Involving patients in a workshop focused on communication skills: a proof of concept of experiential training for residents in hospital pharmacy.

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### What was done?

- Involving patients within the training programme of residents in hospital pharmacy
- A workshop to improve patient-centered communication

### Why was it done?

- Clinical pharmacy requires pharmacists to take patient-centered roles and responsibilities
- Patient-centered care requires a specific set of skills and training, e.g. patient-focused communication conducting structured interviews
- Involvement of patients in health professional training is needed

### How was it done?

- **Collaborative work**
  - Senior clinical pharmacists
  - Lecturer in education and communication sciences
  - Ressources patients

- **Implementing the workshop**

- **Building training frame**
  Adapted from *The calgary-cambridge guide to the medical interview*

  14 competencies related to 3 processes:
  - Providing a structure to the patient interview
  - Building the pharmacist/patient relationship
  - Gathering patient information

- **Scoring the learners’ competencies**

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### Patients’ feedback was the cornerstone of the learning process

- **High acceptance and satisfaction**
  - Satisfaction: 100% of the learners
  - 100% of the patients

**Quotes from the learners:**

- “Excellent idea to involve patients” / I appreciated “the interaction with patients” / “this simulation involving real patients”
- I appreciated “the absence of patient/pharmacist barrier” / “the opportunity to practice interviews without pressure or shame” / “freedom”
- “Amazing experience! Every course should be conducted like this one, thank you.”

**Quotes from the patients:**

- “Gathering patients and future health professionals is extremely enriching. Please do it again.”
- “I enjoyed to be involved in this session, exchanging views, learning, and having fun”
- “I appreciated the opportunity to interact with the students”
- “I loved the atmosphere”

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### What has been achieved?

- **Learning effect**
  - **Phase 1**
    - Patients’ assessment: providing structure 80%
    - Building the relationship 90%
    - Gathering information 70%
  - Peers’ assessment: providing structure 80%
    - Building the relationship 90%
    - Gathering information 70%
  - Self assessment: providing structure 80%
    - Building the relationship 90%
    - Gathering information 70%

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### What is next?

To extend the involvement of patients to the training programmes of undergraduate students, residents in hospital pharmacy and clinical pharmacists.

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