

## **AADE 2008 Annual Meeting Summary: “Empowerment, More than a Word: How to Enhance Self-Efficacy”**

*Jean Elliott, RN, CCM, CDE  
Northside Hospital Cherokee*

Per Ms. Lorig, DrPh, RN of Stanford University School of Medicine, we often talk of empowering our patients but then spend most of our interaction with them telling what we want them to do. Often this results in the patients doing nothing to manage their diabetes. Her talk discussed how one behavioral theory, self-efficacy, can be applied in both one-on-one and group education for people with diabetes.

To empower patients, she recommends starting each educational session with a short, less than 10 minute, needs assessment. Why did these patients come? What do they want to get out of this? Adult learners are not going to change unless they see that it is relevant to their lives. Therefore starting where your audience is and going where they want to go, not necessarily where you want it to go, is the first step to empowering education.

Many times patient education is curriculum driven. For example, “today we are going to talk about nutrition, next time we will talk about monitoring”, educators have an agenda that needs to be followed. She proposes that the most impactful education is either tailored or self-tailored. Tailored education means spending time assessing the patient and determining what education needs to be provided. Self-tailored education is allowing the patient to drive which direction the education is going to go. The educator gives them information then supports them in using in whatever way they want. Remembering that what people do in their lives is up to them-they are going to do whatever they want to do, we allow them to make the decision.

An important component in self-tailoring education is the use of action plans. Action plans are a tool for life, not just for diabetes. An action plan needs to be specific, measurable and timely in order to impact behavior. For example a patient starts with a goal, “I want to eat healthy” the educator helps the patient identify a specific action plan such as “I want to eat 1 fruit and 2 vegetables everyday”. Then asking the patient how certain are they of eating 1 fruit and 2 vegetables every day on a scale of 1-10. Any patient with a certainty level of less than 7 needs to problem solve or change their action plan.

There are 4 ways to enhance self-efficacy:

- #1 Skills mastery-If you can help people to succeed at anything, it will build their confidence to do more.
- #2 Modeling-the more people can see people like themselves the more they can learn from these people. With group interaction as well as seeing people like them in the literature. An example is to have groups led by men can increase men’s participation
- # 3 Helping people change perceptions of what things mean – for example people think that medications will make them get better; medications can help us feel better, medications can replace something that is missing and medications can help us get worse more slowly
- #4 Social persuasion-people are encouraged to do what others around them are doing. For example if people in the group are making actions plans, others will be encouraged.

You can get additional information by going to The Stanford University Website: [patienteducation.stanford.edu](http://patienteducation.stanford.edu) or emailing Kate Lorig: [lorig@stanford.edu](mailto:lorig@stanford.edu)