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| GRAPHICS | TRANSCRIPT |
| Centers for Disease Control & Prevention National Diabetes Prevention Program  What It Means to Be a Lifestyle Coach:  Preparing for Program Success | [MUSIC] |
|  | HOST:  Lifestyle Coaches  play a key role  in your CDC-recognized  lifestyle change program. |
| Lifestyle Coaches’ roles   * Guide each session * Keep participants coming back * Track progress * Support and encourage participants * Help participants achieve successful outcomes | They not only  guide each session,  but also keep  participants coming back.  During the program year, they  track participants' progress  and support and encourage  participants to discover,  adapt, and adopt healthy  changes to prevent or delay  type 2 diabetes.  Participant  success leads the way  for an organization to achieve  full recognition from CDC.  In this first of a  five-part video series,  Lifestyle Coach Linda Vaughn  explains how Lifestyle Coaches  can help participants  achieve successful outcomes. |
| Linda Vaughn, Lifestyle Coach for a CDC-recognized National DPP Organization | LINDA:  Being a  Lifestyle Coach means that  your purpose and role  is to facilitate learning  among members of the group. |
| Purpose and role   * Facilitate learning * Present the material * Allow group to take over | When they come in, they  have misconceptions sometimes.  They don't know what to  think it's going to be about.  They sometimes think  they're coming for exercise,  but our role as a coach  is to present the material  and allow the  group to take over;  not to just use our  expertise to teach them. |
|  | HOST:  The learning you  facilitate adheres  to the Diabetes Prevention  Recognition Program's  Standards and Operating  Procedures, or DPRP Standards. |
| DPRP Standards   * Quality assurance framework * Program requirements * Guidance for Lifestyle Coaches   **DPRP Standards:** cdc.gov/diabetes/prevention/lifestyle-program/requirements.html | They outline the  quality assurance framework  for delivering the National  Diabetes Prevention Program  and lay out the  program requirements.  Lifestyle Coaches  are on the front lines,  representing the  program and following  the guidance offered  in the DPRP Standards. |
|  | LINDA:  It's important to have  the Standards in the back  of our mind while doing  our work as Lifestyle Coaches  because we're founded  by incredible research,  and that research  developed a protocol.  And the only way a  protocol can be delivered  is if it's done  consistently across the board. |
| Becoming a Lifestyle Coach   * Training in CDC-approved curriculum   + Training organization listed on the CDC website   + Private organization with a national network of CDC-recognized program sites   + CDC-recognized online organization with national reach   + CDC Master Trainer * Training on additional topics   + HIPAA   + Cultural competency   **Staffing and Training:** cdc.gov/diabetes/prevention/lifestyle-program/staffing-training.html | HOST:  To learn how to  become a Lifestyle Coach  and deliver this  program, you must have  formal training in a  CDC-approved curriculum.  This is done through  a training organization  listed on the CDC website,  a private organization  with a national network  of CDC-recognized  program sites, a CDC-recognized  online organization,  or a CDC master trainer,  who has received specialized  training and has delivered  the lifestyle change  program for at least one year.  Additional training  on topics such as HIPAA,  the Health Insurance Portability  and Accountability Act,  or cultural competency  is strongly encouraged.  You can also mentor with a more  experienced Lifestyle Coach,  ask your program coordinator  for a performance review,  participate in peer-to-peer  coach meetings or online  communities, or participate  in CDC webinar trainings.  The more you know, the  more effective you'll be  at facilitating classes and  what approaches work best...  like listening  without lecturing. |
|  | Motivational interviewing  is one type of training  that hones listening skills.  Beyond just the  initial curriculum training,  refresher  training or discussions  with coach peers or  your program coordinator  can help address common  facilitation challenges. |
| Session delivery barriers   * One person takes the floor * Ask others what they think * Allow others to speak * Misperceptions about the lifestyle change program * Share the National DPP study research * Speak to person one on one | LINDA:  The most common barriers to  delivering the classes to me  are when we get on a subject,  one person takes the floor,  and this is typical to  any group environment,  one person takes the floor.  And in order to facilitate  learning for everyone,  a coach needs to have the  ability to facilitate that  and to pull that back and  allow others to speak.  And it may be through just  perusing the room and saying  what do you think, what do  you think, that type of thing.  The only way I know to  help with those situations  when we get the challenges is  just to go back to the research.  Are you open to reading?  I have a lot of research  for you that may help you  understand why we have this  orientation in the program.  So I do better one on one  if the challenges come just to  speak to the person personally  and deal with the challenge. |
| Program delivery   * Make-up session   + Must last an hour   + Use a CDC-approved curriculum module   + Any CDC-approved program delivery mode * Format types   + In person   + Online   + Other     - Distance learning     - Combination | HOST:  Another  challenge Lifestyle Coaches  frequently need to address  is providing make-up sessions.  If someone in your  class needs a make-up session,  it must be  approximately one hour long  and use a  CDC-approved curriculum module,  but can be delivered in any  of the program delivery modes.  There are several types of  lifestyle change  program delivery modes:  in person, where the  coach and a group or a coach  and a participant  meet face to face;  online, where  everyone logs in remotely  and can communicate  outside of course sessions  by email, text, or phone;  distance learning,  where content is delivered  using remote classrooms,  conference calls, or Skype;  or combination, where  course sessions are given  through a combination of the  other program delivery modes. |
|  | LINDA:  The program design  that we chose to offer  for the  [National] DPP program was  the in-person  group program concept.  This gives people  an opportunity to have  a face to face interaction  and a lot of social  support in that environment.  We certainly have  had a demand in some of  the corporations we have  dealt with for online programs  for those who simply  can't in their schedule.  Whereas, if they could  go to the online format,  then they are able to connect  virtually in that format,  still get the same  content and material  and still have what they need  to succeed and  progress through the program  just like the  in-person folks do. |
|  | HOST:  As soon as  participants arrive for class,  greet them and get their weight. |
| Class structure   * Weigh participants * Record weight and physical activity minutes * Hand out or upload materials * Review, take questions, and share * Present key topics * Suggest things to try at home * Summarize main points * Take questions | Since weight can  be a sensitive issue,  consider doing this in another  room or behind a privacy screen,  or use sticky notes  to document weight.  Then record weight and  minutes of physical activity.  For classes that are not  in person, electronic scales  can be used or participants  can self-report their weight.  Next, hand out materials  for in-person classes or,  for online classes, make sure  they're uploaded in advance.  Review the main points  from the previous session, take  questions, have participants  share how things are going,  and outline and present  the session's key topics.  Close the session by  telling participants  what you'd like them to  try at home, summarizing  the session's main points and,  once again, taking questions.  Of course,  taking time to prepare  before each  session is essential. |
| Class preparation   * Have props ready * Know the lesson | LINDA:  To prepare for a  successful class,  especially if there's  props, they have to be ready  and already on the table.  Secondly, we have  to know our lesson  from the front end  to the back because  the lessons are intended to  kind of graduate week to week,  and there's always  something to do the next week. |
| * Improve participant outcomes   + Increase coaching intensity   + Build trust   + Provide positive feedback | HOST: Increasing the  intensity of your coaching  and building trust can lead to  improved outcomes  for participants,  and providing specific positive  feedback about the changes and  choices they are making is an  important key to their success.  CDC-approved curricula  all cover the same content,  but may vary in their approach  to delivering that content.  For example, some  require participants  to provide their food  tracker at each session,  while others foster coach review  and interaction  and trust building. |
|  | LINDA:  We have to be willing to  follow up with the members  who come because adhering  to tracking food is probably  one of the most difficult  things for anyone to do,  and it takes a lot of effort. |
| Follow up   * Read everything they write * Provide encouragement * Offer suggestions to help them succeed, do not be critical | And I think in our  role as a coach is  when they do  write their food down,  we owe it to them as coaches to  read everything they write us  and do the yay, look how  much water you had this week.  The exercise  piece is even harder  to get anyone to adhere to.  And so for me as a coach, it's  encouragement, encouragement,  encouragement, and not  any of that disapproval. |
| Effective Lifestyle Coaches   * Teach how to   + Self-monitor   + Manage food intake and physical activity * Suggest resources * Encourage self-discovery * Provide support beyond sessions | HOST: However, as  important as encouragement is,  you won't always be available  outside of class  time to offer it.  That's why teaching participants  how to self-monitor  and manage their food  intake and physical activity  even after the program ends  is critical to  their continued success.  You can help  participants to stay on track  by suggesting resources  they can continue using, like  calorie counters, apps, food  measurers, and fitness tools.  However, it's important  to encourage participants to  go beyond your recommendations  and find what works for them.  Self-discovery is  key in this process,  and what participants  learn from fellow participants  may have the  biggest impact of all.  The most successful Lifestyle  Coaches go that extra mile,  giving support that  goes beyond sessions.  This could be  reaching out by phone,  creating a  closed Facebook group,  setting up healthy eating  or exercise get-togethers...  whatever works for you  and your participants.  It can also help for  participants to meet  outside of class to motivate and  keep each other accountable. |
| Personal participant barriers   * Provide one-on-one support | Participants often  have personal barriers  that get in the way of  making lifestyle changes.  One-on-one support can  help them work through these  and guide them to  life-changing "aha" moments. |
|  | LINDA:  Getting someone to exercise  who never has exercised before  is a great big challenge.  A lot of excuse-making,  things we're all familiar with  when we know we need  to change something.  We have the  knowledge that we need to,  but that doesn't necessarily  lead to behavioral change.  So when it comes up,  and it always comes up  in teaching these programs,  especially the exercise piece,  then I like to talk  to them personally.  We keep working  with the group sessions  up until the first  eight weeks about this issue,  but if it's not working and  we continue to have resistance,  then I prefer to  go to them privately.  For example, we had a woman, and  she was a food service worker  and made it very clear  she would never exercise.  Just one suggestion of  going to get a pedometer  to measure what  she's doing already was  the jumpstart to her eventually  dropping two uniform sizes. |
| Participant challenges   * Focus on individual challenges * Discuss possible solutions | HOST: If possible, use  some of your session time  to ask for volunteers  and focus on a challenge  one or two  participants are having,  and discuss possible solutions.  Naturally, many  common challenges  will be covered by the  CDC-approved curriculum. |
| Effective Lifestyle Coaches   * Facilitate learning * Foster conversation * Let the group lead | LINDA:  To make sure the  participants get the most out of  every session, in my view, we  have to facilitate the learning.  We have to be  quiet as the leaders  and gently continue  fostering conversation.  It needs to be  turned back to the group.  What do you think?  What do you think?  What do you think  about what she just said?  She said she can't. Do you  have any thoughts about that?  Let them talk to one another,  crosstalk with each other  and then we step back and we're  just facilitating learning.  That's where it's  most powerful, in my view.  So I think that the more  that we listen and facilitate  learning and let them do  it, let the group do it,  that's when they  get the most out of it  because they're contributing. |
|  | HOST:  It is your job as  the Lifestyle Coach  to support and  encourage participants  to keep up the program  and work with each other.  If they run into a roadblock,  offer some suggestions  such as new foods  or activities to try.  Never forget that making  lifestyle changes is difficult  and takes time, so don't  expect results too soon. |
| Learn more:  cdc.gov/diabetes/prevention.html    Questions?  Email to DPRPAsk@cdc.gov | To learn more, watch the rest  of the Lifestyle Coach series  and visit CDC's  National DPP website.  If you have any questions,  just send an email to:  D-P-R-P Ask at C-D-C-dot-gov. |
| Special thanks to Linda Vaughn of YMCA of Metro Atlanta | [MUSIC] |