Health Profession Education to Provide Quality Care for Patients with Differing Abilities

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Background

- 56.7 million people in the United States are living with a disability; approximately 20% of the population
- Communication and basic etiquette are essential in patient-doctor relationship
- Health professionals lack disability exposure and education; causes disconnect between patients and health care providers
- P-DAT (Patients with Disabilities as Teachers) is a training program wherein patients and their family members (P-DAT faculty) educate health care professionals through their personal experiences
  - This study used a modified P-DAT training due to time constraints: original P-DAT training is 3 hours compared to modified PDAT which is 45 minutes
- Active experience with patients with a disability enhances the teaching experience and creates instructional effectiveness

Methodology

- 7 Lehigh Valley Health Network primary care practices participated
- Practices scheduled 45-minute time slots; assembled as many staff members as available
- P-DAT faculty shared their healthcare experiences
- Person First Language discussed
- Patient Voices, a 32-minute etiquette video, produced by Lehigh Valley Health Network’s Medical Home Project
  - Patient Voices made using its own resources such as health network facilities, filming and editing technologies, and actors.
- Pre and post tests completed and analyzed using a paired-sample two-tailed t-test
- 112 medical staff were trained; 91 completed pre and post test returned (81% response rate)

Results

Graph 1: Mean Score Comparison of Pre and Post Test by Practice

Graph 2: Mean Score Comparison of Pre and Post Test From 7 LVHN Practices

Table 1: Paired Samples Test

<table>
<thead>
<tr>
<th>Practice</th>
<th>Total Pre</th>
<th>Total Post</th>
<th>Paired Differences</th>
<th>Std. Error</th>
<th>Std. Deviation</th>
<th>95% Confidence Interval of the Difference</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LVHN Practice</td>
<td>1.121</td>
<td>1.263</td>
<td>0.132</td>
<td>0.876</td>
<td>1.663</td>
<td>0.000</td>
<td></td>
</tr>
</tbody>
</table>

Conclusions

- All the primary care practices demonstrated increased knowledge following the modified P-DAT training program
- Mean score of post test > pre test at every practice
- Standard deviation shows less variability in post test than in pre test
- Results show a significant difference in mean scores of summary pre and post test

Study Limitations

- Difficulty scheduling training sessions during a busy work day in practices
- Limited time in practice for staff education
- Practices often do not have the space needed for an interactive training
  - Most of the trainings had to be scheduled in work rooms, waiting rooms and kitchen areas
- Difficulty in having each participant complete both the pre and post training given there time limitations

Future Directions

- Training more primary care and specialty practices with modified or original P-DAT program
- Seeking CME and CEU hours for the training
- Disseminating the results of the modified P-DAT program for replication by other health organizations

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4. Medical Home Project Team Members
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7. Kyle Shah, RHA

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