

## Evaluation of Self-Efficacy Educational Interventions in Patients with Diabetes: A Systematic Review

Xinjun Jiang

School of Nursing, Peking University, China

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. Methods: Six databases were systematically searched for studies on the metabolic controls, diabetes self-efficacy, behaviour, knowledge, psychological indicators and quality of life of diabetes self-efficacy educational interventions for patients with diabetes. Sixteen studies published between 2006 and 2017 met the inclusion criteria. Results: Glycosylated haemoglobin A1C, fasting blood glucose, diabetes self-efficacy, behaviour 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 behaviour 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, behaviour recording, peer modelling, verbal persuasion by nurses and face to face delivery were preferred in the included studies. Conclusions: 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.