



Innovations in Workforce Solutions: PATH-PWIDD Program December 10, 2021

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#90DNHE0001



PATH PWIDD

Partnering to Transform Health Outcomes with Persons with IDD



Objectives

Discuss:

- PATH-PWIDD, its goal and how we are organized
- Why our approach is interprofessional education
- Current and future plans for PATH-PWIDD

PATH-PWIDD

Goal : Integrate high-impact learning and practice materials

- Interprofessional Education Programs at our 5 core partner institutions
- Disseminate to an additional 35 institutions- years 4 and d 5

Collective Impact Model to organize our work

Guided by:

- “Nothing about us without us”
- Spirit and provisions of the DD Act

Social change

- Systemic discrimination and dehumanization in health care system
- Often not recognized as a problem
- Example - denial of right to support person in hospital during COVID
 - Almost universal
 - For most part not thought to be a problem

Collective Impact Model

- Bring together multiple stakeholders for social change
- We have three Consortium Action Networks

Communication – multimodal messages, including website, listserv, social media. Website at path-pwidd.org

Education, Practice, and Policy – developing/acquiring high impact materials & community-academic IPE Partnerships

Measurement, Evaluation, and Outcomes – implementing dynamic, ongoing evaluation – leads Environmental scan and literature review

The 5 Conditions of Collective Impact

- 1
Common Agenda

 - **Common understanding** of the problem
 - **Shared vision** for change
- 2
Shared Measurement

 - **Collecting data** and **measuring results**
 - Focus on **performance management**
 - **Shared accountability**
- 3
Mutually Reinforcing Activities

 - **Differentiated approaches**
 - **Coordination** through joint plan of action
- 4
Continuous Communication

 - **Consistent** and **open communication**
 - Focus on **building trust**
- 5
Backbone Support

 - Separate organization(s) with **staff**
 - Resources and skills to **convene** and **coordinate** participating organizations

“Nothing about us without us “

- Advocates with intellectual and developmental disabilities are partners in all activities
- Recently developed an advocate advisory committee to
 - Enhance activities in steering committee and action networks
 - Provide another avenue for input
 - Support each other
- We work at improving the process of involvement



Developmental Disabilities Assistance and Bill of Right Act

“Assure that individuals with developmental disabilities participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life.”



Why Inter Professional Education

- Paradigm shift toward Inter Professional Education
- Better prepares health professionals for collaborative practice
- Required by all accrediting bodies
- Aligns with discussions about
 - Addressing social determinants of health
 - Social care
 - Workforce needs of healthcare system
- Community-academic partnerships
 - Design practice & education around people and populations first
- Longitudinal integrated education - patient, community, chronic disease oriented

Interprofessional education

- Community-academic partnerships
 - Individual and community partner level outcomes
 - Planned situations – experience and address health inequities
- Training community health mentors
- Stories of persons with IDD
 - Path-pwidd.org
 - Rush IPE website has
- Other ways to evaluate
 - Student outcomes
 - What in student experiences can become longitudinal projects

Example- Programs at Rush

- Adults with Intellectual and Developmental Disabilities established 2007
- Community membership
- Our work with students is an example of what can be done
 - Capstones and projects student need to graduate
 - Designed to address issues in care and, through that, student project needs
 - Address organizational level- policies and procedures
 - Nursing, Occupational Therapy, Speech Therapy, Medical students
 - Projects in community settings - fall prevention, health management, fatal five
- Many individual projects at micro-system level of organization (units)
- Collectively influence policies and culture of our institution
- Have influence at regional and national levels
- Cohort of student with experience of working to change aspects of care

Example of where we can go

History of Geriatric Interdisciplinary Team Training (GITTT)

- Initiative funded John A. Hartford Foundation since 1995
- Age-friendly Health System initiative
 - John A. Hartford Foundation and the
 - Institute for Healthcare Improvement (IHI)
 - American Hospital Association (AHA)
 - Catholic Health Association of the United States (CHA)

Essentially want to have PATH-PWIDD build to something similar

Need disability friendly health systems