

# **Title\ Health Education Strategies for Diabetes Patients**

**Laila Mohammed Al-Otaibi**

**Supervisor of the outpatient clinics laboratory at the King's Complex and the Obstetrics and Gynecology Hospital in Taif**

[\*\*Layla5931@gmail.com\*\*](mailto:Layla5931@gmail.com)

**Research participants**

**Ferdous Sindhi**

**Ahmed Ibrahim**

**Noura Mubarak**

**Taghreed Al-Thabiti**

**Hamda Muhammad**

**Abstract :**

Health education is crucial for the effective management of diabetes. By equipping patients with the necessary knowledge and skills, education empowers individuals to take control of their diabetes. It supports patients in making informed decisions about their care, improving glycemic control, and reducing the risk of complications. Proper education fosters self-management, which is essential for achieving better health outcomes. Effective health education strategies encompass a range of approaches, including personalized education, self-management training, behavioral interventions, and the integration of technology. Utilizing mobile health applications, telemedicine, and digital tools can enhance the accessibility and effectiveness of education programs. These strategies are designed to help patients maintain healthy lifestyles, manage their medication, monitor their glucose levels, and adhere to treatment plans. Assessing the effectiveness of health education strategies involves measuring improvements in various outcomes such as glycemic control, medication adherence, and patient-reported health status. Evaluations use metrics such as changes in HbA1c levels, self-management behaviors, and overall patient well-being. Regular evaluation is vital for refining programs and ensuring they meet the needs of patients. Several challenges can hinder the successful implementation of health education strategies. These include limited patient engagement, cultural and language barriers, variability in health literacy, and resource constraints. Overcoming these obstacles requires tailored approaches, adequate support systems, and effective use of resources. Addressing resistance to behavior change and integrating education into routine care are also important for maximizing impact. Diabetes Self-Management Education and Support (DSME/S) programs have been shown to improve glycemic control, enhance self-management skills, and reduce healthcare costs. These programs offer a comprehensive approach to managing diabetes, including continuous support and education. The benefits of DSME/S include better health outcomes, increased patient empowerment, and a more efficient use of healthcare resources. Providing effective diabetes education and support involves offering relevant and personalized information, utilizing various educational methods, and maintaining ongoing support through resources like counseling, support groups, and healthcare provider consultations. Incorporating technology can also improve the reach and effectiveness of education programs. Ensuring that patients have access to comprehensive education and support is critical for successful diabetes management.

**Key words :** Health Education , Health Education Strategies, Diabetes Patients.

**المخلص:**

يُعد التعليم الصحي أمراً حاسماً لإدارة مرض السكري بشكل فعال. من خلال تزويد المرضى بالمعرفة والمهارات اللازمة، يمكن التعليم الأفراد من السيطرة على مرضهم. يدعم التعليم المرضى في اتخاذ قرارات مستنيرة بشأن رعايتهم، تحسين السيطرة على مستويات السكر في الدم، وتقليل مخاطر المضاعفات. يعزز التعليم الجيد إدارة الذات، وهو أمر أساسي لتحقيق نتائج صحية أفضل. وتشمل استراتيجيات التعليم الصحي الفعالة مجموعة من الأساليب، بما في ذلك التعليم المخصص، تدريب إدارة الذات، التدخلات السلوكية، ودمج التكنولوجيا. يمكن أن يعزز استخدام التطبيقات الصحية على الهاتف المحمول، والتطبيب عن بُعد، والأدوات الرقمية من وصول وفعالية برامج التعليم. تهدف هذه الاستراتيجيات إلى مساعدة المرضى في الحفاظ على أساليب حياة صحية، إدارة أدويتهم، مراقبة مستويات السكر في الدم، والالتزام بخطة العلاج. ويعتبر تقييم فعالية استراتيجيات التعليم الصحي يتضمن قياس التحسينات في نتائج مختلفة مثل السيطرة على السكر في الدم، الالتزام بالأدوية، وحالة الصحة المبلغ عنها من قبل المرضى. تستخدم التقييمات مقاييس مثل التغيرات في مستويات HbA1c، سلوكيات إدارة الذات، والرفاهية العامة للمرضى. التقييم المنتظم ضروري لتحسين البرامج وضمان تلبية احتياجات المرضى. وتواجه استراتيجيات التعليم الصحي عدة تحديات قد تعرقل تنفيذها بنجاح. تشمل هذه التحديات قلة تفاعل المرضى، الحواجز الثقافية واللغوية، تباين مستويات الصحة العامة، وقيود الموارد. يتطلب التغلب على هذه العقبات تبني Approaches مخصصة، أنظمة دعم كافية، واستخدام فعال للموارد. كما أن معالجة المقاومة لتغيير السلوك ودمج التعليم في الرعاية الروتينية هما أمران مهمان لتعظيم الأثر. كما أظهرت برامج التعليم والدعم الذاتي لمرضى السكري (DSME/S) تحسينات في السيطرة على السكر في الدم، تعزيز مهارات إدارة الذات، وتقليل التكاليف الصحية. تقدم هذه البرامج نهجاً شاملاً لإدارة السكري، بما في ذلك الدعم المستمر والتعليم. تشمل فوائد DSME/S تحسين النتائج الصحية، زيادة تمكين المرضى، واستخدام أكثر كفاءة للموارد الصحية. ويتضمن تقديم التعليم والدعم الفعال للسكري تقديم معلومات ذات صلة ومخصصة، استخدام أساليب تعليمية متنوعة، والحفاظ على الدعم المستمر من خلال موارد مثل الاستشارات، مجموعات الدعم، واستشارات مقدمي الرعاية الصحية. يمكن أن يعزز دمج التكنولوجيا أيضاً من مدى وفعالية برامج التعليم. ضمان وصول المرضى إلى تعليم شامل ودعم هو أمر حاسم لإدارة السكري بنجاح.

**الكلمات المفتاحية:** التعليم الصحي، استراتيجيات التعليم الصحي، مرض السكري.

## Introduction :

Professionals in the field of health education teach individuals and communities how to make positive lifestyle choices that support their health goals, whether those goals be prevention, wellness, or health promotion. The therapeutic management of people with diabetes has long included the education of diabetic patients. It also conditions concepts that reshape the everyday routines of individuals in developing countries with unhealthy lifestyles, in addition to teaching preventative and fundamental health information. Health education has a double-edged effect: it influences both the present and the future generations through educating them to have better, more developed views about health. Health education-related communication can take several forms, including but not limited to: lectures, seminars, panel discussions, exhibits, and posters. There are benefits and downsides to every health education method, and each has its own sweet spot when it comes to reaching certain populations (Chatterjee et al.,2018).

Incorporating theoretical and ethical considerations into the planning process is essential for making informed decisions regarding the health education technique to be used in order to accomplish the program's intended goals and objectives. A health educator's assessment of the presentation's pertinent material and abilities is necessary for making the connection between goals and presentation strategies. When goals are well-written, they are easy to understand for both parties.

When deciding on a health education strategy, it is important to keep the following factors of the intended audience in mind: (1) Recognizing the requirements of the intended audience. (2) Creating worthwhile aims and objectives to direct technique selection. (3) Determine the most suitable means of presentation. (4) Collect tools to help put program strategies into action. (5) Sequence approaches for a safe environment (Dineen-Griffin et al.,2019).

Every health educator has the potential to become a more compelling public speaker. The payoff is worth the time and effort put in to master it. First, make sure you're comfortable in the presentation environment. Have a good grasp of the various presenting environments. (3) Make a presentation using effective techniques. Fourthly, cut down on distracting habits.

Health awareness Evaluation of public health programs is a methodical process that may be improved and held accountable through the application of practical, ethical, and accurate methodologies. Framework guides are a useful, non-prescriptive tool for public health professionals to utilize when evaluating programs. These guides help to consolidate and arrange the main parts of program assessment. Program evaluations can be better planned and executed with the help of this framework, which will shed light on the unique circumstances of each program.

The societal, economic, and human costs of diabetes are enormous. General prevalence of diabetes in Egypt's adult population was 10%. As a result of factors such as population expansion, aging, poor nutrition, obesity, and sedentary lifestyles, it is anticipated that developing nations will witness a notable surge in diabetes cases. Group instruction has been considered a useful tool in the fight against diabetes since the 1970s. Education as a whole has changed throughout the years. Health care providers across the board today recognize the need of patient education as a means to better care outcomes, as well as a foundational component of diabetic self-management. In various contexts, the efficacy of group and individual instruction has been compared in various reviews of educational interventions( Lamonge et al.,2023).

Health education, prevention, treatment, and management of diabetes obviously benefit much from your expert knowledge. Those who work as diabetes educators can be assured of their jobs, despite the disheartening reality that the prevalence of both the disease and obesity continues to rise.

The majority of people with diabetes first hear about the disease from a healthcare provider. However, due to the overwhelming amount of information and medical terminology, many people with diabetes feel even more bewildered after receiving the shocking diagnosis. Whether your patients leave feeling empowered to take charge of their diabetes or overwhelmed, dejected, and inclined toward noncompliance depends on your ability to simplify diabetes education while still meeting their learning needs. Even though anyone can learn about diabetes from the abundance of material available online, most people still require the assistance of a healthcare provider to make sense of it all (Cunningham et al.,2018).

A large number of nations are now experiencing a diabetes epidemic. On a global scale, diabetes impacts around 347 million individuals. When it comes to non-communicable diseases affecting public health, diabetes is among the most important. It is projected to become the sixth chief killer by 2030. Among the 9.5% of the population living with diabetes in Taiwan, 98.5% have type 2 diabetes (T2DM). Approximately 1.6 million people are impacted by type 2 diabetes; additionally, diabetes ranked as the fourth major killer in 2013. Diabetes mellitus type 2 is a national health emergency in Taiwan. Patients with type 2 diabetes are at an increased risk of microvascular complications and cardiovascular disease when their glycemic control is inadequate, as indicated by hemoglobin A1c levels greater than 7%. Reducing the burden of type 2 diabetes on Taiwanese public health requires a thorough understanding of the variables and pathways that contribute to HbA1c levels. While demographic factors including age, gender, and level of education do influence HbA1c levels, these factors are immutable. It is well-documented that HbA1c levels are influenced by modifiable psychosocial factors, including self-care

habits and self-efficacy. A person's health can be improved by a series of actions known as self-care habits. In order to keep their HbA1c values at an appropriate level, people with type 2 diabetes must implement effective self-care practices. Researchers in China and the United States have shown that self-care practices have a direct impact on HbA1c levels in type 2 diabetic patients. Behaviours are preceded by self-efficacy, which is the degree to which an individual believes in his or her capacity to accomplish goals. Both American and Chinese patients with type 2 diabetes have shown that self-efficacy has a direct effect on self-care behaviors, and that self-care behaviors in turn have an indirect effect on HbA1c levels in Chinese patients with type 2 diabetes (Shan et al.,2019).

#### **Literature review:**

##### **The Importance of Health Education in Diabetes Management:**

Health education is an important part of a comprehensive strategy for managing diabetes, which is necessary for both the control of the disease and the improvement of patients' quality of life. When people with diabetes receive the education they need, they are better able to manage their disease and take an active role in their own healthcare. In addition to better public health, this method lowers healthcare expenditures and improves patient outcomes.

##### **-Knowledge as a Tool for Empowerment:**

Patients are empowered to make educated decisions regarding their care when they receive health education in the management of diabetes. People can better understand the significance of sticking to treatment plans and lifestyle modifications when they have a firm knowledge of the nature of diabetes, which includes its causes, symptoms, and long-term consequences. An important part of managing diabetes is getting patients to change their eating habits for the better. One way to achieve this is by teaching them how their food choices affect their blood glucose levels. People with diabetes can take charge of their health by learning to keep track of their blood sugar levels, identify the signs of hypo- and hyperglycemia, and comprehend the effects of different treatments.

##### **Improving Abilities:**

Health education does more than just teach people about diabetes; it also helps them acquire the skills they'll need to keep the disease under control. Proper insulin administration, glucose monitoring device use, and interpretation of blood glucose values are all part of what patients need to learn. To make sure patients are comfortable with these procedures, educators frequently demonstrate them and provide them hands-on instruction. Developing problem-solving skills is an important part of skill development. For example, being able to manage diabetes when sick or under stress can have a major effect on blood sugar levels. Patients can better manage the day-to-day difficulties and unexpected complications of their diabetes if they acquire these abilities.

##### **Modifications in Behavior and Compliance**

Health education aims, among other things, to encourage changes in behavior that contribute to better control of diabetes. Through education, patients are able to grasp the significance of making positive changes to their lifestyle, like engaging in regular physical activity, maintaining a balanced diet, and quitting smoking. If you want to keep your blood sugar levels under control and avoid problems, you must make these adjustments. Personalized action plans, goal setting, and motivational interviewing are some of the tactics used by health educators to help patients acquire and maintain these practices. Patients are more likely to follow their treatment regimens and have positive health outcomes if they receive continuous education and support, according to the available evidence.

##### **Complication Prevention**

Complications from diabetes can be avoided or postponed with proper knowledge on how to manage the disease. Regular monitoring and preventative care are crucial due to the knowledge of the long-term repercussions of diabetes, which include cardiovascular disease, neuropathy, and retinopathy. Regular screenings and the use of preventative treatments, such as managing hypertension and cholesterol, are more likely to be practiced by patients who are well-informed on the risks and benefits of their condition. This preventative method lessens the strain on healthcare systems by lowering the occurrence of serious problems and hospitalizations, while simultaneously improving the health of individuals.

##### **Improving Living Conditions**

When it comes to improving the quality of life for people with diabetes, health education is crucial. Patients experience less worry and more empowerment when they are educated about their condition and given the skills and confidence to handle it. When patients have a firm grasp on diabetes management, they are better equipped to carry out their regular routines, enjoy life outside of work, and reach their individual objectives. Patients with diabetes are able to maintain active and fulfilling lifestyles with the help of this comprehensive strategy to managing their condition( Powers et al.,2017).

#### **Health education strategies:**

**-Individualized Training :**The key to successful diabetes control is personalized education. Information is more likely to be relevant and useful if it is individualized to each patient's needs, health status, and preferences. In order to ensure that the education delivered is both culturally sensitive and practically applicable, it is crucial to take into account cultural beliefs and behaviors that may impact a patient's diabetes management.

**Learning to Manage Oneself :**It is crucial to teach patients basic self-management skills. Learn the signs of hypo- or hyperglycemia, how to provide insulin, and how to keep an eye on your blood sugar levels. Training should also center on educating patients so that they may take charge of their health by making educated choices regarding what they eat, how much exercise they get, and how they handle their medications.

**Interventions for Behavior:** The goal-setting process encouraging patients to make positive changes to their lifestyle, like getting more exercise or eating healthier, is an important part of behavioral therapies. In order to improve diabetes treatment as a whole, it is possible to increase patients' dedication to these goals through the use of techniques like motivational interviewing.

**Combining Different Technologies :** Diabetes management can be significantly improved by the incorporation of technology. Some of the services offered by mobile health applications include glucose monitoring, prescription reminders, and access to instructional materials. By facilitating remote consultations and round-the-clock support, telemedicine systems empower patients to actively participate in their own healthcare and gain access to essential resources.

**Support and Education for Groups :**Patients may benefit from group support and education. By coming together in support groups, patients are able to talk about their struggles and find ways to cope, which helps them feel less alone. Additionally, attending instructional events and workshops on diabetes care on a regular basis might offer helpful information and motivation

**Ongoing Evaluation and Supervision :**To effectively treat diabetes, it is essential to have regular follow-up appointments and to provide feedback. Patients can stay on track with their treatment plans when we monitor their progress, assess their self-management techniques, and make adjustments based on their input. Positive criticism can inspire patients to take better care of themselves and lead them in the right direction (Li et al.,2020).

**The Role of the Family:** Patients are more likely to have their loved ones' backs when they include them in diabetes management classes. Better overall management and adherence can be achieved when family members are educated about diabetes, how to support the patient, and how to help with daily management responsibilities. To create a more encouraging atmosphere, including family members in goal-setting and management strategy development.

**Dietary Instruction:** Diabetes management relies heavily on dietary education. Healthy nutrition, portion control, and carbohydrate counting are all things that patients should educate themselves on. Patients might benefit from practical guidance on meal planning and dietary needs management in order to make healthier food choices and keep their blood glucose levels optimal.

**Encouraging Physical Exercise :**In order to keep diabetes under control, it is essential to encourage regular physical exercise. Patients' health can be improved by creating individualized exercise programs that are tailored to their current fitness level and personal preferences. The best way to help people control their illness is to encourage them to exercise regularly and remove any obstacles they may have.

**Managing Medication :** Controlling diabetes requires effective medication management. Everyone using medication, from the recommended dosage to possible adverse effects, needs to know what they are and how to take it. Increasing the efficacy of treatment can be achieved by offering techniques to encourage drug adherence, such as reminder systems or pill organizers.

**Support for Mental Health and Social Issues :**Taking into account the emotional and social challenges that people with diabetes face is crucial. Stress management and coping mechanism development are part of this. Patients' emotional health and well-being can be enhanced via access to psychological counseling as they navigate the emotional problems of diabetes.

**Periodic Reviews :**Assessing the efficacy of instructional tactics and making required adjustments requires regular reviews. It is important to continuously evaluate educational initiatives to make sure they are helping patients and improving their health. Improvements in patient care and strategy development are both made possible by this continuous process (Sharma,2021).

## **Evaluating the Effectiveness of Health Education Strategies:**

### **Making Informed Decisions About Health Education Programs**

If health education initiatives are to be successful in producing the intended results, it is crucial to assess how well they are doing in this regard. By directing future enhancements and aiding in the appropriate allocation of resources, an efficient evaluation guarantees that health education initiatives are both beneficial and efficient. As part of this approach, we will evaluate the strategies' efficacy in terms of their reach, engagement, and overall effect on health outcomes, among other things.

#### **Evaluate the Effects and Scope**

Evaluating health education techniques begins with checking in on their implementation and reach to see how far they have gone. Checking if the software was provided as expected and if all parts were executed well is part of this process. If the goal of a health education campaign was to raise consciousness about diabetes management, for instance, it would be wise to verify that the targeted populations received the instructional materials and that the specified delivery modalities (e.g., workshops, online modules) were properly implemented. To round out the reach evaluation, we can look at the total number of people exposed to the program and see if it reached different demographics.

**Active Involvement and Contribution** Measuring the level of participation and engagement of participants is another important part of evaluation. Engaging and encouraging engagement from participants is essential for effective health education techniques. Attendance at instructional sessions, engagement with interactive activities, and participant feedback are all ways to measure this. You may learn a lot about the content's reception, relevance, and ability to inspire behavior change from surveys and interviews. When viewers actively participate, it usually means the show is touching their lives and meeting their needs.

### Effects on Understanding and Action

A fundamental part of effectiveness assessment is determining how health education strategies affected knowledge and behavior. One way to find out how much people learned about health issues like illness prevention and management before and after an intervention is to administer surveys before and after the program. For instance, it is important to check in with participants of a diabetes education program to see if they have improved their knowledge of blood glucose monitoring and dietary recommendations. Changes in behavior are also important measures of success. The goal of the evaluation is to find out whether the participants have changed their health-related behaviors because of the instruction they had, such as getting more exercise or eating better.

### Effects on Health and Duration

Better health outcomes are the end aim of health education programs. As a result, looking at how initiatives affect real health indicators is the best way to gauge their efficacy. Clinical results, such as improved health metrics or lower blood glucose levels in diabetic patients, can be measured in this way. Evaluations should take long-term consequences into account, including whether or not health problems or hospitalizations have decreased and whether or not the changes caused by the education have been sustained. The long-term effects of the health education program can be better understood by keeping tabs on these outcomes.

### Criticism and Enhancement

In order to improve health education programs, it is crucial to continuously gather feedback from stakeholders and participants. Methods for gathering comments on the program's strengths and areas for growth should be a part of any evaluation. The program can be fine-tuned with the help of this input to make it more relevant and fill any holes found during the evaluation. The needs of the target audience can be better met by health education programs through continuous improvement that incorporates participant feedback and results monitoring (McKenzie et al.,2022).

## **Challenges and obstacles in implementing health education strategies:**

### Low Level of Patient Involvement

Low levels of patient participation are a major obstacle to health education strategy implementation. A lack of interest, a belief that the material is irrelevant, or an uncomfortable learning style are all reasons why patients can be hesitant to take part in educational programs. Make instructional content more relatable, use motivational tactics, and offer support that matches with patients' personal goals and values to overcome this challenge and boost patient involvement.

### Language and cultural obstacles

Health education may not be as successful when people experience linguistic and cultural challenges. It is possible that patients' varied cultural and religious upbringings impact their openness to and comprehension of health education resources. Further complicating matters is the fact that not everyone speaks the same language. All patients should be able to receive and benefit from the information supplied, hence educational initiatives should be culturally sensitive and incorporate translations or interpreters.

### Health Literacy Variability

A patient's capacity to comprehend and implement instructional material may vary depending on their health literacy level. Not everyone is familiar with basic diabetes care information or has trouble understanding complicated medical language. One way to assist close this achievement gap is to use clear, plain language and adapt instructional materials to different reading levels. To further improve comprehension and memorization, interactive tools and visual aids might be used.

### Limited Resources

An important barrier to executing successful health education programs is a lack of resources, both monetary and human. Allotting enough finances for thorough programming, educator training, and material provision may be difficult for organizations. Technology, outside financing, and partnerships with community groups can all play a role in finding solutions to this problem.

### Poor Assistance and Follow-Up

Health education activities may have less of an impact if there isn't sufficient follow-up and continuous support. Patients may find it challenging to retain the habits and knowledge acquired during educational sessions without ongoing support and encouragement. This obstacle can be addressed and long-term adherence improved by implementing regular follow-up sessions, using digital health technologies for continuous support, and making sure resources for problem-solving are available.

### Opposition to Altering Behavior

Even when they are aware of the benefits, patients may still be resistant to changing their behavior or way of life. This resistance might be caused by factors like established routines, a lack of self-assurance, or external obstacles like time or money restrictions. A patient-centered strategy is necessary to address these challenges; this approach should include helping the patient create goals, offering concrete ways to overcome obstacles, and providing encouragement and support as they undergo the process of transformation.

### Including in Regular Medical Treatment

Because of time restrictions and conflicting demands in healthcare settings, including health education initiatives into standard care can be difficult. Comprehensive education may be difficult for healthcare providers to fit into their hectic schedules. Nevertheless, this can be circumvented by incorporating educational components into standard consultations, implementing

educational interventions that are both brief and effective, and utilizing care practices that involve the whole healthcare team. Assessing Efficiency

Another difficulty is finding ways to measure the efficacy of health education programs. Strong evaluation strategies and regular data collecting are necessary for gauging results including patient happiness, altered behavior, and enhanced health markers. To improve the evaluation process and make sure treatments are working, clear metrics should be developed, validated assessment instruments should be used, and teaching tactics should be reviewed and adjusted on a regular basis depending on feedback and results (Al-Balas et al.,2020).

### **Benefits Associated With DSME/S**

By lowering the likelihood of problems and hospital admissions and readmissions, DSME/S has been demonstrated to be cost-effective. With an estimated \$245 billion spent on diabetes in the US in 2012, DSME/S presents a chance to cut down on these expenditures. Predictions indicate that by 2050, one-third of the population will have type 2 diabetes. Reducing incidence rates and complications connected to diabetes is crucial to ensure that the US health care system can pay the expenses of care. In patients with type 2 diabetes, DSME/S can improve hemoglobin A1C (A1C) levels by 1% or more. This significant decrease is just one of several good clinical, psychological, and behavioral outcomes of DSME in relation to diabetes. In addition to lowering the risk of diabetes-related complications, DSME/S has several other purported benefits, including better quality of life, increased empowerment and self-efficacy, more healthy coping mechanisms, less diabetes-related distress and depression, and more regular physical activity and a healthier eating pattern. All of these enhancements highlight once again how useful DSME is and how important it is. Furthermore, research has linked more time spent working with a diabetes educator to greater results. By reading this position statement, health care teams will have the knowledge they need to comprehend the DSME and DSMS integration into everyday care, as well as the educational process and expectations surrounding these topics. Having a patient who is more involved and knowledgeable is the end aim. It is advised that all healthcare systems devise methods to ensure that all individuals diagnosed with type 2 diabetes receive DSME/S services and that sufficient community resources are made available to back these programs (Fajriyah et al.,2019).

### **Providing Diabetes Education and Support**

Patients and their families have traditionally been able to access DSME/S through a structured program that meets at a hospital or other healthcare facility as an outpatient service. Integrating DSME/S into office practices, medical homes, and accountable care organizations is a growing trend that aligns with changing health care delivery systems and primary care demands. More and more people are able to receive DSME/S through technology-based initiatives, which allow them to do so in more accessible and alternative places including community health centers and pharmacies. It is essential to use a holistic and individual approach when teaching people with diabetes how to manage their condition on a daily basis, regardless of the context. This is because successful coping and self-management are key components of diabetes care. Specialists in diabetes education, clinical practice, psychological support, and behavioral management are essential for effective delivery.<sup>34,35</sup> To make sure that goals are clear, that progress is being made toward goals, and that appropriate interventions (educational, psychosocial, medical, and/or behavioral) are being used, it is critical for the health care team, which includes the patient, an educator, and the provider, to communicate and collaborate effectively. The basis for present and future demands is a patient-centered approach to DSME/S upon diagnosis. In order to support adjustments throughout therapy and life transitions, continuing DSME/S can assist the individual in overcoming obstacles and coping with the continuous responsibilities (Beck et al.,2018).

Chatterjee et al. (2018) emphasize that intensive glycemic control can prevent or delay long-term complications in both type 1 and type 2 diabetes. Health outcomes for individuals with diabetes improve when they actively engage in self-management. Over the past two decades, diabetes self-management education programs have proven to be both effective and cost-efficient by enhancing patients' motivation, knowledge, and skills, ultimately leading to better biomedical, behavioral, and psychosocial outcomes. These programs vary in their methods, focus, use of technology, and the patient-centered philosophies they follow, with distinct goals tailored to individual needs. Delivered by trained educators and regularly evaluated for quality by independent assessors and audits, these programs must consider the specific requirements of different diabetes types, as well as demographic, socioeconomic, cognitive, literacy, and cultural factors. A global effort is necessary to improve access to and participation in diabetes self-management education.

Pamungkas (2017) highlighted the rapid global rise in the incidence of type 2 diabetes mellitus (T2D). Effective self-management education and support for both patients and their families are crucial for sustaining diabetes care. This study aimed to assess the impact of family-based diabetes mellitus self-management education (DSME) on several patient outcomes, including medication adherence, blood glucose monitoring, dietary and exercise habits, psychological well-being, self-efficacy, and physiological markers such as body mass index, blood pressure, cholesterol levels, and glycemic control. A literature search was conducted using PubMed, CINAHL, and Scopus with keywords such as "Type 2 diabetes," "self-management," "DSME," "family support," "social support," and "uncontrolled glycaemia." The Joanna Briggs Institute (JBI) criteria were applied to select studies for review. The analysis revealed that DSME interventions incorporating family support led to improved health outcomes for patients with uncontrolled glycaemia. A total of 22 intervention studies were identified, each using different DSME approaches and levels of family involvement. Overall, family support was found to enhance glycemic control, psychological well-being, self-efficacy, perceived support, and healthy eating habits. The review concluded that DSME models integrating family support hold promise for improving diabetes management and health outcomes in patients with T2D.

Lee et al.,(2016) conducted a study to test the hypothesis regarding the relationship between HbA1c levels in type 2 diabetic patients and their perceptions of empowerment, health literacy, self-efficacy, and self-care behaviors. Using convenience sampling, 295 type 2 diabetic patients from five endocrine clinics in Taiwan were selected. Data were collected on personal characteristics, perceptions of empowerment, health literacy, self-efficacy, self-care behaviors, and hemoglobin A1c levels. Structural equation modeling was used to analyze the proposed model, revealing significant direct relationships: perceptions of empowerment influenced health literacy, which affected self-efficacy, leading to improved self-care behaviors, and ultimately influencing HbA1c levels. Both health literacy and perceptions of empowerment had a notable impact on self-efficacy and self-care practices, which in turn affected glucose control in type 2 diabetic patients. The study highlighted the importance of improving self-care behaviors to enhance glycemic control, with a focus on fostering self-efficacy. Healthcare providers are encouraged to adopt strategies that empower patients, promoting health literacy rather than enforcing compliance, to improve diabetes management outcomes.

Chrvala et al.,(2016) conducted a study to evaluate the impact of diabetes self-management education and support on glycemic control in adults with type 2 diabetes, considering factors such as the provider, duration, and contact time of interventions. A comprehensive search was conducted through MEDLINE, CINAHL, EMBASE, ERIC, and PsycINFO databases up to December 2013, focusing on interventions aimed at enhancing self-awareness, improving self-management skills, and making informed goal-setting decisions. Among the 118 interventions analyzed, 61.9% demonstrated statistically significant improvements in A1C levels. The average absolute A1C reduction was 0.57, with the control group showing a decrease of 0.17 and the intervention group a larger decrease of 0.74. The most substantial A1C reduction (0.88) was achieved through a combination of group and individual activities. Notably, interventions with contact hours of 10 or more showed a significant reduction in A1C (70.3%). Additionally, 83.9% of interventions reported meaningful A1C reductions in patients with persistently elevated A1C levels (above 9). The study concluded that participation in diabetes self-management education leads to statistically significant improvements in A1C, with the mode of delivery, duration of contact, and baseline A1C levels all playing a critical role in achieving clinically meaningful outcomes.

Metwally et al.,(2019) highlighted that Egypt ranks among the top ten countries globally in diabetes prevalence and holds the top spot within the MENA region. Education and support regarding healthy lifestyle choices can significantly improve health outcomes for people with diabetes. However, various mental and physical factors can hinder a patient's ability to maintain a healthy lifestyle. This study aimed to assess the impact of lifestyle modification sessions on diabetes self-management in Egyptian patients by enhancing their dietary habits, physical activity, medication adherence, and blood glucose monitoring. The cohort study included 205 participants with type 2 diabetes, whose lifestyle behaviors and challenges were evaluated using the Louisville University personal diabetes questionnaire, which also measured height, weight, and blood glucose levels. After the intervention, which involved weekly sessions using integrated strategies, statistical analysis showed a significant improvement in participants' behaviors ( $p < 0.001$ ) between the pre- and post-education periods. There was also a marked reduction in the obstacles patients faced in managing their diabetes, including those related to nutrition ( $p < 0.001$ ), medication adherence ( $p < 0.001$ ), physical activity ( $p < 0.001$ ), and blood glucose monitoring ( $p < 0.001$ ), all showing a 43% improvement. A positive correlation was also found between medication adherence ( $p = 0.027$ ), blood glucose monitoring ( $p = 0.045$ ), and glycated hemoglobin levels. The study concluded that lifestyle modification education can significantly improve anthropometric measurements and blood glucose levels, helping patients overcome key barriers to maintaining a healthy lifestyle.

Greenwood et al. (2017) examined how mobile phones have significantly enhanced diabetes self-management education and support. This systematic review and meta-analysis aimed to evaluate the impact of technology on diabetes self-management outcomes by reviewing literature published between 2013 and 2017. Twenty-five studies were included in the analysis, focusing predominantly on the use of mobile phones and encrypted communications for diabetes management. The majority of these studies assessed self-care practices such as maintaining an active lifestyle, healthy eating, and monitoring metabolic rates. Out of the 25 evaluations, 18 reported a significant reduction in A1c levels. Key factors associated with improved A1c outcomes included feedback, education, communication, and the use of patient-generated health data. The review found that technology-enabled diabetes self-management systems led to significant improvements in A1c levels. The most effective programs employed a feedback loop that involved two-way communication between patients and healthcare providers, analysis of patient-generated data, and personalized education and feedback. The findings suggest that organizations, policymakers, and payers should consider these technology-enabled solutions when designing diabetes self-management education and support services, particularly in the context of population health and value-based care models. The widespread use of mobile phones presents a valuable opportunity to enhance the accessibility and effectiveness of diabetes self-management through digital health solutions that offer evidence-based and behaviorally tailored interventions.

#### **Discussion:**

Patients with diabetes greatly benefit from health education programs that teach them how to manage their illness on their own. Continuous self-management is necessary for the prevention of complications and the enhancement of quality of life in individuals with diabetes, a chronic condition defined by elevated blood glucose levels. Patients are better able to make educated decisions and stick to their management plans when they are educated about their disease, treatment alternatives, lifestyle changes, and self-monitoring procedures. By giving patients the knowledge and skills they need to take an active role in managing their illness, high-quality health education can enhance glycemic control, decrease the likelihood of complications, and boost health outcomes generally.



Various health education initiatives aim to improve patients' self-care and general well-being as they manage their diabetes. Among these methods are behavioral interventions that promote goal-setting and lifestyle changes, self-management training that centers on practical skills like glucose monitoring and medication management, and personalized education that adjusts information to each person's unique needs and preferences. Mobile health apps and telemedicine are examples of how technology may improve education by making it more accessible and effective. Further factors that contribute to the effectiveness of these tactics include group education and support, family involvement, and regular monitoring and feedback. These factors help to create a supportive environment and serve the various needs of patients.

To find out how health education techniques affect patient outcomes and how to improve interventions, it is essential to evaluate their efficacy. Measures of efficacy often include changes in glycemic control (such as lower HbA1c levels), compliance with prescribed treatments, and results as reported by patients themselves. Patients may be surveyed before and after an intervention, and clinical data may be analyzed as part of the evaluation process. Finding the most successful tactics, making adjustments to improve outcomes, and making sure resources are spent efficiently are all helped by this evaluation. If educational initiatives are to remain effective, they must undergo regular evaluation and feedback.

For a variety of reasons, it may be difficult to put health education ideas into action. A lack of interest or the belief that the material is irrelevant are common causes of low levels of patient engagement. Educational materials may face challenges in comprehension and acceptability due to linguistic and cultural obstacles. Individual differences in health literacy levels influence patients' capacity to understand intricate ideas. Education programs can be limited in scope and quality due to resource constraints, which include both financial and human resources. Other factors that can reduce efficacy include reluctance to alter one's behavior and challenges in incorporating education into standard medical practice. Efficient use of resources, appropriate support systems, and personalized approaches are necessary to tackle these difficulties.

Patients have many advantages when they participate in Diabetes Self-Management Education and Support (DSME/S). Better glycemic control, as shown by lower HbA1c readings and better health in general, is the result of DSME/S programs that work. Improved self-management abilities in areas such as nutrition, exercise, and medication adherence are achieved by patients. By lowering stress levels associated with diabetes and increasing confidence in one's own abilities, these programs also contribute to mental health. By minimizing hospitalizations and complications, DSME/S can also save healthcare expenses. Patients benefit from improved health outcomes and a higher quality of life as a result of DSME/S's holistic approach.

In order to guarantee that patients receive pertinent, individualised information and continuous care while receiving diabetes education and support, a holistic approach is necessary. Some of the most important parts of managing diabetes are learning how to check blood glucose levels, taking medications as prescribed, eating healthily, and getting regular exercise.

Counseling, peer support groups, and healthcare provider access should be available 24/7 as part of the ongoing support system. Support and accessibility can be improved with the use of technology, such educational applications and remote monitoring. Patients are more likely to acquire useful information for managing their diabetes when education is individualized to their own requirements, preferences, and obstacles. To keep patients engaged and achieve long-term success in diabetes control, it is crucial to provide ongoing assistance and follow-up.

Everything from the importance of assessing efficacy to the difficulties encountered to the advantages of comprehensive diabetes education and support is brought to light in these discussions, which also emphasize the vital role of health education in diabetes treatment.

**Conclusion:**

In order to effectively manage and control diabetes, health education strategies for individuals are needed. Glucose monitoring, medication management, and lifestyle changes are just a few examples of the self-care activities that patients can learn about and implement through these tactics. Improved accessibility and efficacy of diabetes management programs are achieved through the integration of individualized education, behavioral interventions, and technological tools. To make sure these techniques work as planned, it's important to measure how well they do. Health education treatments can only be evaluated by looking at outcomes that patients describe, treatment adherence, and improvements in glycemic control. Programs can be fine-tuned and better tailored to patients' requirements through consistent review. Limited patient engagement, linguistic and cultural hurdles, health literacy diversity, and resource limitations are some of the obstacles to health education strategy implementation. Customized strategies, sufficient support networks, and effective use of resources are necessary to overcome these challenges. To get the most out of these tactics, you need to get people to modify their behavior and include education into their regular care.

Reducing healthcare expenses, improving glycemic control, and enhancing self-management abilities are all goals of Diabetes Self-Management Education and Support (DSME/S). Patients are better able to control their disease when they participate in DSME/S programs, which improve health outcomes. Achieving long-term success in diabetes management is greatly enhanced by the holistic approach of DSME/S and the continual assistance it provides. A foundational component of effective diabetes control is health education. Healthcare practitioners may greatly improve patient outcomes and quality of life for people with diabetes by tackling the hurdles, utilizing technology, and consistently reviewing and refining educational interventions.

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