

Diabetes Prevention Module - Health Information on the Internet

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Diabetes Module Outline

1. Welcome and Staff and Participant Introductions (1 min)
2. Module Introduction (15 min)
 - Learning Objectives
 - Medline Plus Introduction
 - Diabetes Overview
3. Discussion Topics
 - Healthy Diet (15 min)
 - Exercise (12 min)
 - Health Screening (12 min)
4. Group Activity (10 min)
 - “Build a Healthy Kid” Exercise
5. Question & Answer Session (10 min)
6. Closing Remarks (5 min)
7. Websites for Diabetes and Other Health Information
8. Module Evaluation Questionnaire

Trainer Instructions

- Instructions to the Trainers are noted by “**Trainer:**” in **bold** followed by text in *italics*, which is a basic script of what the Trainer will say during the session to the participants.
 - Example: **Trainer:** *Today we will focus on diabetes...*
- Steps that will be done on the computer are outlined in a box. Example:

1. Double click on the Internet Explorer icon to open a browser.
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- Items noted as “****Note to Trainer:...**” are comments to the Trainer. These are “steps” the Trainer should take or be aware of, but do not need to be said out loud.
- Items needed for sessions are:
 - Diabetes module
 - PowerPoint handouts for participants
 - Bring enough copies for all participants
 - Computers with internet access
 - Projector Screen
 - So all can follow along with the Trainer
 - Computers for each student to use during the session
 - Though this is not necessary as long as students can see what the Trainer is doing and have the handouts
 - Pens or pencils
 - To complete exercises on the handouts
 - Laser pointer (or any pointer)
 - To direct where people should look on the screen
 - At least 3 helpers present to:
 1. Lead the discussion
 2. Point to areas on screen
 3. Walk around and help participants to follow
 - Prizes to give out for correct answers (optional)

****Note to Trainer:** The next section provides a background on using health information on the web, overview of the module, and diabetes facts. This is not part of the module for participants.

Introduction for Trainer

Health Information on the Web

This module was developed to help the community to find information on preventing diabetes using the web. Of the people living in DC, 60 % are black, 29% are white, and 8 % are Hispanic¹. Research shows that blacks use the web less than whites to find health information^{2,3}. Even when people were given free internet access they only used it for health information 24% of the time⁴. It was also found that people are willing to use the web for health information if they are taught how⁵.

Many web sites are at high reading levels, which are hard for some people to understand⁶. A good web site will have text written at a low reading level⁷. Research also shows that patients would like to receive web site links to learn about medical problems⁸. With this in mind, this module was developed to teach diabetes prevention using web sites that are easy to read. A list of medical links is given that can be taken home. Hands-on activities are used to reinforce the material.

Module Design Overview

This module will teach adults about health information on the web and is developed from theories. Theories help to increase the effectiveness of a program. Andragogy is the theory of teaching adults. Adults learn in a different way than children. They are self-directed and problem centered. Adults also need resources to learn. The focus of this unit is to prevent diabetes by using the ideas in this theory. Consumer Information Processing Model was also used in this module. The model is based on the ideas that:

¹ District of Columbia Primary Care Association. [2005 Where We Are, Where We Need To Go: The Primary Care Safety Net in DC](#). Retrieved December 3, 2005 from

http://www.dcpca.org/images/stories/docs/Pages_from_2005_Update_final.pdf

² Cohall AT, Cohall R, Dye B, Dini S, & Vaughan RD (2004). Parents of urban adolescents in Harlem, New York, and the Internet: A cross-sectional survey on preferred resources for health information. *J Med Internet Res*. Dec 3;6(4):e43.

³ Brodie M, Flournoy RE, Altman DE, Blendon RJ, Benson JM, & Rosenbaum MD (2000). Health information, the internet, and the digital divide. *Health Aff (Millwood)*. Nov-Dec;19(6):255-265.

⁴ Wagner TH, Bundorf MK, Singer SJ, & Baker LC (2005). Free internet access, the digital divide, and health information. *Med Care*. Apr;43(4):415-420.

⁵ Jackson CL, Batts-Turner ML, Falb MD, Yeh HC, Brancati FL, & Gary TL (2005). Computer and internet among urban African Americans with type 2 diabetes. *J Urban Health*. Dec;82(4):575-83

⁶ Birru MS, Monaco VM, Charles L, Drew H, Njie V, Bierria T, Detlefsen E, & Steinman RA (2004). Internet usage by low-literacy adults seeking health information: an observational analysis. *J Med Internet Res*. Sep 3;6(3):e25.

⁷ Birru M & Steinman RA (2004). Online health information and low-literacy African Americans. *J Med Internet Res*. Sep3;6(3):e26.

⁸ Salo D, Perez C, Lavery R, Malankar A, Borenstein M, & Bernstein S (2004). Patient education and the internet: Do patients want us to provide them with medical web site to learn more about their medical problems? *J Emerg Med*. Apr;26(3):293-300.

- Only a set amount of information can be processed at once
- Information is combined it into “chunks”
- “Chunks” are used to make choices faster and easier.

Based on this people will use health information if it is:

1. Available
2. Useful and new
3. Format-friendly

Social Learning Theory is the last source in this section. It explains behavior in three ways:

- Thought
- Interpersonal factors
- Environment.

These three components work as one. Environment helps people learn by watching the actions and outcomes of others. As people watch, act and learn, they increase their self-efficacy. This is the confidence to perform a behavior and overcome barriers.

The module program and behavioral objectives are to:

- Increase the number of positive attitudes about the internet and health information on the web
- Increase participants’ confidence in their ability to use health information on the web.
- Increase the number of participants that use web skills and share information with others

Upon completion of the module session students should be able to:

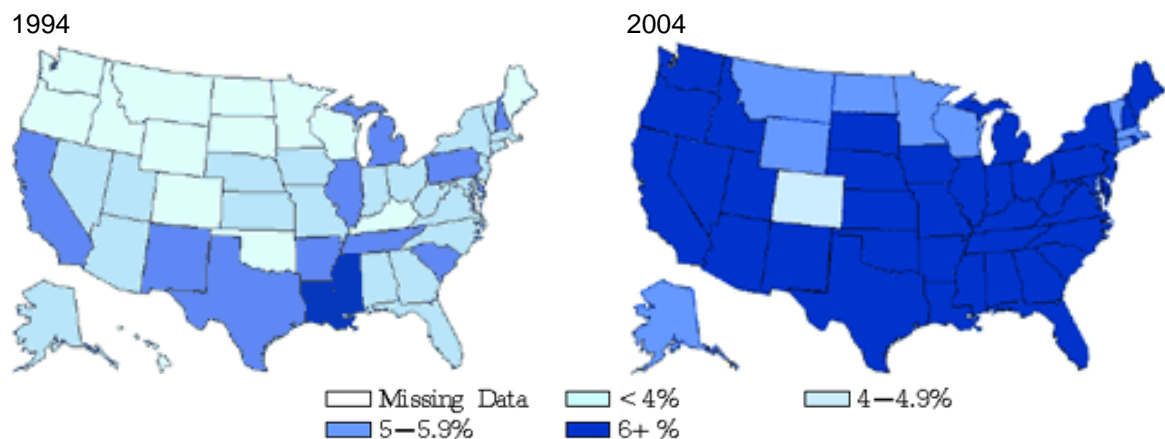
- Demonstrate how to use the web to find reliable health information
- Identify what diabetes is, parts of a healthy diet, the importance of exercise and health screenings, and risk factors for diabetes
- Search for a specific health topic or question on the web
- Explain how to prevent diabetes

Diabetes Facts

About 20.8 million people in the United States have diabetes⁹. The National Health Interview Survey says 1.5 million people get diabetes each year¹⁰. Most new diabetes cases are between the ages of 40 and 59 years old for both men and women¹¹. American Indians and Alaska Natives have the highest disease rate with Non-Hispanic Blacks, Latino Americans and Non-Hispanic Whites right behind them.

Death from diabetes is also high in the United States. It is the sixth leading cause of death in the United States¹⁰. About 65 percent of people with diabetes die as a result of heart disease and stroke¹². Most diabetic people have higher blood pressure and cholesterol, kidney disease, blindness, nervous system disease, dental disease, and other problems when looking at people without diabetes. Because of these problems, the United States spent \$132 billion dollars in business cost¹².

Figure 1: Current Cases of those with Diabetes per 100 Adult Population, by State, United States, 1994 and 2004



Source: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Adult and Community Health, data from the Behavioral Risk Factor Surveillance System. Data computed by the Division of Diabetes Translation.

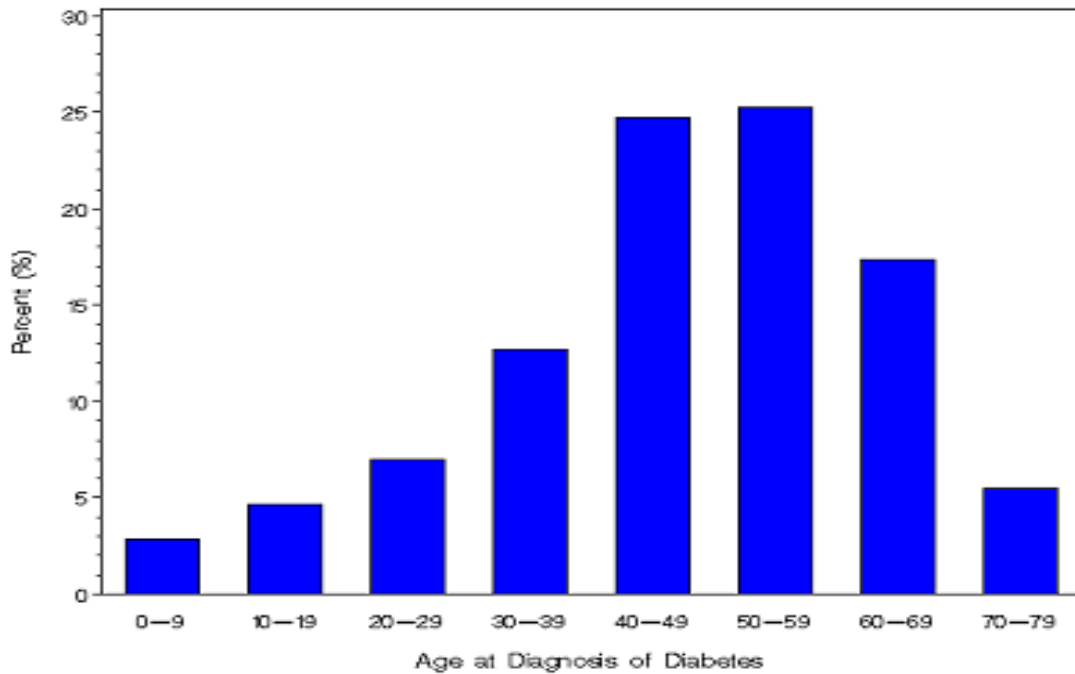
Figure 2: Age of New and Existing Diabetes Cases

⁹ National Institute of Diabetes and Digestive and Kidney Diseases. National Diabetes Statistics fact sheet: general information and national estimates on diabetes in the United States, 2003. Bethesda, MD: U.S. Department of Health and Human Services, National Institute of Health, 2003. Rev. ed. Bethesda, MD: U.S. Department of Health and Human Services, National Institute of Health, 2005.

¹⁰ 1999-2003 National Health Interview Survey (NHIS), National Center for Health Statistics, Centers for Disease Control and Prevention, 2005. Available at <http://www.cdc.gov/nchs/nhis.htm>.

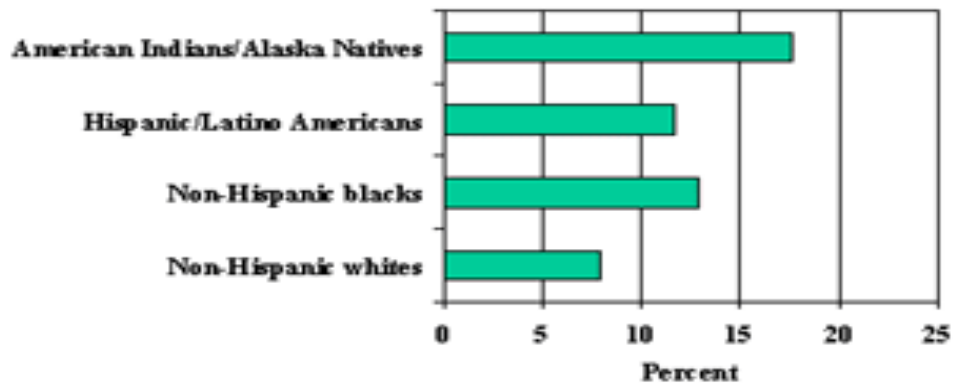
¹¹ American Diabetes Association, <http://www.diabetes.org/diabetes-statistics.jsp>

¹² Centers for Disease Control and Prevention. National diabetes fact sheet: general information and national estimates on diabetes in the United States, 2003. Rev ed. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, 2004.



Source: Centers for Disease Control and Prevention (CDC), National Center for Health Statistics, Division of Health Interview Statistics, data from the National Health Interview Survey.

Age-adjusted total prevalence of diabetes in people aged 20 years or older, by race/ethnicity—United States, 2002



Source: 1999-2001 National Health Interview Survey and 1999-2000 National Health and Nutrition Examination Survey estimates projected to year 2002. 2002 outpatient database of the Indian Health Service.

~~~~~Welcome and Introductions (1 min)~~~~~

**Trainer:** *Greetings! I'm glad that you could all make it today. My name is [insert presenter's name here] and these are my colleagues [each trainer will introduce themselves]. Now that you have been introduced to surfing the World Wide Web, let's apply some of that knowledge to research information on a very prominent disease in this country, diabetes.*

*This will be a hands-on session with many exercises to engage you. Feel free to ask questions and let us know if we are moving too fast.*

## ~~~~~Module Introduction (15 min)~~~~~

### Learning Objectives

**Trainer:** *We are going to use what you have been taught to find health information we can trust. Today we will focus on diabetes. Look at slide 2 on your handout. You will see our learning and health objectives for today are to:*

1. *Demonstrate using the web to find reliable health information*
2. *Identify what diabetes is, parts of a healthy diet, the importance of exercise, risk factors for diabetes, and the importance of health screening*
3. *Be able to search for a specific health topic or question on the web*
4. *Explain how to prevent diabetes*

### MedlinePlus Introduction

**Trainer:** *To help us find this information we are going to use a website called MedlinePlus. MedlinePlus is a web site with information that is easy to understand.*

*The MedlinePlus website brings together information from:*

- *National Library of Health*
- *National Institutes of Health*
- *Other government agencies and health related organizations.*

*It has information on over 700 topics, such as high blood pressure, HIV/AIDS, pregnancy, and depression.*

*From the desktop we can all open the internet by clicking the right button two times with your mouse on the Internet Explorer Icon.*

1. *Click on the Internet icon to open a browser.*
2. *Show the audience where the address bar is.*

**Trainer:** Now in the address bar we can type [www.medlineplus.gov](http://www.medlineplus.gov). This is written on slide 3 of your handout exactly as you should type it. This is the "home page of MedlinePlus." It is the main page of the website.

### Diabetes Overview

Show the sections of Medline Plus. Instruct the class to follow along on their computers:

**Trainer:** The first section we will look at is Health Topics.

1. Go to Health Topics and select "Easy to Read."
2. Click on "D" and scroll down to Diabetes.
3. Open the "What is Diabetes?" link (maximize the page).

**Trainer:** This tells us in plain words what diabetes is. It is from the National Center for Farm Worker's Health.

4. Read the information on the page.
5. Close the "What is Diabetes?" screen.

**Trainer:** Let's find more about what it is. We can look at the "interactive tutorials". You can see these are for many health topics. We will focus on diabetes.

1. Select "Diabetes Introduction – Interactive Tutorial" (The second link under diabetes).
2. Click "Start Tutorial" then "Start the Module."
3. Click the "What is Diabetes?" – go through a few slides to the pancreas.
4. Explain the other slides that are available to view.
5. Close the Tutorial window.

**Trainer:** Now we will look at the encyclopedia. To scroll to the top of the screen press the up arrow on the right side. Then click on encyclopedia.

1. Scroll to the top of the screen.
2. Click on "Encyclopedia" at the top of the screen.
3. Select "D" for diabetes.
4. Scroll down to find "Diabetes" and select it.
5. Explain to the class the contents of this page.

**Trainer:** We can see this has a lot of information. There are pictures, definitions, and symptoms. Let's all scroll down to see the pictures on diabetes.

1. Scroll down to far enough to see the pictures.
2. Click on the picture "Pancreas."

**Trainer:** This is a picture of the pancreas that we just learned about in the slide show. To go back and view other pictures we can click on the back button. This is the green arrow pointing to the left on the very top of your screen.

1. Click on the back button.

**Trainer:** *We have seen a lot about what diabetes is. Now let's find out how to prevent it. In the blue box click on the very last link that says prevention. At the top of our screen it tells us that diet and exercise can help prevent type 2 diabetes. So now we will learn a little bit more about eating a healthy diet.*

**\*\* Note to Trainer:** Continue to the next page -> Healthy Diet section

## ~~~~~Healthy Diet Discussion (15 min)~~~~~



**Trainer:** *A healthy diet can prevent diabetes. We should search the web to find out what it is. To find out let's use the search box, which is a new tool that has not been discussed. To use this tool you type the words into the box then press the 'Enter' key, or click the search button.*

### Use of the Search Box

Instruct the class to do this with you:

1. Scroll up to the top of the page
2. Type the word 'diabetes' in the search box on the left side of the screen
3. Either press the 'Enter' key or click [Search Medline Plus](#)

**Trainer:** *This page has a lot of information on diabetes. There are links to many health topics:*

1. *Information on drugs*
2. *News articles*
3. *Medical encyclopedias*

Move the cursor over the following areas as you say this to the class:

**Trainer:** *On the left side of the page is an outline of the results. The number '29' next to 'Diabetic Diet' means there are 29 links with information on diet. To view all 29 links you can click 'Diabetic Diet' on the left side of the screen, or click the link to 'See all 29 results from Diabetic Diet' under the Diabetic Diet section.*

**Trainer:** *If we click the link to view the 29 results, you may notice all 29 links are not showing on this page. That's because it is spread over two pages. At the top right side of the page next to the words 'Result Page' you see 'Prev' '1' '2' & 'Next'. You can click either the '2' or word 'Next' to see the 2<sup>nd</sup> page.*

*Let's go to the American Diabetes Association to find out what a healthy diet is. It is a good source of information on diabetes.*

Instruct the class to do this with you:

1. Click [American Diabetes Association](#)
2. Make the screen larger by clicking the square in the top right hand corner
3. On the left side of the screen click [Nutrition & Recipes](#)

**Trainer:** *On this page you find links to helpful information such as:*

- *Healthy recipes*
- *Tips on how to read food labels*
- *Examples of sweeteners & desserts for diabetics*
- *A guide to eating out*
- *Many frequently asked questions regarding nutrition*

4. Click [Making Healthy Food Choices](#)
5. Click [Diabetes meal plans & a healthy diet](#)
6. Scroll down to: *What is a healthy diet?*

Read the information under "*What is a healthy diet*" to the class or have the class read it silently.

**Trainer:** *We know what a healthy diet is; now let's find out what food portions make a healthy diet.*

Instruct the class to do this with you:

1. On the left side of the screen click [Rate Your Plate](#)

Read the information on this page to the class or have them read it silently.

**Trainer:** *Imagine a line drawn down your plate. Then imagine one drawn across to divide the plate into four areas. You can see this in slide 9 of your handout.*

**Trainer:** *One area should be protein, which is food like:*

- *Meat*
- *Poultry*
- *Fish*

*One area should be grains or starchy foods like:*

- *Rice*
- *Pastas*
- *Potatoes*
  
- *Corn*
- *Peas*

*And half of the plate should be vegetables like:*

- *Broccoli*
- *Salad*
- *Carrots*
- *Cucumbers*
- *Tomatoes*
- *Cauliflower*
- *Greens*
- *Cabbage*

**Trainer:** *Now I would like you to rate your plate. Click on the blue [Rate Your Plate](#) link at the top of the page. Click Start and click the food you would like to add to your plate. For a more interactive way to rate your plate, you can follow the steps in slide 10 of your handout.*

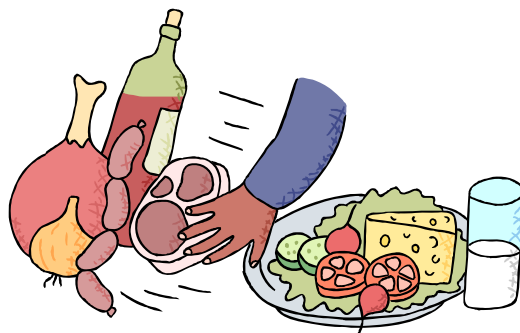
**\*\*Note to Trainer:** Wait 3 minutes then continue.

**Trainer:** *Now close your games and go back to the Nutrition & Recipes screen. To do this, follow the steps in slide 11 of your handout.*

**\*\*Note to Trainer:** Wait 1 minute then continue.

**Trainer:** *Is everyone at the Nutrition & Recipes page? Great, now I want you to think of a food you like to eat and find a recipe for it. Write down the steps to find your recipe in slide 12 of your handout; we'll have you share this with us towards the end of the presentation.*

**\*\*Note to Trainer:** Wait 3 minutes then move to the next section-> Exercise section



~~~~~Exercise Discussion (12 min) ~~~~~



Trainer: *Along with a healthy diet, good exercise will help to prevent or deal with diabetes. Let's find out what we need to know about how exercise can help. Let us close all open boxes by clicking on the "X" in the right hand corner of each box. Now let's use our skills to go back to the MedlinePlus home page.*

1. Type in www.medlineplus.gov
2. Click "Health Topics"
3. Click "Easy-to-Read" on the right hand side of the screen (2nd box from the top)

Trainer: *As you can see, all the letters of the alphabet are listed. You can choose health topics by using the first letter of the topic that you would like to research. Let's focus on Diabetes.*

4. Click the letter "D" for Diabetes
5. Scroll down to "Diabetes"

Trainer: *There is a lot of different information about Diabetes! Since we are focusing on exercise, let's choose "What I Need to Know About Physical Activity and Diabetes".*

6. Click on "What I Need to Know about Physical Activity and Diabetes" (National Diabetes Information Clearinghouse)

Trainer: *Now that all of this great information is in front of us, let's explore some of the most important points. Let's start with "What can a physically active lifestyle do for me?" There are two ways in which we can look for information on this webpage. The first way is to scroll down until we find what we are looking for.*

7. Scroll down to "What can a physically active lifestyle do for me?"
8. Select 3-5 bullets to read out loud

Trainer: *The second way to find information is to just click on the question. This will take you right there and you will not have to scroll down. Let's scroll back up to the top and practice the second way to find information.*

9. Click on "What can a physically active lifestyle do for me?"

Trainer: *As you can see, both ways (scrolling and clicking) take us to the same point in the website. Let's have some fun with this website! Please take out the handout given to you. It is called "Physical Activity and Diabetes Worksheet". Please follow the instructions on the page and fill out the worksheet.*

****Note to trainer:** Walk around to observe the progress of the students and answer their questions. Allow them 5-7 minutes to fill out the worksheet.

Trainer: *Lastly, I would like to show you some other sources that can answer your questions about Diabetes. Let's go to the link called "For More Information".*

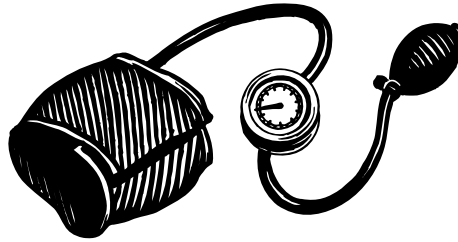
10. Click on (or scroll down to) "For More Information".

Trainer: *If you want to talk to someone who knows about diabetes like a nurse or a dietitian, you can call the phone number or visit the website for the American Association of Diabetes Educators. The addresses, phone numbers, email addresses, and websites of the American Diabetes Association and the International Juvenile Diabetes Research Foundation are also in this part of the webpage. Feel free to use any of this information to answer your questions.*

**** Note to Trainer:** Continue to the next page -> Health Screenings section



~~~~~Health Screenings Discussion (12 min) ~~~~~



**Trainer:** *Screening is another important factor to reduce the chances of getting Diabetes. Screening has to do with different types of risk factors that are a part of the disease. What are some of these risk factors? Can anyone share this with the entire class?*

**\*\*Note to Trainer:** Allow 10-15 seconds for volunteers to answer the question. If no answer from class, move on and say that the next section will talk about the different kinds of risk factors.

**Trainer:** *Let's now take a look at a few risk factor examples.*

1. Type the web address [www.familydoctor.org](http://www.familydoctor.org).
2. Find the heading "Conditions A to Z".
3. Click "Diabetes" or the letter "D".
4. Scroll down the page to the heading called "The Basics".
5. Click "Do I Have Diabetes".
6. Find the second heading called "What are the symptoms of diabetes?"

**Trainer:** *Under the second heading, "What are the symptoms of diabetes?" you will find a short list of early symptoms of Diabetes like:*

- *Very thirsty*
- *Very hungry*
- *Bad eyesight*
- *Very dry skin*

*These are just a few examples of early symptoms but are possible reasons to make an appointment with your doctor. Please call a family doctor if you have or had one or more of these symptoms.*

**\*\*Note to Trainer:** Let the students know not be scared or nervous if they have one or more of these symptoms. Tell students that this is a guide to help screen for risk factors. A visit to the doctor will help the person find out if they are at risk for Diabetes or not.

7. Now click the "Back" button.

8. Click "Am I At Risk".

**Trainer:** *This list gives you risk factors based on:*

- *Race*
- *Age*
- *Weight*
- *Lifestyle activity*

**Trainer:** *As you can see, some people are at higher risk of Diabetes than others. Some people get Diabetes because it is in their family genes while others get it because of factors like being overweight, having a bad diet or not working out.*

*Now let's take a look at how to control Diabetes and put a stop to other problems that can lead to getting Diabetes. Let's go back to the MedlinePlus home page. Do you know how to get there? Can someone share with the class how to go back to MedlinePlus page?*

**\*\*Note to Trainer:** Allow 10-15 seconds for a volunteer to answer question and then move on to next steps.

1. Type the web address [www.medlineplus.gov](http://www.medlineplus.gov)
2. Click on the heading "Health Topics".
3. In the far right column, click on the second box that says "Easy-to-Read".
4. Click on the letter "D" for Diabetes.
5. Scroll down the page until you find "Diabetes".
6. Click on "Prevent Diabetes Problems: Keep Your Diabetes Under Control" (National Diabetes Information Clearinghouse).

**Trainer:** *This page gives you a list of risks that can lead to Diabetes and ways to control Diabetes. Let's try a few examples.*

**\*\*Note to Trainer:** Allow 15-20 seconds for a volunteer to answer each question below:

- *How would you find information on blood pressure?*
- *What about blood glucose numbers?*
- *What about if smoking puts you at risk for Diabetes?*

*As you just saw, these three links were only a few examples to try. These links and the others on this page will be very useful to you for understanding how to control Diabetes.*

*Now let's take a Screening Test for fun!*

1. Type the web address [www.diabetes.org](http://www.diabetes.org).
2. In the left gray column, scroll down the page to "Diabetes Prevention".
3. Click on "Diabetes Prevention".

4. Click on "Diabetes Risk Test".
5. Take the test and then click "Calculate".

**Trainer:** *How did you score? Read the text below to learn what your score means.*

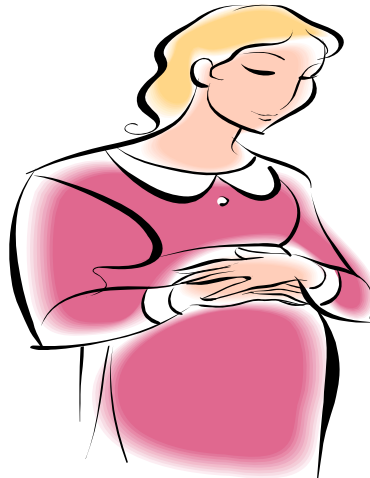
**\*\*Note to Trainer:** Remind the class not to be nervous if they get a Low to Medium Risk or Medium to High Risk score. Please tell class that it is only a tool to help screen for risk factors. An exam by a doctor will explain if the person is at risk for Diabetes or has the disease or not.

**Trainer:** *In these past minutes we went through the following three web pages to search for Diabetes risk factors and how to screen for Diabetes:*

- *Family Doctor*
- *Medline Plus*
- *The American Diabetes Association*

*All of these web pages will be a good resource tool for you now and in the future!*

**\*\* Note to Trainer:** Continue to the next page -> Group Activity section



## ~~~~~Group Activity (10 min) ~~~~~

**Trainer:** *You just learned how important diet, exercise, and health screenings are to prevent diabetes and how to find information for each on the web. Now, use your new skills in our final exercise to "Build a Healthy Kid". We hope this is something you will use to teach family and friends how to stay healthy.*

Have the class do this with you

1. In the address bar type [www.diabetes.org](http://www.diabetes.org)
2. Click For Parents & Kids
3. Click Youth Zone
4. Click Fun & Games
5. Click Build A Healthy Kid
6. Click the X in the top right corner to enlarge the screen

**\*\*Note to Trainer:** Allow participants time to explore the other games or web sites on their own. The Trainer could also show the crossword puzzle game on this page.

After 10 minutes, move to the next section-> Q & A section

~~~~~Question and Answer Session (10 min) ~~~~~



Trainer: *That concludes our discussion on Diabetes Prevention today. We hope that you have learned new ways of finding health information about diabetes on the web. To review tonight's session; we have discussed what diabetes is and the importance of eating healthy foods and exercising. We also talked about what the risk factors are for getting diabetes and the importance of getting early health screenings. In addition, we just completed a risk test for diabetes and an exercise called "build a healthy kid". We hope you will take what you have learned tonight home with you and will teach others.*

We would now like to open the floor up to any questions or comments you may have. Please raise your hand and my colleagues and I will be happy to assist you.

Sample questions to ask if time permits:

- Is there anything we should review again from diet, exercise or health screening?
- Is there something we did not cover and you would like to learn about now?
- Does anyone want to demonstrate what he or she has learned?
 - i.e. demonstrate how to use the search box.
- What is the MedlinePlus home page address?
- What is diabetes and how can you prevent it?
- What makes up a healthy diet (i.e. foods)?
- What recipe did you select? Tell me how to find the recipe you chose online.
- What are some risk factors for diabetes?

~~~~~Closing Remarks (5 min) ~~~~~

**Trainer:** *Thank you for your time and attention today. We hope you have enjoyed your time with us. In your handouts you have been provided with a list of other good web sites to find information on diabetes prevention, treatment, and health screenings as well as other sites to find basic health information. Please take a look at these on your own time.*

**\*\*Note to Trainer:** Show the last slide on the handout. If needed, have the participants complete the Module Evaluation Questionnaire. The answers to the evaluation questionnaire are provided in the APPENDIX.

**Trainer:** *If there are any additional comments or questions after today, please do not hesitate to contact Ms. Karyn Pomerantz. Thanks again and take care!*

~ END OF SESSION ~

## ~Selected Websites for Diabetes and Other Health Information ~

American Diabetes Association- Home page

<http://www.diabetes.org/home.jsp>

American Association of Diabetes Health Educators <http://www.diabeteseducator.org/>

Diabetes: How do I know I have it?

<http://familydoctor.org/327.xml>

Diabetes Risk Questionnaire

[www.yourdiseaserisk.harvard.edu](http://www.yourdiseaserisk.harvard.edu)

Diabetes Risk Test

<http://www.diabetes.org/risk-test.jsp>

Health information for the whole family

[www.familydoctor.org](http://www.familydoctor.org)

Juvenile Diabetes Research Foundation International

[www.jdrf.org](http://www.jdrf.org)

MedlinePlus – Home page

<http://medlineplus.gov/>

MedlinePlus –Diabetes page

<http://www.nlm.nih.gov/medlineplus/diabetes.html>

MedlinePlus-Diabetic Diet page

<http://www.nlm.nih.gov/medlineplus/diabeticdiet.html>

Myths on Diabetes

<http://www.diabetes.org/diabetes-myths.jsp>

National Diabetes Information Clearing House - Home page

[www.diabetes.niddk.nih.gov](http://www.diabetes.niddk.nih.gov)

Prevent Diabetes Problems: Keep Your Diabetes Under Control

[http://diabetes.niddk.nih.gov/dm/pubs/complications\\_control/index.htm#5](http://diabetes.niddk.nih.gov/dm/pubs/complications_control/index.htm#5)

Treatment of Diabetes

<http://www.diabetes.niddk.nih.gov/treatments/index.htm>

~~~~Diabetes Module Evaluation Questionnaire~~~~

1. How do you know what is a good web site for health information?

2. How can you prevent diabetes?

3. Name two web sites that we discussed that have information on how to prevent diabetes.

4. Where can you find information on creating a healthy diet?

5. What types of physical activity is good to prevent diabetes?

6. How can you find out if you are at risk for diabetes?

7. Do you think you can find health information on the web?

8. Will you share what you learned today with others?

APPENDIX-Answer Key to Module Evaluation

****Note to Trainer:** Below are basic answers that could be provided by participants but the correct responses are not limited to these.

1. How do you know what is a good web site for health information?

By checking the source of the information by clicking the "about us" link or the web address ending. Web addresses that end with .gov for government; .org for non-profit organizations; or .edu for education institute may be more trustworthy than web sites ending with .com which are for-profit and allows anyone to post information.

2. How can you prevent diabetes?

Eating healthy, exercise, and taking medication

3. Name two web sites that we discussed that have information on how to prevent diabetes.

MedlinePlus at www.medlineplus.gov and the American Diabetes Association at www.diabetes.org, or any noted in the module.

4. Where can you find information on creating a healthy diet?

On the American Diabetes Association Nutrition and Recipes page

5. What types of physical activity is good to prevent diabetes?

Being extra active, walking, cleaning the house or yard, aerobics exercise, strength training, stretching, playing a sport, etc, etc...

6. How can you find out if you are at risk for diabetes?

Learn what the risk factors are for diabetes by visiting www.familydoctor.org, www.medlineplus.gov, and/or www.diabetes.org . You can also take an early screening test to know if you are at risk for diabetes.

7. Do you think you can find health information on the web?

Yes

8. Will you share what you learned today with others?

Yes

APPENDIX - Field Test Critique

Discussion and Lessons Learned

The field test allowed us to see how participants were able to follow and understand our module. There were a total of 5 participants present at the field test: 2 males and 3 females. The group was made up of two outside guests that were part of the PIA program, Karyn Pomerantz, Ali Muhammad, and Gail Thomas. In general, our module was well received and participants were able to answer the questions posed correctly. The participants seemed to enjoy the exercises and fun activities provided. Our timing for each section was nearly accurate. We did, however, adjust the time frame to allow 3 extra minutes for the healthy diet section so that the participants could practice some of their menu-seeking skills on their own.

We realized that we needed to have someone walk around to make sure that all participants were at the same place and ready to move to the next section. We also learned that a laser pointer (or any pointer) was needed for the projection screen in order to ensure that participants know exactly where to look or click. Several other modifications were identified during the Field test. They are noted below:

- Edited module language to be at a lower readability level that ranged from 4th- 7th grade. The current module (Welcome to Closing sections) reading level is 5.5.
- Changed the text so as not to specify a time of day for future use. For instance, the original text stated “that concludes our program this evening” and was changed to “that concludes our program for today”.
- Added graphics to module sections and edited overall format.
- Added pens, laser pointer, need for 3 facilitators and prizes to the “Instructions for Trainer” section as items needed to effectively conduct the module.
- Revised questions in the Question and Answer section to include some of the activities conducted in the diet, exercise, and health screening sections.
- Updated Table of Contents, Outline, and Instructions to the Trainer to include the following new sections:
 - Introduction to Trainer on diabetes facts and use of the web for health information
 - Module evaluation questionnaire
 - Key to evaluation questionnaire
 - Acknowledgements

Recommendations

We recommend at least one full day of training for trainers hoping to grasp the skills for the teaching of the module. Although many of the skills are quite basic, it is difficult to make the module sections flow smoothly without practice. In the “train the trainer” classes, it is advised that the number of “trainers” being trained is limited to 5 per class.

This way, all trainers can practice teaching one section of the module within the span of one day.

Also recommended for participants is a basic overview of the skills required to use a computer. It is important that each student know what a mouse is, which button to click on the mouse, how to scroll up and down, where the address bar on the browser screen is located, and how to input a web address into that bar in order to get to the website. The number of participants per class can vary depending on the number of trainers available. We do, however, recommend a ratio of no more than 3 students per trainer per class.

APPENDIX-Acknowledgements

We would like to thank Karyn Pomerantz, Ali Muhammad, Gail Thomas, and Professor Caroline Sparks for their guidance in developing this module on navigating the web for diabetes prevention information. We would also like to thank those that participated in the pilot test session. Your input allowed us to improve the module's content and flow. Thank you very much!

Sincerely,

The Diabetes Prevention Module Team:

Lauren Chesnut
Katura Horton-Perinchief
Katrina King
Paris Ponder
Kortney Zaimah