

De-Stigmatizing the *How* of Diabetes Education: Lessons from the Classroom

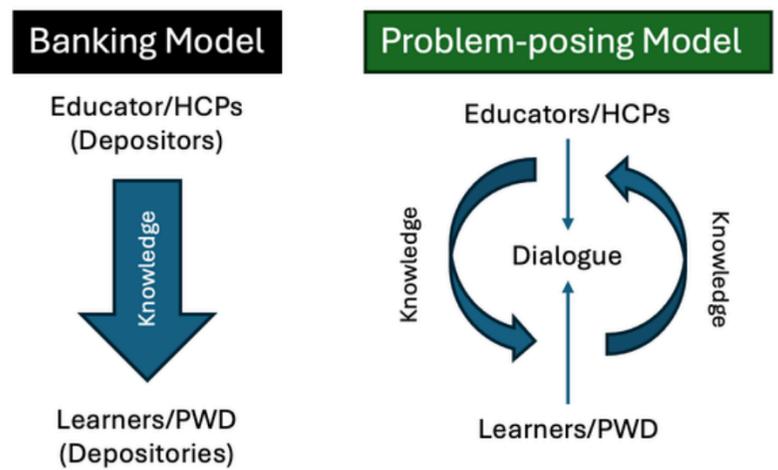
Practical ways to de-stigmatize the design, structure, and delivery of diabetes education

Stigma doesn't just exist in the what is taught, but in the *how*.

Classroom experiences show that the “banking model” – a common approach in healthcare settings – is not an effective way to teach content that requires **flexibility, critical thinking, and self-assessment**. The problem-posing model works as a corrective to **engage both educator and learner** and create space for learning to happen in both directions.

Using the problem-posing model, diabetes education may reduce stigma if it is set collaboratively and includes:

1. Clear goals linked to a “why”
2. Clear pathways to achieve goals
3. Clear assessments grounded in goals.



1. Clear Goals

Goals need to be set and confirmed by both parties to **equalize the relationship** and increase intrinsic motivation.

Goals should address the “why” as a reminder of how these goals are connected to one’s personal life; goals should be as SMART (specific, measurable, attainable, relevant, and time-bound) as possible.

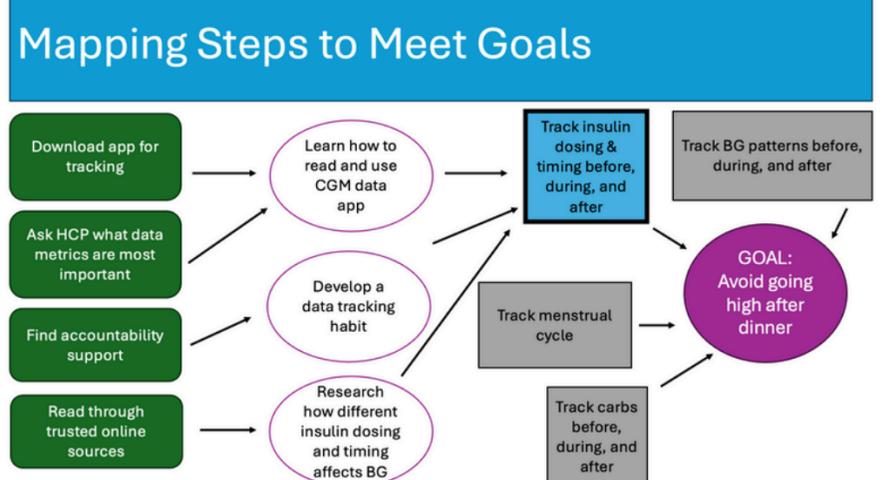
The “Why”: Sleep through the night, feel less overwhelmed, take my daughter to the park.

Short term goals (1-3 months):	Mid term goals (6 months/next visit):	Long term goals (1 year):
<ul style="list-style-type: none"> • Address high BGs after dinner so BG is not >180, 2 hours after meal • Exercise 10 min/day, 2 days/wk • Bolus <i>before</i> dinner 	<ul style="list-style-type: none"> • Overnight TIR from 60 to 70% • Exercise 20 min/day 3-4 days/wk • Split bolus for high fat meals before dinner 	<ul style="list-style-type: none"> • Lower a1c by 1 point. • Exercise 30 min/day 5 days/wk • Bolus <i>before</i> meals 100 % of the time

2. Clear Pathways

Pathways can reveal the steps involved in learning something new and putting it into practice, as well as the best order for success.

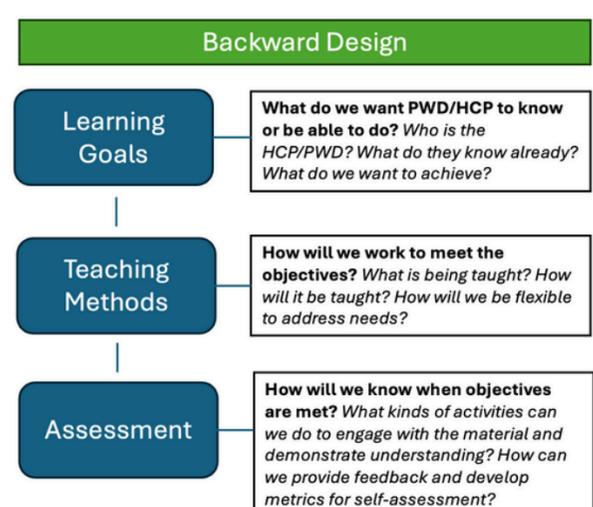
Seeing the **scaffolded steps can help reveal challenges** sooner and the realities of learning something complex.



3. Clear Assessments

Knowing how one will be assessed and how to track progress is key for **reducing stereotype threat and increasing intrinsic motivation**.

Backwards design helps create clear and relevant assessments by designing pathways that start from the end goal and work backwards to reveal the steps, necessary supports, and progress measurements.



Conclusions

To address unconscious bias in healthcare settings and transform diabetes education into a truly powerful tool to improve the lives of PWD, lessons from classroom teachers can help establish **more inclusive educational methods**, which crucially highlight involving PWD in the entire process.