

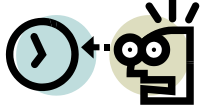






# Diabetes Self Management Goals

Name: \_\_\_\_\_

Self-Management Behaviors*	Goals	Notes
<p><b>Healthy eating</b></p> 	<p>Write SMART goals that are <u>s</u>pecific, <u>m</u>easurable, <u>a</u>chievable, <u>r</u>ealistic, and <u>t</u>imely. Goal statements should answer the questions, what?, how much?, when?, and how often?</p> <p><i>Example: This week, I will ride my bike (what) 30 minutes (how much) after school (when) three times a week (how often).</i></p> <p>Ideas: Follow meal plan; make healthy choices; reduce portion size My goal:</p> <p>Confidence level: ____ (1–10) Help needed: _____</p>	<p>Keep a journal of education and materials provided, family discussions, follow-up, and accomplishments. Date all entries.</p> <p>__/__/__ _____            __/__/__ _____            __/__/__ _____            __/__/__ _____</p>
<p><b>Being active</b></p> 	<p>Ideas: Try new activities; exercise longer or harder My goal:</p> <p>Confidence level: ____ (1–10) Help needed: _____</p>	<p>__/__/__ _____            __/__/__ _____            __/__/__ _____            __/__/__ _____</p>
<p><b>Monitoring</b></p> 	<p>Ideas: Keep blood glucose values and insulin administration records My goal:</p> <p>Confidence level: ____ (1–10) Help needed: _____</p>	<p>__/__/__ _____            __/__/__ _____            __/__/__ _____            __/__/__ _____</p>
<p><b>Taking medication</b></p> 	<p>Ideas: Take medications on time and as prescribed My goal:</p> <p>Confidence level: ____ (1–10) Help needed: _____</p>	<p>__/__/__ _____            __/__/__ _____            __/__/__ _____            __/__/__ _____</p>

# Diabetes Self Management Goals

Name: \_\_\_\_\_

Behaviors	Goals	Notes
<b>Problem solving</b> 	Ideas: Anticipate problems and seek solutions; use stress-releasing techniques My goal:  Confidence level: ____ (1–10) Help needed: _____	_/_/_ _____ _/_/_ _____ _/_/_ _____ _/_/_ _____
<b>Reducing risks</b> 	Ideas: Stop smoking; practice driving safety; get immunizations My goal:  Confidence level: ____ (1–10) Help needed: _____	_/_/_ _____ _/_/_ _____ _/_/_ _____ _/_/_ _____
<b>Healthy coping</b> 	Ideas: Get support from family/friends; change what you can/accept what you can't My goal:  Confidence level: ____ (1–10) Help needed: _____	_/_/_ _____ _/_/_ _____ _/_/_ _____ _/_/_ _____

\*Based on American Association of Diabetes Educators AADE7™ Self-Care Behaviors

## Tips for Using the Diabetes Goals Worksheet

**Directions for clinicians and staff:** Use the Diabetes Goals Worksheet to facilitate the goal-setting process with patients and families, to document discussions and resources provided, and to track follow-up. When used for continuous improvement, the worksheet provides a historical log of the patient's goals and progress.

1. Help the patient and family identify their top area for improvement and a specific goal for change. Changing many things at once can be overwhelming, and result in failure and discouragement. It may be better to install one new goal at a time, get that new goal running on autopilot, and then work on the next goal.
2. Write a goal statement in complete detail. Writing it down creates a roadmap to success. Make sure the goal statement answers the questions what?, when?, how much?, and how often?
3. Help evaluate the goal to be sure it is SMART: **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**imely.
4. Ask the patient and family to assess their confidence in achieving their stated goals and to identify any help or resources needed. Also ask them to consider any social support they need from family, friends, the school nurse, community support, or others.
5. Provide necessary information, education, skill training, resources, or referrals to help patients achieve their goals. Patient resource [handouts](#) for each AADE7™ self-care behavior may be downloaded from the Diabetes Educator Web site. These handouts provide basic information for each of the seven areas and include facts, tips, advice, and activities. They are available in both English and Spanish.
6. Use the Notes section of the worksheet to date and document all family discussions, resources and education provided, or referrals.
7. Give the patient/family a copy of the worksheet and place a copy in the medical record.
8. Follow up on goals for attainment of progress at the next visit. Modify existing goals as needed or identify and prioritize new goals. Diabetes management requires continuous improvement.
9. Document all follow-up activities and accomplishments in the Notes section of the worksheet.
10. Communicate patient goals and coordinate care with team members in a clear and timely manner.