

NATIONAL DIABETES PREVENTION PROGRAM



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Introduction

Since the inception of the National Diabetes Prevention Program (National DPP), Lifestyle Coaches have played a critical role in helping participants prevent or delay type 2 diabetes. Lifestyle Coaches lead groups of participants through the year-long program using the National DPP lifestyle change program curriculum. While the breadth of an individual Lifestyle Coach's role may vary from organization to organization, the core responsibilities are the same: leading intensive lifestyle change program sessions using an approved Center for Disease Control and Prevention (CDC) curriculum, facilitating discussions within the group, providing ongoing social support and encouragement, and helping participants overcome barriers to success. Lifestyle Coaches help participants develop and maintain the skills they need to adopt healthy eating and physical activity habits and support participants by providing information, encouraging progress, and working with the group to address any challenges that arise. It is not necessary for Lifestyle Coaches to have a healthcare background. What is necessary, is for Lifestyle Coaches to use their skills to bring the evidence-based curriculum to life through building rapport, facilitating discussions, connecting with participants with diverse life experiences, and supporting healthy behavior change.

The CDC's Diabetes Prevention Recognition Program (DPRP) governs the implementation of the National DPP and ensures quality delivery of the program. The CDC DPRP team monitors program outcomes such as program attendance, participant weight loss, and minutes of physical activity. However, there is no formal evaluation of Lifestyle Coaches and their ability to create an environment that encourages participant success and retention in the program.

Lifestyle Coaches set the tone in each session. They deliver the curriculum and hold participants accountable for their goals, empower participants to solve problems, and support them as they overcome barriers to building new skills. By creating a welcoming environment, coaches help participants feel comfortable sharing their life experiences, working through current struggles, and problem solving with their fellow participants. Creating a collaborative environment with a sense of connec-

Core Competencies

1. Rapport
2. Facilitation
3. Supporting healthy behavior change and self-management
4. Fidelity
5. Cultural Humility

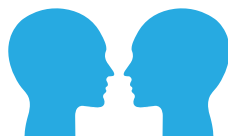
tion and teamwork helps participants remain engaged in the program, attend weekly, biweekly, and monthly sessions, and ultimately, achieve their health goals to prevent or delay type 2 diabetes.

We believe that the skills and confidence of Lifestyle Coaches contributes to participants' achievement of program outcomes and overall program effectiveness. Therefore, the Association of Diabetes Care & Education Specialists (ADCES) in collaboration with the Emory University Diabetes Training and Technical Assistance Center (DTTAC) have created two unique tools to assess lifestyle coach skills to support program quality and participant outcomes: **The Lifestyle Coach Observation Assessment** and the **Lifestyle Coach Self-Assessment**. This guidance document will provide information about how these tools support Lifestyle Coaches delivering the lifestyle change program.

Lifestyle Coach Competencies

The Lifestyle Coach assessment tools are organized around five core competencies that we believe are critical to Lifestyle Coach effectiveness. While research is evolving to further understand the competencies and factors tied to program success, the five competencies selected are informed by evidence, draw upon CDC guidance about lifestyle coach skills in the DPRP Standards and Operating Procedures, and align with competencies identified for diabetes paraprofessionals, community health workers, and health coaches. Based on our collective history of working with lifestyle coaches and supporting organizations to activate diabetes prevention, ADCES and DTTAC believe that these competencies provide the foundation for successful lifestyle coaching.

Rapport



Through verbal and non-verbal communication, lifestyle coaches build an environment of mutual trust, respectful help, and connection. Lifestyle Coaches connect with individuals and foster cohesion between group members through body language, facial expressions, eye contact, humor, and warmth as well as empathetic listening. Lifestyle Coaches maintain a positive, enthusiastic, and non-judgmental attitude that engages and supports program participants to make positive behavior change.

Lifestyle Coaches must have the ability to empathize and demonstrate their empathy for participants as they face challenges during the lifestyle change program. Empathy means identifying with and understanding another person's situation and feelings. Having empathy requires the Lifestyle Coach to be open to hearing about the experiences of others in a supportive environment. Once the Lifestyle Coach has built rapport with their participants, trust increases. Participants start to feel more comfortable sharing the full details of their experiences. They begin to

rely on the group, and the Lifestyle Coach, for ongoing support. Even if they met with challenges or setbacks, they are comfortable returning to the group. They stick with the program, achieving attendance and retention goals, and, as they do, program outcome achievement increases.

When evaluating Lifestyle Coach program delivery, you will document how a Lifestyle Coach exhibits rapport. Some examples may be greeting the group warmly, demonstrating enthusiasm for the program, conveying respect for the ideas and experiences of participants, reflecting participant comments and feelings, and providing positive feedback to participants as they share their experiences.

Facilitation



Lifestyle coaches encourage group and individual participation and interaction through asking open-ended questions, using reflective listening, and fostering social learning through brainstorming, cross-questioning, and small group activities. Lifestyle Coaches encourage group discussions, support healthy group dynamics, and help individuals and groups move forward in a positive way. Lifestyle Coaches must work to deliver the National DPP in a facilitative way to help participants work together, understand their common objectives, and plan how to achieve these objectives through sessions or discussions.

When evaluating Lifestyle Coach program delivery, you will be asked to document how a Lifestyle Coach facilitates the group. Some examples may be asking open-ended questions, creating opportunities for participants to share their opinions, managing group dynamics, and using participant experiences to generate group discussion.

Supporting Healthy Behavior Change and Self-Management



Lifestyle coaches adopt a person-centered approach to prediabetes care, recognizing individual barriers to behavior change, responding to each person's needs, values, and preferences, and encouraging sustainable action plans. By meeting people where they are, coaches support participants as they manage stress, develop healthy eating patterns, get active, monitor their weight, physical activity, and eating, and overcome challenges.

When evaluating Lifestyle Coach program delivery, you will document how a Lifestyle Coach demonstrates this support for healthy behavior change and self-management. Some examples may be encouraging participants to practice new skills or concepts, engaging participants in problem solving rather than providing the answer or solution and reinforcing the skills of self-monitoring like regular weight checks, food logging, and physical activity tracking.

Fidelity



Lifestyle coaches deliver the evidence-based lifestyle change program with quality and fidelity. Coaches follow the CDC-approved curriculum as designed, collecting the required data, delivering required content at the expected intensity and duration, and staying within the scope of practice of a trained lifestyle coach.

When evaluating Lifestyle Coach program delivery, you will document how a Lifestyle Coach adheres to the program. Some examples of how a Lifestyle Coach demonstrates fidelity are by using the Lifestyle Coach Training Guide for the session, using their time effectively to complete all aspects of session delivery, and recognizing when participants' needs, or questions exceed the scope of the program.

Cultural Humility



Cultural humility means having a humble and respectful attitude toward individuals with different cultural backgrounds and experiences. Lifestyle coaches demonstrate cultural sensitivity by valuing the diverse experiences of program participants, understanding the complexity of individual identities, and adopting a humble and respectful approach to participants' life experiences. Cultural humility also includes understanding power and privilege based on race, ethnicity, gender, sexual orientation, education, age, disability, and other factors.

When evaluating Lifestyle Coach program delivery, you will document how a Lifestyle Coach demonstrates cultural humility. Some examples include leading discussions that are reflective and inclusive of the cultural differences between program participants, remaining sensitive to differences in race and gender, and inviting participants from different backgrounds to share their experiences.



Assumptions

The Lifestyle Coach assessment tools are intended to be one piece of a broader organizational strategy to improve participant retention and achievement of program outcomes. As such we are making the following assumptions:

Assumption #1:

Organizations are examining implementation and delivery factors such as:

- Participant needs for location
- Time class is held
- Day of the week program is offered
- Program costs
- Recruitment and enrollment practices
- Participant needs and realities

Assumption #2:

The organizational system environment in which the Lifestyle Coach is embedded is foundationally rooted in understanding organizational capacity to deliver the National DPP. Additionally, the organization has utilized and is familiar with the tools outlined by the CDC to understand program implementation.

Assumption #3:

The Lifestyle Coach has received the full amount of CDC recommended training by a recognized National Training Entity. The recommended minimum length of formal training for new Lifestyle Coaches is 12 hours or two days. Because program evaluation findings have demonstrated that well-trained and highly motivated Lifestyle Coaches have a significant impact on participant outcomes, all Lifestyle Coaches and Program Coordinators should also complete at least two hours of Advanced Coach Training each year.

Lifestyle Coach Assessment Tools

Lifestyle Coach Observation Assessment



Purpose of Tool

The purpose of the Lifestyle Coach Observation Assessment is to assess strengths and skill development needs for Lifestyle Coaches delivering the lifestyle change program. The assessment is organized around the five core competencies outlined above. This form can be used to help Lifestyle Coaches and their organization identify strengths and opportu-

nities for growth. It is recommended that the Observer who is using the Lifestyle Coach Observation Assessment be an experienced Lifestyle Coach who has previously and successfully delivered cohorts of the National DPP, a Program Coordinator trained in delivery of the National DPP, or an organizational Master Trainer for the National DPP.

The goal of the Lifestyle Coach Observation Assessment is to provide Lifestyle Coaches with insights into their strengths in the competency areas included in the assessment and to identify learning or support needs to strengthen their effectiveness in the delivery of the program sessions. The Lifestyle Coach Observation Assessment provides a tool for organizations to support their lifestyle coaches and enhance their implementation of the program. Observers should communicate openly with Lifestyle Coaches to create an atmosphere of trust and transparency. Peer observers should use the same strength-based approach and attitude of unconditional positive regard in their discussion with Lifestyle Coaches as Lifestyle Coaches use with program participants.

When discussing the observation tool results, peer evaluators should honor lifestyle coaches own self-awareness first by asking for their personal reflections of their strengths as a Lifestyle Coach. Lifestyle Coaches can express where they feel they need support and/or skill development to strengthen their facilitation and delivery of the program. After the Lifestyle Coach has shared their own reflections, peer evaluators can share the observation assessment and recommendations for

follow up. Again, the peer evaluator's role is to provide feedback on strengths and to identify opportunities for growth and development for the Lifestyle Coach.

Recommended Frequency of Use

We recommend that organizations evaluate all five competency areas at least once every 12 months. As Lifestyle Coaches increase their experience, and deliver additional cohorts, organizations can adapt their approach to the Lifestyle Coach Observation Assessment.

CDC-recognized DPP organizations have vastly different implementation structures that may influence assessment frequency. Using these tools, organizations have the flexibility to adapt these recommendations to their unique program implementation and delivery needs. Organizations may also choose to focus on all competencies included in the assessment at one observation while others may choose to focus on only one or two at a time.

For New Lifestyle Coaches

The peer evaluator should observe new Lifestyle Coaches between one and three times over the course of the year. We recommend that peer evaluators observe the Lifestyle Coach twice during weekly session delivery and once during monthly delivery. We recommend that the first observation is scheduled between sessions four and six, the second observation between weeks 10 and 12, and the final observation should occur midway through the core maintenance, around nine months into the program.

For Experienced Lifestyle Coaches

The peer evaluator should observe experienced Lifestyle Coaches at least once every 12 months. The observation should occur during the weekly session delivery between weeks six and eight.

Data can also be used to inform the timing of coach observation. If routine monitoring reveals significant program attrition, we recommend that observation focus on coaching skills to increase program retention.

“New Lifestyle Coaches” are those delivering the National DPP for the very first time.

“Experienced Lifestyle Coaches” are those that have successfully led one or more cohorts through the year-long lifestyle change program.

Scoring

Peer evaluators are asked to make notes throughout the session in which they are observing the Lifestyle Coach. The assessment has various examples of things to notate for each competency. The evaluators are tasked with outlining whether or not they feel like the Lifestyle Coach delivered on the examples for each competency. The notes section of the tool is used to document specific examples from the facilitated session on how the Lifestyle Coach demonstrated that specific competency.

The peer evaluator will mark “met” if they see a similar example of what is outlined in the assessment document. If the observer notates several examples for any particular competency, then the observer may mark “exceeds” for that specific competency. If the evaluator does not observe or cannot provide specific examples on how the Lifestyle Coach demonstrated any particular competency, then they will mark “not met”.

The more details the peer evaluator can provide in the notes section of the document, the more feedback they will have to provide to the Lifestyle Coach on why they felt that they did not meet, met, or exceeded any competency.

Follow-Up

Within a week of completion of the Lifestyle Coach Observation Assessment, the peer evaluator should set aside time to discuss their feedback and observations with the Lifestyle Coach. If the organization is also using the Lifestyle Coach Self-Assessment tool, reviewing both assessments together is advantageous. It is recommended that peer evaluators review assessments in a private setting, discussing specific areas of strengths identified in the assessment and creating a plan to address any identified support or training needs. Peer evaluators should pay attention to the specific ideas the Lifestyle Coaches themselves identify based on their own self-assessments. The individualized action plan to strengthen Lifestyle Coach skills and confidence might include some of the actions described below:

Recommended

- Shadowing/mentoring by other Lifestyle Coaches
- Co-facilitating with another Lifestyle Coach
- Peer Support and Problem Solving
- Participation in targeted Advanced Coach Training
- Re-imagining their role in the Lifestyle Change Program

Shadowing/mentoring by other Lifestyle Coaches

Depending on the areas of need, a Lifestyle Coach may benefit from spending time in another Lifestyle Coach’s group sessions to observe

the way another coach facilitates. Consider if there are experienced coaches within the organization or in the broader community who would be comfortable having another lifestyle coach observe them in action. Group members would also need to be informed about having a new person in the room. Match coaches who are weak in a specific area, such as cultural humility, with experienced coaches who are particularly strong in that area. This will allow the Lifestyle Coach who is observing to gain insight into how coaches demonstrate the various competency areas for which they themselves have needs for growth and development. If deemed appropriate, the Lifestyle Coach being shadowed could “return shadow” to provide additional insights to support the Lifestyle Coach’s growing skill development and confidence.

Co-Facilitating with another Lifestyle Coach

When there are multiple Lifestyle Coaches within the same organization, co-facilitating sessions can be a potential strategy for building a Lifestyle Coach’s confidence with the program content, group management, and the facilitation role of the Lifestyle Coach. If a Lifestyle Coach has indicated a lack of comfort in many of the competencies or if the Lifestyle Coach Observation Assessment indicates that they did not have demonstrative examples for three or more competency areas, offering or shifting to a co-facilitation delivery can be beneficial.

Peer Support and Problem Solving

There are a variety of ways to provide peer support opportunities for Lifestyle Coaches. Many organizations, networks or state health departments convene periodic Lifestyle Coach calls. These calls often include an opportunity for peer sharing and/or problem solving. If such an opportunity exists, encourage a Lifestyle Coach to participate in these networking sessions to learn from others, share their own experiences and tips and to seek guidance around competency areas that the Lifestyle Coach identified as areas of potential need for skill development or increased confidence.

In addition, many national training entities, as well as CDC, provide online platforms for Lifestyle Coaches to interact with one another, ask questions, get ideas, and identify helpful resources. Help Lifestyle Coaches connect with an online forum through a training entity or on the CDC’s Customer Service Center. Profiles and contact information can be found at <https://nationaldppcsc.cdc.gov/s/article/Training-for-your-Lifestyle-Coaches>.

All Lifestyle Coaches can benefit from the opportunity to network with other Lifestyle Coaches and/or to receive peer support. Organizations should provide opportunities for lifestyle coaches to discuss their work at the organizational level as well as joining community, state or national networking or professional development meetings for Lifestyle Coaches.

Participation in targeted Advanced Coach Training

The 2021 CDC DPRP Standards and Operating Procedures states that all Lifestyle Coaches need to receive at least two hours of Advanced Coach Training (or ACT) per year. National training entities listed on CDC National DPP Customer Service Center offer a variety of types and topics of Advanced Coach Training. Peer evaluators, in collaboration with the Lifestyle Coach, can explore opportunities for advanced learning through training entities that support the skill/confidence needs identified in the evaluation process.

In addition to training provided by CDC affiliated training entities, there are other local, state and national organizations that provide trainings that may be helpful for lifestyle coaches. Examples of training topics in each competency areas can be found in the Advanced Coach Training section.

Re-imagining their role in the Lifestyle Change Program

There are a variety of roles in a CDC-recognized DPP organization that support Lifestyle Change Program delivery outside of the role of the Lifestyle Coach. If Lifestyle Coaches continue to struggle with key competencies, then the peer evaluator may discuss with the Lifestyle Coach a different role within the organization to support National DPP delivery.

This course of action should be considered when:

- The observation assessment indicates that the Lifestyle Coach is not meeting competencies and is not willing to accept feedback
- There was an egregious violation of program or organizational philosophy or policy
- The lifestyle coach expresses a desire for a different role

While an individual may serve as a Lifestyle Coach in the future with further training and support sometimes it is in the best interest of the organization and the program participants to identify a different Lifestyle Coach entirely or to match a new Lifestyle Coach for a particular cohort of participants. As noted above, other roles that support the National DPP include assisting with program marketing, participant recruitment and enrollment, building referral networks, coordinating program logistics, supporting another Lifestyle Coach in program preparation or entering, analyzing, and reporting data.

Lifestyle Coach Self-Assessment



Purpose of the Tool

The purpose of the self-assessment is to provide the Lifestyle Coach with an opportunity to reflect on their confidence with program delivery skills that are aligned with the five core competencies. Honest reflections in each of the areas will help to identify any additional training or resources that would support the development as a Lifestyle Coach.

Recommended Frequency of Use

As noted, the purpose of the self-assessment is to provide the Lifestyle Coach an opportunity to reflect on their skills within the five competencies. Feeling prepared and confident to implement the lifestyle change program is of the utmost importance for participant experience and retention. If the formal Lifestyle Coach Self-Assessment document is not used, it is important to provide an opportunity for the coach to reflect on their own skills and ability to deliver the lifestyle change program. It is strongly recommended that the Lifestyle Coach use the formal self-assessment at least once every 12 months.

For New Lifestyle Coaches

New Lifestyle Coaches should use the self-assessment between one and three times during their first cohort delivery. Suggested sequencing for the self-assessment mirrors the suggested sequencing for their observation assessments, once between weeks four and six, once between weeks ten and twelve, and once during the 9th month of the program, about halfway through the core maintenance sessions. In addition, Lifestyle Coaches should complete their first self-assessment perform an additional self-assessment shortly after they have completed their Lifestyle Coach training and do a new self-assessment prior to beginning each new cohort. This will help the Lifestyle Coach to evaluate their readiness and confidence in preparing for their first cohorts. If individual coaches identify issues with their competencies or skills they should discuss them with their program coordinator. Additional self-assessments are highly recommended as experiencing the program will give the Lifestyle Coach a better sense of their own confidence and coaching skills.

For Experienced Lifestyle Coaches

For experienced Lifestyle Coaches, maintaining skills and regular self-assessment are equally important. Lifestyle coaches who have facilitated at least one cohort previously, should use the self-assessment tool at

least once per year. Due to the new requirement of Advanced Coach Training (ACT) from the DPRP, Lifestyle Coaches can use the assessment tool to reflect on their own competencies and identify appropriate ACT topics to help them continue to develop as coaches. We recommend that the self-assessment occur in conjunction with the observational assessment during the weekly session delivery.

Scoring

Lifestyle Coaches will evaluate their level of comfort for each competency. The self-assessment includes a section for notes where the Lifestyle Coach can provide examples of how they demonstrate the various outlined skills. At the end of each competency, Lifestyle Coaches will tally their total number of responses. They will also be asked to evaluate their overall strengths and opportunities for growth. Finally, the Lifestyle Coach will indicate how much support they need in their new coaching role.

It is recommended that peer evaluators review the self-assessment jointly with the observational assessment. This honors the self-awareness and autonomy of the Lifestyle Coach and gives the peer evaluator an opportunity to take a closer look at places where there is alignment between the two assessments. This can further strengthen recommendations on training and support needs.

Follow-Up

Within a week of completion of the Lifestyle Coach Self-Assessment, the peer evaluator should set aside time to discuss both documents with the Lifestyle Coach. Since we recommend using the self-assessment jointly with the observational assessment, we also recommend that the peer evaluator discussing the self-assessment with the Lifestyle Coach is the same experienced coach who performed the Lifestyle Coach Observation Assessment. Recommendations for the personal action plan to strengthen the Lifestyle Coach skills are the same as recommended for the follow-up on the observational assessment.

Advanced Coach Training

After successful completion of the Lifestyle Coach observations and assessments, experienced coaches will provide guidance on next steps for Lifestyle Coach professional development. We have provided examples of training topics that coaches can explore that support competency development. We have also provided the names of other national organizations that provide relevant trainings.



Rapport

Examples of training content that would support a Lifestyle Coaches development of the competency of rapport include:

- Group dynamics
- Unconditional positive regard
- Empathy
- Strengths based approaches



Facilitation

Examples of training content that would support a Lifestyle Coaches development of the competency of rapport include:

- Motivational Interviewing
- Basic coaching skills
- General facilitation trainings
- Facilitating group dynamics
- Empowerment approaches



Supporting Healthy Behavior Change and Self-Management

Examples of training content that would support a Lifestyle Coaches development of the competency of supporting healthy behavior change and self-management include:

- Understanding behavior change
- Habit Formation
- Action planning for behavior change
- Self-efficacy
- Problem solving



Fidelity

Examples of training content that would support a Lifestyle Coaches development of the competency of fidelity include:

- Understanding evidenced based practice
- What does fidelity mean?
- Understanding flexibility within fidelity
- Understanding scope of practice



Cultural Humility

Examples of training content that would support a Lifestyle Coaches development of the competency of cultural humility include:

- Understand the role of individuals culture in health
- Practicing cultural humility
- Social determinants of health
- Health equity

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Appendix A:



Lifestyle Coach Observation Assessment

The purpose of the Lifestyle Coach Observation Assessment is to assess strengths and skill development needs for Lifestyle Coaches delivering the lifestyle change program. The assessment is organized around the five core competencies: rapport, facilitation, fidelity, supporting health behavior and self-management and cultural humility. It is recommended that the individual acting as a peer evaluator using the Lifestyle Coach Observation Assessment be either a senior Lifestyle Coach that has previously and successfully delivered cohorts, a Program Coordinator trained in facilitative delivery of the lifestyle change program or an organizational Master Trainer for the National DPP.

Lifestyle Coach's Name: _____

Organization: _____

Name of Peer Evaluator: _____

Date of Lifestyle Coach Training: _____ # of cohorts led: _____

Current Date: _____ Session #/Week Observing: _____

 Rapport	Examples of how a Lifestyle Coach demonstrates rapport	Observation Comments
Through verbal and non-verbal communication, Lifestyle Coaches build an environment of mutual trust, respectful help, and connection. Lifestyle Coaches connect with individuals and foster cohesion between group members through body language, facial expressions, eye contact, humor, and warmth as well as empathetic listening. Lifestyle Coaches maintain a positive, enthusiastic, and non-judgmental attitude that engages and supports program participants to make positive behavior changes.	- Greet the group warmly - Demonstrate enthusiasm for the program - Convey respect for the ideas and experiences of participants - Reflect participants comments and feelings - Provide positive feedback to participants regarding their expressed attempts at behavior changes	
Overall Competency Rating: ☐ Not Met ☐ Met ☐ Exceeds		
Provide a description:	Strengths of Lifestyle Coach related to competency: Opportunities for growth of Lifestyle Coach related to competency:	

Observation Summary

Competencies	Not Met	Met	Exceeds	Recommendation
Rapport	☐	☐	☐	
Facilitation	☐	☐	☐	
Supporting Healthy Behavior Change and Self-Management	☐	☐	☐	
Fidelity	☐	☐	☐	
Cultural Humility	☐	☐	☐	

Please take some time to reflect on the following questions:

1. Overall observed strengths of Lifestyle Coach:

2. Overall observed opportunities for growth:

3. Which of the following next steps would further this Lifestyle Coach's development? Mark all that apply and indicate specific next steps if appropriate.

- ☐ Shadowing an experienced Lifestyle Coach
- ☐ Co-facilitation with a experienced Lifestyle Coach
- ☐ Advanced training in specific competencies (list competency areas and specific training opportunities if known)
- ☐ Peer support and Problem Solving

Appendix B:



Lifestyle Coach Self Assessment

This assessment is to be completed by trained Lifestyle Coaches early in their National DPP Lifestyle Change Program delivery. The purpose of the self-assessment is to provide you, the Lifestyle Coach, with an opportunity to reflect on your confidence with program delivery skills that are reflective of five competencies: rapport, facilitation, fidelity, supporting health behavior and self-management and cultural humility. Honest reflections in each of the areas will help to identify any additional training or resources that would support your development as a quality Lifestyle Coach.

Lifestyle Coach's Name: _____

Organization: _____

Name of Peer Evaluator: _____

Date of Lifestyle Coach Training: _____ # of cohorts led: _____

Current Date: _____ Session #/Week Observing: _____



Rapport

Through verbal and non-verbal communication, lifestyle coaches build an environment of mutual trust, respectful help, and connection. Lifestyle coaches connect with individuals and foster cohesion between group members through body language, facial expressions, eye contact, humor, and warmth as well as emphatic listening. Lifestyle coaches maintain a positive, enthusiastic, and non-judgmental attitude that engages and supports program participants to make positive behavior change.

Reflecting on your role as a lifestyle coach and group facilitator, assess your level of comfort with the following scenarios below:

	Very Uncomfortable	Uncomfortable	Comfortable	Very Comfortable	Notes
Creating an environment that is motivating, supportive and noncompetitive					
Building relationships with individuals and creating community within a group					
Paraphrasing or restating participant's questions and/or comments to ensure understanding					
Remaining neutral and responding objectively to participant's points of view					
Following up with participants outside of class as needed to stay connected and conduct make up sessions					
Total number of responses by comfort level					



Facilitation

Lifestyle coaches encourage group and individual participation and interaction through asking open-ended questions, using reflective listening, and fostering social learning through brainstorming, cross-questioning, and small group activities. Lifestyle Coaches encourage group discussions, support healthy group dynamics, and help individuals and groups move forward in a positive way. Lifestyle Coaches must work to deliver the National DPP in a facilitative way to help participants work together, understand their common objectives, and plan how to achieve these objectives, during sessions or discussions.

Reflecting on your role as a lifestyle coach and group facilitator, assess your level of comfort with the following scenarios below:

	Very Uncomfortable	Uncomfortable	Comfortable	Very Comfortable	Notes
Using facilitation skills to engage groups in discussions and problem solving					
Displaying nonverbal support of participants, such as smiling, making eye contact or nodding					
Engaging participants in problem solving rather than providing answers/solutions					
Preparing for each session (review lesson plan and content for each session)					
Understanding the difference between teaching and facilitation					
Total number of responses by comfort level					



Support

Supporting Healthy Behavior Change and Self Management

Lifestyle coaches adopt a person-centered approach to prediabetes care, recognizing individual barriers to behavior change, responding to individual needs, values, and preferences, and encouraging sustainable action plans. By meeting people where they are, coaches support participants as they manage stress, develop healthy eating patterns, get active, monitor their weight, physical activity, and eating, and overcome challenges.

Reflecting on your role as a lifestyle coach and group facilitator, assess your level of comfort with the following scenarios below:

	Very Uncomfortable	Uncomfortable	Comfortable	Very Comfortable	Notes
Encouraging self-monitoring such as food and activity tracking					
Providing positive feedback in food trackers					
Coaching participants without prescribing personal actions or solutions					
Acknowledgement of curriculum content such as nutrition and fitness principles					
Ability to connect participants real life scenarios to curriculum content and program goals					
Encouraging group problem-solving and know how to use problem solving tools					
Total number of responses by comfort level					



Fidelity

Lifestyle coaches deliver the evidence-based lifestyle change program with quality and fidelity. Lifestyle coaches follow the CDC approved curriculum as designed, collecting the required data, delivering required content at the expected intensity and duration, and staying within the scope of practice of a trained lifestyle coach.

Reflecting on your role as a lifestyle coach and group facilitator, assess your level of comfort with the following scenarios below:

	Very Uncomfortable	Uncomfortable	Comfortable	Very Comfortable	Notes
Working knowledge of the National DPP curriculum content					
Delivering the CDC Lifestyle Change Program as designed, adding only examples that enhance understanding and reflect participant realities and needs					
Identifying when a participant's needs exceed scope of program					
Keeping discussion on topic and activities focused on program outcomes					
Recording appropriate session data					
Total number of responses by comfort level					



Cultural Humility

Cultural humility is having a humble and respectful attitude toward individuals of other cultures. Lifestyle Coaches display cultural humility when they themselves challenge their own cultural biases, realize they cannot possibly know everything about other cultures, and approach learning about other cultures as a lifelong goal and process.

Reflecting on your role as a lifestyle coach and group facilitator, assess your level of comfort with the following scenarios below:

	Very Uncomfortable	Uncomfortable	Comfortable	Very Comfortable	Notes
Working with participants that are different than myself (age, race, ethnicity, gender, sexual orientation, etc.)					
Adapting my communication style to effectively communicate with people with different communication styles					
Adapting examples/prompts to be inclusive of cultural differences of program participants					
Understanding how power, privilege, and social oppression influence health behaviors					
Welcome opportunities where I can learn about differences and create relationships with participants					
Total number of responses by comfort level					

Please take some time to reflect on the following questions:

1. What are your greatest strengths as a Lifestyle Coach?

2. How would you like to strengthen your Lifestyle Coach skills?

3. Looking at the overall level of comfort for each competency, which competencies did you have a higher number of responses where you indicated your level of comfort to be “uncomfortable” or “very uncomfortable”?

- ☐ Rapport
- ☐ Facilitation skills
- ☐ Supporting Healthy Behavior Change and Self-Management
- ☐ Fidelity
- ☐ Cultural Humility

4. Which of the following types of support would you feel like you would most benefit from in your Lifestyle Coach role?

- ☐ Shadowing an experienced coach
- ☐ Co-facilitation with an experienced coach
- ☐ Advanced training in specific competencies
- ☐ Peer support and problem solving