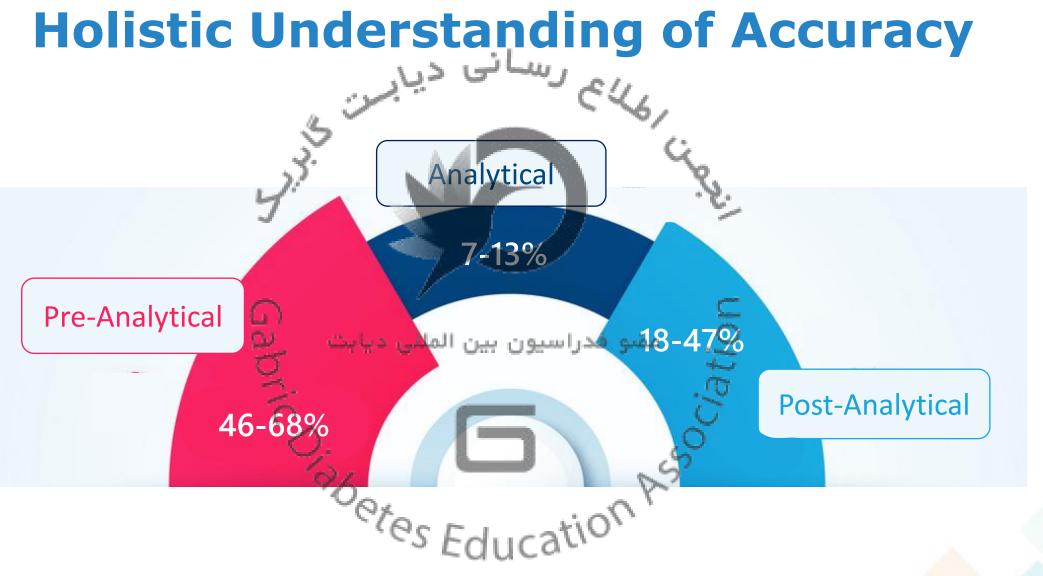


Weinstock RS, et al. The Role of Blood Glucose Monitoring in Diabetes Management. ADA Publication, 2020







Pre-Analytical Factors

Any factor that can affect the reliability of a test result occurring before the sample is analyzed.



Pre-Analytical Factors

مضو

Pseudo-hyperglycemia

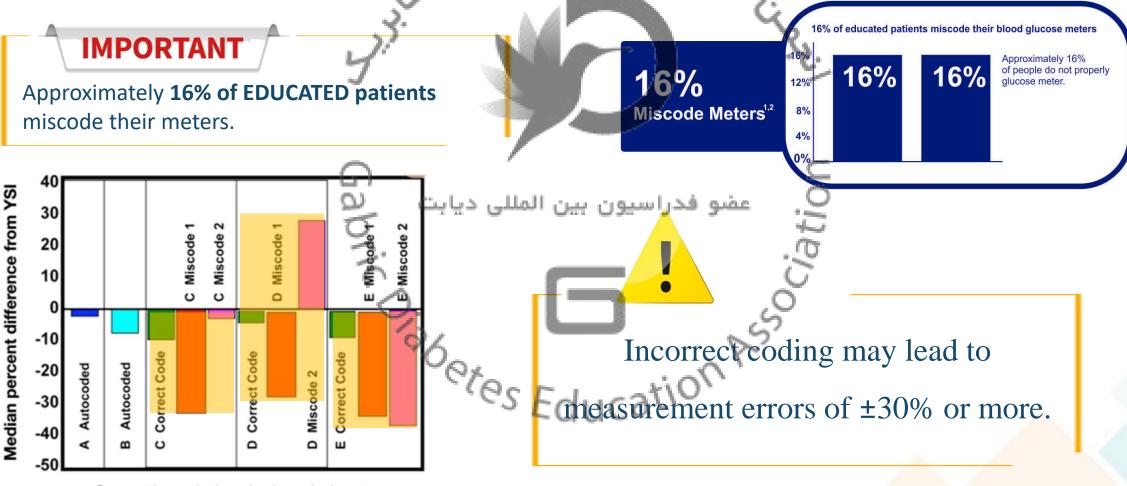
Pseudo-hypoglycemia

- —Lot Specific Coding 🌄
- -Test Strip Underfilling or Overfilling
- —Poor Surface Cleansing:
 - Fruit handling
 - Use of Specific Lotions
- -Inappropriate Strip Storage
- -Extraneous fluid at the testing



Coding: A Source of Error

Coding determines the relationship between the electrical signal produced by the strip and the reported blood glucose.

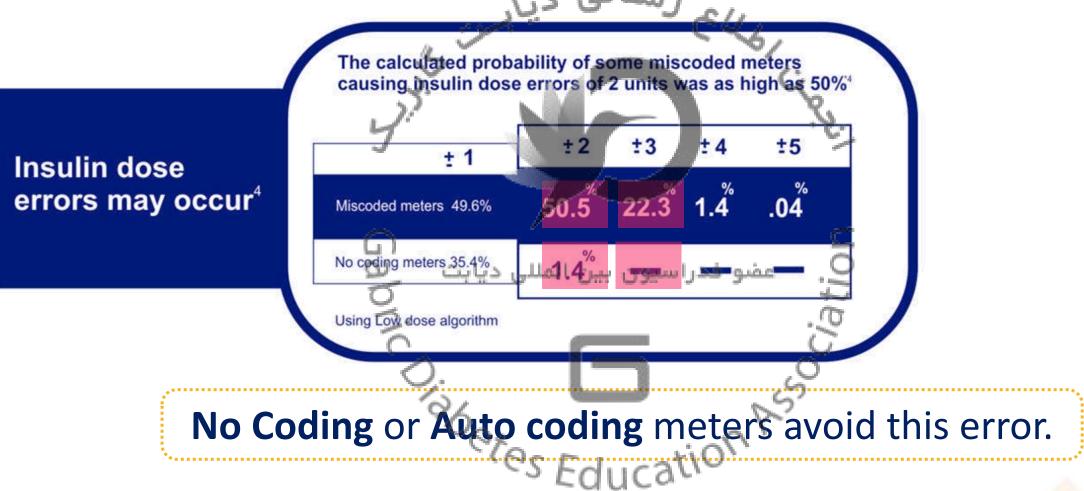


Correctly coded and miscoded meters

Erbach, M. et al. (2016), J Dia Sci Technol, 10(5), pp. 1161–1168.

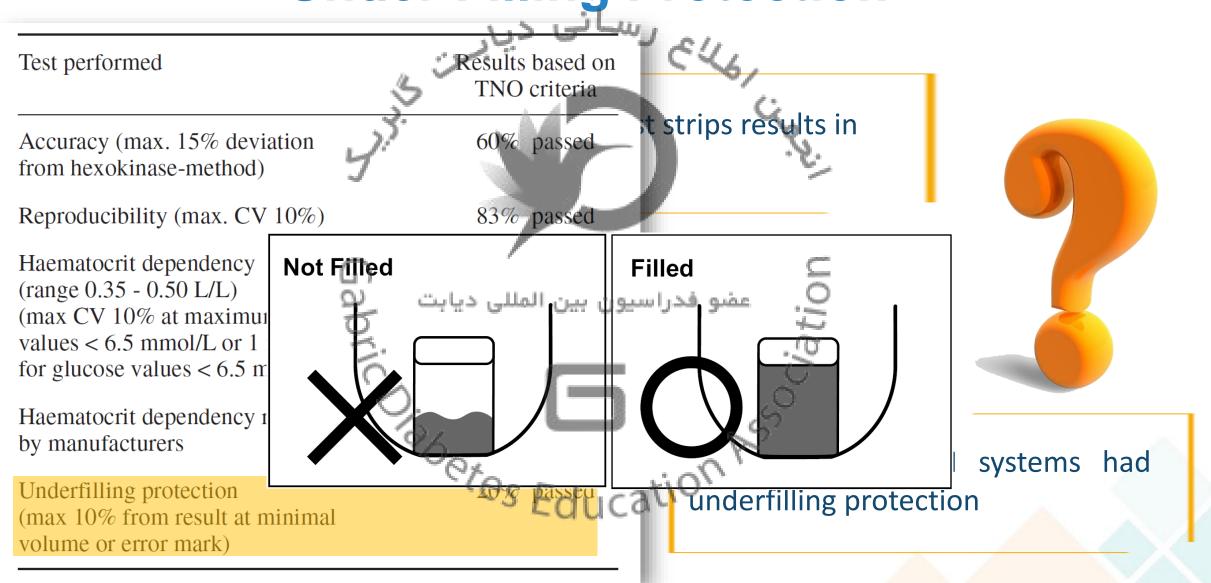


Miscoding Causes Insulin Dose Errors





Under Filling Protection





20% of people have difficulties in filling test strips results in inaccurate result and painful pricking.

عضو فدراسيون بين المللى ديابت

.) Minimal blood sample

Blood Volume Control (BVC) or Underfilling detection
 Second chance Sampling: the possibility of re-sampling



External pressure may lead to unreliable readings

Different external pressures led to ≥10% differences in glucose concentrations in 5%–13% of the participants. On average, blood sugar readings were **lower** when people put pressure on the finger.







Pre-Analytical Factors

URGE

- The impact of these factors has increased because of the smaller sample volume required by newer meters.
 - Technological advances have addressed many of the preanalytical sources of reduced accuracy.
- Comprehensive patient education remains important to address remaining pre-analytical issues.
 S Education



Education is a MUST!

ديار



Patient demonstration of SMBG to the diabetes educator or health care provider is critical. Table 3. Tips for Successful Self-Monitoring of Blood Glucose Teaching

Use simple and specific steps at the patient's level of comprehension.

Be sure the patient can demonstrate the steps for SMBG.

Give your patient written recommendations for frequency and times of testing and desired results.

Observe SMBG procedure at follow-up visits.

Ask the patient to assess the relationship of SMBG with exercise, food, medications, and stress.

Specify which SMBG values are most problematic (especially low blood glucose) and discuss solutions with the patient.

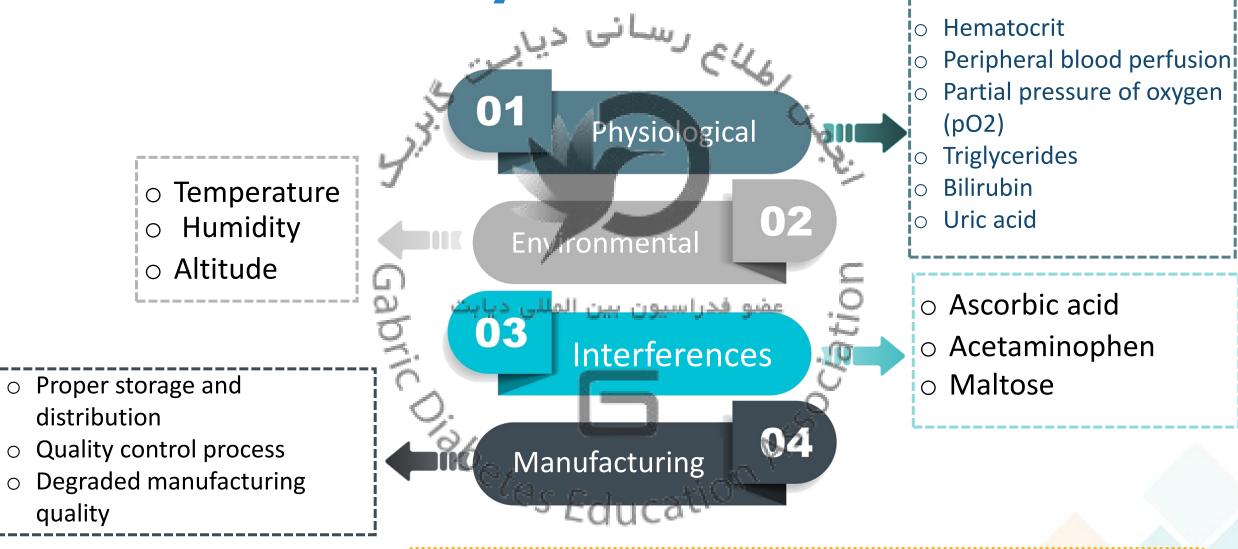
Acknowledge the patient for goals achieved with SMBG.







Analytical Factors



All devices must include results of these tests in their labeling.



ISO 15197:2013 and FDA blood glucose meter accuracy standards

Table 7.1—Comparison of ISO 15197:2013 and FDA blood glucose meter accuracy standards

Setting	J FDA (248,254)	ISO 15197:2013 (255)
Home use	95% within 15% for all BG in the usable BG ranget	95% within 15% for BG \geq 100 mg/dL
	99% within 20% for all BG in the usable BG range ⁺	95% within 15 mg/dL for BG $<$ 100 mg/dL
Hospital use	95% within 12% for BG \geq 75 mg/dL	99% in A or B region of consensus error grid‡
	95% within 12 mg/dL for BG <75 mg/dL	ō
	95% within 12 mg/dL for BG <75 mg/dL 98% within 15% for BG ≥75 mg/dL	
	98% within 15 mg/dL for BG <75 mg/dL	ġ.

BG, blood glucose; FDA, U.S. Food and Drug Administration; ISO, International Organization for Standardization. To convert mg/dL to mmol/L, see endmemo.com/medical/unitconvert/Glucose.php. †The range of blood glucose values for which the meter has been proven accurate and will provide readings (other than low, high, or error), ‡Values outside of the "clinically acceptable" A and B regions are considered "outlier" readings and may be dangerous to use for therapeutic decisions (256).



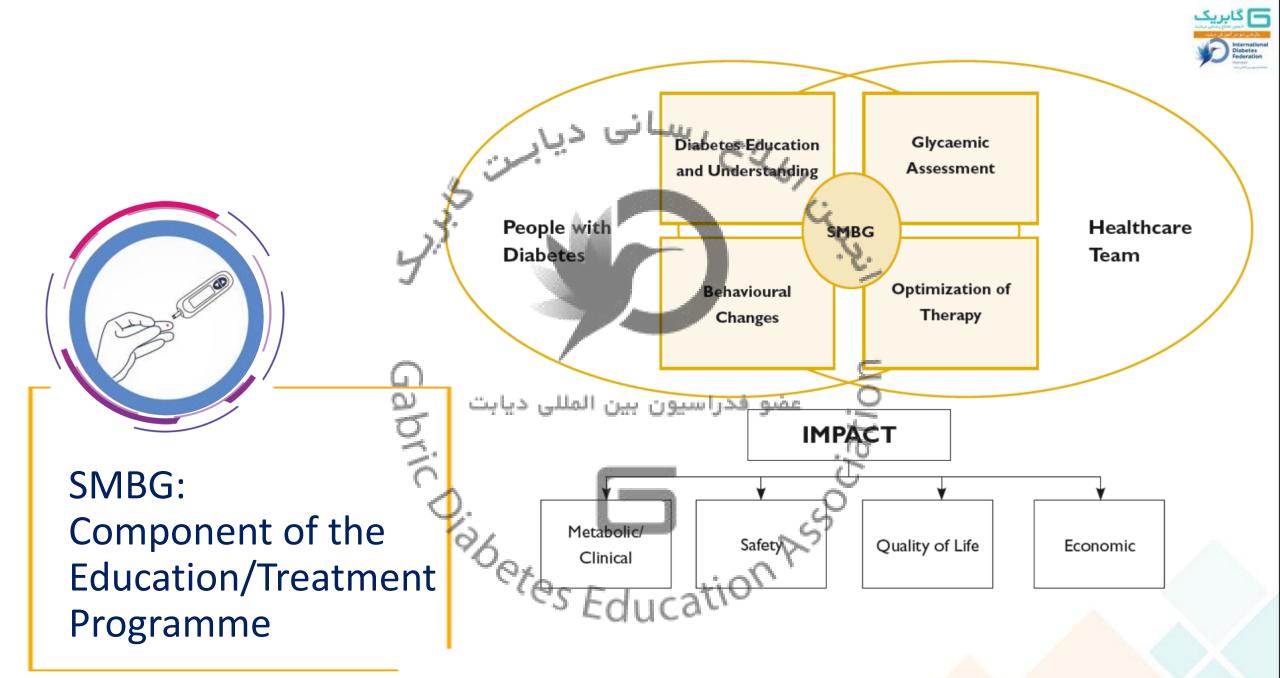




Post-Analytical Factors

- عضو فدرا سPoor User Numeracy
- Misleading Unit Conversion
- Misleading Manual Log
- Software Processing Errors

Ο



Self-Monitoring of Blood Glucose in non-insulin treated type 2 diabetes, (2009), IDF Publication, accessed via https://www.idf.org/e-library/guidelines



