

Educator Guide:

**Take Action!**

**Caring for Your  
Diabetes**

**M** Northwestern Memorial<sup>®</sup>  
Hospital

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## *Take Action! Caring for Your Diabetes Series*

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**Goal:** The goal of this seven-part video and print series is to provide patients with essential diabetes information in plain language to help build self-management skills for controlling their diabetes. The series was developed for patients across literacy levels and involved significant patient input<sup>1</sup>. The series also addresses the following self-care behaviors established by the American Association of Diabetes Educators (AADE)<sup>2</sup>: healthy eating, being active, monitoring, taking medication, problem solving and reducing risks.

**Intended Audience:** Adults with type 2 diabetes; ideally patients newly diagnosed with type 2 diabetes.

### **Purpose of Implementation Guide**

This guide accompanies the series *Take Action! Caring for Your Diabetes*. It is designed to provide you, the educator with:

- tips on how to use the videos and companion print materials;
- lesson plans for each module (in this guide module refers to the combined video and print for each topic); and
- tips on how to work with patients in setting effective self-management goals.

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## *Icons Used in this Guide*

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Used for video description and in lessons plans to show when video should be played



Used for print material descriptions and in lessons plans when print materials should be used



Used to identify learning objectives



Used to identify discussion questions



Used to identify problem solving activities

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## *Description of the Take Action! Series*

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The **Take Action! Series** includes seven modules. The educator may choose which modules to use with patient(s) after conducting an individualized assessment of the patient's level of diabetes knowledge and needs.

### **“What is Diabetes?”**

English - 4:07 minutes; Spanish – 5:25



**Video:** Defines diabetes and its causes. It introduces patients to the concept of blood sugar and the various ways in which diabetes can affect different parts of the body.



**Print:** Reflects the same content as the video.

### **“The Ups & Downs of Blood Sugar”**

English - 4:46 minutes; Spanish – 6:52



**Video:** Describes how food, exercise and medications all affect blood sugar levels in various ways. A balance-scale visual and color scheme, it shows ranges of blood sugar readings and reinforces goals for target blood sugar levels.



**Print:** Reflects the same content as the video and includes self-management goal setting for medication adherence, healthy eating and exercise.

### **“Checking Your Blood Sugar”**

English – 5:45 minutes; Spanish – 8:54



**Video:** Discusses the importance of checking blood sugar and explains the concept of A1C. This video also demonstrates step by step instructions on how to check one's blood sugar.



**Print:** Reflects the same content as the video. “Blood Sugar Diary” tab includes blood glucose logs and goal setting for checking blood sugar.

### **“Protect Your Eyes”**

English – 2:54 minutes; Spanish – 4:04



**Video:** Focuses on how diabetes can hurt the blood vessels in the eyes. It describes ways to prevent diabetes from hurting the eyes and the importance of having one's eyes checked at least once a year.



**Print:** Reflects the same content as the video and includes a place for the patient to write in their last eye exam and date for their next eye exam.

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## *Description of the Take Action! Series*

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### **“Protect Your Feet”**

English – 5:11 minutes; Spanish – 6:16



**Video:** Describes how diabetes can hurt the nerves in the feet and the importance of a yearly foot exam. Details on daily foot checks and preventing foot problems are thoroughly explained.



**Print:** One page summary for patient to use as their daily check reminder.

### **“Know Your Blood Pressure”**

English – 3:26 minutes; Spanish – 4:23



**Video:** Discusses the importance of having blood pressure checked and keeping blood pressure at 130 or less as much as possible. Tips on how to keep blood pressure under control are also discussed.



**Print:** Reflects same content as the video and includes more detailed information on foods with salt and tips on how to eat less salt.

### **“Know Your Cholesterol”**

English – 5:25 minutes; Spanish – 7:34



**Video:** Addresses the importance of cholesterol screening. It reinforces the ability to prevent cholesterol-related problems by exercising, eating healthy and taking prescribed medications.



**Print:** Reflects the same content as the video and includes a more detailed list of foods high in cholesterol.

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## *Suggestions for How to Use Modules*

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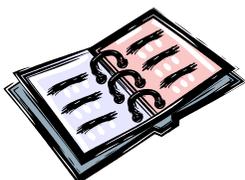
### **Suggested Video Sequencing**

The sequence in which these videos are shown is flexible and up to the individual educator based on individual patient education and health needs, preference, and/or time constraints.

<b>Session</b>	<b>Videos to View</b>	<b>Comments</b>
<b>1</b>	<b>“What is Diabetes” and “The Ups and Downs of Blood Sugar”</b>	This session may also include viewing the “Checking Your Blood Sugar” video.
<b>2</b>	<b>“Checking Your Blood Sugar”</b>	This video may be a stand-alone session or it may be viewed in Session 1.
<b>3</b>	<b>“Protect Your Eyes” and “Protect Your Feet”</b>	These videos may also be viewed separately based on educator’s discretion.
<b>4</b>	<b>“Know Your Blood Pressure”</b>	This video is suggested for patients diagnosed with hypertension or those who are at risk of developing hypertension. To be viewed at the educator’s discretion.
<b>5</b>	<b>“Know Your Cholesterol”</b>	This video is suggested for patients diagnosed with high cholesterol or those who are at risk of developing high cholesterol. To be viewed at the educator’s discretion.

### **Use of Videos in Combination with Print Materials**

Evidence shows that learning does not occur in just one session and patients have different ways of learning new information. The use of print materials can help slow the pace of information and help to reinforce key learning objectives seen in the videos.



Print materials are intended to be used to:

- Reinforce concepts seen in the videos. For example, the educator may instruct the patient to, “turn to page X so we can review it together.”
- Set self-management goals for each module.
- Provide a space for patients to write down and keep track of their goals.
- Provide patients with a blood sugar diary.

### **Optional use of print materials**

- Review key learning objectives and self-management goals during follow-up phone calls.

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## *How to Set Effective Self-Management Goals with Patients*

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It is important that the **Take Action! Series** modules are combined with behavior change counseling to help patients set self-management goals. Trying to change habits that patients may have developed over a lifetime may take some time and is not an easy task. **The key to having patients achieve self-management goals is to have patients choose their own goal.**

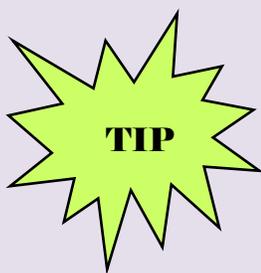
After having the patient choose a general goal they would like to work on, the educator can help the patient set a more specific action plan using the following four questions<sup>3</sup>:

1. **WHAT?**
2. **HOW MUCH?** (of the activity)
3. **WHEN?** (time of day, or when during the week)
4. **HOW MANY TIMES?** (per day, week)

Here are a couple of examples of specific self-management goals:

**Example 1:** I will walk on the treadmill (**WHAT**) for 15 minutes (**HOW MUCH**) before work (**WHEN**) on Monday, Wednesday and Friday (**HOW MANY TIMES**).

**Example 2:** I will check my blood sugar (**WHAT**) once a day (**HOW MUCH**) before breakfast (**WHEN**) every day of the week (**HOW MANY TIMES**).



**Be sure to use the goal sheets provided in the print materials. These general goals they can give patients and idea of where to start. You can then work with the patient to set more specific self-management goals.**

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## *How to Set Effective Self-Management Goals with Patients*

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To increase patients' chances for success, educators should estimate how confident the patient is that they can carry out their self-management goal<sup>4</sup>. This can be done using a 10-point scale.

**Ask the patient:** "How confident are you that you can reach this goal on a scale from 1 to 10?"

<b>not sure at all</b>			<b>somewhat sure</b>					<b>very sure</b>		
0	1	2	3	4	5	6	7	8	9	10



If patients have a confidence level of at least 7 on the 10-point scale, they are very likely to succeed. **If a patient has a level of less than 7, the educator should work with the patient to make an action plan with a higher chance of patient success<sup>4</sup>.**

## *How to Set Effective Self-Management Goals with Patients*

The following table illustrates a sample scenario of how you can help patients set self-management goals that will help them reach their goals.

### **Goal Setting Dialogue**

Adapted from Bodenheimer, et al, 2007 (ref 5).

**Scenario:** *Maria is a health educator at the Diabetes Community Health Center and she has just shown a patient the first two videos from the **Take Action! Series**.*

**Educator:** “You mentioned after the second video that sometimes your blood sugar gets too high. Is there anything you would like to do this week to improve your blood sugar?”

**Patient:** “I don’t know. I take my pills and try and eat healthy, but I know I do not exercise as much as I should, so maybe I can start exercising more.” (**Note:** The patient has just expressed what general goal they want to work on but it is not specific enough.)

**Educator:** “Let’s look at the exercise goal tab (page X) in the workbook to see if there is anything you may want to start with.”

**Patient:** “Well, I do like to walk.”

**Educator:** “Great! Do you have a place where you can walk?”

**Patient:** “I can walk around the block in my neighborhood.”

**Educator:** “Great! Let’s try and make this as specific as possible. When do you think you can fit in some walking and how long do you want to try and walk?”

**Patient:** “Let’s see. I probably can walk after dinner, maybe for 10 minutes.”

**Educator:** “How many times a week do think you can do this?”

**Patient:** “Maybe two.”

**Educator:** “OK. How sure are you that you can walk around the block for 10 minutes after dinner, 2 days a week? Let’s use a 0-10 scale: “0” means you are not sure you can do it, and 10 means you are very sure you can do it.”

**Patient:** “I can do it. I’m 100%, completely sure. So a 10.”

**Educator:** “OK, so let’s write down your plan in your workbook. Can I call you in the next few weeks to see how you are doing?”

**Patient:** “Sure, I would like that.”

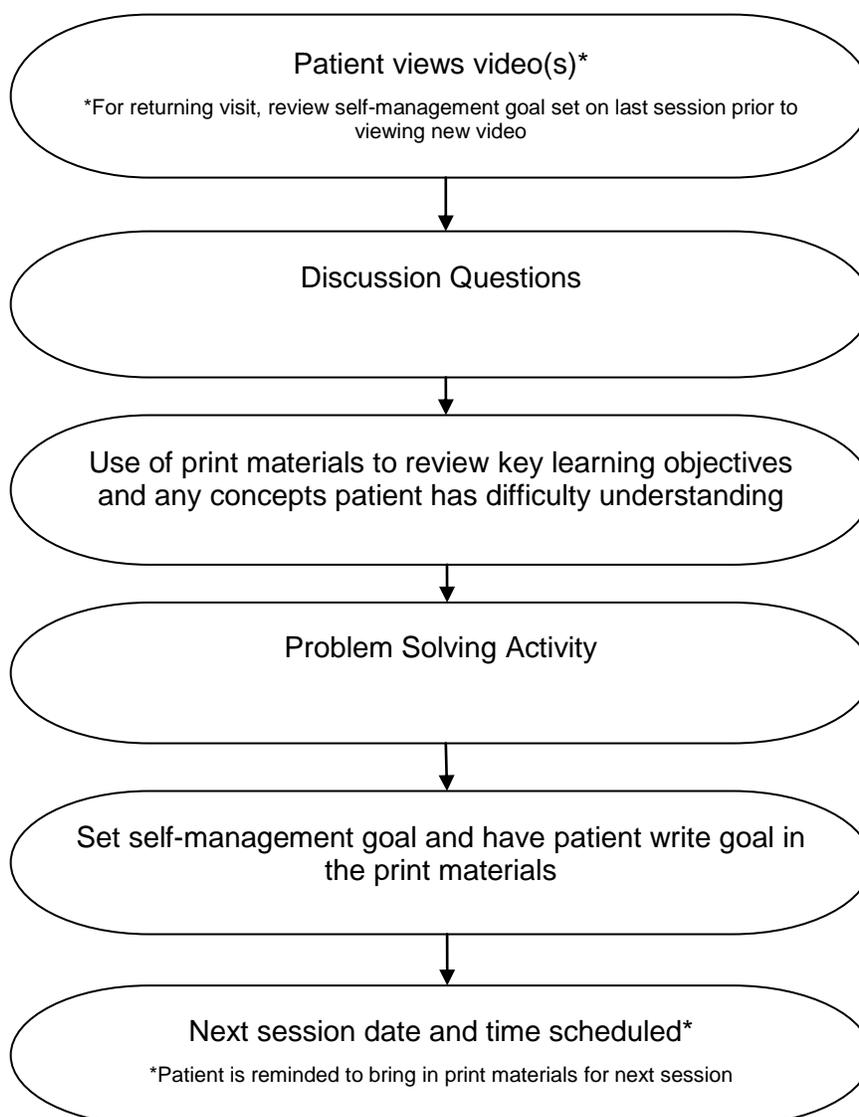
## *Flow Charts for Educating Patients in Various Settings*

The manner in which these modules are utilized will vary based on setting, patient preference, time constraints and the availability of resources among other things. Therefore, we present only three of many possible scenarios for utilizing these materials; this is not meant to be an exhaustive list. Below are suggested flow charts for each type of education session.

### **Multiple One-on-One Visits with Educator**

*(Suggested time: 30- 60 minutes per session)*

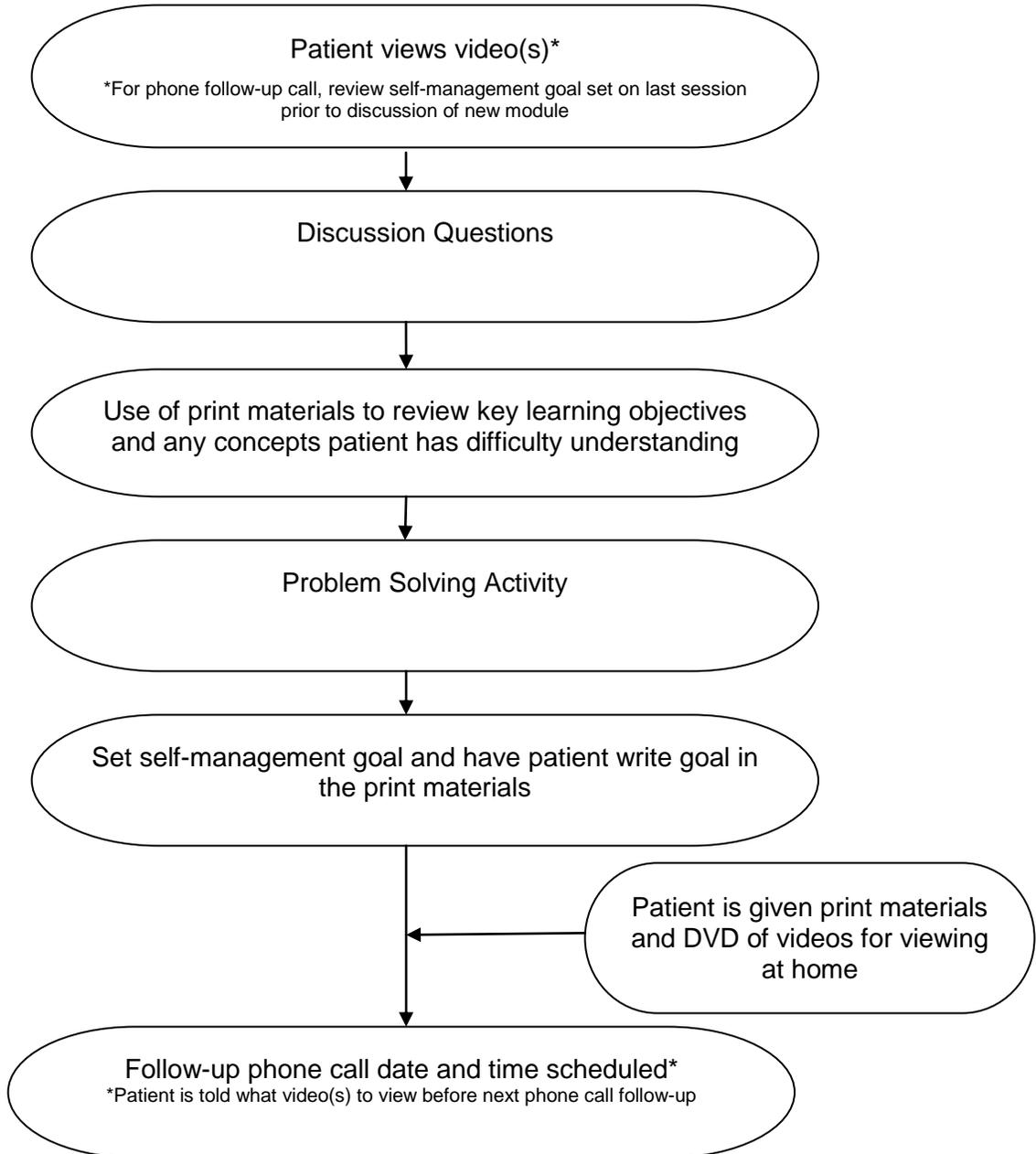
This type of session involves multiple one-on-one recurring visits between the patient and the educator. It is advised that the video sequencing as outlined on **page 6** is followed, along with the use of print materials for reinforcement of knowledge and behavior goals.



## One-on-One Visit with Phone Follow-up

(Suggested time: one hour for initial visit, 10-15 minute phone call)

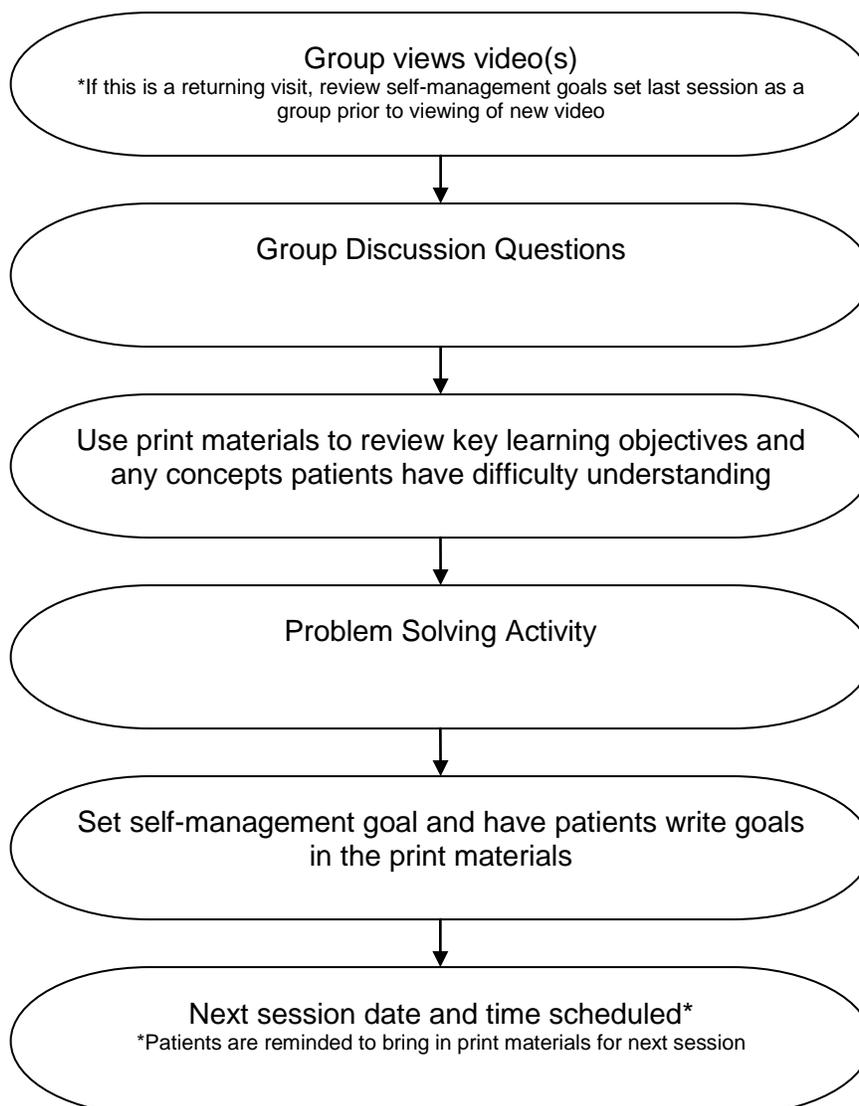
This type of session involves only one visit with the educator. The patient receives a DVD which includes all of the videos along with the corresponding print materials to take home. Subsequent follow-up will be done over the phone at a day and time established by both the educator and the patient. Patient should have print materials available for each call.



## Group Education

*(Suggested time per session: one hour)*

This type of session involves utilizing the videos and print materials with patients who regularly meet as a group. The videos may be viewed according to sequencing as suggested on **page 6**.



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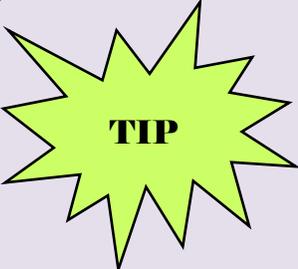
## Lesson Plans for Each Module

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This section is to help you plan and carry out an education session. Icons are used to separate each activity.

For each module the lesson plan includes:

- Learning Objectives
- Discussion Questions 
- Problem Solving Activities
- Self-Management Goals 



### TIP

Discussion questions are meant to help facilitate a discussion between the patient and the educator after watching the video to see if there are any knowledge deficits that need to be addressed. Ideally these should not be used solely for a didactic format. **Skinner et al. (2008) found the less educators talk during an education session, the greater the change in patients' beliefs and knowledge about their diabetes<sup>6</sup>.**

# Module: “What is Diabetes?”

After watching the “What is Diabetes?” video the patient(s) will be able to:

- Define diabetes.
- Understand what causes diabetes.
- Explain how diabetes can hurt the body.
- Identify strategies for medication adherence.



Watch video.



**Ask patient(s):**

1. “What have you learned after watching this video?”
2. “What did you find difficult to understand?”
3. “What would you tell a friend or family member that you learned today?”



Use print materials to review key learning objectives and any concepts patient has difficulty understanding.

## “Medication Adherence”

**Goal:** To have patients describe their system of taking their medications and any barriers they have to medication adherence.

**Ask patient:**

1. “How do you remember when and how to take your medications?” Or if in a group, “Would anyone like to share their way of remembering how and when to take your medications?”
2. Discuss in a group or individually any barriers patient(s) are having with medication adherence.



**Self-Management Goal Setting:** See “Medication Goals” tab

## Module: “The Ups and Downs of Blood Sugar”

After watching the “Ups and Downs of Blood Sugar” video the patient(s) will be able to:

- Verbalize blood sugar goals.
- Identify what can make blood sugar go up or down.



Watch video.



**Ask patient(s):**

1. “What have you learned after watching this video?”
2. “What did you find difficult to understand?”
3. “What would you tell a friend or family member that you learned today?”



Use print materials to review key learning objectives and any concepts patient has difficulty understanding.

### Blood Sugar Level Scenarios

**Goal:** To have patients identify what can make their blood sugar levels go up or down and what things they can do to get their sugar levels into the “just right” range.

**Scenario 1:** Jack wakes up and tests his blood sugar and it is 190. Is this too low, just right or too high of a blood sugar reading?

**Ask patient:**

- “What do you think could have caused his blood sugar to be at this level?”
- “What are some things Jack can do differently so his blood sugar does not get too high?”
- “Does this ever happen to you? If so, can you tell me what made your blood sugar go so high? What could you have done differently?”

**Scenario 2:** You are running late for work and leave your house without eating breakfast.

**Ask patient:**

- “Does this ever happen to you?”
- “What happens to your blood sugar when you skip a meal?”
- “What can you do if you are running late or don’t have time to make breakfast to avoid a low blood sugar?”
- “How does having low blood sugar make you feel?” (probe: symptoms)
- “When your blood sugar is too low, what can you do to get it back in the “just right” range?”

**Scenario 3:** You are at a party and you eat a slice of cake and drink regular soda.

**Ask patient:**

- “After you eat the cake and drink the soda what happens to your blood sugar? Does it get: too low, just right or too high?”
- “What can you do to bring your sugar level back down into the “just right” range?”
- “When you are at a party what can you do differently to avoid your blood sugar from becoming too high?”

### Optional Group Activity

**Ask group:**

- “Does anyone want to share any problems they are having keeping their blood sugar under control and we can talk as a group to help problem solve?”



**Self-Management Goal Setting:** See “Medication / Healthy Eating / Exercise Goals” tab

## Module: “Checking Your Blood Sugar”

After watching the “Checking Your Blood Sugar” video the patient(s) will be able to:

- Demonstrate how to check blood sugar.
- Explain what an A1C test is and how often they should have it checked.
- Use blood sugar log.



Watch video.



**Ask patient(s):**

1. “What have you learned after watching this video?”
2. “What did you find difficult to understand?”
3. “What would you tell a friend or family member that you learned today?”



Use print materials to review key learning objectives and any concepts patient has difficulty understanding.

### Activity 1: “Using Your Glucose Log”

**Goal:** To explain to patients how to correctly fill out the glucose logs provided in the workbook.

**Materials:** Blood sugar diary from patient workbook, pen

**Description:**

1. Go through examples of different blood sugar readings with patients. Some suggested sample readings to use are:
  - a. “You check your blood sugar before breakfast and it is 70”
  - b. “You check your blood sugar before lunch and it is 125”
  - c. “You check your blood sugar before dinner and it is 200”
2. After each example, have patients write the results on the corresponding space on the glucose logs.
3. Have patient give possible reasons why the blood sugars might be in different ranges and write these as notes in the log.
4. Educator can also suggest after every example what patients can do to get their blood sugars in the “just right” range.

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### Activity 2: “Check Your Blood Sugar”

**Goal:** To have patients use their glucose meter and demonstrate understanding of how to use the glucose logs provided in the workbook.

**Materials:** glucose meter, blood sugar diary from patient workbook, pen

**Description:**

1. Have patient check their blood sugar using their home glucose meter.
2. Have patients write the results in the appropriate place on their glucose logs.
3. Discuss blood sugar results with patient or have patients share their results as a group.

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### Activity 3: “Know Your A1C”

**Goal:** To have patients understand what an A1C measures.

**Description:**

1. **Ask patient:** “Do you know your A-1-C number?” Or if in a group, “How many of you know your A-1-C number?” “Will someone share there A-1-C number with the group?”
2. “What does their number mean?”
3. If a patient has an A1C over 7, ask “What can you do to get your A1C below 7?”



**Self-Management Goal Setting:** See “Blood Sugar Diary” tab

## Module: “Protect Your Eyes”

After watching the “Protect Your Eyes” video the patient(s) will be able to:

- Describe what causes diabetic eye disease and how it can be prevented.
- Tell how often they should get their eyes checked.
- Explain why diabetic eye disease is serious.
- Understand that diabetic eye disease can be treated.



Watch video.



### Ask patient(s):

1. “What have you learned after watching this video?”
2. “What did you find difficult to understand?”
3. “What would you tell a friend or family member that you learned today?”



Use print materials to review key learning objectives and any concepts patient has difficulty understanding.

### “Getting Your Eyes Checked”

**Goal:** To have patients identify when their next eye exam should be and to discuss barriers to getting an exam. If barriers are present, problem-solve how to overcome barriers.

**Materials:** Patient workbook and pen.

#### Description:

1. Ask patient when they had their last eye exam and have them write it down on page 8 in their workbook.
2. Discuss any barriers they may have in getting an eye exam. Work with patient to discuss how to overcome barriers to them completing their next appointment.
3. Discuss when their next eye appointment should be or fill in appointment date on page 8 if patient has already scheduled an appointment.



**Self-Management Goal Setting:** Have patient(s) write down when their next exam should be on page 8 under “Protect Your Eyes” tab and determine when to call to schedule this appointment.

## Module: “Protect Your Feet”

After watching the “Protect Your Feet” video the patient(s) will be able to:

- Describe how diabetes can hurt the feet.
- Explain ways they can protect their feet.
- Show how to check their feet daily and explain what they are looking for.
- Tell how often they should have a foot exam by a doctor.



Watch video.



### Ask patient(s):

1. “What have you learned after watching this video?”
2. “What did you find difficult to understand?”
3. “What would you tell a friend or family member that you learned today?”



Use print materials to review key learning objectives and any concepts patient has difficulty understanding.

### “Checking Your Feet”

**Goal:** To have patient(s) identify when their next foot exam should be and to discuss any barriers of taking good care of their feet.

**Materials:** Patient workbook and mirror. Pair or pictures of the following types of shoes: high heels, flip flops, men’s pointy toed shoes.

#### Description:

1. **Ask patient:** “When was the last time you had your feet checked by your doctor?”
2. Discuss any barriers they may have in getting a foot exam.
3. Discuss any barriers patient may have in taking care of their feet.
4. Using the foot check card, have patient practice the steps listed that are part of a daily foot check.
5. When patient is putting their shoes back on, ensure that they check the shoes before putting them back on their feet as shown in the video.
6. Have patients look at the different types of shoes and discuss why they are not good choices to wear.



**Self-Management Goal Setting:** Have patient(s) write down when their next exam should be on page 3 and determine when to call to schedule this appointment.

## Module: “Know Your Blood Pressure”

After watching the “Know Your Blood Pressure” video the patient(s) will be able to:

- Define blood pressure.
- Identify blood pressure goal numbers.
- Explain why it is important to control blood pressure.
- Explain what you can do to control your blood pressure and why it is important to have blood pressure checked.



Watch video.



### Ask patient(s):

1. “What have you learned after watching this video?”
2. “What did you find difficult to understand?”
3. “What would you tell a friend or family member that you learned today?”



Use print materials to review key learning objectives and any concepts patient has difficulty understanding.

### Activity 1: “Know Your Blood Pressure Numbers”

**Goal:** To make patients aware of their blood pressure numbers.

#### Description:

##### Ask patient:

1. “When was the last time you had your blood pressure checked?”
2. “Do you know what your blood pressure is?”

### Activity 2: “Cutting the Salt Out”

**Goal:** To have patients identify high salt foods in their current diet and to help them develop strategies on how to make changes to lower the amount of salt they currently eat.

**Materials:** Patient workbook, pen and paper.

#### Description:

1. Ask patient to write down what he/she ate for dinner last night.
2. Have the patient identify foods that are high in salt by referring back to the print materials on pages 8 and 9.
3. Have patient determine ways the meal can be reduced in salt.

### Optional Activity 3: “Taking Your Blood Pressure”

**Goal:** To help patients define and identify their current blood pressure.

**Materials:** Blood pressure cuff, pen and paper.

#### Description:

1. Educator will take patient’s blood pressure using the blood pressure cuff.
2. Patient will then write down their blood pressure numbers.
3. **Ask patient:** “Is your blood pressure normal or too high?”
4. If patient’s blood pressure is too high, ask the patient, “What can you do to lower your blood pressure?”
5. If in a group, ask if anyone who has high blood pressure is willing to talk about how they try to keep it under control. If no one has high blood pressure, give example: “Martin goes to the doctor & his blood pressure is 140/95. What can he do to lower his blood pressure?”



**Self-Management Goal Setting:** See page 2 in “Healthy Eating Goal” tab.

## Module: “Know Your Cholesterol”

After watching the “Know Your Cholesterol” video the patient(s) will be able to:

- Describe where cholesterol in your blood comes from.
- Identify reasons for having high cholesterol.
- Define cholesterol goal numbers and what to do to get numbers to goal.
- Explain the difference between LDL and HDL cholesterol.



Watch video.



### Ask patient(s):

1. “What have you learned after watching this video?”
2. “What did you find difficult to understand?”
3. “What would you tell a friend or family member that you learned today?”



Use print materials to review key learning objectives and any concepts patient has difficulty understanding.

### Activity 1: “Know Your Cholesterol Numbers”

**Goal:** To have patients define cholesterol goal numbers and what to do to get numbers to goal.

**Materials:** Patient workbook and pen.

#### Description:

1. **Ask patient:** “Do you know your cholesterol numbers?”
2. Have patient record their numbers in the workbook if they know them.
3. **Ask patient:** “Do you think this is too high or “just right”?”
4. **Ask patient:** “How do you think you can get your cholesterol numbers in the right range?”

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### Activity 2: “Cutting Cholesterol”

**Goal:** To have patients identify high cholesterol foods in their current diet and to help them develop strategies on how to make changes to lower the amount of cholesterol they currently eat.

**Materials:** Patient workbook, pen and paper.

#### Description:

1. Have patient(s) to write down what he/she ate for dinner last night.
2. Have patient(s) identify foods that are high in cholesterol by referring back to the print materials pages 8-9.
3. Have patient determine ways they can make their meal lower in cholesterol.

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### Activity 3: “Taking Your Cholesterol Medication”

**Goal:** To have patient describe their method of medication adherence.

#### Description:

1. **Ask patient:** “Do you currently take cholesterol medication?”
2. If patient answers yes, ask patient, “When do you take this medication?”
3. **Ask patient:** “How do you remember to take this medication?”



**Self-Management Goal Setting:** See page 3 in “Healthy Eating Goal” tab.

## After patients complete the *Take Action!* series education sessions...

- ❖ Education should be reinforced at appropriate intervals.
- ❖ Self-management goals should be reviewed and revised (if needed) at every visit.
- ❖ Assist patient in developing methods for healthy coping<sup>2</sup>.
- ❖ Help patient identify and develop strategies to overcome barriers in achieving goals.
- ❖ Refer patient to any community resources they may need to assist them in reaching self-management goals.

## References

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<sup>1</sup>Kandula N.R. et al. The Relationship between Health Literacy and Knowledge Improvement After A Multimedia Type 2 Diabetes Education Program. *Patient Education and Counseling*. June 2009;75(3):321-327.

<sup>2</sup>Tomky D, et al. AADE7™ Self-Care Behaviors. *The Diabetes Educator*. May/June 2008: 34(3):445-449.

<sup>3</sup>Wallace, A.S. et al. Literacy-appropriate educational materials and brief counseling improve diabetes self-management. *Patient Education and Counseling*. June 2009;75(3):328-33.

<sup>4</sup>Lorig, K. Action planning: A call to action. *Journal of American Board of Physicians*. May/June 2006;19(3):324-325.

<sup>5</sup>Bodenheimer T, Davis C, Holman H. Helping patients adopt healthier behaviors. *Clinical Diabetes*. April 2007;25(2):66-70.

<sup>6</sup>Skinner TC, Carey ME, Cradock S, et al. 'Educator talk' and patient change: some insights from the DESMOND (Diabetes Education and Self Management for Ongoing and Newly Diagnosed) randomized controlled trial. *Diabetic Medicine*. Sep 2008;25(9):1117-20.