

Joan and Stanford Alexander Fellowship in Intellectual and Developmental Disabilities

The Undergraduate Studies Department at Cizik School of Nursing: UT Health is offering a one semester, 2-hour credit fellowship for 3rd Semester (S1) Pacesetter or RN-BSN nursing students. At the end of the semester, nursing students will be able to demonstrate delivery of competent care as evidenced by increased confidence in their knowledge, skills and attitudes in the care of People with Disabilities.

The purpose of this fellowship is to prepare and train nursing students to increase their knowledge, skills and attitudes as demonstrated by improved confidence when encountering an individual with a disability, across the life span whether the disability is static, developmental or progressive. Additionally, the nurse fellow will expand his/her knowledge by applying health promotion and prevention principles to this vulnerable population.

Areas of focus will include the following:

- Clinical innovation: advancing clinical approaches and methodologies using processes, products or procedure to benefit the health of this population
- Improving health outcomes and reducing health disparities through health education, promotion and disease prevention
- Utilizing evidenced based research to provide individualized care that incorporates the PWD's circle of support, care givers paid and unpaid and interdisciplinary health care team

The 2-hour fellowship is comprised of 90 clinical, observation and enrichment activities. The fellow will rotate through primary, secondary, tertiary and community care sites while working with interdisciplinary professionals and participating in multidisciplinary rounds. Fellows will participate in weekly debriefing conference activities and will be responsible for presenting a clinical case study presentation at the conclusion of the fellowship.

Program Coordinator/Director:

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Length of Program: One semester during S1, 3rd semester Pacesetter

2 hour Credit: Independent Study

90 Clinical Hours

Eligibility: 3.5 GPA

J2 at time of application

No withdrawals

Full time student

Participation in an interview

Number of positions: Up to 12 fellowships with a stipend of \$2,500 each Fall and Spring Semester

How to Apply: Available online at: <https://nursing.uth.edu/currstudent/cocurricular/index.htm>

Required Texts:

Provided by Instructor: *Paralysis Resource Guide, Association of Rehabilitation Nursing's Symptoms Index*, Tyler, Car. (2009) *Intellectual Disabilities at Your Fingertips: A Healthcare resource*

and

Nies/McEwen: *Community Public Health Nursing*, 7th edition

AIMS/OBJECTIVES/COMPETENCIES

Historically, people with disabilities have been marginalized and in the health care system are underserved in both routine clinical and preventative services, health promotion and wellness initiatives. Further, this population is prevented from accessing health care due to structural or communication related barriers. Attitudes, inaccurate and inadequate knowledge and limited skills in diagnosing, treating and providing ongoing care to People with Disabilities (PWD) impact not only their health outcomes but contribute to the disparities experienced.

Fellowship AIMS

Objective: Competency based education that will enhance the quality of care of people with disabilities and contribute to elimination of the disparities.

Domain I Attitudes

Attitudes: basic disability awareness and etiquette principles; survey of attitudes prior to and following fellowship participation.

Domain II Knowledge

Knowledge; Disabilities that encompass the entire life span

I. Recognize the historical context of PWD including the impact on:

- 1.1 public education
- 1.2 independent living
- 1.3 self-advocacy
- 1.4 reproduction
- 1.5 terminology describing PWD

II. Describe 3 models of disability: Biopsychosocial, Medical, Integrative

III. Avoid assumptions regarding abilities, quality of life and participation

IV. Understand socioeconomic factors insurance, finances, support systems necessary to provide effective clinical care

V. Apply ADA principles pertaining to communication, access and documentation requirements with PWD

VI. Recognize systems useful for PWD outside of the clinical care system and participate in advocacy relevant to improved outcomes.

VII. Recognize PWD as important source of information.

VIII. Identify the PWD circle of support

IX. Recognize potential types of abuse with PWD including sexual, physical and financial

Domain III Skills

Skills: Specific training on select disabilities including:

1. Modify communications strategies as it pertains to the PWD
2. Demonstrate skills in teamwork including paid and unpaid care providers, including flexibility, adaptability, assertiveness, conflict management, decision making, evidence based practice and mutual goal setting.
3. Describe/Assess common functional limitations- mobility, sensory, cognitive, behavioral associated with specific disabilities
4. Assess and collect information re: physical health of PWD
5. Perform a physical assessment of PWD with modifications for mobility, sensory, cognitive and behavioral issues associated with their disability.
6. Appraise disability as static or progressive
7. Identify common problems associated with primary diagnosis
8. Anticipate conditions common to progressive disabilities
9. Anticipate secondary conditions likely to occur with static disabilities.
10. Recognize PWD with concurrent mental health conditions
11. Interpret relevant information and needs pertaining to clinical preventive services
12. Address age appropriate reproductive health and sexuality
13. Facilitate needs of PWD during times of transition, living settings or health providers
14. Provide appropriate care and support addressing lifecycle milestones of PWD addressing specific challenges