

Advanced Interprofessional E-Service Learning Experiences (AISLE)

A pathway to excellence in collaborative practice with persons with intellectual and developmental disabilities (IDD)

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AISLE and ACL funding

Overall program is PATH-PWIDD¹

- Administration for Community Living (ACL) initiative *Closing the Health Disparity Gap: Strengthening the U.S Healthcare Workforce*
 - For this grant – health professions students
- Rush University (Rush) lead consortium of five Core Partners
- Others
 - The University of Illinois at Chicago
 - St. John Fisher University Golisano Institute on Developmental Disability Nursing
 - Villanova University
 - University of Minnesota Institute on Community Integration

Overall goal to improve health equity



PATH-PWIDD Goals

Goal : Integrate high-impact learning and practice materials

Interprofessional Education Programs at our 5 core partner institutions

Disseminate to an additional 30 institutions- years 4 and 5



GOLISANO INSTITUTE
for Developmental Disability Nursing



**APPLIED HEALTH
SCIENCES**

Department of Disability and
Human Development



Presentation Objectives

1. **Define** AISLE: Advanced E-service-learning experiences as a pedagogical approach to Interprofessional Education and Collaborative Practice
2. **Describe** the steps taken to develop a community-based AISLE program with individuals with IDD
3. **List** evaluation tools for the AISLE program
4. **Generate** a plan to implement an AISLE program within your college of university setting

Paradigm shifts education health professions

To build health equity

- Address social determinants of health (SDoH)²
- Competency-based education^{3,4}
- Interprofessional education and practice⁵
- Specific efforts to address bias⁴

SDOH and Intellectual disability

- Not even considered to be an official medically underserved population⁶
- Shorter life expectancies⁶
- Poorer overall health and mental health⁶
- Lack of access to healthcare (including mental health care)⁶
- Lack of health surveillance health promotion programs^{7,8}
- Polypharmacy⁶
- Systemic lack of education and practice experiences health care professionals^{9,10}
- Discrimination by healthcare services and providers¹¹
- Stigmatizing attitudes¹²
- Members of racial and ethnic minorities with IDD fare even worse^{13,14}

Advanced Interprofessional E-Service-Learning Experiences (AISLE)

- Intellectual and Developmental Disabilities IPE (IDD-IPE) program
- Based in experiential learning theory^{15,16}
 - Service-learning as specific approach¹⁷
- Provides competency-based learning & targeted experiences in developing practical steps to address SDoH
- Specific efforts to address bias

Experiential learning

- Learning develops through concrete experiences
- Active participation in creation or change in real world settings
- Reflection leads to new knowledge and understanding¹⁵
- Critical reflection and learning can take place with experiences that make students question established norms and/or when our current knowledge is not sufficient to address current situations¹⁶

Service learning

- Didactic learning combined with practice in community service,
 - Often non-profit or social service agencies/groups
- Reflection is used to integrate the didactic and practice experiences
- Benefits students by providing learning experiences
- Benefits recipients of the service
- Equal focus on both¹⁷

~ NEW ~

ADVANCED INTERPROFESSIONAL SERVICE LEARNING OPPORTUNITY

Effective health promotion is needed for people living with intellectual and developmental disability (IDD)



Who: Students of all professions who completed IPE 502: Interprofessional Patient Centered Teams

What: 15-20 hours total (~2 hours per week for 10 weeks) collaborative, interprofessional experience focused on adults with IDD.

- You will be placed in an interprofessional team and conduct 3 live telehealth sessions with a person with IDD (and their support person) living in a group home on the south and west side

Where:

- Asynchronous didactic content on Canvas
- 3 online synchronous, collaborative telehealth sessions



Photo: <https://www.adasmckinley.org>

When: Fall 2022

Why:

1. Improve your comfort, skills, and competencies to care for persons with IDD as part of a team.
 - According to a recent [survey](#):
 - Only 40.7% of physicians were very confident about their ability to provide the same quality of care to patients with disability.
 - Only 56.5% strongly agreed that they welcomed patients with disability into their practices.
2. Hours can be applied toward your Capstone, community engagement, professional development, or non-direct clinical hours
3. Develop a capstone or other project (optional)

Rush University AISLE Pilot – Fall 2022

Student Recruitment

- Initiated student recruitment July '22
- Students who completed introductory IPE coursework in the previous 2 years contacted via email
- Flyers circulated by faculty, administrators, and student groups

AISLE Pilot – Fall 2022

Community Partner Recruitment

- Leveraged existing relationship with community organization that serves adults with IDD
- Health Risk Screening Tool - identify moderate-to-high risk individuals to participate as Community Health Mentors (CHM) during 3 telehealth sessions
- Benefit to community and agency
 - Improvement in wellness of clients
 - Creation wellness goals and action plans that fulfill a state requirement
 - CHMs and support persons received \$20 gift card for each session

AISLE Pilot

10 weekly sessions:

- Pre-test, Introduction IDD, Abuse Training
- A Day in the Life
- Community Agencies and DSPs
- Communication
- Health Promotion & Telehealth Session 1
- Social Model of Disability
- Health Disparities & Telehealth Session 2
- Healthcare Bias
- Self-advocacy & Telehealth Session 3
- Final Summation & Post-test

Weekly Assignments

- ✓ Didactic content –
Articles, presentations, video
- ✓ Team reflections

3 Telehealth Sessions

- ✓ Wellness Scripts
- ✓ Team self-assessment
- ✓ Faculty assessment



Welcome to *IDD-IPE*

Interprofessional student teams partnering with persons with intellectual and developmental disabilities



Purpose

Improve your skills to care for patients with intellectual and developmental disabilities as part of a team.

According to a recent study:

47% of physicians were very confident about their ability to provide the same quality of care to patients with disability

56.5% strongly agreed that they welcomed patients with disability into their practices

Description

This is an interprofessional collaborative experience for students who previously completed IPE-502. Students teams will participate in 3 Telehealth Sessions with Community Health Mentors who have intellectual and developmental disabilities and their support person. These individuals are served by community-based agencies and, through previous screening, have been identified as being at moderate- to high-risk of health events. Strategies to overcome health barriers through appropriate preventive health interventions and communication strategies will be explored in the context of health equity.

Rush University AISLE Pilot Content



AISLE Pilot Student Assessment

Data and demographics collected and managed using REDCap

- **Demographics:** Age, race, ethnicity, sex at birth, current gender, program, disability status
- **Formative Assessment:**
 - Faculty feedback
 - Weekly Team Discussions
 - Reflective team debriefings of each Telehealth Session
 - Students complete
 - Interpersonal Process of Care Survey
 - Reflective measure on Telehealth Competencies
 - Evaluates domains of communication, patient centered decision making and interpersonal style

AISLE Pilot Student Assessment

Pre/post survey: ISVS-9¹⁸ & Robey Self Attribution Scale¹⁹

- The Interprofessional Socialization and Valuing Scale (ISVS-21) evaluates the effect of an interprofessional service-learning QI project on competency attainment of the IPEC domains
- Robey Self Attribution Scale: Evaluates students' level of confidence exploring feelings in different health care situations.

Summative Assessment:

- Rule 50 Abuse Training: Required State training for recognizing and reporting abuse affecting people with disabilities.
- Knowledge checks: quizzes based on didactic content and auto graded through Canvas
- Interpersonal Process of Care Survey:²⁰
 - Team Facilitator & House manager post Telehealth Sessions
 - CHM and DSP after third telehealth session

AISLE Pilot Fall 2022

Student and Community Member Participants

- 20 students volunteered for AISLE IDD-IPE opportunity
- Students from six health professions programs
- Diverse, with 45% identifying as ethnic minorities (20% Black, 15% Hispanic/Latino, 10% Asian), 10% identifying as having disability, and 20% identifying as LGBTQ
- Recruited for participation were 7 Community Health Mentors who had screened at moderate to high risk of health destabilization
- All CHMs and staff persons who responded identified as Black

Rush University AISLE Pilot Fall 2022 Results

- CHMs perceived current wellness increased from 4.14 to 4.2
- Perceived future wellness increased from 4.0 to 4.75
- Students' perceived competency and comfort improved
- Robey's SAS (pretest: 4.84 to posttest: 6.03)
- ISVS scale (pretest: 5.37 to posttest: 6.22)
- CHM and DSP evaluation of students
- Students sometimes (CHMs) or rarely (DSPs) used language hard to understand
- Students sometimes (CHMs) spoke too fast
- Agreed students took CHM health concerns seriously and did well in partnering with CHMs to develop a wellness goal

At the community-based agency

- This was done in conjunction with a Doctor of Nursing Practice Project – development and implementation of communication protocol
- Involved regular communication with agency management staff

Breakout Groups- 10 min

- Do you think you could implement something like this at your college or university given the institutional context?
- What resources would you need for implementation?
- Pick one person to report back a brief summary of your discussion

Report from Breakout Groups- 10 min



Discussion and Q&A

- If you want to get involved or receive our AISLE materials, please reach out to us!
- Sarah Ailey: Sarah_H_Ailey@rush.edu
- Jan Odiaga: IPE@rush.edu
- PATH-PWIDD project: PATH-PWIDD@rush.edu
- Learn More about our grant at IDDHealthEquity.org

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