

# Walking a Mile in Patients' Shoes in a Self-Care Setting

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## INTRODUCTION

- Accreditation Council for Pharmacy Education (ACPE) 2016 Standards
  - Graduates should be able to demonstrate patient compassion and **empathy**<sup>1</sup>
- Center for the Advancement of Pharmacy Education (CAPE) 2013 Educational Outcomes
  - Graduates should demonstrate **empathy** when interacting with others<sup>2</sup>
- **Role-playing** as patients is one method to **improve empathy** in students<sup>3</sup>
- **Validated scales**, such as the Kiersma-Chen Empathy Scale-Revised (KCES-R), can be used to **measure changes in pharmacy students' empathy** and assess the effectiveness of educational interventions<sup>4,5</sup>
- While numerous studies have evaluated the impact of role-playing as patients on pharmacy students' empathy using a validated scale<sup>6-13</sup>, **none have involved a self-care course**

## OBJECTIVE

- Assess the impact of the Patient Experience Project (PEP) on students' empathy
- Evaluate students' perspectives of self-care settings and the PEP

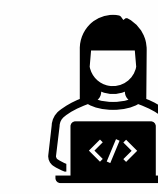
## METHODS

- Approved by the University of Findlay IRB
- 1<sup>st</sup> professional year students enrolled in a required **self-care course** during fall 2022 semester
- Matched sample analysis
  - Descriptive statistics
  - Wilcoxon Signed Rank Test (alpha = 0.05)



### Pre-survey

- Voluntary, anonymous, online
- Demographics and baseline characteristics
- KCES-R (empathy)
- Perspectives of self-care settings and the PEP



### PEP

- Required assignment
- Vignettes based on common self-treatable conditions were randomly assigned to students
- Students were tasked with:
  - Imagining themselves as the patient in their randomly assigned case
  - Visiting the OTC section of a community pharmacy
  - Answering reflective questions from a patient's perspective



### Post-survey

- Voluntary, anonymous, online
- KCES-R (empathy)
- Perspectives of self-care settings and the PEP

## KCES-R<sup>4,5</sup>

### How necessary is it for healthcare professionals to be able to...

- 1 Comprehend patients' experiences.
- 2 Express an understanding of patients' feelings.
- 3 Value patients' point of view.
- 4 Consider patients' feelings to provide patient-centered care.
- 5 Be caring in order to build a strong relationship with patients.
- 6 Identify with patients' feelings.
- 7 View the world from patients' perspective.

### I am able to...

- 8 Comprehend patients' experiences.
- 9 Express an understanding of patients' feelings.
- 10 Value patients' point of view.
- 11 Consider patients' feelings to provide patient-centered care.
- 12 Be caring in order to build a strong relationship with patients.
- 13 Identify with patients' feelings.
- 14 View the world from patients' perspective.

Each item is rated on a scale from 1 to 7: 1 = strongly disagree; 4 = neutral; 7 = strongly agree

## RESULTS

### Student Demographics

- Of 43 students, a 56% (n=24) matched response rate was achieved
- The majority of students were female (78.3%) and between the age of 18-23 years (95.8%).
- 41.7% of students had prior work experience as a technician or intern at in a community pharmacy setting with the remaining 58.3% having no work experience.

## KCES-R

- Total Composite Score was 90.5 and 93 (using medians) for the pre- and post-surveys respectively (p=0.2113)

Figure 1: How necessary is it for healthcare professionals to be able to...

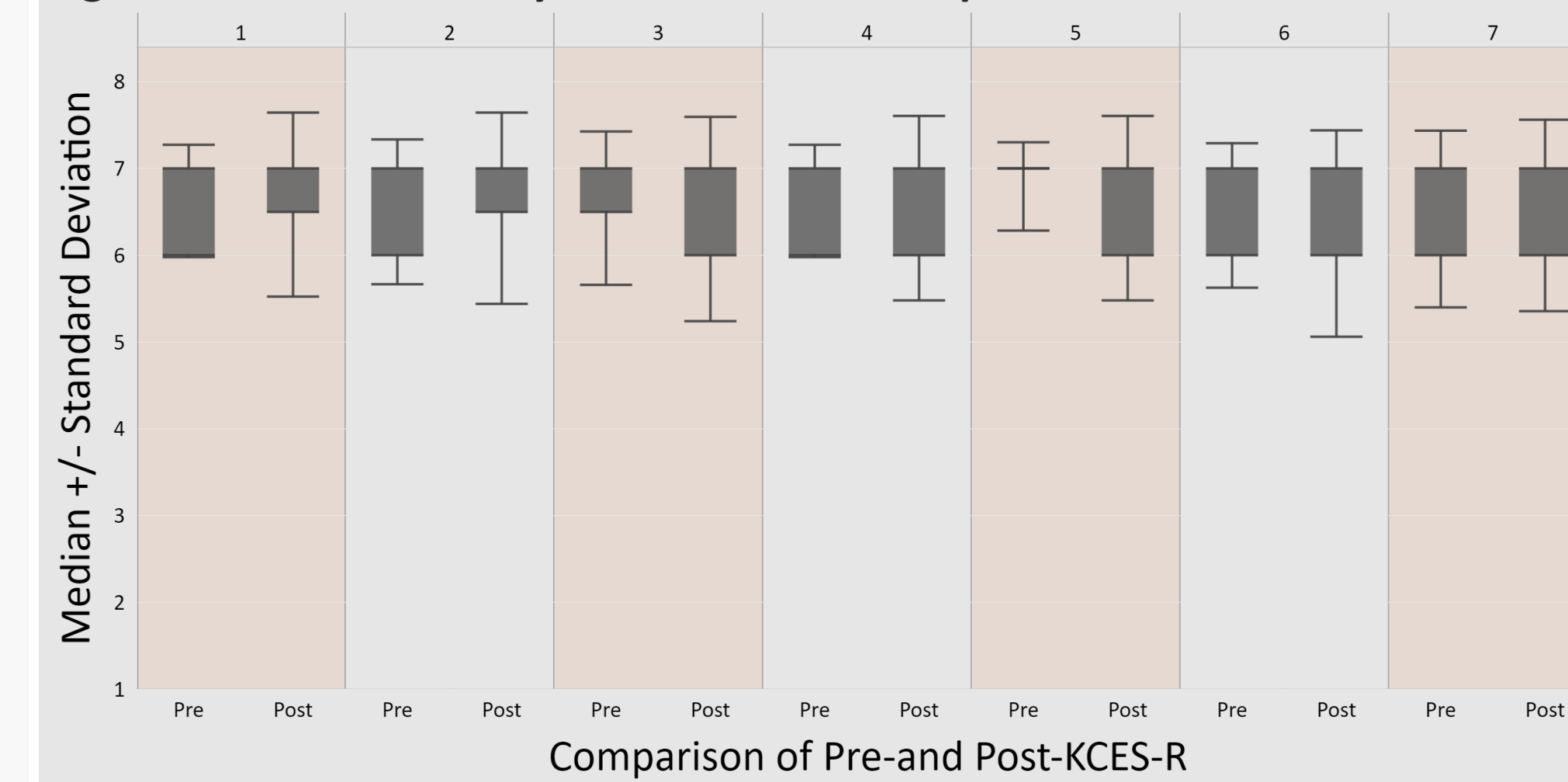


Figure 2: I am able to...

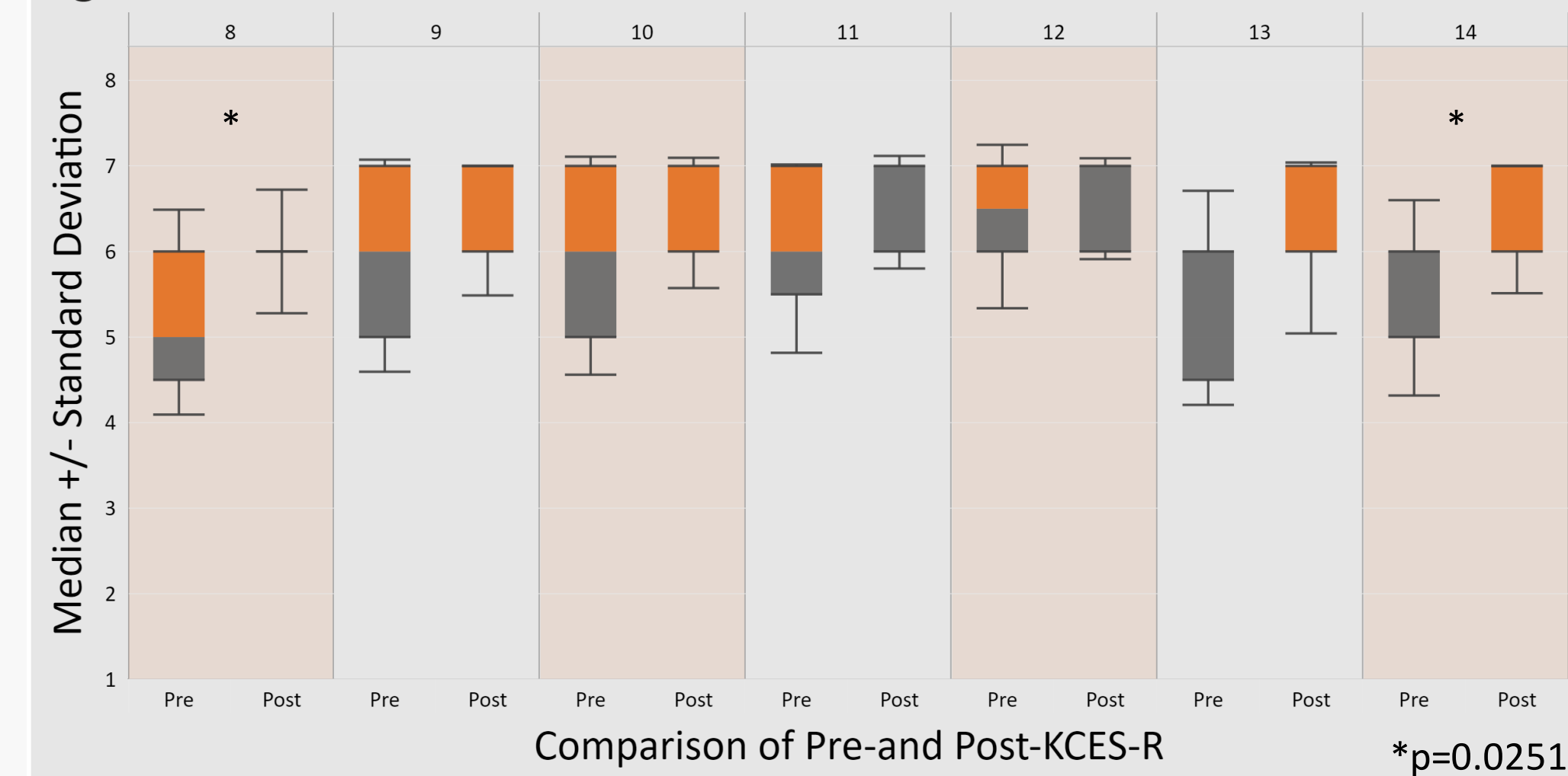


Figure 3: Student Perspectives of Self-Care Setting

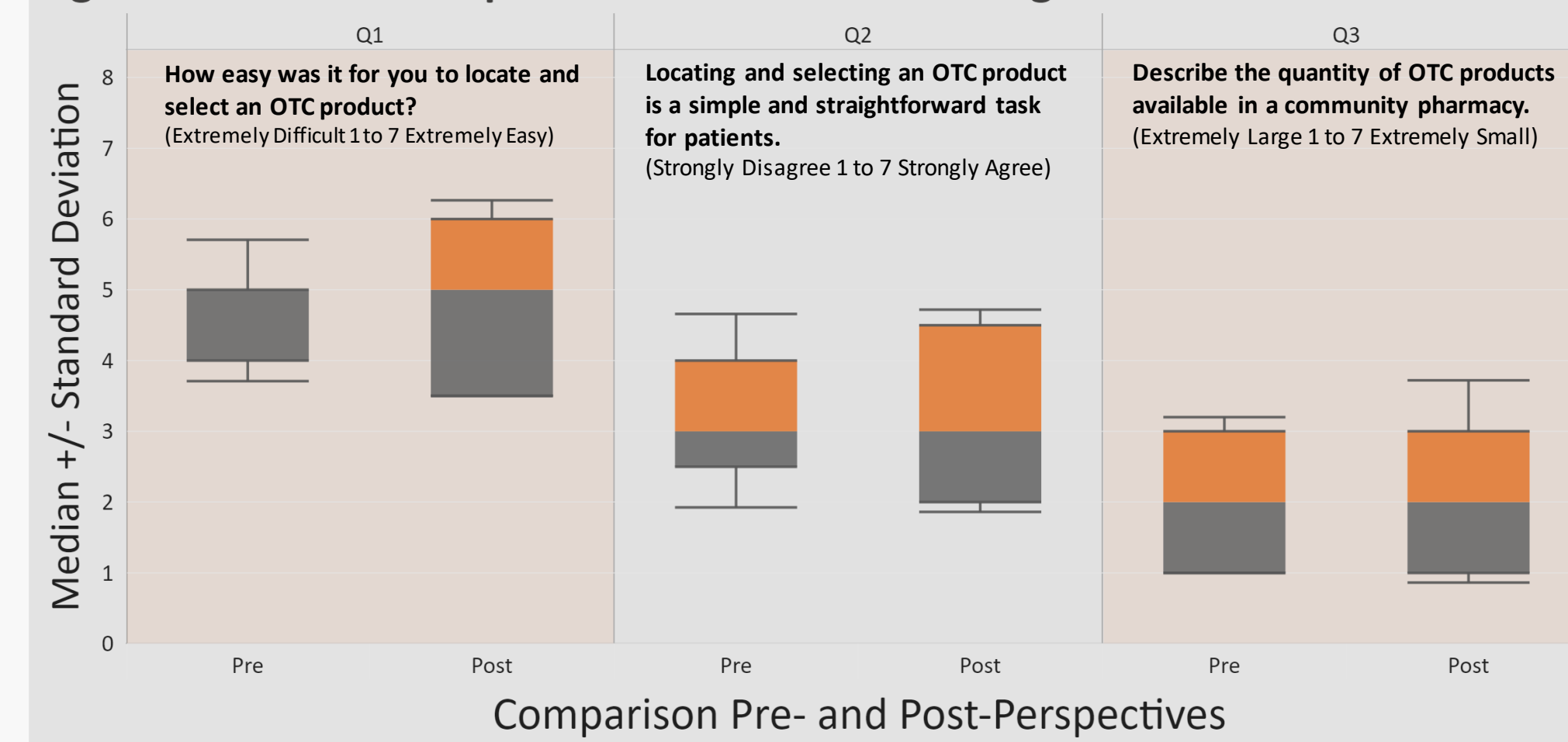
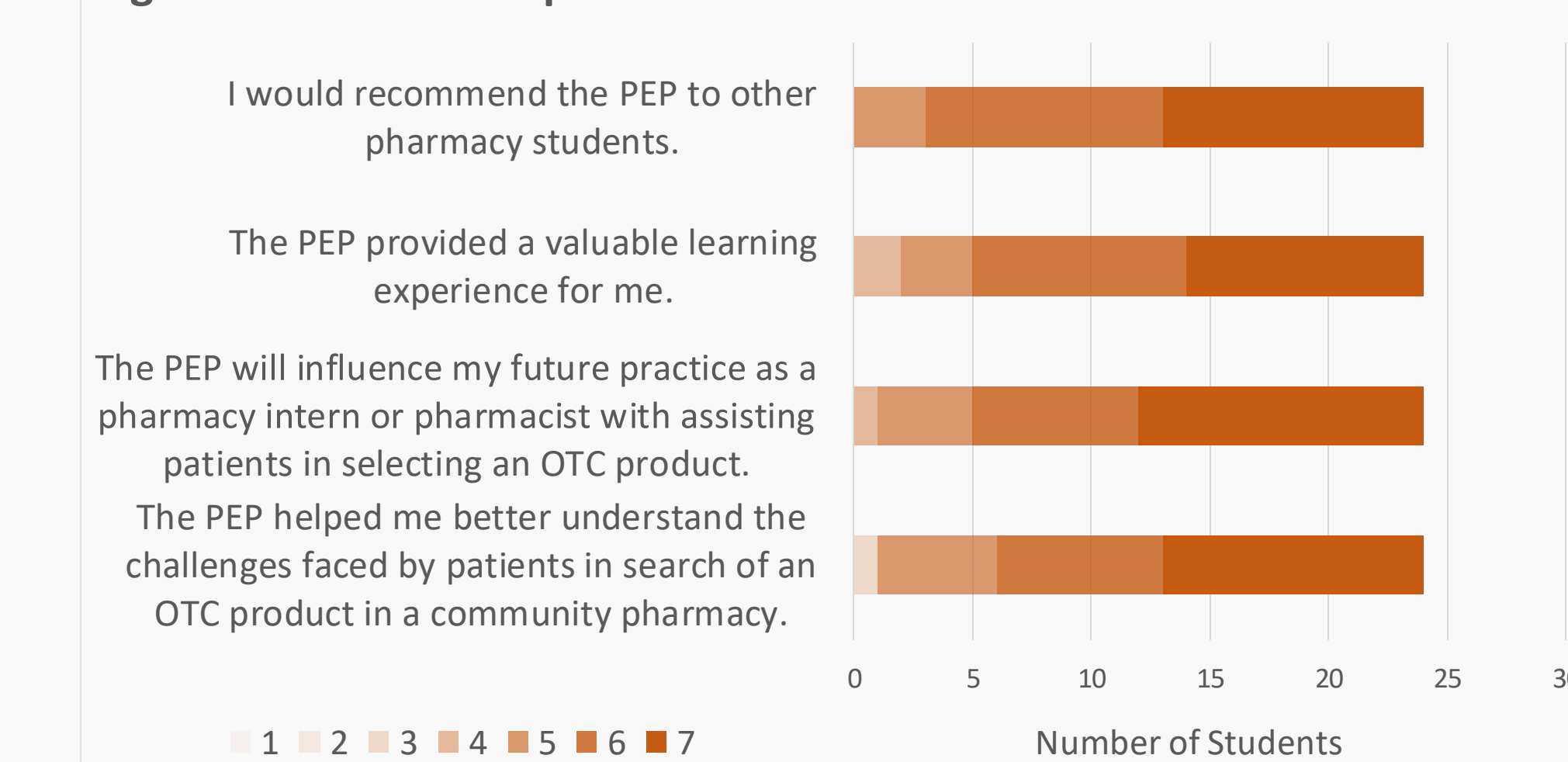


Figure 4: Student Perspective of PEP



## DISCUSSION

### After completing the PEP...

- Students felt as empathetic overall
- Students' perceived ability to comprehend patients' experiences and view the world from patients' perspectives increased significantly (p=0.0251)
- Students' perceptions of self-care settings were similar

### Students would recommend the PEP to other pharmacy students and found the PEP...

- Helped them better understand the challenges patients face in the OTC section
- Influenced their future practice with assisting patients in the OTC section
- To be a valuable learning experience

### Strengths

- First documented attempt in pharmacy literature to measure the impact of a self-care-related educational intervention on students' empathy using a validated scale
- High matched response rate
- Ability to reuse cases will save time in future course offerings

### Limitations

- Small sample size
- One cohort of students
- One institution
- Pre-survey KCES-R results were high
  - Dunning-Kruger Effect may have contributed<sup>14</sup>

## CONCLUSIONS

- The PEP increased students' perceived ability to comprehend patients' experiences and view the world from patients' perspectives
- The PEP may be of interest to self-care instructors to expose students to the patient's experience in self-care settings and cultivate empathy in response

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