

Communication Training for Medical Professionals: Proof of Concept

Nancy L Brown, M.A., Jerusalem, Israel; University of Edinburgh, Edinburgh, U.K.
Vicki de Klerk-Rubin, R.N., MBA, The Netherlands; Validation Training Institute



GSA 2024
1795400

Introduction:

- Physicians, medical students, and other medical professionals receive little or no dementia-specific training to help them communicate effectively with older adults living with cognitive change.

Methods:

- Pre- and post-surveys: (1) Knowledge scale; (2) Self-Efficacy to Respond to Disruptive Behaviors (SRDB) ranked on a Likert scale of 1 to 5 and analyzed using SPSS.
- Post-training individual interviews concluded the beta-testing.

Result:

Despite the small sample size, the validated measurements showed trends approaching significance in knowledge and self-efficacy. Participants highly valued the training's content and pedagogy.

Conclusions:

Overall, the Validation method was found useful in practice. It improved confidence, knowledge, and communication skills.

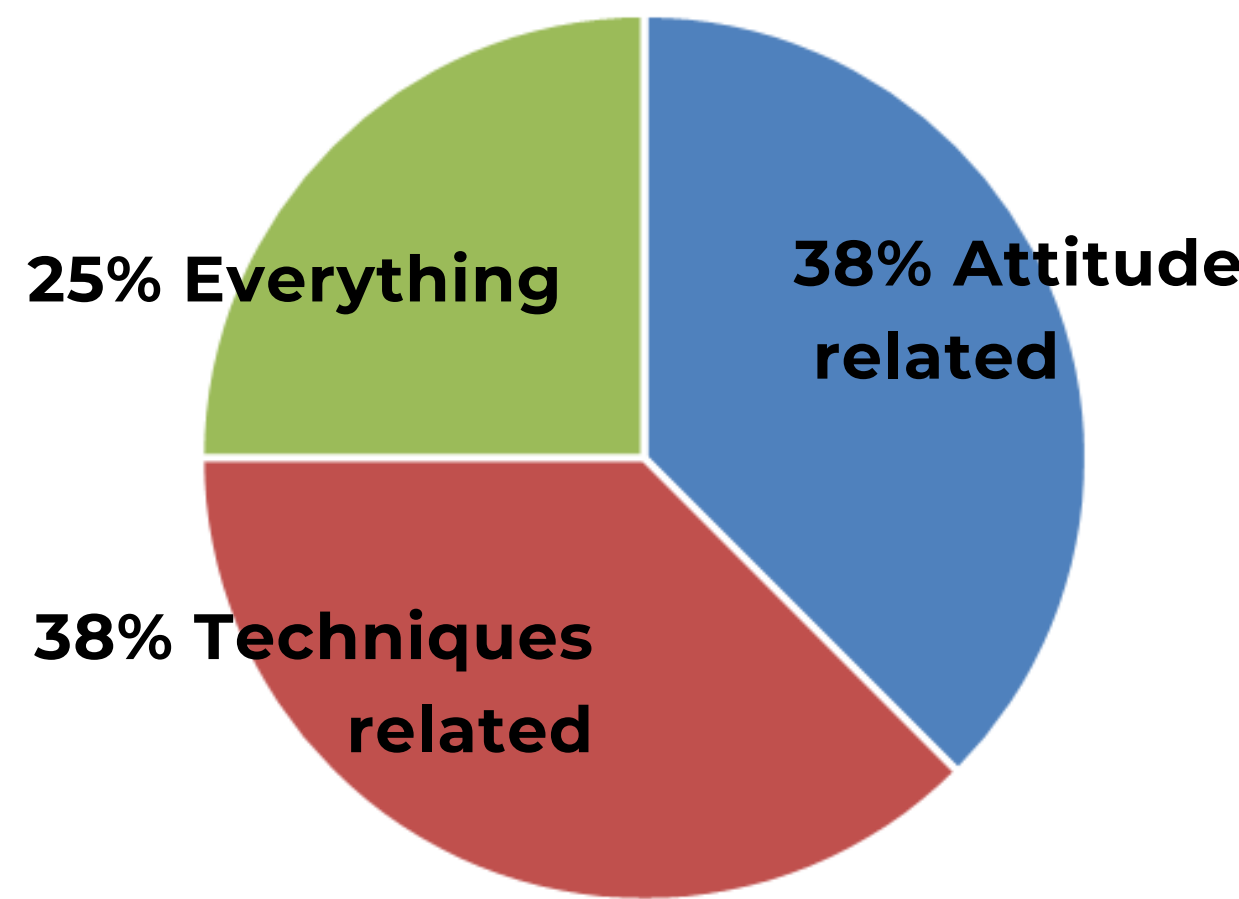
The Validation for Medical Professionals Training effectively brought new insights and skills to medical professionals.

“Validation has made me a better doctor. It has changed my perspective on aging” (participant).

Intervention Design

- 5 Lessons: all online
- Approximately 1 hour every week
- Asynchronous videos, quizzes and case studies
- Coaching: Live 30–60-minute zoom webinars led by a Certified Validation Teacher after each lesson

What was the most important thing you learned?



Significant results: Paired Samples Test	Significance
Self-Efficacy to Respond to Disruptive Behaviors	One-sided p
Tl.401 Tl: I am confident in my ability to respond effectively to disruptive behaviors among older adults experiencing memory loss.	.018
Tl.404 Tl: I know how to respond to disruptive behaviors effectively.	.010
Tl.406 Tl: In stressful situations, I would be able to respond effectively to disruptive behaviors.	.010
Tl.407 Tl: In normal situations, I would be able to respond effectively to disruptive behaviors.	.010

Skills taught:

- Centering
- Observing & Calibration
- Respectful eye contact
- Finding an appropriate distance
- Using an ‘adult-to-adult’ voice tone
- Ask, don’t tell



Validation Training Institute
nancy@vfvalidation.org