P-DAT: Lessons from Patients with Disabilities

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Background:

Need for Improved Healthcare for Patients with Disabilities:

- Healthy People 2020
  - Continued to have promoting the health of patients with disabilities and eliminating disparities as one of its major objectives
- Surgeon General’s Call to Action
  - Increasing the knowledge of healthcare providers to screen, diagnose and treat patients with disabilities in a dignified way
- Arc of Massachusetts 2008 Report
  - Many physicians have little formal training in caring for patients with disabilities and are unable to develop effective doctor-patient relationships and meet their full range of needs in the context of culturally sensitive care
- University of Vermont College of Medicine
  - 2002 comprehensive literature review by Wykurtz and Kelly shows that patients offer unique education in the United States and abroad
- University of Vermont College of Medicine collaboration with Parent to Parent of Vermont

Role of Patients as Teachers:

- Increasing role of patients as teachers in medical education in the United States and abroad
- 2002 comprehensive literature review by Wykurtz and Kelly shows that patients offer unique qualities as teachers that can enhance learning

Objective:

- To provide formal training in disability awareness and etiquette to medical students and residents and to involve patients as educators in an innovative medical education program

P-DAT Program

P-DAT: Lessons from Patients with Disabilities

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Participant Narratives:

- “I realized that during our discussion of abilities that patients want physicians who can help with their medical needs and also help them live.” - Third Year Medical Student
- “I came to today’s session expecting to hear a lot of ‘do’s’ and ‘don’t’ regarding how best to work with patients with disabilities. I leave with a knowledge and appreciation much more than my expectations had been.” - Fourth Year Medical Student
- “Having patients and their family members/advocates was essential to my learning today.” - Third Year Medical Student

Conclusions:

- Medical students, residents and other healthcare providers should have specialized training on disability etiquette and other aspects of caring for patients with disabilities
- Patients and advocates of patients with disabilities should be involved in teaching as their first hand experience appears to have a significant impression
- Medical schools, residencies and practices should encourage patients to become teachers and leaders in innovative healthcare change

References:


“Self Portrait of a Broken Boy” Renzo Viscardi
“The Key to Love is Crooked” Renzo Viscardi

Outcomes:

- Collected: April 2010 through December 2010 to be completed June 2011
- 41 evaluations completed by third and fourth year medical students and family medicine residents

Disability Etiquette Pre- and Post-Training Questionnaire:

- Only 20% of participants were familiar with person first language in interacting with patients with disabilities prior to the training

Evaluation of Training

Likert Style Questions

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Session Format:

- Facilitated by a Family Medicine physician
- Medical students and residents trained through:
  - Small group discussions
  - Video clips
  - Artwork
  - Role playing
  - Narrative reflections from the patient’s perspective
- Pre and post session evaluations

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