



Introduction



Purpose:

The primary purpose of the *Balancing Your Food Choices: Nutrition and Diabetes (BYFC)* Supplemental Teaching Sessions is to provide health professionals working in American Indian and Alaska Native communities with a framework for nutrition and diabetes education in a one-on-one or group setting.

These Supplemental Teaching Sessions are intended for use in conjunction with the IHS *Balancing Your Life and Diabetes (BYLD)* curriculum. **Instructors need to be familiar with *BYLD* in order to use the Supplemental Teaching Sessions effectively.**

There are many approaches to meal planning, including:

- Food diaries
- Food pyramid
- *Plate Method*
- Carbohydrate counting
- Exchange lists

The approaches vary in knowledge and skills needed for use; some approaches are more complex than others. **Instructors need to match the meal planning approach to the learners' abilities, interests and educational needs.**

Description:

The *Balancing Your Food Choices: Nutrition and Diabetes* Supplemental Teaching Sessions provide information specific to nutrition and type 2 diabetes. They supplement content provided in *Balancing Your Life and Diabetes*. For example, these *Nutrition and Diabetes* Supplemental Teaching Sessions:

- assume instructor familiarity with the Delivery Options, Session Structure and Teaching Tips discussed in the *BYLD* Introduction
- reference specific *BYLD* content in the Sessions' Method of Presentation and Instructor's Notes
- assume instructor familiarity with content and skills addressed in *BYLD* Session #3: *Making Healthy Changes* for goal-setting (GS) objectives

Health care teams may use the Supplemental Teaching Sessions in whole or in part, tailoring them to the needs of the learners (identified in an individual educational needs assessment), their families and community. Additional materials may be given to learners (participants) on topics of interest, or advanced topics, that are not covered in these sessions. Select materials from credible sources and provide information consistent with recommendations of reputable organizations, such as the American Diabetes Association, American Heart Association and American Dietetic Association. Instructors are encouraged to work with their local registered dietitian(s) for additional ideas and teaching tips to help participants take achievable steps to make changes.

The information included in *Balancing Your Food Choices: Nutrition and Diabetes* comes from many sources and has been reviewed by content experts. **Local instructional staff needs to review, adapt and update content as appropriate.**

The *Balancing Your Life and Diabetes* curriculum and *Balancing Your Food Choices: Nutrition and Diabetes* Supplemental Teaching Sessions are only one component of an educational program and educational process. They are not a substitute for staff development and education, nor are they intended to teach the instructor nutrition and diabetes content or the “how-to” of the teaching process. Health professionals will be effective teachers when they learn diabetes care and methods of behavior change, teaching and counseling, before they engage in diabetes education activities.

Organization:

The *Balancing Your Food Choices: Nutrition and Diabetes* Supplemental Teaching Sessions may be placed in the *Balancing Your Life and Diabetes* curriculum.

Balancing Your Food Choices: Nutrition and Diabetes is organized under sections as follows:

Introduction

This section outlines *Balancing Your Food Choices* purpose, description, organization, delivery options and structure.

Learning Objectives and Education Codes

This section lists all teaching sessions’ Learning Objectives and identifies the appropriate IHS Patient Education Protocols and Codes (PEPC) (January 2005) for diabetes education documentation on the Patient Care Component (PCC) in the medical record. Review *Balancing Your Life and Diabetes—Learning Objectives and Education Codes*, p. XV, for an example of how to document diabetes education on the PCC using the PEPC Codes.

Teaching Sessions

Each session includes the following:

- Statement of Purpose
 - ♦ This is a summary of the intent of the session.
- Prerequisites
 - ♦ This describes the recommended learner knowledge/skill level needed prior to attending the session.
- Learning Objectives
 - ♦ These are statements of the participant learning that is expected as a result of attending this session. The last three objectives for each content area relate to goal-setting behavior.
- Education Codes
 - ♦ Education codes for PCC documentation are listed for each learning objective. The last three codes for each content area document goal-setting behavior.
- Materials
 - ♦ This includes suggested teaching materials for each session. Visuals are provided and may be photocopied. Additional materials are suggested. Review *Balancing Your Life and Diabetes—Introduction*, p. X, for a more detailed discussion of Materials.

Nutrition and Diabetes/Introduction

- Method of Presentation
 - ♦ This describes a suggested teaching approach for the session. Review *Balancing Your Life and Diabetes*—Teaching Tips, p. XIII, for a more detailed discussion of Method of Presentation.
- Content Outline
 - ♦ This includes the general concepts and details for each learning objective as well as teaching tips. The individual needs of each learner will determine content provided. Review *Balancing Your Life and Diabetes*—Introduction, p. X, for a more detailed discussion of Content Outline.
- Skills Checklist
 - ♦ These are statements of the participant skills that are expected to be acquired as a result of attending this session.
- Evaluation Plan
 - ♦ A suggested evaluation plan is included with each session. Review *Balancing Your Life and Diabetes*—Introduction, p. XI, for a more detailed discussion of Evaluation Plan.
- Documentation Plan
 - ♦ This outlines the documentation of education, goal-setting and ongoing evaluation and reassessment that needs to be included in the participant’s medical record. Review *Balancing Your Life and Diabetes*—Learning Objectives and Education Codes for information on PCC documentation using the PEPC Codes.
- Diabetes and Real Life Activities
 - ♦ These discussion activities, included at the end of each session, may be used with groups or individuals for further problem-solving and goal setting.

Appendix

This section includes additional information to assist instructors with the use of this curriculum, including:

- Resource Directory
 - ♦ Review *Balancing Your Life and Diabetes*—Appendix for a listing of resources for audiovisual and written materials, health professional and consumer organizations, publications and Internet sites for general diabetes self-management education. Additional resources, specific to nutrition and diabetes, are included here.
- Supplemental Readings
 - ♦ Review *Balancing Your Life and Diabetes*—Appendix for a bibliography recommended by diabetes experts to enhance instructors’ knowledge and skills and provide information on curriculum content related to general diabetes self-management education. Additional readings, specific to nutrition and diabetes, are included here.
- Visuals: Listing and Sources
 - ♦ This includes a list of the Visuals Provided and Sources for Additional Materials described in the Materials Needed section of each session.

Review *Balancing Your Life and Diabetes*—Introduction, pp. XI-XIV, for a discussion of Delivery Options, Session Structure and Teaching Tips.

