

Introduction

- Peripheral artery disease (PAD) is a chronic, incurable disease that affects quality of life and mortality
- The methods that patients use to learn about PAD are not well understood
- Objective: to understand current practices used by patients and obtain feedback on a PAD video education tool**

Methods

- Patients with PAD at NMH were recruited to watch a 20-minute video that covers the definition, risks, and treatment of PAD
- Participants completed a 30-minute semi-structured interview in-person or over the phone within one week
- Codes were developed both deductively and inductively
- Thematic analysis was conducted using the constant comparative approach to identify overarching themes

Results

Table 1. Cohort characteristics (N=22)

Mean age (± SEM)	64.5 ± 11.4
Female sex	8 (36.4)
Race	
Caucasian	8 (36.4)
African American	12 (54.5)
Other	2 (9.1)
Highest level of education	
College degree or higher	9 (40.9)
Some college, no degree	7 (31.8)
High school graduate or less	6 (27.3)
Annual household income	
\$50,000 or less	9 (40.9)
Greater than \$50,000	7 (31.8)
Unsure/Prefer not to answer	6 (27.3)
PAD symptoms	
CLTI	14 (63.6)
Claudication	8 (36.4)
Vascular surgery history	
Major/minor amputation	7 (31.8)
Leg revascularization	16 (72.7)
Endarterectomy or bypass	8 (36.4)
No vascular surgery	4 (18.2)
Functional health literacy	
Adequate	13 (59.1)
Marginal or inadequate	9 (40.9)

Table 2. Themes regarding PAD education and feedback on the PAD education video

Theme	Sub-theme	Illustrative quote
Prior exposure to PAD education	Use of internet	<i>"I go to Google and put in peripheral artery disease... you get things from Mayo Clinic, Cleveland Clinic, or Harvard"</i> <i>"I don't go on TikTok... I go on Facebook"</i>
	Providers	<i>"I've found that usually the doctor's explanation is really good enough"</i>
	Use of video	<i>"I enjoy watching videos... it could be linked to my phone. I wouldn't mind sitting here watching a video learning more about it"</i>
	Lack of exposure to PAD education	<i>"I didn't even know I had PAD, so yeah, it let me know"</i>
Feedback on video education tool	Comprehensibility	<i>"For somebody coming in off the street that it's an unknown condition to them, it would be helpful"</i>
	Content	<i>"The graphics were cool. I liked the first [video], the last one, too, because they just made sense"</i>
	Length	<i>"To me, it was long and boring"</i> <i>"It was right to the point, it wasn't long"</i>
	Interpersonal discussion about PAD is highly valued	<i>"I think the video is fine, but it will be much more effective if there is a human being that can answer your questions that you've seen on the video"</i>
Impact of video of education tool	Poor recall of content	<i>"It was an interesting video, but I just don't remember the content"</i>
	Residual PAD knowledge gaps	<i>"Something... like my veins or something is switched... he also told me I had smoke in my legs"</i> <i>"Isn't it called PED too or PID?"</i>
	Behavior change	<i>"It makes me want to take my medications regularly"</i> <i>"It's going to be hard for me to change my diet overnight"</i>

Conclusions

- Patients with PAD were accepting of the PAD video education tool but demonstrate poor recall of the video after one week and have persistent PAD knowledge deficits
- Future research should focus on identifying who would most benefit from the use of this tool and the development of other strategies for optimal PAD education

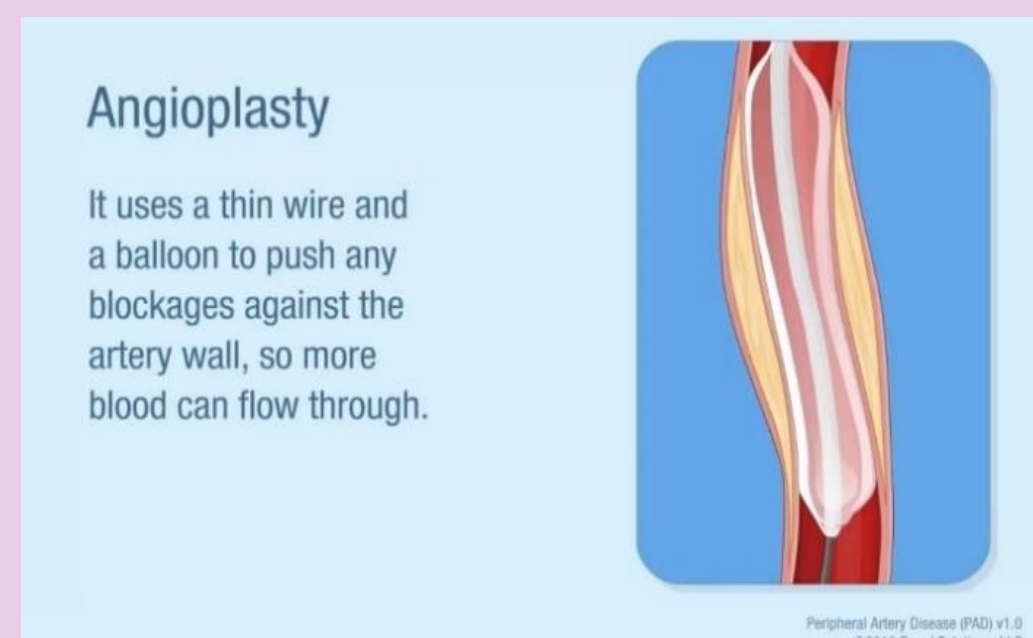


Figure 1. Image from the PAD educational video