One Page Instructor’s Guide and Tips:
Stanford Youth Diabetes Coaches Program ©

The Stanford Youth Diabetes Coaches Program aims to educate high school students in underserved communities about diabetes and how to help someone with diabetes achieve optimal health. As part of the course, students acquire knowledge of diabetes, develop communication skills, and learn coaching techniques emphasizing action planning. Each student selects a diabetic family member or friend who agrees to work with the student once weekly outside of school for the duration of the course. The program is part of an ongoing Stanford research study assessing the efficacy of such a program.

Role of Family Practice Resident or Other Health Professional:
Residents or other health professionals will serve as instructors for the program and are expected to spend approximately one hour prior to class to review the instructor guide specific to the particular class they will be teaching. The guide provides a script that accompanies a power point presentation for the class, but residents are encouraged to add their own insights and perspectives. If more than one resident will be teaching, they should divide the material before class, so they know who will be teaching which sections.

The course consists of 8 classes:
Class 1: What is Diabetes? What is a Diabetes Coach?
Class 2: Blood Sugar and Listening Skills
Class 3: Healthy Eating and Listening Skills
Class 4: Planning Healthy Meals and Action Planning
Class 5: Physical Activity and Action Planning
Class 6: Healthy Weight and Action Planning
Class 7: General Health Issues for Diabetics and Action Planning
Class 8: Managing Stress and Working with a Healthcare Provider / Quiz Bowl

Important Tips:
1. Each class lasts one hour. Residents should arrive 10 minutes prior to class start time.
2. The prepared power point presentation (detailed in the class instructor guide) that corresponds to the class should be loaded by the school course manager and ready to present at the site. Additionally, the school course manager will prepare copies of the quizzes and coaching assignments.
3. Please dress professionally and wear your white coat with a name tag.
4. Please introduce yourself as a doctor (students may not know what a resident is) and begin your presentation with confidence by reviewing the ground rules of the class. These rules include staying seated, not speaking out of turn, raising hands to ask questions, and respecting others' ideas and opinions.
5. Students will have name placards in front of them; please use student names as often as possible.
6. Set a timer to help yourself stay on track and finish the entire presentation in one hour.
   Class Structure with approximate time schedule:
   1) Quick Quiz – 5 min (students begin as soon as they come into the classroom)
   2) Introductions and Check-In – 10 min
   3) Diabetes Knowledge Instruction – 20 min
   4) Coaching Skills – 20 min
   5) Coaching assignment expectations review – 5 min
   If time remains at the end of class, residents are encouraged to answer questions from the group and/or talk to students in small groups.
7. At the end of class, make sure you have students act out the role play; Feel free to use examples of experiences with patients. It is very powerful to say, "As a doctor, I have to ..."
8. Remember that your enthusiasm sets the tone for the class!
9. We appreciate your feedback! Please contact Dr. Liana Gefter (lgefter@stanford.edu) with any questions or feedback.

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