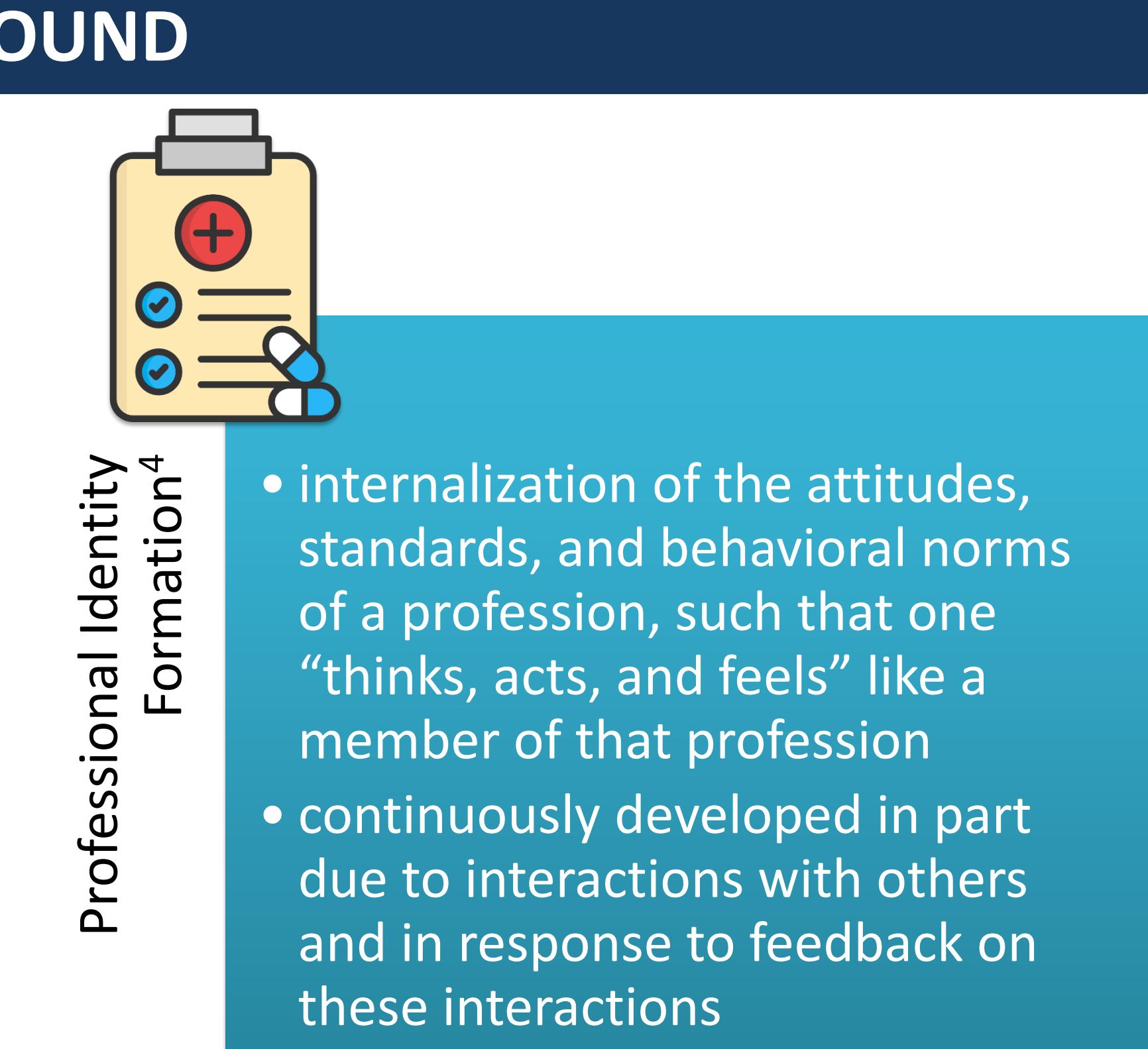
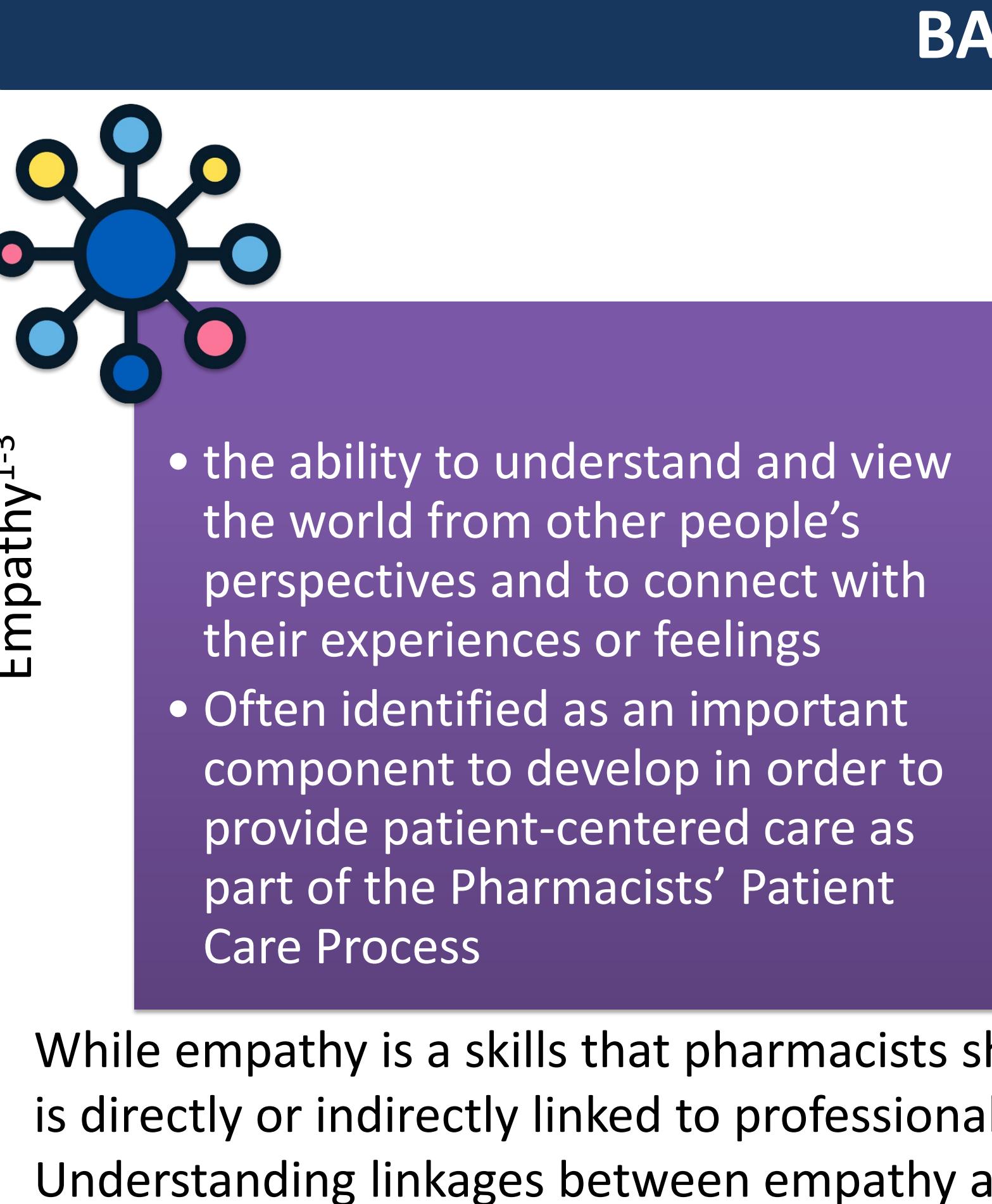


A systematic review exploring the linkages between empathy development and professional identity formation

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OBJECTIVE

Objective: To evaluate the literature on the relationship between empathy and professional identity formation (PIF) in health professions education

Review Questions:

- Is there an explicit connection between empathy and PIF in health professions education?
- Is there an implicit connection between empathy and PIF in health professions education?
- How do programs foster the connection between empathy and PIF in health professions education?
 - Educational initiatives
 - Barriers / facilitators

METHODS

Study Selection Criteria

Criteria	Inclusion	Exclusion
Year of Publication	2010-present	Else
Type of Publication	• Research article • Commentaries	Other types of publications
Access	Full-text	Not available in full-text
Language	English	All other languages

Search Strategy/Terms

- Created and piloted with a research librarian
- PubMed / CINAHL

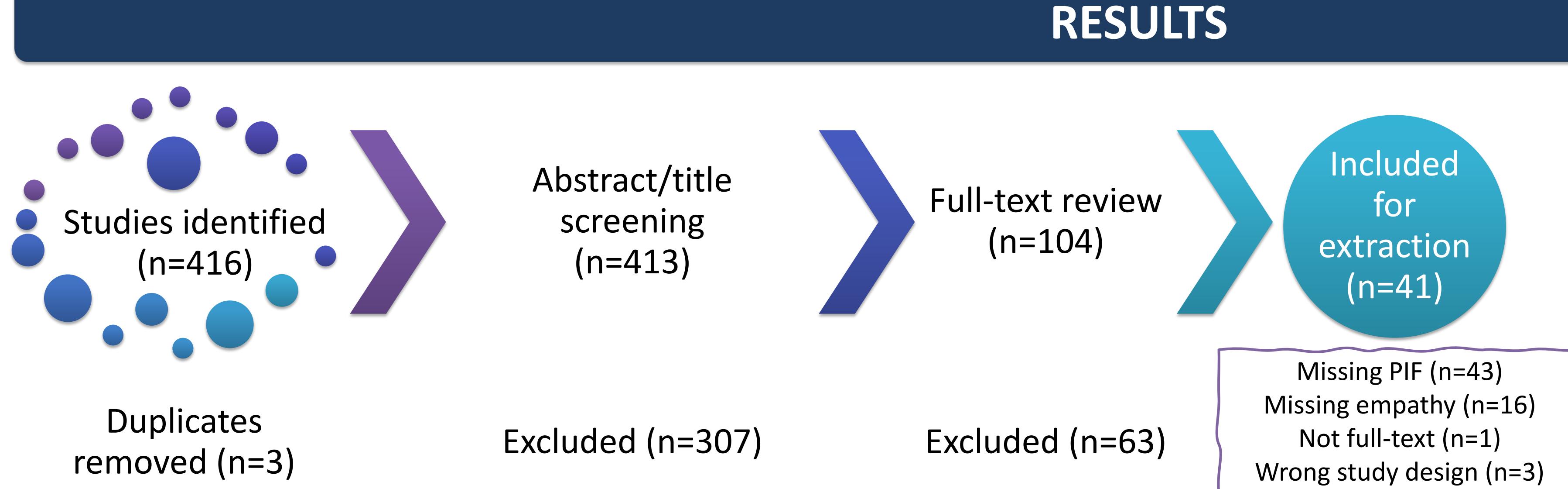
Screening

- Imported into Covidence
- All done by two team members with third for consensus

Steps in Systematic Review

- Title and abstract screening
- Full text review
- Data extraction and quality assessment (modified Theory Talk)

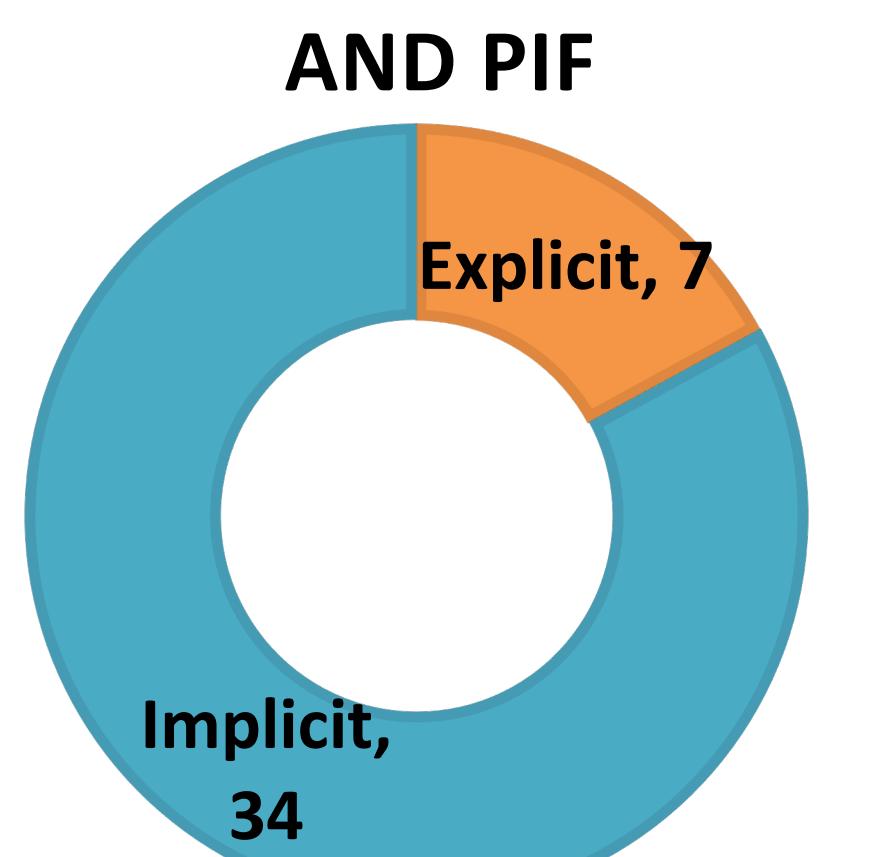
REFERENCES



QUALITY ASSESSMENT

Theory Talk Classification	Analytical Category Studies (n)	Definition of Category
Minor	Theory dropping n=4	Empathy and PIF are mentioned in the abstract, introduction, or methods (with or without citation) but not revisited later.
	Theory positioning n=10	Empathy and PIF are referred to in the beginning or end (with or without citation) to give meaning to original research results, but the theory did not explicitly inform the design or analysis of the study/educational intervention.
Moderate	Theory mapping n=6	Empathy and PIF contribute significantly / explicitly to the design of the study /educational intervention, but not data analysis.
	Theory application n=10	Employs the concept of empathy and PIF throughout, typically to inform study / educational intervention design and analysis.
Major	Theory testing n=7	Empirically validating or testing an existing theory or instrument related to empathy and PIF.
	Theory generation n=4	Building, revising, or expanding a theory to create a new theory (related to empathy and PIF).

CONNECTION BETWEEN EMPATHY AND PIF



Facilitators

- Reflections/reflective writing
- Observations and feedback
- The arts / humanities
- Humanistic caring
- Early exposure
- Intentional development
- Mentorship

FACILITATORS AND BARRIERS TO EMPATHY AND PIF CONNECTIONS

Connecting with patients

- Interviews / observations
- Communication/consultation training
- Service learning/volunteering

Curricular interventions

- Courses targeting these concepts
- Simulations

Metacognition

- Reflective journaling / letter writing

- Art Poetry
- Humanities

EDUCATIONAL INITIATIVES TO FOSTER CONNECTIONS

DISCUSSION AND CONCLUSIONS

- Most studies in the health professions literature have an implicit connection between empathy and PIF.
- There are multiple facilitators that if used correctly can aid in the connection between empathy and PIF, but there are also multiple barriers that need to be overcome.

Future Directions: More studies are needed to examine explicit connection between empathy and PIF.

Limitations: English-only, search terms

Acknowledgements: Zach Krauss, PharmD, MBA; Sydney Goering