

The background of the slide features a large, faint watermark of the University of Delaware seal. The seal is circular and contains a shield with the words 'GRAMM', 'PHILOSOPHIA', 'RHETORICA', 'ETHICA', 'METAPHYSICA', 'LOGICA', 'MATHEMATICA', and 'PHYSICA'. Below the shield is a banner with the word 'SOLVIT'. The outer ring of the seal contains the text 'UNIVERSITY OF DELAWARE' and the year '1783'.

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

Background

- 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

FRAME

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

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

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

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

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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