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Evaluation of self-efficacy educational interventions in patients with diabetes: A systematic review**Xinjun Jiang**

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The purpose of this study is to evaluate the effectiveness of diabetes self-efficacy educational interventions in patients with diabetes and to determine the effective components of the interventions. 6 databases were systematically searched for studies on the metabolic controls, diabetes self-efficacy, behavior, knowledge, psychological indicators and quality of life of diabetes self-efficacy educational interventions for patients with diabetes. 16 studies published between 2006 and 2017 met the inclusion criteria. Glycosylated hemoglobin A1C, fasting blood glucose, diabetes self-efficacy, behavior and knowledge were identified as positive results in most studies. Only five studies used the complete four sources of information and eight studies assessed both the self-efficacy and behavior of participants based on self-efficacy theory. Performance accomplishments, vicarious experience and verbal persuasion were predominantly employed. Such strategies as goal setting, practicing self-management skills, participants' return-demonstration, behavior recording, peer modeling, verbal persuasion by nurses and face to face delivery were preferred in the included studies. Individuals with diabetes are likely to benefit from diabetes self-efficacy educational interventions. The four sources of information and outcome assessments based on self-efficacy theory were insufficient in most studies. Future work is required to develop an effective diabetes self-efficacy educational intervention and further determine the effects.

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