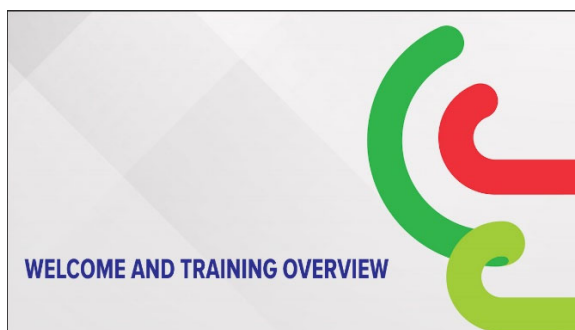




## GENERAL INSTRUCTIONS

*Facilitators: Use this discussion guide as a companion to the Diabetes video for the group training session. The session is divided into sections when the video is paused and you facilitate discussion about the topic. Discussion questions are designed to generate ideas among WIC staff about how the information and associated WIC codes applies to working with clients and what staff experiences have been.*



## VIDEO PART 1 - Introduction

This is the training introduction. It covers the high incidence of diabetes and prediabetes. It also describes the training topics in connection with WIC staff's role in providing client-centered service.



## DISCUSSION POINT 1 – Experience With Clients

These questions are on screen:

- What is your experience with the level of diabetes or prediabetes in the clients you currently serve?
- What do clients seem most concerned or confused about related to diabetes or prediabetes?

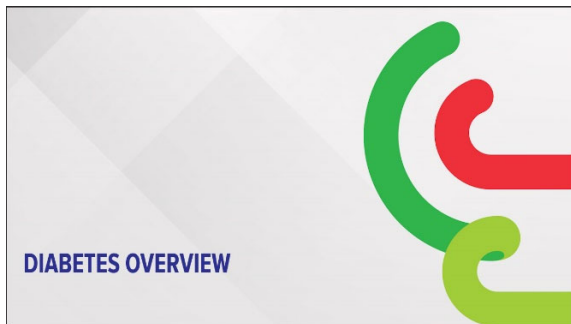
*Facilitator: Listen for any differences between what frontline staff and RDs / DTRs share.*



*Facilitator: If during discussion RDs / DTRs share experiences that are different from frontline staff, especially about client concerns or confusion,*



*encourage them to share what they have found helpful in addressing client needs. If they don't bring up different experiences, ask them if their experience is the same or different as frontline staff.*



### **VIDEO PART 2 – Diabetes and Prediabetes Overview**

This section covers the science behind the three types of diabetes plus prediabetes. The difference between Type 2 and Type 1 diabetes is explained. Both types are described as chronic and incurable but manageable with medication, nutrition, and lifestyle. Prediabetes is discussed as a condition important to pay attention to because it signifies a higher risk for developing Type 2 diabetes which can be prevented with healthy nutrition and lifestyle choices.



### **DISCUSSION POINT 2 – Participant Reaction to Diagnosis**

Grace has recently found out she has Type 2 diabetes. She mentions she knows there is no cure and is worried about her health deteriorating and not being able to take care of her kids. She's already stressed and tired with two young children.

With our client-centered approach in mind, what do you focus on during the meeting?



*Expected answers:*

- *Acknowledge her concern about the diagnosis.*
- *Ask her about what treatment her healthcare provider has prescribed.*
- *Ask her what information she received about long-term diabetes management.*
- *Offer a referral to Nutrition Services.*
- *Emphasize that diabetes is manageable with a combination of medication, healthy nutrition, physical activity, and regular monitoring.*
- *Developing complications is associated with unmanaged diabetes.*



*Facilitator:*

- *Ask Nutritionists about their experience with clients who are worried.*
- *What clues, questions, or concerns come up?*
- *What approaches in nutrition or lifestyle coaching have they found to be helpful?*
- *Have they experienced cultural group differences between regarding what clients are concerned about or how receptive they are to making changes for their health?*



### **VIDEO PARTS 3 - Prediabetes and Diabetes Symptoms**

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Covers signs and symptoms of Type 2 and Type 1 diabetes. It mentions that prediabetes symptoms may not be detected easily without blood tests.

### **Risk Factors**

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Covers risk factors for both types of diabetes and prediabetes.



### **DISCUSSION POINT 3 - Symptoms**

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*Facilitator: This scenario is on screen:*

When starting your meeting with Gloria, a 20-year old woman, you asked how she is doing since your last check in. She mentions she's not feeling well and is worried about some physical changes. You ask her to describe the changes and she says is constantly thirsty and is more tired than usual during the day. Gloria is overweight and has dark pigmentation around her neck.

What do you discuss with Gloria?

*Facilitator: Gather a few responses. Expected answers: Given her symptoms, a recommendation to see her healthcare provider is appropriate. Fatigue and excessive thirst are symptoms of diabetes. The dark patch around her neck may be a sign of Acanthosis Nigricans, a possible indication that her body is showing signs of insulin resistance.*

*Facilitator: Ask for client follow-up suggestions.*

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*Possible follow-up recommendations:*

- *Encourage the participant to meet with a Registered Dietitian*
- *Let the client know about WIC resources and other online resources such as the American Diabetes Association*
- *Encourage the client to contact her healthcare provider if she is having challenges with medication or blood sugar monitoring*



*Facilitator: Tell the nutritionists: Grace is referred to you after her healthcare provider confirms diabetes. What changes do you think are most important to help her start with?*



### **DISCUSSION POINT 4 – Participant Reaction to Diagnosis**

*Facilitator: This scenario is on screen:*

Sierra had gestational diabetes. Her child is now one year old. Her blood work shows normal levels, but she is expressing concern about becoming diabetic or her child having health problems. What information about symptoms or risk factors might you want to discuss so she knows what to pay attention to?

*Expected answers:*

- *Is there something you've noticed that concerns you?*
- *Are you familiar with diabetes signs and symptoms?*
- *(If the client had previous pregnancies) Whether Sierra was diagnosed with gestational diabetes during previous pregnancies or did you give birth to a baby weighing over nine pounds?*
- *What do you and your child typically eat and drink during the day?*
- *Also, discuss the importance of healthy weight for mother and healthy growth rate for the child.*



*Facilitator: If during discussion RDs / DTRs share experiences that are different from frontline staff, especially about client concerns or confusion, encourage them to share what they have found helpful in addressing client*



*needs. If they don't bring up different experiences, ask them if their experience is the same or different as frontline staff.*



### **VIDEO PART 4 - Diabetes and Prediabetes Management**

This section covers diabetes management focusing on nutrition and lifestyle for diabetes and prediabetes. Additional information is given about Type 1 management requiring insulin and blood sugar checks throughout the day.



### **DISCUSSION POINT 5 – Diabetes Myths or Facts**

*Facilitator: There are four questions. They will display one at a time. Check with the group for their answer and whether there is consensus, then show the answer and review the explanation. After the four questions on the screen, ask these additional questions and discuss as a group:*

Why do you think misconceptions about food or other changes are so common?

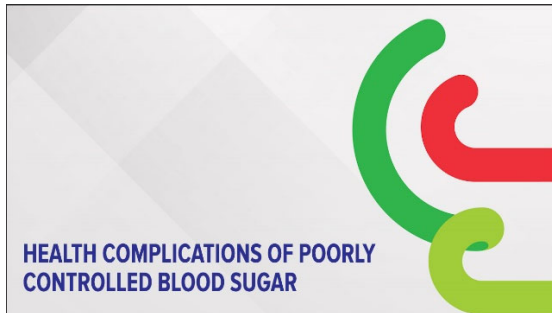
How do misperceptions or misinformation impact how we try to support clients?



*Facilitator: Do you notice differences in what frontline staff say about misperceptions compared to RDs / DTRs? Because nutritionists have a lot of specialized knowledge about what people can do to help*



*themselves dietarily, ask the nutritionists what is hardest or most frustrating when trying to assist clients in becoming healthier.*



### **VIDEO PART 5 – Health Complications of Poorly Controlled Blood Sugar**

This section covers the health complications that can result from diabetes that is not monitored and managed to maintain blood sugar at desired levels.



### **DISCUSSION POINT 6 – Diabetes Complications**

Scenario on screen:

You have a client, Gabriela, newly diagnosed with Type 2 diabetes. You want her to be aware and informed, but you don't want to scare her. What is your education approach with Gabriela?

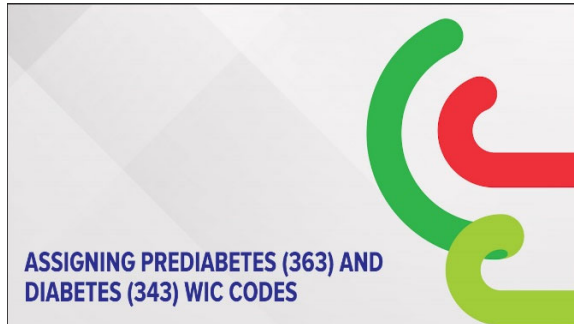
*Expected answers:*

- *Ask her what she is aware of about how to best manage blood sugar levels.*
- *Ask her if her healthcare provider gave her information about long term effects of high blood sugar.*
- *Let her know about information resources on ASDHS's website and the American Diabetes Association.*



*Facilitator: Listen for whether frontline staff and RDs / DTRs have similar or different perspectives.*

- *Ask RDs / DTRs if clients express concern about long term effects or whether clients are more concerned about the immediate life changes their diagnosis means for them.*



## **VIDEO PART 6 – Assigning Prediabetes (363) and Diabetes (343) WIC Codes**

This section covers when the codes are assigned. Typically, they are assigned during clinical assessment but may also be assigned during dietary assessment. The importance of a full assessment and appropriate referrals is emphasized.

*Facilitator: After the summary video, you may ask some or all of these reflection questions.*

- *What do you think is the most important information to remember from this training?*
- *What do you still need to learn more about (or what are you confused about)?*
- *Based on the content in this training, what is something you can do to provide exemplary service to participants?*
- *Remind WIC staff about resources available on the AZDHS website and from the American Diabetes Association website.*

### **Additional Resources**

- <https://www.cdc.gov/diabetes/basics/diabetes.html>
- <https://www.cdc.gov/diabetes/basics/prediabetes.html>
- <http://www.diabetes.org/diabetes-basics/>
- <https://diabetesed.net/>
- <https://www.summitmedicalgroup.com/news/nutrition/preventing-type-2-diabetes-after-gestational-diabetes/>
- <https://spectrum.diabetesjournals.org/content/23/4/272>
- <https://www.niddk.nih.gov/health-information/diabetes/overview/risk-factors-type-2-diabetes>
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2812877/>
- <https://azdhs.gov/prevention/tobacco-chronic-disease/diabetes/index.php>





ARIZONA DEPARTMENT  
OF HEALTH SERVICES

## **Diabetes and Prediabetes Discussion Guide**

- <https://azdhs.gov/prevention/azwic/agencies/trainers/index.php#continuing-education-home>
- <https://azdhs.gov/prevention/tobacco-chronic-disease/diabetes/index.php>
- <https://www.azdhs.gov/documents/prevention/tobacco-chronic-disease/diabetes/additional-resources/az-diabetes-resource-directory-2009.pdf>