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>
<thead>
<tr>
<th>Theme</th>
<th>Sub-theme</th>
<th>Illustrative quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior exposure to PAD education</td>
<td>Use of internet</td>
<td>“I go to Google and put in peripheral artery disease... you get things from Mayo Clinic, Cleveland Clinic, or Harvard”</td>
</tr>
<tr>
<td></td>
<td>Providers</td>
<td>“I’ve found that usually the doctor’s explanation is really good enough”</td>
</tr>
<tr>
<td></td>
<td>Use of video</td>
<td>“I enjoy watching videos... it could be linked to my phone. I wouldn’t mind sitting here watching a video learning more about it”</td>
</tr>
<tr>
<td></td>
<td>Lack of exposure to PAD education</td>
<td>“I didn’t even know I had PAD, so yeah, it let me know”</td>
</tr>
</tbody>
</table>

**Impact of video education tool**
- Comprehensibility
  - “For somebody coming in off the street that it’s an unknown condition to them, it would be helpful”
- Content
  - “The graphics were cool. I liked the first [video], the last one, too, because they just made sense”
- Length
  - “To me, it was long and boring”
  - “It was right to the point, it wasn’t long”
- Interpersonal discussion about PAD is highly valued
  - “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”
- Poor recall of content
  - “It was an interesting video, but I just don’t remember the content”
- Residual PAD knowledge gaps
  - “Something... like my veins or something is switched... he also told me I had smoke in my legs”
  - “Isn’t it called PED too or PID?”
- Behavior change
  - “It makes me want to take my medications regularly”
  - “It’s going to be hard for me to change my diet overnight”

**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.

**Table 1. Cohort characteristics (N=22)**

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

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

**Table 1. Image from the PAD educational video**