

- **Name of the study:** Factors related to nursing student's preparedness to care for people with intellectual developmental disabilities: knowledge, attitudes, and training
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- **Type of research:** study
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Abstract

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Background: Developmental intellectual disability has been linked in the literature to lower health outcomes compared to the general population, experiencing many health challenges, and to a higher consumption of health services compared to the general population (Barlev et al., 2021; McBride et al., 2021). In addition, the literature points to those with intellectual developmental disabilities as experiencing barriers to accessing medical care, including a higher incidence of complications during and after treatment, a paucity of preventive interventions, and difficulty in making accurate medical diagnoses (Cashin et al., 2018; Hwang et al., 2019; Trollor et al., 2018; Wilson & Charnock, 2017; Woolfenden et al., 2012).

Nurses, including nursing students, interact daily with those with intellectual developmental disabilities in the general health system and may contribute to and promote the medical care of this population. However, nursing curricula in Israel and worldwide often include limited content on this subject. This fact could disrupt the professional training of nurses and make it difficult for them to provide quality and appropriate care to those with intellectual developmental disabilities.

Study aims: The current study examined nursing students' knowledge, attitudes, and preparedness to care for those with intellectual developmental disabilities. At the same time, the present study also examined the professional perceptions of nursing educators regarding students' training on intellectual developmental disabilities and their professional preparedness to care for this population.

The current study used mixed methods, including distributing closed questionnaires to student participants and in-depth interviews with student volunteers and nursing educators. The sample included 213 students aged 20-47 from around Israel and various educational institutions. In addition, five in-depth interviews with senior nursing educators were performed

Results: The research findings indicated a positive and strong relationship between students' perception of knowledge about intellectual developmental disabilities and their perception of

preparedness to care for this population. In addition, a positive relationship was found between students' attitudes toward caring for those with intellectual developmental disabilities and their willingness to care for this population.

The perception of knowledge and attitudes towards the care of those with intellectual developmental disabilities were found to predict the preparedness to care for this population. In addition, significant differences were found between students according to previous knowledge and previous experience in caring for those with developmental intellectual disabilities. Students with prior knowledge and expertise reported a higher perception of knowledge and preparedness to care for this population.

The in-depth interviews with the students revealed three key themes: "Professional perceptions regarding the care of those with intellectual developmental disabilities,"; "Reference to the care of those with intellectual developmental disabilities in the curriculum and recommendations for future programs," and "Willingness to care for those with intellectual developmental disabilities in the future." The interviews with the nursing educators also yielded three key findings: "Professional views regarding the training of students in the field of developmental intellectual disability,"; "Training nursing students in the care of those with intellectual developmental disabilities in the present," and "Insights regarding the preparedness of the graduates to care for those with intellectual developmental disabilities."

The importance of the current study lies in being a pioneering study in nursing education that examines the training of nursing students in the care of those with intellectual developmental disabilities. The research aims to explore the state of knowledge of the nursing students, their attitudes, and their preparedness to care for those with intellectual developmental disabilities with the understanding that an in-depth examination of these factors can promote and improve the quality of care given to those with intellectual developmental disabilities in the health system and promote the training of nursing students in the field.

It is of utmost importance to understand the acquired knowledge, attitudes, and preparedness of nursing students to care for those with Developmental intellectual disability during their studies and in preparation for their joining in the future as professionals, as these may affect the quality of care for this population in the future.

Keywords

Intellectual-Developmental disability, Nursing students, Knowledge, Attitudes, preparedness for treatment.

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