Patient-Provider Communication

Training for Allied Health Professionals on Strategies for Communicating with Patients with Communication Disorders

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Paper and Training

• Critically appraised topic “plus”
• Completed a literature review
• Modified an existing training
• Had the opportunity to give the training and gather feedback from attendees
Motivation

• Personal interaction with a provider who explained difficulty communicating with a prior patient who had a stroke
• This provider’s story demonstrated a problem patients with communication disorders face in healthcare
• Negative impact on adherence to treatment in rehabilitation
• Limits the patient to share their values, preferences, and goals and excluded from decision making
• Increased risk for adverse health events and clinical management errors
• Less satisfied with the health care they receive
• May misunderstand diagnoses and treatment options

(Baile et al., 2000; Bartlett et al., 2008; Burns et al., 2012; Hoffman et al., 2005; Mauksch et al., 2008; Tulsky, 2005)
Background

• There is limited training provided to healthcare workers on strategies to meet the communication needs of a patient who has a communication impairment

• Researchers at the University of Washington developed the FRAME method to address this need to training

(Baylor et al., 2019; Burns et al., 2012; Mach et al., under review)
FRAME

- Familiarize yourself
- Reduce rate
- Assist with patient communication
- Mix communication modalities
- Engage the patient, not only their caregiver

(Baylor et al., 2019; Burns et al., 2012; Mach et al., under review)
The Problem

• Physical therapists, occupational therapists, and speech-language pathologists often provide services to individuals with communication disorders but do not have adequate training on meeting the communication needs of these patients

(Bartlett et al., 2008; Baylor et al., 2019; Definitions of Communication Disorders and Variations, 1993; Hoffman et al., 2005; Mach et al., under review)
Research Question

• What resources are available for training other providers who work with people with communication disorders?

• How might the FRAME training be modified to train other allied health professionals?
Modified FRAME Workshop

• 20 minutes of education about various types of communication disorders
• 40 minutes for the PT students to work with the standardized patient and SLP to gather a thorough case history
• Opportunity to apply the FRAME method and new strategies they learned
Attendees

- Four physical therapy graduate students
- All female
- Invited to participate through the president of the physical therapy student body
- All participation in the modified FRAME training was voluntary
Survey

- At the conclusion of modified FRAME training workshop, all four attendees were invited to complete a survey about their experience.

<table>
<thead>
<tr>
<th>Survey Questions</th>
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<tr>
<td><strong>1.</strong> What is your greatest takeaway from this communication training that you will apply in your work setting?</td>
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<td><strong>2.</strong> In what ways could this training be improved? Is there anything else you would have liked to learn more about?</td>
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<td><strong>3.</strong> Additional comments</td>
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Results

• All four PT student attendees completed the survey about their experience
• Feedback was collected and analyzed from each of the survey question responses
• There were similar findings across responses indicating positive learning
Question #1

What is your greatest takeaway from this communication training that you will apply in your work setting?

• The importance of trying different communication modalities until you find a way to accommodate their communication needs.
• Determining if a patient already has a preference communication system and when it is okay to assist with communication.

“Using different forms of communication with patients is important to get a full picture of their history, needs, etc.”
Question #2

In what ways could this training be improved?

• More practice scenarios and with demonstrations with standardized patients
• How to gather more information beyond simple yes/no questions

“Ways to approach more complicated questions that can’t be asked as yes/no. How to affirm with “I see” or nodding without giving the patient the impression you understand if it was unclear.”
Question #3
Additional Comments

“I would love to have other PT students involved!”

“Having practice time and different communication aids to try was amazing.”

“I really appreciated the opportunity to practice!”
Discussion

• Although the modified FRAME training delivered in this project was a shorter version of the original version, the feedback of the training still demonstrated positive reception to the information and began a conversation about the need for this type of training.
• PT students are eager to learn more about communication disorders
• They would like more opportunities to practice communication strategies and skills
• They have a better understanding of the impact their communication skills and willingness to try multiple communication modalities has on their rehabilitation patient population
Limitations

• This was not a project to measure clinical implications

• The purpose was explore the training that is currently available and where there are opportunities for our field to improve training opportunities for other health providers
Future Research

• Provide the modified FRAME training on a more diverse population of health care providers

• Determine the impact this type of training has on direct patient experience and interaction with providers who consider their communication needs
Thank you!

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&

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References


