Goals of Diabetes Education
“Train the Trainer”

Phil Unsworth
Diabetes Education Nurse Facilitator
Novo Nordisk
Goals of Diabetes Education
Training the Trainer

Objectives

• Ensure understanding of content, structure and recommended method of use
• Provide suggested implementation plan
• Enable consistency of approach across centres
• Give trainers the necessary resources to enable them to cascade training to individual centres
WITH YOU
ALL THE WAY

WITH YOU
ALL THE WAY

Cameron Hubbard
Cameron has type 1 diabetes
What is *With You all the Way*?

*With You all the Way* is a paediatric support programme providing educational materials for healthcare professionals and young people with type 1 diabetes.
With You all the Way aims to...

☑ Ensure children and young people (CYP) have the necessary **knowledge**, **skills**, and **confidence** to successfully manage their diabetes

☑ Encourage **proactive** and **open** dialogue between patients and healthcare professionals (HCPs)

☑ Enable HCPs to set age-specific **educational goals** for their patients
What does *With You all the Way* include?

Materials for Patients
What does *With You all the Way* include?

Materials for Patients – HCP development team

Claire Pesterfield, Lead Paediatric Diabetes Specialist Nurse

Nicola Lewis, Lead Paediatric Diabetes Specialist Nurse and Dr Nandu Thalange, Paediatric Endocrinologist

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Nicola Lewis, Lead Paediatric Diabetes Specialist Nurse

Claire Pesterfield, Lead Paediatric Diabetes Specialist Nurse
What does *With You all the Way* include?

**Material for HCPs**
What is Goals of Diabetes Education?

A structured education programme for children and young people with type 1 diabetes

- Written curriculum ✔
- Uses trained educators ✔
- Quality-assured ✔
- Audited (audible) ✔
Goals of Diabetes Education
Development Timeline

1996: Lene Povlesen et al (Glostrup University Hospital) publish Danish version

2012: Novo Nordisk release 1st Edition for UK

2016: Novo Nordisk release 2nd Edition for UK
A Multidisciplinary Development Team

- Helen Thornton (Clinical Nurse Specialist for Children and Young People with Diabetes, St Helens and Knowsley Teaching NHS Trust)
- Dr Fiona Campbell (Consultant Paediatrician and Diabetologist, Leeds Children’s Hospital)
- Dr Vicky Seagrave (Clinical Psychologist, St Helens and Knowsley Teaching NHS Trust)
- Frances Hanson (Specialist Children’s Diabetes Dietitian, Leeds Children’s Hospital)
- Phil Unsworth (Diabetes Education Nurse Facilitator, Novo Nordisk)
Goals of Diabetes Education structure

- Resources relevant for 6–7 year olds
- Resources relevant for 8–9 year olds
- Resources relevant for 10–11 year olds
- Resources relevant for 12–13 year olds
- Resources relevant for 14–15 year olds
- Resources relevant for 16–18 year olds
Goals of Diabetes Education contents
Guides for healthcare professionals

• Basic curriculum for each age group
• Facilitates dialogue with CYP and their family
• Allows education in a variety of settings:
  o In clinic
  o At home
  o On camps
  o Within groups
Goals of Diabetes Education contents
Handouts for parents and young people

• Recommended learning goals for each age group

• Guidance stresses parental responsibility where appropriate

• Photocopy or download from novonordiskpro.co.uk then provide to parents / patients
Goals of Diabetes Education contents

Record sheets

- Provide an audit trail, i.e. evidence that education has occurred
- Allows target setting and individualisation of programme allowing for CYP needs
- Gives ability to record other education / educational materials provided
- Allows for personalization with hospital’s own logo
D15-2A-122 Diabetes Self-Management Education

The CYPD MDT should have a policy that each patient has an individualised, diabetes self-management education plan that is reviewed and updated as a continuous process, starting at the time of initial diagnosis and repeated according to the patients' age and maturity and specific diabetes needs.

The education plan should:
• have a structured, written curriculum;
• have trained educators;
• have the take-up of the plan, audited;
• be adjusted to the development stage of the child/young person;
• fulfils the requirements of NICE NG 18, August 2015.

There should be a core member of the CYPD MDT who is responsible for organising the diabetes self-management education programme on behalf of the MDT.
## Goals of Diabetes Education
### 2016 Edition – Key Updates

<table>
<thead>
<tr>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>New NICE guideline recommendations†</td>
</tr>
<tr>
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</tr>
<tr>
<td>Pump competencies from button pushing to programming</td>
</tr>
<tr>
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</tr>
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</tr>
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<tr>
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</tr>
<tr>
<td>HbA1c targets in pregnancy</td>
</tr>
<tr>
<td>Folic acid</td>
</tr>
<tr>
<td>STI prevention</td>
</tr>
<tr>
<td>Sexual dysfunction</td>
</tr>
<tr>
<td>Consent &amp; Confidentiality</td>
</tr>
<tr>
<td>Emotional wellbeing</td>
</tr>
<tr>
<td>Transition Clinic process</td>
</tr>
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† National Institute for Health and Care Excellence (NICE). Diabetes (type 1 and type 2) in Children and Young People: Diagnosis and Management 2015. Published: 26 August 2015
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Individualised target setting

Record sheet for patients aged 6–7 years

<table>
<thead>
<tr>
<th>Goal</th>
<th>Rule of thumb</th>
<th>Normally alcohol free</th>
<th>Goal</th>
<th>Review date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypoglycaemia or HYPO = Low Blood Glucose Level (below 2.6 mmol/l)</td>
<td>Children should not be exposed to certain situations or activities that may lead to low blood glucose.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illness</td>
<td>Low blood glucose levels should be checked often.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional/Wellbeing</td>
<td>Children should be reassured that they are safe.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: The record sheet is a tool for monitoring blood glucose levels in children aged 6–7 years. It is important to regularly check blood glucose levels and adjust the treatment plan as needed.*

**Action Plan:**
- **Monitoring:** Check blood glucose levels regularly.
- **Hypoglycaemia:** Keep a carbohydrate source handy.
- **Illness:** Monitor blood glucose levels more frequently.
- **Emotional/Wellbeing:** Provide reassurance and support.

**Authorization by:**

**Date of next test:**
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Transition

• The transition process whereby your future care will be transferred to a young adult team in your local area will be underway

• You should be able to describe your transition process, and work with your diabetes team in setting your own goals

• You should start seeing members of the diabetes care team on your own to develop confidence in managing your own consultations

• You should be able to discuss any issues around consent and confidentiality with your team

• You may start to meet members of your young adult diabetes team
Social Learning Theory

• Social Learning Theory emphasizes on the importance of observing and modelling the emotional reactions, behaviours and attitudes and others. This theory encompasses attention, memory and motivation.

• Social learning theory explains human behaviour in terms of continuous interaction between behavioural, cognitive and environmental influences.

most human behaviour is learned observationally through modelling: from observing others one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action”

- Albert Bandura (1977)
Basic Social Learning Concepts

- Observational Learning – Children learn and imitate behaviour they have seen others do.

- Intrinsic Reinforcement – Mental states are important for learning

- The Modelling Process – Learning does not lead to a change in behaviour

Observational Learning

- A Live Model: involves an actual individual demonstrating or acting out a behaviour

- A Verbal instructional Model: involves descriptions and explanations of a behaviour

- A Symbolic Model: which involves real or fictional characters displaying behaviours in books, films, television etc.

Intrinsic Reinforcement

Intrinsic reinforcement is a form of internal reward, such as pride, satisfaction and a sense of accomplishment.

The Modelling Process

Not all observed behaviours are effectively learned. Factors involving both the model and the learner can play a role in whether social learning is successful.

The following steps are involved in the observational learning and modelling process:

- Attention
- Retention
- Reproduction
- Motivation

Attention
Retention
Reproduction
Motivation
Social Learning Theory

• Asserts that most behaviours are learned by observation and imitation
• Provides the foundation for behaviour modelling
• States that with skilled educators, children cement learnings into ideas they can hold in their minds
### Quality of Life for Youth

Questions about living with diabetes

The following questions are about how you see your life with diabetes. Under the number that gives the best answer for you. Please provide an answer for each question. Please bring the completed form with you to the next consultation where it will be from the basis for a dialogue about how you are coping with your diabetes.

**Patient name: ____________________________

**Compensation: ____________________________

**Interview date: ____________________________

<table>
<thead>
<tr>
<th>Impact of symptoms relating to diabetes now affecting you:</th>
<th>Never</th>
<th>Very seldom</th>
<th>Some times</th>
<th>Often</th>
<th>All the time</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Feel physically ill?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0-4</td>
</tr>
<tr>
<td>2. Have a bad night’s sleep?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0-4</td>
</tr>
<tr>
<td>3. Miss school because of your diabetes?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0-4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impact of treatment now affecting you:</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>0-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Do you feel pain associated with the treatment?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0-4</td>
</tr>
<tr>
<td>5. Do you feel restricted by your diet?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0-4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impact on activities now affecting you:</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>0-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Limit social relationships and friendships?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0-4</td>
</tr>
<tr>
<td>7. Prevent you from being active (e.g., a computer?)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0-4</td>
</tr>
<tr>
<td>8. Interferes with your exercise?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0-4</td>
</tr>
<tr>
<td>9. Prevents you from using activities at school?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0-4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent issues now affecting you feel that your parents:</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>0-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Are too protective of you?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0-4</td>
</tr>
<tr>
<td>11. Worry too much about your diabetes?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0-4</td>
</tr>
<tr>
<td>12. Are you doing less with your diabetes?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0-4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Worry about diabetes now affecting you worry about whether:</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>0-28</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. You will get tired?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0-4</td>
</tr>
<tr>
<td>14. You will have headaches?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0-4</td>
</tr>
<tr>
<td>15. You will not get a job you like?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0-4</td>
</tr>
<tr>
<td>16. You will need to go out?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0-4</td>
</tr>
<tr>
<td>17. You will be able to complete your education?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0-4</td>
</tr>
<tr>
<td>18. Your body looks different because of diabetes?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0-4</td>
</tr>
<tr>
<td>19. You will get complications?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0-4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mentions perception</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>0-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Compared others your age, would you say your health?</td>
<td>Excellent</td>
<td>1 Good</td>
<td>2 Fair</td>
<td>3 Poor</td>
<td>4 Very Poor</td>
<td>0-4</td>
</tr>
</tbody>
</table>

Thank you for your help!
Age Specific Educational Goals Workshop
Group Workshop

Each group to take a pack of age specific guides for HCP’s, handout for parents and young people and record sheets
Familiarise one self with educational content and format in relation to handouts and record sheets

Questions to ask yourself?

Which member of your team should be responsible for completing process?
Which member(s) of your team are best placed/ most appropriate to use the?
When/ where should they be used?
How will they be completed?
How frequently should they be used/ completed?
Do you need further information about any of the topics?
How will you ensure all your team give consistent advice?
Workshop items
Printed copies of Goals of Diabetes Guide for healthcare professionals
Hand-out for Parents a young people
Record Sheets
(30 minutes including feedback)
Ensuring children and young people (CYP) have the necessary knowledge, skills, and confidence to successfully manage their diabetes.

Encourage proactive and open dialogue between patients and healthcare professionals (HCPs).

Enable HCPs to set age-specific educational goals for their patients.
Goals of Diabetes Education
Training the Trainer

Implementation

• Children and Young People’s National Diabetes Network regions (plus Scotland and Ireland) to be offered ‘Train-the-Trainer’ education

• Identified trainer’s to receive a copy of training slides for their own unit

• Trainer’s “cascade” training to individual units

WITH YOU
ALL THE WAY
Expectations how Goals of Diabetes Education should be used

• Each member of MDT to be trained in using the Goals of Diabetes and participate in it’s implementation into practice

• Used in the most appropriate environment for individual/ family

• Used as a “living document” by HCP and CYP and parents/ carers

• Possibly used as part of the Annual review process

• Audited
Remember...

The educational goals recommended:
- Are based upon the expected abilities of CYP to learn and develop skills at different ages.
- Should be considered ‘minimum requirements’ for each age group; there will always be differences between individual children.
- Should be achieved over a two-year phase, enabling the child to gradually develop over time.
Navigating the Novonordiskpro Website

www.novonordiskpro.co.uk
Navigating the Novonordiskpro Website Workshop

Live online demonstration of how to use website and how to add centre logos to record sheets
How to add a Logo to Goals of Diabetes Record Sheets

1. Open PowerPoint
2. Use ‘insert picture’ to add a high resolution version of your logo to the slide
3. Enlarge the logo to fill the slide
4. Save as a PDF file (file -> save as -> save as type -> PDF)
5. Download Goals of Diabetes Education from Novo Nordisk Pro (novonordiskpro.co.uk); save to your desktop
6. Reopen Goals of Diabetes Education file
7. Click on ‘click to insert your logo here’ on the final page of a Record Sheet
8. If JavaScript is disabled, enable JavaScript
9. In the ‘Select Icon’ pop up, select your logo
10. Click OK
11. Your logo will appear on the Record Sheets
How do I obtain copies of *With You all the Way* materials?

Via your Novo Nordisk Diabetes Care Specialist

Novo Nordisk Diabetes Care Specialists will deliver copies to paediatric centres.
How do I obtain copies of *With You all the Way* materials?

**Online**

**For Patients**

www.with-you-all-the-way.co.uk

**For HCPs**

www.with-you-all-the-way.co.uk/HCP

**For HCPs**

novonordiskpro.co.uk
Evaluation
Any Questions?