Wait, Wait, Don't Leave!

Uncovering the Clues to Participant Retention in the Lifestyle Change Program





Webinar Handout

Take a look in the chat box for the webinar handout



Retention in the National DPP as defined by the CDC:

The Importance and Challenges of Retention

Three Clues to Participant Retention to Consider:

Months 1-6: Participants attend at least 9 of 16 sessions

Months 7-12: Participants attend at least 3 of 6+ sessions

Wait, Wait Don't Leave:

Uncovering the Clues to Participant Retention in the Lifestyle Change Program



Activation Barriers:

- Prediabetes is not perceived as an urgent issue to address
- · The participant is ambivalent about making lifestyle changes (and does not have their ambivalence acknowledged or addressed)
- The participant has other challenges and stresses that supersede their concerns about their prediabetes
- · Participant does not have social support for making change

Second Clue: Organizational Considerations for Enhancing Retention

- Provide quality training and mentoring of Lifestyle Coaches
- Anticipate and address access barriers when possible
- Communicate program expectations

- Use a program agreement or social contract to state expectations and benefits
- Offer more sessions than the minimum
- Conduct make-up sessions
- · Conduct participant satisfaction assessment survey

Third Clue: Lifestyle Coach Considerations

- Create and maintain a positive group dynamic Session 1 is critical to retention
 - o Create group guidelines with group input
- Make sessions engaging and fun
- · Call attention to participant strengths and small steps taken
- Encourage group ownership and cohesion
- Celebrate individual and group progress and successes
- Connect with participants between sessions
- Consider using the <u>CDC National DPP Personal Success Tool</u>

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Program Delivery Barriers:

- Program or Lifestyle Coach does not adapt session conversations or examples to be culturally relevant to participants
- Program or Lifestyle Coach does not adapt session conversations or examples to reflect the unique realities of participants (age, physical abilities, geography, literacy level, etc.)

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Clue Three: Lifestyle Coach Considerations barriers, and/or activation barriers.

DPP delivery organizations must consider the many factors that may contribute to participant

retention and adjust program planning and delivery to align with best practices for their unique

Access Barriers:

program participants

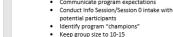
- Time of day is not convenient Location of class is challenging due to
- transportation.time. or physical accessability
- Lack of support from an employer
- Lack of support from family
- Lack of childcare Other social determinants of health that may
- impact participants' sense of hope in the program: economic stress, food insecurity, other stresses

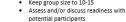
Clue One: Participant Factors Clue Two: Organizational Considerations Clue One: Understanding Participant Factors

- Lack of group cohesion

- In general, participants leave lifestyle change programs either due to access barriers, program delivery

There is a positive relationship between the number of sessions that a participant attends and the likelihood that they will achieve the program goals and improve their overall health. Despite this, keeping participants attending group sessions consistently throughout the program year is a challenge for many organizations. There are many reasons why participants stay or leave a program, so National







- Session 0
- Inform participants of Collect program intake information

Assess readiness of

participant

program goals, structure and commitment

Recruit participants to



- Follow up with participants who leave the program

- o Build a relationship with and between participants
- Focus on facilitation early and often
- Normalize the challenges of change
- · Make appropriate adaptation for participant culture, geography, and other realities



Your Retention Detective!





Sarah Piper, MPH, CDCES National Master Trainer Emory - DTTAC Atlanta, GA









Understanding the Mystery

Defining Retention - the Promise, the Problems







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Retention – The Promise, the Problem

The Promise

- Participants who attended 17 or more sessions were more successful in achieving the program goal of 5% weight loss.
- Participants who remained in the program for 7-12 months were more likely to achieve or almost achieve the program goal of 5% weight loss.
- Retaining participants enhances group cohesion and social connectedness
- Focusing on increasing participant retention may improve program results and overall participant health.





The Problem

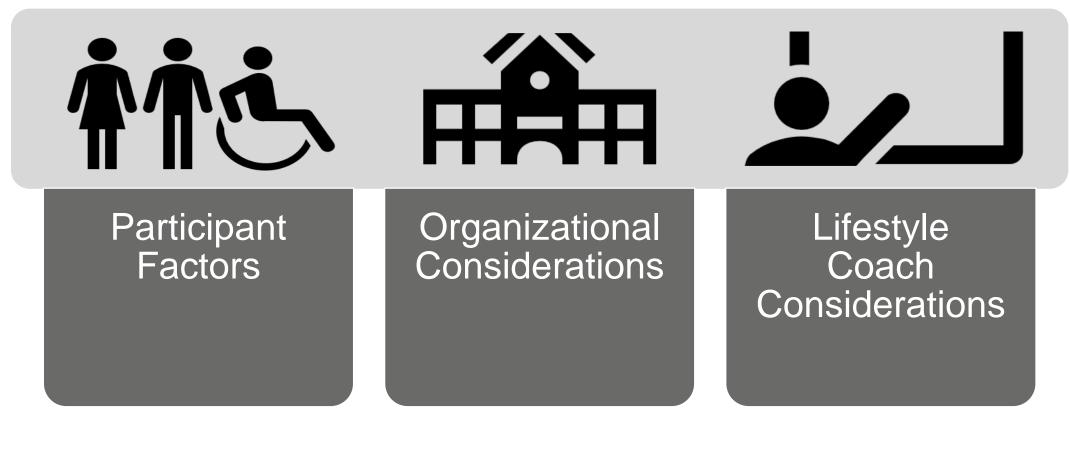
Approximately half of participants stay in the program for six months. 10.4% of eligible participants attend the full 22 session program.

-Effort to Prevent Type 2 Diabetes: Participant-Lvel Evaluation of CDC's National Diabetes Prevention Program. Diabetes Care, 2017





Clues to Examine













First Clue

Understanding Participant Realities









Participant Factors









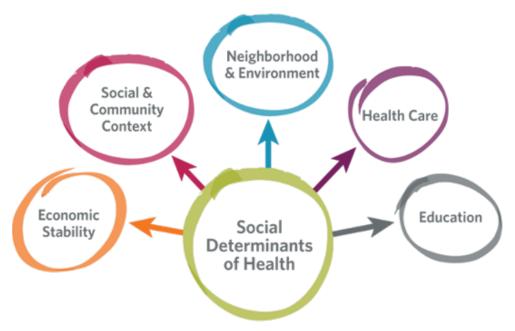


Access Barriers

- Time of day not convenient
- Location of class challenging due to transportation, time or physical accessibility
- Lack of support from an employer
- Lack of support from family
- Lack of childcare
- Computer and/or Wi-Fi access if distance or online
- Other social determinants of health:
 - Economic stress
 - Food insecurity
 - Other stresses











Detective Perspective



Can you give an example of how you have seen a SDOH make it difficult for an individuals to participate/stay in the lifestyle change program? (We'll tackle solutions and strategies in a bit)



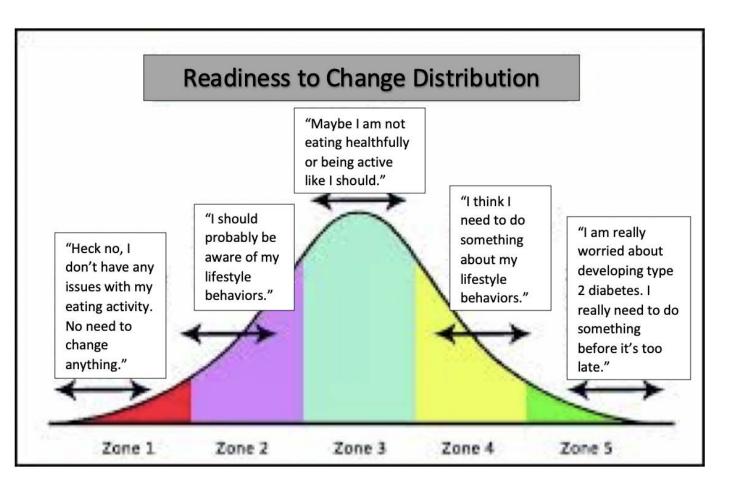






Activation Barriers

- Readiness/activation
 - Motivators
 - Ambivalence
- Self-Efficacy/Confidence
- Social support











Program Delivery Issues

- Group cohesion
- Group dynamics
- Cultural humility of facilitator
- Skills of coach













Second Clue

Organizational considerations









Organizational Considerations

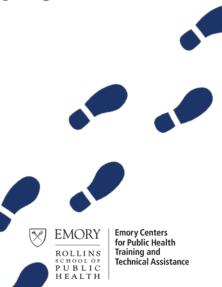
- Lifestyle Coach selection, preparation and support
- Anticipate and address access barriers
 - Location, time, childcare
- Anticipate and address SDOH realities
- Marketing messaging, session 0 and participant champions
- Consider group size & meeting frequency
- Build Bi-directional referrals
- Follow up with those who drop out





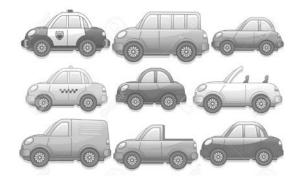


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Addressing Access Barriers

- Plan programs with mitigating barriers a priority
- Work with partners to address access and SDOH barriers
- Align incentives/program supports with participants needs















Detective Perspective



Can you give an example of how your organization has gone about anticipating and addressing SDOH and access barriers to participation and retention?

What if any partnerships have been important to address some of these realities?





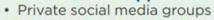




Incentives/Program Supports

- Research is mixed
- Recognize on an "occasion," not regular basis
- Use incentives strategically and sporadically
- Choose incentives supportive of participants lifestyle change and realities





- · Weekly check-ins from the Lifestyle Coach
- Family-friendly events









Detective Perspective



Does your organization (or you as a Lifestyle Coach) offer incentives or program supports of any kind? If yes, please describe.



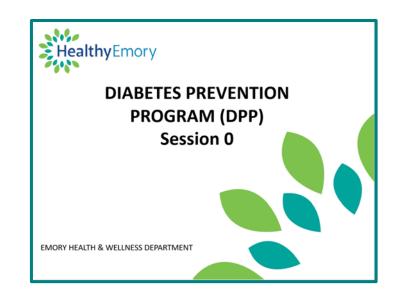






Conduct Session 0

- Learn about the program
- Learn about eligibility
- Assess personal interest and readiness
- Learn next steps for program participation
- Convey the spirit of the program











Participant Testimonials





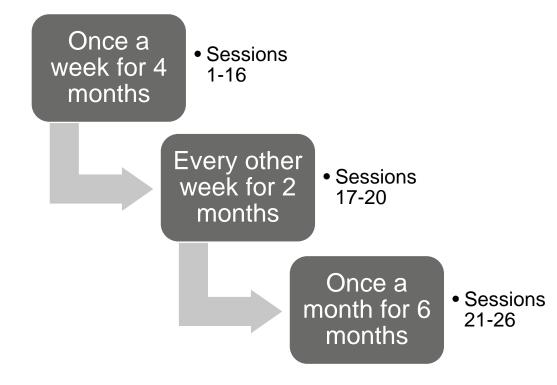








Offer More Sessions



"There is a positive correlation between more sessions offered and participant retention." –CDC DPRP









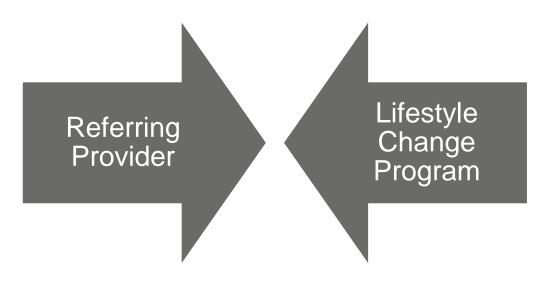
Bi-Directional Referrals to Reinforce Participation

"Health care providers can also help increase retention by encouraging their patients who are attending the National DPP lifestyle change program to keep going, or by contacting patients who have missed multiple classes"

-National DPP Coverage Toolkit NACDD











Follow up with Participants Who Leave the Program

Identify any program issues that may have contributed to drop out:

- Lifestyle Coach issues
- Group issues
- Access barriers
- Readiness
- Other













Third Clue

Lifestyle Coach Considerations









CASE STUDY



Sarah is a first time Lifestyle Coach. She is very excited about leading her first group and yet nervous as well. She is aware that how the first few sessions go, can impact whether some participants stay in the program or not. Sarah dials into the monthly Lifestyle Coach call in hopes of getting some advice form other coaches on getting her group off to a great start.

- What guidance would you provide to Sarah?
- What are some specific things that you do as a Lifestyle Coach in the first four weeks that you believe helps to ensure participant engagement/retention?









Lifestyle Coach Considerations

- Focus on facilitation
- Create and maintain positive group environment
- Infuse fun in sessions
- Normalize the challenge of change
- Focus on small steps and strengths
- Communicate with groups in between sessions
- Make program meaningful for the target audience









Create and Maintain a Positive Group Environment

- Lead the group in the creation of group ground rules/guidelines
- Build a positive relationship with each individual group member
- Help make connections between participants when appropriate
- Focus on facilitation of group discussion versus the delivery of information early and often in the group sessions
- Manage digression
- Address conflicts or challenges within the group quickly and respectfully











Make The Program Meaningful for the Target Population

Lifestyle Coaches should tailor sessions to meet the unique culture and realities of their groups without altering the content. Consider:

- Culture
- Age
- Physical abilities
- Gender
- Learning style
- Literacy
- Economic realities
- Education level





"If the participant cannot see themselves in the examples in the curriculum OR relate to the conversation offered by the Lifestyle Coach and group-they may decide the group/program is not for them."





Lifestyle Coaches Recognize and Respond to Participants Realities and Needs

Lifestyle Coaches Respond With:

- Attitude of helpfulness
- Empathy
- No judgment
- Cultural humility
- Resourcefulness
- Sensitivity to the group dynamic
- Tailoring conversations, examples and visuals to the diversity in the room



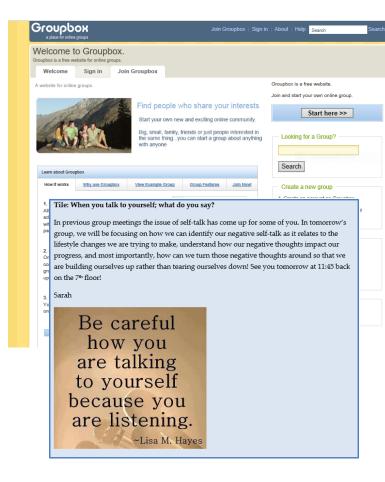








Communicate Between Sessions







groupme







Sesion 16 motivacion: The difference in where you were vesterday and where you will be tomorrow is what you think, say and do. Eat as healthy as you can and move more, don't let diabetes come any time!











Detective Perspective



What are some examples of ways you make your groups more relevant to your participant audience?



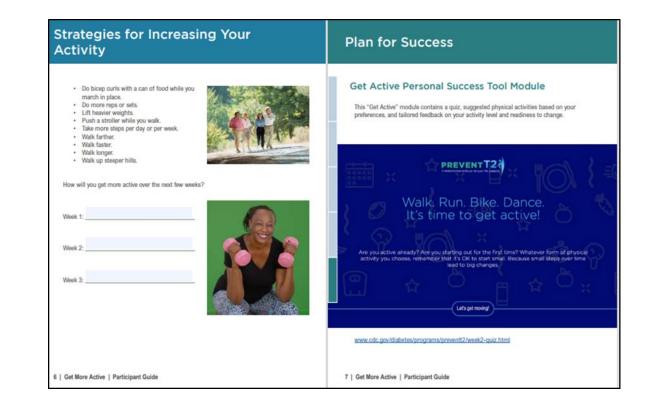






CDC Personal Success Tool

- 14 modules aligned with Prevent T2 sessions
 - Reinforce session content
 - Interaction
 - Pledges and nudges
- Links to modules can be emailed to participants
- Reminders are integrated into updated Prevent T2











Summary

- The clues to understanding retention are complex and vary from program to program. However, there are cross cutting considerations for orgs and lifestyle coaches to unravel their unique program delivery solutions.
- Variables include individual, organizational, lifestyle coach and many more
- You must ask questions, seek insights to truly address attrition/retention
- Research is young and evolving around retention and the National DPP-therefore learnings will continue
- Share your best practices with others!









Detective Resources

Resources to Support Your Efforts



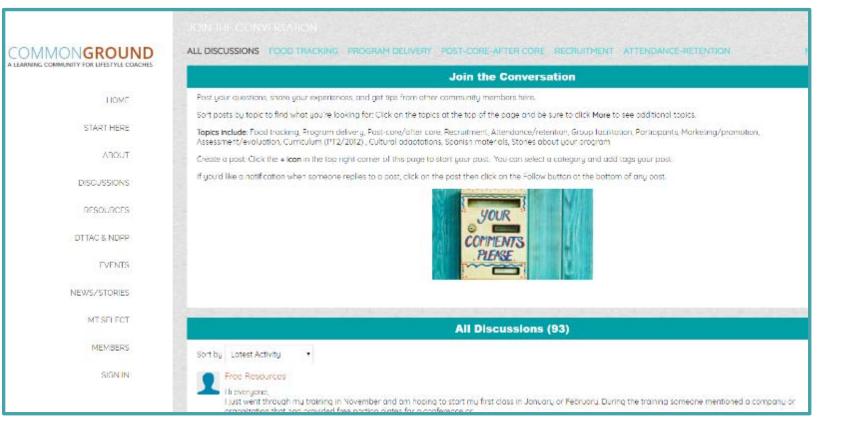






COMMON GROUND

Visit the online community for Lifestyle Coaches @ https://lccommonground.org

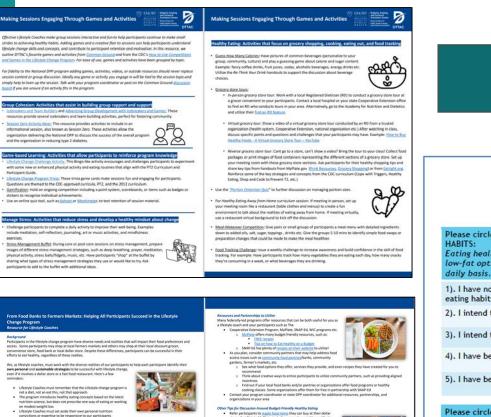














stores, such as institute to the <u>Gracery list</u>. Multilate Menu, and <u>Vierkib</u> Have participants use the <u>Gracery list</u>. Multilate Menu, and <u>Vierkib</u> Celefratur to plan out their meaks in advance and determine what healthy food items they should buy from their lickid dollar stores o. Remind participants to buy items that follow MyFlate in order to create a plate full of healthy foods







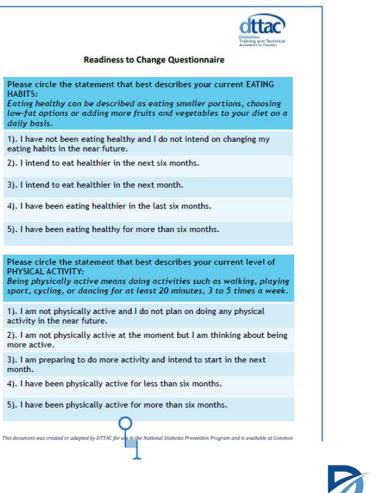


more active.

month.

EMORY BOLLER BORNER CITAC Diabetes Training and Technical Assistance Center (DTTAC) | dttac@emory.edu Emory Centers for Public Health Training and Technical Assistance

All documents can be found on Common Ground at www.LCCommonGround.org



Thank you for your participation in the	National Diabetes Preventi	on Program. Your honest fee	edback on m
program is very important to us. Your resp			
sessions, and imp	rove the experience for fut	ure participants. Thank you	1
1. Why did you participate in the li	festyle change program? (heck all that apply	
Have prediabetes and was told abo			
Want to lose weight	or program		
Want to learn to eat better			
Want to be more active			
Seen impact of diabetes on others			
Someone in family encouraged			
Doctor or other clinic staff encoura			
Family history of diabetes	Eeo	0	
Here to support friend/family mem			
Other:	ber		
Other:		0	
2. In what ways did other people s			t apply.
 In what ways did other people s Friend/family member provided ms 		the program? Check all tha	t apply.
Friend/family member provided mo Family/household changed eating a	oral support and activity with me		t apply.
Friend/family member provided mo Family/household changed eating a Clinic, doctor, or other health care	and support and activity with me provider checked in during		t apply.
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Lifestyle coaches need to assume that participants will have varying degrees of food access. This assumption
will ensure that lifestyle coaches do not inadvertently exclude participants from feeling that they can be

Ufestyle coaches should encourage all participants to identify small steps toward healthier choices that fit their personal realities (culture, family lifestyle, food access and patterns)

Bring a variety of local grocer circulars, not just the big chain or "health food" grocery, which normalizes that
participants shop in different places
 Use visual also that typersent the variety of resource realities in your

manner Have participants share items that they purchase to show variety and create discussion Stress a balanced plate. 'Healthy' is relative, so participants may choose to still eat certain foods by pairing them with more nutrient-dense foods.

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As a Lifestyle Cosch, you need to ensure that you discuss healthy eating in a way that is responsive to participa As a Lifestyle Cosch, you need to ensure that you discuss healthy eating in a way that is responsive to participa realities. Below is a list of tips that may assist you while guiding a conversation centering nutrition and healthy

o Bring food items that include canned and boxed foods that

Bring food items that include canned and based foods that participants may be utilizing to discuss how those foods that Bring package of frozen examples of common foods found in many discount/dollar stars by food groups.
 Adnowledge that discount stores have many healthy food options such as frozen vegetables, frozen fully, eggs, meta said otheress

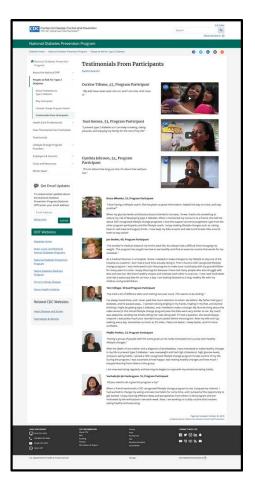
inverse regensions, indeen trutts, eggs, medit and different A kit questions as a facilitation shift to engage participants in self-reflection and problem-solving surrounding eating healthy on a budget Consider oding a plate build with items purchased from a discount grocer or dollar store. If delivering via distance, use a visual aid in same manner

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occessful in their lifestyle change goals.



CDC Resources



WELLAHEAD



INCREASING PARTICIPANT RETENTION FOR YOUR TYPE 2

DIABETES PREVENTION LIFESTYLE CHANGE PROGRAM







How to Use Competitions and Games in the Lifestyle Change Program DEABETES new identials charge and



DTTAC

Purpose of Using Competitions and Games

to changes can be a "wert" for your perception This document is your goth for lang competitions and games in default de National Program Stational (MP) Versile change program. It contains the Servellin of competition

Benefits of Competitions and Games

Lange of

Preparation for Competitions and Games

GS. What program or curriculum goois am intrying to pr
 new can interpret potentia participants comparisable and cat



for Public Health Training and Technical Assistance

Case Closed!

Wrap Up & Next Steps









