

# DIABETES SELF-MANAGEMENT EDUCATION RECORD

NAME: \_\_\_\_\_ DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

Diabetes Type (check): ☐ Type 1 ☐ Type 2 ☐ Pre-diabetes ☐ Preconception ☐ Pregnancy ☐ Gestational

INITIAL VISIT (Date):		CHANGES IN READINESS/BARRIERS (Date, Initials, Comments)			
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Demonstrates ability to understand.			
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Asking questions.			
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Indicates need for clarification.			
Instructions Given to:					
<input type="checkbox"/> Individual Education		<input type="checkbox"/> Group Education		<input type="checkbox"/> Class	

BARRIERS TO SELF-CARE/LEARNING/LIMITATIONS:			CHANGES IN READINESS/BARRIERS (Date, Initials, Comments)			
<input type="checkbox"/> None Identified	<input type="checkbox"/> Hearing	<input type="checkbox"/> Physical				
<input type="checkbox"/> Cultural/Religious	<input type="checkbox"/> Psychosocial	<input type="checkbox"/> Speech				
<input type="checkbox"/> Emotional	<input type="checkbox"/> Literacy	<input type="checkbox"/> Visual				
<input type="checkbox"/> Lack of desire to learn	<input type="checkbox"/> Cognitive	<input type="checkbox"/> Financial				

LEARNING NEEDS: (Document those that apply on the lines below.)

Teaching Activity Key (TAK)		Pre-Program Assessment/Post-Program Outcome Codes
I = Instructed	AV = Audiovisual	+ Yes, verbalizes understanding or performs skill
R = Review/Reinstruct	D = Demonstrated	- No, unable to verbalize/perform skill
H = Handout		* See comments/note

Topic/Outcome Verbalizes/demonstrates	Pre-Program Assessment code/initial/date	Initial	Teaching Activity Key (code/initial/dates) Reinforce Reinforce Reinforce				Post-Program Outcomes code/initial/date	Comments
A. Disease Process and Overview								
Definition, types, diagnostic criteria								
Causes, risk factors, symptoms								
Self-management education/MNT/DSME								
Treatment options and need for control								
Importance of diabetes control, ongoing education, and possible treatment changes								
B. Psychosocial								
Effect of stress on blood glucose								
Healthy coping strategies								
Community resources and support systems								
Depression risk screening								
C. Nutrition*								
Effect of timing, amt, and type of carb on BG								
Effect of weight status								
Strategies for weight management								
Understanding of personalized meal plan								
Nutrition strategies for lipid, BP management								
Understanding of nutrition labels in meal planning								
Effects of alcohol on BG (hypoglycemia)								
Understanding of healthy food prep (cooking methods, recipe modification)								
Healthy dining out practices								
Skills for adapting meal plan to altered meal times, travel, holidays, sick days, schedule changes, unplanned physical activity								
Understanding of nutritional/herbal supplements on diabetes control								
D. Physical Activity								
Effects of physical activity on BG (general health benefits)								
Develop a physical activity plan/goals (types, frequency, duration, intensity)								
Guidelines for a safe activity (stress test, hypoglycemia prevention)								
Adjusting food and BG testing for planned or unplanned activity								

<b>E. Medication – Insulin*/Oral Medication(s)/Other Injectables</b>							
Insulin (type, dose, schedule, action, preparation, injection technique, delivery devices, side effects)							
Storage of insulin and disposal of sharps							
Pattern management							
Pre-meal correction bolus; insulin:carb ratio							
Insulin adjustments/supplements (meals, activity, changes, travel, surgery)							
Basic pump information							
Oral medication(s) (name, dose, action, schedule, side effects)							
OTC medications							
Other injectables							
<b>F. Monitoring*</b>							
Blood Glucose (purpose, testing times, care of meter/strips, correct technique, log, meter Q/A, alternative site testing, lancet disposal)							
Blood glucose targets:							
Factors affecting BG levels							
Action for results outside target range							
A1C (define, state goal, test schedule)							
Urine Ketone Testing (why, when, how)							
<b>G. Acute complications* (prevent, detect, treat)</b>							
Hypoglycemia (risk, causes, signs, symptoms, treatment, prevention)							
Hypoglycemia unawareness							
Problem solving: contact MD/diabetes team							
Glucagon (prescription); support person instructed							
Safe driving practices; need for medical ID use							
Hyperglycemia (risk, causes, signs, symptoms, treatment, prevention)							
Sick Day (effect of illness on BG and guidelines for sick day self-care)							
Problem solving: contacting medical provider							
<b>H. Chronic Complications (prevent, detect, treat)</b>							
Risk reduction strategies (controlling BG and HTN, smoking cessation, increased activity, diet, wt/BMI reduction)							
DM-focused visits every 3-6 months							
Tests (A1C, lipids, albumin/creatinine ratio, eGFR)							
Annual dilated eye (with drops in eyes)							
Dental visits and proper oral health care							
Annual comprehensive lower extremity exam							
Teach self-foot exam, routine foot care/foot wear; S/S of problems/infection and contact MD/team							
Immunizations							
Skin care/hygiene							
<b>I. Goal setting and problem solving</b>							
Problem solving strategies							
Behavior change strategies							
Personal self-care goals (AADE7™)							
<b>J. Preconception care/pregnancy/gestational</b>							
Preconception counseling/care, good BG control							
BG control prior to conception and during pg							
Maternal and fetal risk and complications with poor control							
Monitoring and care frequency when pregnant							
Gestational: treatment, BG monitoring/goals, F/U testing postpartum, risk reduction							

\* denotes survival skills

Signature/Initial/Date	Signature/Initial/Date