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Motivation and preferences for learning of patients with COPD or asthma and their significant others in pulmonary rehabilitation: a qualitative study

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Abstract

Introduction: In depth understanding of educational needs from the perspective of the learners pulmonary rehabilitation (PR) is lacking. To improve learning in PR, understanding of factors that induce or enhance intrinsic motivation in both patients and their significant others is needed.

Therefore, this study aims to gain in-depth understanding of what motivates patients with COPD and asthma referred for PR and their significant others to learn and what their preferences are for education.

Methods: For this qualitative study, a sample was taken from a previous quantitative study. Data was collected through a one-time face-to-face semi-structured interview. The interviews were transcribed and independently analysed by two researchers using thematic analyses.

Results: Twelve patients and four significant others (56% female; age: 63±11 years) have been interviewed. Participants expressed a variety of information needs and learning preferences. Subthemes that emerged within the theme of motivation for learning were: 1) curiosity, such as knowledge gaps and hope for new information; and 2) values and goals, such as own health, caring for loved ones and spending time with family.

Discussion: To enhance intrinsic motivation for learning within PR, autonomy of individuals should be supported by offering several learning topics and education adapted to preferences, while curiosity should be fostered by targeting information needs. Moreover, health education programs should match with the personal values and goals of individuals, such as own health, caring for loved ones and spending time with family.

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