Adaptation, Education and Motivation: Improving Evidence-Based Medication Adherence Among Adults With Type 2 Diabetes

**Purpose/Description**
The effectiveness of community health workers (CHWs) in diabetes care, and its role in medication use and adherence and improving disease knowledge, self-care behavior, keeping appointments, and patient satisfaction are well established. CHWs can be trained to conduct motivational interviewing (MI). A proven patient-centered, directive counseling approach to behavioral change, MI is increasingly popular in the diabetes care behavioral field and has shown success in improving self-care behaviors in select populations of persons with diabetes. The project proposed to determine if there is a difference in taking medication as prescribed between patients with type 2 diabetes receiving motivation interviewing (MI) and patients with type 2 diabetes receiving general education (GE) sessions. The project also sought to determine if patients in MI sessions increased their knowledge of effective diabetes medications; knowledge and awareness of diabetes self-management (including diabetes self-management classes); and doctor-patient communication on medication use, side effects, and options compared with patients in the GE sessions.

**Project Aims**
The three main aims of this study are to:

1. Improve the rate of scheduled diabetes care follow-up visits to enhance the opportunity for anti-diabetes treatment and treatment intensification.
2. Increase medication knowledge and awareness.
3. Improve provider-patient communication.
4. Improve adherence to prescribed medication.

**Findings**
All participants showed an increase in medication knowledge and awareness, taking their medications as prescribed, and diabetes-self management education classes attended. No difference was observed in these increases between patients receiving MI sessions or GE sessions by CHWs.

**Dissemination Tool and/or Method**
Community Health Worker Delivered Education

**Health Condition Addressed**
Diabetes

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