

# Patient & Family Education Codes (PEPC)

## Diabetes Curriculum Education



## Codes

13th Edition

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## What are the Diabetes Curriculum Education Codes?

The Diabetes Education Curriculum Codes (DMC) are a VERY specific set of codes that follow the three IHS Diabetes Curriculum: *Balancing Your Life and Diabetes*, *Balancing Your Food Choices: Nutrition and Diabetes*, and *Beautiful Beginnings: Pregnancy and Diabetes*. These IHS diabetes education codes are meant to be used by programs/persons who are familiar with the IHS Diabetes Curriculums.

If you are providing Diabetes Education and your site is *not* using one of the IHS diabetes curriculums, use the DM or GDM codes found in the main set of patient education codes.

If your site is using the IHS *Balancing Your Life and Diabetes*, *Balancing Your Food Choices: Nutrition and Diabetes*, and/or *Beautiful Beginnings: Pregnancy and Diabetes*. use the DMC (Diabetes Mellitus Curriculum) codes. If you are not sure which codes or curriculum your site should document with, check with your local Diabetes Coordinator.

<b>DMC-ABC</b>	Knowing Your Numbers (ABC)
<b>DMC-AC</b>	Acute Complications: Balancing Your Blood Sugar
<b>DMC-BG</b>	Behavioral Goals (Making Healthy Changes)
<b>DMC-BGM</b>	Home Blood Glucose Monitoring
<b>DMC-CC</b>	Chronic Complications: Staying Healthy with Diabetes
<b>DMC-DP</b>	Disease Process (What is Diabetes)
<b>DMC-EX</b>	Exercise (Moving to Stay Healthy)
<b>DMC-FTC</b>	Foot Care (Taking Care of Your Feet)
<b>DMC-M</b>	Diabetes Medicine- Overview and Diabetes Pills
<b>DMC-MSE</b>	Mind, Spirit And Emotion
<b>DMC-N</b>	Nutrition (Healthy Eating)
<b>DMC-PPC</b>	Pre-Pregnancy Counseling
<b>DMCN-FL</b>	Session 1: Introduction to Food Labels
<b>DMCN-CC</b>	Session 2: Introduction to Carbohydrate Counting
<b>DMCN-EL</b>	Session 3: Introduction to Exchange Lists
<b>DMCN-FS</b>	Session 4: Introduction to Food Shopping
<b>DMCN-HC</b>	Session 5: Introduction to Health Cooking
<b>DMCN-EA</b>	Session 6: Guidelines for Eating Away from Home
<b>DMCN-AL</b>	Session 7: Guidelines for the Use of Alcohol
<b>DMCN-D</b>	Session 8: Guidelines for the Evaluating Diets
<b>DMCPG-DM</b>	Session 1: Pregnancy, Diabetes and You: First Step to a Healthy Pregnancy
<b>DMCPG-N</b>	Session 2: Healthy Eating During Pregnancy
<b>DMCPG-EX</b>	Session 3: Moving to Stay Healthy During Pregnancy
<b>DMCPG-M</b>	Session 4: Medicine During Pregnancy
<b>DMCPG-BGM</b>	Session 5: Blood Glucose Monitoring During Pregnancy
<b>DMCPG-SH</b>	Session 6: Staying Healthy During Pregnancy
<b>DMCPG-PP</b>	Session 7: Staying Healthy After Delivery

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## How to Document and Code Patient Education

After using the Patient Education Protocols and providing education, the education should be documented using the codes found in this booklet. Correct documentation requires the completion of 6 elements:

1. Disease state, Illness, or Condition
2. Education Topic Discussed
3. Level of Understanding
4. Time
5. Provider Initials
6. Behavior Goal: Goal Set, Goal Met, Goal Not Met

1. **DMC** = Diabetes Mellitus Curriculum
2. **ABC1** = Verbalize 1 reason for knowing your A1c
3. **G** = Good Understanding
4. **10** (Minutes ) = Time
5. **XYZ** = Provider Initials
6. **GS:** Pt. to state or write a plan to reach or maintain at least one of the ABC numbers= Behavior Goal

Patient Education String:

DMC-ABC1-G-10-XYZ-GS: Pt. to state or write a plan to reach or maintain at least one of the ABC numbers.

## Documenting Time

Providers should estimate the amount of Time spent providing the patient education and document that Time using whole numbers.

**For detailed explanations of education protocols and codes consult the complete manual located at [www.ihs.gov](http://www.ihs.gov) under "Nationwide Programs and Initiatives," in the upper right-hand corner:**

**(Questions: Contact Cecelia Butler, RD at [Cecelia.butler@ihs.gov](mailto:Cecelia.butler@ihs.gov))**

## Indian Health Service Patient and Family Education Protocols and Codes

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**Balancing Your Life and Diabetes Curriculum**  
**DMC-ABC KNOWING YOUR NUMBERS (ABC)**

**OUTCOME:** *The individual/family will be able to identify target goals for A1c, blood pressure, and blood fat levels.*

**OBJECTIVES:**

- ABC1 Verbalize one reason for measuring A1c.
- ABC2 State the target A1c goal for blood glucose control.
- ABC3 Identify current A1c.
- ABC4 State two ways to reach or maintain the A1c goal.
- ABC5 Verbalize one reason for measuring blood pressure.
- ABC6 State the target for blood pressure control.
- ABC7 Identify current blood pressure.
- ABC8 State two ways to reach or maintain a target blood pressure.
- ABC9 Verbalize one reason for measuring blood fats.
- ABC10 State the target goals for target blood fats
- ABC11 Identify at least one current blood fat level.
- ABC12 List two or more ways to reach or maintain target blood fat goals.
- ABC13 State where to get help to improve the ABC numbers.
- ABC GS State or write a plan to reach or maintain at least one of the ABC numbers.
- ABC GM Behavior goal met (follow-up)
- ABC GNM Behavior goal unmet (follow-up)

**DMC-AC ACUTE COMPLICATIONS (BALANCING YOUR BLOOD SUGAR)**

**OUTCOME:** *The individual/family will understand acute complications and self-care actions to take to prevent or treat acute complications.*

**OBJECTIVES:**

**SECTION 1: LOW BLOOD SUGAR**

- AC1 Define low blood sugar.
- AC2 Discuss two or more causes of low blood sugar.
- AC3 List two or more symptoms of low blood sugar.
- AC4 State two or more actions to take when feeling symptoms of low blood sugar.
- AC5 State two or more actions to prevent low blood sugar.

**SECTION 2: HIGH BLOOD SUGAR**

- AC6 Define high blood sugar.
- AC7 State two or more causes of high blood sugar.
- AC8 List two or more symptoms of high blood sugar.
- AC9 Discuss two or more actions to take when the blood sugar is high.
- AC10 State two or more actions to prevent high blood sugar.

**SECTION 3: SICK DAY MANAGEMENT**

- AC11 Explain how blood sugar is affected during illness.
- AC12 State two or more things to do to manage blood sugar when sick.
- AC13 Identify two or more food and drink choices to use when sick.
- AC GS State or write a plan to use for low blood sugar, high blood sugar, and sick day management.
- AC GM Behavior goal met (follow-up).
- AC GNM Behavior goal unmet (follow-up).

**DOCUMENTING DIABETES EDUCATION CURRICULUM**

Disease		Education Topic		Number Taught required	Level of Understanding	Time	Provider Initials	Behavior Goal required
DMC		Know Your Numbers (ABC)		1-5	Good/Fair/Poor/Refused/Group	XX Min	Initials	GS GNS GM GNM
DMC		Foot Care (FTC)		1-5	Good/Fair/Poor/Refused/Group	XX Min	Initials	GS GNS GM GNM
GS = Goal Set    GNS = Goal Not Set    GM = Goal Met    GNM = Goal Not Met								
<b>LEVEL OF UNDERSTANDING</b>								
<b>GOOD (G)</b>		<b>FAIR (F)</b>		<b>POOR(P)</b>		<b>REFUSE (R)</b>		<b>GROUP (GP)</b>
Verbalizes understanding Able to return demonstration or teach-back correctly		Verbalizes need for more education Incomplete return demonstration or teach-back indicates a need for further teaching		Does not verbalize understanding Unable to return demonstration or teach-back		Refuses patient education		Education provided in group Unable to evaluate individual responses

## **DMC-BG BEHAVIORAL GOALS (MAKING HEALTHY CHANGES)**

**OUTCOME:** *The individual/family will have a basic knowledge of the process of behavior change and goal setting.*

### **OBJECTIVES:**

- BG1 State in simple terms what a goal is.
- BG2 Discuss personal habits.
- BG3 Identify desirable behavioral changes.
- BG4 Describe the process for making personal change.
- BGGS State or write a plan to change one or more behaviors.
- BGGM Behavior goal met (follow-up).
- BGGNM Behavior goal unmet (follow-up).

## **DMC-BGM HOME BLOOD SUGAR MONITORING**

**OUTCOME:** *The individual/family will understand the importance of blood sugar monitoring, know how to use the meter, and make personal blood sugar monitoring plan.*

### **OBJECTIVES:**

- BGM1 Explain that people with diabetes use a meter to learn how much sugar is in the blood.
- BGM2 List benefits of checking blood sugar.
- BGM3 State target blood sugar ranges to decrease risk for complications.
- BGM4 Discuss personal blood sugar goals.
- BGM5 State when to check blood sugar.
- BGM6 Discuss proper technique for checking blood sugar (to include maintenance, support services).
- BGM7 Demonstrate how to record results correctly.
- BGM8 Discuss benefits of bringing meter and logbooks to clinic visits.
- BGM9 State proper disposal of sharps.
- BGM10 State how to get supplies to check blood sugar.
- BGMGS State or write a plan to check blood sugar.
- BGMGM Behavior goal met (follow-up).
- BGMGNM Behavior goal unmet (follow-up).

## **DMC-CC CHRONIC COMPLICATIONS ( STAYING HEALTHY WITH DIABETES)**

**OUTCOME:** *The individual/family will understand the prevention and treatment of long-term complications of diabetes.*

### **OBJECTIVES:**

#### **SECTION 1: OVERVIEW**

- CC1 State that controlling blood sugar lowers the chance of getting diabetes complications.
- CC2 Identify two or more factors that increase the risk of complications.
- CC3 State two or more long-term complications of diabetes.

#### **SECTION 2: COMPLICATIONS**

##### **RETINOPATHY**

- CC4 Describe retinopathy in own words.
- CC5 List at least two or more ways to prevent or delay eye disease.
- CC6 Discuss how eye disease is treated.

- EA3 food choices when eating away from home.
- EA3 Identify two or more ways to make healthy food choices when eating away from home.
- EAGS State or write a personal plan for eating away from home.

## **DMCN-AL SESSION 7: GUIDELINES FOR THE USE OF ALCOHOL**

**OUTCOME:** *The individual/family will understand the basics of using alcohol with diabetes.*

### **OBJECTIVES:**

- AL1 State two or more ways alcohol can affect a person with diabetes.
- AL2 State two or more guidelines for the use of alcohol.
- AL3 State two or more situations when it is important not to drink alcohol.
- ALGS State or write a personal plan for the use of alcohol.

## **DMCN-D SESSION 8: GUIDELINES FOR EVALUATING DIETS**

**OUTCOME:** *The individual/family will understand the basics of evaluating diets.*

### **OBJECTIVES:**

- D1 Describe "dieting" in simple terms.
- D2 Describe how to know if a diet is healthy.
- D3 Identify two or more problems that may happen with an unhealthy diet.
- D4 Discuss how to find reliable resources for nutrition facts and answers to questions about dieting.
- DGS State or write a personal plan for choosing a healthy diet.

- goals.
- CC5 Identify the number of carbohydrate serving needed at each meal.
- CCGS State or write a personal plan for carbohydrate counting.

### DMCN-EL SESSION 3: INTRODUCTION TO EXCHANGE LISTS

**OUTCOME:** *The individual/family will understand the basics of exchange lists.*

#### OBJECTIVES:

- EL1 Describe exchange lists in simple terms.
- EL2 Identify the exchange lists
- EL3 Identify two or more foods in each exchange list.
- EL4 Define one exchange.
- EL5 Describe two or more benefits of using exchange lists to make healthy food choices.
- ELGS State or write a personal plan for using exchange lists.

### DMCN-FS SESSION 4: INTRODUCTION TO FOOD SHOPPING

**OUTCOME:** *The individual/family will understand the basics of food shopping.*

#### OBJECTIVES:

- FS1 Identify two or more sources of food.
- FS2 Identify two or more ways to choose healthy food when shopping.
- FS3 Make a shopping list that includes healthy food choices.
- FS4 Identify two or more ways to save money when buying healthy food.
- FSGS State or write a personal plan for food shopping.

### DMCN-HC SESSION 5: INTRODUCTION TO HEALTHY COOKING

**OUTCOME:** *The individual/family will understand the basics of healthy food preparation.*

#### OBJECTIVES:

- HC1 Describe two or more ways to use less sugar in cooking.
- HC2 Describe the use of sugar substitutes in cooking.
- HC3 Describe two or more ways to use less fat in cooking.
- HC4 Describe two or more ways to use less sodium in cooking.
- HC5 State two or more ways to safely handle food during preparation and storage.
- HCGS State or write a personal plan for cooking.

### DMCN-EA SESSION 6: GUIDELINES FOR EATING AWAY FROM HOME

**OUTCOME:** *The individual/family will understand the basics of healthy eating away from home.*

#### OBJECTIVES:

- EA1 Identify two or more things that can affect a person's food choices when eating away from home.
- EA2 Identify two or more ways to plan ahead for healthy

### HEART DISEASE

- CC7 Define heart disease in own words.
- CC8 List at least two or more ways to prevent or delay heart disease.
- CC9 Discuss how heart disease is treated.

### NEPHROPATHY

- CC10 Define nephropathy in own words.
- CC11 List at least two or more ways to prevent or delay kidney disease.
- CC12 Discuss how kidney disease is treated.

### NEUROPATHY

- CC13 Define neuropathy in own words.
- CC14 List two or more to prevent or delay nerve damage.
- CC15 Discuss how nerve damage is treated (to include pain management).

### SEXUAL HEALTH AND DIABETES

- CC16 Discuss in simple terms how diabetes and high blood sugars may impact intimacy/sexuality.
- CC17 List two or more ways to prevent or delay sexual health problems.
- CC18 Discuss how sexual health problems are treated.
- CC19 Discuss ways to talk about sexual concerns with significant others and members of the health care team.

### PERIODONTAL

- CC20 Describe periodontal disease in own words.
- CC21 List at least two or more ways to prevent or delay gum/teeth problems.
- CC22 Discuss how periodontal disease is treated.

### SECTION 3: SUMMARY

- CC23 Describe the need for all people with diabetes to get yearly tests, exams, and immunizations.
- CC24 Identify the risk factors for diabetes complications.
- CCGS State or write at least one behavior change that will help lower the risk for diabetes complications.
- CCGM Behavior goal met (follow-up).
- CCGNM Behavior goal unmet (follow-up).

### DMC-DP DISEASE PROCESS (WHAT IS DIABETES)

**OUTCOME:** *The individual/family will have a basic understanding of the definition, pathophysiology, and treatment of Type 2 diabetes.*

#### OBJECTIVES:

- DP1 Provide a simple definition for diabetes in own words.
- DP2 Discuss the differences between Type 1 and Type 2 diabetes.
- DP3 Explain how the body normally uses food.
- DP4 List two or more risk factors for developing diabetes.
- DP5 Describe the impact of insulin resistance in diabetes.
- DP6 List two or more signs or symptoms of high blood sugar.
- DP7 State the range for normal fasting blood sugar.
- DP8 State a normal blood sugar range one to two hours after a meal.
- DP9 Explain that high blood sugar can cause damage to the nerves and blood vessels in the eyes, heart, kidneys, and feet.

- DP10 List two or more diabetes self-care actions necessary to reach target blood sugar goals.
- DPGS State or write one change to make for diabetes self-care.
- DPGM Behavior goal met (follow-up).
- DPGNM Behavior goal unmet (follow-up).

### DMC-EX EXERCISE (MOVING TO STAY HEALTHY)

**OUTCOME:** *The individual/family will understand the relationship of physical activity in achieving and maintaining blood sugar control by making a personal physical activity plan.*

#### OBJECTIVES:

- EX1 List two or more benefits of regular physical activity.
- EX2 State effects of physical activity on blood sugar.
- EX3 Discuss kinds of physical activity.
- EX4 Discuss time and frequency for physical activity.
- EX5 Discuss simple ways to measure intensity of physical activity.
- EX6 Discuss medical clearance issues for physical activity.
- EX7 List one or more ways to stay safe during physical activity.
- EXGS State or write a personal plan for physical activity.
- EXGM Behavior goal met (follow-up).
- EXGNM Behavior goal unmet (follow-up).

### DMC-FTC FOOT CARE (TAKING CARE OF YOUR FEET)

**OUTCOME:** *The individual/family will understand the importance of foot care for people with diabetes.*

#### OBJECTIVES:

- FTC1 State one or more reasons to check feet every day.
- FTC2 Identify two or more risk factors for foot problems.
- FTC3 List two or more daily self-care action to prevent foot problems.
- FTC4 Describe how to cut toenails correctly.
- FTC5 Describe two or more things to look for when choosing proper footwear.
- FTC6 State two or more signs and symptoms of foot and skin infections.
- FTC7 State the reason for routine foot exams at each clinic visit and yearly foot screening.
- FTCGS Demonstrate a personal foot exam and state a personal foot care plan.
- FTCGM Behavior goal met (follow-up).
- FTCGNM Behavior goal unmet (follow-up).

### DMC-M DIABETES MEDICINE- OVERVIEW AND DIABETES PILLS

**OUTCOME:** *The individual/family will understand the diabetes medicine regiment.*

#### OBJECTIVES:

##### SECTION 1: OVERVIEW

- M1 Discuss the role of diabetes medicines in the overall diabetes treatment plan.
- M2 State two or more reasons for adding or changing diabetes medicines.

- SH3 during pregnancy.
- SH3 Describe two or more potential problems for the baby if the mother's blood sugar is high during pregnancy.
- SH4 Describe two or more tests, procedures, or examination.
- SH5 State two or more guidelines for when to talk with a healthcare provider during pregnancy.
- SHGS State or write a personal plan to reach target blood sugar goals during pregnancy.

### DMCPG-PP SESSION 7: STAYING HEALTHY AFTER DELIVERY

**OUTCOME:** *The individual/family will understand the continued self-care needs after delivery.*

#### OBJECTIVES:

- PP1 Identify two or more self-care needs after delivery of mothers with diabetes during pregnancy.
- PP2 Describe two or more things women with pre-gestational diabetes can do to manage diabetes after delivery.
- PP3 Describe two or more things women with gestational diabetes can do to prevent or delay diabetes after delivery.
- PP4 State two or more benefits of breastfeeding.
- PP5 State or write a personal plan for diabetes self-care after delivery.

### Balancing Your Food Choices: Nutrition and Diabetes

#### DMCN-FL SESSION 1: INTRODUCTION TO FOOD LABELS

**OUTCOME:** *The individual/family will understand the basics of food labels.*

#### OBJECTIVES:

- FL1 Identify at least four items of information on a food label, including serving size, total calories, and amounts of carbohydrate and fat.
- FL2 State that ingredients on the food label are listed in the order of the amount from greatest to least.
- FL3 Define the words 'free', 'low', 'reduced/less', and 'light/lite' on the food label.
- FL4 Describe how to use the food label to make healthy food choices.
- FLGS State or write a personal plan for using food labels.

#### DMCN-CC SESSION 2: INTRODUCTION TO CARBOHYDRATE COUNTING

**OUTCOME:** *The individual/family will understand the basics of carbohydrate counting.*

#### OBJECTIVES:

- CC1 Describe carbohydrate counting in simple terms.
- CC2 Identify the carbohydrate food groups and list two or more foods in each group.
- CC3 Define a serving size of carbohydrate food.
- CC4 State two or more benefits of using carbohydrate counting to reach and stay at target blood sugar

- N7 Describe the use of sugar-free sweeteners during pregnancy.
- N8 Describe the proper use of vitamins and supplements during pregnancy.
- NGS State or write a personal plan for using food choices to reach target blood sugar goals and/or manage common nutritional concerns of pregnancy.

**DMCPG-EX SESSION 3: MOVING TO STAY HEALTHY DURING PREGNANCY**

**OUTCOME:** *The individual/family will understand the impact of physical activity on blood sugar during pregnancy.*

**OBJECTIVES:**

- EX-1 List two or more benefits of physical activity during pregnancy.
- EX2 Identify two or more kinds of physical activity safe for pregnancy.
- EX3 Identify two or more things to do to keep physical activity safe during pregnancy.
- EXGS State or write a personal plan for physical activity during pregnancy.

**DMCPG-M SESSION 4: MEDICINE DURING PREGNANCY**

**OUTCOME:** *The individual/family will understand the patient's medicine regimen.*

**OBJECTIVES:**

- M1 Describe the use of insulin during pregnancy.
- M2 Describe the use of diabetes pills during pregnancy.
- M3 Discuss the use of prescription, over-the-counter, and herbal medicines, as well as traditional practices, during pregnancy.
- MGS State or write a personal plan for the use of medicine during pregnancy.

**DMCPG-BGM SESSION 5: BLOOD SUGAR MONITORING DURING PREGNANCY**

**OUTCOME:** *The individual/family will understand the importance of blood sugar monitoring to reach and stay at target blood sugar goals.*

**OBJECTIVES:**

- BGM1 State target blood sugar goals to decrease the chance for problems for the mother and baby.
- BGM2 State when to check blood sugar during pregnancy.
- BGM3 Demonstrate how to use a logbook during pregnancy.
- BGMGS State or write a personal plan to check blood sugar at home during pregnancy.

**DMCPG-SH SESSION 6: STAYING HEALTHY DURING PREGNANCY**

**OUTCOME:** *The individual/family will understand the care needed to prevent potential problems for mother and baby.*

**OBJECTIVES:**

- SH1 Describe two or more things the mother can do for self-care to reach target blood sugar goals during pregnancy.
- SH2 State two or more potential problems for the mother

- M3 State the importance of checking blood sugar more often when medicines are changed.
- M4 State the importance of taking medicines as prescribed.
- M5 State two or more guidelines for when to contact a health care provider for medicine.
- M6 Discuss the role of alternative treatments for diabetes and how they affect blood sugar (including herbal, traditional healing methods, and over-the-counter medicines).

**SECTION 2: DIABETES PILLS**

- M7 State the name of the diabetes pills, how much to take, when to take them, how they work, and possible side effects.
- MGS State or write a personal plan for taking the diabetes pills.
- MGM Behavior goal met (follow-up).
- MGNM Behavior goal unmet (follow-up).

**SECTION 3: INSULIN**

- IN1 Discuss how insulin works to control blood sugar in persons with Type 2 diabetes.
- IN2 Describe the type of insulin used, the name of the insulin, how it works, how much to take, and when to take it.
- IN3 Identify insulin injection sites.
- IN4 Demonstrate proper technique for withdrawing and injecting insulin.
- IN5 Discuss proper storage of insulin.
- IN6 Discuss proper disposal of insulin syringes and other sharps.
- IN7 Discuss the major side effect of taking insulin.
- INGS State or write a personal plan for taking insulin.
- INGM Behavior goal met (follow-up).
- INGNM Behavior goal unmet (follow-up).

**DMC-MSE MIND, SPIRIT AND EMOTION**

**OUTCOME:** *The individual/family will understand the emotional impact of diabetes on their personal lives.*

**STANDARDS:**

- MSE1 Express feelings about having diabetes.
- MSE2 Discuss one or more ways diabetes has affected the patient's life and/or the lives of the family members and significant others.
- MSE3 Identify the support persons.
- MSE4 Share past experiences in dealing with health or other kinds of problems.
- MSE5 Explain the body's response to stress.
- MSE6 Discuss ways to handle stress.
- MSEGS State or write one way to handle a stressful situation.
- MSEGM Behavior goal met (follow-up).
- MSEGNM Behavior goal unmet (follow-up).

## DMC-N NUTRITION (HEALTHY EATING)

**OUTCOME:** *The individual/family will understand the basics of healthy eating.*

### STANDARDS:

#### SECTION 1: INTRODUCTION TO HEALTHY EATING

- N1 Describe the effect of food on diabetes.
- N2 State that healthy food choices are good for the person with diabetes and the whole family.
- N3 Describe how timing and consistency of food can help people with diabetes reach their target blood sugar goals.
- N4 Describe the effect of portion sizes on blood sugar.
- N5 State that eating less sugar and fat can help lower blood sugar.
- N6 State how keeping a record of food eaten can help people with diabetes reach their target blood sugar goals.

#### SECTION 2: BASICS OF HEALTH EATING

- N7 State two or more benefits of healthy food choices for the person with diabetes.
- N8 Record a day's meal onto a food record.
- N9 Discuss the basic food groups.
- N10 Identify the food groups high in carbohydrates and recognize their effects on blood sugar.
- N11 State that weight loss can help people with diabetes reach their target blood sugar goals.
- N12 Discuss how to find reliable resources for nutrition facts and answers to questions.
- NGS State or write a personal plan for making healthy food choices.
- NGM Behavior goal met (follow-up).
- NGNM Behavior goal not met (follow-up).

#### SECTION 3: HEART HEALTHY EATING

- N13 State that heart healthy food choices are good for the person with diabetes and the whole family.
- N14 Identify foods that increase the risk for heart disease.
- N15 Identify foods that can decrease risk for heart disease.
- N16 Identify two or more ways to choose foods to lower the risk of heart disease.

## DMC-PPC PRE-PREGNANCY COUNSELING

**OUTCOME:** *The women with diabetes and her significant other/family will understand the need for blood sugar control prior to pregnancy.*

### OBJECTIVES:

- PPC1 Describe the need to reach target blood sugar goals before becoming pregnant.
- PPC2 Identify two or more ways to reach target blood sugar goals before becoming pregnant.
- PPC3 State that insulin injections may be needed to reach target blood sugar goals before becoming pregnant.
- PPC4 State two potential problems for baby if pregnancy occurs while the mother's blood sugar is high.
- PPC5 State two potential problems for mother during pregnancy.

- PPC6 State the need to use birth control until ready to become pregnant.
- PPC7 State the need to seek early prenatal care.
- PPC8 State the need to avoid tobacco, alcohol, and drugs before and during pregnancy. Inform the provider/pharmacist about any current prescriptions.
- PPC9 Identify community resources to support families before, during, and after pregnancy.
- PPCGS State or write a personal plan to prepare for pregnancy.
- PPCGM Behavior goal met (follow-up).
- PPCGNM Behavior goal unmet (follow-up).

## Beautiful Beginnings: Pregnancy and Diabetes

### DMCPG-DM SESSION 1: PREGNANCY, DIABETES AND YOU: FIRST STEPS TO A HEALTHY

**OUTCOME:** *The individual/family will understand the definition of pre-gestational and gestational diabetes.*

### STANDARDS:

- DM1 Describe personal feelings about pregnancy and diabetes.
- DM2 State in own words the difference between pre-gestational and gestational diabetes.
- DM3 State the target blood sugar goals for pregnancy.
- DM4 Describe the need for frequent care and follow-up during pregnancy.
- DM5 Identify two or more resources for support during pregnancy.
- DMGS State or write a personal plan for care during pregnancy.

### DMCPG-N SESSION 2: HEALTHY EATING DURING PREGNANCY

**OUTCOME:** *The individual/family will understand the basics of healthy eating during pregnancy.*

### OBJECTIVES:

#### SECTION 1: BASICS OF HEALTHY EATING DURING PREGNANCY

- N1 Identify the effect of carbohydrate foods on blood sugar during pregnancy.
- N2 Identify two or more healthy food choices to reach target blood sugar goals during pregnancy.
- N3 Describe a healthy eating pattern during pregnancy that includes several small meals and snacks throughout the day.
- NGS State or write a personal plan for using food choices to reach target blood sugar goals and/or manage common nutritional concerns of pregnancy.

#### SECTION 2: HEALTHY EATING FOR COMMON CONCERNS DURING PREGNANCY

- N4 Describe one or more ways to check for healthy weight gain during pregnancy.
- N5 Describe two or more ways to relieve nausea, constipation, and heartburn during pregnancy.
- N6 Describe one or more ways to manage milk intolerance during pregnancy.