

# The Road to Health Toolkit

## USER'S GUIDE

How to Prevent or Delay  
Type 2 Diabetes in Your Community  
A User's Guide for Community Health Workers





## **Suggested Citation**

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## Continuing Education Credit

### *The Road to Health Toolkit*

#### **Goal**

*The Road to Health Toolkit* provides community health workers/ “promotores de salud”, nurses, health educators and dietitians with interactive tools that can be used to counsel and motivate those at high risk for type 2 diabetes. These tools will help reduce their risk for type 2 diabetes by encouraging healthy eating, increased physical activity, and moderate weight loss for those who are overweight.

#### **Objectives**

After this activity, the participant will be able to:

- Identify the findings of the Diabetes Prevention Program (DPP) study.
- Discuss how to read nutrition labels to identify healthier food choices.
- Identify tools that can be used to teach the concepts of portion size versus serving size and techniques to control portion size.
- Explain the importance of physical activity and techniques for its promotion.

#### **Target Audiences**

The target audiences that may most benefit from these materials include community health workers/ “promotores de salud”, nurses, health educators, dietitians, and others working with populations at high risk for type 2 diabetes.

#### **Authors**

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#### **Credits Available**

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Reference: IAC 655, Chapter 5 - 5.2(2)f(i)

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- Click on the course title: The Road to Health Toolkit. Select the type of CE credit you would like to receive and then click

Submit. Three demographic questions will come up. Complete the questions and then Submit. A message will come up thanking you for registering for the course. If you have already completed the course, you may choose to go right to the evaluation and post-test. Complete the evaluation and Submit. Complete the post-test and Submit. A record of your course completion will be located in the Transcript and Certificate section.

- When asked for a verification code, please use CHW07.
- Continuing education credits for additional professions may be offered in the future. Visit <http://www.cdc.gov/TCEOnline> for updates.

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The materials and continuing education credits are free. Requirements for obtaining continuing education include reading *The Road to Health Toolkit User's Guide*, *Flipchart* (English or Spanish), and *Activities Guide*, registering on the CDC's continuing education Web site (<http://www.cdc.gov/TCEOnline>), and completing an evaluation form and post-test.

## **Release and Expiration Dates**

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## **Disclosure Statement**

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“Se hace camino al andar”. (“You make your road by walking it.”)

— Antonio Machado

## Introduction

Welcome to *The Road to Health Toolkit*. This toolkit was developed by the National Diabetes Education Program (NDEP), a partnership of the National Institutes of Health (NIH), the Centers for Disease Control and Prevention (CDC), and more than 200 public and private organizations. NDEP wants to help community health workers (CHWs) share an important and hopeful message with their communities: type 2 diabetes can be prevented or delayed in people at high risk for the disease. This toolkit can help the CHWs teach people that diabetes does not have to be their destiny.

This toolkit is for CHWs in African American/African Ancestry and Hispanic/Latino communities. *The Road to Health Toolkit* was designed for African American/African Ancestry and Hispanic/Latino communities—but really it can appeal to any audience. In the United States, these two communities are at higher risk than the general population for developing type 2 diabetes. For more information, please see the NDEP publication “Am I at Risk?” at [http://www.ndep.nih.gov/diabetes/pubs/GP\\_AmIatRisk.pdf](http://www.ndep.nih.gov/diabetes/pubs/GP_AmIatRisk.pdf).

In creating this toolkit, NDEP looked at findings from the Diabetes Prevention Program (DPP) study. The DPP study showed that type 2 diabetes can be prevented or delayed in people at high risk for the disease. The DPP study has three main messages on how to prevent or delay type 2 diabetes.

- Lose 5 to 7 percent of their weight, if they are overweight—that’s 10 to 14 pounds (4.5 to 6.3 kg) for a 200 pound (90.6 kg) person.
- Lose and maintain the weight loss by making healthy food choices by eating a variety of foods that are low in fat and reducing the number of calories they eat per day.
- Get at least 30 minutes of moderate-intensity physical activity five days a week. This could be brisk walking, yard work, and actively playing with children, for example, riding bicycles or playing soccer.

See page 28 of this guide for more information on the Diabetes Prevention Program study.

NDEP also asked CHWs who are working in African American/African Ancestry and Hispanic/Latino communities what tools they would need to teach their neighbors about type 2 diabetes prevention. Their answers helped shape *The Road to Health Toolkit*, which has three types of materials: resources, activities, and teaching aids. The basic toolkit components include: a *Flipchart*, *User's Guide*, *Activities Guide*, *Resource Guide*, *Photo Journal*, and *The Road to Health Supplemental CD-ROM*. Also available to order is *The Road to Health Training Guide* and *Video*. *The Training Guide* and *Video* are designed for those who offer train-the-trainer workshops.

NDEP suggests that you read the *User's Guide* first, followed by the *Flipchart*, the *Activities Guide*, the *Resource Guide* and, finally, the *Photo Journal*. This *User's Guide* describes all other parts of the toolkit and suggests ways to use them to promote type 2 diabetes prevention. The Additional Information section on page 28 may help you to plan your sessions. Decide which parts of this toolkit will work best for your community. Use the toolkit to connect with the people you serve and to support them as they make healthier choices. Be creative. You may have some new ideas for activities or lessons as you look over the materials.

If you have any questions or concerns about a topic related to nutrition or physical activity, don't be afraid to ask a health care professional such as a dietitian, nurse, or doctor for help.

## Toolkit Components

The following is a description of the toolkit components.

*The User's Guide* describes the toolkit components and suggests ways to use them to promote type 2 diabetes prevention.

- *The Flipchart* is the most important component of the toolkit. It discusses type 2 diabetes prevention and is delivered through the story of an adult brother and sister with diabetes in their family who teach people how type 2 diabetes can be prevented or delayed.
- *The Activities Guide* suggests specific activities to promote making healthy food choices and physical activity among your participants.
- *The Resource Guide* tells you where to get more materials on type 2 diabetes prevention. The Web sites listed in this guide may also have information on diabetes care. Some materials are free, but others may require a membership. Publications in Spanish are marked “SP.” This guide also lists meal planning materials, including cookbooks that were created for African American and Hispanic/Latino audiences.
- *The Photo Journal* is a tribute to CHWs who are active in prevention. It also describes the important role of CHWs in their communities. You can use the *Photo Journal* to explain your work to others, learn tips from other CHWs, and recruit others to become CHWs.
- *CD/DVD and VHS Movimiento Por Su Vida/Step by Step: Moving towards Prevention of Type 2 Diabetes:*
  - *Movimiento Por Su Vida:* This CD/DVD, with six original songs, is performed by artists from diverse Hispanic/Latino backgrounds. You can use this to inspire others to be more active. A brief (3.5 minute) music video with the lead song “Movimiento” shows people in everyday activities moving to the beat of the music at home, outside, and at work. It also shows a new dance that you can teach your participants. This is a “dual disc” with the music CD on one side for a CD player and the music video on the other side for a DVD player.
  - *Step by Step: Moving towards Prevention of Type 2 Diabetes:* This CD/DVD, with six original songs, is designed to get people moving. With different

music styles, it promotes the message that moving more is easier than it seems. A brief (3.5 minute) music video with the lead song “Every Day Is a New Beginning” shows people walking, dancing, playing with the kids, and even doing housework to the music. This is a “dual disc” with the music CD on one side for a CD player, and the music video on the other side for a DVD player.

- ***Movimiento Por Su Vida/Every Day Is a New Beginning:*** This VHS tape features two short (less than 4 minutes) music videos to the lead songs from the “Movimiento Por Su Vida” and “Step by Step” music CDs. The music videos show Hispanic/Latinos and African Americans walking, singing, playing with the kids, and even doing housework to the beat of the music. “Movimiento” demonstrates a new dance step. Use the video to promote incorporating physical activity into everyday life.
- ***The NDEP Food and Activity Tracker*** is designed to help you set goals and track progress.
- ***The NDEP Fat and Calorie Counter*** is designed to help you keep track of the number of fat grams and calories you eat. It shows fat grams and calories for more than 1,500 commonly eaten foods.
- ***The Road to Health Training Guide*** and ***Training Video*** were designed for people who offer train-the-trainer workshops. These valuable resources are available in English and Spanish. The *Road to Health Training Guide* and *Training Video* are not only for CHWs/*promotores de salud* and NDEP partner organizations, but they may also be used to train other health care professionals, such as diabetes educators, nurses, dieticians, and church-based health ministers on how to use the *Road to Health Toolkit*. The *Road to Health Training Video* facilitates the *Toolkit* use in a visual way.
- ***The Road to Health Supplemental CD-ROM:*** This compact disc has many helpful files, including:

#### **Posters**

- *A future without type 2 diabetes—can you see it? (English and Spanish)*
- *Step by Step - The Road to Health (various sizes and in English and Spanish)*
- *Welcome to the City of Excuses (English and Spanish)*
- *Nutrition Facts Labels*

- *The Traffic Light Method (various sizes and in English and Spanish)*
- *NDEP Get Real poster*

### **PowerPoint Presentations**

- *Training Guide's Goals and Objectives for the Road to Health Toolkit*
- *Introduction to the National Diabetes Education Program*
- *The Road to Health Toolkit*
- *Introduction to Prevention of Type 2 Diabetes and the Diabetes Prevention Program Study*
- *The Basic Concepts of Diabetes*
- *Portion Distortion Interactive Quiz Slide Show I*
- *Portion Distortion Interactive Quiz Slide Show II*
- *The Road to Health Flipchart, PowerPoint presentation*

### **Tools**

- *NDEP Fat and Calorie Counter (English only)*
- *NDEP Food and Activity Tracker (English and Spanish)*
- *Tips for Teens: Lower Your Risk for Type 2 Diabetes tip sheet*
- *More Than 50 Ways to Prevent Type 2 Diabetes tip sheet*
- *Basics of Behavior Change*
- *Barriers to Being Active Quiz*

### **Lessons Plans**

- *NDEP Getting Started with Weight Control: Increased Activity lesson plan*
- *NDEP Nutrition Guidelines for Good Health lesson plan*

### **The Road to Health Promotional Materials (printer-ready files in English and Spanish)**

- *Flyer*
- *PowerPoint slides with speaker notes*
- *Template news release*
- *Template newsletter article*
- *Web site blurb*
- *Q & A*
- *Poster*
- *Banner*
- *Toolkit component*

## Additional Information

This section contains important information about the Diabetes Prevention Program study, the role of culture in weight change, and some troubleshooting tips to help participants get the most out of every class.

See NDEP's Web site (<http://www.ndep.nih.gov/diabetes/prev/prevention.htm>) for more resources.

CHWs play a vital role in the health of their communities. We hope this toolkit will help you lead people on “*the road to health*.”

## Materials In the Toolkit

### Flipchart

The Flipchart is the main teaching tool in this toolkit. The other tools were created to help you use the Flipchart in the most effective way possible.

*Note: The Flipchart is available in English and in Spanish. The CD/DVD Movimiento Por Su Vida is available in Spanish (the English version of this CD/DVD is called Step by Step: Moving towards Prevention of Type 2 Diabetes). You can order any of these individual items for free from NDEP. It is NOT necessary to order an entire toolkit.*

The Flipchart features the story of a brother and sister whose family is affected by type 2 diabetes. Because of their family history, they too are at risk for developing type 2 diabetes. In the English Flipchart, the characters are named Angela and Ray. In the Hispanic/Latino Flipchart, the characters are named Camila and Jorge, who are joined in telling their story by Mariana, Camila's teenage daughter.

Often people better remember key messages if they are delivered in a story. The Flipchart tells the story of an adult brother and sister on their “*road to health*.” They tell how they learned about type 2 diabetes prevention and began their “*road to health*.” They describe how they made small changes in their habits to reduce the risk of getting type 2 diabetes. The Flipchart includes key messages on type 2 diabetes prevention, but they are shared by the story's characters.

We have given only the “skeleton” of the story. Your job is to “flesh it out”—to make the story real to your participants. Don't be afraid to add more details and to draw from your own experiences in order to bring type 2 diabetes prevention to life.

The important thing is to tell a story your participants can relate to—help them see the changes they can make in their own lives.

## How to Use The Flipchart

This *Flipchart* is different from others you may have used. It uses a story to teach three lessons:

- Lose weight if you are overweight.
- Making healthy food choices.
- Be more physically active.

It is important that you cover ALL three of these lessons because as the DPP study shows, they are all important in preventing type 2 diabetes. NDEP recommends that you talk about these lessons over multiple sessions. At least three sessions are needed to review for your participants to have time to absorb the new information and to have a chance to try the new skills they have learned. Additional sessions can build on these lessons by using the activities suggested in the *Activities Guide* or teaching materials from the *Resource Guide*.

The numbered side or participant's side of the *Flipchart* faces the participant. The other side or trainer's side includes tips on each topic. The key message can be found in a box on the bottom of each participant's page. A smaller version of the box is on the trainer's side. The key message is the "take home message" for your participants.

Some *Flipchart* pages have a lot of information. For example, the teaching page has a lot of background detail on what diabetes is and how it can affect a person's body. You do not have to deliver all of this information in one session. You know your audience best. You choose how much they can handle at once. The purpose of this toolkit is to help people change their behavior related to food and physical activity. Teach only as much as you need to get across this message, such as *Type 2 diabetes is a serious condition that can affect many parts of the body, and it is important to make healthy lifestyle changes to prevent or delay it.*

Other *Flipchart* sections, such as the pages on food (reading labels, lowering fat, controlling portions), also have a lot of information. You decide, based on the questions people ask and how much they appear to understand, how quickly you can cover this information. You may teach only one or two key points during a session and return to these pages of the *Flipchart* at the next session. It helps to keep notes on what you covered in a session.

A PowerPoint file of the *Flipchart* (English version only) can be found on *The Road to Health* Supplemental CD-ROM. You can copy the slides onto overhead transparencies for a presentation to a large group.



NDEP suggests addressing the lessons of the *Flipchart* in three parts

1. Type 2 Diabetes is Preventable and Losing Some Weight Can Help.
2. Making healthy food choices.
3. Increase Physical Activity.

***Part 1: Type 2 Diabetes Is Preventable and Losing Some Weight Can Help***

The *Flipchart* and the story of a “road to health” teach participants about prevention of type 2 diabetes. The section begins with an introduction to a healthy future without type 2 diabetes, information about the disease and its risk factors, and information about how diabetes can be prevented or delayed.

Page 1: Preventing type 2 diabetes. This page introduces Ray and Angela.

Page 2: Diabetes affects various body organs. Lose a moderate amount of weight if you are overweight.

Page 3: Type 2 diabetes risk factors and how it can be prevented.

***Part 2: Making healthy food choices***

This section teaches food and nutrition basics.

Page 4: Reading labels.

Page 5: Finding hidden fats.

Page 6: Learning about fast food “value” meals.

Page 7: Using the “traffic light method” to label foods.

Page 8: Understanding proper portion sizes.

At the end of Part 2, ask participants to keep a food journal until the next session. Participants can make a log book or use the NDEP *Fat and Calorie Counter*. At the next session, review the food journals. Praise good choices and note less healthy ones. Ask participants to name some things they can change.

**Teaching Tip:  
Introduction to Type 2  
Diabetes Prevention**

After teaching part 1,  
ask the participants:

What three things can  
you do to prevent or delay  
type 2 diabetes?  
(Answer: make healthy  
food choices, be more  
physically active and,  
if overweight, lose 5%–7%  
of the weight.)

Let participants know you  
will help them achieve  
those goals. You will  
travel the road to health  
together.

### Teaching Tip: Losing Weight

After teaching part 1,  
talk to the participants:

Show participants the  
“At Risk Weight Chart”  
to help them figure out  
if they are overweight.

### ***Part 3: Increase Physical Activity***

This section changes the discussion from food to physical activity.

This section teaches participants about the benefits of physical activities, problem-solving, and rewards, including:

Page 9: Moving more.

Page 10: Combatting barriers and excuses.

Page 11: Rewards of a healthier lifestyle; setting goals.

Page 12: Summary of key points.

### **More Tips**

#### ***In general ...***

- Praise any and all positive efforts that your participants make.
- Share something about your own struggle—in the past or daily—to maintain health and seek balance.
- Help participants remember that it takes time to make a habit, and it takes time to break a habit.
- Adapt topics to levels that participants can understand.
- Help participants identify people who can support them in their efforts. You might be someone they name!
- Focus on one habit at a time. At one session, focus on better choices at lunch. At the next session, suggest a new healthy habit, like walking for 15 minutes each morning.
- Find other materials in the *Resource Guide* and on NDEP’s Web site. Use them to help teach the topics in the *Flipchart*.

#### ***When teaching about healthy food choices ...***

- When talking about fat and sugar, use visual aids your audience can understand. You can find examples on page 5 of the *Flipchart*. If you talk to participants about grams and ounces, you may want to change the weights into volumes.

– For liquids:

- 4 grams = 3 teaspoons
- 8 ounces = 1 cup = 24 teaspoons
- 20 ml = 4 teaspoons

– For dry foods:

- 14 grams = 3 teaspoons = 1 tablespoon
- 113 grams = 8 tablespoons
- 454 grams = 32 tablespoons = 2 cups

- When you talk about food, bring the topic to life with the “traffic light method.” Look at the *Flipchart* (page 7) to learn more about this way of looking at food. Show participants how to label food before putting it away. Red is an occasional food (have these foods only once in a while and in very small portions), and green is an everyday food. Yellow foods should be eaten with caution, typically in smaller portions.
- Teach participants to choose portions that are in line with recommended serving sizes. After you show them how to find a serving size on a nutrition label, encourage them to divide larger quantities of food into separate servings that are then placed in sealable bags or containers. This may prevent overeating. See the *Activities Guide* for more ideas about teaching portion control.

\* Use more than one method to teach about healthier eating. People learn in different ways. See the *Activities Guide* for ideas.

***When teaching about physical activity***

- Provide step counters, if possible. Step counters or pedometers can help track activity and cost as little as \$2. Challenge participants to track activities and increase their daily “step rate.” Encourage them to set realistic goals. See the *Activities Guide* for more tips on using step counters or pedometers.
- Suggest changes at the community level. Walking trails, community walks, and healthful choices in restaurants can make it easier for everyone to be healthy.

\* Find three resources to help you teach participants about physical activity. Use the *Resource Guide* for suggestions to focus on steps to better health.

**Teaching Tip:  
Increase Physical Activity**

In Part 3, ask participants to commit to at least 10 minutes of continuous activity (like dancing to two or three favorite songs or walking after dinner) three times a day until they have done 30 minutes for the entire day. Participants can create an activity tracker or use a copy of the NDEP Food and Activity Tracker (found on the *Road to Health* Supplemental CD-ROM) to record their activities for a week. Participants also should note how they felt before and after each activity. After a week, review the tracker. Praise any and all efforts. Suggest ways participants can move more. Challenge participants to be physically active longer or more often the following week.

## Resource Guide

This guide lists resources you can use when teaching your participants how to prevent or delay type 2 diabetes. Topics include prevention, health and well-being, physical activity, nutrition, and information about diabetes. Each listing describes available materials, languages in which they are available, and their costs, if any. Spanish-language materials are specifically indicated with a special “SP” icon.

Although the focus of the *Resource Guide* is type 2 diabetes prevention, some materials cover diabetes care.

Each entry has a Web site address. If you don't have Internet access, visit your local public library. Most libraries offer their members Internet access, and the library staff can help you find materials. Your library also might have some of the materials listed in the *Resource Guide*.

### How to Use This Tool

Use the materials and information in the *Resource Guide* to plan lessons and create different ways to teach and reinforce the key messages about type 2 diabetes prevention: a healthy life *without* diabetes means eating healthier, being more physically active, and losing a moderate amount of weight if you are overweight. Please see page 28 in the Additional Information section of this *User's Guide*, which will help participants determine their ideal weight.

The *Resource Guide* also includes a section on meal planning that you can use to show your clients how to adopt healthier eating habits. Use this section when planning lessons about eating healthy and preparing food in a healthy way.

- Check out cookbooks from the meal planner resource included in the *Resource Guide*. Use a recipe for a community event or plan in-home classes on healthy cooking and making healthy food choices.
- Use the *Resource Guide* to plan events for a health awareness month.

Share Web sites or resources that focus on type 2 diabetes prevention. Post the links on the Diabetes CHW Web Board (<http://team.cdc.gov>). The Diabetes CHW Web Board is an online bulletin board. CHWs can post messages that others can respond to—for FREE! Here, questions can be asked and resources can be posted to share with others. These resources may help enhance *Road to Health* training in your community!

To sign up for the Diabetes CHW Web Board, send an e-mail to [DiabetesWebBoard@cdc.gov](mailto:DiabetesWebBoard@cdc.gov) and include

- Name
- E-mail address
- Telephone number
- Name of organization
- Put “Request to join the Diabetes CHW Web Board” in the subject line

When you sign up for the Diabetes CHW Web Board, you will receive an e-mail with directions on how to use it.

## Activities Guide

This guide offers activities to involve participants in their efforts to eat better and be more active. Many of these activities come from CHWs in the field. *The Activities Guide* appendix includes handouts, such as a sample recommended weight-loss chart and a walking log that you can give to your participants.

### How to Use This Tool

People learn by doing. *The Activities Guide* describes activities, such as games, you can use to teach your participants about various ways to prevent or delay type 2 diabetes including: eating healthier, being more physically active, and staying at a healthy weight. Use these activities with families, classes, at community health fairs, school field days, and other events.

## Photo Journal

This tool is a collection of photographs provided by CHWs around the country, who shared their tips on teaching type 2 diabetes prevention. Their stories show the challenges and positive ways to overcome them. The *Photo Journal* lets you see how other CHWs promote lifestyle changes. It is a tribute to the work and dedication of CHWs.

### How to Use This Tool

Use the journal to show how CHWs work in communities and to recruit new CHWs. Keep the journal out where you can see it. Read what other CHWs are doing. Learn what works. See what those who train health workers say. Learn about other CHW organizations. The *Photo Journal* can help you understand why you should feel proud. You are an agent of change and a bridge on “the road to health.”

### More Tips

- You have a story to tell. Keep the *Photo Journal* out where participants can look through it. Answer their questions about your work.
- Bring the journal to job fairs or recruitment events. Use it to show what you do in the community.
- A picture can speak a thousand words about what CHWs do. Check with the organizations you work with to find out if there are any rules about taking pictures. Then, ask a photographer or student to take pictures of you and fellow CHWs at work. Add those photos to your book or hang them in your office.

### Teaching Tip: Using the Photo Journal

Ask yourself these questions to reflect on the stories captured in the *Photo Journal*:

- 1) What inspired me to be a community health worker?
- 2) What is the biggest challenge in the neighborhood where I work? How can I handle this challenge?
- 3) What is my biggest challenge in helping people believe they can be healthier? What can I do to change this?
- 4) What is the greatest reward of my job?

## CD/DVDs and Videos

*The Road to Health Toolkit* includes a CD/DVD with music on the CD side and a music video on the DVD side. A VHS version of the music video is also available. For ordering instructions, see page 24.

These materials are a fun and engaging way to get participants moving and to teach about preventing type 2 diabetes at the same time. Play them in any location or environment where people can safely exercise. Examples include the following:

- Health fairs and clinics
- Office spaces
- People's homes
- Classrooms
- Community centers

The CD/DVD is copyright-free. You can copy it without special permission, and participants can make copies for themselves.

DISCLAIMER: Be sure to encourage your participants to consult a doctor or other health care professional before starting any physical activity program.

### **CD/DVD Step by Step: Moving towards Prevention of Type 2 Diabetes**

Step by Step is a music CD with six original songs to inspire listeners to increase their physical activity. Three songs are in English and three are in Spanish. "Every Day Is a New Beginning" is a song on the music side and also the feature song for the 3.5-minute music video on the DVD side of the dual CD/DVD disc. Try to show the video in a space large enough for people to get up and move to the music. You can use the video to inspire and motivate people to move more in everyday life.

1. "Every Day Is a New Beginning" is an R&B gospel song inspired by community-based composers and singers.
2. "Put on My Shoes," a funky blues song, tells you to "keep on keepin' on."
3. "Breathe In. Breathe Out" is a new hip-hop groove to get you moving and breathing healthier.



4. “Movimiento” presents a new dance and a fun way to help prevent type 2 diabetes.
5. “Paso a Paso” says small changes, step by step, help prevent type 2 diabetes.
6. “Está en tus manos” gets people moving to the *merengue* rhythm while listening to tips on staying active.

### How to Use This Tool

Use the music CD in homes, at community events, in exercise classes, and wherever you can use a CD player. You could also ask local radio stations to play song selections.

The CD starts slowly (good for warming up) and ends with a fast-paced *merengue*. Before listeners know it, they have taken a fun step toward getting their heart rates up, burning calories, and preventing type 2 diabetes and other chronic diseases. It is important to cool down at the end of an exercise session, so if you use the music this way, be sure to read the Physical Activity section of the *Activities Guide* for tips on warming up and cooling down.

Watching the music video requires a DVD player and a television. Try to show the video in places where people can get up and move to the music. A VHS (video) version is available upon request (order by calling 1-888-693-6337 or online at <http://www.ndep.nih.gov>).

### Movimiento Por Su Vida Music CD/DVD

Movimiento Por Su Vida’s lyrics were created by and for Hispanic and Latino American persons. The recording artists represent diverse Hispanic/Latino backgrounds. The group includes composer Alex Alvear from Ecuador, Luis León from Puerto Rico, Claudio Ragazzi and his brother and fellow lyricist Pablo Ragazzi from Argentina, Marianna Suárez from Colombia, and María Eugenia Toussaint from México. “Movimiento Por Su Vida” is also the feature song for the 3.5-minute music video on the DVD side of the dual CD/DVD disc. You can use this CD/DVD to inspire and motivate participants to move more in everyday life.

1. “Movimiento” presents a new dance and a fun new way to help prevent or delay type 2 diabetes.
2. “Paso a Paso” says small changes, step-by-step, help prevent or delay type 2 diabetes.

### Teaching Tip: Using Music CDs

- Play the CD at every session to get people up and moving.
- Play the CD in your office to encourage workers and visitors to take a 10-minute dance break.
- Give a copy of the CD to participants who want to meet a goal or keep a new healthy habit for a period of time. Single copies of the CD are available from NDEP (see ordering information on page 24), or you can make copies of the CD from the original.
- Give the CD to other workers and physical education teachers.
- Ask a DJ at a local radio station to play a song.

- Ask community partners to play the video at their businesses and at special events. Partners may be based at
  - Shopping centers
  - Government buildings
  - Churches
  - Grocery stores
  - Restaurants
- Ask participants to find other music that inspires them to move. If done for at least 10 minutes, dancing counts as a mini-workout and is part of the day's physical activity.

3. “Está en tus manos” gets people moving to the *merengue* while listening to tips on staying active.
4. “Ándale” starts off like a traditional *mariachi* tune, but will surprise listeners.
5. “Salud” blends carnival rhythms with rap that describes excuses people use to avoid exercise.
6. “Por Su Vida” is a traditional *salsa* tune that makes people want to get up and celebrate life.

### How to Use This Tool

The songs combine Spanish and some English to give important messages on increasing physical activity. The CD's insert includes tips on using music in everyday activities and at special events. The events could include community cultural gatherings, health promotion programs, and aerobics classes.

Watching or listening to the music video requires a DVD player and a television or a computer screen. Try to show the video in places where people can get up and move to the music. A VHS (video) version is available upon request. Order by calling 1-888-693-6337 or online at <http://www.ndep.nih.gov>.

## The Road to Health Supplemental CD-ROM

This CD-ROM provides PDF versions of *The Road to Health Toolkit*, along with additional resources. You will need Adobe Acrobat Reader to view these files, which can be downloaded free of charge from <http://www.adobe.com>.

The following items are included on the disc.

- **The Road to Health Flipchart, PowerPoint Version**  
PowerPoint of the *Flipchart* (available in English) is divided into two sets of slides: those that guide CHWs and those that face participants. For larger groups, you can project the *Flipchart* onto a screen or a blank wall, or print the PowerPoint slides onto transparencies for an overhead projector.
- **Portion Distortion Interactive Quiz: Slide Show I and II**  
These PowerPoint files are presentations of the *Portion Distortion Interactive Quiz* section of the National Heart, Lung, and Blood Institute's Web site (<http://www.nhlbi.nih.gov>). The files compare common portion sizes (and calories) from 20 years ago with those of today.
- **NDEP Food and Activity Tracker (PDF)**  
One helpful technique for losing weight is to write down everything you eat and drink, and to record time spent on physical activity. Participants can keep copies of the Tracker in their purse or pocket. Tracking progress will help participants reach their weight loss and activity goals. The tracker is available in English and Spanish.
- **NDEP Fat and Calorie Counter (PDF)**  
This booklet lists hundreds of food items, including restaurant, ethnic, and regional foods. The Fat and Calorie Counter tells participants the number of calories and fat grams in the foods and drinks they consume.
- **NDEP Getting Started with Weight Control: Increased Activity is a lesson plan for increased activity.**  
The plan, which is also located at <http://www.diabetesatwork.org/NextSteps/LessonPlans.cfm>, includes handouts and a PowerPoint slide set.

- **NDEP Nutrition Guidelines for Good Health Lesson Plan.**

This lesson plan, which is also available at <http://www.diabetesatwork.org/NextSteps/LessonPlans.cfm>, includes handouts and a PowerPoint slide set.

## **Additional Files**

### ***Posters***

- *A future without type 2 diabetes—can you see it? (English and Spanish)*
- *Step by Step - The Road to Health (various sizes and in English and Spanish)*
- *Welcome to the City of Excuses (English and Spanish)*
- *Nutrition Facts Labels*
- *The Traffic Light Method (various sizes and in English and Spanish)*
- *NDEP Get Real poster*

### ***PowerPoint Presentations***

- *Training Guide's Goals and Objectives for the Road to Health Toolkit*
- *Introduction to the National Diabetes Education Program*
- *The Road to Health Toolkit*
- *Introduction to Prevention of Type 2 Diabetes and the Diabetes Prevention Program Study*
- *The Basic Concepts of Diabetes*
- *Portion Distortion Interactive Quiz Slide Show I*
- *Portion Distortion Interactive Quiz Slide Show II*
- *The Road to Health Flipchart, PowerPoint presentation*

### ***Tools***

- *NDEP Fat and Calorie Counter (English only)*
- *NDEP Food and Activity Tracker (English and Spanish)*
- *Tips for Teens: Lower Your Risk for Type 2 Diabetes tip sheet*
- *More Than 50 Ways to Prevent Type 2 Diabetes tip sheet*
- *Basics of Behavior Change*
- *Barriers to Being Active Quiz*

### ***Lessons Plans***

- *NDEP Getting Started with Weight Control: Increased Activity lesson plan*
- *NDEP Nutrition Guidelines for Good Health lesson plan*

### ***The Road to Health Promotional Materials (printer-ready files in English and Spanish)***

- *Flyer*
- *PowerPoint slides with speaker notes*
- *Template news release*
- *Template newsletter article*
- *Web site blurb*
- *Q & A*
- *Poster*
- *Banner*
- *Toolkit component*

## Training Guide and Training Video

*The Road to Health Training Guide* and *Training Video* were designed for people who offer train-the-trainer workshops. These valuable resources are available in English and Spanish. *The Road to Health Training Guide* and *Training Video* are not only for CHWs/*promotores de salud* and NDEP partner organizations, but they may also be used to train other health care professionals, such as diabetes educators, nurses, dieticians, and church-based health ministers on how to use the *Road to Health Toolkit*. *The Road to Health Training Video* facilitates the *Toolkit* use in a visual way.

## Additional Information

### The Diabetes Prevention Program (DPP) Study — A Summary of Results

The DPP study showed that type 2 diabetes can be prevented or delayed, even in people at high risk for the disease. The DPP study has three main messages about how type 2 diabetes can be prevented or delayed.

- Lose 5 to 7 percent of their weight, if they are overweight—that’s 10 to 14 pounds (4.5 to 6.3 kg) for a 200 pound (90.6 kg) person.
- Lose and maintain the weight loss by making healthy food choices by eating a variety of foods that are low in fat and reducing the number of calories they eat per day.
- Get at least 30 minutes of moderate-intensity physical activity five days a week. This could be brisk walking, yard work, and actively playing with children, for example, riding bicycles or playing soccer.

Learn more about the study at the DPP study Web site at [www.bsc.gwu.edu/dpp/index.htmlvdoc](http://www.bsc.gwu.edu/dpp/index.htmlvdoc). The DPP study Web site offers many ideas for coaching people to make changes and includes handouts and overheads, tip sheets (e.g., 21 Tips for Dining Out), and questions and answers about the study. Some of the keys to success for study participants included:

- Changing behaviors in small steps.
- Setting short-term goals (what can you do this week?) and long-term goals (how much weight do you want to lose?).
- Learning to be a “fat detective”—to recognize hidden fats and calories.
- Building more physical activity into everyday life.
- Naming barriers to healthy behaviors and finding solutions to these barriers.

#### *Having support.*

Most people can’t quickly make major, lasting changes in what they eat, their activity level, or how much they weigh. But the DPP study showed that even small changes can make a big difference in protecting people from type 2 diabetes.

## Cultural Issues around Weight

When the NDEP team first decided to create this toolkit on type 2 diabetes prevention, we spoke with people in the African American/ African Ancestry and Hispanic/Latino communities—people like the ones in your community.

One thing people talked about was women’s weight and body image. Some people from these minority communities said that “women having curves” was important to them, and they had different ideas about what being “overweight” means. We suggest that if participants question the benefit of losing weight, tell them that your approach is about health, not how people look or what size they are.

### *The Approach*

As a CHW, you should think about weight and body image. How do you teach the important message of a healthy body without focusing on an unrealistic image of a “skinny woman” or an “overly muscular male?”

One way is to focus on what a healthy body means. Teach your participants that a healthy body can help them do more (for example, playing with their children or going for a walk) without getting out of breath easily.

Whether you want them to lose weight or maintain a healthy weight, it’s important for everyone to understand the connection between the energy your body takes in (through what you eat and drink—called calories) and the energy your body uses (through the activities you do). To lose weight, participants need to use more calories than they take in. To maintain a healthy weight, participants need to balance the calories they use with those they take in. No matter which results they want, making healthy food choices, and being physically active can help them reach their goal.

To find out if a person needs to lose weight, see box on page 30.

Teach your participants that if they weigh the same or more than the amount listed for their height, they may be at risk for diabetes.

AT-RISK WEIGHT CHARTS					
Find your height in the correct chart. If your weight is equal to or greater than the weight listed, you are at increased risk for type 2 diabetes.					
IF YOU ARE NOT ASIAN AMERICAN OR PACIFIC ISLANDER AT RISK BMI ≥ 25		IF YOU ARE ASIAN AMERICAN AT RISK BMI ≥ 23		IF YOU ARE PACIFIC ISLANDER AT RISK BMI ≥ 26	
HEIGHT	WEIGHT	HEIGHT	WEIGHT	HEIGHT	WEIGHT
4'10"	119	4'10"	110	4'10"	124
4'11"	124	4'11"	114	4'11"	128
5'0"	128	5'0"	118	5'0"	133
5'1"	132	5'1"	122	5'1"	137
5'2"	136	5'2"	126	5'2"	142
5'3"	141	5'3"	130	5'3"	146
5'4"	145	5'4"	134	5'4"	151
5'5"	150	5'5"	138	5'5"	156
5'6"	155	5'6"	142	5'6"	161
5'7"	159	5'7"	146	5'7"	166
5'8"	164	5'8"	151	5'8"	171
5'9"	169	5'9"	155	5'9"	176
5'10"	174	5'10"	160	5'10"	181
5'11"	179	5'11"	165	5'11"	186
6'0"	184	6'0"	169	6'0"	191
6'1"	189	6'1"	174	6'1"	197
6'2"	194	6'2"	179	6'2"	202
6'3"	200	6'3"	184	6'3"	208
6'4"	205	6'4"	189	6'4"	213

Source: Adapted from Clinical Guidelines on the Identification, Evaluation, and Treatment of Overweight and Obesity in Adults: The Evidence Report

\* Source: The NDEP Small Steps. Big Rewards. Game Plan

Source: Adapted from the Clinical Guidelines on the Identification, Evaluation, and Treatment of Overweight and Obesity in Adults: The Evidence Report, September 1998, National Heart, Lung, and Blood Institute in cooperation with the National Institute of Diabetes and Digestive and Kidney Diseases.



## What Should I Do If...

This section is intended to help you with some possible situations.

### Behavior Change

Perhaps this is your first experience leading small-group discussions. Discussing behavior change one-on-one or with groups can bring unexpected questions and situations. Talking about how diabetes might affect one's life can open emotional issues. Asking people to come up with solutions to their own barriers can lead to frustration, denial, and even anger directed at you.

#### *What should I do if participants don't want to admit that they need to make some lifestyle changes?*

People who don't think they need to make changes might not listen to suggestions about what to do. This difficult stage is often called "precontemplation stage." These people aren't likely to make changes quickly. You can plant the seeds of change by pointing out benefits that prompt a person to try to make changes. Focus on activities the person likes to do. Ask the person if he or she can see a benefit that relates to this activity. You can prompt the person, if necessary. For example, you could say, "Many people find that they are less out of breath when they start walking more. Is there anything you'd like to do but don't because you are out of breath?"

#### *What should I do if a participant has been able to make some change but still needs support?*

You can help these people by finding out what positive and negative feedback they are receiving from family and friends. Help them see the benefits they are receiving as a result of the changes they have made. Praise any change, no matter how small. Warn participants that lapses, such as overeating or skipping healthy routines, can happen and should be regarded as temporary stumbles, not disasters.

*To learn more about behavior change and tips for helping a person to continue to make positive change, please see the Basics of Behavior Change section included on The Road to Health Supplemental CD-ROM.*

### Facilities/Equipment

#### *What should I do if I don't have a room where we can meet?*

You don't need one. You can use this toolkit anywhere you usually work with people—in their homes, at a school or church classroom; even outdoors. The *Flipchart* is designed to be durable. The *Toolkit* has many different activities and tools you can choose from to fit the setting where you teach.

***What should I do if I don't have the equipment to give a PowerPoint presentation or use the CD-ROM?***

You don't need special equipment. The CD-ROM is an "extra" tool. The portable *Flipchart* is the core piece of the *Toolkit*. The activities can be carried out using common everyday objects found in the home or inexpensive things you can make yourself.

## **Staying on Track**

***What should I do if the person bursts into tears?***

Those tears needed to come out. It may be helpful to say, "Sometimes talking about diabetes means dealing with a lot of big emotional issues. Don't be afraid to cry. Crying is part of the healing process that lets you move forward." Don't brush aside these emotions. Give the person some time to talk about their feelings and experiences.

Unless you are a trained mental health professional, however, do not attempt to offer mental health counseling yourself to the people you are working with using this *Toolkit*. The amount of distress a person is experiencing is difficult to gauge. Provide contact information for mental health services in your community and offer to help arrange followup.

***What should I do if people ask me questions about their personal health?***

Direct the person to their health care provider. Don't fall into the trap of trying to give medical advice. That is not your role here or the purpose of this *Toolkit*.

***What should I do if a person is asking medical questions that I don't know the answers to?***

If you don't know, don't guess. Don't give medical information unless you are absolutely sure of the facts. Tell the person (or group) that you don't know the answer, but will try to find out and get back to them. Suggest the person consult a health care provider for personal medical questions.

***What should I do if people are asking me about friends and family with alcohol and substance abuse problems? How can I talk about preventing type 2 diabetes when people are struggling with these issues?***

People struggling with substance abuse, alcohol abuse, and mental health problems need help. Unless you are a trained substance abuse counselor, you cannot offer counseling advice beyond urging them to seek help. Find out what resources are available in your community. Recommend they seek help, and offer to assist with making an appointment or contacting the community resource that provides substance abuse outreach. Dealing with substance abuse and mental health is beyond the scope of this *Toolkit*.

***What should I do if I don't think I can cover the entire Flipchart?  
Should I drop part of it?***

All of the components of the *Flipchart* (type 2 diabetes prevention and weight loss, making healthy choices, and physical activity) are important. You don't need to teach them all in one session, though. In fact, it is better to teach using this *Flipchart* over multiple sessions. That gives people time to use the information you gave and practice the skills you taught. Spread things out over time. It might be better to teach three 20-minute sessions than one 1-hour session. Use the games in the *Activities Guide* to build on the information taught with the *Flipchart*.

***What should I do if another community health worker is taking over for me? How can we smooth the transition?***

This is where good note-taking really helps. Review these with the new CHW so that they understand the individual or group goals and needs. Be honest about which topics or concepts have not been covered and where trouble spots might be in knowledge, attitudes, or behaviors. If possible, tell the person or group ahead of time about the transition and ask them for ideas on what would encourage positive group dynamics and progress.

**Working with a Group**

***What should I do if people expect food at sessions like this, or if they bring food that's not healthy?***

Food helps people feel more relaxed, and you do want a comfortable setting. Consider providing water or other sugarless drinks, fruit, vegetables and low-fat dip, or low-fat crackers and cheese. Pretzels are a lower fat choice than chips but still high in salt and not the best choice for people with high blood pressure. Consider discussing this food issue with the group at the first session and ask that if people bring food to share, they choose only low-fat, low-sugar, healthy snacks.

***What should I do if one person in the group is doing all the talking?***

You can deal with this situation in a couple of ways. Sometimes the person who is talking a lot is bringing up good points. You may not want to stop him or her from talking, but you do want to make sure that everyone has a chance to speak. In that case, every once in awhile, explain that you would like to go around the room and ask each person if he or she has anything to say on the topic being discussed. Or you can tell participants that you would like them to adopt some "ground rules" for the discussion (for example, that only one person speaks at a time, that there is to be no interrupting, and that all opinions are welcome).

Another “ground rule” might be that a person may speak for only 2 minutes at a time. Two minutes should be plenty of time for relating an opinion and even enough time to share most personal stories. The “2-minute rule” helps ensure that everyone will have enough time to speak and that one person does not take over the discussion.

***What should I do if one person has a negative attitude?***

Call a break in the session and then speak to the person individually during the break. Two options for approaching this conversation are:

- 1) If you think that the person means well but is having trouble with control, ask them to help with the class. You can enlist the person’s help by asking him or her to take notes on a *Flipchart* or distribute handouts. Use the person’s energy and goodwill to help you.
- 2) If the person is difficult and disruptive, ask them to keep comments brief because others in the group want to speak. Everyone should have an opportunity to speak, express their thoughts, and ask questions. Tell the disruptive person that if he or she cannot do this, you will have no choice but to ask them to leave.

**Where can I get more information on diabetes?**

You can visit the many Web sites listed in this *Resource Guide*.

You can call the National Diabetes Education Program (NDEP)

at 1-888-693-NDEP or the National Diabetes Information

Clearinghouse at 1-800-860-8747 to order materials or you can call the

public inquiries line at CDC at 1-877-CDC-DIAB if you have questions.

You can also visit <http://www.ndep.nih.gov> to download materials.

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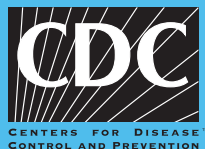


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**National Diabetes Education Program**  
**1-888-693-6337 [www.ndep.nih.gov](http://www.ndep.nih.gov)**



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