ON-TRAC: Transitioning in the Healthcare System

Idong Essien, Family Advocate & Tim Fairbanks, LISW, Social Work

Research Mentor and other collaborators:

Caitlin Owens, LMSW

Objective:

The initial objective of this research was to create surveys for individuals with disabilities who use the Our Network of Transition Resources for Adult Care (ON-TRAC) training programs. Building surveys for people with disabilities require careful attention to accessibility and inclusivity. Following established accessibility standards, such as Web Content Accessibility Guidelines (WCAG) and Section 508 compliance, helps ensure inclusivity and effectiveness in gathering meaningful data (APP, 2022). However, in January 2025 the grant established to support ON-TRAC was terminated earlier than anticipated. The early termination led the staff at the University of Iowa who were administering ON-TRAC to retire early. With this retirement the original objective of surveying participants to assess if the training was beneficial and accessible was shifted, to evaluate the program. The final objective was to leave future researchers with possible ways to improve ON-TRAC as a training program.

Method:

The CDC's Program Evaluation Framework is a practical guide designed to help public health professionals evaluate programs effectively. It consists of three cross-cutting actions, five evaluation standards, and six evaluation steps. The cross-cutting actions—engaging collaboratively, advancing equity, and learning from insights—are integrated throughout the process. The evaluation standards emphasize relevance, rigor, independence, transparency, and ethics (CDC, N.D).

The six steps include assessing the program's context, describing its objectives and structure, focusing the evaluation design, gathering credible evidence, generating conclusions, and acting on findings. This framework ensures systematic evaluation, enabling evidence-based decision-making and continuous improvement in public health programs (CDC, N.D.).

ON-TRAC was evaluated in 2024. The cohort of people with Intellectual and Developmental Disabilities (IDD) allies provided updated suggestions to improve overall program efficacy. The Iowa State Health Assessment was used. This health assessment uses the Center for Disease Control (CDC) program evaluation model (Scheidler, & Graber, 2024).

Results/Conclusion:

Objective 1: Survey Creation

Pre- and post-surveys are essential tools for evaluating the effectiveness of training programs. Pre-surveys help establish a baseline by assessing participants' initial knowledge, skills, and expectations. This information allows program designers to tailor the training to address specific gaps and needs. Post-surveys, on the other hand, measure the impact of the training by evaluating changes in participants' knowledge, skills, and confidence. Comparing pre- and postsurvey results provides valuable insights into the program's success and areas for improvement.

These surveys also enhance participant engagement by encouraging reflection on their learning journey. They help organizations demonstrate accountability and effectiveness to stakeholders by providing data-driven evidence of the program's outcomes. Overall, pre- and post-surveys are critical for continuous improvement and ensuring that training programs meet their intended goals (Henry, 1990).

Proposed Survey:

Goal Achievement: How confident are you in your ability to achieve the goals set by this program? (Scale: Not at all confident - Extremely confident/0-3)

Impact: To what extent has this program positively influenced your skills or knowledge? (Scale: Not at all - A great deal/0-3)

Satisfaction: How satisfied are you with the resources and support provided? (Scale: Very dissatisfied - Very satisfied/0-3)

Improvement: What changes or improvements would you suggest for better outcomes? (Openended)

Objective 2: Program Evaluation

The suggestions for enhancing the ON-TRAC focus on assessing usability. ON-TRAC includes diverse visual representations of people with disabilities, such as those with Down Syndrome, prosthetic devices, and communication aids. Introducing disability-related symbols/icons could also broaden understanding. Expanding relationships to include direct support professionals, therapists, and case workers would provide a more comprehensive view of support networks. Detailed content on key disability legislation like ADA and IDEA, alongside a module on patient-centered care and shared decision-making, could enrich the curriculum. Additional topics include accommodations in healthcare, end-of-life care, and intersections between chronic health conditions and disabilities. These updates aim to make the course more comprehensive and relevant for people with disabilities and those who care for and work with them (Health lowa, 2022).

Objective 3: Next Steps and Improvements

Besides introducing a pre- and post-test to the training, these researchers suggest using technology to contain the information that people with disabilities gain, gather, and collate from ON-TRAC training. This will allow for more time to complete the questions asked during ON-TRAC. It would allow for the use of technology assistance when filling in responses. Furthermore, it could be updated regularly with help and insight from people with disabilities. Direct care workers and professionals would be able to access information with a scan of the QR code. Retention and portability also are potential benefits.

The DOT.CARD is a modern digital business card designed to simplify networking. It allows users to share their contact information, social media profiles, payment details, and more with a single tap or by scanning a QR code. The DOT.CARD works seamlessly with both iPhone and Android devices, and no app is required for the recipient to access the shared profile. Users can

customize their DOT.CARD profile with themes and update their information as needed. The card is built to last and offers a lifetime of connectivity with a one-time purchase.

References:

- 1. American Psychological Association. (2022). Guidelines for assessment and intervention with persons with disabilities. Retrieved March 17, 2025, from https://www.apa.org/pi/disability/resources/assessment-disabilities
- Centers for Disease Control and Prevention. (2024). CDC program evaluation framework. Retrieved February 2, 2025, from <u>https://www.cdc.gov/evaluation/php/evaluation-framework/index.html</u>
- Center for Disabilities and Development. (n.d.). ON TRAC: Transition and access for adult health care. The University of Iowa. Retrieved March 22, 2025, from <u>https://cdd.center.uiowa.edu/trac-health</u>
- 4. Healthy Iowas, Iowa's State Health Assessment. (2022, June). Retrieved from Iowa.gov: https://publications.iowa.gov/41180/1/SHA2021.pdf
- 5. Henry, G. T. (1990). Practical sampling. Sage Publications.
- National Center on Birth Defects and Developmental Disabilities (NCBDDD). (2025, March). Retrieved from Center for Disease Control and Prevention: <u>https://www.cdc.gov/ncbddd/about/index.html</u>
- Scheidler, L., & Graber, D. (2024). Review of CHW training course 2024. University of Iowa Center for Disabilities and Development. Retrieved from <u>https://www.cdc.gov/ncbddd/about/index.html</u>