What processes of change are elaborated during an experiential educative counselling based on the patient centred care (PCC) model with type 2 diabetes patients in general practice?

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What processes of change are elaborated during an experiential educative counselling based on the patient centred care (PCC) model with type 2 diabetes patients in General practice?

Context
- Educational counselling have to favour processes of change needed for the improvement of clinical criteria in type 2 diabetes patients. Their efficacy is identical to those of oral antidiabetics on intermediate criteria (1% decrease in HBA1c) but not on morbidity-mortality.
- Research question: Which processes of change are built during an educational approach based on a patient centred approach in type 2 diabetes patients in General Practice?

Method
- Qualitative phenomenological research with transtheoretical model of change (Prochaska) triangulation
- Educational patient centred approach including, after a purposive sampling, ten type 2 diabetic patients
- Intervention: active listening and understanding of patients’ perspectives (lived experience, beliefs, expectation, preference) + explanation on diabetes + adapted hygieno-dietetic counselling with an objective of common ground.
- Main outcome measures assessed at 3 months: quantitative (weight and HBA1c) and qualitative (satisfaction, achievement of objectives)
- Analysis of processes of change from patients’ verbatim (NVivo 9)

TABLE 2 DIABETES PATIENTS

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<th>Age</th>
<th>Change</th>
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<th>Health food</th>
<th>Weight Initial</th>
<th>Weight Final</th>
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Experiential Cognitivo-Emotional Processes: Self-Restructuring

Experiential Cognitivo-Emotional Processes: Self-Restructuring-Looking for a meaning
- Enhance “taking care of oneself” which becomes a belief: a conviction
- Change lifestyle habits to benefit health
- Understanding the destroying part of eating and depreciating the problematic behaviour
- Feeling the relationship and speaking like liberating and meaningful

Experiential Cognitivo-Emotional Processes: Consciousness Raising - Risk Sensitized

Processes of Behavioural Change: Stimulus control-Counter-Conditioning

Experiential Cognitivo-Emotional Processes: Dramatic relief - Environmental Revaluation

Processes of Behavioural Change: Helping Relationship-Reinforcement Management-Self Efficacy

Discussion - Conclusion: What does a PCC educative counselling allow?
- To stimulate patients’ reflexivity, self-evaluation and decisional balance
- To highlight and support experiential cognitivo-emotional (Consciousness raising, dramatic relief, environmental revaluation, self reevaluation, self liberation) and behavioural (Helping relationships, stimulus control, counter-conditioning, reinforcement management) processes of change
- To promote strategies reinforcing the feeling of self-efficacy by lived-experiences

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