me at this point in my medical education.  <b>POST:</b> The content of the activity is relevant to me at this point in my medical education.</p>	Strongly Disagree – Strongly Agree
<p><b>Focus on Content Application:</b> Students believe the activity teaches them how to apply the lessons learned to their practice as a physician.</p>	<p><b>POST:</b> The activity taught me how to apply the content to my practice as a physician.</p>	Strongly Disagree – Strongly Agree
<p><b>Make Content Self-Relevant:</b> Students believe the lessons learned from the activity will make it easier for them to do their jobs as physicians.</p>	<p><b>PRE:</b> The content I learn from this activity will likely make it easier for me to do my job as a physician.  <b>POST:</b> The content I learned from this activity will make it easier for me to do my job as a physician.</p> <p><b>PRE:</b> The content I learn from this activity will likely improve my ability to provide quality care for my patients.  <b>POST:</b> The content I learned from this activity will improve my ability to provide quality care for my patients.</p>	Strongly Disagree – Strongly Agree

### Attitude Outcomes [PRE/IM-POST/LONG-POST]<sup>1</sup>

Outcomes	Evaluation Question	Response Options
<p>↑ % of MS who have positive attitudes towards people with disability</p>	<ol style="list-style-type: none"> <li>1. I would be comfortable being around a person who uses a wheelchair.</li> <li>2. If I were visited by a person who is blind, I would be comfortable helping him or her navigate the environment.</li> <li>3. I would feel comfortable living next door to a person with an intellectual disability that lives by himself.</li> <li>4. I would be comfortable around a person who is deaf.</li> <li>5. I would be comfortable living in a neighborhood where there is a group home for people with various developmental disabilities (e.g. autism, Down Syndrome, Cerebral Palsy, etc.)</li> <li>6. I am comfortable being around a person who has an intellectual disability (i.e., cognitive impairment, fetal alcohol syndrome)</li> <li>7. I would be comfortable interacting with a person with an intellectual disability who was in the community on his or her own (i.e., without staff members or caretakers).</li> <li>8. I would be comfortable working with a person with an intellectual disability who had someone assigned to supervise and train her.</li> </ol>	<p>Strongly Disagree – Strongly Agree</p>

### Negative Assumption Outcomes [PRE/IM-POST/LONG-POST]

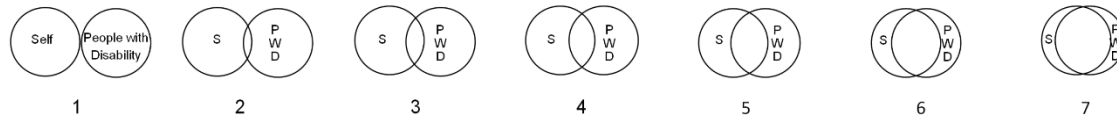
Outcomes	Evaluation Question	Response Options
<p>↑ % of MS who do not have negative assumptions about people with disability.</p>	<ol style="list-style-type: none"> <li>1. People with disability do not have a good quality of life.</li> <li>2. People with disability are a burden to family.</li> <li>3. People with disability are a burden to society.</li> <li>4. People with disability are compromised in their ability to contribute to health care decision making.</li> <li>5. People with disability are less able to follow complex care plans.</li> </ol>	<p>Strongly Disagree – Strongly Agree</p>

### Student Satisfaction Outcomes [IM-POST]

Outcomes	Evaluation Question	Response Options
Students believe completing the activity is a good use of their time.	Completing this activity was a good use of my time.	Strongly Disagree – Strongly Agree
Students would recommend this activity to their classmates.	I would recommend this activity to my classmates.	Strongly Disagree – Strongly Agree
Students would complete similar activities in the future.	I would be interested in completing activities similar to this one in the future.	Strongly Disagree – Strongly Agree

## Additional Items

1. Please select the number for the pair of circles that best represents your relationship with people with disability. [S = Self. PWD = People with Disability]<sup>2</sup>



2. What percentage of the patient population you interact with as a physician do you expect to be people with disability? \_\_\_\_\_%
3. What was your biggest takeaway from this learning activity?
4. Please provide any additional comments

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<sup>1</sup> These items are from a validated tool. Symons AB, Fish R, McGuigan D, Fox J, Akl EA. Development of an instrument to measure medical students' attitudes toward people with disabilities. *Intellect Dev Disabil.* 2012;50(3):251e260

<sup>2</sup> This item has been previously empirically evaluated. Ioerger, M. (2018). Is self-other overlap a malleable predictor of willingness to work with people with disability? (Order No. 10792541). Available from Dissertations & Theses @ Syracuse University; ProQuest Dissertations & Theses Global. (2067315911). Retrieved from <https://search-proquest-com.libezproxy2.syr.edu/docview/2067315911?accountid=14214>