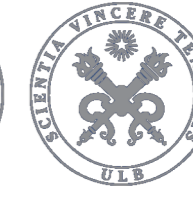


# EVALUATION OF THE IMPACT OF PATIENT EDUCATION WORKSHOP ON CARDIOVASCULAR PATIENTS USING THE SELF-EFFICACY CONCEPT

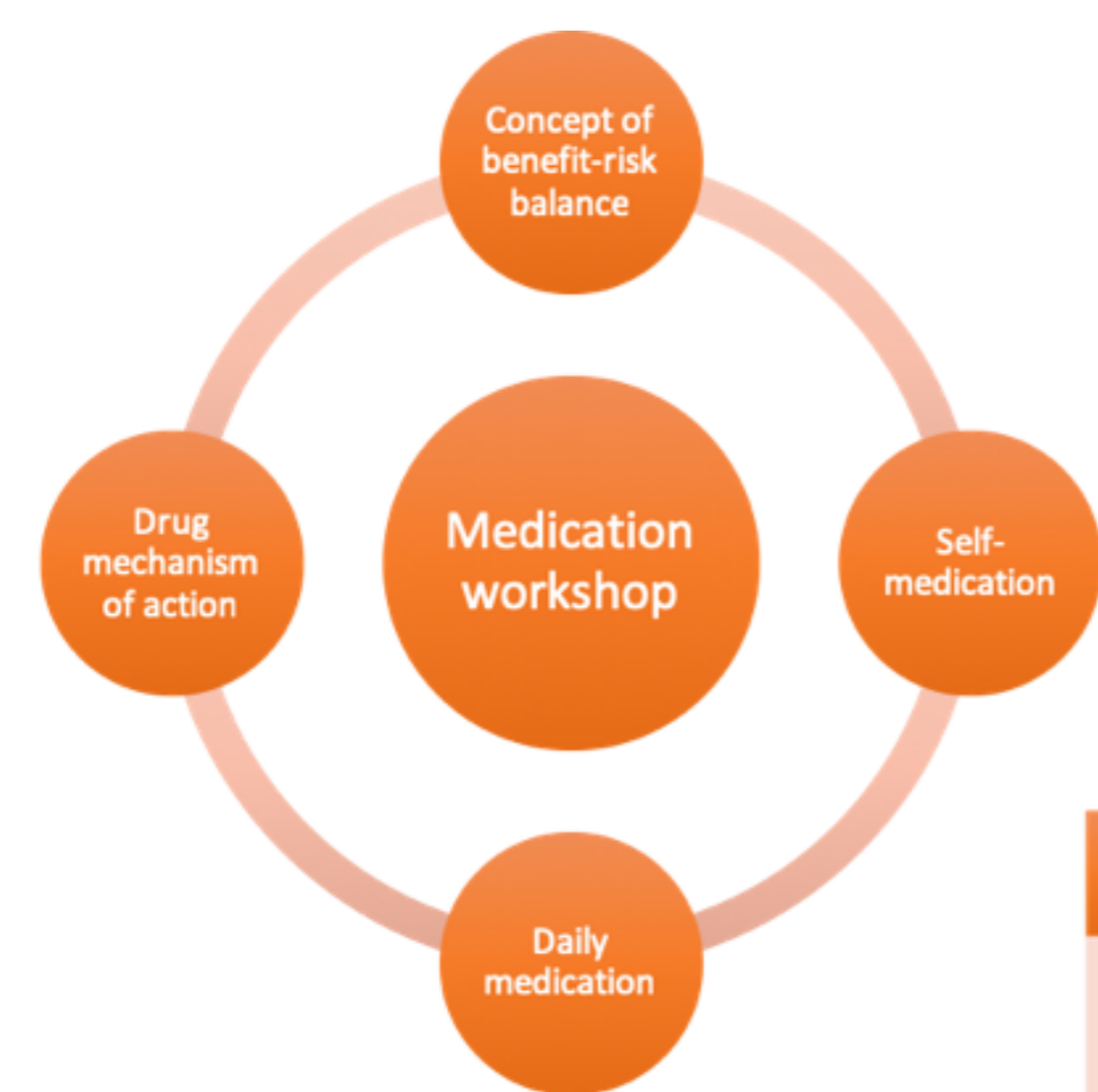
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## WHAT WAS DONE?

Therapeutic Patient Education sessions were set up in the aftercare and cardiac rehabilitation department. The “**medication**” workshop ran by the pharmacist were about **four** different subjects



### Key numbers

- Weekly meetings over the course of 3 months
- Groups of 10 to 15 patients
- 52 patients in total

N° chambre : **Questionnaire : moi, mon cœur et mes médicaments**

Num :  
Prénom :

1) Sur une échelle de 0 à 100, à quel point je me sens capable d'expliquer la raison de mon hospitalisation ?

0 10 20 30 40 50 60 70 80 90 100

2) Sur une échelle de 0 à 100, à quel point je me sens capable d'expliquer à mes proches à quoi servent mes médicaments ?

0 10 20 30 40 50 60 70 80 90 100

3) Sur une échelle de 0 à 100, à quel point je me sens capable de prendre mes médicaments comme inscrits sur mon ordonnance ?

0 10 20 30 40 50 60 70 80 90 100

4) Sur une échelle de 0 à 100, à quel point je me sens à l'aise physiquement (manipulation, vision, habileté) de prendre mes médicaments ?

0 10 20 30 40 50 60 70 80 90 100

5) Sur une échelle de 0 à 100, à quel point je me sens capable d'expliquer à mes proches les dangers de prendre des médicaments non-prescrits (l'automédication) ?

0 10 20 30 40 50 60 70 80 90 100

6) Sur une échelle de 0 à 100, à quel point je me sens à l'aise de discuter avec mon médecin de tout type de problème ?

0 10 20 30 40 50 60 70 80 90 100

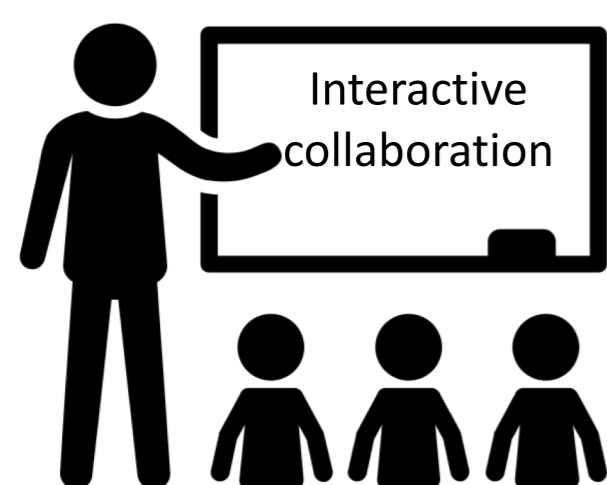
Questionnaire filled out by patients

## WHY WAS IT DONE?

The aim was to test the “**self-efficacy**” concept to assess the impact of the session on self-management.

## HOW WAS IT DONE?

**Before** and **after** each workshop, a questionnaire was filled out by each patient on 10 modalities Likert scale: I felt capable of...



1. Explaining why I am hospitalised

2. Explaining to my friends and family what my different medications work on

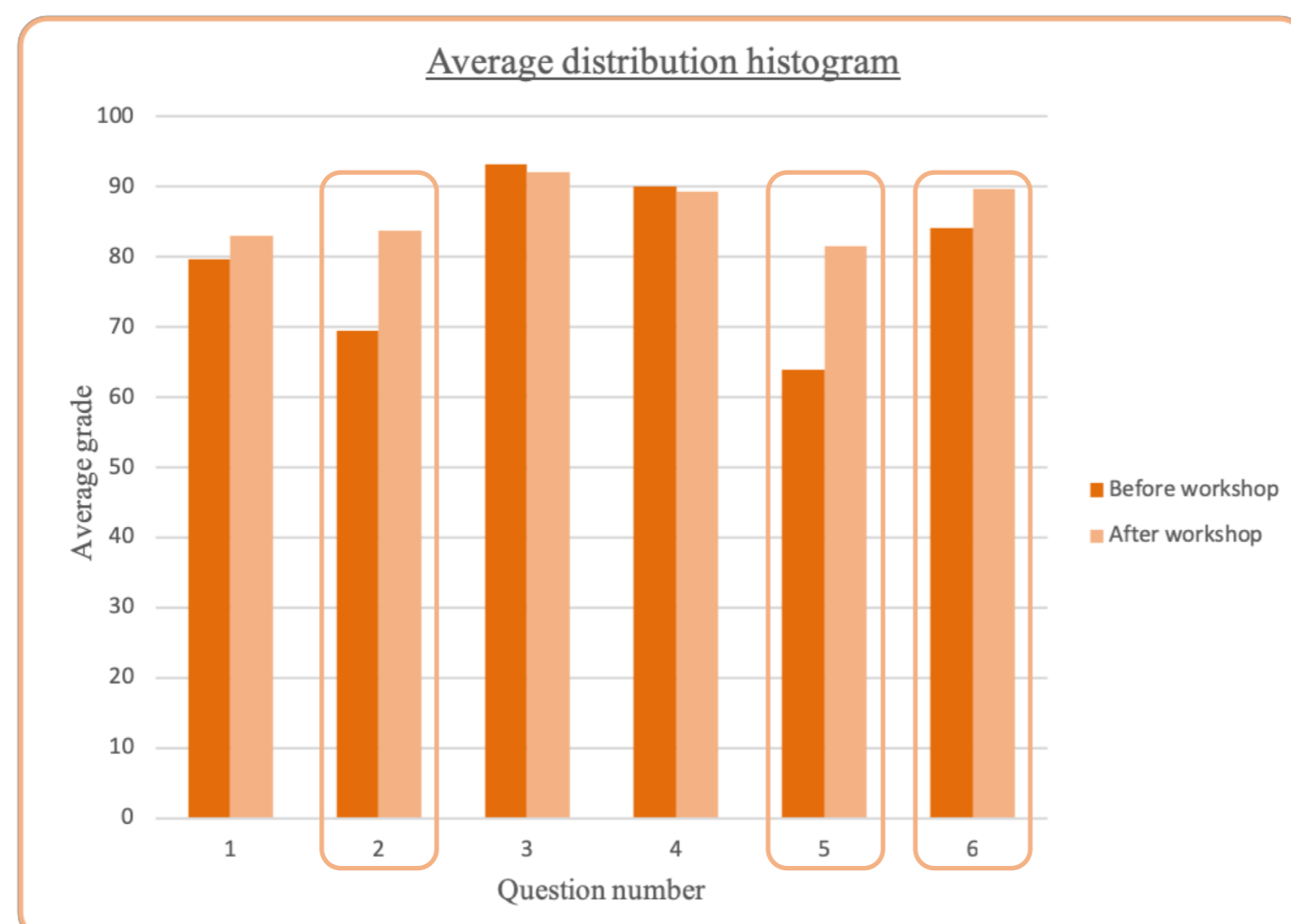
3. Taking my medication as prescribed

4. Manipulating each of my medications (reading instructions, opening bottles, breaking blisters...)

5. Explaining to my friends and family the hazards of self-medication

6. Discussing freely with my physician all of my problems

## WHAT HAS BEEN ACHIEVED?



➔ Statistically significant difference were observed for questions 2, 5 and 6 using a Student's t-test.

➔ Individual results helped us target patients with specific difficulties who were seen afterwards, during an individual consultation.

## WHAT NEXT?

Self-efficacy assessment can be used as a “normative” way of testing an educational sequence (what works and what does not work?) and also as a “clinical pharmacy follow-up tool”.

Then we can select patients experiencing specific difficulties with their treatment.

