

EXPERIENCES OF A MOTIVATIONAL FOCUSED PATIENT EDUCATION – A QUALITATIVE STUDY

Mose LS^{1,2}, Bornhøft JO^{2,4}, Primdahl J^{3,5}, Gram B^{2,3}

BACKGROUND

Patient education is recommended as part of the treatment for medication-overuse headache (MOH), however, knowledge of patients' experiences when participating in an educational programme is sparse.

METHODS

A qualitative interview study based on a phenomenological-hermeneutical approach was conducted. Semi-structured interviews (n=8) were completed among MOH patients who had attended a PEP intervention in a randomised controlled trial. The PEP had Motivational Interviewing (MI) as the communicative approach and focused at behavioural changes and empowering coping strategies. The interviews explored how the patients experienced participating in the PEP and possible changes in the patients' perceived coping strategies and/or any behavioural changes associated with headache.

PURPOSE

The objective of this study was to explore how MOH patients experienced participating in a patient educational programme (PEP) focusing on coping strategies and motivation for behavioural changes.



Table 1. Characteristics of the included informants

	P1	P2	P3	P4	P5	P6	P7	P8
Age (years)	57	64	41	32	31	34	57	48
Gender	♂	♀	♂	♀	♀	♀	♂	♀
Married/Cohabiting	+	+	+	-	+	+	+	+
Employment	+	-	+	-	+	-	+	-
Years with Headache	13	54	8	17	15	3	25	19
Intervention group	Grp.	Ind.	Grp.	Ind.	Grp.	Ind.	Grp.	Ind.
Sessions attended	6	6	4	6	6	6	4	6

The included informants are anonymised by codes (P1, P2 etc. to P8). Ind=individual education, Grp=group education. Attended: the numbers of sessions the informants attended in the PEP., ♂: men, ♀: women.

RESULTS

- Three overall themes emerged from analyses
- Generally, MOH patients found the PEP relevant with respect to coping with headache.
- Patients shifted from focusing on medication only to include other ways of managing their headache.
- Ambivalent feelings of changing behaviour and involvement of relatives were of particular interest to the patients.



Table 2. Overview of the derived three themes and their associated sub-themes

THEMES	SUB-THEMES
Changing coping strategies after participating in the PEP	<ul style="list-style-type: none"> ○ Management of own treatment ○ Controlling headache in new ways ○ Shifted focus from medical treatment
Self-perception and feeling of stigmatization	<ul style="list-style-type: none"> ○ Increased self-efficacy throughout the PEP ○ Ambivalent emotions regarding changed behaviour ○ Ambiguous self-perception
Experience of motivation during the PEP	<ul style="list-style-type: none"> ○ Active participation in the PEP ○ Relevant patient-centred approach

CONCLUSIONS

Participating in the PEP helped the patients cope with headache in new ways, relevant to their everyday lives and challenges. The individualized approach enabled by the MI was experienced as useful by the patients, as it actively involved them in the treatment. Knowledge of the patients' perspectives is paramount in planning future educational settings, as this provides some elements important to the patients.