

Decision Making Case

IPE

Learner Copy

Agenda:

- 10 mins Intro and Icebreaker
- 35 mins Case discussion
- 10 Evaluation, attendance and wrap up and dismiss.

Introduction and Icebreaker: Approximate time 10 minutes

The overarching goal is to prepare learners to work as a team in a clinical encounter with a patient that needs some decision-making support and whose caregivers/supporters are aging.

Introduce yourself to the group by sharing the following:

- a. Name and school (type of training), where you grew up, and why you chose your field.

II. Case Discussion: Approximate time for case 35 minutes

Juan is a 45 yo male with Down syndrome, mild intellectual disability (IQ 60), hypothyroidism, obesity (BMI 38), and obstructive sleep apnea (OSA) who comes to the doctor with his parents. This is a new visit as they have just moved to your town after Juan's parents recently retired. The medical assistant rooms Juan and asks what medications he currently takes. Juan is able to tell the medical assistant all of his medications and their doses and why he takes them. Next the medical assistant gets his vital signs and notes that his heart rate is 58 and his blood pressure is 92/56. He comes out to report this to the provider as this is lower than most patients he sees in clinic.

Questions for Discussion:

1. *How do you feel after hearing the initial part of this case? What stood out to you?*
2. *What are some common medical comorbidities in individuals with Down syndrome?*

The provider goes into the room and asks about Juan's medical history. Juan tells the provider his surgical history, what his medical conditions are, and how he uses a CPAP machine to treat his OSA. In the city they used to live in, Juan worked part time at his local gym and volunteered at the food bank. He also had some friends that went bowling with once a week. He is eager to find new friends here. You ask Juan if he needs any help with his daily living activities and he tells you that his mom helps him with more complicated cooking at home, laundry, and sometimes with hygiene if he asks her. His parents put money on a debit card for him to use as he has difficulty using cash and making change when at the store. His parents speak up that when they moved to your state, they were surprised that some agencies assumed that they had legal guardianship over Juan.

3. *How do you feel after hearing this part of this case?*
4. *What is legal guardianship/conservatorship?*
5. *What are other decision-making supports that are alternatives to guardianship?*

His parents step out of the room for his exam and any other questions you may want to ask Juan privately. Juan is currently not using any alcohol, tobacco, or drugs. He is not currently sexually active and does not report any history of sexual abuse. Juan states that he feels safe living with his parents. He worries what will happen if his parents need help as they age and he isn't able to help enough. He also worries about what would happen if his parents died. The provider brings Juan's parents back into the room and asks the social work team to go in and meet the family.

6. How do you feel after hearing this part of the case?
7. What makes long-term planning particularly challenging for the parents of adults with IDD?
8. What are some next steps for Juan and his family as they think about their future?

III. Evaluation, Attendance and Wrap-Up Approximate time 10 minutes

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