

Supplemental Digital Table 1

Sample Deaf Strong Hospital Program Health Care Scenario, University of Rochester School of Medicine and Dentistry, 2011

Patient role (medical student participant)

Step 1

Unfortunately, you have been suffering from depression and anxiety for the past few months. Your doctor from your hometown put you on a medication that has helped you to feel less depressed. You have experienced some mild side effects from your medication, including some insomnia and tremors, but you feel that your medication is helping you. Because you now need a prescription refill, you decide to go to the pharmacy. Bring your old prescription with you.

Medical provider role (deaf volunteer)

1. Pharmacist (no voice used)

1. Ask the student his or her name and for the prescription.
2. Ask if the student is not deaf. Look a little “surprised.”
3. (The student is here to get a refill of an old prescription from his or her hometown doctor.)
4. Ask the student if he or she is experiencing any side effects from the medication.
5. (He or she may describe some insomnia and tremors.)
6. Act “suspicious” and overreact even if he or she says the side effects are mild.
7. Tell the student that you refuse to fill the prescription because of worrisome side effects.
8. Give the student RED Card Step #2.

Step 2

Your pharmacist has refused to refill your prescription because of the possibility that you might be experiencing some serious side effects with your old medication. Yet, your symptoms have now become much more worrisome (sweating, feeling upset). You have decided to go to the emergency department (ED). Go to the ED waiting area. Write clearly your first name on 3x5 card and give it to the receptionist.

2. Receptionist, ED (no voice used)

1. The student will give you a 3x5 card with his or her first name written on it.
 2. Take the card on a first come, first serve basis.
 3. Give the student the informed consent form and tell him or her to read and sign the form.
 4. Make sure the student signs the form. Tell him or her to keep the form.
 5. Keep an eye on the people traffic monitor. He or she will let you know when an ED doctor is available to see the student.
 6. When the patient traffic monitor signals you that an ED doctor is available, finger-spell the name and tell the student to follow the patient traffic monitor. He or she will show the student to the ED doctor's desk.
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3. Doctor, ED (no voice used)

1. Introduce yourself.
 2. Ask the student why he or she has come to the ED.
 3. Ask if the student is not deaf. Look a little "surprised."
 4. The student may tell you that he or she needs medication for depression and anxiety, but the pharmacist refused to refill the prescription.
 5. The student may tell you his or her symptoms.
 6. Tell the student that his or her blood pressure is somewhat elevated.
 7. Give the student M&Ms and tell him or her that these pills will help him or her to relax.
 8. Tell the student to take the pills 4X a day (breakfast, lunch, dinner, bedtime)
 9. Tell the student to see a doctor for a follow-up and give the student a discharge slip.
 10. Give the student Red Card Step #3.
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Step 3

The ED doctor has advised you to visit your doctor for a follow-up. Please go to the waiting area for the doctor's office. Write clearly your first name on 3x5 card and give it to the receptionist.

When you see the doctor, show your discharge slip from the ED and your old prescription.

4. Receptionist, doctor's office (no voice used)
 1. The student will give you a 3x5 card with his or her name written on it.
 2. Take the card on a first come, first serve basis.
 3. Give the student the DSH family history form and tell the student to fill it out. The student can keep the form.
 4. Keep an eye on the people traffic monitor. He or she will let you know when a doctor is available to see the student.
 5. When the patient traffic monitor signals you that a doctor is available, finger-spell the name and tell the student to follow the patient traffic monitor. He or she will show the student to the doctor's desk.
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5. Doctor (no voice used)
 1. Ask the student his or her name and why he or she is here. WAIT for the student to describe his or her symptoms.
 2. Ask if the student is not deaf. Look a little "surprised."
 3. Ask for the discharge slip from the ED and the old prescription.
 4. Pretend to read the discharge slip and the old prescription.
 5. Tell the student that his or her blood pressure is fine.
 6. Tell the student to come back or go to the ED if he or she should experience any new symptoms or if the symptoms get worse.
 7. Tell the student to see a psychiatrist about possibly changing depression and anxiety medication that might work better with fewer side effects.
 8. Give the student RED Card Step #4.
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Step 4

Your doctor has referred you to a psychiatrist to evaluate your symptoms and medication. Even though you are very frustrated

with what has happened so far, you agree to visit your psychiatrist. Fortunately, your psychiatrist is ethical and provides interpreters for disabled (hearing) people. Go to the waiting area for the psychiatrist's office. Write clearly your first name on 3x5 card and give it to the receptionist.

6. Receptionist, psychiatrist's office (no voice used)

1. The student will give you a 3x5 card with his or her first name written on it.
 2. Take the card on a first come, first serve basis.
 3. Give the student the handout and tell him or her to read until he or she is called. The student can keep the handout.
 4. Keep an eye on the people traffic monitor. He or she will let you know when a psychiatrist is available to see the student.
 5. When the patient traffic monitor signals you that a psychiatrist is available, finger-spell the name and tell the student to follow the patient traffic monitor. He or she will show the student to the psychiatrist's desk.
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7. Psychiatrist (no voice used)

1. Ask the student his or her name and why he or she has come to see you.
 2. The student may tell you that he or she was taking a medication prescribed by his or her hometown doctor, which was helping with his or her depression and anxiety with only mild effects. He or she may also tell you how he or she tried to get the prescription refilled and went to the ED.
 3. Ask if the student is not deaf. Look a little "surprised."
 4. Ask the student to remember and repeat 3 signs (airplane, house, and apple).
 5. Ask the student: "Why is your face expressionless?"
 6. Ask the student: "What is today's date?", "Who are you?", "Who is the president of the United States? of the National Technical Institute for the Deaf? Of Gallaudet
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- University?”
7. Tell the student that you are sorry that this happened and that you would be happy to put him or her back on the old medicine that was working well.
 8. Tell the student that it can be stressful being disabled (hearing) and you'd be glad to offer coping strategies and counseling.
 9. Give the student RED Card Step #5. Tell the student to read the summary on the back of the card.
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Step 5

Congratulations! You are now cured! If you have time before the next panel presentation or debriefing, please do the following: (1) read the fictitious illness summary on the back of this card; (2) finish the deaf quiz and/or read the handout; or (3) look through the posters: “History through Deaf Eyes.”

Enjoy refreshments provided at 3:30 PM at the atrium area. Then, go to the debriefing at 4 PM. Be sure to take your informed consent form with you to the debriefing. Do you know what you signed??

Supplemental Digital Table 2

Results of Short-term Evaluations from First-Year Medical Students who Participated in the Deaf Strong Hospital (DSH) Program, University of Rochester School of Medicine and Dentistry, 2006-2011

Question	Strongly agree no. (%)						Agree no. (%)						Not sure no. (%)						Disagree no. (%)						Strongly disagree no. (%)					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
1 I learned valuable things through my participation in the DSH program.*	65	57	72	93	84	69	28	25	27	5	16	24	3	5	1	1	0	1	0	3	0	0	1	0	2	1	0	0	0	0
	66%	63%	72%	93%	83%	70%	29%	27%	27%	5%	16%	24%	3%	5%	1%	1%	0%	1%	0%	3%	0%	0%	1%	0%	2%	1%	0%	0%	0%	0%
2 My DSH experience is likely to positively impact my attitudes and behavior in future interactions with patients who do not speak English.†	76	60	69	91	82	73	17	25	27	7	19	18	2	2	4	1	0	1	1	3	0	1	0	1	2	1	0	0	0	0
	78%	66%	69%	91%	81%	74%	17%	27%	27%	7%	19%	18%	2%	2%	4%	1%	0%	1%	1%	3%	0%	1%	0%	1%	2%	1%	0%	0%	0%	0%
3 The medical school should offer more formal programs (e.g. classes, continuing education) addressing health care and deaf people.‡	38	27	41	47	37	47	40	41	36	36	48	38	15	18	18	16	14	13	4	4	4	2	0	0	1	3	1	0	1	1
	39%	29%	41%	47%	37%	47%	41%	44%	36%	36%	48%	38%	15%	19%	18%	16%	14%	13%	4%	4%	4%	2%	0%	0%	1%	3%	1%	0%	1%	1%
4 The role-playing time was used effectively.§	32	35	32	62	45	53	55	34	49	32	45	37	6	13	8	4	5	7	5	6	9	3	7	2	0	3	1	0	0	0
	33%	38%	32%	62%	44%	54%	56%	37%	49%	32%	44%	37%	6%	14%	8%	4%	5%	7%	5%	7%	9%	3%	7%	2%	0%	3%	1%	0%	0%	0%
5 The lecture was informative.¶	44	37	47	57	49	50	47	44	47	38	44	40	2	7	6	3	8	4	3	4	0	2	0	4	2	1	0	1	1	0
	45%	40%	47%	57%	48%	51%	48%	47%	47%	38%	43%	41%	2%	8%	6%	3%	8%	4%	3%	4%	0%	2%	%	4%	2%	1%	0%	1%	1%	0%
6 Visiting the vendor tables enhanced my overall visit to DSH.**	9	15	10	36	n/a	n/a	39	37	43	37	n/a	n/a	38	33	38	27	n/a	n/a	9	4	6	1	n/a	n/a	0	2	2	0	n/a	n/a
	9%	16%	10%	36%	n/a	n/a	41%	41%	43%	37%	n/a	n/a	40%	36%	38%	27%	n/a	n/a	9%	4%	6%	1%	n/a	n/a	0%	2%	2%	0%	n/a	n/a
7 The small group discussion was a useful debriefing session.††	53	39	50	64	59	69	37	24	34	25	34	19	5	14	5	2	4	5	1	2	5	2	0	1	2	2	0	0	1	0
	54%	48%	53%	69%	60%	73%	38%	30%	36%	27%	35%	20%	5%	17%	5%	2%	4%	5%	1%	2%	5%	2%	0%	1%	2%	2%	0%	0%	1%	0%

- * Total respondents for Question 1 by year: 2006, n = 98; 2007, n = 91; 2008, n = 100; 2009, n = 100; 2010, n = 101; 2011, n = 99.
- † Total respondents for Question 2 by year: 2006, n = 98; 2007, n = 91; 2008, n = 100; 2009, n = 100; 2010, n = 101; 2011, n = 98.
- ‡ Total respondents for Question 3 by year: 2006, n = 98; 2007, n = 93; 2008, n = 100; 2009, n = 101; 2010, n = 100; 2011, n = 99.
- § Total respondents for Question 4 by year: 2006, n = 98; 2007, n = 91; 2008, n = 99; 2009, n = 101; 2010, n = 102; 2011, n = 99.
- ¶ Total respondents for Question 5 by year: 2006, n = 98; 2007, n = 93; 2008, n = 100; 2009, n = 101; 2010, n = 102; 2011, n = 98.
- ** Total respondents for Question 6 by year: 2006, n = 95; 2007, n = 91; 2008, n = 99; 2009, n = 99; 2010, n = n/a; 2011, n = n/a.
- †† Total respondents for Question 7 by year: 2006, n = 98; 2007, n = 81; 2008, n = 94; 2009, n = 93; 2010, n = 98; 2011, n = 94.