

This report includes data from the student pre-activity and post-activity survey.

# 2021 Disabilities Pre and Post Student Evaluation



Data Analysis and Report  
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## 2021 Disabilities Questionnaire (# of Items)

### PRE: Final N =555

- Demographics (5)
- Education (3)
- Interprofessional participation (2)

### POST: Final N = 532

- Retro pre-post (5)
  - Understanding, knowledge, attitudes
- New information (3)
- Objectives and content (10)
- Campus and event (2)
- IPAS (12)
- Demographics (5)
- Education (3)
- Interprofessional participation (2)
- Comments: Liked, Changes to improve (3)

In the post-questionnaire, students were asked to identify which session they attended. Based on 530 total responses:

- 10:00 am session - 254 students
- 2:00 pm session - 276 students
- Three students did not identify their session

## **Educational Program**

Pre-Survey: At which campus are you affiliated? N = 529

Tucson = 376

Phoenix = 124

Online Program = 29

Missing = 4 (did not answer)

**In which university are you enrolled?**

	<b>Pre-Survey N=552</b>	<b>Post-Survey N=531</b>
University of Arizona	552	528
Northern Arizona University	0	1
Arizona State University	0	2

**What is your degree program?**

	<b>Pre-Survey N=555</b>	<b>Post-Survey N=532</b>
BSN	97	90
MEPN	121	119
MD/DO	111	105
PharmD	120	117
MPH	53	46
Nutritional Sciences	38	36
Physical Therapy		1
Other:	15	18
<i>Other (text)</i>	<i>BS-PH (4), BSN-IH (2), NS &amp; Physiology (1), MD/PhD (4), MD/MPH (1), MPH/MBA (1), CTIPH Intern (1)</i>	<i>BS-PH (4), BSN-IH (4), MPH/MBA (1), MD/PhD (4), MD/MPH (1), MPH-NS (1), Physiology-NS (1), PH-Intern (1)</i>

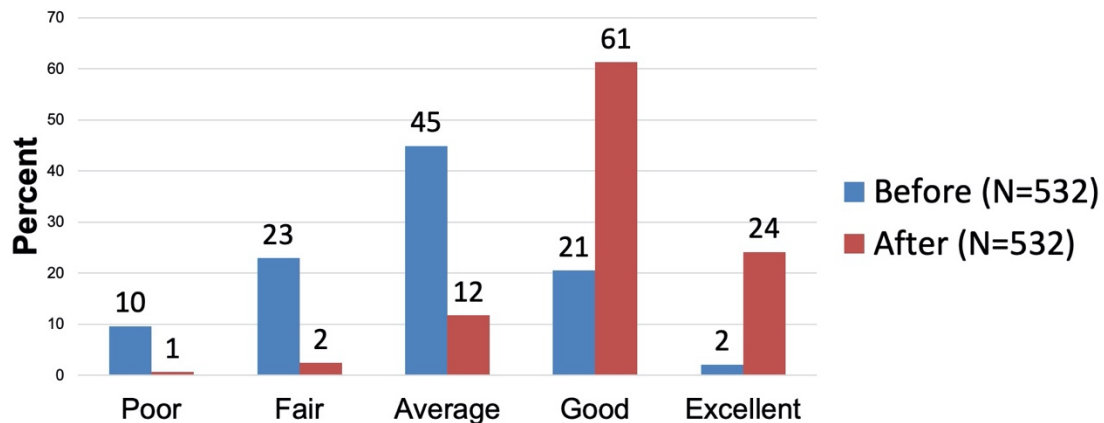
**What year are you in your current degree program?**

	<b>Pre-Survey N=552</b>	<b>Post-Survey N=527</b>
Year 1	259	237
Year 2	181	181
Year 3	65	62
Year 4	41	39
Year 5	5	5
Year 6	0	3
Year 7	1	0

*The following 4 slides represent retrospective pre-post questions. Arithmetic calculations were done to identify the percentage of change from the pre to post responses.*

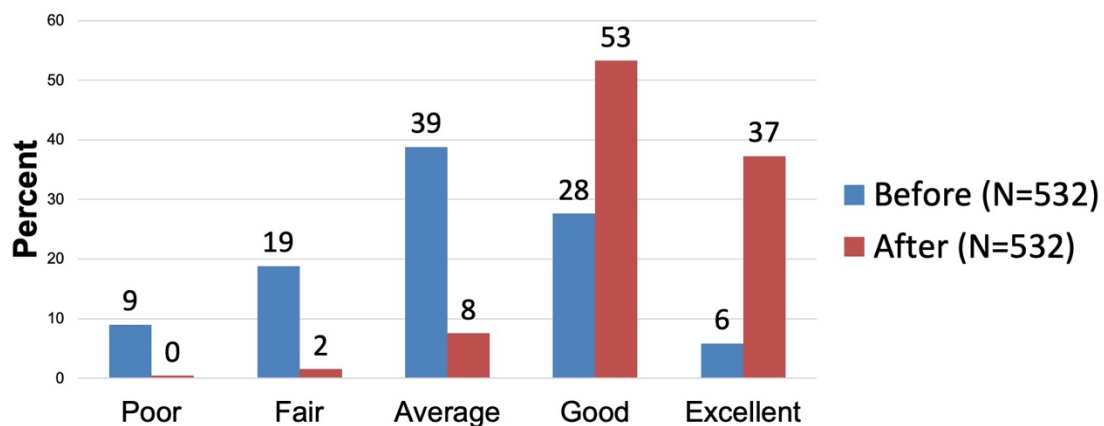
*Question One: 80% of students showed an improved understanding.*

**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**



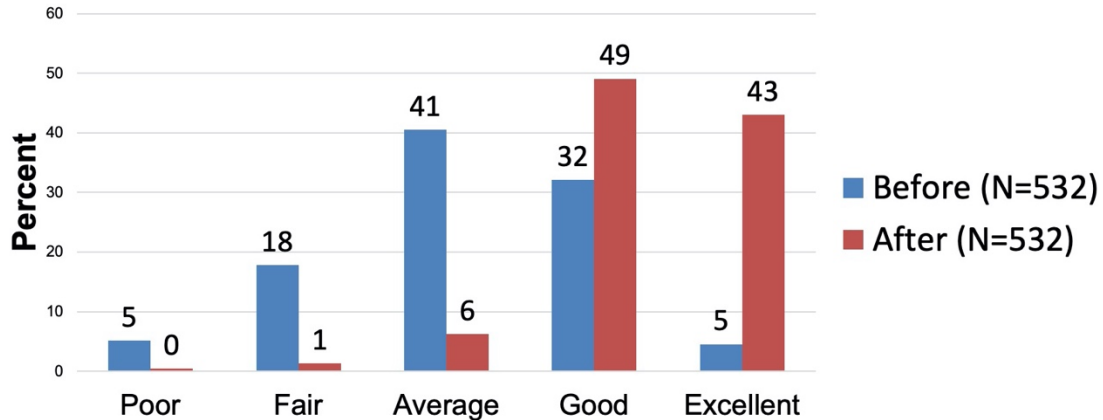
*Question Two: 77% of students showed an increased knowledge.*

**My knowledge about how person-centered care is defined by persons with an intellectual and developmental disability.**



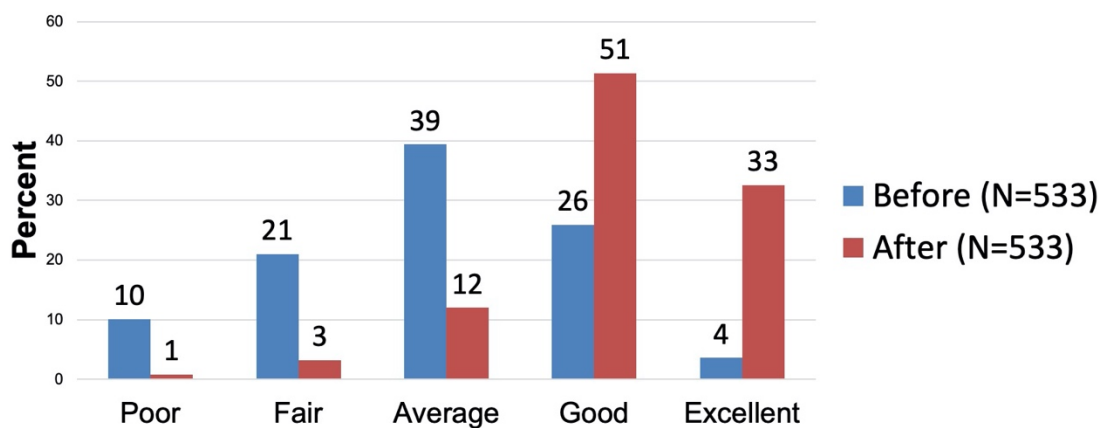
*Question Three: 77% of students showed an increased understanding.*

**My understanding of how each member of an interprofessional team can actively engage a person with a disability in decision making.**



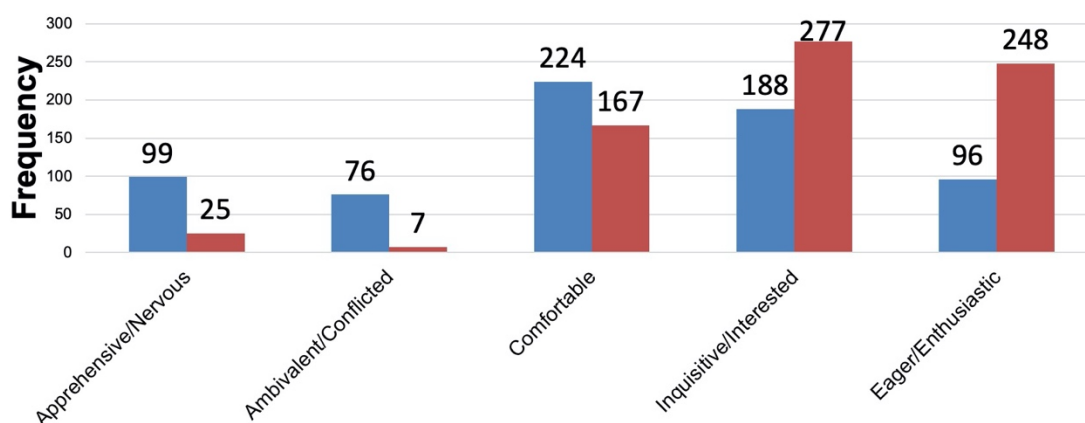
*Question Four: 77% of students an increased understanding.*

**My understanding of how the medical model of disabilities differs from how disability is socially constructed.**



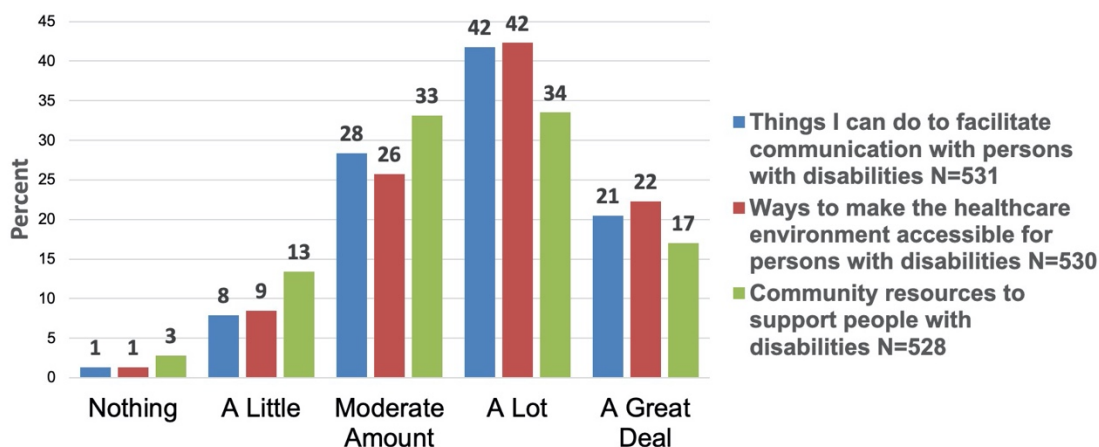
The following slide represents another retrospective pre-post question. The blue bar is pre-activity, and the red bar is post-activity. After the activity, students more frequently selected descriptors that showed increased interest and enthusiasm. Suggestion: This question needs to be revised in 2022.

### What word(s) best describe your ATTITUDE toward providing healthcare or supportive services to persons with disabilities (can choose more than one) N=533



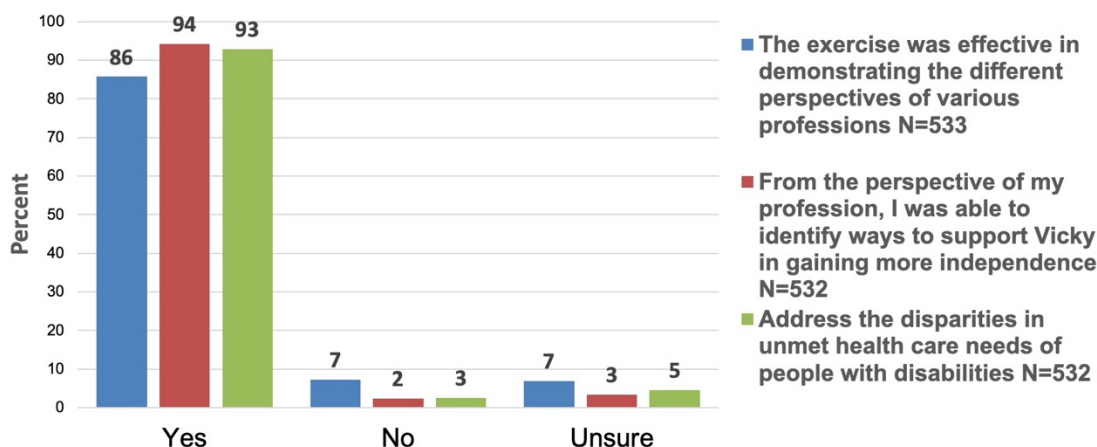
Students were asked to identify the amount of new information they learned about three topics. Of the three items, they reported learning less information about community resources.

### How much NEW information did you learn about the following?



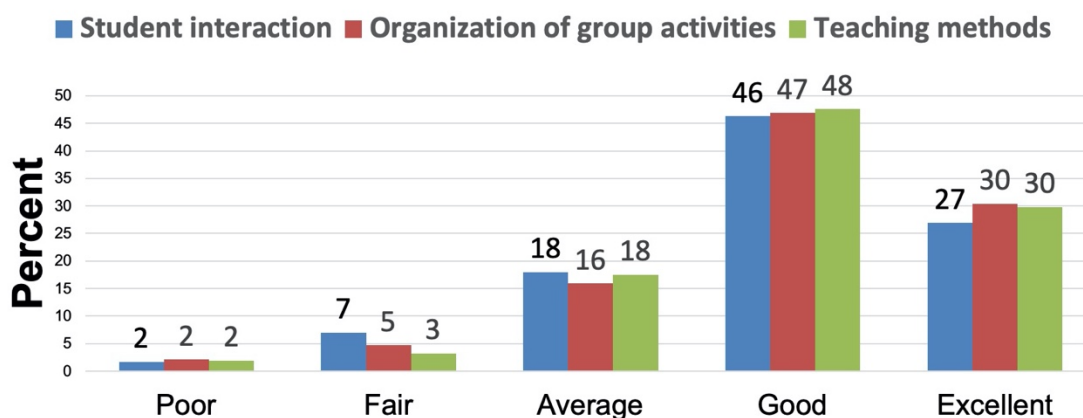
Students were asked if the exercise successfully addressed three issues. The exercise was the less effective in demonstrating the different perspectives of various professions.

## Did the exercise accomplish the following?



The following FOUR slides show data on the same three items. For all three items, over 70% of the students rated student interaction, organization of group activities, and teaching methods Good to Excellent.

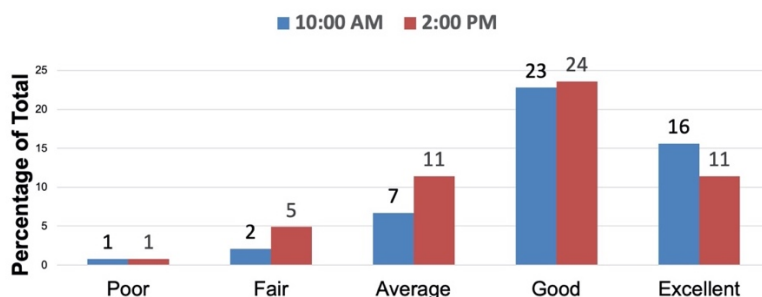
## Please rate the exercise in the following areas. N=527



*Student interaction was rated slightly higher in the 10:00 am session. Students rated the organization of group activities similarly in both sessions. Students rated teaching methods slightly higher in the 2:00 pm session. Overall, both sessions were rated well.*

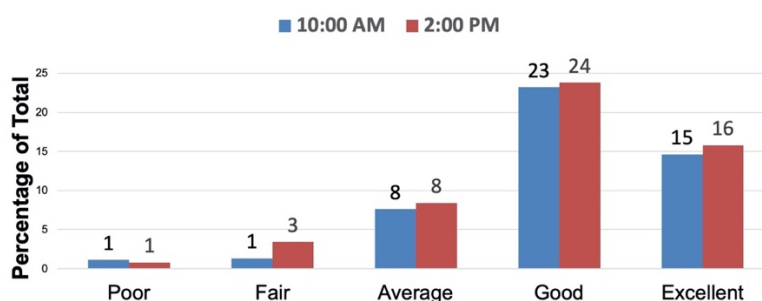
### Student Interaction by Event Time

N=527



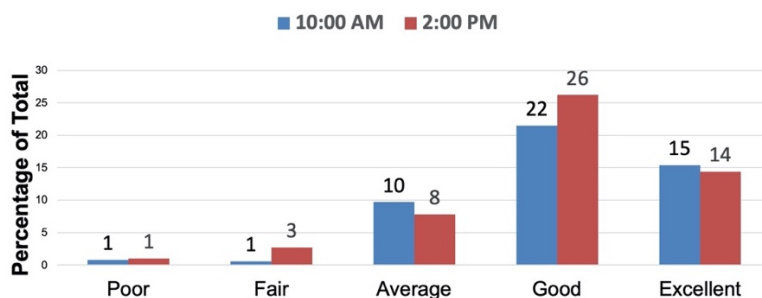
### Organization of Group Activities by Event Time

N=527



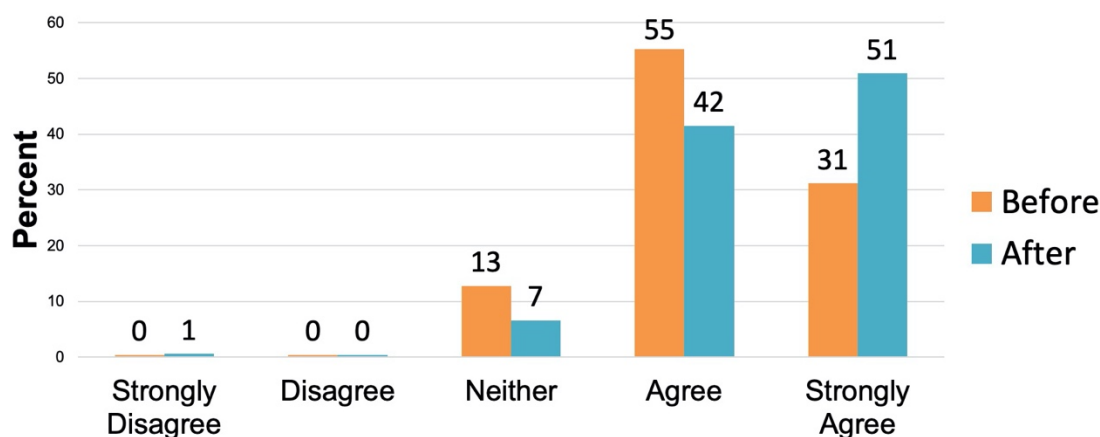
### Teaching Methods by Event Time

N=527

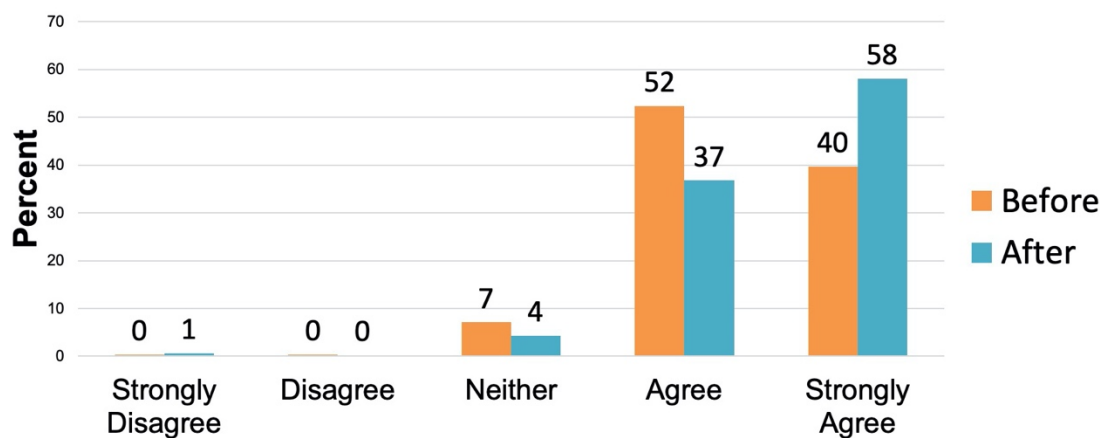


*There were 12 IPAS questions (retrospective pre-post) included in the post-questionnaire. The slides show the percentage of responses for each choice. The table at the end of the 12 slides include the pre and post means, t, and significance level.*

### **Shared learning before graduation will help me become a better team player (N = 532)**

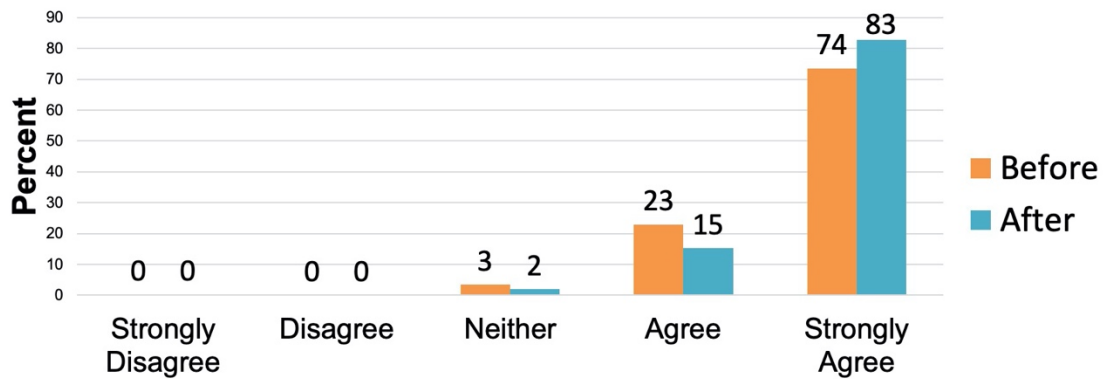


### **Learning with other students will help me become a more effective member of a health care team (N = 532)**

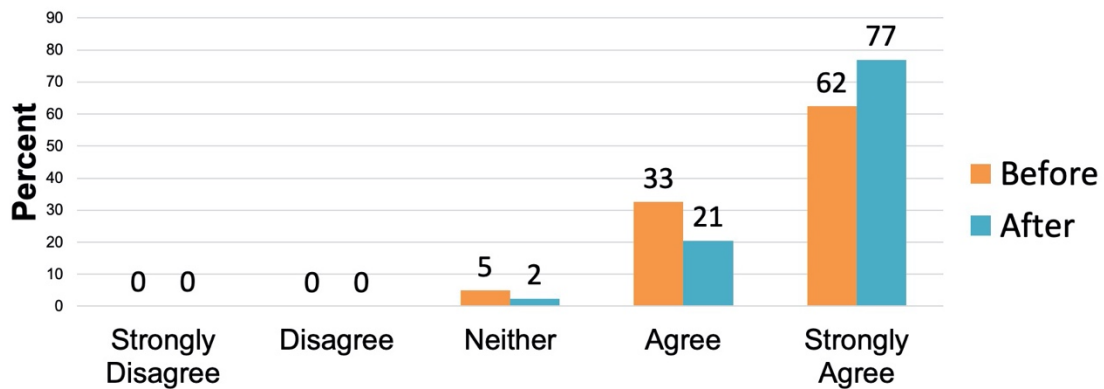




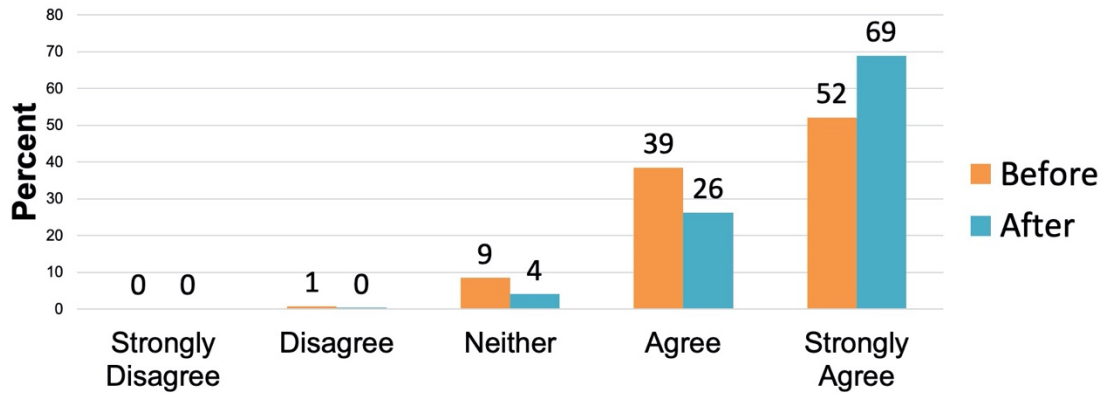
**Establishing trust with my patients is important to me  
(N = 532)**



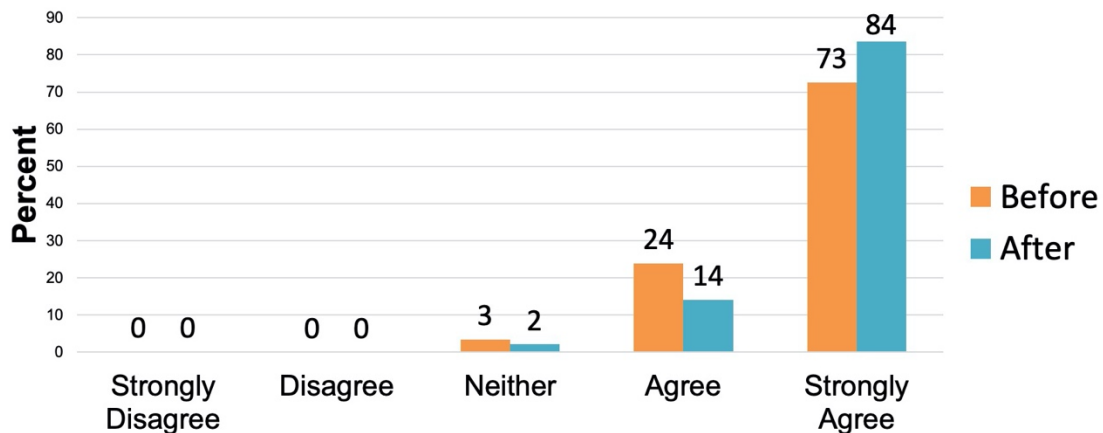
**Patients would ultimately benefit if health science  
students worked together to solve patient problems  
(N = 532)**



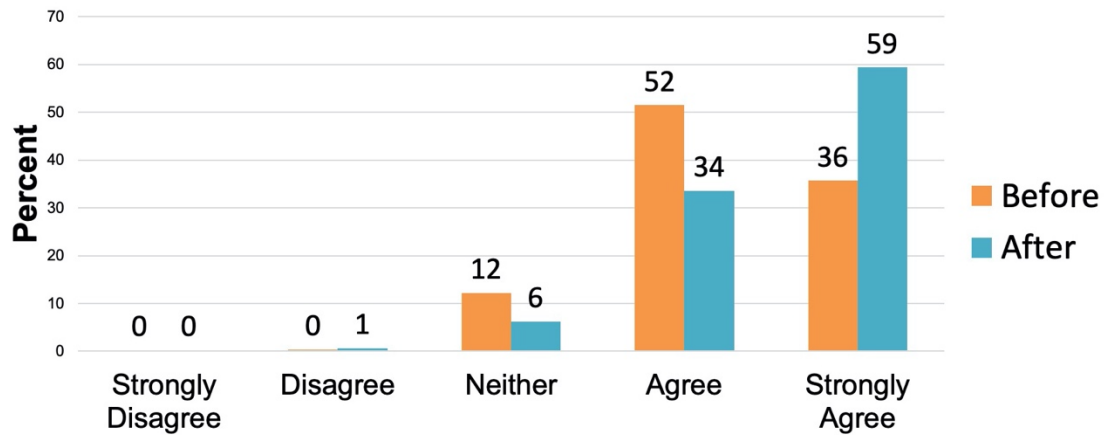
**Shared learning experiences with other health care trainees will help me communicate better with patients and other professionals (N = 532)**



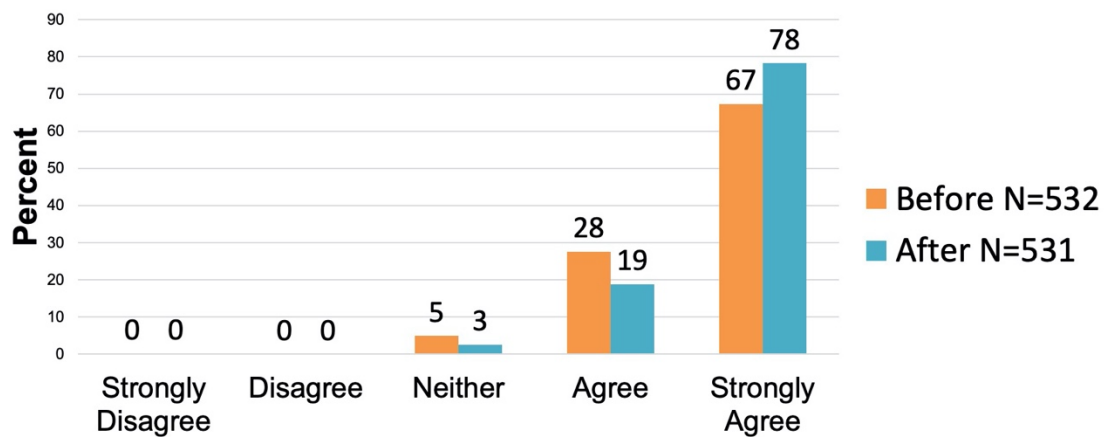
**Thinking about the patient as a person is important in getting treatment right (N = 532)**



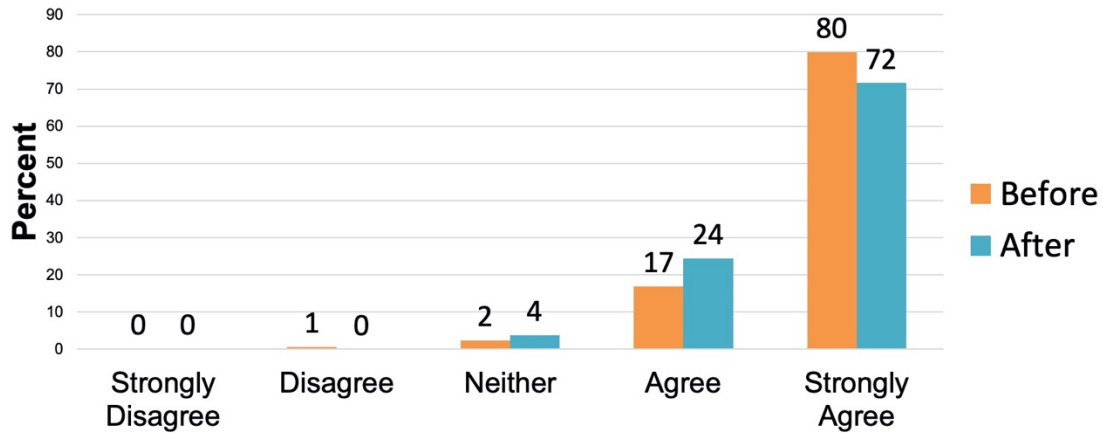
**Shared learning experiences will help me understand my own limitations (N = 532)**



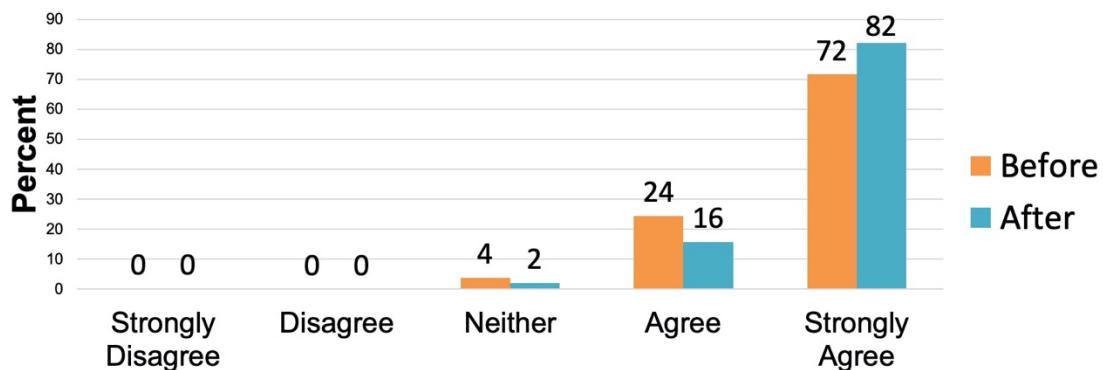
**It is important for me to communicate compassion to my patients**



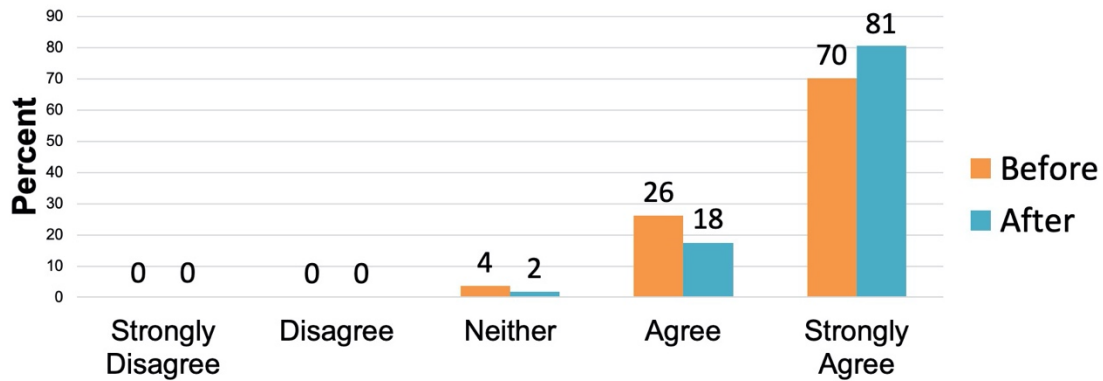
**In my profession one needs skills in interacting and co-operating with patients (N = 532)**



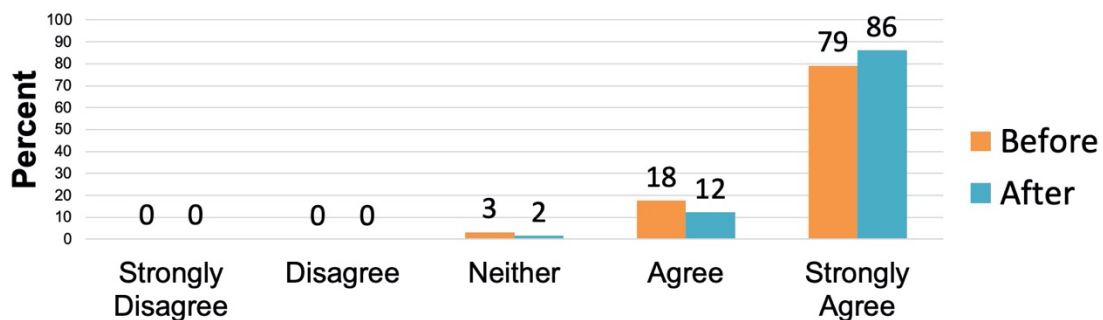
**It is important for health professionals to respect the unique cultures, values, roles/responsibilities, and expertise of other health professions (N = 532)**



**It is important for health professionals to understand what it takes to effectively communicate across cultures (N = 532)**



**It is important for health professionals to provide excellent treatment to patients regardless of their background, e.g., race, ethnicity, gender, sexual orientation, religion, class, national origin, immigration status, or ability (N = 532 )**



### Interprofessional Attitudes Scale (IPAS)

*Students started with a high level of agreement on all questions and their responses continued in the positive direction. This is expected for an educational intervention with a large number of students. Students who participated in more than one interprofessional activity during their training were asked IPAS questions at each event. A discussion is needed on how to utilize this instrument.*

<b>Question/Item</b> Strong Disagree to Strongly Agree (values of 1 to 5)	<b>N</b>	<b>Pre Mean</b>	<b>Post Mean</b>	<b>t</b>	<b>Sig (2-tailed)</b>
1. Learning with other students will help me become a more effective member of a health care team.	532	4.31	4.52	-10.28	.000
2. Patients ultimately benefit if health care professionals worked together to solve patient problems.	532	4.57	4.74	-9.66	.000
3. Shared learning experiences will help me understand my own limitations.	532	4.22	4.52	-13.16	.000
4. Shared learning experiences with other health care trainees will help me communicate better with patients and other professionals.	532	4.42	4.64	-11.18	.000
5. Shared learning before graduation will help me become a better team player.	532	4.17	4.42	-11.89	.000
6. Establishing trust with my patients is important to me.	532	4.70	4.80	-7.56	.000
7. It is important for me to communicate compassion to my patients.	531	4.62	4.75	-8.43	.000
8. Thinking about the patient as a person is important in getting treatment right.	532	4.69	4.81	-8.39	.000
9. In my profession one needs skills in interacting and co-operating with patients.	532	4.63	4.76	-8.16	.000
10. It is important for health professionals to provide excellent treatment to patients regardless of their background, e.g., race, ethnicity, gender, sexual orientation, religion, class, national origin, immigration status, or ability.	532	4.75	4.84	-6.50	.000
11. It is important for health professionals to respect the unique cultures, values, roles/responsibilities, and expertise of other health professions.	532	4.67	4.79	-8.10	.000
12. It is important for health professional to understand what it takes to effectively communicate across cultures.	532	4.66	4.78	-8.00	.000

## Student Demographics on Interprofessional Education

*A large percentage of students (more than 70%) participated in one or more interprofessional activities during their training.*

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

	Pre-Survey N=554	Post-Survey N=532
Yes	405 (73%)	387(73%)
No	149 (27%)	145 (27%)

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

Activity	Pre-Survey	Post-Survey
UAHS Patient Safety	284	284
UAHS Pandemic Flu	164	154
UAHS Disabilities	12	86
UAHS CPR Team Behavior	78	74
UAHS CLARION Case Competition	4	3
UAHS Opioid	31	32
UA Milagro	9	9
UA Poverty Simulation	2	2
IP Rural Health Professions Conference	2	5
Other IPE at UArizona	49	38
IPE at another institution	7	7
Text responses: (listed an above activity by a different name)	Covid-19, Navigating a Foodborne Outbreak, Patient Safety, Understanding Roles, IP Communication, Team Behaviors, Team Simulation, Interprofessionalism, Medication Management, Social Justice Symposium	Online Foodborne Illness, 2019 Interprofessionalism for Patient Safety, Codes, Communication, COVID, Fall Prevention, Interprofessional Team Behavior, Knowing other Healthcare Worker's Roles, Patient Safety, Osteoporosis, Social Justice Symposium, UAHS disaster response

## Personal Demographics – Included in Pre and Post

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### Age:

Age Range	Pre-Survey N=554	Post Survey N=529
19 – 29	460	442
30 – 39	78	71
40 – 49	12	12
50 – 59	3	3
N/A	1	1
Other: In Post, one individual listed 100 (not included in count)		

### Gender:

	Pre-Survey N=555	Post-Survey N=531
Male	134	127
Female	413	394
Non-binary, not exclusively male or female	3	3
Transgender Male/Trans male	1	1
Transgender Female/Trans Woman	0	0
Additional gender category you prefer	2	0
I don't want to say	2	1
Genderqueer, transfeminine	1	

### Ethnicity:

	Pre-Survey N=550	Post-Survey N=533
Hispanic or Latino	143	139
Non-Hispanic or Non-Latino	407	388

### Which best describes how you identify or see yourself (you may select more than one)

	Pre-Survey	Post-Survey
American Indian or Alaska Native	15	12
Asian	99	99
Black or African American	21	21
Native Hawaiian or Other Pacific Islander	6	5
Hispanic or Latinx/o/a or Chicano/a	110	110
White or European	348	332
Other:	26	23
Other in Pre: Afghan, Arab, Indian, Middle Eastern, Mixed Race, White from the Middle East Other in Post: African, Arab, Arab/Muslim, Brazilian/Persian, Indian, Middle Eastern, Mixed Race		



**Military Service:**

	<b>Pre-Survey N=552</b>	<b>Post-Survey N= 526</b>
No military service	537	511
Current active duty	2	3
Current active reserve	4	4
Prior military service-veteran status	8	8
Retired-non-combat	1	0