



PreventT2 Program Overview

Lifestyle Coach Guide



Contents



Contents	2
PreventT2 Curriculum Updates	3
Overview of the PreventT2 Program and Curriculum Updates	3
What's New in the Curriculum?	4
What's Changed in the Curriculum?	4
About the PreventT2 Program	6
Program Focus	6
Program Goals	6
Scheduling	7
In Person, Online, Distance Learning, and Combination Delivery	7
National DPP Customer Service Center	7
Your Role as a Lifestyle Coach	8
Know Your Audience	8
Set the Tone	9
Promote Engagement	9
Keep an Eye on the Time	10
Obtain and Record Participants' Weight	10
Participants' Responsibilities	11
Required Responsibilities	11
Encouraged Responsibilities	12
PreventT2 Modules	13
Module Progression	13
PreventT2 Materials	22
Lifestyle Coach Guides	23
Participant Guides	26
Handouts	28
Supplemental Materials	32
Move Your Way Campaign	32
PST Modules	32
Optional Program Activities	36
Appendix A. Participant Profiles	40

PreventT2 Curriculum Updates

Overview of the PreventT2 Program and Curriculum Updates

As a Lifestyle Coach for the PreventT2 program, you're taking on an important role in helping people with prediabetes and those at high risk of type 2 diabetes make changes to lower their risk of type 2 diabetes. Change is not easy, but the supportive environment you create and information you provide will make a difference in the lives of your participants and the people who care about them. Thank you for your part in helping people lead healthier lifestyles.

PreventT2 is a program of the Centers for Disease Control and Prevention's (CDC) Division of Diabetes Translation. It uses over 25 years of scientific research on proven strategies for preventing or delaying the onset of type 2 diabetes.

In 2021, CDC updated the PreventT2 curriculum using guidance from experts. Here's what you'll find in this new version:

- Comprehensive and up-to-date nutrition and weight loss information. This means you don't have to play the role of a nutrition subject matter expert.
- Content designed to be more engaging for participants. It promotes their self-efficacy and helps them form good habits. (Self-efficacy is confidence in one's ability to exert control over one's own motivation, behavior, and social environment.)
- Guidance on how to present the program online or through video conferencing.
- More cultural representation in images and descriptions of people and foods.
- A new design and layout to make it easier for you to use the curriculum.

We made these changes to both the English and Spanish versions of the curriculum. The experts we worked with specialize in nutrition, physical activity, weight management, and community-based programs.

PreventT2 Curriculum Updates

What's New in the Curriculum?

The following information is new in the curriculum:

- **Virtual Delivery.** We modified activities, discussions, and the rest of the curriculum to make it easier for you to facilitate online sessions or distance learning as needed.
- **Nutrition and Weight Loss Themes.** Activities, discussions, and stories help participants understand that even small changes can have a big impact. Participants learn to make small changes to their eating and physical activity to build healthy habits that they can sustain.
- **Session Checklists.** You'll find checklists that make it easier for you to plan and deliver each PreventT2 session. Checklists cover the activities in the curriculum.
- **Participant Profiles.** For a glimpse into your participants' needs, challenges, and motivations, take a look at the Participant Profiles in [Appendix A](#). See the [Your Role as a Lifestyle Coach](#) section in this guide for more information about how to use these profiles.
- **Personal Success Tool Modules.** Fun and interactive videos, quizzes, games, and other resources are now part of the curriculum through CDC's [Personal Success Tool Modules](#), or [PST Modules](#). You can consult the Lifestyle Coach Guides and Participant Guides to see how to use them. PST modules are matched to specific sessions. They are designed to be motivational and to reinforce program content.

Be sure to check the [National Diabetes Prevention Program \(DPP\) Customer Service Center](#) for new PST modules.

What's Changed in the Curriculum?

We revised and reorganized content that was already in the curriculum as follows:

- **Action Planning.** The curriculum previously used a behavioral goal-setting format but now focuses on building routines and forming new habits.
- **Food Logs.** Participants can now track the food they eat using a Food Tracking Activity Log and a Weekly Food Log.
- **Goals.** The activity and weight loss goals that participants must meet for PreventT2 now reflect recent updates to the [CDC Diabetes Prevention Recognition Program Standards and Operating Procedures](#).

You will also have participants write personal goals that reflect their motivation and reason for making a change to a healthier lifestyle.

PreventT2 Curriculum Updates

- **Module Titles.** Some of the PreventT2 module titles have changed.
- **Nutritional Content.** We updated content about nutrition using current evidence and the [Dietary Guidelines for Americans, 2020–2025](#). Nutrition content in the curriculum is relevant to type 2 diabetes prevention and weight loss.
- **Design and Layout.** We changed the layout and styling of the Lifestyle Coach Guides and Participant Guides for virtual and in-person facilitation so they're easier to use. The changes will also make it easier for you to see how your facilitation affects the participant experience.
- **Participant Engagement.** The curriculum now includes more interactive activities and discussions. It also uses social media.
- **Cultural Relevance.** You'll find that personal stories, images, and foods now better reflect the diversity among PreventT2 participants and are thus more culturally relevant.

About the PreventT2 Program

Program Focus

The PreventT2 lifestyle change program is a yearlong program for people with prediabetes and those at high risk of type 2 diabetes who want to lower their risk.

Program Goals

What Does Your A1C Level Mean?

Below 5.7%	Normal
5.7% to 6.4%	Prediabetes

PreventT2 helps participants achieve moderate weight loss by eating well and being active.

For the first 6 months of PreventT2, program goals are for participants to:

- Lose at least 5% of their starting weight.
or
- Lose at least 4% of their starting weight and log an average of 150 minutes of activity each week.
or
- Lower their A1C (also known as HbA1C) by 0.2%.

The higher your A1C level is, the higher your risk of developing type 2 diabetes.

For the second 6 months, program goals are for participants to:

- Keep off the weight they have lost.
- Keep working toward their weight or A1C goals if they haven't reached them.
- Lose more weight if they wish, but no more than 1 to 2 pounds a week.
- Keep getting at least 150 minutes of activity each week.

About the PreventT2 Program

Scheduling

PreventT2 consists of 26 sessions. The recommended schedule for session meetings is:

- Once a week for 4 months (sessions 1 through 16).
- Once every other week for 2 months (sessions 17 through 20).
- Once a month for 6 months (sessions 21 through 26).

You can follow a different schedule if you prefer. But you must complete at least 16 sessions in the first 6 months and another 6 sessions in the second 6 months.

To be recognized by CDC, your program must last a full year and involve at least 22 completed modules. See the [PreventT2 Modules](#) section in this guide for more information on the order to deliver modules.

In-Person, Online, Distance Learning, and Combination Delivery

You can conduct your sessions as follows:

- **In Person:** Delivered 100% in person for all participants.
- **Online:** Delivered 100% online with participants completing modules on their own in established time frames.
- **Distance Learning:** Delivered in real time, with the Lifestyle Coach present in one location and participants calling in or videoconferencing from other locations.
- **Combination:** Delivered as a combination of any of the other approaches.

Note: Your organization must submit a separate application for each delivery mode being used. Make sure the person from your organization who's responsible for submitting the application knows the process.

National DPP Customer Service Center

The [National DPP Customer Service Center](#) provides resources and information about prediabetes and the National DPP. Through this website, you can:

- View and download training materials, tool kits, and videos.
- Ask questions.
- Get help with all aspects of your program such as marketing and data submission.

Your Role as a Lifestyle Coach

Your role as a Lifestyle Coach is to facilitate the PreventT2 program through a series of group sessions using a CDC-approved curriculum. You'll support participants in behavior change, including habit formation, action planning, food and activity tracking, self-monitoring, and overcoming challenges through problem solving.

In the next five sections, you'll find valuable tips to use in your role as Lifestyle Coach.

Know Your Audience

As a Lifestyle Coach, it's important to understand the uniqueness of your participants so you can adjust your program as needed and be better prepared to offer support.

Start by exploring the Participant Profiles in [Appendix A](#) to gain insight so you can identify what your participants might enjoy or find useful, or what may upset or offend them. They'll help you understand some of the needs and challenges that real participants may face and what motivates them.

For participants who face personal barriers to lifestyle change, you'll need to find creative ways to help them while remaining sensitive and empathetic to their challenges.

Here are four areas where participants may need support:

- **Literacy Levels.** For a participant who may have trouble reading and writing, get creative about ways to record goals and track eating and activity. For example, you can suggest that they record their voice describing their physical activity. You might also suggest that they take a photo of their food portions. Or you might suggest they ask a friend or family member to help them fill in forms. Also, consider helping the participant yourself by taking photos, helping them record their voice, or filling out forms for them.
- **Health Challenges.** You'll find that some participants have trouble reaching their activity goal because of another health challenge. For example, some may have a painful condition such as arthritis. You can help them find ways to be active, such as swimming, yoga, or Tai Chi.
- **Participants With Disabilities.** Some of your participants may have long-term physical, mental, intellectual, hearing, or vision impairments. You'll need to support them, so take a look at [CDC's Disability and Health Inclusion Strategies](#).

Your Role as a Lifestyle Coach

- **Participants With Disabilities.** Some of your participants may have long-term physical, mental, intellectual, hearing, or vision impairments. You'll need to support them, so take a look at [CDC's Disability and Health Inclusion Strategies](#).

CDC offers a PreventT2 curriculum that is inclusive of people with disabilities called PreventT2 for All. You may want to talk to your organization about using this curriculum. For more information and tips on adapting your program for people with disabilities, see [Keys to Success: Enroll and Retain – People with Disabilities](#).

- **Environmental Barriers.** Your participants may have limited access to transportation, childcare, a safe place to walk, technology, time, healthy food, and health care. Help participants work through these barriers. For example, if your participants don't have Internet access, or don't have a smartphone, laptop, or computer to use for your sessions, you might offer phone sessions or in-person sessions.

Set the Tone

Here are some ways you can foster a supportive and respectful group culture:

- Build rapport with each participant and be an active listener.
- Show that you understand participants' feelings. They will likely feel frustrated at times as they try to adopt and sustain new healthy behaviors.
- Let participants talk freely about their thoughts and ideas and ask questions without the risk of being judged or humiliated.
- Encourage participants to share their thoughts and feelings. But don't pressure them to do so.
- Make sure all participants get a chance to speak.

Your Role as a Lifestyle Coach

Tailor Examples and Messages to Your Audience

Keep in mind that participants' traditions, beliefs, and interests differ, so you'll need to tailor the program to your group members. Consider changing examples of local foods, traditional activities, images, and/or stories so they make sense for the participants in your community. You are encouraged to personalize the program to meet the needs of your participants. If you're not from the same area as your participants, take time to learn the community's customs, observances, and common foods.

We suggest that as you read through each module's Lifestyle Coach Guide, you consider the following:

- **Are the included stories likely to resonate with my participants?**
If not, you may want to think about how you can draw a connection between the story and your participants. For example, if the story mentions having young children at home but your participants are much older, consider asking them what demands they have on their time (e.g., volunteering, caring for grandchildren, etc.). If you can't think of a way to make a connection, consider bringing a story of your own to the session.
- **Are the foods and/or activities included in the materials representative of this community?**
If not, consider editing the participant materials to include locally popular foods and activities.
- **Is it likely that the images will resonate with my participants?**
If not, consider providing some photos of your own to share with participants.
- **What community resources are available to support my participants?**
Participants may need help finding resources available in the community. Take a moment to mention any helpful options, such as safe walking paths, community fitness centers, places to share their hobbies and/or ceremonial activities with others, where to access affordable food, healthy recipes, etc.
If you need assistance with tailoring module content to better support your participants, please reach out to the [National DPP Customer Service Center](#).

Your Role as a Lifestyle Coach

Promote Engagement

Keep in mind that the traditions, beliefs, and interests differ for participants, so you'll need to tailor the program to your group members. If you are not from the community you are coaching, take time to learn the tribal area's customs, observances, and common foods.

You'll find instructions in the Lifestyle Coach Guides on how to encourage participation in group discussions and group activities.

Remember that participants can also benefit from good support from their peers. Encourage your participants to connect with their peers for support in using what they've learned outside the sessions. Once they've gotten connected with peers in this way, continue encouraging them to make the most of that connection to meet their goals.

Keep an Eye on the Time

Each session is designed to last 60 minutes. Keep a watch or clock handy to cover key content within this time frame, allowing time for sharing. If a discussion is taking too much time, table it and continue it later, maybe after the session.

To help you stay on track, the Session Content sections in the Lifestyle Coach Guides suggest how many minutes to spend on each section. They also label some activities "optional." These times are suggestions only; be flexible so you can respond to the needs of your participants. They may need more or less time on a given topic, activity, or discussion.

Obtain and Record Participants' Weight

At each session, privately weigh each participant to the nearest whole pound and tell them how much they weigh. Then, record this number for each participant in the Lifestyle Coach Log handout. Participants must also record this number in their Weight Log handout.

For virtual sessions, you can have participants use digital or Bluetooth-enabled scales or have them self-report from their own scale. Bluetooth-enabled scales transmit weights securely through wireless or cellular transmission. Check with your organization on the best approach for ensuring that all participants have access to a scale at home or another location.

Participants' Responsibilities

To help participants achieve success, guide them in understanding what their responsibilities are during the program.

Required Responsibilities

During the first session, participants will:

- Learn what it means to their health to have prediabetes or to be at high risk of type 2 diabetes.
- Set a 6-month activity and weight goal.
- Set personal goals.

Between sessions, participants will:

- Track their minutes of activity each day (starting after the Track Your Activity module).
- Write their minutes of activity in their Activity Log.

During sessions, participants will:

- Bring their Participant Guide/Participant Notebook.*
- Show you their Activity Log (starting after the Track Your Activity module).
- Record their weight after the weigh-in process that you and the group establish.
- Make an action plan using the Action Plan Journal.

During the session held at the 6-month mark, (starting at the Stay Motivated to Prevent Type 2 module), participants will:

- Set a 6-month activity and weight goal.
- Set personal goals.

*For guidance on creating a Participant Notebook, see the Creating a Participant Notebook section in this guide.

Participants' Responsibilities

Encouraged Responsibilities

During sessions, participants are encouraged to:

- Arrive on time.
- Silence their cell phones and mute their computer audio.
- Participate. Participating can mean contributing to group discussions and activities and sharing ideas, experiences, and challenges.

Between sessions, participants are encouraged to:

- Track their food using a method that supports individual goals (starting after the Track Your Food module).
- Track details about their activity each day (starting after the Get More Active module).
- Complete activities that you suggest.

PreventT2 Modules

Module Progression

First 6 Months

Present all 16 of the modules described in this section within the first 6 months. Introduction to the Program must come first. It's recommended, but not required, that you present the next 6 modules in the order listed. Think of these as the “core” modules since they provide the foundation for the rest of the curriculum. These modules provide the core principles of getting active, tracking food and activity, healthy eating, and increasing activity level.

Stay Motivated to Prevent Type 2 is recommended at the 6-month mark.

Module Name	Description	Objectives
Introduction to the Program	<p>This introductory module sets the stage for the PreventT2 program.</p> <p>Present at the first session.</p>	<ul style="list-style-type: none">• Identify the goals and structure of PreventT2• Identify the basics of type 2 diabetes• Explain how to create healthy habits• Explain how to make an action plan• Set goals and plan basic actions
Be Active to Prevent Type 2	<p>This module shares the benefits of activity and provides suggestions for getting and staying active.</p> <p>Recommended for the second session.</p>	<ul style="list-style-type: none">• Identify some benefits of being active• Identify some ways to be active

PreventT2 Modules

Module Name	Description	Objectives
Track Your Activity	<p>This module provides detailed instruction on how to track activity.</p> <p>Recommended for the third session.</p>	<ul style="list-style-type: none">• Identify the purpose of tracking their activity• Demonstrate ways to track their activity
Eat Well to Prevent Type 2	<p>This module focuses on identifying small changes in food choices to make eating habits healthier.</p> <p>Recommended for the fourth session.</p>	<ul style="list-style-type: none">• Explain how food choices can help prevent or delay type 2 diabetes• Use the plate method to balance food groups and limit portion sizes• Recognize processed food and its role in a person's eating pattern• Build on their strengths
Track Your Food	<p>This module provides different ways to help participants portion and track food.</p> <p>Recommended for the fifth session.</p>	<ul style="list-style-type: none">• Identify the benefits of tracking food• Explain how to track the food and drinks they take in• Explain different ways to track food• Explain how to figure out portion size and calories from food labels

PreventT2 Modules

Module Name	Description	Objectives
Be More Active	<p>This module teaches participants how to increase their activity levels.</p> <p>Recommended for the sixth session.</p>	<ul style="list-style-type: none"> • Explain the benefits of being more active • Identify ways to be more active • Explain how to track more details about their activity
Energy In, Energy Out (formerly titled “Burn More Calories Than You Take In”)	<p>This module shows participants how to lose weight by burning more calories than they take in.</p> <p>Recommended for the seventh session.</p>	<ul style="list-style-type: none"> • Discuss the link between weight loss and energy in, energy out • Describe how the type and amount of food they eat affects energy in, energy out • Describe how the amount of physical activity affects energy in, energy out • Explain how to create the right balance of energy in, energy out
Shop and Cook to Prevent Type 2	<p>This module teaches participants how to shop for healthy foods and add them to their cooking routines.</p>	<ul style="list-style-type: none"> • Identify foods that can support their health goals • Explain how to shop for foods that can support their health goals no matter where they get their food • Explain how to cook the foods they love in new ways and discover new favorite foods

PreventT2 Modules

Module Name	Description	Objectives
Manage Stress	This module teaches participants how to reduce and deal with stress.	<ul style="list-style-type: none"> • Identify: <ul style="list-style-type: none"> ◦ Some causes of stress ◦ The link between stress and type 2 diabetes ◦ Ways to reduce stress ◦ Healthy ways to manage stress
Find Time for Physical Activity	This module teaches participants how to find ways to make time to be active.	<ul style="list-style-type: none"> • Identify the benefits of being active • Describe the challenges of fitting in physical activity • Explain how to find time for physical activity
Managing Behavior Cues	This module shows participants how to change unhealthy patterns associated with behavior cues into healthy habits.	<ul style="list-style-type: none"> • Explain what a behavior cue is and how they can create and re-create patterns associated with grocery shopping, eating, and inactivity • Identify common behavior cues for grocery shopping, eating and inactivity and ways to change unhealthy patterns associated with these cues • Identify their own cues that lead to overeating or less healthy choices • Describe how emotions and cues lead to food choices and eating patterns

PreventT2 Modules

Module Name	Description	Objectives
Keep Your Heart Healthy	This module teaches participants strategies to lower their risk of heart disease.	<ul style="list-style-type: none">• Explain why heart health matters• Explain how to keep their heart healthy• Explain why they should limit salt and how to do it• Explain how to make healthier choices about fats
Manage Your Thoughts	This module teaches participants how to replace negative thoughts with helpful thoughts.	<ul style="list-style-type: none">• Explain how to replace negative thoughts with helpful thoughts• Practice replacing a negative thought with a helpful thought
Get Support	This module teaches participants how to get support for their healthy lifestyle.	<ul style="list-style-type: none">• Identify how to get support from family, friends, and coworkers; groups, classes, and clubs; and health care and other professionals
Eat Well Away From Home	This module helps participants understand how to stay on track with their eating goals when ordering takeout and eating at restaurants and social events.	<ul style="list-style-type: none">• Identify factors that affect eating habits and food choices when eating away from home• Identify ways to form habits that support healthy eating while away from home

PreventT2 Modules

Module Name	Description	Objectives
Stay Motivated to Prevent Type 2	<p>This module helps participants reflect on their progress and keep making positive changes over the next 6 months.</p> <p>Recommended at the 6-month mark.</p>	<ul style="list-style-type: none">• Reflect on how far they've come since they started this program• Identify the group's next steps• Set individual goals for the next 6 months

PreventT2 Modules

Last 6 Months

Present at least 6 of the 10 modules described in this section during the last 6 months. The Prevent Type 2 for Life! module must come last. Otherwise, there's no required order. Select the 6 modules according to your participants' needs and interests.

Module Name	Description	Objectives
When Weight Loss Stalls	This module helps participants understand how to start losing weight again.	<ul style="list-style-type: none">• Explain some reasons why weight loss can stall• Identify other non-scale ways their body tells them that they are making progress on their health goals• Explain the value of maintaining weight and how to start losing weight again
Take a Moment to Move	This module introduces ways participants can overcome barriers to taking movement breaks.	<ul style="list-style-type: none">• Describe the link between sitting still and type 2 diabetes• Identify some challenges of taking time to move and ways to overcome them
Stay Active To Prevent Type 2	This module helps participants understand how to overcome some challenges of staying active.	<ul style="list-style-type: none">• Identify some benefits of staying active• Identify some challenges of staying active and ways to overcome them• Reflect on how far they've come since starting this program

PreventT2 Modules

Module Name	Description	Objectives
Stay Active Away From Home	This module explains how participants can stay on track with their activity goal when they are away from home for work or pleasure.	<ul style="list-style-type: none"> Identify ways to overcome the challenges of staying active away from home
More About Type 2	This module gives participants a deeper understanding of type 2 diabetes.	<ul style="list-style-type: none"> Identify the basics of type 2 diabetes Explain how type 2 diabetes is diagnosed Explain how type 2 diabetes is managed
More About Carbs	This module gives participants a deeper understanding of carbohydrates.	<ul style="list-style-type: none"> Describe the link between carbs and type 2 diabetes Identify the different types of carbs Describe a healthy approach to carbs
Eating To Support Your Health Goals (formerly titled “Have Healthy Food You Enjoy”)	This module teaches participants how to enjoy foods in positive and healthy ways to support their goals.	<ul style="list-style-type: none"> Describe how to take a positive approach to eating Describe how to eat foods in portions that support their goals Describe how to enjoy a variety of foods in healthy ways

PreventT2 Modules

Module Name	Description	Objectives
Get Enough Sleep	This module explains why sleep is important and provides suggestions for getting a good night's sleep.	<ul style="list-style-type: none"> • Explain why sleep matters • Identify some strategies for getting the rest they need
Get back on Your Path	This module teaches participants what to do when they get off track.	<ul style="list-style-type: none"> • Explain how to get back on track with their eating and activity goals and prevent similar slip-ups in the future by: <ul style="list-style-type: none"> ◦ Staying positive ◦ Following the five steps of problem solving
Prevent Type 2 for Life!	<p>This module helps participants reflect on their progress and keep making positive changes over the long term.</p> <p>Present at the last session.</p>	<ul style="list-style-type: none"> • Reflect on how far they've come since they started this program • Explain how to keep their healthy lifestyle going once this program ends • Set their goals for the next 6 months

PreventT2 Materials

The PreventT2 materials consist of a Lifestyle Coach Guide and Participant Guide for each module, as well as accompanying handouts. Materials are free to download as PDFs from <https://www.cdc.gov/diabetes-prevention/php/lifestyle-change-resources/t2-curriculum.html>.

What Format to Choose

For your PreventT2 sessions, you can use:

- Printed copies (recommended).
- Electronic documents. Downloadable PDFs can be viewed on a tablet or computer.

How to Distribute Materials

Plan how you will distribute Participant Guides and handouts to participants according to whether your sessions will be in-person or virtual.

	In-Person Session Options	Virtual Session Options
Print	<ul style="list-style-type: none">• Distribute materials before or at the first session. You can put the materials in a Participant Notebook if you wish.• Distribute Participant Guides and accompanying handouts at each session.	<ul style="list-style-type: none">• Distribute materials by mail or through scheduled pickups or deliveries. You can put the materials in a Participant Notebook if you wish.
Electronic	<ul style="list-style-type: none">• Email electronic documents to participants before each session.• Have participants download the materials before each session.	<ul style="list-style-type: none">• Email electronic documents to participants before each session.• Have participants download the materials before each session.

Consult with your organization on the best approach for getting materials to your participants in advance.

PreventT2 Materials

Lifestyle Coach Guides

The Lifestyle Coach Guides show you how to facilitate a module from start to finish. You can also adapt or use other methods as needed to meet the needs of your participants.


You'll find the following sections in each Lifestyle Coach Guide:

Section	Description
Module Overview	<p>The Module Overview describes the module content and contains the following subsections:</p> <ul style="list-style-type: none">• Participant Learning Objectives: This section describes the knowledge and skills that participants will learn by the end of the session.• Things to Do: This section contains a checklist of items that you'll complete or prepare before, during, and after the session. You'll also find sample messages you can send out before and after sessions through social media, text, or email.• Session Content: This section lists the sections in the module with corresponding page numbers. It also gives suggestions for how many minutes to spend on each section. You can use this section to plan your session.
Welcome and Review	<p>Use this section to welcome participants, review the main points of the previous session, answer questions from the group, and discuss participants' action plans.</p>
Session Focus	<p>This section presents the module's learning objectives and the focus of the session for participants. You'll find a matching section in the Participant Guide.</p>

PreventT2 Materials

Section	Description										
Content Sections (varies by module)	<p>Each content section has the features outlined below to guide you during facilitation.</p> <p>At the beginning of each content section, you'll find:</p> <ul style="list-style-type: none">• A time estimate for conducting this part of the session.• A Participant Guide page reference.• A list of facilitation methods that you can use to conduct each session, such as:<ul style="list-style-type: none">▫ Activities▫ Demonstrations▫ Facilitated discussions▫ Field trips▫ Group activities▫ Guest speakers▫ Presentations▫ Video presentations• A brief summary of the content from the section. <p>For each topic covered in a content section, you'll see a time estimate for the topic, as well as the following helpful guidance:</p> <table border="1" data-bbox="526 1304 1497 1829"><tbody><tr><td data-bbox="526 1304 696 1444">SAY</td><td data-bbox="696 1304 1497 1444">Suggested phrasing you can use to facilitate the module. You may choose to reword the text in the content section.</td></tr><tr><td data-bbox="526 1444 696 1526">ASK</td><td data-bbox="696 1444 1497 1526">A specific question to ask participants.</td></tr><tr><td data-bbox="526 1526 696 1608">ANSWER</td><td data-bbox="696 1526 1497 1608">Answer(s) to the question you posed.</td></tr><tr><td data-bbox="526 1608 696 1749">DO</td><td data-bbox="696 1608 1497 1749">Specific actions you can take during facilitation. Examples include giving participants additional information, tips, or directions for an activity.</td></tr><tr><td data-bbox="526 1749 696 1829">DISCUSS</td><td data-bbox="696 1749 1497 1829">Open-ended question(s).</td></tr></tbody></table>	SAY	Suggested phrasing you can use to facilitate the module. You may choose to reword the text in the content section.	ASK	A specific question to ask participants.	ANSWER	Answer(s) to the question you posed.	DO	Specific actions you can take during facilitation. Examples include giving participants additional information, tips, or directions for an activity.	DISCUSS	Open-ended question(s).
SAY	Suggested phrasing you can use to facilitate the module. You may choose to reword the text in the content section.										
ASK	A specific question to ask participants.										
ANSWER	Answer(s) to the question you posed.										
DO	Specific actions you can take during facilitation. Examples include giving participants additional information, tips, or directions for an activity.										
DISCUSS	Open-ended question(s).										

PreventT2 Materials

Section	Description
Content Sections (varies by module)	<p>You'll see notes on how to facilitate virtual sessions, which are indicated by this computer icon:  .</p> <p>These notes may include ideas for an alternate activity or for using technology to enhance or adapt the presentation, discussion, or activity.</p> <p>Content sections in each Lifestyle Coach Guide align with the sections in the corresponding Participant Guide. This allows participants to follow along, make notes, and engage in activities.</p>
Plan for Success	<p>This section helps participants make a new action plan.</p> <p>When a PST module is recommended after a PreventT2 module, you'll see a reference and link to the PST module in this section of the Lifestyle Coach Guide. The reference and link are also provided in the corresponding Participant Guide.</p>
Summary and Closing	<p>This section:</p> <ul style="list-style-type: none">• Summarizes the main points of the session.• Tells participants what you'd like them to try at home.• Provides time to ask questions.• Notes the topic of the next session.• Reminds participants to bring their Participant Guide and Action Plan Journal to the next session.

PreventT2 Materials

Participant Guides

Each Participant Guide contains the information, worksheets, and activities presented in each module. Participants will use the Participant Guide for that module during and after each session. They'll use it after a session to complete home assignments and to reference helpful materials and resources during and after the program. It's best to give participants a printed copy so they can use it to add notes or to write down strategies they may want to try.

You should have an electronic version of the Participant Guide to use as presentation slides during an in-person or virtual session. This approach works well because the sections in the Participant Guides align with the Lifestyle Coach Guides.

You should have a printed copy of the Participant Guide as well.

Creating a Participant Notebook (Optional)

You can create a Participant Notebook for each participant and distribute them before or at the first session. Participants will be responsible for having their Participant Notebook at each session. Be sure to have extra copies of the session module on hand for participants to use. This will be helpful if someone forgets their Participant Notebook.

To create a Participant Notebook, use a large 3-ring binder with seven tabs. Include the following materials in tabbed sections and mark the sections as follows:

- Participant Guides (further divided by module)
- Activity Log
- Food Tracking Activity Log
- Weekly Food Log
- Weight Log
- Action Plan Journal
- Other Materials (this tabbed section will include Program Meeting Schedule, Quick Guide, Ready Set Quit!, and To Learn More)

Be ready to give out extra copies of the following materials:

- Activity Log
- Food Tracking Activity Log
- Weekly Food Log
- Weight Log
- Action Plan Journal

Participants can add these materials to their Participant Notebooks. You may also find it helpful to create a Participant Notebook for yourself.

PreventT2 Materials

Sections

Each Participant Guide includes the following sections:

Section	Description
Session Focus	This section provides the module objectives, specific tips, and key points from the module.
Content Sections (varies by module)	<p>Content sections in the Participant Guides align with the content sections in the Lifestyle Coach Guides and provide valuable information and tools.</p> <p>Participants will use their Participant Guides to record their thoughts and ideas, fill out worksheets for group discussions and activities, find key information, and access important resources.</p>
Plan for Success (varies by module)	This section presents the module's learning objectives and the focus of the session for participants. You'll find a matching section in the Participant Guide.

PreventT2 Materials

Handouts

Participant handouts are for participants to use during sessions and at home as supplemental resources. Lifestyle Coach handouts help you prepare for sessions and keep track of session data.

Audience	Handout	Description
For Lifestyle Coaches	Lifestyle Coach Log	Use the Lifestyle Coach Log to collect and record participant data, including participants' attendance, weight, and minutes of activity.
	In-Person Session Checklist	Use the In-Person Session Checklist to prepare for each PreventT2 session conducted in person. This checklist contains a list of required tasks for you to complete before and at the beginning of each session.
	Virtual Session Checklist	Use the Virtual Session Checklist to prepare for each PreventT2 session that you'll conduct through distance learning. It also lists required tasks you'll complete at the beginning of each session.

PreventT2 Materials

Audience	Handout	Description
For Participants	Program Meeting Schedule	Record session dates for your program on this handout. You'll give this handout to participants before the program starts or at the first session.
	Weight Log	Participants record their weight, which is measured at each session, in the Weight Log.
	Action Plan Journal	Participants use the Action Plan Journal during each session to record their new action plan or adjust a previous one. At the end of each session, participants assess how their new routine is working and decide whether they want to continue it, adjust it, or drop it.
	Activity Log	Participants use their Activity Log to track their minutes of activity each day (starting after the Track Your Activity module). Encourage participants to write down additional details about their activity. Review each participant's Activity Log at the start of each session.

PreventT2 Materials

Audience	Handout	Description
For Participants	Weekly Food Log	Encourage participants to use the Weekly Food log if they would like to track every meal, every day. You don't need to review participants' food logs.
	Food Tracking Activity Log	Participants may use the Food Tracking Activity Log to track for a shorter period of time or to track something specific, like snacks for a week. You don't need to review participants' Food Tracking Activity Logs.
	Certificate of Completion	Present the Certificate of Completion to each participant who successfully completes the program.
	Quick Guide (supplemental handout)	You can give the Quick Guide handout to participants if you'd like. It provides tips for weight loss. This is not a handout that you'll discuss during facilitation.

PreventT2 Materials

Audience	Handout	Description
For Participants	Commercial Tobacco: Ready, Set, Quit! (supplemental handout)	Commercial Tobacco: Ready, Set, Quit! gives tips and resources for quitting nonceremonial tobacco products. This participant resource is distributed or emailed to participants during the Keep Your Heart Healthy module. This handout isn't discussed in detail during the session.
	To Learn More (supplemental handout)	The supplemental handout To Learn More provides participants with a list of resources for preventing type 2 diabetes. This handout isn't discussed during facilitation.

Supplemental Materials

Move Your Way Campaign

The Move Your Way campaign helps people live healthier lives through increased physical activity. It's a promotional campaign for the second edition of the [*Physical Activity Guidelines for Americans*](#).

The Move Your Way Activity Planner is included in the Get Active to Prevent Type 2 module. You'll find a reference and link to this resource in the Lifestyle Coach Guides and Participant Guides. Participants can use the Move Your Way Activity Planner to set goals, choose activities, and get tips to help them stay motivated.

You'll find free tools and resources on the [Move Your Way website](#) that you can incorporate into your program. These resources include fact sheets, posters, videos, and interactive tools to promote key messages from the *Physical Activity Guidelines for Americans*. See <https://odphp.health.gov/our-work/nutrition-physical-activity/move-your-way-community-resources>.

PST Modules

Encourage your participants to use CDC's PST modules when recommended during specific PreventT2 sessions. A reference and link to each PST module is included in the Lifestyle Coach Guides and Participant Guides. Using these modules will keep participants interested and can keep them motivated to continue with the PreventT2 program.

The table below shows where the PST modules are referenced in PreventT2. If some participants have limited or unreliable internet access, take time to explore options in the community like public libraries, community centers, etc., with public internet and/or devices to access the PST modules. Keep in mind that PST modules are encouraged but are not mandatory.

The "Pledge 2" and "Check in and Keep Going" PST modules are recommended at specific weeks, rather than in a specific PreventT2 module. You'll choose when to share these with your group according to your program schedule.

Supplemental Materials

PST Modules and Pledges

PST Module	PST Module Content	PreventT2 Module
<p>Introduction to the Program</p> <p>Pledge 1</p> <p>www.cdc.gov/diabetes/programs/preventt2/week1-quiz.html</p>	<ul style="list-style-type: none"> Information about the lifestyle change program tailored to participants' age. Testimonial videos. A pledge that helps participants see the importance of coming to each PreventT2 session and setting and working toward their goals. 	<p>Introduction to the Program</p>
<p>Get Active</p> <p>www.cdc.gov/diabetes/programs/preventt2/week2-quiz.html</p>	<ul style="list-style-type: none"> Quiz to reinforce content from the session. Suggested physical activities matched to participant goals and preferences. 	<p>Get Active to Prevent Type 2</p>
<p>Track Your Activity</p> <p>https://www.cdc.gov/diabetes/programs/preventt2/app/week3-home</p>	<ul style="list-style-type: none"> Concrete steps to track physical activity. Everyday activities to meet the weekly 150-minute goal. 	<p>Track Your Activity</p>
<p>Eat Well</p> <p>www.cdc.gov/diabetes/programs/preventt2/week4-quiz.html</p>	<ul style="list-style-type: none"> Concrete steps to make healthy food choices. Everyday activities to meet weekly healthy eating goals. 	<p>Eat Well to Prevent T2</p>

Supplemental Materials

PST Module	PST Module Content	PreventT2 Module
Track Your Food www.cdc.gov/diabetes/programs/preventt2/week5-quiz.html	<ul style="list-style-type: none"> • Benefits of food tracking. • Tool to choose a personalized way to improve food tracking. 	Track Your Food
Pledge 2 www.cdc.gov/diabetes/programs/preventt2/pledge2.html	<ul style="list-style-type: none"> • A renewed pledge to reflect on progress and set and revise goals. 	After week 9
Get Support www.cdc.gov/diabetes/programs/preventt2/week14-quiz.html	<ul style="list-style-type: none"> • Suggestions for how to find social support for positive changes. • A Support Action Plan in which participants identify what actions they'll take to get the support they need. 	Get Support
Stay Motivated to Prevent T2 www.cdc.gov/diabetes/programs/preventt2/week16-quiz.html	<ul style="list-style-type: none"> • Tailored suggestions for steps to stay motivated. • Ideas for beating self-defeating thoughts. 	Stay Motivated to Prevent T2

Supplemental Materials

PST Module	PST Module Content	PreventT2 Module
Pledge 3 www.cdc.gov/diabetes/programs/preventt2/pledge3.html	<ul style="list-style-type: none">• A renewed pledge to help participants identify actions they'll commit to taking to stay on track for the long term.	Stay Motivated to Prevent T2
Check in and Keep Going www.cdc.gov/diabetes/programs/preventt2/week20-quiz.html	<ul style="list-style-type: none">• Habits of people who reach their goals.• Reminders for tracking and seeking support.• Encouragement to keep going.	4 weeks after the last session

Find new PST modules and additional resources to help you use the PST modules with your participants at www.cdc.gov/diabetes-prevention/php/lifestyle-change-resources/pst-modules.html.

Optional Program Activities

This section presents optional program activities to consider. Discuss them with your organization to see if they make sense for your group.

Your organization doesn't need to complete these activities to achieve CDC recognition for its lifestyle change program. All organizations with accepted applications are CDC-recognized. However, completing these optional activities may help your participants be more successful, which may help your organization achieve full recognition status.

Take a movement break during sessions (optional)

PreventT2 recommends that you have participants take a 2-minute movement break every 30 minutes. This can help participants meet their physical activity goals. You can learn more about this topic in the Take a Movement Break module.

You don't have to plan a specific activity for the 2-minute movement break, but depending on your group, it might be fun to do an activity together. For example, you and the group could march in place or around the room, do side steps, or dance.

Be sure to check your organization's PreventT2 safety policies before incorporating physical activity into session time. The [Diabetes Prevention Recognition Program](#) states that it's the organization's responsibility to have policies in place to assure participant safety.

Help participants get ready for the program before they join (optional)

We encourage programs to host a session for potential participants that you can call a Discovery Session or Session Zero. This session can help them understand what to expect in the program. For more information on conducting an introductory session for potential participants, see the [National Diabetes Prevention Program Customer Service Center FAQ](#) section.

You can also prescreen participants, either in person or by phone, to provide information and assess their readiness. For participants who aren't quite ready to join, share information about the benefits of preventing type 2 diabetes and keep in touch with them.

While prescreening participants, you can share the [Path 2 Prevention](#) online tool with them. Explain that it will help them assess their readiness, learn more about the program, and create a plan to join.

Optional Program Activities

Hold makeup sessions (optional)

If you want, you can offer makeup sessions for participants. These sessions should be the same length as regular sessions and may be conducted in person or virtually. You can offer a makeup session at a later time on the same day or on a different day.

See the [CDC Diabetes Prevention Recognition Program Standards and Operating Procedures](#) for more information on how to collect and report participants' weight and activity minutes for a makeup session.

Connect outside of sessions (optional)

Participants can connect outside of session time—or even after the program is over—for support, learning, and fun. Make sure everyone's invited to participate and that no one feels pressured to do so. You can also participate if you wish. Let participants know that family members may join in as well.

You can facilitate this connection by forming a social network and by setting up get-togethers.

Form a social network

There are several ways to form a social network. For example, you could:

- Distribute a list of participants' phone numbers and email addresses (if participants agree).
- Form a listserv.
- Form a closed Facebook group or use another social networking app that enables you to make a group private.
- Link participants via behavior trackers, such as MyFitnessPal.com.

Set up get-togethers

Participants have many options for in-person or virtual get-togethers. They could meet in person to:

- Shop for healthy food.
- Cook and eat a healthy meal.
- Have a healthy picnic.
- Go for a walk or hike.
- Play soccer or kickball.
- Walk or run a 3K or 5K together.

Optional Program Activities

Virtual get-togethers may include:

- A virtual exercise class, such as chair aerobics.
- A virtual walk presented through a mobile app.
- A cooking demonstration.
- An online recipe exchange.
- An online lunch to discuss specific topics related to the most recent session.

These get-togethers can't replace session content; they just enhance it.

About this curriculum

Culturally tailoring CDC's PreventT2 curriculum is a step towards honoring cultural identities and enhancing the effectiveness of CDC diabetes prevention programs in American Indian and Alaska Native (AI/AN) communities. To achieve this, CDC collaborated with partners to co-create a curriculum that could be tailored for the diverse cultural traditions and worldviews across AI/AN communities.

Community Engagement

Tribal leaders and other partners serving tribal communities expressed a need for culturally tailoring diabetes prevention program materials. In alignment with tribal sovereignty, the co-creation process was guided by principles of tribal self-determination and leadership-driven decision making. Partners and community members were engaged throughout the needs assessment, ideation, development, and dissemination processes to tailor the curriculum in a spirit of transparency, trust, and collaboration.

Expert Panel Formation

A diverse panel of tribal experts was convened to review existing diabetes prevention materials. These experts were selected based on experience with diabetes prevention programs in AI/AN communities and familiarity with the PreventT2 curriculum. Their collective insights led to valuable recommendations for adapting the curriculum to better meet cultural needs.

Collaboration With Native-Owned Agencies

CDC partnered with Native-owned research and design agencies to ensure that adaptations were meaningful and reflected community values. These agencies played a critical role in incorporating feedback from the expert panel into content while ensuring accuracy and respectfulness.

Field Testing for Feedback

Field testing was conducted with National DPP Lifestyle Coaches and AI/AN participants to assess whether the materials were clear, engaging, and culturally appropriate for participants. Feedback from this testing was essential for making further refinements before broader implementation.

Acknowledgements

The following people were key authors of the 2025 version of the PreventT2 Curriculum for American Indian and Alaska Native communities Lifestyle Coach Guides, Participant Guides, and handouts:

Centers for Disease Control and Prevention, Division of Diabetes Translation

Miriam Bell
Stephanie Gruss
Michelle Papalii
Patricia Schumacher
Alexis Williams

Centers for Disease Control and Prevention, Division of Diabetes Translation, Tribal, Regional, and Territorial Support Team

Dolores Addison
Kavitha Muthuswamy
Shannon Saltclah
Dawn Satterfield

Expert Panelists

Shelby Benally
Brenda Bodnar
Connie Brushbreaker
Nichole Cottier
Chris Foss
Marlene Gasco
Alison Goerl
Charla Gordon
Higinio Herrera
Adriana Kimbriel
JoAnn Lehner
Kerri Lopez
Shondra McCage
Daytona Raye
Lee Ann Sherrill
Luz Smeenk
Tonya Wapskineh
Chelsea Wesner
Darlene Willis

Field Testing and Evaluation

Lifestyle Coaches

Sheila Heuschkel

Dawn Pavli

April Gilliom

Luz Smeenk

Hanna Leisgan

Ignacia Bennett

Oneida Nation

Maven Collective Consulting


Agency MABU

Association of Diabetes Care & Education Specialists

ICF International Inc.

Suggested Citation

PreventT2 Curriculum for American Indian and Alaska Native communities. US Dept of Health and Human Services; 2025.



Appendix A. Participant Profiles

ENROLLMENT INFORMATION

NAME:

Michelle

AGE:

61

EDUCATION:

HIGH SCHOOL

BACHELORS

ASSOCIATES

PROFESSIONAL DEGREE

WORK STATUS:

UNEMPLOYED

PART TIME

FULL TIME

RETIRED

PAYER TYPE:

IHS or Tribal Health System

SELF-PAY

EMPLOYER

MEDICAID/MEDICARE

FAMILY STATUS:

Arhtsan, lives alone

REFERRAL TYPE:

My doctor

DATE: X 3/4/24 SIGNATURE: X Michelle



The “Quick Fix” Seeker

I’ll give it a few weeks. I better see results!

You can usually find me visiting friends at the senior center, making jewelry or other crafts, or setting up a booth to sell my art at community events. I love my lifestyle, friends, and community.

I’ve always struggled with my weight, dieting on and off for years. Most of the women in my family are big, so I’ve learned to accept my body the way it is – it just runs in my family. But I saw photos when I was at a community gathering last month, and I realized for the first time how big I have gotten.

My doctor said this program might help me lose weight for good. He said it will be different than a diet, and it could lower my risk for diabetes. What’s so different? I hope it works because I really want to get back to feeling comfortable again. I’ll give it a few weeks, and if it’s not working, I’m not going to waste my time and get all worked up again.

“I don’t enjoy the food logs. I don’t see the value in them.”



HEALTH EXPERIENCE

- I’m not on any medications, so I’m not worried about diabetes.
- The only time I’ve ever been able to stick to an exercise routine was when I had a dog—taking him on a walk every day really helped.



CHALLENGES

- I love comfort foods. Sometimes I eat when I’m feeling down.
- Everyone loves me the way I am. They don’t tell me to lose weight, but I’ve been feeling bad lately.
- I struggle to work out consistently.



MOTIVATIONS

- I want to look and feel good again.
- I’m a beautiful person on the inside. I want to feel beautiful on the outside.
- Stepping on a scale in front of others gives me anxiety—I don’t want to embarrass myself.

How Ready is this Person?

EXTERNAL FACTORS

BARRIERS



“A year long commitment is a long time, but I want to lose the weight.”

FACILITATORS



“A free weight loss program? Why not!”

INTERNAL FACTORS/CHARACTERISTICS

EXPOSURE & EXPERIENCE

“I’m honestly not worried about diabetes.”

“I need weight loss... But why do I need to change my lifestyle? I love my lifestyle!”

SELF-EFFICACY

“If I don’t achieve results, I’ll find something else.”

“I’ve always struggled with weight loss programs... I’ve tried them all.”

ATTITUDE

“I want to look good and lose weight just I want this now.”

“I don’t want to track my food.”

NEGATIVE

NOT CONFIDENT

LOW

POSITIVE

CONFIDENT

HIGH

Participant Persona

ENROLLMENT INFORMATION

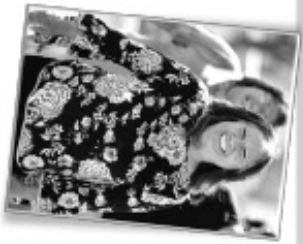
NAME:

Loretta

AGE:

55

EDUCATION:



HIGH SCHOOL

BACHELORS

ASSOCIATES

PROFESSIONAL DEGREE

WORK STATUS:

UNEMPLOYED

PART TIME

FULL TIME

RETIRED

PAYER TYPE:

IHS or tribal Health System

SELF-PAY

EMPLOYER

MEDICAID / MEDICARE

FAMILY STATUS:

grandmother, caretaker

REFERRAL TYPE:

My doctor

DATE: X 4/1/24 SIGNATURE: X Loretta

The Committed Caregiver

I need to be there for my family.

"When I found out I was at risk, I felt scared."

I recently learned that I have prediabetes, and I immediately felt scared. My family has a long history of diabetes. I've seen what it can do to a person and to a family—it's terrifying.

My mom has diabetes, and it's incredibly difficult to watch how complications from the disease impact her life. She's had some vision loss and is currently on dialysis. She needs me more than ever. I don't want to get sick like she did. I wouldn't want my kids to have to take care of me like this.

I always thought I was one of the healthier family members, but now I'm starting to realize we've never really understood nutrition. I know this program is about lifestyle change, and that's what I need. I need to learn how to change, not just for myself but for our whole family.

HEALTH EXPERIENCE

- There is a history of prediabetes and diabetes in my family. Diabetes sort of feels unavoidable.
- I'm a generally healthy person, but I have high blood pressure.

CHALLENGES

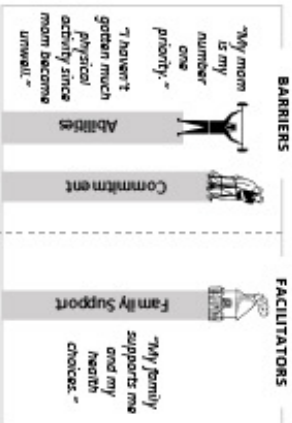
- Sweets are my biggest temptation. I've grown up in the kitchen baking. I'm nervous that I won't be able to stick with healthy eating.
- I have so much going on...I worry that I won't be able to balance my mother's appointments and my own.

MOTIVATIONS

- I don't want to be a burden to my kids or grandkids. I know how hard it is to take care of someone.
- My family depends on me.
- My kids and grandchildren really want me to do this. I want to make them proud.

How Ready is this Person?

EXTERNAL FACTORS



INTERNAL FACTORS/ CHARACTERISTICS



ENROLLMENT INFORMATION

NAME: **Teresa**

AGE: **44**

EDUCATION:

HIGH SCHOOL BACHELORS

ASSOCIATES PROFESSIONAL DEGREE

WORK STATUS:

UNEMPLOYED PART TIME

FULL TIME RETIRED

PAYER TYPE:

IHS or Tribal Health System SELF-PAY

EMPLOYER MEDICAID/MEDICARE

FAMILY STATUS: **Single, 2 kids**

REFERRAL TYPE: **Health Fair**

DATE: X **2/1/24** SIGNATURE: X **Teresa**

The Stressed-Out Single Mom

Everyone depends on me. I can't afford to get sick!

I went to the tribal health clinic's annual health fair, and the nurses at the diabetes program booth checked my A1C level. They asked me to make an appointment at the clinic since my A1C was higher than normal.

At my appointment, my doctor told me that my A1C number was in the range for prediabetes and referred me to the clinic's National Diabetes Prevention Program for education.

I have a physically demanding job and I'm solely responsible for my two young boys. I can't get a disease that slows me down or prevents me from taking care of my kids. I've never thought of myself as unhealthy, but knowing I'm at risk for this disease makes me worry what'll happen to my kids if I'm not around. I'm not doing this for me—I'm doing this for them.

HEALTH EXPERIENCE

- I don't really worry about my weight, but I don't feel as young and energetic as I used to.
- I did some internet searching to learn about prediabetes and the prevention program, but I don't really understand what I'll have to do to participate in the program.

CHALLENGES

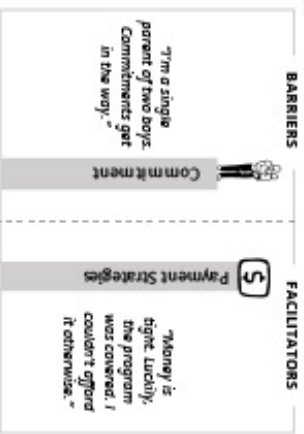
- I work hard, long days. I don't have time to cook, so we eat a lot of frozen meals.
- I would love to buy healthier foods, but I don't think I can afford it.

MOTIVATIONS

- I want to be around for my kids, so if I can prevent diabetes by losing some weight, I'm all in.
- Honestly, I can't afford to get sick. If I don't work, I don't get paid.

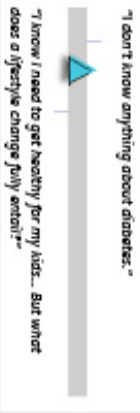
"I would like to prevent this if I can."

How Ready is this Person?



INTERNAL FACTORS/CHARACTERISTICS

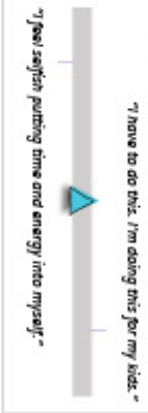
EXPOSURE & EXPERIENCE



SELF-EFFICACY



ATTITUDE



Participant Response

ENROLLMENT INFORMATION



NAME:

Gene

AGE:

38

EDUCATION:

HIGH SCHOOL

BACHELORS

ASSOCIATES

PROFESSIONAL DEGREE

WORK STATUS:

UNEMPLOYED

PART TIME

FULL TIME

RETIRED

PAYER TYPE:

IHS or tribal Health System

SELF-PAY

EMPLOYER

MEDICAID / MEDICARE

FAMILY STATUS:

Partner, Uncle

REFERRAL TYPE:

My doctor

DATE: X 3/10/24 SIGNATURE: X Gene

The Group-Driven Guy

I'm excited to join a lifestyle change class with my coworkers.

"The support is what kept me motivated. I needed that accountability."

I've been working at my job for a few years now, and my coworkers have become like my second family. We've started to do quite a few things together. Some of us even go to the same church. I really enjoy my job, but this is my first time working at a desk all day. I've noticed that a few extra pounds have crept on.

I've been overweight for a while, but during my last physical I learned that I'm now in the range for prediabetes. I heard that my employer was putting together a class that can help us understand prediabetes and what to do about it. I've never been a big fan of diets or exercise, but I know this is important for my health and it's going to be a lot easier if I do it with people I know.

HEALTH EXPERIENCE

- I don't mind some light physical activity. I try to go walking with some coworkers when it's nice outside.
- I'm usually looking for the easiest cooking option.

CHALLENGES

- Diabetes comes around later in life, right? I'm not old yet, so I have time before I really need to be worried.
- I want to cook healthy, delicious meals, but I don't have a lot of time.
- I wish as confident as some of the others.

MOTIVATIONS

- I know several others at work who also want to lose weight—it will be easier for us to do it together!
- With my family and my career aspirations, I've got a lot to live for.

How Ready is this Person?

EXTERNAL FACTORS

BARRIERS

"On top of my career, I have a full schedule. Life can be busy."

Commitment

FACILITATORS

"It's going to be a lot easier if I do it with people I know."

INTERNAL FACTORS/CHARACTERISTICS

EXPOSURE & EXPERIENCE

"I don't know much about the disease, but I'm willing to learn."

"I'm not a fan of dieting."

SELF-EFFICACY

"I would be scared to come to class if my coworkers weren't there."

"It's extremely hard for me to get my health first. I've never had success with diet programs, and I hate meal prepping."

ATTITUDE

"Knowing my work friends would be there made me want to do it."

"I thought diabetes came later in life. Now I know that this is really important. I've got a lot to live for."