



“Why are some patients neglected?”: A visual learning tool to explore ‘Neglect’ in Neglected Tropical Diseases: A mixed-methods study from Jodhpur, India

Maya Gopalakrishnan, Akhilesh Kumar P H, Suman Saurabh, MK Garg. All India Institute of Medical Sciences, Jodhpur, India

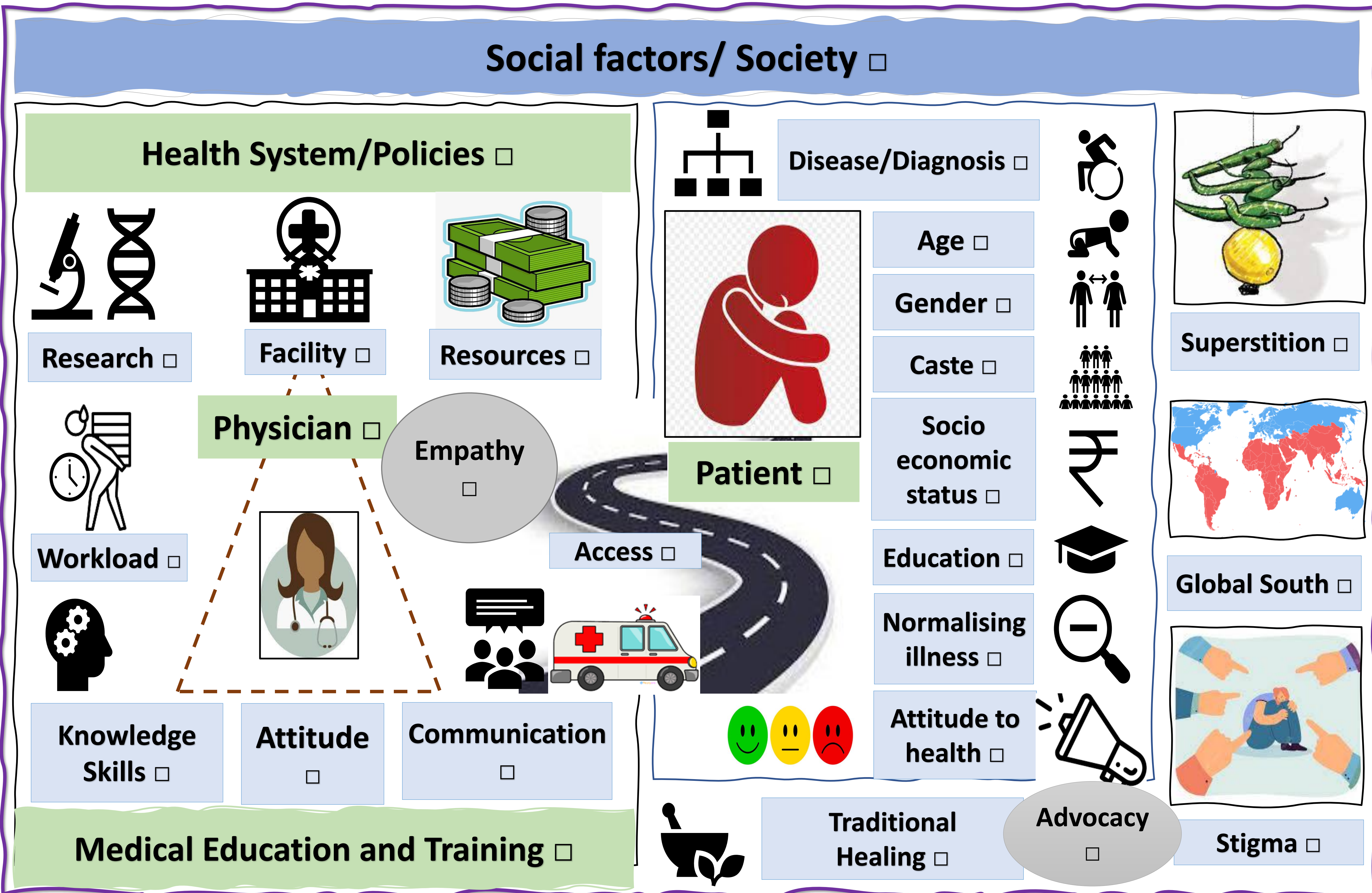
Background

The “Neglect” in NTDs: resource distribution imbalance between the Global North and South. Appropriate vocabulary and tools to explore “neglect” are lacking in clinical training

Methods

- Qualitative exploratory study
- Tertiary care teaching hospital
- Explored perspectives, attitudes, and beliefs about neglect in NTDs
- n=8, 60-75 minutes focus groups- postgraduate residents, undergraduate students, faculty
- Audio recorded, transcribed
- Reflexive thematic analysis
- **Funding:** AMEE Grant for Medical Educators working in Resource-Constrained Settings, 2020

Results: The Neglect Map



Conclusions

Unique initiative to evolve an NTD-specific learning tool that provides the vocabulary and context for exploring neglect using the perspectives and experiences of healthcare professionals from a developing country.

“Our exams, most of the questions are (on) the diseases like IHD (ischemic heart disease) and the neglected diseases are always extremely optional. They come as two-mark questions and that is one of the major reasons why we have no idea about it

32 residents, 7 students & 12 faculty
Two themes: 1. “Neglect is widespread, dynamic, multidimensional, and deep-rooted”
2. “How can we address neglect?”
We evolved ‘the neglect map’ - a visual learning tool for use in learner-patient interaction

“One of the leprosy clinics, they warned (us) not to touch anyone. One professor asked, **will leprosy spread by contact. NO**, he went and touched them ... a handshake. We learn from experiences