**TOPIC: INCREASING EDUCATION FOR NURSES AND NURSING STUDENTS ON TREATMENT OF PATIENTS WITH INTELLECTUAL DISABILITIES**

**SUBMITTED BY: Iowa Association of Nursing Students Board of Directors**

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WHEREAS, people with intellectual disabilities are four times more likely than the general population to report being in poor health and are more susceptible to many health problems (Krahn et. al., 2015); and

WHEREAS, patients with intellectual disabilities are 10% more likely than the general population to die from avoidable causes due to disparities in healthcare (Forman-Hoffman et. al., 2015); and

WHEREAS, one of the main contributors to disparities in treating people with intellectual disabilities is the lack of specialty training of staff members (Doherty et. al., 2020); and

WHEREAS, nurses report consistently feeling underprepared to care for patients with intellectual disabilities because of a lack of proper education (Lewis et. al., 2016); and

WHEREAS, the World Health Organization recognizes that patients with disabilities seeking care are more than twice as likely to report that their providers’ skills were inadequate to meet their specific healthcare needs (World Health Organization, 2018); and

WHEREAS, at the Developmental Disabilities Nurses Association Annual Education Conference, the Alliance for Disability in Health Care supports adoption of core competencies in interdisciplinary education programs to develop a healthcare workforce that is competent in disability care (Havercamp et. al., 2020); and

WHEREAS, in 2019, the American Nurses Association released a position statement recommending inclusion of clinical care of people with intellectual disabilities in nursing school curriculum as well as increased content regarding care of people with intellectual disabilities on state and licensing organizations’ examinations (American Nurses Association, 2019, p. 7); and

WHEREAS, the Office of Developmental Primary Care emphasizes the disparities in healthcare faced by people with intellectual disabilities and suggests implementation of education for providers on medical knowledge specific to developmental disabilities (Raymaker et. al., 2017); and

WHEREAS, the World Health Organization strongly suggests implementation of education on intellectual disabilities in all undergraduate and continuing education programs (World Health Organization, 2018); and

WHEREAS, quality improvement studies found that implementation of an education toolkit developed by the Academic Autistic Spectrum Partnership in Research and Education (AASPIRE) significantly increased nurses’ knowledge and comfort levels working with patients with intellectual disabilities (Cirelli, 2020); and

WHEREAS, nursing education on people with intellectual disabilities is effective in decreasing stigma and increasing comfort levels for patients and the nurse when caring for people with intellectual disabilities (Breau et. al., 2018); therefore be it

RESOLVED, that the Iowa Association of Nursing Students (IANS) supports implementation of increasing education on treating patients with intellectual disability in the healthcare setting; and be it further

RESOLVED, that IANS provides education created by the author of this resolution to statewide nursing programs on the importance of increasing education on treating patients with intellectual disabilities; and be it further

RESOLVED, that IANS encourages school chapters to adopt educational programs on caring for patients with intellectual disabilities; and be it further

RESOLVED, that IANS sends a copy of this resolution to the American Association of Colleges of Nursing, American Nursing Association, Iowa Nursing Association, National League for Nursing, National Student Nursing Association (NSNA), and all others deemed appropriate by the IANS Board of Directors.