



Innovative Strategies for North Carolina Diabetes Prevention Programs



A best-practice guide for CDC-recognized
Diabetes Prevention Program
Lifestyle Coaches and Program Coordinators

DIABETES**FREE** NC

About this Guide

Innovative Strategies for North Carolina Diabetes Prevention Programs was developed by a team of Diabetes Prevention Program (DPP) Lifestyle Coaches, Program Coordinators and Master Trainers in North Carolina who have knowledge and experience in successfully delivering the DPP lifestyle change program. This best-practice guide is designed to inform Lifestyle Coaches and Program Coordinators how to engage participants to encourage completion of the program as well as decrease risk of diabetes. It is intended to be a reference tool for providers of DPP and to highlight successful strategies.

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Section 1. Guidance for DPP Lifestyle Coaches

This section will focus on participant engagement, class facilitation, group dynamics, and cultural adaptation ideas that can be incorporated into class sessions and communication with participants. For Lifestyle Coaches who also fill the role of Program Coordinator for an organization, please review **Section 2 – Guidance for DPP Program Coordinators** for more information on management of a DPP.

General Implementation for the Lifestyle Coach

The Lifestyle Coach facilitates approximately 25 hour-long classes over a 12-month period. The Lifestyle Coach provides support for program participants both during class and individually outside of class. It is important that the Lifestyle Coach establishes a rapport with each participant to support their progress in the program.

CLASS FACILITATION



- Spend at least one hour in advance of each class becoming familiar with the lesson content and planned activities.
- Establish ground rules at the start of each class series based on participant input and revisit as needed throughout the program.
- Have participants sign social contracts that affirm their commitment to abide by the class ground rules, be present, and engage in class discussions and activities.
- Present objectives at the beginning of each lesson so that participants have a clear sense of what they should expect during class.
- Facilitate conversations that pertain to the topic of discussion.

Off-topic discussion about a health-related subject to which most of the group can relate can be allowed for a finite period before redirecting back to the lesson topic. When given proper boundaries and time constraints, off-topic discussions can often enhance group dynamics.

ENCOURAGEMENT AND SUPPORT DURING CLASS



- Create an environment conducive to open communication among program participants. Allow them to share successes and/or challenges and encourage one another.
- Encourage those who are less talkative to share by asking them to contribute on a topic about which they feel comfortable (e.g., time spent playing with grandchildren or favorite hobby).
- Build rapport with participants by individually connecting with them during weigh-ins or after class. Participants are more likely to remain in the program, stay engaged, and reach their goals when there is trust and a strong relationship with the Lifestyle Coach.
- Encourage participants to focus on 1–2 small changes that can easily be achieved within a week.

ENCOURAGEMENT AND SUPPORT OUTSIDE OF CLASS



- Maintain regular communication with participants via email, phone, and/or text message to send friendly class reminders or to discuss barriers to success. This is especially important during the off-weeks when no classes are held.
- Recommend the buddy system to participants, which will encourage social support, trust and accountability.
- Provide options for participants to stay engaged with each other outside of class.
 - Set up a private Facebook, GroupMe or WhatsApp group for participants to maintain contact with each other outside of class.
 - Encourage participants to form walking groups during the off-weeks of class for social support and accountability for maintaining active minutes.

Celebrate individual and group successes by:

- Allowing time during class for participants to announce any goals reached during the previous week or month.
- Announcing the success of the group at the end of the month (e.g., total pounds lost, or total minutes of physical activity achieved).
- Sending weekly messages to participants to encourage progress toward their goal(s).



Participant Retention for the Lifestyle Coach

Participant retention is essential to the success of a DPP. It is important to engage participants during class which requires an understanding of all types of learning styles as well as how to facilitate open communication among participants. As the Lifestyle Coach you must also keep participants engaged outside of class by establishing a protocol for consistent communication and support, especially when classes are less frequent.

PARTICIPANT ENGAGEMENT DURING CLASS

- Facilitate discussion on class lessons and encourage participation from as many program participants as possible. Allow participants to share personal successes and challenges and to offer solutions to each other. Participants who feel comfortable enough to share personal experiences are more likely to remain engaged in the program.
- Bring in DPP “alumni” to talk about their success and what tips and tricks they have for maintaining healthy lifestyles after completing the program.

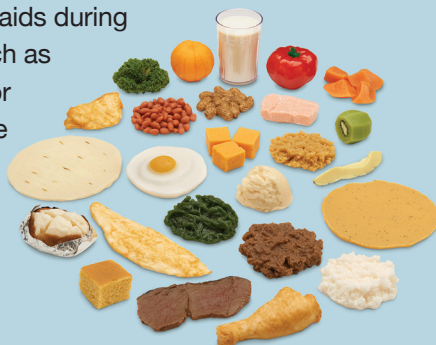
Cater to all types of learning styles: Visual, Auditory, Kinesthetic and Reading/Writing.



Visual Learners

appreciate illustrations

- Provide visual aids during each class such as food replicas or printed full-size food models with nutrition information to demonstrate portion sizes.



Example of a Latin American Food Replica Package by Nasco



Example of Free Printer-friendly Food Models by the National Dairy Council. These double-sided food model cards list the name and serving size of each food on the front and the nutrition facts label on the back.

- Create monthly graphs or charts to show individual and/or group progress in weight change, minutes of physical activity, blood pressure and HbA1c results or waist circumference.

Select culturally appropriate materials to use during class sessions. For example, use culturally appropriate replicas that compliment your target audience, if applicable. Refer to the Cultural Adaptations for the Lifestyle Coach (Section 1, Part 3) to learn more.



Auditory Learners

appreciate vocalizations

- Provide opportunities for participants to share their thoughts or ask for suggestions from the group.
- Play inviting music before class begins or during a physical activity break.
- Incorporate short educational videos that are related to the lesson topics.



Kinesthetic Learners

appreciate applications

- Plan for each session to have an interactive component like indoor or outdoor stretch or exercise breaks at the beginning, midpoint and/or end of the class.
- Create activities that allow participants to write on a white board or sticky notes, use food models to create healthy meals, or demonstrate favorite chair stretches.



Reading/Writing Learners

appreciate textual information

- Allow participants to devote time in class to write down goals, successes and challenges, complete a weekly action plan, and/or review weekly physical activity and food logs.
- Provide supplemental printed resources or web links related to each curriculum lesson topic.

PARTICIPANT ENGAGEMENT OUTSIDE OF CLASS



- Consistent communication is important to keep your participants engaged especially when class sessions occur less frequently.
- Engage with participants through a closed Facebook group or other social media platform. Weekly content that can be posted includes: Polls or forums to inquire about successes or challenges, daily motivation, recipes, healthy snack ideas, reminders (upcoming classes, review of previous lesson topics, food log documentation, tracking physical activity minutes).
- Set a protocol for how to follow up with participants who miss two or more classes in a row without communication to the Lifestyle Coach.
- Remind participants regularly about the opportunity to attend make-up sessions to stay up to date with the lesson topics.
- Research availability of free or low-cost local fitness classes or workout groups (yoga, Zumba, cycling, swimming, hiking) and encourage participants to attend together to increase social support and physical activity time.
- Continue to offer additional opportunities for participants to increase knowledge of healthy lifestyle habits (partner with the local cooperative extension office or community centers to provide cooking demonstrations, partner with local grocery stores to provide grocery store tours, or offer resources about eating healthy on a budget by visiting www.choosemyplate.gov).
- Refer to CDC's online resource, National Diabetes Prevention Program Retention Tool for Coaches, when you need assistance in keeping participants committed and encouraged to complete the program.
- Bi-monthly Sessions: Schedule weekly check-in calls or emails or mail a postcard as a reminder to attend upcoming classes. Use this time to check in on participant progress and provide encouragement.
- Monthly Sessions: Continue to hold weekly or bi-weekly meetings that are optional physical activity opportunities such as group walks at the class site or a convenient location in the community. These weekly meetups can be led by the Lifestyle Coach or co-led with a participant who is passionate about group support.



Cultural Adaptation for the Lifestyle Coach

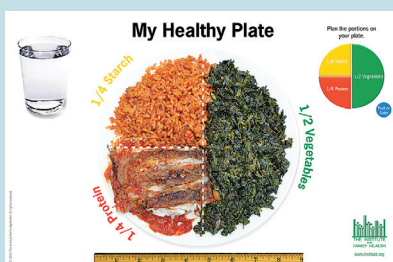
Cultural competence is the ability to understand, communicate with, and effectively interact with people across cultures. It encompasses being aware of one's own world view, developing positive attitudes towards cultural differences, and gaining knowledge of different cultural practices and worldviews. Understanding that your participants may be from different cultural backgrounds is important for tailoring delivery of your DPP curriculum and is crucial to ensure positive outcomes for all participants.

The 10 Dimensions of Culture

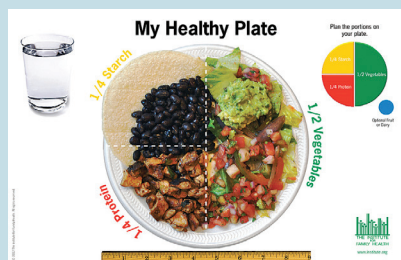
The Cultural Orientations Model outlines 10 dimensions of what constitutes someone's culture. Below we examine each of these dimensions and provide suggestions for Lifestyle Coaches to help culturally diverse participants be successful.

1 ENVIRONMENT: How individuals view and relate to the people, objects, and issues in their sphere of influence

In society and in some DPP curricula, examples of “healthy eating” are very narrow and include little variety. Most of the food suggestions are considered typical for white, non-immigrant Americans. When healthy eating is presented only through this one lens, it subconsciously suggests that other cultures' foods are not as healthy. Be careful not to suggest that the only way to prevent diabetes and achieve success in the program is to adopt this particular way of eating. Instead, consider what types of foods are in your participants' environments. Do they connect with the images depicted in the curriculum? If not, be sure to include culturally appropriate images of foods that are like those of the populations you serve.



Depending on the DPP curriculum used, participants may discuss the power of the environment and how the areas, people, and food around them can serve as motivators or inhibitors on their journey of change. However, very little consideration may be given to cultural differences and how the triggers



of culturally specific events, foods, and environments affect lifestyle change. For these individuals, it is not as simple as swapping one thing for another or avoiding certain circumstances. Suggesting these options to culturally diverse participants may cause them to choose between their heritage and their health, making it difficult for participants to continue in the program.

Institute for Family Health offers these images of healthy soul food, West African and Mexican plates, among others.

2 TIME:

How individuals perceive the nature of time and its use

For some cultures, the component of time is very important. An understanding of how the cultures you are serving spend their time will help shape your language as a Lifestyle Coach.

If you have a participant whose culture has shaped them to be the primary caregiver for all family members and most of their time is spent caring for others, you can easily offend this participant by encouraging them to find “me time” or rather saying “you need to let your family know how important it is that you take time for yourself.” Find out how this participant is spending their time throughout the day and have the class brainstorm ways to make their daily activities more active. Thus, helping the participant “find time for fitness” without offending their way of life.

3 ACTION:

How individuals view actions and interactions

Be aware of how your participants interact with one another in class. Some cultures are not as open as others. Rather than seeing these participants as “disengaged,” ask questions to understand how best to include them in the group. Don’t just assume that lack of openness equals disinterest, but rather take time to understand from their perspective any barriers that might hinder participation.

4 COMMUNICATION:

How individuals express themselves

For communication that occurs in the group, see “Action: How individuals view actions and interactions” listed above.

For communication that occurs outside of the group or between sessions, consider the following:

- Are you asking your participants their preferred method of communication? Does email communication in between classes work best or face-to-face communication just before or after class?
- Are you offering multiple avenues for communication or does the majority rule?
- Do you consider that there may be participants who require more intimate levels of communication than others?



SPACE: How individuals define their physical and psychological space

While you as the Lifestyle Coach may be fully prepared to be respectful, how are you preparing others in your groups?

Best practices for a psychologically safe space.

Create ground rules: During the first class, lead the group in the creation of ground rules. Encourage each member of the group contribute at least one rule that all will abide by for the duration of the year-long program. Revisit these ground rules as you go through the year.

Check in with participants after class: Be sure to note body language during group discussions. If you notice a participant that is visibly uncomfortable or one that does not contribute, be sure to check in with them after class to reduce risk of losing that participant.

Encourage social contracts: Have participants sign social contracts that affirm their commitment to abide by the ground rules, be present, and engage in class discussions and activities.

POWER: How individuals view differential power relationship

This dimension of culture is vitally important for the Lifestyle Coach to understand. Certain cultures view authority figures as having all the information and the answers. By sheer nature of you being the “coach,” you will have participants that expect you to provide them with all the answers and solutions.

Remember to “facilitate rather than teach.” Use your facilitation skills to encourage broader group discussion, create a space for participants to uncover their own answers, and ask the group for suggestions before giving your response. The most difficult temptation for a Lifestyle Coach is to provide all the answers and solutions for your participants.

Set up the room for success. Be sure that you are arranging the room in such a way that encourages discussion and does not pinpoint any single person as the “head” of the class.



7 INDIVIDUALISM: How individuals define their identity

One of the guiding principles for the DPP is that it is not restrictive or prescriptive. Individuals have complete autonomy to select the lifestyle changes they wish to make. In doing so, they begin the journey of finding their new identity, one apart from how they are currently living. Therefore, it is imperative as the Lifestyle Coach that you encourage and support your participants within the structure of changes they wish to make.

The best tool to help participants with this aspect is an Action Plan Journal. Prepare and provide examples of goals and/or actions in early sessions.

- Ensure that participants are focusing on 1–2 small changes that can easily be achieved within a week.
- Focus on measurable behaviors like eating one serving of vegetables at each meal or walking for 10 extra minutes each week.
- Listen for appropriate action plan opportunities during group discussion.
- Take time during each class to discuss, celebrate and problem solve around action plans.

8 COMPETITIVENESS: How individuals are motivated

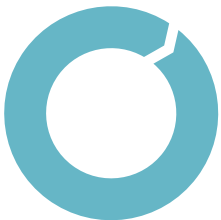
There are many ways to motivate participants within the structure of the program. Rather than give specific ideas, we offer suggestions for best practice when considering motivational tools in your program.



Aligned Incentives

Provide incentives that will aid participants in their journey of lifestyle change (e.g., measuring cups, portion control plates, farmer's market coupons). Be mindful of items that may need to be changed to consider culture (not everyone considers a yoga mat to be a helpful incentive).

See Program Set-Up (Section 2, page 14) for examples of aligned incentives and social supports.



Closed Feedback Loop

Ask your participants for feedback on the effectiveness of offered incentives. Use this feedback when considering future incentives for new groups.

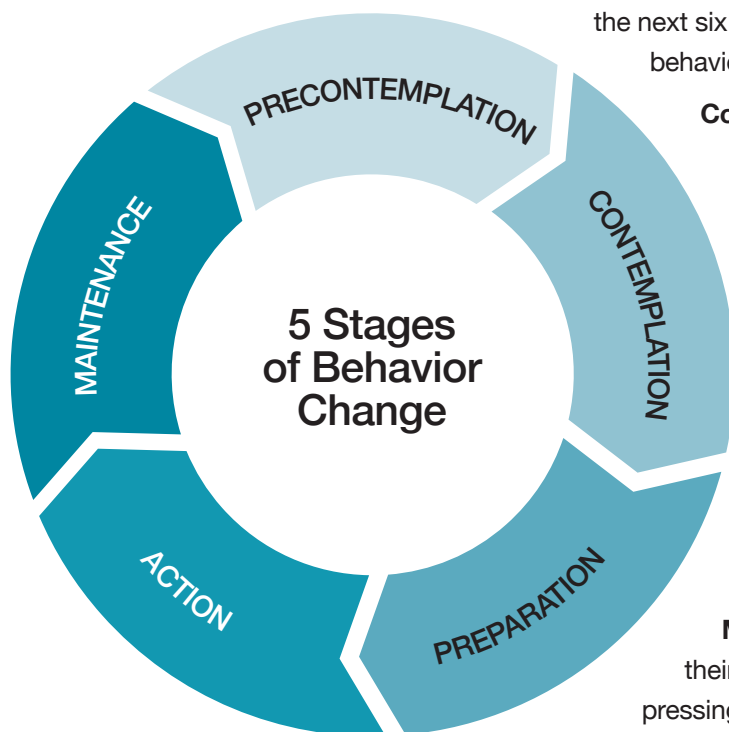


Not All Incentives Are Monetary

Consider ways that you can encourage your participants and acknowledge positive behavior. This may include a participant spotlight at each class or an opportunity for participants to share successes at the beginning of each class.

STRUCTURE: How individuals approach changes, risk, ambiguity and uncertainty

The Transtheoretical Model of Behavior Change suggests that there are five stages of the decision-making processes when it comes to intentional change. This operates under the assumption that behavior change is not quick, but rather an ongoing, continuous process. Your role as a Lifestyle Coach is to find appropriate ways to help move participants through each of the stages of behavior change.



Precontemplation: Individuals in this stage do not intend to act within the next six months. They are not likely aware that certain lifestyle behaviors could produce negative outcomes.

Contemplation: Individuals in this stage are intending to start making changes within the next six months. They recognize problematic lifestyle behaviors and are more focused on positive outcomes that may arise from their changed behaviors.

Preparation: Individuals in this stage are ready to act. They begin to take small steps and believe these steps can lead to more positive outcomes.

Action: Individuals in this stage have recently changed a behavior and intend to continue. They have either modified their problem behaviors or adopted new behaviors altogether.

Maintenance: Individuals in this stage have sustained their behavior change for a while and intend to continue pressing forward. They are actively working to prevent cycling back to previous stages.

THINKING: How individuals conceptualize

The most important thing to remember is that all your participants are, in fact, unique individuals. You cannot attempt to implement a “one size fits all” approach, but rather must consider ways to learn about your participants and understand how best to communicate information that will resonate with them individually.

Continuing Education for the Lifestyle Coach

Continuing education is essential, not only for credentialing, but also as a means for health care professionals to stay current on the latest medical advances, research, and skills required for their respective fields. While Lifestyle Coaches are considered lay-health coaches, they still need to stay up-to-date on new information and changes.

HOW TO ENGAGE IN CONTINUING EDUCATION AS A LIFESTYLE COACH

Seek opportunities for additional training:

1. Emory University's Diabetes Training and Technical Assistance Center (DTTAC) advanced training

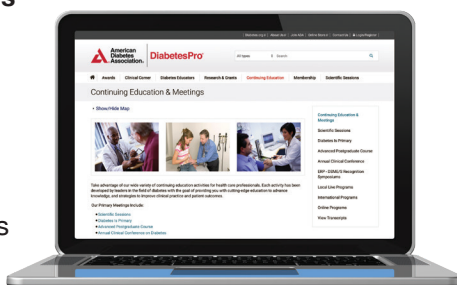
- These webinar-based and in-person offerings include topics such as Motivational Interviewing, Time Management, Retention, Social Determinants, Health Equity, Cultural Adaptations, and Program Implementation.
- Register for upcoming advanced training webinars at tacenters.emory.edu/focus_areas/diabetes/ongoing-learning.html

2. Join the Conversation on Common Ground

- DTTAC offers an online platform for Lifestyle Coaches across the United States. The platform allows for Q&A, sharing of resources, and ways for participants to engage with other coaches for idea generation and sharing.
- Join for FREE at lccommonground.org

3. American Diabetes Association's (ADA) FREE live webinars

- The ADA was awarded a five-year cooperative agreement from the CDC to support the expansion for the National DPP. Through this initiative, the ADA is offering FREE live webinars.
- You can check out their list of offerings on their website. professional.diabetes.org/meeting/local-continuing-education-activities/free-webinar-series-national-diabetes-prevention



4. Sharpen motivational interviewing skills

- The Motivational Interviewing Network of Trainers (MINT) offers select in-person two-day trainings in North Carolina each year as well facilitator-led online courses. motivationalinterviewing.org/motivational-interviewing-training

5. CDC's National Diabetes Education Program (NDEP)

- The CDC offers FREE webinars through the NDEP. Most topics are related to diabetes education, but there are some that cover prevention.
- Find more information at cdc.gov/diabetes/ndep/training-tech-assistance/webinars.html

6. CDC's National Diabetes Prevention Program's Customer Service Center

- For FREE access to training materials, videos, forums and technical assistance for the National DPP visit nationaldppcsc.cdc.gov/s

7. University of North Carolina at Greensboro (UNCG) Health Coaching Programs

- Attend a 3-Day Health Coach Training with the option to earn a Health Coach certificate.
- For more information and to register, visit healthcoaching.uncg.edu/training



Takeaway Messages

Guidance for DPP Lifestyle Coaches

1. General Implementation for the Lifestyle Coach

- The Lifestyle Coach must establish a rapport with each participant to support their progress in the program. Ground rules should be set at the start of each class series and planned activities and conversations should be facilitated appropriately.
- Best practices include: bringing in DPP alumni to share knowledge with participants, continuously celebrate individual and group successes and maintaining regular communication with participants outside of class.

2. Participant Retention for the Lifestyle Coach

- Engage participants during class by understanding how to address the four types of learning styles and facilitate open communication among participants. When class sessions occur less frequently, consistent communication with participants will be most important.
- Best practices include: Setting a protocol for follow-up with participants miss more than two classes, creating a closed social media group for participants with weekly content posted and offering weekly group physical activity meet-ups.

3. Cultural Adaptation for the Lifestyle Coach

- Cultural competence is the ability to understand, communicate with, and effectively interact with people across cultures.
- Best practices include: providing culturally appropriate services, creating an environment founded on trust and the promotion of lifestyle change, providing incentives that will aid participants in their journey of lifestyle change, and finding appropriate ways to move participants through each of the stages of behavior change.

4. Continuing Education for the Lifestyle Coach

- Continuing education is essential, not only for credentialing, but also as a means for health care professionals to stay current on new information, facilitation skills and changes to the lifestyle change program.
- Several organizations offer opportunities for additional training, which includes motivational interviewing, online platforms for Lifestyle Coaches, and free webinars.

Section 2. Guidance for DPP Program Coordinators

This section provides organizational information for Program Coordinators to build and manage a successful DPP. All content from **Section 1 — Guidance for DPP Lifestyle Coaches** is also applicable to Program Coordinators and should be considered in addition to the following content.

General Implementation for the Program Coordinator

The Program Coordinator is responsible for the operational duties of setting up and administering a DPP. These duties include site recruitment, creating and implementing a mechanism for participant referrals, program marketing, program set-up, grants management, data monitoring, and CDC reporting.

SITE RECRUITMENT



- Choose a class site that is in an appropriate geographic location for participants. Consider possible transportation barriers (e.g., proximity to public transportation, accommodations for disabled individuals, wheelchair accessibility, space for childcare if applicable).
- Approach the following types of sites to hold a class, a screening event, or to market your program:
 - Faith communities
 - Public libraries
 - Worksites
 - Senior centers
 - 55+ active adult communities
 - Local health departments
 - School systems
 - Universities

MARKETING

- Consider faith community newsletters and smaller fellowship groups to market the program.
- Set up screening events by first researching pre-existing community events such as health/wellness days and employer health fairs.
- Design flyers to put up around community partners' buildings, to post to social media, utilize in print advertising, and send via email to worksites or doctors' offices to distribute to employees and/or patients.
- Modify wording on printed and electronic marketing materials and supplemental resources to be culturally relevant and literacy sensitive.



PARTICIPANT REFERRALS

→ See Appendix B for more information about the DiabetesFreeNC DPP referral service.

- Approach local health care practices, health centers, and pharmacies and request that marketing emails or text messages are sent to patients with eligible A1c and/or fasting glucose test results.
- Reach out to health care providers and medical facilities that may have an interest in obesity or diabetes to develop referral partnerships, including: cancer departments, endocrinologists, dietitians, primary care providers (including physicians, physician assistants and nurse practitioners), pharmacists, and free medical clinics.
- Present current aggregate data to illustrate your program's effectiveness to physicians to encourage them to refer patients to a DPP (e.g., local Accountable Care Organization's regular quality improvement meetings).
- Use CDC's **Working with Employers and Insurers Guide**.



PROGRAM SET-UP



- Align incentives and social supports to match the needs of the population being served. Age of participants and geographical location can determine appropriate incentives and/or social supports. Examples include: Calorie King books (consider literacy level and large font version), pedometers vs fitness watches, bus passes/rideshare vouchers vs gas cards, grocery store cards vs healthy snacks to take home and try (possible food insecurity concerns).
- Ensure that food offerings, if provided during class, are inclusive of the cultures represented.
- Consider your participants' lifestyles when selecting class times and locations, including work schedules, accommodating childcare and considerations for people who do not drive at night.
- Have non-English versions of your curriculum available for bilingual Lifestyle Coaches to use. The CDC provides Prevent T2 in a Spanish version: *Prevenga el T2*.
- Provide resources for participants to find local food banks or food pantries if food insecurity is a concern. Visit [FeedingAmerica.org](https://www.feedingamerica.org) or [FoodPantries.org](https://www.foodpantries.org).

PROGRAM MONITORING

Monitor weekly class data. Check for any discrepancies, missing participants, or extreme weight loss/gain (more than 3 pounds in one week).

If any of the above are found, check in with the Lifestyle Coach to ensure the following:

- They are aware of the discrepancy and can correct the issue.
- They have checked in with participants who have missed class(es) and are scheduling make-up sessions. If the participant indicates that they are not returning, ensure that the Lifestyle Coach is asking questions to account for barrier to retain that participant.

PROGRAM MONITORING, continued

→ See the Participant Worksheet in Appendix A for a tool to monitor each participant's potential challenges and engagement.

If a participant has gained more than 3 pounds in a week:

- Ask if the Lifestyle Coach has discussed with the participant any barriers, health conditions, or medications that may have led to the weight gain.
- Suggest that the Lifestyle Coach encourage the participant to track their food intake, if the participant is not already doing so.

If a participant has lost more than 3 pounds in a week:

- Ask the Lifestyle Coach if they discussed with the participant the lifestyle changes that are being made.
- Ask the Lifestyle Coach to be aware of signs of not eating, excessive (unhealthy) physical activity and stress.

Participant Retention for the Program Coordinator

The Program Coordinator is responsible for tracking the participants' progress and consistent communication with the Lifestyle Coaches. This includes an awareness of any negative changes in participant engagement and reported participant data (e.g., attendance, weight, physical activity logs, food journal completion, A1c values). By understanding the importance of monitoring participant progress and satisfaction on a regular basis, you will be equipped to intervene and assist the Lifestyle Coach in addressing concerns of retaining participants.



Consider ways to ensure Lifestyle Coaches are consistent and supported to engage and retain participants in the program.

Keep Lifestyle Coaches motivated about facilitating DPP classes and engaging with participants to ensure success in the program. Some innovative strategies to implement this include:

1. Develop a process for following up with Lifestyle Coaches on at least a monthly basis to ensure proper delivery of the curriculum lessons.
2. Create a master report to monitor program attendance, and if possible, the reported physical activity, weight and A1c for each participant. This will be helpful when completing end-of-year grant reports (if applicable), creating reports to share with health care providers, employers or insurers, and creating individual and group progress reports for the Lifestyle Coach to use during class sessions.
3. Determine reasons why participants are or are not being successful in the program (e.g. attendance, weight loss/gain, activity level, eating habits/ food log reporting). This may require occasional visits to class sessions to communicate with participants in a comforting environment or periodic meetings with the Lifestyle Coach.

Cultural Adaptation for the Program Coordinator

Cultural adaptations in your lifestyle change programs are important not only for participant retention, but also for participant success. Many ideas have been given to the Lifestyle Coach in Cultural Adaptation for the Lifestyle Coach (Section 1, Part 3) as far as delivering the DPP in a way that is culturally sensitive to all participants. Below are suggestions for how you can both support the Lifestyle Coaches as well as ensure they are set up for success from the beginning.

Understand your target population and research communities that are represented in your service area.



Select Lifestyle Coaches who have high levels of empathy, can communicate in a culturally sensitive manner with the target population and are willing to learn and engage with participants from different cultures. Lifestyle Coaches should be connected to the community or match the ethnicity of the target population and should understand their diet, food choices, language, and cultural beliefs.

- **Recruit** and **Train** lay health workers (peer educators, community members or community health workers) from the target population to serve as Lifestyle Coaches. Former DPP participants can make great Lifestyle Coaches.
- **Modify** recipes or use examples of MyPlate and healthy snack and food group choices that are appropriate for culturally diverse populations.
- **Visit** the Institute for Family Health's website for *Healthy Plates Around the World* to find examples of healthy American, Criollo, Soul Food, West African and Mexican meals and food choices.

Consider structural components of the program and how they should be altered for culturally diverse populations.

- Are incentives aligned to meet the needs and motivations of participants?
- When selecting locations, is it an area of trust for participants?
- Is the class being offered in the primary language spoken by participants without the use of an interpreter?

Continuing Education

As the Program Coordinator, it is imperative to encourage your Lifestyle Coaches to continuously improve and learn. Additionally, monitor the Lifestyle Coach's programs for fidelity, retention, and success. This is best done through continuous monitoring throughout the year, rather than at the time of data collection for the CDC's Diabetes Prevention Recognition Program (DPRP) report.

SUPPORT

Offer knowledge exchange or support group phone calls for Lifestyle Coaches who are conducting classes. This allows them to learn from their peers in a safe environment. Chances are you are serving similar populations and can discuss avenues to best reach your participants.



COMMUNICATION

See Program Monitoring for the Program Coordinator, (Section 2, Part 1) for more guidance.

Schedule weekly calls for those in the weekly sessions and monthly calls for those in monthly sessions.

- During this time, allow Lifestyle Coaches to share about their experiences, ask for advice/suggestions from other coaches on the best way to facilitate sessions, and leave time to address any barriers that the Lifestyle Coaches may face.

Use weekly data monitoring as an opportunity to engage Lifestyle Coaches. Be sure to address any gaps in participant data that you may notice.

TRAINING

See Continuing Education for Lifestyle Coach (Section 1) for more guidance.

Offer ongoing skill-based training to Lifestyle Coaches beyond the initial lifestyle coach training required by the CDC.

- Request that additional training for your Lifestyle Coaches (e.g., lifestyle coach advanced training, motivational interviewing, or other options for continuing education) be included in the organization's annual budget.

If you notice that Lifestyle Coaches are sharing similar barriers (e.g., retention, participation, time management, food tracking), use this opportunity to invest in additional resources for your Lifestyle Coaches.



Takeaway Messages

Guidance for DPP Program Coordinators

1. General Implementation for the Program Coordinators

- The Program Coordinator is responsible for the operational duties of setting up and administering a DPP.
- Best practices include: choose a class site that is in an appropriate geographic location for participants, consider possible transportation barriers and align incentives and social supports to match the needs of the population being served.

2. Participant Retention for the Program Coordinators

- By understanding the importance of monitoring participant progress and satisfaction on a regular basis, you will be equipped to intervene and assist the Lifestyle Coach in addressing concerns of retaining participants.
- Best practices include: keeping Lifestyle Coaches motivated about facilitating DPP classes and engaging with participants, developing a process for following up with Lifestyle Coaches on at least a monthly basis and create a master report to monitor program attendance.

3. Cultural Adaptation for the Program Coordinators

- Cultural adaptations in the lifestyle change program is important not only for participant retention, but also for participant success.
- Best practices include: selecting Lifestyle Coaches who have high levels of empathy, can communicate in a culturally sensitive manner with the target population and are willing to learn and engage with participants from different cultures; and considering how to alter structural components of the program for culturally diverse populations.

4. Continuing Education for the Program Coordinators

- As the Program Coordinator, it is imperative to encourage your Lifestyle Coaches to continuously improve and learn as well as monitor the classes for fidelity, retention, and success.
- Best practices include: offering ongoing support and skill-based training to Lifestyle Coaches beyond the initial training required by the CDC and using weekly data monitoring as an opportunity to engage Lifestyle Coaches.

Appendix A. Participant Worksheet

Lifestyle Coaches may consider using the following Participant Worksheet as a tool to monitor individual participant progress, engagement and next steps.

Participant Worksheet

Date:

What Do I Know About This Participant?	Participant Strengths	Participant Weaknesses

Motivation

What motivational techniques have I tried with this participant?	Inward or Outward Motivator?	Result

Plan

My short-term goal for this participant is:

My long-term goal for this participant is:

3 Techniques I will use to engage with this participant to promote weight loss:

- 1.
- 2.
- 3.

Lifestyle Coaches and Program Coordinators are invited to print or order DiabetesFreeNC DPP referral materials from diabetesfreenc.com to share with partnering health care providers.

The DPP Navigator can be contacted via four methods:



844-328-0021



1-866-336-2329



dppreferral@dhhs.nc.gov



NCCARE360.org

1. The DPP Navigator contacts the referred participant

- Individuals at high risk for type 2 diabetes have the option of calling or sending an email to the DPP Navigator email to make a self-referral.
- Health care providers can refer patients by secured email and fax, or via NCCARE360.

2. Verifies DPP Eligibility

- The DPP Navigator verifies the eligibility of self-referrals and reviews the eligibility screening section for all provider-initiated referrals.

3. Connects the participant to a DPP

- Once the DPP Navigator collects the necessary information, he/she will connect the participant to a DPP program in either an online (virtual) or onsite (in-person) format.
- The DPP Navigator references the DPP class schedule database using the participant's address to contact the Lifestyle Coach.
- Once the Lifestyle Coach is contacted and options are available for the participant, the DPP Navigator sends the participant's information for the Lifestyle Coach to complete enrollment.

4. Provides bi-directional feedback

- Once a referred patient is enrolled, the DPP Navigator will follow-up with the referring health care provider, to share the participants' enrollment and completion status via NCCARE360, secured email or fax.
- NCCARE360 is the DiabetesFreeNC referral database to:
 - Process referrals
 - Share communications with the DPP Lifestyle Coach
 - Provide bi-directional feedback to health care provider

Things of Note:

- The DPP Navigator does not enroll participants in DPP classes. The DPP Navigator connects participants to Lifestyle Coaches who will complete the enrollment process.
- Program Coordinators and Lifestyle Coaches can register for an NCCARE360 license and use the platform to receive referrals from the DPP Navigator and health care providers.

Your Healthier Future Starts Here



Join a community of friends and neighbors who are building healthy lives.

Our Diabetes Prevention Program will help you



Nourish

Eat foods you & your body will love.



Move

Be physically active in free & easy ways.



De-stress

Find balance when life gets hectic.



Reset

Get back on track after setbacks.

Designed to help you succeed



Free

Free and low-cost options are available.



Powerful

Small steps make big changes.



Convenient

Meet close to home or online.



Guided

Each group is led by a lifestyle coach.

90% of people with prediabetes don't know they have it.

Call our expert Diabetes Prevention Program navigators to see if you're at risk.



Call 844-328-0021 to save your spot.

Mon-Fri, 7am to 7pm ET

DiabetesFreeNC.com



Suggested Citation: DiabetesFreeNC. 2020. *Innovative Strategies for North Carolina Diabetes Prevention Programs*. Raleigh, North Carolina

Available online at: diabetesfreenc.com/resources/for-dpp-lifestyle-coaches



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