

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

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Published In/Presented At

Royce-Hickey, R., Jain, S., Hansen, S., & Biery, N. (2013, May 1-5). *Patients with disabilities as teachers (P-DAT) training in medical education*. Poster presented at: The 46th Society of Teachers of Family Medicine (STFM) Annual Spring Conference, Baltimore, MD.

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

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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

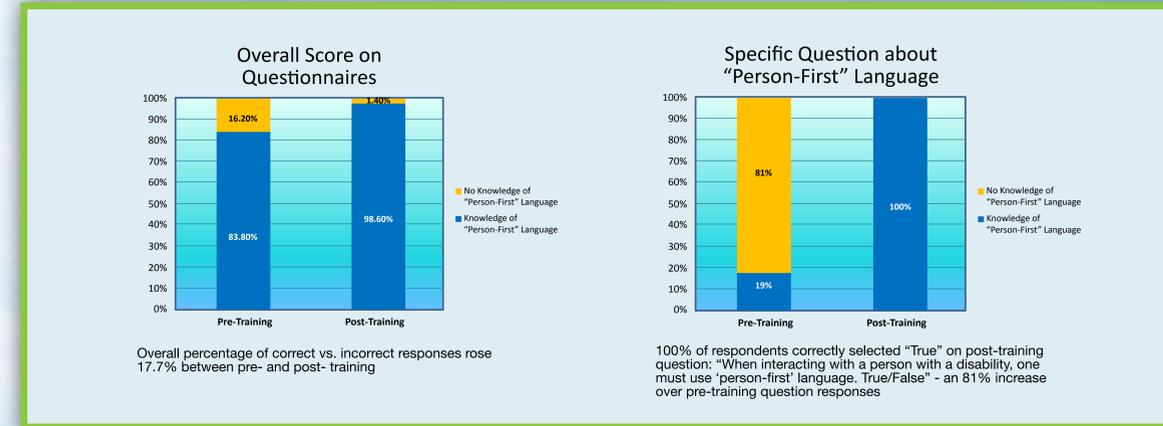
- 205 sets of pre- & post-training surveys
 - N=190 after 15 incomplete sets excluded
- Pre-Training Questionnaire
 - 6 questions related to content of program that assess prior knowledge/experience regarding people with disabilities
- Post-Training Questionnaire
 - 6 questions related to content of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



Narratives

- Themes
 - Believe P-DAT training will change the way they practice in future
 - “...drives me to continue to better myself towards becoming a physician patients deserve.”
 - Recognize the importance in treating the whole patient, not just a condition
 - “While a patient may have special needs or require more careful medical management they ultimately require the same treatment and respect as any other patient.”
 - Enjoy hearing patients’ and family members’ stories
 - “Hearing the stories from Lori and Becky really brought the message to life.”
 - Think all medical professionals should have similar training
 - “An incredibly unique session that all medical students should be exposed to!”
 - Will try to share what they learned with others
 - “I am confident that I learned some useful skills today that I can employ and spread to others.”
- Unique Response offers negative perspective
 - Disagrees with segregating training for this patient population
 - “Defeated the goal to treat all patients with dignity and respect”



Limitations

- Pre- and Post-Training Questionnaires
 - Wording 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 PAFP and STFM grant on disabilities
- Future research
 - Longitudinal impact of P-DAT training
 - Further analysis of qualitative data for additional themes/triangulation with quantitative results

References:

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- 3 Thompson TL, Dorsey AM, Miller KI, Parrott P, eds. Handbook of health communication. Mahwah, NJ: Lawrence Erlbaum, 2003.

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