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(Article begins on next page)

Training health care providers in acts of cure for chronic diseases.

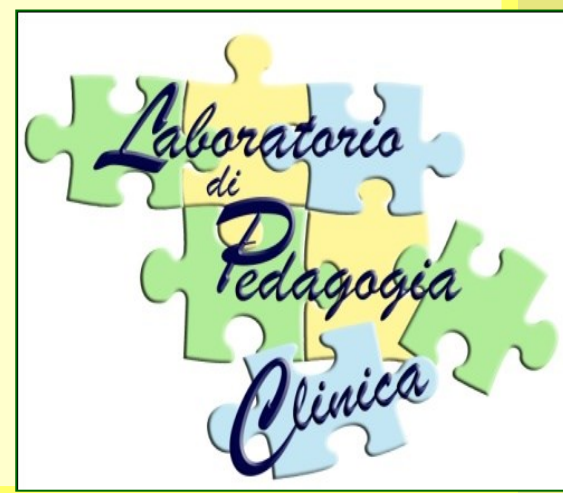
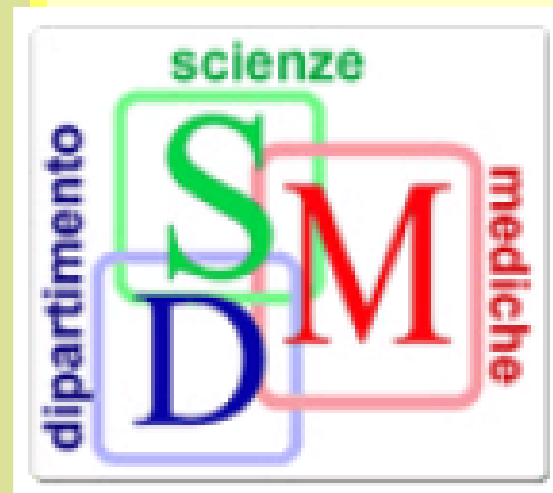
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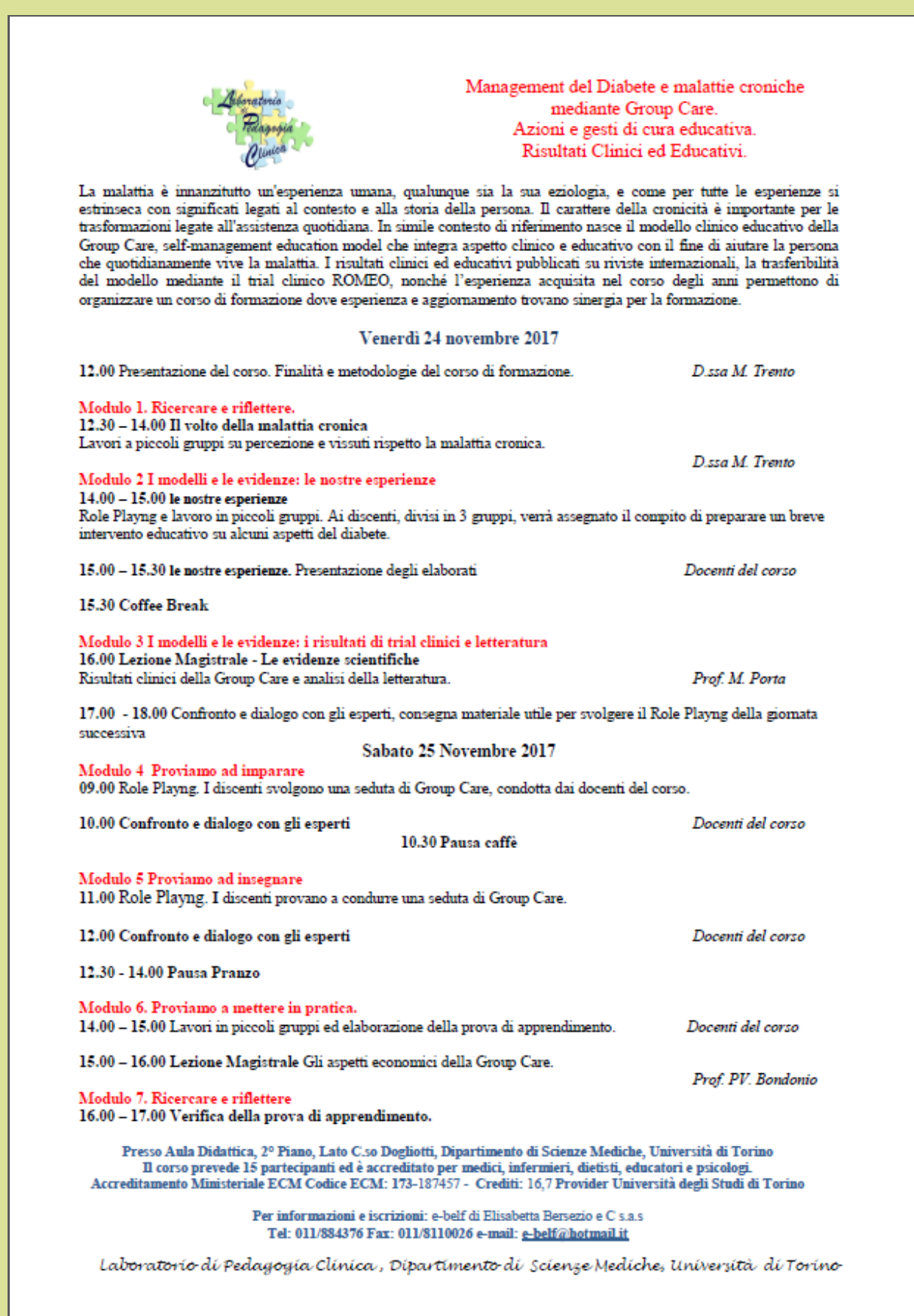
“Reflective action” is an epistemological construct of Schön's theory of learning. Practitioners act in a reflexive manner when they set themselves up as researchers and increase their knowledge and skills by reflecting on their actions as they take place. In the field of diabetes the focus is on: rationalizing care, defining diagnostic and therapeutic standards and guidelines, formulating educational programs, and verifying the effects of the above in both clinical and educational fields, in particular in Therapeutic Patient Education (TPE) (Diabetes Care, 2010).

We have developed a clinical model of TPE for patients with Type 2 and Type 1 Diabetes. Concurrently, we dedicated ourselves to the reflective training of operators involved in the

Our residential courses on “*Management of Diabetes and Chronic Diseases by Group Care. Acts and Gestures for Educational Care. Clinical and Educational Results*” were aimed at physicians, nurses, dietitians, educators, psychologists and pedagogists, with a maximum attendance of 12 participants.

They were conceived as training events to implement Group Care and divided into 7 modules aimed at eliciting working experiences to encourage personal reflection on the concepts of health and illness.

The training program includes preliminary reading of the scientific evidence in the context of TPE and the clinical model of the Group Care. After thorough analysis of the literature, practical situations of educational care were enacted in the courses, learning and teaching with a view to transfer this educational experience into patient care.



Since July 2003, 28 CME courses organized at Turin University were attended by 260 health care providers from all over Italy: 102 physicians, 116 nurses, 29 dietitians, 7 psychologists, 6 socio-health educators. The teachers were operators who had personally gained wide experience with Group Care.

Providers	Number
Physician	102
Dieticians	29
Nurses	116
Psychologist	7
Educators	6
Total	260

All participants expressed their satisfaction for the clarity of teaching, exhaustiveness of the topics covered and the degree of personal involvement achieved. In particular, all professionals involved confirmed that they found the event useful in terms of educational efficacy and quality.

The pedagogical perspective chosen in designing these courses re-emphasizes the value of training health and care professionals through direct involvement and experience, to better encompass the complexity of chronic diseases and their treatment. In particular, they help reconstruct reflexive acts and thoughts, thus adding value to the experience and skills of the professionals involved.