
POSTER ABSTRACT

Healthcare professionals' experiences and patients' satisfaction with an online kidney school during the Covid-19 Pandemic

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Background: Patient education is a cornerstone in the treatment of advanced chronic kidney disease. At the Hospital of Southern Jutland (Sygehus Soenderjylland), a kidney school consisting of three classes of three hours over three days has existed for more than 15 years teaching patients and relatives about end stage renal disease and treatment options. It was suspended due to the Covid-19 pandemic. Consequently, patients' educational needs were unmet. Therefore, an online kidney school was established.

Aim: To explore healthcare professionals' experiences with the establishment of an online kidney school and to pilot a questionnaire measuring patients' satisfaction with a telemedicine setup.

Setup: The online kidney school consists of a 3-hour synchronous class taught by a nephrologist and a dialysis nurse to patients and relatives combined with asynchronous short films on treatment options and advice from a dietitian.

Method: A mixed methods design was employed. A qualitative explorative focus group discussion was performed with staff involved in the online kidney school. Data were analyzed using thematic analysis.

The Telemedicine Usability Questionnaire (TUQ) was distributed to 45 patients who participated in six online kidney schools. TUQ consists of 21 questions, on a 7 point Likert scale (1=strongly disagree and 7=strongly agree) covering six domains; Usefulness, Ease of Use and Learnability, Interface Quality, Interaction Quality, Reliability Satisfaction and Future Use.

Results: Four healthcare professionals participated in a focus group interview. Preliminary results are divided into three themes. 1) Perceived barriers includes; patient digital competence, losing control, fear for inferior quality and reduced interaction. 2) Gaining experience includes; overcoming technical difficulties, adapting teaching methods and supporting patients' in becoming digitally competent. 3) From necessity to opportunity includes; increasing flexibility for patients, reaching new patient and relative groups and future opportunities. Fifteen patients completed the questionnaire. Usefulness (5.4/7) scored highest while reliability (4.5/7) and satisfaction (4.7/7) scored lowest. Ease of Use and Learnability and Interaction Quality both scored 5.2/7 and Interface Quality scored 5.1/7.

Conclusion: The results of TUQ display that, overall, the majority of patients were satisfied with an online kidney school and found it useful. However, larger numbers and further studies are necessary to validate the questionnaire in a Danish context. Healthcare professionals are positive

about the newly established kidney school. Initial fears proved unsubstantiated and staff developed methods of overcoming barriers. However, concerns exist for the level and quality of knowledge patients' gain from participating in an online kidney school and lack of inter-patient interaction in comparison with a physical kidney school. An online platform for is feasible method for attending a kidney school for people with chronic kidney disease. Future opportunities involve creating hybrid versions of online and physical kidney schools. Further research is ongoing in relation to patient perspectives and measuring knowledge transformation in both physical and online kidney schools.