

Module III- 1

Self-management

Overview

Self-management is the cornerstone of overall diabetes care. Optimal outcomes can only be achieved if the person with diabetes is willing and able to manage their disease on a daily basis, for life. It is important that healthcare professionals are aware of the psychological, emotional and economic impact of diabetes when providing education and care. While advances in care and technology give people more tools to manage their disease it also increases the burden on, and the expectations of, people with diabetes.

People with diabetes have a right to expect high quality care from experienced, trained professionals, a patient-centred approach, and access to services, equipment, medical supplies and hospitalization if required.

People with diabetes have a responsibility to manage their condition on a day-to-day basis, communicate with their healthcare professionals periodically throughout the year, and seek advice when necessary. Wherever possible, self-monitoring of glucose should be an integral part of a self-management plan.

Healthcare professionals should be aware of monitoring HbA_{1c}, fasting and post-meal blood glucose, and setting target levels in collaboration with every person with diabetes. Achieving targets for blood glucose requires a close partnership between the person with diabetes and a multidisciplinary team of healthcare professionals.

The Diabetes Attitudes, Wishes and Needs (DAWN) study showed that people who experienced psychological stress at the time of diagnosis continued to have difficulty with self-management and feeling confident in their abilities as many as 15 years later.

An area of importance in self-management is the transition from paediatric to adult care. This process is often poorly implemented by both health professionals and young people. Refer to the following modules: I-2, **Team management**; I-4, **Psychosocial and behavioural approaches**; IV-1, **Diabetes in children and adolescents**.

Goals

- To improve the quality of life of people affected by diabetes (the primary goal of diabetes care)
- To provide participants with an understanding of:
 - the disease from the perspective of the person with diabetes

- personal costs
- economic costs
- psychosocial costs
- effective self-management skills from the day of diagnosis
- ways to facilitate access to services
- ways to facilitate the transition from childhood to adolescence and into adult care
- the special needs of older adults
- To provide participants with an understanding of the need to advocate on behalf of young people with diabetes to reduce discrimination against them in school, the workplace and their daily lives

Objectives

After completing this module the participant will be able to:

- Discuss the impact of living with diabetes
- Accept that self-management is a life-time process for people with diabetes
- Promote self-care as integral to effective management
- Assist people with diabetes to become competent in self-care behaviours that are appropriate to their needs such as urine and blood glucose monitoring, self-examination of feet and proper foot care, attending annual complication assessment
- Recognize and assess barriers to self-care, including psychosocial concerns and issues
- Together with the person with diabetes, determine personal targets for treatment – including blood glucose, lipid values, blood pressure, HbA_{1c}, meal planning and physical activity
- Adopt an approach to education and management that is individualized to the needs of the person
- Recognize that different people manage their diabetes in different ways
- Prepare young people for the transition from the paediatric setting to the adult environment
- Teach people the importance of regular contact with both the medical practitioner and the other members of the diabetes health team, and the need for regular education updates
- Recognize the importance of ongoing self-management support for all people with diabetes

	<ul style="list-style-type: none"> • Identify how healthcare professional can evaluate people's self-management skills and the outcomes of self-management – including quality of life, patient satisfaction and reaching the targets of diabetes management • Assist people to develop self-confidence to advocate for their rights when dealing with health professionals and in their daily lives
Teaching strategies	<p>Experiential learning: hands-on experience with meters and insulin delivery devices</p> <p>Discussion with a person with diabetes</p> <p>Attend diabetes camp</p>
Suggested time	1-2 hours
Who should teach this module	Diabetes educator, person with diabetes, local member organization
Evaluation of learning	Group discussion of experiential learning
References	<p>American Diabetes Association. Standards of medical care in diabetes. <i>Diabetes Care</i> 2008; 31: S12-S54.</p> <p>Anderson RM, Funnell MM. <i>The art of empowerment: stories and strategies for diabetes educators</i>. American Diabetes Association. Alexandria, 2000.</p> <p>Bergenstal R, Callahan T, Johnson M, et al. Management principles that most influence glycemic control: a follow up study of former DCCT participants. <i>Diabetes</i> 1996; 45 (Suppl 2): 124A.</p> <p>Canadian Diabetes Association Clinical Practice Guidelines Expert Committee. Canadian Diabetes Association 2003 Clinical Practice Guidelines for the Prevention and Management of Diabetes in Canada. <i>Can J Diab</i> 2003; 27(suppl 2).</p> <p>Ceriello A, Hanefeld M, Leiter L, et al. Postprandial glucose regulation and diabetic complications. <i>Arch Intern Med</i> 2004; 164: 2090-5.</p> <p>IDF Clinical Guidelines Task Force. <i>Guideline for management of postmeal glucose</i>, International Diabetes Federation. Brussels, 2007.</p> <p>IDF Clinical Guidelines Task Force. <i>Global guideline for type 2 diabetes</i>. International Diabetes Federation. Brussels, 2005.</p> <p>Jones H, Edwards L, Vallis TM, et al. Changes in diabetes self-management behaviors make a difference in glycemic control: the Diabetes Stages of Change (DiSC study). <i>Diabetes Care</i> 2003; 26: 732-7.</p>

Detailed content for this module is available as a slide presentation at www.idf.org