

Training Adult Healthcare Providers in Providing High Quality Care to Patients with Developmental Disabilities

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Background

- ❖ Children and Youth with Special Health Care Needs live much longer than ever before due to better understanding and treatment of conditions and more advanced technology.
- ❖ Every year more than 500,000 children with special healthcare needs turn 18 years of age and start to transition out of the pediatric health care system.
- ❖ Pediatric providers are not trained to treat or diagnose adult medical conditions, but adult providers are not well prepared to work with patients with developmental disabilities.
- ❖ Our adult health care system (UC Health) collaborated with our pediatric health care system (CCHMC) on a transition taskforce to improve transition of patients with developmental disabilities to adult health care.
- ❖ As part of improving transition experiences, UCCEDD took the lead on the development of a realistic online health care provider training.

Objective

- ❖ Stimulate interest, alleviate fears and increase knowledge about working with adult patients who have developmental disabilities.



Our "outpatient" module panel members greeting each other



Scene from "Patient-Physician Interactions"

Creation of Training Modules

Created two (2) online training modules for adult medical providers on how to work with adults with developmental disabilities.

Transition Task Force

- ❖ Created structure of online modules
- ❖ Identified broad topics for module scenarios



Setting up for filming one of our panels

Production of Video Vignettes

- ❖ Chose production company
- ❖ Identified participants for panel discussions
- ❖ Identified "actors" for video vignettes – people with developmental disabilities, family members, pediatric and adult health care professionals
- ❖ Four (4) filming days – filming not scripted, authentic



Our panel for the "ER" module

Putting the Pieces Together

- ❖ Scripted and edited voiceovers and supers
- ❖ Created test questions for modules



Providing information to our panelists

Curricula

Theory of Andragogy (Teaching Adult Learners)

- ❖ Acknowledgement of learner's self-concept
- ❖ Need to know the utility of information
- ❖ Role of experiences
- ❖ Readiness to learn
- ❖ Problem-based learning
- ❖ Internal motivation

Outpatient Module (9 Scenes)

1. Introduction & Background
2. Morning Huddle
3. Scheduling
4. Arrival/Wait
5. Transition to Appointment
6. Pre-Visit with Nurse
7. Visit with Physician
8. Labs/Immunizations
9. Evening Huddle



Scene from "Labs/Immunizations"

Emergency Room (ER) Module (6 Scenes)

1. Introduction & Background
2. Entering the Emergency Room Department
3. Triage
4. Waiting in ER Waiting Area
5. Vitals
6. Patient-Physician Interactions & Admission



Scene from "Vitals"

Learner and Module Evaluations

Evaluations

1. Demographic Information of Learner
2. Pretest
3. Scene-specific Quizzes
4. Posttest
5. Training Satisfaction Survey
6. Certificate of Completion

Sample Questions

Waiting rooms are full of sensory stimulation that may later negatively impact patient behavior in the patient care process.

- A. True
- B. False

Ms. Smith is a 30 year old female with a moderate intellectual disability who presents to the ER with her mother after a recent fall on ice in which she hit her head. Ms. Smith is her own legal guardian and does not want to go through with the CT scan that has been ordered. Ms. Smith's mother asks the physician to explain the procedure in an alternative way. The physician:

- A. Uses photos and a short video of a CAT scan to explain the procedure.
- B. Breaks down the process of the CAT scan in easy-to-understand steps.
- C. A and B

Next Steps

1. Finalize CME/CEU credits
2. Launch modules at UC and make available to public
3. Monitor utilization and satisfaction

Acknowledgements

We would like to thank:

- ❖ Our National Policy Partner, **Cecily Betz, PhD, RD** and the **National Healthcare Transition Research Consortium**
- ❖ Our Production Company, the **PPS Group**
- ❖ All of our **Video/Filming Participants**
- ❖ Our funder, **Dr. Jack Rubinstein Foundation**