Patients With Disabilities as Teachers (P-DAT) Training in Medical Education

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Patients With Disabilities as Teachers (P-DAT) Training in Medical Education

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General Background
- Innovative medical education program in which patients and their families present their challenges with health care system (Jain, et al., 2012)
- Emphasis on disability etiquette
- No data available on whether utilizing patients as educators is effective

Methodology
- A mixed-methods, retrospective review of pre- and post-training survey responses
- Medical learners who underwent P-DAT training from 2010-2012
- Quantitative: Tally of True/False responses on pre- and post-training questionnaires
- Qualitative: Grounded theory thematic analysis of post-training narratives

Data
- Questionnaires
  - 205 sets of pre- & post-training surveys
  - N=190 after 15 incomplete sets excluded
  - Pre-Training Questionnaire
    - 6 questions related to content of program that assess prior knowledge/experience regarding people with disabilities
  - Post-Training Questionnaire
    - 6 questions related to content of program that assess knowledge and application of same concepts as pre-training questionnaire

Narratives
- Participants asked to write a reflection after program, prior to leaving the training location
- N=146
- 6 questions related to content of program that assess prior knowledge/experience regarding people with disabilities

Results

Questionnaires
- Pre- and Post-Training Questionnaires
  - Wordings of questions can be interpreted as leading toward the correct answer
  - Questions on pre- and post-training surveys were not the same, yet responses treated as Time 1 and Time 2 measures
- Narratives
  - Limited direction given on prompt, thus yielding fewer common themes in responses and requiring broader associations to be drawn for analysis purposes

Conclusions
- P-DAT as a learning tool increases medical learner knowledge of disability etiquette and “Person-First” language
- Patient educators elicit emotional responses from participants
- P-DAT training method is effective for raising awareness and knowledge about disability etiquette

Implications of Research
- Improvement of P-DAT program
  - Improve pre-/post-questionnaire contents
  - Alter presentation to address areas of weakness revealed by pre- and post-training questionnaire results
- Improvements to program in time for 2013-2015 statewide implementation through Kenneth B. Schwartz Center grant to PWP and STFN grant on disabilities
- Future research
  - Longitudinal impact of P-DAT training
  - Further analysis of qualitative data for additional themes/triangulation with quantitative results

Limitations
- Pre- and Post-Training Questionnaires
  - Wordings of questions can be interpreted as leading toward the correct answer
  - Questions on pre- and post-training surveys were not the same, yet responses treated as Time 1 and Time 2 measures
- Narratives
  - Limited direction given on prompt, thus yielding fewer common themes in responses and requiring broader associations to be drawn for analysis purposes

References

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