

Impact of Gender Identification on Student Attitudes towards Providing Care to Covid-19 Patients

Omar F. Attarabeen, PhD,¹ Fadi M. Alkhateeb, MBA, Ph.D., FAACP,² Ahmad Hanif, PhD,³ Aymen Shatnawi, PhD,⁴ Austin Howitz, PharmD,⁵ Nile Khanfar, PhD⁶

¹ University of Maryland Eastern Shore, School of Pharmacy & Health Professions, Princess Anne, MD, USA

² South College School of Pharmacy, Knoxville, TN, USA

³ West Virginia University School of Pharmacy, Morgantown, WV, USA

⁴ Medical University of South Carolina College of Pharmacy, Charleston, SC, USA

⁵ CVS Pharmacy, Logan, OH, USA

⁶ Nova Southeastern University College of Pharmacy, Palm Beach, FL, USA

BACKGROUND

- ❖ Covid-19 caused a sudden demand for pharmacy services, including dispensing medications and administering vaccines.
- ❖ Due to this increase in demand, pharmacists and interns have been able to step forward by providing appropriate care as needed, including providing Covid-19 testing and vaccinations.
- ❖ These changes have raised questions regarding the readiness of student interns to deal with this unprecedented demand of pharmaceutical services.
- ❖ It is not known whether gender identification impacts student knowledge of the disease and attitudes to provide service to patients diagnosed with Covid-19.

OBJECTIVE

- ❖ The purpose of this research was to examine the impact of gender identification on student attitudes regarding providing care to patients with Covid-19.
- ❖ Because most healthcare providers (including pharmacists) are women, we hypothesized that female students' attitudes regarding providing care to patients with Covid-19 are more positive compared to male students.

METHODS

- ❖ Following IRB approval, 701 students from 3 regional pharmacy schools were invited to participate in a cross-sectional study.
- ❖ Data was collected using an online survey that assessed student demographic information, knowledge about Covid-19, self-efficacy, and attitudes toward providing care to patients diagnosed with Covid-19.
- ❖ The primary outcome variable, attitudes, was measured using 7 items that were verified with factor analyses and reliability tests using previously collected pilot data.
- ❖ A linear regression analysis was conducted to investigate the association between gender identification and attitudes while controlling for demographic and other confounding factors.

RESULTS

Predicting Factor	Unst. B (95% CI)	Std. Err.	P-value	Sig.
Self-efficacy	0.369 (0.271 - 0.467)	0.050	<0.001	*
Knowledge	0.193 (0.090 - 0.297)	0.053	<0.001	*
Age	0.098 (-0.226 - 0.421)	0.164	0.553	
Gender Identification	-0.283 (-3.526 - 2.961)	1.647	0.864	
Race/ethnicity (non-Hispanic white is the reference group)	-5.282 (-8.674 - -1.890)	1.723	0.002	*
Income	-0.509 (-0.920 - -0.097)	0.209	0.016	*
Year in the program	-1.424 (-2.799 - -0.049)	0.698	0.042	*
Marital Status (non-married is the reference group)	0.365 (-3.330 - 4.059)	1.876	0.846	

RESULTS ...CONT.

- ❖ Two hundred seventy-four students (177 female; 97 male) participated in the study, yielding a response rate of 39%.
- ❖ Although female students scored higher on the knowledge scale ($p=.036$), the regression analysis indicated no association between gender identification and attitudes toward providing care to patients with Covid-19 ($p=.864$).
- ❖ On the other hand, students had more positive attitudes toward providing care to Covid-19 patients if they reported higher self-efficacy ($p<.001$), better knowledge about the disease ($p<.001$), were non-Hispanic whites ($p=0.002$), reported lower income ($p=.016$), and needed longer time to graduate ($p=.042$). Age and marital status had no impact on the outcome variable.

CONCLUSION

- ❖ Expressing positive attitudes toward providing care to patients with Covid-19 seems to depend on knowledge and self-efficacy.
- ❖ In other words, education and modeling could be important to increase student readiness for experiential education or future practice.

REFERENCES

- ❖ List of complete references are available upon request to the authors/presenters of this poster.