

ARE YOU **'BLAME'** AWARE?

Help tackle diabetes stigma in your professional practice.

- The language we use has the power to encourage positive interactions, build confidence and empower effective self-management and better clinical outcomes.
- Poor communication can be stigmatising, hurtful and undermining of self-care and have a detrimental effect on clinical outcomes.
- Do you encourage your colleagues to challenge diabetes misconceptions in the workplace and promote an anti-stigma culture towards diabetes?
- Keeping young people engaged in services during the transition between paediatric and young adult care is particularly important and NHS language matters provides helpful and practical advice to achieve this.

NHS Language Matters

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<p>BLAME or judgement around management which can feel like 'telling off' and is disengaging.</p>
<p>LABELLING can feel dehumanising.</p>
<p>ASSUMPTIONS prejudging based on ethnicity or cultural background.</p>
<p>MISCONCEPTIONS and media stereotypes. Remember that complex factors are at play relating to causes and experiences of diabetes.</p>
<p>EMPHASIS on 'failure' can lead to people feeling helpless and inadequate.</p>

Example phrase NHS Language Matters	Alternatives NHS Language Matters
<p>"What's your diabetes control like?"</p> <p>"You must take your medications properly."</p> <p>Advising people to 'follow the rules' of self-management can lead to feeling helpless and inadequate when unachievable.</p>	<p>"Can we talk for a few minutes about your glucose levels, so I have a better idea of how things are going for you and how we can best support you?"</p>
<p>"It's probably one of those noncompliant type 2 diabetics."</p> <p>Avoid the temptation to dismiss or minimise, for example, it's due to 'being a teenager' or 'hormones'.</p>	<p>Some people, but not all, feel the use of 'diabetic' is unacceptable, so if you are unsure, ask the individual, rather than assume.</p> <p>"They are experiencing xx condition (hypertension) and they also have diabetes."</p>
<p>"I don't think they'd get much from a diabetes education class."</p> <p>"People from xx background often dislike the idea of injections."</p>	<p>Seek to be more encouraging, for example, "I can see the effort you're putting in, keep up the great work!"</p> <p>Seek to be more culturally competent, for example, exploring individuals' cultural beliefs about diabetes.</p>
<p>"It's being so overweight that is causing you to have all these problems."</p>	<p>"What changes do you feel are needed right now?"</p>
<p>A focus on the 'good' or 'bad' or 'failing to' carry out self-management activities.</p>	<p>"There is really no such thing as 'good' or 'bad' diabetes," or "You're not the sum of your diabetes numbers; it's your efforts that matter most."</p>