Patients With Disabilities as Teachers (P-DAT): Do Participants Retain What Is Taught and is it Relevant to Practice?

Susan E. Hansen MA
Lehigh Valley Health Network, Susan_E.Hansen@lvhn.org

Sweety Jain MD
Lehigh Valley Health Network, Sweety.Jain@lvhn.org

Follow this and additional works at: http://scholarlyworks.lvhn.org/family-medicine
Part of the Medical Education Commons, and the Medical Specialties Commons

Published In/Presented At

This Poster is brought to you for free and open access by LVHN Scholarly Works. It has been accepted for inclusion in LVHN Scholarly Works by an authorized administrator. For more information, please contact LibraryServices@lvhn.org.
Patients With Disabilities as Teachers (P-DAT): Do Participants Retain What Is Taught and is it Relevant to Practice?

Susan Hansen, MA and Sweety Jain, MD
Lehigh Valley Health Network, Allentown, PA

Conclusions

• Every participant expressed appreciation for P-DAT programming
  • “Good they got training early in career”
  • “Valuable for improving practice

*The reason I wanted to participate in the study is that I feel that the more training we get will help us to interact with patients better*

• Many participants made personal connection to information in P-DAT training
  • Patients with disabilities in their practice
  • Family members with disabilities
  • Reflection on self as physician

• Comments about P-DAT content often contained words indicating an “emotional trigger”
  • “Comfortable”
  • “Fortunate”
  • “Mundane”
  • “Inappropriate”

• A limitation of the study is that social norms might discourage individuals from providing negative feedback in a live interview

Discussion

Recollections of P-DAT Sessions

- Patients/parents served as the teachers
- Learned about how to refer to persons with disabilities
- “Person-First” language

2. Relevance to Practice

- Conversations about clinical encounters
- References to care needs (referrals/transportation issues/equipment)
- Interactions with patients
- Some noted how they might have approached patients if they had not had the training:
  - “I wouldn’t have known what questions to ask at all.”
  - “As terrible as it sounds I might not have talked to the patient before the P-DAT training.”

3. Emotions Triggered

- Related to P-DAT Sessions
  - “Eye-opening”
  - Appreciation for new knowledge
  - Presentation “impressed me”
  - Disability Etiquette training “is needed”
- Related to Clinical Practice
  - “Helped play some of the fear” of treating patients
  - Helped in “gaining more trust” from patients
  - “It’s helped me have a much better relationship with my patients. … At the end of the visit they feel they received good care, and they want to return.”

4. Verbiage used by speaker

- “Appropriate”
  - “Person with diabetes/”person with”
- Cognitive impairment
  - Several participants noted importance of using appropriate language to speak with/about patients with disabilities
  - Some mentioned using appropriate language in documentation
- Inappropriate”
  - Referred to patients with disabilities as “those people” (categorization)
  - “Significantly mentally retarded”
  - “Wheelchair bound”/“bed bound”
  - Spoke about having “dealt with” patients with disabilities

Word Cloud illustrating “recollections” and “emotional trigger” nodes (generated using Nvivo v.10)

Acknowledgements

P-DAT, patient and family faculty
2. Lehigh Valley Medical Homes Project Team
3. LVHN Department of Family Medicine

© 2014 Lehigh Valley Health Network

References:


Methodology

• Population: 33 medical students and residents who participated in P-DAT sessions in 2010
• Recruitment: E-mail and telephone requests for participation
• Data Collection: Telephone survey using open-ended questions
• Data Analysis: Responses analyzed with an inductive, thematic approach using Nvivo v.11 software by QSR international inc.

Results

• Response rate: 45% (n=15)
  - 9 agreed to participate
  - 4 declined
  - 2 initially agreed and then were deemed “Not Available” after multiple attempts to connect

What is P-DAT?

• 3-hour, interactive session created at Lehigh Valley Health Network
• Introduction to Disability Etiquette, “Person-First” language
• Stories from patients/family members about their experiences with health care providers
• Candid discussions between stakeholders and medical learners

Purpose

Previous research has shown that the medical learners who participate in the P-DAT sessions emerge with newly acquired knowledge. We wanted to know whether they retained what they learned and if they use it in clinical practice.

Background

Within medical education, it is recognized that limited resources exist for training physicians to care for patients with disabilities. A lack of awareness of “Disability Etiquette” might lead to inappropriate behaviors and poor communication between physicians and patients. This can interfere with establishing an effective patient-doctor relationship.

Discussion

• Every participant expressed appreciation for P-DAT programming
  • “Good they got training early in career”
  • “Valuable for improving practice

*The reason I wanted to participate in the study is that I feel that the more training we get will help us to interact with patients better*

• Many participants made personal connection to information in P-DAT training
  • Patients with disabilities in their practice
  • Family members with disabilities
  • Reflection on self as physician

• Comments about P-DAT content often contained words indicating an “emotional trigger”
  • “Comfortable”
  • “Fortunate”
  • “Mundane”
  • “Inappropriate”

• A limitation of the study is that social norms might discourage individuals from providing negative feedback in a live interview

Conclusions

• Results add validity to previous study and further demonstrate that “Person-First” Language was biggest take-away from P-DAT training
• Responses indicated that participants feel their clinical encounters have been improved as a result of P-DAT training
• Many emphasized importance of providing opportunities for physicians to learn from patients at an early stage in their careers

References:


© 2014 Lehigh Valley Health Network

610-402-CARE LVHN.org