Diabetes Self-Management Education and Support for Adults with Type 2 Diabetes: **ALGORITHM ACTION STEPS**

Four critical times to assess, provide, and adjust diabetes self-management education and support

AT DIAGNOSIS

ANNUAL ASSESSMENT OF EDUCATION, NUTRITION, AND EMOTIONAL NEEDS

WHEN NEW **COMPLICATING FACTORS**INFLUENCE SELF-MANAGEMENT

WHEN TRANSITIONS IN CARE OCCUR

PRIMARY CARE PROVIDER/ENDOCRINOLOGIST/CLINICAL CARE TEAM: AREAS OF FOCUS AND ACTION STEPS

- ☐ Answer questions and provide emotional support regarding diagnosis
- □ Provide overview of treatment and treatment goals
- □ Teach survival skills to address immediate requirements (safe use of medication, hypoglycemia treatment if needed, introduction of eating guidelines)
- □ Identify and discuss resources for education and ongoing support
- ☐ Make referral for DSME/S and medical nutrition therapy (MNT)

- ☐ Assess all areas of self-management
- □ Review problem-solving skills
- □ Identify strengths and challenges of living with diabetes
- ☐ Identify presence of factors that affect diabetes self-management and attain treatment and behavioral goals
- Discuss impact of complications and successes with treatment and selfmanagement
- □ Develop diabetes transition plan
- □ Communicate transition plan to new health care team members
- □ Establish DSME/S regular follow-up care

DIABETES EDUCATION: AREAS OF FOCUS AND ACTION STEPS

Assess cultural influences, health beliefs, current knowledge, physical limitations, family support, financial status, medical history, literacy, numeracy to determine which content to provide and how:

- ☐ Medication choices, action, titration, side effects
- Monitoring blood glucose when to test, interpreting and using glucose pattern management for feedback
- □ Physical activity safety, short-term vs. long-term goals/recommendations
- ☐ Preventing, detecting, and treating acute and chronic complications
- □ Nutrition food plan, planning meals, purchasing food, preparing meals, portioning food
- ☐ Risk reduction smoking cessation, foot care
- □ Developing personal strategies to address psychosocial issues and concerns
- ☐ Developing personal strategies to promote health and behavior change

- □ Review and reinforce treatment goals and self-management needs
- □ Emphasize preventing complications and promoting quality of life
- □ Discuss how to adapt diabetes treatment and self-management to new life situations and competing demands
- Support efforts to sustain initial behavior changes and cope with the ongoing burden of diabetes
- □ Provide support for the provision of self-care skills in an effort to delay progression of the disease and prevent new complications
- □ Provide/refer for emotional support for diabetes-related distress and depression
- □ Develop and support personal strategies for behavior change and healthy coping
- □ Develop personal strategies to accommodate sensory or physical limitation(s), adapting to new selfmanagement demands, and promote health and behavior change

- □ Identify needed adaptations in diabetes self-management
- □ Provide support for independent selfmanagement skills and self-efficacy
- □ Identify level of significant other involvement and facilitate education and support
- ☐ Assist with facing challenges affecting usual level of activity, ability to function, health benefits and feelings of well-being
- Maximize quality of life and emotional support for the patient (and family members)
- □ Provide education for others now involved in care
- □ Establish communication and follow-up plans with the provider, family, and others





