# Diabetes Information & Understanding Interview (DIU-I)

In the **Information–Motivation–Behavioral Skills (IMB)** model, the **Information** component represents the "baseline" requirement for change. It focuses on the patient's factual knowledge about the disease and their understanding of how specific behaviors (like diet or medication) directly impact their health.

For a face-to-face interview, these 6 items assess **factual accuracy** and **conceptual understanding**. The interviewer should rate the response based on how much correct information the patient provides.

**Instructions for Interviewer:** Ask the patient the following questions. Rate their response based on the accuracy and completeness of their answer on a scale of **0 (Incorrect/None)**, **1 (Partial/Vague)**, or **2 (Correct/Clear)**.

| Item | Information Domain | Interview Question | 0 (None/Incorrect) | 1 (Partial/Vague) | 2 (Correct/Clear) |
|---|---|---|---|---|---|
| **1** | **Disease Process** | "In your own words, can you explain what happens to your blood sugar when you have Type 2 Diabetes?" | Does not know or gives a completely wrong explanation. | Mentions "sugar is high" but doesn't understand why or how. | Correctly mentions insulin resistance or the body's inability to use sugar. |
| **2** | **Target Knowledge** | "Do you know what your target blood sugar range should be before and after meals?" | Has no idea what the numbers should be. | Knows one number (e.g., "under 140") but lacks a full range. | Accurately identifies pre- and post-meal targets for their plan. |
| **3** | **Nutritional Impact** | "Which types of foods or drinks have the biggest impact on raising your blood sugar levels?" | Cannot identify any specific food groups (e.g., carbs/sugars). | Mentions "sweets" but misses complex carbs or hidden sugars. | Correctly identifies carbohydrates, starches, and sugary drinks. |
| **4** | **Medication Role** | "Can you explain how your current diabetes | Doesn't know what the medicine does or how it works. | Knows it "lowers sugar" but not how it | Explains the role clearly (e.g., "helps my |

| | | | | | |
|---|---|---|---|---|---|
| | | medication (or insulin) helps manage your condition?" | | fits into their daily care. | body use insulin better"). |
| **5** | **Complication Awareness** | "What are some of the long-term health risks if blood sugar stays too high for a long time?" | Unaware of any specific long-term complications. | Mentions one vague risk (e.g., "getting sick") but nothing specific. | Identifies specific risks (e.g., vision, kidneys, nerves, or heart). |
| **6** | **Acute Care (Hypoglycemia)** | "What are the early warning signs of 'low blood sugar' (hypoglycemia), and how do you treat it?" | Cannot name signs or suggests an incorrect treatment. | Names a sign but doesn't know the proper treatment (e.g., 15g carbs). | Correctly identifies signs and the "rule of 15" or similar treatment. |

## Scoring & Research Context

- **Total Score:** 0–12 points.
- **Research Application:** According to **Fisher et al. (2003)**, "Information" is necessary but often insufficient for behavior change on its own. In an empirical study, this score will likely show a direct path to **Behavioral Skills**, but only when mediated by **Motivation**.

**Answer**

The 6-item interview tool measures foundational diabetes knowledge across disease mechanics, targets, nutrition, and emergency care using a 0–2 proficiency scale.

Source:

Fisher, J. D., Fisher, W. A., & Harman, J. (2003). The Information–Motivation–Behavioral Skills model: A general social psychological approach to understanding and promoting health behavior. In J. Suls & K. A. Wallston (Eds.), *Social psychological foundations of health and illness* (pp. 82–106). Blackwell.