

2022 Disabilities Pre and Post Student Evaluation February 2022



Data Analysis and Report
Lynne Tomasa, PhD, MSW, FAAIDD

2022 Questionnaires (# of Items)

Number of Registered
Students N=483

PRE: Responses = 552 - 556

- Academic Program (2)
- Interprofessional learning (3)

POST: Responses = 468 - 471

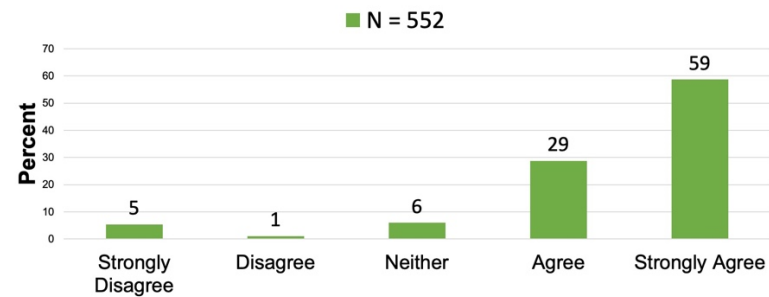
- Event day and time (1)
- Retro pre-post (5)
 - Knowledge, understanding, attitudes
- New information (3)
- Objectives, content, reflection (4)
- Interaction, organization, teaching methods (3)
- Relevance and rating (5)
- Campus and academic program (3)
- Demographics (5)
- Interprofessional activities (2)
- Comments: Most compelling thing students learned

Pre-Survey Questions

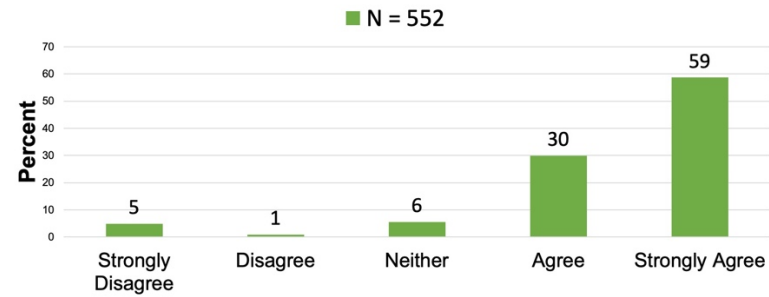
Question: **Interprofessional activities with students from multiple professions will do the following:**

Student responses were similar for the following three items. A total of 88% to 89% of students agreed that interprofessional activities will a) provide quality health care to diverse populations of patients, b) identify the connection between medical care and quality of life for persons with disabilities, and c) improve patient safety. Students came into this IP activity with a positive impression of the value of interprofessional learning, even before the event. You will see in the demographic section that many students already participated in an AHSC interprofessional exercise.

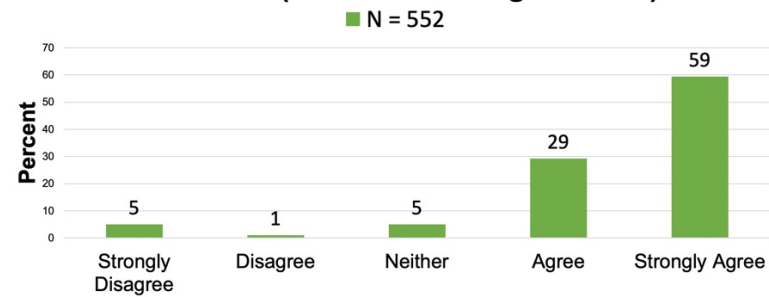
Interprofessional activities with students from multiple professions will do the following: **Provide quality health care to diverse populations of patients**



Interprofessional activities with students from multiple professions will do the following: **Identify the connection between medical care and quality of life for persons with disabilities**



Interprofessional activities with students from multiple professions will do the following: **Improve patient safety defined as the prevention and reduction of unnecessary harm associated with health care (World Health Organization)**



Post-Survey Responses

Two sessions were offered. There were 53 more students in the Friday session.

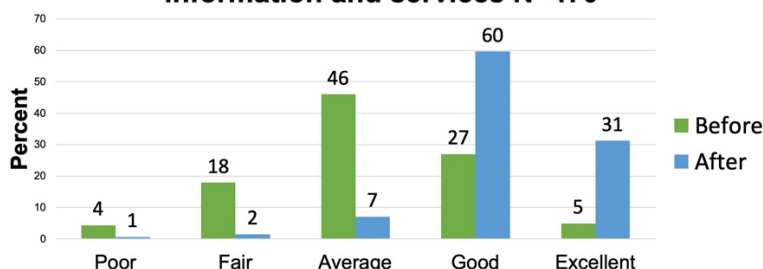
- Wednesday, February 9 session = 209 students
- Friday, February 11 session = 262 students
- Nine students did not identify their session

The following four items were designed as retrospective pre-post questions. Students started with a mid-point mean score (3.08 to 3.35) on all questions and their mean scores moved in the positive direction (4.2 to 4.45). This is expected for an educational intervention with a large group of students. All reported changes in understanding and knowledge were significant.

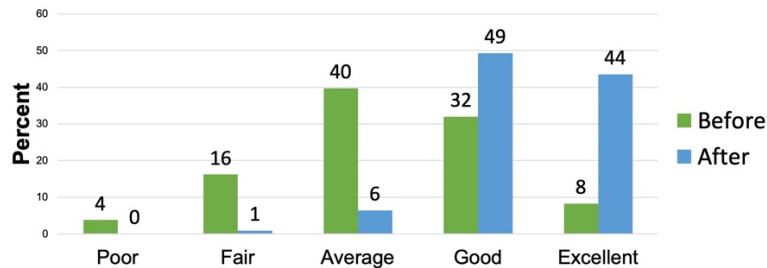
Question/Item Strong Disagree to Strongly Agree (values of 1 to 5)	N	Pre Mean	Post Mean	<i>t</i>	Sig (2-tailed)
1. My understanding of how well the current health care system reflects “Universal Accessibility” or the opportunity for persons with a disability to acquire information and services.	467	3.11	4.20	-27.148	<.001
2. My knowledge about how person-centered care is defined by persons with an intellectual and developmental disability.	467	3.24	4.36	-28.152	<.001
3. My understanding of how each member of an interprofessional team can actively engage a person with a disability in decision making	465	3.35	4.45	-26.228	<.001
4. My understanding of how the medical model of disabilities differs from how disability is socially constructed	471	3.08	4.23	-26.664	<.001

The following four slides are visual representations of the table data.

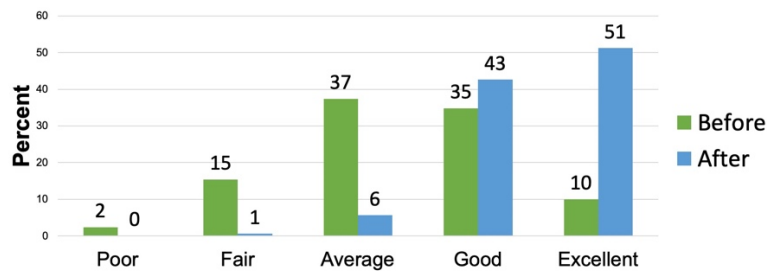
My understanding of how well the current health care system reflects “Universal Accessibility” or the opportunity for persons with a disability to acquire information and services N=470



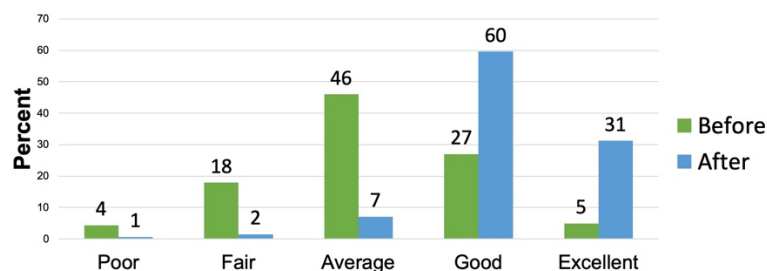
My knowledge about how person-centered care is defined by persons with an intellectual and developmental disability N=469



My understanding of how each member of an interprofessional team can actively engage a person with a disability in decision making N=468

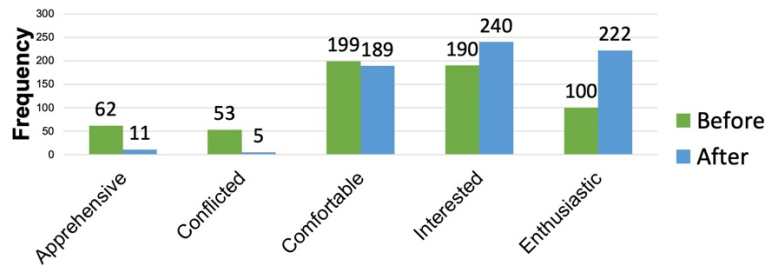


My understanding of how the medical model of disabilities differs from how disability is socially constructed N=471



Students' attitudes and comfort became more positive. The number of times "Interested" was selected increased from 190 to 240. The number of times "Enthusiastic" was selected increased from 100 to 222. This IP activity was effective in influencing attitudes.

What word(s) best describe your ATTITUDE toward providing healthcare or supportive services to persons with disabilities (you may choose more than one)

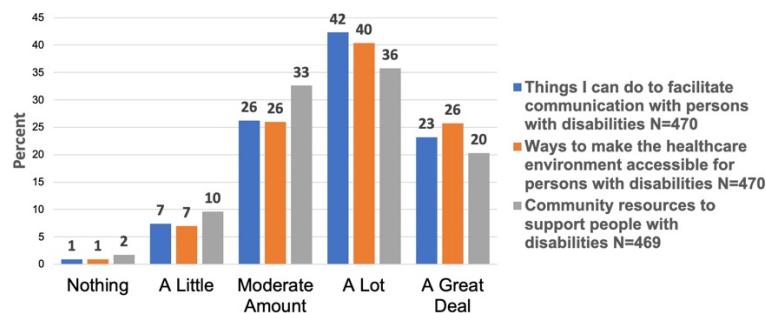


Students were asked about the following:

- 1) Things they can do to facilitate communication with persons with disabilities*
- 2) Ways to make the healthcare environment accessible for persons with disabilities*
- 3) Community resources to support people with disabilities*

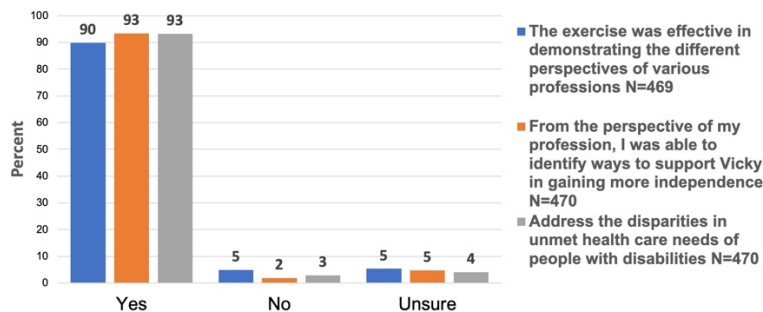
They learned the least about community resources and the most about facilitating communication and making the healthcare environment accessible.

How much NEW information did you learn about the following?



Students felt that the exercise was effective (over 90%) in demonstrating the different perspectives of various professions, identifying ways to support Vicky in gaining more independence, and addressing disparities in unmet health care needs of people with disabilities. A small percentage of students (5%) were unsure about all three items.

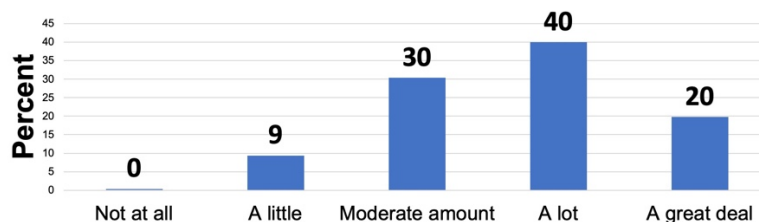
Did the exercise accomplish the following?



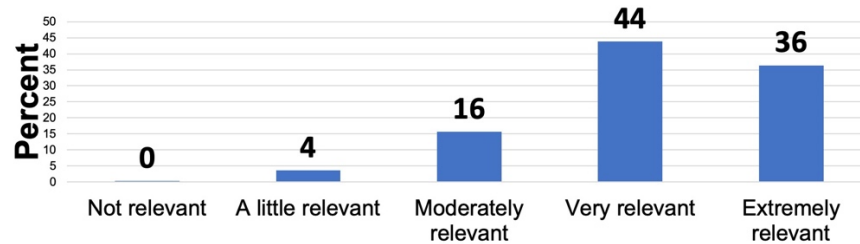
The last three slides show that:

- Students reflected on their own behaviors when interacting with persons with disabilities a lot to a great deal (60%). A third of the students reflected a moderate amount.
- Students also found the exercise very to extremely relevant to their current professional education (80%).
- The exercise was rated very well. Most of the students (86%) rated it good to excellent.

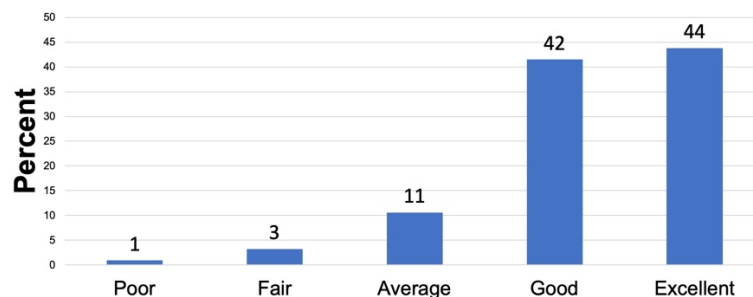
To what degree did *Disabilities: An IP Exercise* make you reflect on your own behaviors when interacting with persons with disabilities? N=470



How relevant was *Disabilities: An Interprofessional Exercise* to your current professional education? N=470



Overall, how would you rate *Disabilities: An Interprofessional Exercise*? N=470



Educational Program (post-survey)

University	Post-Survey N=470
University of Arizona	468
Northern Arizona University	1
Arizona State University	1

At which campus are you affiliated? N=470

Tucson = 309

Phoenix = 121

Online Program = 34

Other = Other Text: Gilbert BSN-IH = 3; NAU Phoenix Biomedical Campus = 1; UA

Yuma Distance Campus = 2

What is your academic program?

	Pre-Survey N=551	Post-Survey N=470
BSN	55	52
BSN-IH	10	7
MEPN	128	111
MD/DO	116	81
MD/MPH	6	5
MD/PhD	6	6
PharmD	122	106
PharmD/FNP	1	1
Public Health, BS	1	1
MPH	41	40
DrPH	0	0
Nutritional Sciences	62	59
Athletic Training	1	1
Speech, Hearing, Language	1	0
Emergency Medicine	1	0

What year are you in your current degree program?

	Pre-Survey N=539	Post-Survey N=466
Year 1	255	205
Year 2	171	149
Year 3	51	54
Year 4	62	51
Year 5	0	7

What is your college? N=470

University of Arizona = 468

Northern Arizona University = 1

Arizona State University = 1

Participation in Interprofessional Education

Out of 469 responses, 86% of the students participated in another IPE activity. The activity selected most frequently was Introduction to Interprofessionalism (aka patient Safety) and Pandemic Flu (aka COVID-19). There were 62 students who reported that they participated in an earlier Disability IPE. Students were sometimes confused about the official name of the four required UAHS IPE activities.

Have you participated in any other interprofessional education (IPE) activities?

	Post-Survey N=469
Yes	401 (86%)
No	68 (15%)

In what other interprofessional education (IPE) activity or activities did you previously participate? Select all that apply.

Activity	Post-Survey
UAHS Introduction to Interprofessionalism	253
UAHS Patient Safety	87
UAHS Pandemic Flu (Covid-19)	167
UAHS Disabilities	62
UAHS CPR Team Behavior	85
UAHS CLARION Case Competition	2
UAHS Opioid	23
UA Milagro	2
UA Poverty Simulation	3
IP Rural Health Professions Conference	6
Other IPE at UArizona	79
IPE at another institution	4
Other: ASTEC relay IPE night (1), Global Health (4), Naloxone and Overdose (4), Navigating a Foodborne Outbreak (3), Obesity (2), One Health (1), QPR (1), Rock Mountain Spotted Fever (1), Social Justice Symposium (1), St. Luke's Home (1)	

Personal Demographics – Post Survey

Age Range	Post Survey N=469
19 – 29	399
30 – 39	55
40 – 49	11
50 – 59	4
N/A	0

Gender	Post-Survey N=470
Male	100
Female	361
Non-binary, not exclusively male or female	2
Transgender Male/Trans male	0
Transgender Female/Trans Woman	0
Additional gender category you prefer	0
I don't want to say	7
Genderqueer, transfeminine	

Ethnicity	Post-Survey N=467
Hispanic or Latino	110
Non-Hispanic or Non-Latino	357

Which best describes how you identify (may select more than one)

	Post-Survey
American Indian or Alaska Native	15
Asian	80
Black or African American	28
Native Hawaiian or Other Pacific Islander	8
Hispanic or Latinx/o/a or Chicano/a	77
White or European	302
Other: American human that still has a lot to learn (1), Arab American (1), Mexican indigenous (1), Middle Eastern (3), Palestinian/Arab (1), Swedish (1)	12 (8 responses)

Military Service	Post-Survey N= 468
No military service	459
Current active duty	4
Current active reserve	2
Prior military service-veteran status	3
Retired-non-combat	0