



Image: MSU (2015)



College of Nursing
MICHIGAN STATE UNIVERSITY

Course to Address Gap in Disability Education

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Purpose



To value the specifics of an interprofessional nursing course focused on the holistic needs of individuals with intellectual and/or developmental disabilities (IDD) and its collaborative benefits for caregivers from varied disciplines to address the many gaps and challenges of a diverse population prevalent in practice.

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Background

Introduction

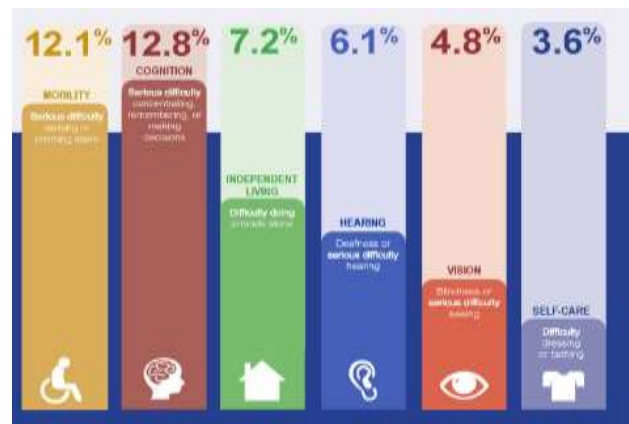
- Definition of IDD
- Public education services focused on transition
- Parents perspective on transition needs



Image: Fisher, et al. (2022)

(United States Department of Education, Office of Special Education and Rehabilitation Services, 2020; Carter et al., 2015; Hettinger & Taylor, 2014)

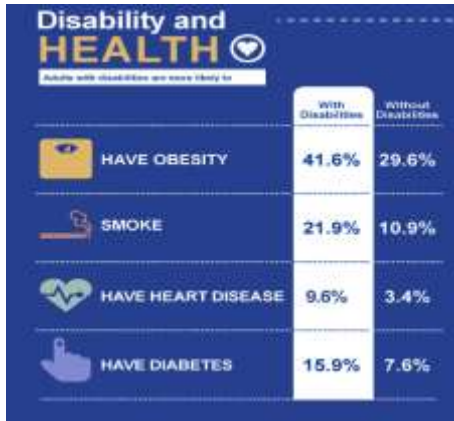
Prevalence of IDD



(CDC, 2023)



Disability: Health Conditions & Access



(CDC, 2023)

View infographic and references at: www.cdc.gov/disabilities
 Contact us: disabilityandhealthbranch@cdc.gov
 Twitter: @CDC_NCBDDO



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Background

Introduction

- Lack of inclusion of IDD content & experiences in professional education
- Course objectives



Image: Science Photo Library

(Alliance for Disability in Health Care Education [ADHCE], 2019; Peacock et al., 2019; Bourne et al, 2021; Smeltzer, 2021)

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Course Focus: Identified Gaps

- Education: secondary and post-secondary
- Transportation
- Residential options
- Meaningful employment
- Sexuality/ Relationship Expression (including romantic)
- Healthcare screening and care management
- Physical activity
- Health disparities
- Lack of healthcare professional education

(Ailey, 2022; ADHCE, 2019; Bourne et al., 2021; Fisher, et al., 2022; Ford et al., 2017; Kammes et al., 2020; National Institute on Minority Health and Health Disparities [NIMHHD], 2023; Peacock et al., 2019; Stancliffe & Anderson, 2017; Vanderbilt Kennedy Center, 2023; Wasfi et al., 2017).



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Methods

Course Overview

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Course Objectives



1
Examine the U.S. and State of Michigan educational systems for individuals with IDD.

2
Explore services to support integration into community living arrangements and meaningful employment.

3
Develop a plan of care and supports needed to ethically address healthcare needs of young adults with IDD transitioning into adulthood.

4
Develop a plan of financial support required for independent living of an individual with IDD.

Content: Objective 1



Image: MSU (2015)

Introduction:

- Person first language
- Neurodiversity
- Disability legislation
- Team STEPPS/SBAR

Objective #1- Education:

- Special Education
- Higher Education & Disabilities
- Navigational training
- Stranger awareness

Content: Objective 2

Objective #2- Community Integration/Employment:

- Vocational Training & Skill Support
- Emergency Preparedness
- Mobility Issues/Transportation
- MI-LEND (Michigan Leadership in Neurodevelopmental & Related Disabilities)



Image: Hill (2011)

Content: Objective 3

Objective #3- Healthcare Planning & Support:

- Care Coordination
- Care Mapping
- Promoting Healthy Behaviors
- Sexuality/ Relationship Expression
- Health Interview & Examination



Image: MSU (2015)

Content: Objective 4

Objective #4- Financial Planning & Legal Considerations

- Disability Benefits
- Social Security Basics
- Basics of Financial Literacy
- ABLA Accounts
- Options: Trusts, Guardianship, Conservatorship



Image: MSU (2015)

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Course Components & Student Activities

- 3-credit: online elective
- Synchronous & Asynchronous
- Two ZOOM virtual events: Guest panelists & Resource fair
- Service learning & Honors option
- Open to students of any academic major & Lifelong learners
- Integrates University faculty & interprofessional community experts
- Video introductions
- Readings from journal articles, websites, videos
- Case studies using SBAR
- Discussion forums
- Written assignments using APA
- Quizzes
- Final synthesis project- using PBL
- Peer review



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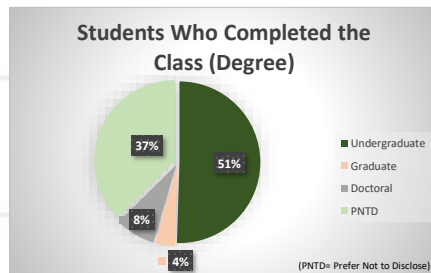
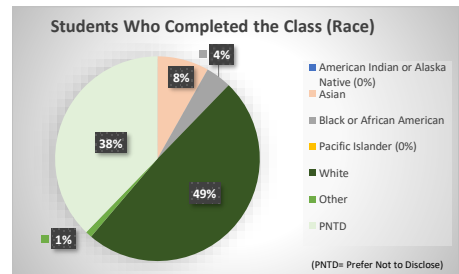
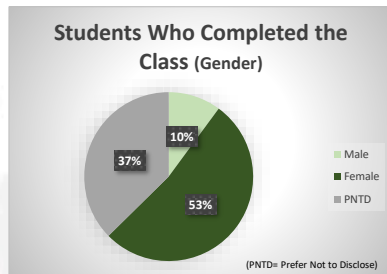
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Results

- Enrollment: 129 students since (SS19)
- Majors:
 - nursing, psychology, osteopathic medicine, neuroscience, physiology, genomics, kinesiology, nutrition, human biology, psychology, biochemistry, human development & family studies, criminal justice
- University faculty & Community experts: 19
- Engagement of Community Resources: 21



Student Demographics



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Student Feedback

- Mid-semester Student Surveys
- Pre-Post Course Student Surveys

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Mid-Semester Student Survey

Component	Themes
Components of the course that helped you learn...	<ol style="list-style-type: none">1. SBAR case studies2. Course readings & videos3. Synchronous events with guest panelists4. Course calendar/weekly learning guides
Suggestions for improving the course...	<ol style="list-style-type: none">1. More synchronous events2. In person class3. Less reading/videos4. Relaxed assignment deadlines
Advice for students to be Successful in the course...	<ol style="list-style-type: none">1. Stay on task2. Read content early in the week3. Complete assignments on time4. Don't save everything for one day of the week to do

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Pre-Post Student Survey

Component	Themes
Interest in Course...	<ol style="list-style-type: none">1. Good fit for degree/major2. Want to learn more3. Family member(s) with disability4. Lack of exposure in my other courses
Personal Goals for working with individuals with IDD...	<ol style="list-style-type: none">1. Provide better medical/nursing care2. Decrease discrimination & stigma3. Provide a safe environment to provide care/counseling4. Advocacy
Hope to gain from the course...	<ol style="list-style-type: none">1. Deeper understanding of the population2. What struggles & challenges individuals with IDD have3. Needs, wants, and goals of individuals with IDD4. Available community resources

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Student Reflections of Learning

- Resources/programs available to persons with IDD
- Value of using SBAR for succinct communication
- Adjusting physical assessment and communication approaches to provide better care
- Barriers for persons with disabilities
- Importance of relationships/Need for education on sexual intimacy and healthy relationships
- Financial literacy
- Person-first language
- Physical activity issues
- Transportation considerations

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Final Project Examples

- Healthcare Provider Resource Pamphlet
- Adaptive Tennis & Socialization Session
- Residential Resources: Person-Centered Planning Pamphlet
- Self-Expression Art/Painting Workshop & Video
- Nutrition & Physical Activity Guidance Video
- Preparation for a Primary Care Visit Pamphlet
- Policy Speech
- Music & Meditation Video
- Sexual Health & Relationships Video/Presentation



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Lessons Learned



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I was very surprised by the panel's general openness about their disabilities and their willingness to share...

I can honestly say that NUR 423 has been the most worthwhile class I have taken at Michigan State University.

I was surprised by how many organizations there are for individuals with disabilities in our area...

I believe I have acquired the knowledge and skills during this class to help my future patients.

The videos and articles teach me things and give me resources about IDD that I never would have known...

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Limitations

- The course is an elective, not a requirement in the nursing curriculum.
- Student pre/post survey completion is optional.



Image: iStock (2023)

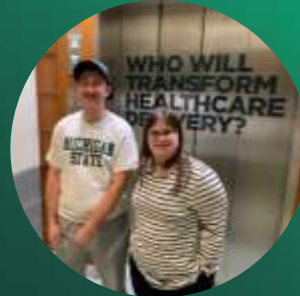
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Conclusions

Implications for Practice

- Academic Nursing: Excellence & Innovation
- Leading & Advancing Improvements in Health, Health Care, & Higher Education
- Diversity, Equity & Inclusion
- AACN Essentials



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Questions



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