Pediatric Resident Reflections from a Non-Medical Home Visit of a Child with Medical Complexity

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Pediatric Resident Reflections from a Non-Medical Home Visit of a Child with Medical Complexity

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Background

- Pediatric resident non-medical visits to homes of children with medical complexity has been part of Children Mercy’s graduate medical education for over 10 years.
- Parents-on-staff facilitate a reflection session after the visit to explore the impact of the immersion experience.

Objective

- To explore how a home visit program where patients and families serve as faculty and family-centered care in pediatric residents. parents-on-staff guide reflection sessions could instill the principles of patient- and family-centered care (PFCC) in pediatric residents.

Methods

- Research team: physician/parent dyads (x2) and neutral party
- Grounded theory was used to create a code book to qualitatively analyze 10 years of retrospective data of resident reflections.
- Output was structured using 6 elements from adult learning theories: frame of reference, observations, realizations, disorienting dilemmas, reflections and discourse, and shifts in their world view (Fig 1).
- Themes were identified from coded excerpts under each learning theory element.

Results

- De-identified transcribed notes from 132 reflection sessions were analyzed.
- Responses early in the reflection sessions were most often factual statements representing prior attitudes and experiences, literal observations from the home visit, and discovery of new knowledge.
- By the end of the sessions the excerpts represented challenges to preconceptions, shifts in their frames of reference, and comments about how this experience will alter or impact their future practice.
- Regardless of year of participation or family educator involved, the take-aways remained consistent.(Fig 2)

Conclusions

- Immersion experiences solidify or alter resident frames of reference
- A facilitated group reflection by parents-on-staff may deepen the learning opportunity
  - Increasing variety of realizations
  - Discourse develops PFCC skills that are difficult to teach within clinical settings.

“...immersion experiences solidify or alter resident frames of reference...”

Figure 1. Theoretical model with highlighted themes

Figure 2. Consistency in codes in Shifts in World View

Asking parents, “What’s realistic in your home?”
“My work is so much more than the department orders”