



Virginia Center for Diabetes Prevention and Education

Delivery Tips for Distance Learning National DPP

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Definition of Distance Learning: Delivered where Lifestyle Coach is present in one location and participants are calling in or videoconferencing from another location(s).

During this time period of social distancing due to the Coronavirus 19, HIPPA compliance rules have been relaxed. You do not need to use a HIPPA compliant platform unless your organization requires it. Many health systems and clinics require use of a HIPPA compliant platform so check with your organization.

Overall Tips:

1. Anticipate participants initially feeling unsettled and not wanting to come to class. They may even gain weight during this stressful time. Despite this, it is important for us to show up and offer class in order to help them (and you) maintain some consistency and stability during this time.
2. Keep class day and time the same.
3. Send handouts weekly through email.
4. Collect weights and physical activity minutes through email or text. If participant does not feel it is safe to send this information through email/text, give them an option of calling the information into you.
5. Coaches adhere to best practices while delivering your class. Review the following video for other telehealth etiquette tips <https://www.youtube.com/watch?v=YVJOesPldc4>
6. Ideally use a video teleconferencing platform that allows the group to see each other. Most video teleconferencing platforms also provide a phone number that participants can use to call into the meeting in case they don't have internet or they don't feel comfortable with technology. Additionally, if their computer does not have an audio speaker that allows them to be heard, they will need to use the call-in number to talk.
7. Ask participants who attend using video teleconferencing and have a camera, to turn their camera on. Seeing other people is a powerful way to connect. If they don't have a camera on their computer, they can use their smartphone or buy an inexpensive camera for \$35.
8. Ask participants to join the class in a quiet, private location where others in their household or work cannot hear the group discussion. Participants will need to feel like their privacy is

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9. maintained. Let participants know it helps to keep themselves muted when other people are talking – it decreases background noise.
 10. Have a no-driving rule during class time. Participants should not be driving and they should not be in a car with others during class time. Ask participants to treat each virtual session like an in-person session.
 11. Record the session and send link of recording to absent participants. Check in with absent participants to see if they viewed the recording and if they have any questions. Once it is established that they have viewed the recording and had the opportunity to ask questions, you can count this as a make-up session using the date they viewed the video.
 12. When you send participants the link and phone number for the video teleconference meeting, don't just copy and paste all of the information. Develop a simplified version with *need-to-know* information such as video teleconferencing link, one phone number and ID code. A simplified version will not overwhelm them.

Session Delivery Tips

1. Facilitate just as you do in-person. Round robin, open questioning, cross questioning, silence are all useful techniques to use to facilitate group interaction.
2. Engage the class using different modalities-slides, videos, demonstrations from your desk, moving exercises, use of white boards and break-out rooms.
3. Have at least five open ended questions on hand for each session to initiate discussion
4. Get them up and moving together even if it is simply 2 minutes of walking together.
5. You can share videos (like you tube videos, grocery store tours, label reading videos) and any document or application from videoconferencing platforms. Open them up before class so that your platform recognizes them for “sharing”.
6. Simple slides with open-ended questions are helpful to initiate discussion and keep the discussion moving forward. See Virginia Center for Diabetes Prevention and Education Prevent T2 slide deck for use.
7. Some videoconferencing platforms (Zoom), offer a whiteboard where the coach or participant can scribe a brainstorming activity.
8. Some videoconferencing platforms (Zoom), offer break-out rooms where participants can work in smaller groups.
9. If using your own slides, set your slide show to be viewed as an “individual (window) versus take up the full screen. This allows you to view your slides and see participants at the same time. To do this, on opened powerpoint slide deck, go to SLIDE SHOW. Choose SET UP SHOW. Under Show Type, choose BROWSED BY AN INDIVIDUAL (WINDOW). Save PPT so that this setting is saved.

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10. Trust that delivering your National DPP using distance learning is an effective way to connect and facilitate a group discussion and learning process. When you trust, you can more fully be present and facilitate your class as well as you do in-person.

Challenges and Potential Solutions:

1. It is normal for participants to be hesitant when first joining a class using videoconferencing. No matter where you are in the curriculum, do an ice-breaker for your first distance learning class.
2. It is normal for participants in a distant learning group to hold back from talking at first. Because they cannot read body language, they don't know when to speak without interrupting. Facilitate their speaking by asking them to raise their hands (if option is available on the platform). Or use round robin to call on them to get them speaking. Silence and pausing is also helpful to give them time to speak using a different modality such as videoconferencing.
3. Activities such as cooking demonstrations, food tastings, grocery store tours are challenging. Rethink how to get the point or experience across without the physical experience. Find a reputable video on grocery store tours and have participants experience the video before, during or after class. Show a food preparation video that is relevant and already developed.