Introduction

The introduction of all Direct-Acting Antiviral (DAA) based therapy for chronic Hepatitis C Virus (HCV) has dramatically changed HCV treatment paradigms and promises HCV cure in more than 95% of patients. In this context, educational sequences intended for patients with chronic hepatitis C have been implemented in our Hospital.

The objective of this study is to follow patient compliance and to assess the impact of these consultations on their knowledge and skills.

Methods

- The study was conducted in 5 steps:
  1. Service de Pharmacie, Hôpital Lariboisière, Paris, France
  2. Faculté de Psychologie et Sciences de l'éducation de l'Université de Liège, Liège, Belgium

Patients with chronic hepatitis C, treated by DAA since January 2015, were prospectively included.

Results and discussion

1. How to interpret the data of the spectral chart?

- Perfect performance: CA with 100%
- Partial knowledge: CA with 60% and 80%
- Recognized misconception: CA or IA with 50%
- Recognized misconception: IA with 60% and 80%

2. How to analyse the evolution of these 13 patients?

- Percentage of CA : Average of certainties accompanying CA (93.91% to 98.84%)
- A J-shaped spectral distribution of CA even more pronounced: ideal distribution (majority of CA with maximum certainty)

3. Impact of educational sequences on patients’ compliance

- Assessing this impact is difficult because of the good initial compliance (at D15 or M1) -> good compliance for 9/13 patients
- However, an improved adherence has been observed

Conclusion

- The use of these confidence degrees is informative and can refine the measurement of knowledge. The simulations and self-assessments of patients, through questionnaires, facilitate the establishment of cognitive and metacognitive diagnosis. This enables to consider educational interventions repeatedly adapted to the needs of each patient. The attempts to enhance patients’ learning improve their self-care and psychosocial skills.
- Spectral analysis of the responses’ qualities is useful to measure patients’ degree of mastery as well as to evaluate the efficacy of an educational intervention applied to a group of patients.