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

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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
Data: Narratives

- Participants asked to write a reflection after program, prior to leaving the training location
- N=146
Overall Percentage of Correct vs.Incorrect Responses Rose 17.7% between Pre- and Post-Training
100% of respondents correctly selected "True" on Post-Training question: "When interacting with a person with a disability, one must use ‘person-first’ language. True/False" – an 81% increase over pre-training question responses
Results: Narratives

• “…drives me to continue to better myself towards becoming a physician patients deserve.”

• “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.”

• “Hearing the stories from Lori and Becky really brought the message to life.”

• “An incredibly unique session that all medical students should be exposed to!”

• “I am confident that I learned some useful skills today that I can employ and spread to others.”

- **Unique Response offers negative perspective**
  • “Defeated the goal to treat all patients with dignity and respect”
Themes

- P-DAT training will change the way participants practice as future physicians
- Recognize the importance in treating the whole patient, not just a condition
- Enjoyed hearing patients’ and family members’ stories
- Thinks all medical professionals should have similar training
- Will try to share what they learned with others
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
- Having patients as educators elicited emotional responses from participants
- This method of training determined to be effective for raising awareness and knowledge about etiquette concerning interactions with people with disabilities
Implications of Research

• Improvement of P-DAT program
  ▫ Improve pre-/post-questionnaire contents
  ▫ Alter content of presentation to focus on areas of weakness revealed by pre- and post-training questionnaires
  ▫ Statewide implementation through Kenneth B. Schwartz Center grant to PAFP and STFM grant on disabilities

• Additional research projects
  ▫ Longitudinal impact of P-DAT training
  ▫ Further analysis of qualitative data for additional themes; triangulation with quantitative results
References


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