

Theme	Author, Year	Level of Evidence*	Objectives	Participants (sample size, age, diagnosis)	Results
Interactive, multimedia education	Stewart et. al, 2013	Level 3	To design and test an accessible online support intervention for children with asthma and allergies	n=27, ages 7-11 years, with allergies and asthma	<ul style="list-style-type: none"> • Children reported feeling more comfortable talking about their asthma and allergies and seeking assistance
	Volk et. al, 2008	Level 1	To evaluate an entertainment-based decision aid for prostate cancer screening among individuals with low and high health literacy	N=450, adult male primary care patients	<ul style="list-style-type: none"> • Improvements in the intervention group for self-advocacy among individuals with low literacy. • No differences for those with high literacy.

	Hoffman et. al, 2017	Level 1	To determine the efficacy of an entertainment-based intervention to improve self-advocacy relating to colorectal cancer screening	n=59, 49-75 years of age, African Americans	<ul style="list-style-type: none"> Significant improvements in self-advocacy as measured by the Decisional Conflict Scale.
Peer-led group interventions	Bobroff & Sax, 2010	Level 4	To examine the effectiveness of peer tutors teaching interview skills	n=6, 18-22 years, students with disabilities qualifying them for special education services	<ul style="list-style-type: none"> Large gains from baseline to the checkout interviews were reported on the Interview Rating Form, however sample size was too small for statistical analyses.
	Brashers et. al, 2017	Level 1	To assess the efficacy and durability of a peer-led intervention	n= 98, 18+ years, HIV+	<ul style="list-style-type: none"> No significant difference in self-advocacy skills on the Patient Self-Advocacy Scale.

	Jonikas et. al, 2013	Level 1	To investigate the impact of a peer-led self-advocacy intervention	n=519, mean age = 45.8 years, mental health conditions	<ul style="list-style-type: none"> • Significant improvements in Patient Self Advocacy Scale in the intervention group.
	Pickett et. al, 2010	Level 3	To measure the effects of the BRIDGES program in promoting self-advocacy	n=160, mean age = 42.6 years, mental health conditions	<ul style="list-style-type: none"> • Participants reported increased self-advocacy and empowerment.
	Pickett et. al, 2012	Level 1	To measure the effects of the BRIDGES program in promoting self-advocacy	n=428 adults with mental health conditions	<ul style="list-style-type: none"> • Improvements were noted in overall empowerment and self-advocacy in interviews that was maintained after 6-months.
Writing interventions	Cuenca-Carlino & Mustian, 2013	Level 4	To determine to what extent self-regulated strategy development (SRSD) improves self-	n=9, middle school aged, students receiving special education services	<ul style="list-style-type: none"> • Improvement in self-determination scores from pre-test (mean 4.37, SD=2.13) to post-test (mean 9.33, SD=1.00).

			determination knowledge and skills		
	DeMarco & Chan, 2013	Level 1	To investigate the feasibility of, and adherence, stigma, and self-advocacy related outcomes following a 4-week peer-led writing intervention	n=110, 40 years or older, black women with HIV+	<ul style="list-style-type: none"> • Significant between group differences found in adherence measures: condom use and safe sex; also reported significant increase in condom use from baseline to 6-weeks post-intervention for the intervention group. • Significant time effect for Silencing the Self Scale between baseline and 6-week follow up for intervention groups.

					<ul style="list-style-type: none"> No significant changes in stigma measure.
Workplace modifications and advocacy	Allaire et. al, 2011	Level 3	To evaluate how positive research findings about a job retention intervention for people with chronic illness could be applied to practice	n=57, adults with chronic illness	<ul style="list-style-type: none"> Individuals reported increased confidence in talking to an employer and a colleague about their illness.
Disease specific programs	Bogart et. al, 2012	Level 2	To compare effects of treatment advocacy (TA) program on self-advocacy beliefs	n= 121, 18 years or older, HIV+	<ul style="list-style-type: none"> TA was not significantly associated with self-advocacy [b (SE) = -0.1 (0.1), p = .35], or adherence self-efficacy [b (SE) = 0.5 (0.4), p = .22].
	Mutchler et. al, 2011	Level 4	To identify the impact of a TA program on client engagement, initiation of	n=25, mean age=49 years, HIV+	<ul style="list-style-type: none"> Individuals felt empowered to ask questions, to change

			treatment, and treatment adherence		<p>regiments or to change providers</p> <ul style="list-style-type: none"> TA's encouragement of becoming an active consumer helped to prepare them for appointments.
	Hawley et. al, 2017	Level 1	To investigate the feasibility and effects of a self-efficacy intervention for individuals with acquired brain injury	n=11, 21-58 years with acquired brain injury	<ul style="list-style-type: none"> No significant differences between groups at post testing, however gains were noted on the Self Advocacy Scale and Personal Advocacy Activity Scale.

*Levels of evidence were assigned using the AOTA EBP Project CAP Guidelines, which were adapted from Sackett, D.L., Rosenberg, W.M., Muir Gray, J.A., Haynes, R.B. & Richardson, W.S. (1996). Evidence-based medicine: What it is and what it isn't. *British Medical Journal*, 312, 71-72).