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"PRIMARY HEALTH CARE: A PATH
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SYSTEMS AND COMMUNITY BASED
RESPONSES TO COVID-19

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TUFH 2020 Abstracts

Title	Developing empathy among dental students – Experience from a dental institution in India
Type	Oral Presentation <i>Building the Capacity of Future Leaders in a Socially Accountable World</i>
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Content

Background: Empathy among health professionals augments social responsibility. Unfortunately, in dental curriculum, a formal training in empathy is not there due to several factors. During the course of training, students find it difficult to connect with the community and empathize with patient's situation, compromising on their capability of being socially responsible individuals. We addressed this felt need by systematically developing and evaluating a module on empathy. Methods: The instructional design was based on ADDIE framework. A situational analysis with stakeholders helped us understand the felt needs and missing links in being empathetic. This was addressed in the objectives of the module which focused on developing skills related to perspective taking, active listening, reading expressions and empathy. The module had several interactive small group learning activities. Fifty one undergraduate dental students participated and evaluated the module using Kirkpatrick model. Their reaction (feedback and reflection) and empathetic orientation (Jefferson Scale of Empathy – Health professionals; JSE-HP) was assessed. Results: The JSE-HP scores indicate a significant effect (Cohen's $d= 0.7$, CI =-17.7 to 51.4), suggesting evidence that empathetic orientation of students improved. The feedback form also supports the same with 75% (n=39) students reporting that the training helped them to understand patient perspectives thus be more socially responsible. Conclusion: Using ADDIE framework for empathy module design helps students prioritize demonstration of empathy during patient interaction. It also helps making health professions educational institutions socially responsible.