



## **Navy and Marine Corps Public Health Center**

Diabetes Resource and Collaboration Hub  
Group Class Planning Guide  
August 2015



**NAVY AND MARINE CORPS PUBLIC HEALTH CENTER**  
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## Introduction

### Diabetes Resource and Collaboration Hub Overview

The Navy Marine Corps Public Health Center's (NMCPHC) Diabetes Resource and Collaboration Hub (DRCH) was established to equip diabetes educators with diabetes self-management educational and support resources so they can focus their time and efforts on patient support. The DRCH is an online community that promotes collaboration and resource-sharing, connects diabetes educators to existing resources, and facilitates communication among NMCPHC, Navy diabetes educators, and others across Military Health System (MHS). In support of the DRCH, NMCPHC developed and maintains a program guide and milBook site, available for use by all Navy diabetes educators and others across the Military Health System (MHS).

- **The Diabetes Self-Management Education Program Guide:** A turnkey guide that aligns with the [National Standards for Diabetes Self-Management Education and Support](#) and connects diabetes educators with Diabetes Self-Management Education (DSME) curriculums, educational resources, program management guidance, and marketing tools
- **The [DRCH milBook](#) Group:** A collaboration and resource-sharing site that connects diabetes educators with the curriculums, educational resources, program management guidance and marketing tools referenced in the Program Guide

### DRCH Group Class Planning Guide Overview

This document is designed to assist diabetes educators with planning and conducting their DSME group classes. NMCPHC recommends following the guidelines outlined in the [National Standards for Diabetes Self-Management Education and Support](#) by addressing the following topics across the duration of a DSME class:

- Introduction to Diabetes
- Healthy Eating
- Physical Activity
- Medication
- Monitoring Blood Glucose
- Acute Complications
- Chronic Complications
- Psychosocial Issues
- Behavior Change

NMCPHC recommends delivering the topics in a format that best meets the needs of your audience. A common configuration that has been successful at many MTFs is breaking out the group classes into two 4-hour sessions. NMCPHC recommends using a curriculum and resources that follow the National Standards, and offers the [Air Force Diabetes Center of Excellence \(AF DCOE\) curriculum](#) as an example of a curriculum that meets that need, as well as other resources available on the [DRCH milBook site](#) to support implementation of the curriculum.

This Planning Guide is written for a two-session group class configuration, but can be adapted to any class configuration that meets the National Standards. In addition, the recommendations in the Planning Guide are not mandated, and when specific resources are cited they should be viewed as recommendations only.

### Contact Information

For more information about the DRCH, visit our milBook site at:

<https://www.milsuite.mil/book/groups/diabetes-resource-and-collaboration-hub>

Feedback or general questions can be posted to the milBook site, or contact Anthony Barkley ([anthony.c.barkley.civ@mail.mil](mailto:anthony.c.barkley.civ@mail.mil)) or CDR Drayton ([amy.l.drayton.mil@mail.mil](mailto:amy.l.drayton.mil@mail.mil)).

### Curriculum Modules

NMCPHC recommends following a curriculum with content that aligns to the National Standards. An example offered by the DRCH is the [AF DCOE curriculum PowerPoint slides](#). The AF DCOE curriculum is divided into eight curriculum modules, with corresponding speaker notes. Each module opens with a review of the learning goals for the topic, and closes with a set of “Check Your Understanding” questions to assess patient learning.

Diabetes educators may choose to bring in guest speakers to present the content for particular sessions (e.g., having a pharmacist present Medications). To maintain consistency, it is recommended that the guest presenters should be provided with the AF DCOE PowerPoint slides and relevant handouts.

### Patient Workbooks

NMCPHC recommends but does not require use of the [VA/DoD Self-Care Skills Booklet](#) and supplemental [Diabetes Handbook for Active Duty Service Members](#) (Active Duty only). The *VA/DoD Self-Care Skills Booklet* contains interactive activities, such as Healthy Eating Plans, Physical Activity Goal Setting, etc., that can be referenced during class sessions to supplement the PowerPoint presentations. The *Diabetes Handbook for Active Duty Service Members*

elaborates on the content in the VA/DoD workbook by adapting content to Service member-specific needs/conditions (e.g., carb counting with MREs, managing medicines and supplies in training/deployment environments, etc.). Both workbooks also serve as post-class reference materials for patients to bring home and use as needed.

## Data Collection

Diabetes educators should review the Evaluation Approach section of the [DRCH Program Guide](#) for more information about collecting participant data for patient and program assessments. Assessment tools available for use before, during, and after the group class sessions include:

- [Methods to Assess Patient Learning](#)
- [Initial Assessment](#)
- [Participant Education Record](#)
- [Patient Follow-Up Assessment for Education](#)

## Preparation Checklists

MTFs should schedule DSME group classes according to the demand and staffing availability unique to their location. NMCPHC recommends that diabetes educators use the [marketing materials](#) included in the [Program Guide](#) to identify and recruit class participants.

Approximately one month in advance of the first DSME group class session, the diabetes educator should finalize the roster and begin preparing for the sessions. The preparation checklists below provide a step-by-step guide to assist the diabetes educator in preparing for each session.

### Tasks to be done before the first session

- Schedule classroom location and A/V equipment for all class sessions (one month or more in advance)
- Conduct individual pre-class assessments with patients (ongoing as patients are referred to the program)
  - Resource Recommendation: [Initial Assessment](#); [Survival Skills Teaching Flip Chart](#); [How to Use the Flip Chart to Teach Survival Skills](#); [Survival Skills Teaching Checklist](#); [Methods to Assess Patient Learning Guide](#)
- Confirm classroom location for session one (one week in advance)
- Confirm A/V equipment and internet access (if necessary) for session one (one week in advance)

- If providing hard copy materials, print workbooks, patient handouts for session one, and roster - quantity based on number of participants (one week in advance)
  - Resource Recommendation: [VA/DoD Self-Care Skills Booklet](#); [Diabetes Handbook for Active Duty](#) (note: listed as Self Care Skills for the Active Duty Member on the AF DCOE site); see [DRCH Curriculum Overview](#) for list of handouts by topic

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**Tasks to be done before the second and any additional sessions**

- Confirm classroom location for session two (one week in advance)
- Confirm A/V equipment and internet access (if necessary) for session two (one week in advance)
- If providing hard copy materials, print patient handouts for session two (one week in advance)
  - Resource Recommendation: see [DRCH Curriculum Overview](#) for list of handouts by topic

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**Tasks to be done on the day of each session**

- Arrange the tables/chairs in a configuration to promote group discussion (circle, small groups at tables)
- Turn on A/V equipment and pull up curriculum slides; cue up other materials as appropriate (e.g., videos, web sites)
- Check in participants using program roster
- Have participants complete nametags
- Distribute appropriate handouts (Note: Distribute workbook at first session and remind participants to bring it with them to the second session)
- Provide paper, pens, and other materials to participants as needed

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**Tasks to be done after each session**

- Return A/V equipment

- Write notes about the sessions (what went well, what could be improved, follow-up or action items)
- Review participants' progress based on class discussions and knowledge check-ins
  - Resource Recommendation: [Participant Education Record](#)
- Follow up on any action items

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**Materials needed for each session**

- Program roster
- DSME curriculum slides
  - Resource Recommendation: [AF DCOE curriculum slides](#)
- Computer and projector
- Internet access or television/video capabilities if using video materials
- Whiteboard and markers for recording notes, action items, discussion
- Paper and pens for participants
- Handouts for participants
  - Resource Recommendation: see [DRCH Curriculum Overview](#) for list of handouts by topic

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**Tasks to be done following completion of class**

- Schedule individual follow-up appointments
  - Resource Recommendation: [Patient Follow-Up Assessment for Education](#)
- Review patient assessment data and follow up with patients as appropriate
- Review class evaluation data and make adjustments for the next cohort as appropriate

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