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| GRAPHICS | TRANSCRIPT |
| Centers for Disease Control & PreventionNational Diabetes Prevention ProgramWhat It Means to Be a Lifestyle Coach:Preparing for Program Success | [MUSIC] |
|  | HOST:Lifestyle Coachesplay a key rolein your CDC-recognizedlifestyle 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 onlyguide each session,but also keepparticipants coming back.During the program year, theytrack participants' progressand support and encourageparticipants to discover,adapt, and adopt healthychanges to prevent or delaytype 2 diabetes.Participantsuccess leads the wayfor an organization to achievefull recognition from CDC.In this first of afive-part video series,Lifestyle Coach Linda Vaughnexplains how Lifestyle Coachescan help participantsachieve successful outcomes. |
| Linda Vaughn, Lifestyle Coach for a CDC-recognized National DPP Organization | LINDA:Being aLifestyle Coach means thatyour purpose and roleis to facilitate learningamong members of the group. |
| Purpose and role* Facilitate learning
* Present the material
* Allow group to take over
 | When they come in, theyhave misconceptions sometimes.They don't know what tothink it's going to be about.They sometimes thinkthey're coming for exercise,but our role as a coachis to present the materialand allow thegroup to take over;not to just use ourexpertise to teach them. |
|  | HOST:The learning youfacilitate adheresto the Diabetes PreventionRecognition Program'sStandards and OperatingProcedures, 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 thequality assurance frameworkfor delivering the NationalDiabetes Prevention Programand lay out theprogram requirements.Lifestyle Coachesare on the front lines,representing theprogram and followingthe guidance offeredin the DPRP Standards. |
|  | LINDA:It's important to havethe Standards in the backof our mind while doingour work as Lifestyle Coachesbecause we're foundedby incredible research,and that researchdeveloped a protocol.And the only way aprotocol can be deliveredis if it's doneconsistently 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 tobecome a Lifestyle Coachand deliver thisprogram, you must haveformal training in aCDC-approved curriculum.This is done througha training organizationlisted on the CDC website,a private organizationwith a national networkof CDC-recognizedprogram sites, a CDC-recognizedonline organization,or a CDC master trainer,who has received specializedtraining and has deliveredthe lifestyle changeprogram for at least one year.Additional trainingon topics such as HIPAA,the Health Insurance Portabilityand Accountability Act,or cultural competencyis strongly encouraged.You can also mentor with a moreexperienced Lifestyle Coach,ask your program coordinatorfor a performance review,participate in peer-to-peercoach meetings or onlinecommunities, or participatein CDC webinar trainings.The more you know, themore effective you'll beat facilitating classes andwhat approaches work best...like listeningwithout lecturing. |
|  | Motivational interviewingis one type of trainingthat hones listening skills.Beyond just theinitial curriculum training,refreshertraining or discussionswith coach peers oryour program coordinatorcan help address commonfacilitation 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 todelivering the classes to meare when we get on a subject,one person takes the floor,and this is typical toany group environment,one person takes the floor.And in order to facilitatelearning for everyone,a coach needs to have theability to facilitate thatand to pull that back andallow others to speak.And it may be through justperusing the room and sayingwhat do you think, what doyou think, that type of thing.The only way I know tohelp with those situationswhen we get the challenges isjust to go back to the research.Are you open to reading?I have a lot of researchfor you that may help youunderstand why we have thisorientation in the program.So I do better one on oneif the challenges come just tospeak to the person personallyand 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: Anotherchallenge Lifestyle Coachesfrequently need to addressis providing make-up sessions.If someone in yourclass needs a make-up session,it must beapproximately one hour longand use aCDC-approved curriculum module,but can be delivered in anyof the program delivery modes.There are several types oflifestyle changeprogram delivery modes:in person, where thecoach and a group or a coachand a participantmeet face to face;online, whereeveryone logs in remotelyand can communicateoutside of course sessionsby email, text, or phone;distance learning,where content is deliveredusing remote classrooms,conference calls, or Skype;or combination, wherecourse sessions are giventhrough a combination of theother program delivery modes. |
|  | LINDA:The program designthat we chose to offerfor the[National] DPP program wasthe in-persongroup program concept.This gives peoplean opportunity to havea face to face interactionand a lot of socialsupport in that environment.We certainly havehad a demand in some ofthe corporations we havedealt with for online programsfor those who simplycan't in their schedule.Whereas, if they couldgo to the online format,then they are able to connectvirtually in that format,still get the samecontent and materialand still have what they needto succeed andprogress through the programjust like thein-person folks do. |
|  | HOST:As soon asparticipants 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 canbe a sensitive issue,consider doing this in anotherroom or behind a privacy screen,or use sticky notesto document weight.Then record weight andminutes of physical activity.For classes that are notin person, electronic scalescan be used or participantscan self-report their weight.Next, hand out materialsfor in-person classes or,for online classes, make surethey're uploaded in advance.Review the main pointsfrom the previous session, takequestions, have participantsshare how things are going,and outline and presentthe session's key topics.Close the session bytelling participantswhat you'd like them totry at home, summarizingthe session's main points and,once again, taking questions.Of course,taking time to preparebefore eachsession is essential. |
| Class preparation* Have props ready
* Know the lesson
 | LINDA:To prepare for asuccessful class,especially if there'sprops, they have to be readyand already on the table.Secondly, we haveto know our lessonfrom the front endto the back becausethe lessons are intended tokind of graduate week to week,and there's alwayssomething to do the next week. |
| * Improve participant outcomes
	+ Increase coaching intensity
	+ Build trust
	+ Provide positive feedback
 | HOST: Increasing theintensity of your coachingand building trust can lead toimproved outcomesfor participants,and providing specific positivefeedback about the changes andchoices they are making is animportant key to their success.CDC-approved curriculaall cover the same content,but may vary in their approachto delivering that content.For example, somerequire participantsto provide their foodtracker at each session,while others foster coach reviewand interactionand trust building. |
|  | LINDA:We have to be willing tofollow up with the memberswho come because adheringto tracking food is probablyone of the most difficultthings 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 ourrole as a coach iswhen they dowrite their food down,we owe it to them as coaches toread everything they write usand do the yay, look howmuch water you had this week.The exercisepiece is even harderto get anyone to adhere to.And so for me as a coach, it'sencouragement, encouragement,encouragement, and notany 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, asimportant as encouragement is,you won't always be availableoutside of classtime to offer it.That's why teaching participantshow to self-monitorand manage their foodintake and physical activityeven after the program endsis critical totheir continued success.You can helpparticipants to stay on trackby suggesting resourcesthey can continue using, likecalorie counters, apps, foodmeasurers, and fitness tools.However, it's importantto encourage participants togo beyond your recommendationsand find what works for them.Self-discovery iskey in this process,and what participantslearn from fellow participantsmay have thebiggest impact of all.The most successful LifestyleCoaches go that extra mile,giving support thatgoes beyond sessions.This could bereaching out by phone,creating aclosed Facebook group,setting up healthy eatingor exercise get-togethers...whatever works for youand your participants.It can also help forparticipants to meetoutside of class to motivate andkeep each other accountable. |
| Personal participant barriers* Provide one-on-one support
 | Participants oftenhave personal barriersthat get in the way ofmaking lifestyle changes.One-on-one support canhelp them work through theseand guide them tolife-changing "aha" moments. |
|  | LINDA:Getting someone to exercisewho never has exercised beforeis a great big challenge.A lot of excuse-making,things we're all familiar withwhen we know we needto change something.We have theknowledge that we need to,but that doesn't necessarilylead to behavioral change.So when it comes up,and it always comes upin teaching these programs,especially the exercise piece,then I like to talkto them personally.We keep workingwith the group sessionsup until the firsteight weeks about this issue,but if it's not working andwe continue to have resistance,then I prefer togo to them privately.For example, we had a woman, andshe was a food service workerand made it very clearshe would never exercise.Just one suggestion ofgoing to get a pedometerto measure whatshe's doing already wasthe jumpstart to her eventuallydropping two uniform sizes. |
| Participant challenges* Focus on individual challenges
* Discuss possible solutions
 | HOST: If possible, usesome of your session timeto ask for volunteersand focus on a challengeone or twoparticipants are having,and discuss possible solutions.Naturally, manycommon challengeswill be covered by theCDC-approved curriculum. |
| Effective Lifestyle Coaches* Facilitate learning
* Foster conversation
* Let the group lead
 | LINDA:To make sure theparticipants get the most out ofevery session, in my view, wehave to facilitate the learning.We have to bequiet as the leadersand gently continuefostering conversation.It needs to beturned back to the group.What do you think?What do you think?What do you thinkabout what she just said?She said she can't. Do youhave any thoughts about that?Let them talk to one another,crosstalk with each otherand then we step back and we'rejust facilitating learning.That's where it'smost powerful, in my view.So I think that the morethat we listen and facilitatelearning and let them doit, let the group do it,that's when theyget the most out of itbecause they're contributing. |
|  | HOST:It is your job asthe Lifestyle Coachto support andencourage participantsto keep up the programand work with each other.If they run into a roadblock,offer some suggestionssuch as new foodsor activities to try.Never forget that makinglifestyle changes is difficultand takes time, so don'texpect results too soon. |
| Learn more:cdc.gov/diabetes/prevention.html Questions?Email to DPRPAsk@cdc.gov | To learn more, watch the restof the Lifestyle Coach seriesand visit CDC'sNational 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] |