**Assessing the Impact of Lay Patient Advocate Training in Tribal Communities**

**Summary**

The purpose of our study was three-fold:

1. To develop a health literacy/self-advocacy training curriculum for laypersons in American Indian communities.
2. To deliver training via classroom integration in pilot community adult education programs.
3. To deploy a novel evaluation model to assess training curriculum impact on patient activation.

Our hypotheses were:

1. Laypersons in American Indian communities participating in health literacy and self-advocacy training will demonstrate increased levels of patient activation over the baseline (primary hypothesis).
2. Increased patient activation can be predicted (secondary hypothesis).

Sites/Number of Participants:

1. Cornerstones Career Learning Center, Eagle Butte, SD
2. Cheyenne River Housing Authority, Eagle Butte, SD
3. Enemy Swim Day School Adult Learning Center, Enemy Swim, SD
4. Sisseton Wahpeton Oyate Employment and Training Program, Agency Village, SD

There were 220 total participants.

Data was collected at baseline (pre-curriculum presentation), and at 4 weeks and 8 weeks post-

curriculum delivery.

Findings:

1. Patient activation increased over time.
2. There were strong inter-correlations among key theoretical variables (Patient Activation Model, Behavioral Intent, Perceived Usefulness, and Perceived Ease of Use) – all statistically significant.
3. Perceived ease of use was the greatest predictor of patient activation.

Conclusions:

1. The data supported our hypotheses.
2. Our educational approach can/does work.
3. Our educational model holds the potential for a significant impact on long-term individual and group health outcomes.
4. Our evaluation model expands the available analytic methods for assessing the impact of a training curriculum.