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Personalized Patient Education: Patient's Perspective

Pantea Ramezannezhad[1,2], Rahem Rahmati[3*], Fatemeh Zarimeidani[3], Mina Karimi[3], Masoud Lotfizadeh[4], Farnoush Hematian[3], Kiavash Fekri[5], Mohsen Kabiri[6], Samira Kiani[3]

[1]Clinical Biochemistry Research Center, Basic Health Sciences Institute, Shahrekord University of Medical Sciences, Shahrekord, Iran
[2]Department of Emergency Medicine, Shahrekord University of Medical Sciences, Shahrekord, Iran
[3]Students Research Committee, Shahrekord University of Medical Sciences, Shahrekord, Iran
[4]Social Determinants of Health Research Center, Shahrekord University of Medical Sciences, Shahrekord, Iran
[5]Cancer Research Center, Shahrekord University of Medical Sciences, Shahrekord, Iran
[6]Department of Internal Medicine, Shahrekord University of Medical Sciences, Shahrekord, Iran

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***Corresponding Author:**
Students Research Committee, Shahrekord University of Medical Sciences, Shahrekord, Iran

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ABSTRACT

Introduction: Evidence indicates that many patients are discharged from healthcare settings without addressing their healthcare needs. To enhance patient satisfaction, outcomes, and overall quality of life, it is crucial to adopt a patient-centered approach to education that considers individuals' unique needs and expectations. By thoroughly understanding patients' requirements and preferences, healthcare providers can customize educational initiatives to effectively meet those needs, resulting in improved patient experiences and better overall outcomes.

Methods and Materials: This prospective cross-sectional study investigated patients admitted to the internal wards of two educational hospitals in Shahrekord, Iran, between the winter and spring of 2020 and 2021. Two hundred inpatients aged 12-80 years, hospitalized for less than a week with a specific disease, were conveniently sampled. Exclusions were made for patients who declined consent, had cognitive impairments, or lacked an accessible companion. Data collection involved an online questionnaire administered one week after discharge, focusing on various aspects of pre-discharge training and patient education needs. The questionnaire included five categories addressing personal information, disease knowledge, healthcare team communication, education comprehension, and patient satisfaction. The items were ranked on a Likert scale, and the questionnaire demonstrated acceptable validity and reliability. Statistical analysis using SPSS-25 involved calculating mean values, standard deviation, and percentage distributions to assess training characteristics. The Chi-square test was used to analyze individual and disease-related education and responses.

Results: In this study, 52.5% of patients were satisfied with their dedicated time, and 19% described the training as vivid. Demographics and pre-hospitalization knowledge affected patient education and contentment about time, vividness, and comprehensibility ($p = 0.05$). Efficiency of training on drugs, diet, post-discharge medical care, and limitations were related to demographic variables and the trainer ($p = 0.05$). Demographic considerations and the trainer's position also affected satisfaction with the training and anxiety ($p = 0.05$).

Conclusion and Discussion: This study adds to the growing literature on personalized medicine. The novel idea is that providing appropriate patient education could increase satisfaction, reduce anxiety, improve outcomes, and minimize the probability of readmission and adverse events. The study's results have implications for patient trainers and addressing patients' demands.

Keywords: Patients, Patient satisfaction, Personalized medicine

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