

A Guide to Virtual Class Delivery for the National DPP Lifestyle Change Program

What is the purpose of this guide?

- Help CDC-recognized organizations delivering the National Diabetes Prevention Program (National DPP) lifestyle change program switch from in-person to virtual delivery.
- Help programs deliver sustainable, high-quality classes virtually.

Who should use this guide?

- CDC-recognized organizations that have changed or are considering changing from in-person to virtual delivery.
- CDC-recognized organizations that have added or are adding a virtual delivery option.
- CDC-recognized organizations that are or are considering delivering the program virtually through remote learning.






What topics does this guide cover?

- Selecting a virtual delivery platform.
- Preparing coaches for virtual delivery of classes.
- Preparing participants for taking part in virtual classes.
- Managing participant data.
- Recruiting new participants.

How should this guide be used?

- Review essential steps.
- Read key term definitions.
- Use the icons to find specific advice for **teleconferencing** and **videoconferencing**.
- Review key resources throughout the guide.
- Review additional resources at the end of each section.
- Complete the checklist at the end of the guide.

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What do I need to consider when selecting a virtual delivery platform?

Key Term

Virtual Delivery Platform: The telehealth technology used to deliver classes. Telehealth technology includes teleconferencing and videoconferencing.



- ❑ Review available virtual delivery platforms to determine which will best meet your program's needs.

- Consider available options:



Teleconferencing

- Technology used to deliver live classes where coaches and participants can hear but not see each other.



Examples include but are not limited to AT&T Connect and Cisco IT Communicator.



Videoconferencing

- Technology used to deliver live classes where coaches and participants can both see and hear each other.



Examples include but are not limited to Zoom, Skype, and Microsoft Teams.



The Centers for Disease Control and Prevention's (CDC) guide to telehealth technologies includes more telehealth delivery options and platform details. Review the guide at https://www.cdc.gov/diabetes/pdfs/programs/E_Telehealth_translation_product_508.pdf.

Note there are also online National DPP lifestyle change programs (i.e., stand-alone programs available online that have their own infrastructure and staffing). Although some of the topics included in this guide could be used in switching to online delivery, this guide focuses on helping programs that plan to use their own staff and coaches to deliver the program virtually through remote learning and does not cover online programs specifically.

Examples of online National DPP lifestyle change programs:

Health and Lifestyle Training (HALT) DPP: <https://halt DPP.org>

Omada Health: <https://www.omadahealth.com>

Good Measures: <https://www.goodmeasures.com>

Welldoc: <https://www.welldoc.com>



□ Understand your organization's past experience with any virtual platforms.

- Determine whether your organization has experience with a platform.
- Build on previous experience to reduce the cost and effort of switching to virtual delivery of classes.

Key Term

Health Insurance Portability and Accountability Act (HIPAA): Federal legislation that sets data privacy and security standards for protecting medical information, such as medical records.



For example, check whether your organization has a host license for a platform that complies with HIPAA. If you already have a license, the costs of virtual delivery may be reduced.

□ Assess participant and coach needs to find out which option is most accessible.



Teleconferencing

- May be better if internet access is unreliable or limited.



Videoconferencing

- May be better if cell phone service is poor.
- May be better if coaches or participants have limited phone data, but have access to the internet through other means.

□ Understand whether your organization requires a HIPAA-compliant platform.

- Consider which platforms offer a HIPAA-compliant version before selecting one.
- Note that Medicare Diabetes Prevention Program (MDPP) suppliers must comply with HIPAA guidelines and other requirements to collect and handle beneficiary information.



The Centers for Medicare & Medicaid Services (CMS) provides a MDPP supplier requirements checklist. Review the checklist at <https://innovation.cms.gov/files/x/mdpp-supplierreq-checklist.pdf>.

During a public health emergency, different requirements and guidelines may apply.

Review CDC's guidance for CDC-recognized organizations during COVID-19 at <https://nationaldppcsc.cdc.gov/s/article/Guidance-for-CDC-Recognized-Organizations-COVID-19>.

Review CMS's guidance for MDPP suppliers during COVID-19 at <https://innovation.cms.gov/innovation-models/medicare-diabetes-prevention-program>.



Review state and local privacy and security regulations.

- **Know your state's data security laws. Laws may require businesses that maintain personal information about residents to:**
 - Implement and maintain appropriate security procedures and practices.
 - Protect personal information from unauthorized access, destruction, use, modification, or disclosure.



Review applicable state privacy and security laws. Additional data laws apply to state agencies and other government entities. Learn more at <https://www.ncsl.org/research/telecommunications-and-information-technology/data-security-laws.aspx#Overview>.

Select the virtual delivery platform that will work best for your program.

- **Complete this step only after you have completed the previous steps in this guide.**



Additional Resources:

HIPAA guidance and COVID-19:

<https://www.hhs.gov/hipaa/for-professionals/special-topics/hipaa-covid19/index.html>.

Guidance on HIPAA from the Department of Health and Human Services:

<https://www.hhs.gov/hipaa/for-professionals>.



How do I prepare my lifestyle coaches to deliver virtual classes?

□ Ensure coaches have access to the necessary technology.

- Consider what equipment and other resources your organization can give coaches.



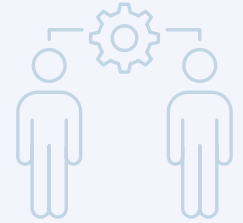
Teleconferencing

- Requires access to a working phone.



Videoconferencing

- Requires access to a working computer with a web camera and speaker, or a telephone to utilize the videoconferencing app or dial-in feature.
- Requires internet access.



- Determine how coaches plan to handle technological challenges that occur during class.
- Document a backup plan.
- Share the plan with participants and coaches.

e.g.

Example plans:

- Have a phone number available in case a coach or participant loses internet connection.
- Have two coaches for each session in case one of the coaches has technology issues.
- Ask participants if you can record sessions and make them available to participants.

Key Term

Digital Literacy: The ability to use information and communication technologies to find, evaluate, create, and communicate information.

□ Train coaches on the features of the selected platform.

- Recognize coaches may have a wide range of digital literacy and technical capabilities.
- Consider holding a practice run with your coaches on the platform before the first virtual class.
- Help coaches identify training resources specific to the virtual delivery platform they will be using.

e.g.

For example, coaches may need training on how to share their screen and slides or on how to mute and unmute participants.



Review training resources developed by the Virginia Center for Diabetes Prevention Education (VCDPE) at <https://med.virginia.edu/vcdpe/educational-resources/tele-education-videos>

□ Adapt in-person materials and activities for virtual delivery.

• Consider whether you need to develop PowerPoint slide decks.

- VCDPE has developed easily tailored, unbranded slide decks that align with CDC's Prevent T2 curriculum: <https://med.virginia.edu/vcdpe/educational-resources/tele-education-videos>

• Find new or adapt existing resources to replace in-person activities.

e.g.

Examples of virtual activities:

- Virtual grocery store tours: <https://www.youtube.com/watch?v=PLTk3eVTgUc>
- Supplemental videos and podcasts: <https://www.cdc.gov/diabetes/prevention/videos.html>.
- Healthy food preparation videos.
- Exercise videos.

□ Assess options for sharing materials.

Electronic Distribution

- **Description:** Emailing materials or establishing a file-sharing site.
- **Advantages:** Convenient and low-cost.
- **Considerations:** May not work for participants without an email address or reliable internet access.

Virtual Sharing

- **Description:** Screen-sharing or using a messaging feature to share materials or links to materials through the virtual platform.
- **Advantages:** Enables real-time sharing of materials.
- **Considerations:** May need a second method of distribution to ensure participants have access to materials after class.



Paper-Based Distribution

- **Description:** Mailing or coordinating delivery or pickup of hard-copy, paper versions of materials.
- **Advantages:** Some participants may prefer paper-based materials or not have access to electronic copies.
- **Considerations:** Requires coordination to get materials to participants. It may be easiest to distribute materials from a central pickup location. If you plan to mail the materials, consider costs and timing.



- Use features of the virtual delivery platform to encourage participant engagement and retention.



Teleconferencing

- Does not allow participants to display their names. You may want to have participants say their names each time they speak.



Videoconferencing

- Often has features such as polls, chat boxes, breakout rooms, whiteboards, and other tools.

- **Review CDC's Personal Success Tool (PST).**

- The PST is an easy-to-use, interactive, web-based resource to help increase retention.
- The PST contains a group of online modules that can be sent through email or text messages. It includes activities such as videos, quizzes, games, and other resources.



Review the PST at <https://www.cdc.gov/diabetes/prevention/resources/personal-success-tool-pst.html>.

- **Encourage social connections.**

- Set up a private social media group for the class to facilitate communication among participants and encourage activities such as sharing recipes, discussing personal experiences, and sharing tips.



Additional Resources:

The Diabetes Training and Technical Assistance Center (DTTAC) distance-learning tips for National DPP sessions:

<https://st2.ning.com/topology/rest/1.0/file/get/4147598327>

Common Ground online learning community for lifestyle coaches:

<https://dttacommonground.ning.com>



How do I prepare new and existing participants for taking part in virtual classes?

□ Understand your participants' digital literacy.

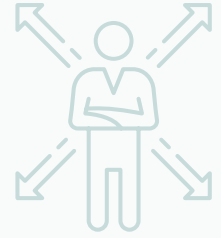
- Realize certain populations may have low digital literacy, including individuals who are older, have lower educational attainment, have lower income, or live in a rural area.
- Recognize that low digital literacy is associated with lower participation.

e.g. For example, some participants may not know how to find and use URLs. Some may not have an email account.

• Assess participants' digital literacy level to ensure access.

- Programs that offer a Session Zero (see below) could assess digital literacy at that time.

e.g. An example of a short, validated instrument is the eHealth Literacy Scale (eHEALS): <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1794004/>.



□ Ensure participants have access to the technology they need to participate.

- Consider developing a checklist of necessary equipment and optional equipment for participants.

e.g. For example, internet access and speakers or a working phone would be necessary for videoconferencing. A web camera or a phone with a camera would be optional.



Videoconferencing

- Videoconferencing also allows participants to use a profile picture instead of a web camera.

• Plan how to mitigate the effect of technological issues during class.

e.g. For example, ask participants to have the dial-in phone number written down. That way, they can easily rejoin the class if they are disconnected.



□ Address participants' use of technology and digital literacy.

- **Develop and share materials on how to access the platform before the first virtual session.**

e.g.

Example materials:

- Step-by-step instructions on how to access the platform, including screenshots.
- FAQs or a troubleshooting guide that includes screenshots of how to resolve common issues.
- A video tutorial that reviews the features and common functions of the platform (for example, how to mute/unmute).

- **Consider offering a virtual information session, a “Session Zero,” before the first virtual class.**

e.g.

For example, in addition to topics typically covered in Session Zero, consider using Session Zero to:

- Assess patient preferences (for example, using a web camera or not).
- Review features of the virtual delivery platform.
- Provide information specific to the platform.



Review DTTAC's ideas for what to cover in a Session Zero at

[http://www.pphd.org/Site/Documents/NDPP/Session%20Zero Information Session%20Ideas.pdf](http://www.pphd.org/Site/Documents/NDPP/Session%20Zero%20Information%20Ideas.pdf)

- **Assess whether participants would benefit from an information session to help those with low digital literacy.**

e.g.

For example, content could include basic access information:

- How to access the internet.
- Where to enter a URL.
- How to locate the dial-in number for the class.

- **Encourage participants to seek help from a family member or friend who is comfortable with the virtual delivery platform.**

- This family member or friend can attend any training sessions offered.

□ Inform participants of ground rules for virtual participation.

- **Encourage participants not to multitask during class.**
- **Ask participants to state their names each time they speak if their names are not displayed.**



Discover additional ideas and guidance for ground rules in the DTTAC Distance-Learning Tips for National DPP Sessions at <https://st2.ning.com/topology/rest/1.0/file/get/4147598327>



How do I manage participant data?

□ Review available options for collecting participant data.



MDPP suppliers must meet additional data collection and documentation requirements. For more information, please visit <https://innovation.cms.gov/files/x/mdpp-supplierreq-checklist.pdf>.

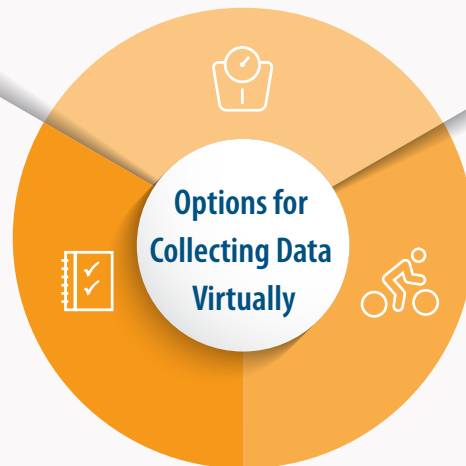


Weight Data

- Ask participants to send self-reported weight through email or text message.
- Ask participants to email or text a picture of the scale.
- Ask participants to use a Bluetooth-enabled scale and share app login information with their coach.
- Ask participants to call their lifestyle coach to self-report weight.

Attendance Data

- View the participant list on a videoconferencing platform.
- Conduct a roll call on a teleconferencing platform.



Physical Activity Data

- Request access to participants' trackers.
- Use an online survey tool, such as SurveyMonkey, to have participants enter physical activity minutes.
- Send a weekly email request.

Starting January 1, 2021, CMS will reimburse MDPP suppliers for self-reported weight that is reported along with a time/date stamp or is a video. In addition, beneficiaries can use video technology with a MDPP coach to report their weight. Review CMS's current guidance for MDPP suppliers at <https://www.cms.gov/newsroom/fact-sheets/final-policies-medicare-diabetes-prevention-program-mdpp-expanded-model-calendar-year-2021-medicare>.

The Final Physician Fee Schedule Rule can be found here <https://www.cms.gov/files/document/12120-pfs-final-rule.pdf>.

□ Understand best practices for logging and storing participant data.

- Know that CDC encourages HIPAA-compliant approaches for collecting and storing participant data.

e.g.

Examples of HIPAA-compliant file-sharing tools:

- DropBox: <https://www.dropbox.com/business/trust/compliance/HIPAA>
- Microsoft One Drive: <https://www.microsoft.com/en-us/microsoft-365/onedrive/online-cloud-storage>.
- Google Drive: <https://www.google.com/drive/>.

- Realize that participants can self-report weight and physical activity minutes over emails or text messages. However, your program must store these data securely to comply with HIPAA.

e.g.

For example, suppose that a participant texts their weight to the coach. The coach must record the weight in a secure database and delete the message from their phone.

- Establish a secure process for logging and storing participant data before the first virtual class. Share this information with participants.



Additional Resources:

Information on submitting data, including a Diabetes Prevention Recognition Program (DPRP) blank evaluation template

<https://nationaldppcsc.cdc.gov/s/article/Submitting-Evaluation-Data>

DPRP-recommended procedures for measuring weight:

<https://nationaldppcsc.cdc.gov/s/article/FAQ-Weight-Loss-Measurement-1526419438275>



How do I recruit new participants?

□ Understand alternatives to in-person participant recruitment.

• Identify ways to recruit participants virtually.

- e.g.** | Examples of virtual recruitment methods:
- Posting on social media platforms.
 - Creating online fact sheets.
 - Producing radio public service announcements.
 - Placing newspaper ads.

• Consider which approaches best reach the intended audience and fit your program's budget.

- e.g.** | For example, community partners can advise which approaches may be most effective to reach new participants.



Review the CDC-developed tip sheet for recruiting participants into the program at https://coveragetoolkit.org/wp-content/uploads/2018/03/NDPP_Recruiting_Participants_Tipsheet.pdf.

□ Develop or tailor recruitment materials.

• Review CDC's customizable recruitment materials.

- e.g.** | Examples of materials:
- Press releases
 - Live announcer radio public service announcements
 - Fact sheets
 - Social media content



Access CDC's customizable recruitment materials at <https://www.cdc.gov/diabetes/prevention/resources/participants.html>.

• Consider targeted recruitment of populations of interest, including those with the greatest need.

- Targeted efforts may include identifying underserved populations based on gender, age, race, ethnicity, income, Medicaid eligibility, cultural community, and geography.



- **Obtain feedback from your current participants and participants who did not complete the program.**
 - **Consider either formally or informally seeking feedback through short surveys, phone calls, or emails.**
 - **Understand the important areas for participant feedback, including:**
 - Assessing what is working well and what could be improved in virtual delivery of classes.
 - Understanding why and when participants dropped out early.
 - **Use this information to:**
 - Tailor program delivery.
 - Enhance engagement efforts.
 - Improve the information covered in the virtual Session Zeros.



Additional Resources:

Prevent T2 resources for recruiting and retaining participants:

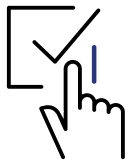
<https://www.cdc.gov/diabetes/prevention/resources/participants.html>.

Additional marketing and recruitment materials for the National DPP:

<https://nationaldppcsc.cdc.gov/s/topic/0TOt000000001QcGAI/marketing-and-recruitment-for-the-national-dpp> .

List of completed translations of CDC's Prevent T2 National DPP curriculum to other languages:

<https://coveragetoolkit.org/national-dpp-curriculum> .



FINAL CHECKLIST

What do I need to consider when selecting a virtual delivery platform?

- Review available virtual delivery platforms to determine which will best meet your program's needs.
- Understand your organization's past experience with any virtual platforms.
- Assess participant and coach needs to find out which option is most accessible.
- Understand whether your organization requires a HIPAA-compliant platform.
- Review state and local privacy and security regulations.
- Select the virtual delivery platform that will work best for your program.

How do I prepare my lifestyle coaches to deliver virtual classes?

- Ensure coaches have access to the necessary technology.
- Train coaches on the features of the selected platform.
- Adapt in-person materials and activities for virtual delivery.
- Assess options for sharing materials.
- Use features of the virtual delivery platform to encourage participant engagement and retention.

How do I prepare new and existing participants for taking part in virtual classes?

- Understand your participants' digital literacy.
- Ensure participants have access to the technology they need to participate.
- Address participants' use of technology and digital literacy.
- Inform participants of ground rules for virtual participation.

How do I manage participant data?

- Review available options for collecting participant data.
- Understand best practices for logging and storing participant data.

How do I recruit new participants?

- Understand alternatives to in-person participant recruitment.
- Develop or tailor recruitment materials.
- Obtain feedback from your current participants and participants who did not complete the program.