

Background

Partnering to Transform Health Outcomes with Persons with Intellectual Disabilities (PATH-PWIDD), funded by the Administration for Community Living, is a workforce development program aimed at improving healthcare students' education in the healthcare of persons with intellectual and developmental disabilities (IDD) through implementation of interprofessional curricular materials and practice experiences.

Individuals with IDD have shorter life expectancies, poorer overall health and mental health, and lack of access to healthcare, yet there is a systemic absence of education and practice experiences for health care students to build their competencies in provision of care and address biases towards ableism for this at-risk population.

Goal and Purpose

Develop and pilot a 100% online IPE curriculum for students to advance their competencies in interprofessional collaborative practice and telehealth. Interprofessional student teams would partner with a person living with IDD, assisted by a support staff, to develop and execute a personal wellness goal over the course of three telehealth sessions.

Methods

Healthcare students who completed and passed a yearlong foundational IPE course were recruited and placed in interprofessional teams comprised of 3 students from a minimum of 2 disciplines, a Community Health Mentor (CHM) living with IDD and their Direct Support Professional (DSP) staff. CHMs and DSPs were recruited through an agency serving predominantly minority neighborhoods and were predominantly Black. Students completed 10 educational modules and conducted three Telehealth sessions over a 10-week period in the Fall of 2022.

Week	Topics Covered
1	What is Intellectual Disability
2	A day in the life; Their own health; Provider bias
3	Communication; Wellness Script
4	Telehealth Session #1
5	Role of DSPs
6	Telehealth Session #2
7	Social model of disability
8	Bias against people with disabilities
9	Telehealth Session #3
10	Reflection



Students completed Robey's Self Attribution Scale (SAS) and the Interprofessional Socialization and Valuing Scale (ISVS) as pre and post-tests. Faculty monitored student progress through weekly assignments, knowledge checks, and faculty feedback to reflective team discuss.

Evaluation References

King G, Orchard C, Khalili H, Avery L. Refinement of the Interprofessional Socialization and Valuing Scale (ISVS-21) and Development of 9-Item Equivalent Versions. *J Contin Educ Health Prof.* 2016;36(3):171-177. doi:10.1097/CEH.0000000000000082

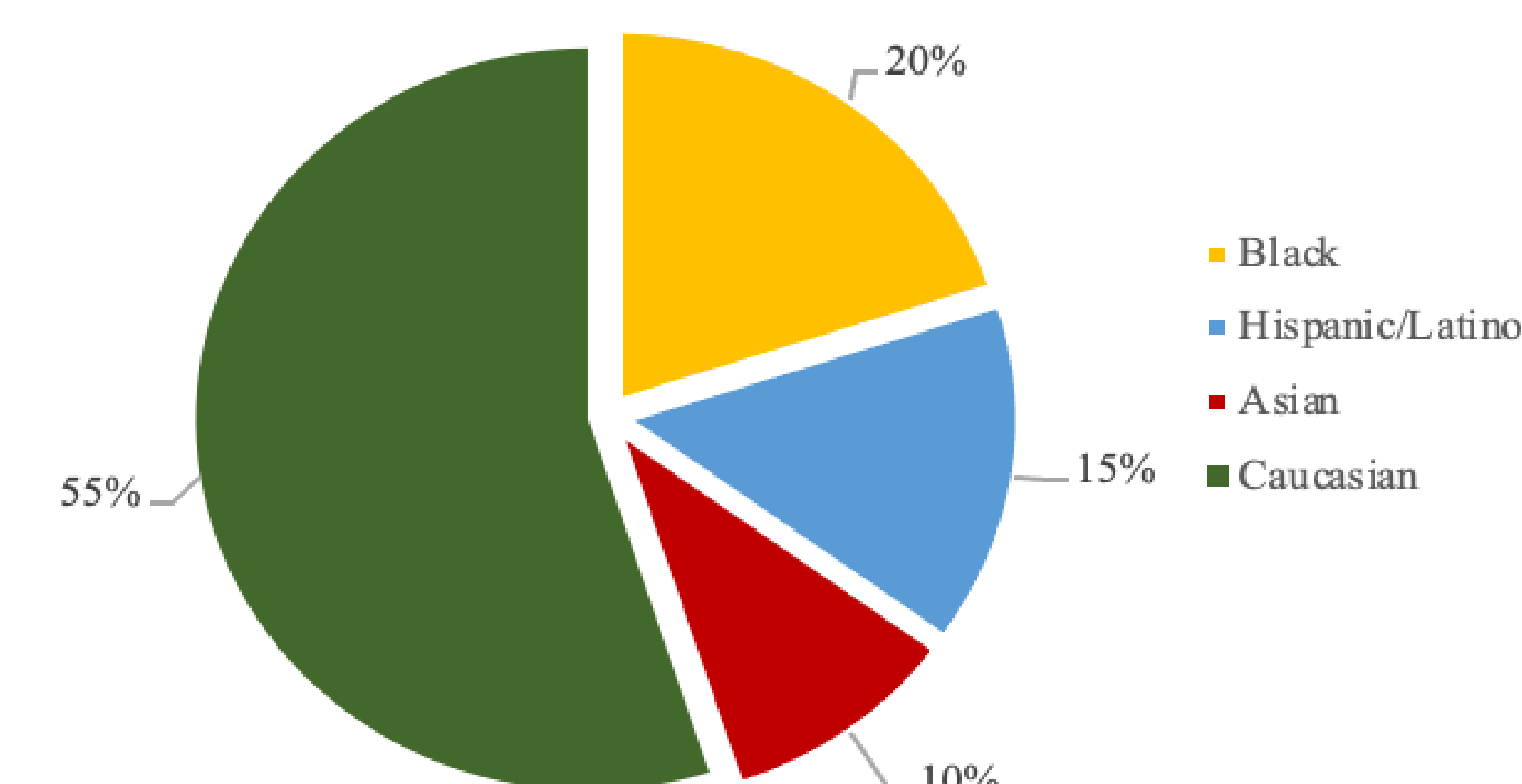
Robey, KL, Gwiazda, J, Morse, J. Nursing Students' Self-Attributions of Skill, Comfort, and Approach When Imagining Themselves Caring for Persons With Physical Impairments Due to Developmental Disability. *J Dev Phys Disabil.* 2001;13(4). doi: <https://doi.org/10.1023/A:1012233428850>

Results

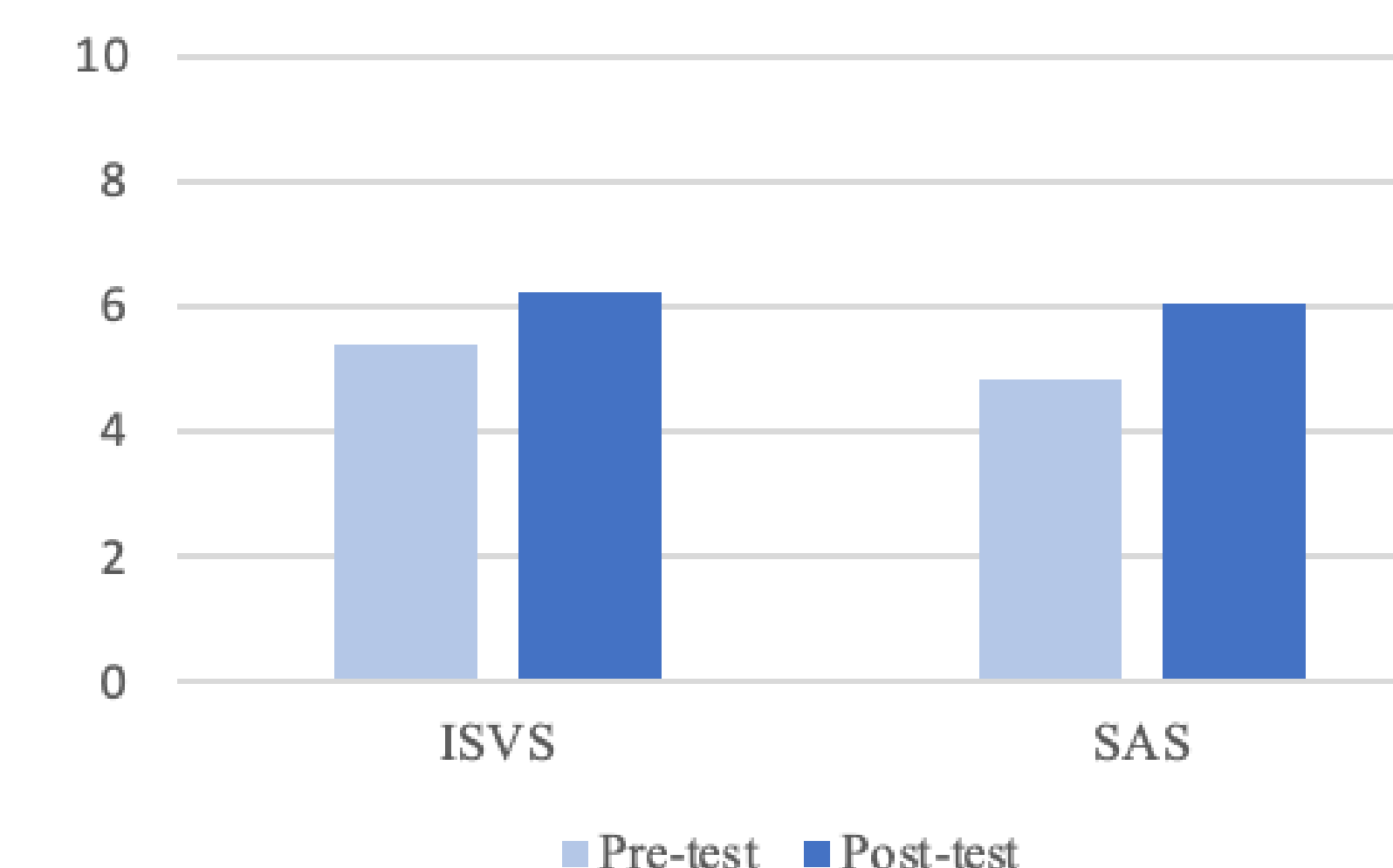
Twenty students from 6 programs completed the pilot program. Seven student teams were matched with 7 CHMs and completed a total of 20 telehealth sessions. The student group was diverse, with 45% identifying as ethnic minorities (20% Black, 55% Hispanic/Latino, 10% Asian), 10% identifying as having disability, and 20% identifying as LGBTQ.

Students' perceived IPEC competencies improved, as demonstrated by statistically significant increases in mean scores on the ISVS (pretest: 5.37[1.32], posttest: 6.22[.64]; $z=-3.064$, $p=.002$), and SAS (pretest: 4.84 [1.21], posttest: 6.03[.87]; $z=-2.938$, $p=.003$ respectively). Further, 80% of the CHMs achieved or made great progress on their health goals by the last telehealth session.

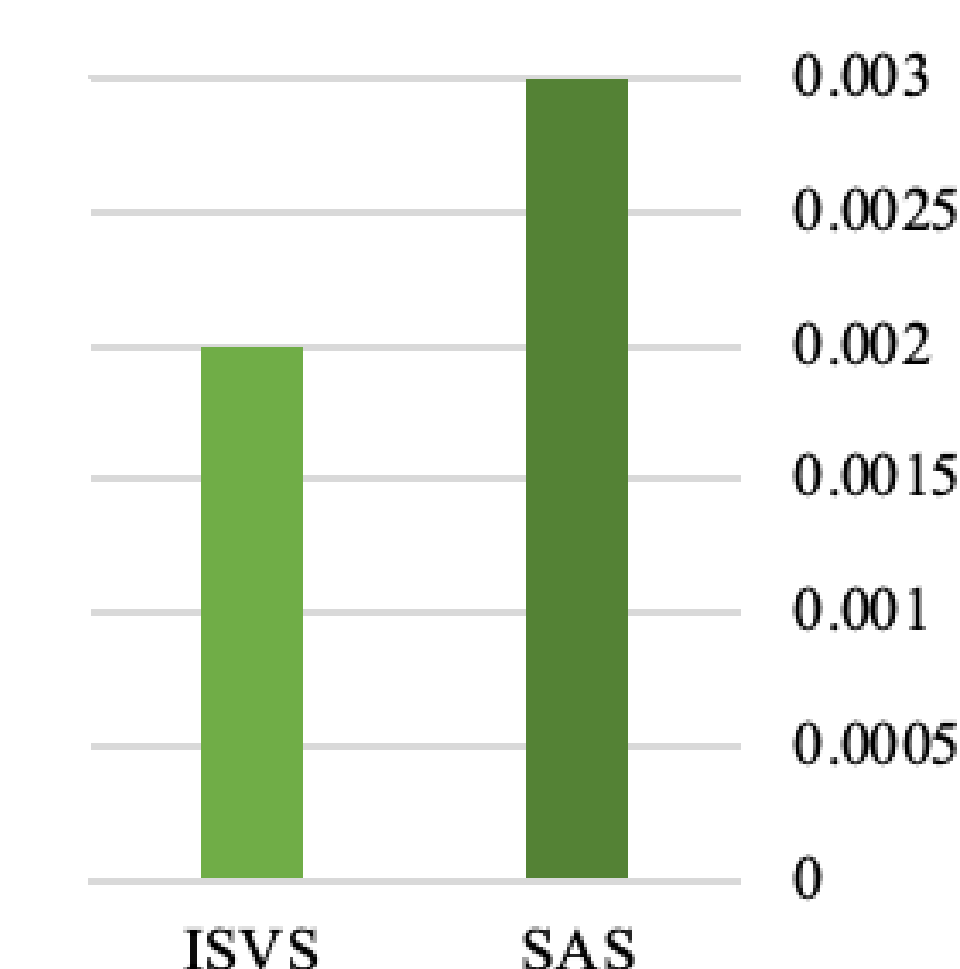
PARTICIPANT'S RACE / ETHNICITY



MEAN SCORES ON STUDENT'S SCALES



P-VALUE



Conclusion

An advanced interprofessional education (IPE) program was successfully piloted at Rush University. This program can help fill the gap in education of healthcare professionals on the needs and social determinants of health for people with IDD.

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