

P-DAT: Lessons from Patients with Disabilities

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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

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
- University of Vermont College of Medicine collaboration with Parent to Parent of Vermont

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 Patients with Disabilities as Teachers Program



- Initial one hour session developed into a three hour training session in August 2010
- Monthly training program coordinated by the Family Medicine Residency to educate medical students rotating through family medicine
- Expanded in August 2010 to include medical students rotating through internal medicine and pediatrics
- Grant funded by the Kenneth B. Schwartz Center

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



"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

	1 (Really Disliked)	2 (Disliked)	3 (Neutral)	4 (Liked)	5 (Really liked)	Mean
Trainer	0	0	0	7	34	4.83
Video	0	0	3	19	19	4.39
Discussion	0	0	1	15	25	4.59

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

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