Cognitive - Educative Model for Mexican Adults with Diabetes Mellitus Type 2
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Problem: Diabetes Mellitus Type 2 (DM2) is a public health problem in Mexico.

Evidence: The education model has shown enough efficacy on improving DM2 treatment adherence. In consequence is necessary looking for others teaching strategies.

Strategy: Adults with diagnose of DM2 (n=112) were invited to participate. The cuasi-experimental method with repeated measures in two groups (54/58) was used. The Type 2 Diabetic Basics Curriculum Guide was used, in small groups (8-10), in 4 sessions lasting 2 hrs each initial, 2 weeks later, at 2 and 6 months. As well, between sessions, participants had homework on self care to accomplish. Also, each participant received a glucometer and material to control his/her glucose levels.

Practice Change: Introduce new technology in the teaching strategies to facilitate self-learning of participants.

Evaluation: Paper and pencil, biochemical, anthropometrics and clinic measurements were used.

Results: The mean age was 48.01 (SD=6.48); schooling 5.41 (SD=2.89); 73% had bad control (HbA1c < 7%); 71% had obesity and 36% had previous education on diabetes management. In the baseline measurements two groups were equivalent, except in the HbA1c the mean was higher in the experimental group than in the control (p=.012). Multivariate analysis predicting HbA1c, quality of life and well being. The 29% of quality of life and 21% of well being were predicted. In the univariate analysis, self care, empowerment and its interaction were significant predictors of HbA1c in the experimental group at 18 moths follow up.

Recommendations: Practice: declining on HbA1c improvement suggests needing continuous follow up on DM2 treatment; Research: nevertheless, years of schooling and years with DM2 were not significant in these groups. It is recommended to categorize participants accordingly to recognize the effect on outcome variables.

Lesson Learned: intervention was effective to improve knowledge on DM2 management; knowledge self care and empowerment interacting predicted quality of life, well being; executive memory and attention were confirmed as critical for self care learning.