



THE UNIVERSITY OF ARIZONA

COLLEGE OF MEDICINE

Department of Family & Community Medicine



Components of a Successful Interprofessional Learning Activity: The Active Engagement Among Health Science Students, Faculty, and Persons with Disabilities

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Background

The Arizona Health Science Center's interprofessional education program was formalized in 2006 and the disability exercise was introduced in 2007. The Sonoran UCEDD continues to play an active role in the design and evaluation of this activity for law, medicine, nursing, pharmacy, public health, social work and OT/PT students. The activity was revised yearly based on evaluations from students, faculty, and staff. This poster will focus on selected data from 2013 and 2014.

Learning Objectives: 2014

- 1) Describe the delivery of accessible health care from the perspective of the person with a disability
- 2) Recognize the impact of a disability on a person's interactions with the health care system
- 3) Define and compare disability as a social, legal and medical construct
- 4) Describe the roles and functions of the members of an interprofessional team in the delivery of patient-centered care for persons with disabilities

Interprofessional Activity Components (2 hrs)

Prior to Event: Students had access to on-line readings, two videos (DREDF), and a short pre-test.

Day's activities include:

- Welcome and Framing of Activity
- Short videos: school inclusion for child with cerebral palsy & woman with autism and her relationship with the world – Reflective exercise
- Small mixed group case discussions using 2 individual cases*
- Panel members discuss their interactions with health care systems
- Students ask questions they developed in their small groups

*Cases were adapted from the Adult Case Based Health Training Module, Supported by the Health Meet project of The Arc, AUCDs and the Westchester Institute for Human Development

Active Engagement

Interactive discussion among students (Case Example)

Mr. Cruz, a 57 year old man with diabetes, is obese, and has an intellectual disability. He is visiting a new family nurse practitioner (FNP) for the first time. He is accompanied by his sister and an aide from his group home where he has been living for one week. Mr. Cruz always lived with his mother until her recent death. He needs a refill on his insulin and a plan for managing his diabetes in his new home.

Sample: Discussion questions:

- 1) How can the FNP determine how best to communicate with Mr. Cruz
- 2) How can health care providers ensure the individuals with disabilities remain integrated in decision making?
- 3) Why is it important for the health care team to know about the move to a new residential setting?

Student Questions For Panel Members:

- How does a clinic/hospital/any other medical setting decide how much accessible equipment they need?
- As a parent of a child with autism, how would you feel about the provider discussing sexuality issues, with or without you present?
- How do you face the preconceived notions that people may have regarding mental or physical disabilities?
- What is the best way to ensure that a patient is maintaining the most independence and autonomy possible, while still being properly cared for?

Methodology

Participants



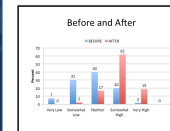
Students	2013	2014	Totals
Law	12	2	14
Medicine	106	105	211
Nursing	105	136	241
Pharmacy	89	97	186
Public Health	47	46	93
Social Work	5	5	10
OT/PT	0	4	4
Totals	364	395	759

Evaluation: Post activity, on-line survey.

Response rates: 2013 = 73% and 2014 = 76%

Results (selected)

My understanding of the delivery of accessible health care from the perspective of persons with a disability (Retro pre-post)



Student Comments about Panel Discussion:

- Their discussion on health care delivery really made me think about how I interact with people with disabilities (nursing student)
- Opportunity to ask questions that I may have been scared to ask those with disabilities in everyday life (physical therapy student)
- That really hit home and made the whole process more real since these are individuals who experience health care with disabilities on a daily basis (medical student)
- I really appreciated having such a variety of panelists. Each person came with their own perspective and unique disability/suggestions (pharmacy student)

Conclusion

Students consistently identified the panel discussion as a valuable aspect of the interprofessional activity. This format provides students an opportunity to ask questions not addressed in their classroom setting. Individuals and advocates serve an important role as teachers in health science education. In-person discussions are a necessary part of active learning.

