

Assessing Patient Knowledge and Satisfaction Regarding Pregnancy Screening and Testing Education

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With the advances in prenatal services that are available, specifically the different prenatal testing and screening options, there is a need to assess different methods of patient education. This study evaluated three education methods: 1) The Dartmouth Hitchcock Nashua Prenatal Screening Program group education session, 2) The Dartmouth Hitchcock Nashua Prenatal Screening Program one-on-one genetic education session, and 3) The Dartmouth Hitchcock Nashua OBGYN office OB provider education during the initial eight week prenatal visit. Patients completed a pre-education survey, which collected information on patient demographics and assessed knowledge of prenatal screening and testing options. At the end of each session patients filled out a post-education survey, which assessed knowledge of prenatal screening and testing options, as well as assessed satisfaction with the education session. It was hypothesized that patients would benefit more from participating in a group education session or a one-on-one genetic education session with a genetic counselor where pregnancy, testing, and screening information was reviewed over the course of an hour rather than receiving this information from their obstetrician provider during their initial prenatal visit. Forty-three patients participated in this study. The majority of the patients were female, between the ages of 26-34 years, married, Caucasian, had a college degree or higher, reported a household income of \$75,000 or higher, and between 6-13 weeks along in their pregnancy. Knowledge scores increased significantly from the pre- to post-education surveys in the three study groups. There were no differences in patient satisfaction between education groups, and all groups had high levels of patient satisfaction. There were higher pre-education knowledge scores for the patients in the group education session than the one-on-one genetic education session, although the post-education knowledge scores were relatively equal in those two education groups. The post-education knowledge scores were significantly lower in the OB provider education group than the other two groups. There were no significant differences in knowledge scores or satisfaction scores based on sex or marital status. There were significantly higher post-education knowledge scores in patients who were 26-34 years than patients who were 18-25 years as well higher post-education knowledge scores in patients who were primigravida than patients who were multigravida. Primigravida patients had significantly higher satisfaction scores than multigravida patients. All knowledge-based questions were answered correctly more frequently in the post-education survey than the pre-education survey. Patients tended to prefer to receive prenatal testing and screening information in an individual setting rather than in a group setting. This study has shown that all the methods of educating patients utilized in this study increased patient knowledge and patients were satisfied with their education, although the post-education knowledge scores were higher in the group and one-on-one genetic education sessions.