

Background

Direct patient contact has always been at the heart of medical training, yet Covid-19 has necessitated its **universal reduction**.

In comparison to the continuing face-to-face assessment of severe acute illness, **chronic disabilities are being managed remotely**.

Disability Matters (DM)

- an **interactive online training resource** for healthcare professionals
- **co-authored** by disabled children and their families alongside medical specialists
- provides the **benefits of patient contact** through pre-recorded videos and interviews.

Aim

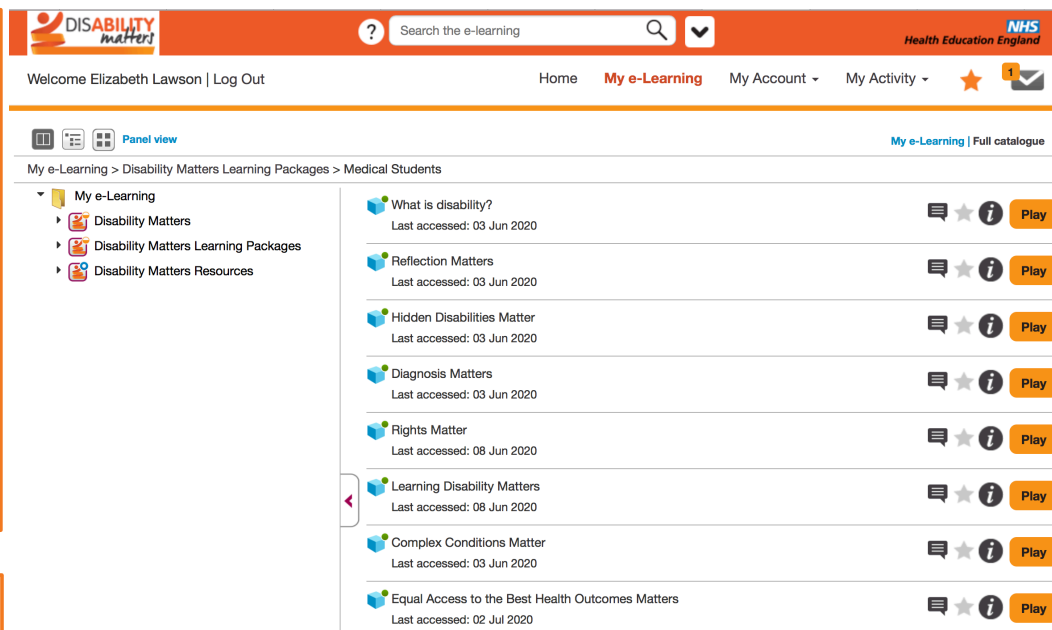
To explore DM's utility for remote undergraduate education.

Methods

- A **package of 8 sessions specific for medical students** was created.
 - Inclusion criteria: relevance to undergraduate curriculum, interest and postgraduate utility.
- This was then **peer-reviewed** by a sample of medical students, with representation across the six years of undergraduate training.

Results

- **45/46** medical students agreed that undergraduate education in paediatric disability will be limited due to Covid-19.
- **45/46** stated that they would use DM to support their learning.



Conclusions

DM is valuable for the **remote education of medical students** during the COVID-19 pandemic with potential for enduring benefits.

It equips students with an **enriched awareness of disability** and the confidence to implement this in practice, whilst simultaneously being more **convenient for patients and their families**.

References

1. Lawson, E. Disability Matters: a welcome addition to the medical school curriculum. <http://ow.ly/d2B650Dcuvm>
2. Lawson, E. COVID-19 stole my paediatric elective...but I took it back. *Arch Dis Child Educ Pract Ed* 2020. <http://dx.doi.org/10.1136/archdischild-2020-319965>

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