



Diabetes Group Orientation Training Manual



The 2006 CD-ROM project was funded by the West Virginia Department of Health and Human Resources' Asthma Education and Prevention Program (WV-AEPP). The WV-AEPP is supported by the Centers for Disease Control and Prevention (grant number U59/CCU324180-02). The content of this project is the sole responsibility of the authors and does not necessarily represent the official views or findings of the Centers for Disease Control and Prevention.



For Presenter:

You may download the application from <http://wvde.state.wv.us/takeaction/learn.html>

The program is also available from the CD-ROM, Take Action! Addressing Asthma and Diabetes in West Virginia Public Schools.

Getting Started.

1. Have the required files available:

- A. Take Action.exe (for use on a PC) or TakeAction.osx (for use on a MAC)
- B. Take_Action_Forms Folder

For best results, have the files saved on your presenting computer. Take Action! Version1.0 is available through CD-ROM and Take Action! Version2.0 is available for download from the Take Action! Web Site. Version2.0 has updates to usability, but content is the same as Version1.0.

2. Audio is optional. The introductory movies in both the asthma and diabetes section include music. Make sure audio is on and speakers are plugged in if you are choosing to take advantage of the music in the introductory movies.

2. Double click on the program file (TakeAction.exe or TakeAction.osx)

3. Choose “Presentation Play” under the Diabetes logo.

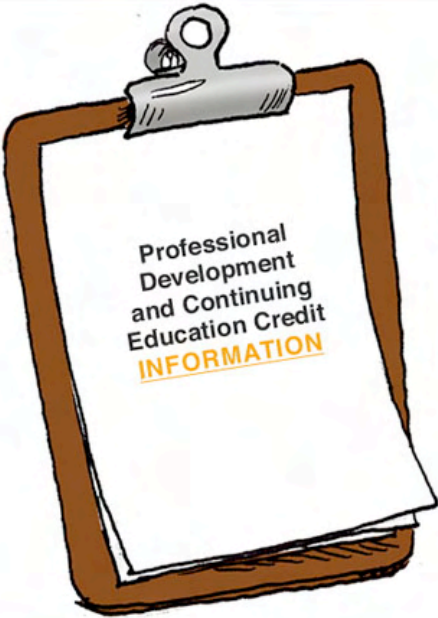
4. Mention that for other nurses and/or counselors CEU credits are available through the West Virginia Department of Education for completion of the program. (click next)

5. Watch the introductory movie.

6. Turn off the audio by clicking on the “Turn Off Audio” button on the bottom left of the screen.

The program is narrated. In the orientation group setting, the narration will be a distraction. You may turn off the audio from within the program or on your computer/speakers.

menu volume exit



To receive a Certificate of Completion for Professional Development or to obtain Continuing Education Credit for completing these courses, click the Take Action website link below and follow these steps:

take action!
web site link

BEFORE BEGINNING THE COURSES:

- 1 Check list of credits available
- 2 Complete the online registration
- 3 Complete the Pre-test

AFTER COMPLETING THE COURSES:

- 1 Complete the Post-test
- 2 Click 'Print Certificate'
- 3 Follow instructions for submitting certificate for credit

The Take Action Web Site: www.wvdhr.org/AsthmaEd

▶ Continue

Summary of Program

- Nurses and counselors can receive CEU credits for completion of this program through the Department of Education.
- Various counties through out the state may have other staff development credits available.

diabetes!
take ACTION

menu glossary volume forms exit

What Are The Objectives of diabetes: take ACTION? unit 1

What Are The Objectives Of Diabetes: Take Action?

The major goals of Diabetes: Take Action are to share a set of practices enabling schools

- To provide a safe learning environment for students with diabetes
- To provide effective management for the long-term health of students with diabetes
- To ensure students with diabetes are ready to learn and to participate fully in school activities
- To minimize diabetes-related emergencies

The entire school team— which includes the school nurse, teachers, office personnel, cafeteria staff, bus drivers, and other school staff members— plays an important role in helping students manage their diabetes. This educational program has been developed to assist school personnel in understanding and assisting West Virginia children in the management of diabetes.

Disclaimer
Information on diabetes should not be used as a substitute for professional medical advice. Please refer to the student's health care provider and diabetes care plan for details on the student's individualized diabetes care.

INDEX
back next
TURN OFF AUDIO

Unit 1

- Share the objective that you would like your audience to get from this program or skip this unit.

diabetes!
take **ACTION**

menu glossary volume forms exit

Why Is This Important To Me? **unit 2**

14
13
12
11
10
9
8
7
6
5
4
3
2 **UNIT 2**
1

INDEX

back next

TURN OFF AUDIO

In the United States about 176,500 people under age 20 have diabetes.¹

Diabetes is the 6th leading cause of death by disease in the United States.²

During the 2004/2005 school year, West Virginia public schools had 741 students with diabetes enrolled.³

During the 2004/2005 school year, West Virginia public school nurses trained 977 school personnel to manage diabetes.³

Diabetes must be managed 24 hours a day, 7 days a week.¹

1 Helping the Student with Diabetes Succeed: A Guide for School Personnel, June 2003. National Institute of Health and Centers for Disease Control and Prevention.

2 National Diabetes Fact Sheet, 2005. National Center for Chronic Disease Prevention and Health Promotion, National Center for Chronic Disease Control and Prevention.

3 West Virginia Department of Education, Office of Healthy Schools, 2004-05 School Nurse Needs Assessment.

Unit 2

- Review any statistic that you would like or move to the next unit.



Unit 3 - What Are The Laws and Mandates Affecting Diabetes?

- Six sections and 3 “How Diabetes Friendly is Your School?” questions.
- Confidentiality, liability, three federal laws that protect rights of students and WV state laws are discussed.
- The most important things for you to remember from this section are:
 1. Diabetes is a disability.
 2. Our school must reasonably accommodate the special needs of student with diabetes.
 3. These accommodations should be provided by making as little changes to the students regular routine as possible.
 4. Schools should allow for the student’s full participation in all school activities.
- This unit is most relevant for Teachers, Administrators, Counselors, Support Staff, and Nurses.



Unit 4 What is Diabetes?

- Three sections and 1 “How Diabetes Friendly is Your School?” questions.
- How Diabetes Friendly is Your School?
Does our school provide professional development/training on the management of students with diabetes? What other training is available? Are any of you interested in additional training? (*Nurses—discuss any training that you make available at this point*)
- Animations explain body parts involved in diabetes, normal cell intake, type 1 and type 2 diabetes, You may roll over the liver, stomach and pancreas words or organs, and their location will highlight in the body.
- Unit 4 is relevant to all users.

Unit 5 - What Can I Do to Help a Student Manage High Blood Glucose?

- Both high and low blood glucose levels need management.
- This section includes common symptoms and how to help prevent an emergency.
- This unit is important to all users.

diabetes the ACTION

What Can I Do To Help A Student Manage Low Blood Glucose? **Unit 6**

UNIT 6 Section 1 Part 1

What Are The Signs And Symptoms Of Low Blood Glucose?

Normal glucose level is between 70 - 120 mg/dL. If levels are too low (below 70), the person is in a state of hypoglycemia. Students with low blood sugar should never be left alone. School personnel should document blood sugar levels, what treatment has been provided, and when the blood glucose has returned to a normal range.

Common symptoms of low blood sugar include:

- hunger
- nervousness and shakiness
- perspiration
- dizziness or light-headedness
- sleepiness
- confusion
- difficulty speaking
- feeling anxious or weak

Low blood sugar can be caused by the following:

- eating too much insulin or oral medication.
- not eating all of the meals and snacks.
- delaying meals and snacks.
- more physical activity than usual.



back next

diabetes the ACTION

What Can I Do To Help A Student Manage Low Blood Glucose? **Unit 6**

UNIT 6 Section 1 Part 1

What Is The Treatment For Low Blood Glucose?

Low blood glucose usually occurs before meals, during/after physical activity or peak action time of insulin. Common symptoms of low blood sugar include hunger, nervousness and shakiness, perspiration, dizziness or light-headedness, sleepiness, confusion, difficulty speaking, and feeling anxious or weak.

After 15 minutes, check the blood glucose again to make sure that it is no longer too low. If it is still too low, have another serving. Repeat these steps until the blood glucose is at least 100.

Then, if it will be 30 minutes or more before the next meal, the student should have a snack to maintain the blood glucose. Handy snacks may include a granola bar, three to six crackers, a carton of milk, or small fruit.

Since taking insulin or a diabetes medication can cause hypoglycemia, students should always carry one of the quick fix foods with them. Wearing a medical identification bracelet or necklace is also a good idea. Every student should have specific orders to follow for hypoglycemic episodes. Please follow the instructions of the school nurse related to care of each individual student.

Do not leave the student alone! Immediately seek help from the school nurse or a staff member trained to manage the needs of this student with diabetes and follow the school nurse's emergency health care plan. Giving one of these quick fix foods right away will raise blood glucose.

Severe hypoglycemia can cause loss of consciousness. If a student with diabetes loses consciousness do not give them anything by mouth. Glucagon can be injected to quickly raise the blood glucose level.

Although the signals may vary with each episode, the student with diabetes may be able to identify low or three consistent signals.

Do not leave the student alone! Immediately seek help from the school nurse or a staff member trained to manage the needs of this student with diabetes and follow the school nurse's emergency health care plan. Giving one of these quick fix foods right away will raise blood glucose.

- 2 or 3 glucose tablets
- 1/2 cup (4 ounces) of any fruit juice
- 1/2 cup (4 ounces) of a regular (not diet) soft drink
- 1 cup (8 ounces) of skim milk
- 5 or 6 pieces of hard candy
- 1 Tablespoon of table sugar or honey

back next

diabetes the ACTION

What Can I Do To Help A Student Manage Low Blood Glucose? **Unit 6**

UNIT 6 Section 1 Part 1

What Is The Treatment For Low Blood Glucose?

If having a glucagon kit at school is appropriate and ordered, school personnel will need to be taught how to give a glucagon injection in an emergency.

School nurses will designate and train, at all, teachers, classroom aides, and secretaries to administer glucagon in emergency situations. At least three school personnel should be trained to check blood sugar and administer glucagon in each school.

Know the signs and symptoms of low and high blood sugar. The confidential medical diagnosis of diabetes for all students may only be known by the student's classroom teachers, administrator, school nurse, and bus driver but knowing signs and symptoms can prompt you to take immediate action by notifying the office.

Early detection can prevent the student from becoming unconscious, going to the ER, coma or even death. If students engage in physical activity or food services during class, please follow the student's intervention guide for proper control of diabetes.

Know the rights of all students with chronic health conditions and ensure each student receives education without discrimination. Take a few minutes to speak with the student, the student's parents/guardians and the school nurse regarding diabetes.

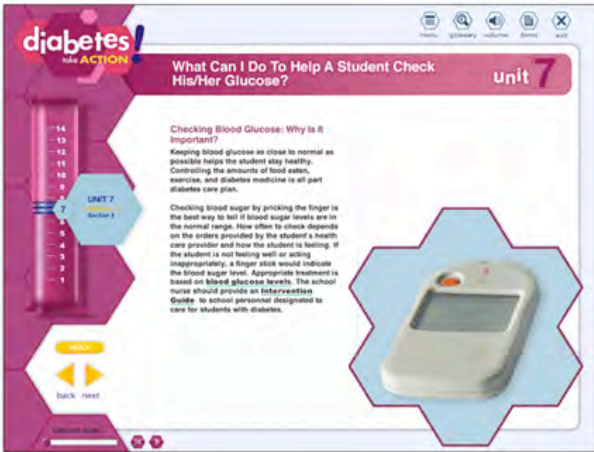
The student with low blood glucose must NEVER BE LEFT ALONE.



back next

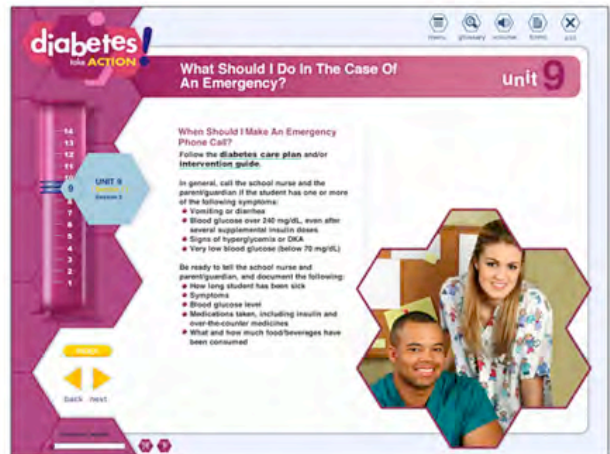
Unit 6 - What Can I Do to Help a Student Manage Low Blood Glucose?

- Causes, symptoms and how to prevent an emergency are discussed in this unit.
- This unit is relevant to all users.



Unit 7 - What Can I Do to Help a Student Check His/Her Glucose?

- This section includes a lesson and a 5 step animation.
- This section is most relevant to administrators, counselors, support staff, coaches and teachers.
- How Diabetes Friendly is Your School? (*Additional questions to ask in a group setting*)
 Do any of you have experience of allowing a student do this in your classroom? Do you find it disruptive? How can you help the student feel more comfortable performing this care in the classroom setting?



Unit 9 What Should I Do in the Case of an Emergency?

- This section is important for all viewers.
- This unit tells what symptoms warrant making an emergency phone call, what information you need to relay to the school nurse or guardian in an emergency, and what actions you need to take.
- A full size poster (18 x 24) and a letter-size mini poster (8.5 x 11) titled “How Should I Assist a Student with Low Blood Sugar at School?” are available for download, printing and distribution from <http://wvde.state.wv.us/takeaction/share.html>

diabetes
the ACTION

Are There Any Special Directions For Special Occasions, Field Trips, or Student Drivers **unit 10**

UNIT 10
Section 1

What Should I Know About Student Drivers With Diabetes?
Prevention of hypoglycemia/hyperglycemia while driving a vehicle is especially important. To avoid driving with low or high blood glucose, students should check blood glucose level before getting in the car (necessity for a long trip).

If the student feels too low or high while driving, he or she must pull over immediately and check the blood glucose. **NOTE:** Students don't always feel the symptoms of low blood glucose so be familiar with the signs and symptoms of low and high glucose levels.

If blood glucose is low, treat and wait until glucose levels are at a safer level (identified in diabetes care plan) before driving.

If blood glucose is high, treat according to diabetes care plan.

The student, parents, and healthcare provider may want to look to an agreement on what blood glucose levels are safe for driving, as well as if and how often to check during a car trip.

back next

diabetes
the ACTION

Are There Any Special Directions For Special Occasions, Field Trips, or Student Drivers **unit 10**

UNIT 10
Section 2

What Are The Special Directions For School Sponsored Activities?
Specific provisions for school-sponsored activities, such as field trips and parties, should be outlined in the diabetes care plan.

While there are no forbidden foods in the diabetes meal plan, school parties often include foods high in carbohydrates and fats. Parents or guardians should decide whether the student with diabetes may eat the same foods as other students or the foods parents provide. Advanced notice of school parties would allow parents to incorporate special foods or to adjust the insulin dose.

A student with diabetes should bring their blood glucose meter and supplies, insulin kit, and snacks (the carbohydrates on all field trips. Increased activity often requires more frequent blood glucose testing).

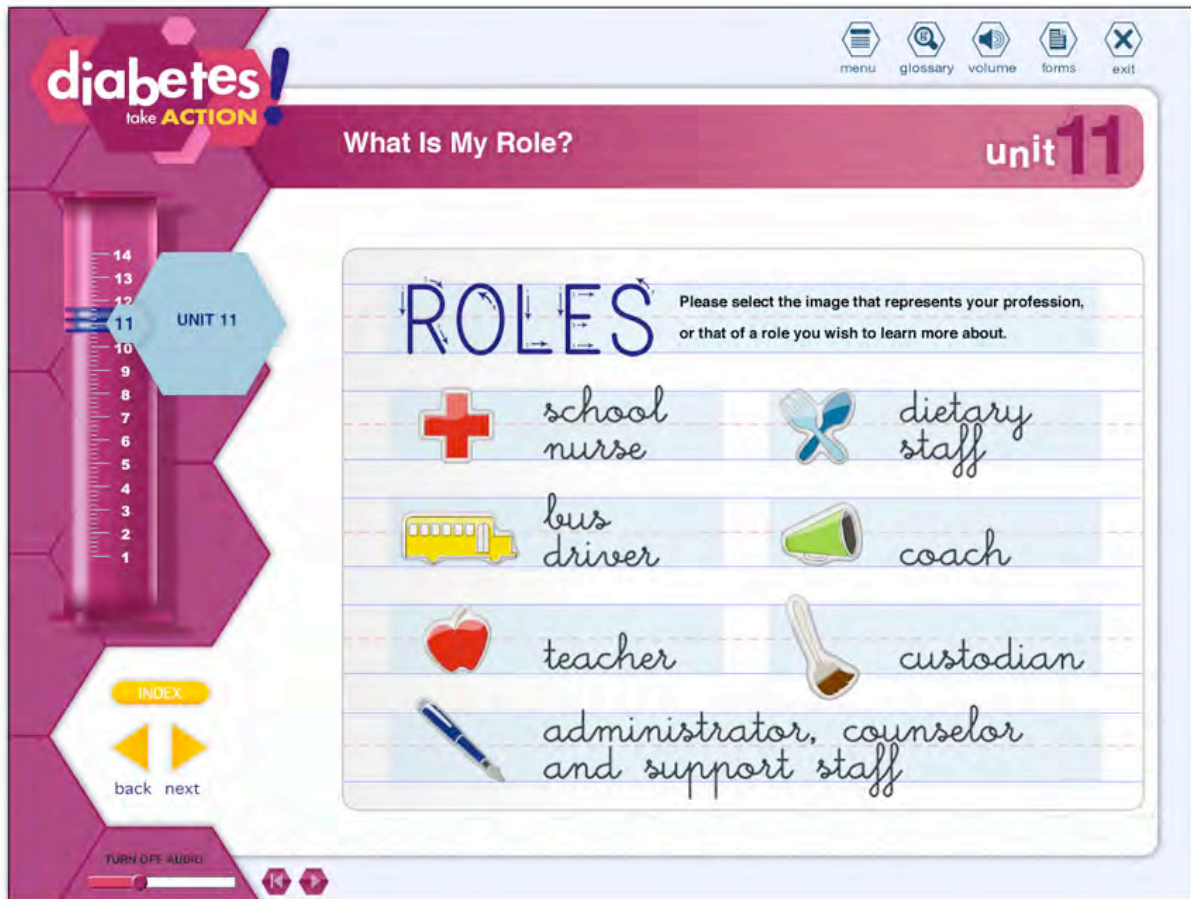
Notify the administrator, school nurse and parents/guardians a few weeks prior to the field trip to allow planning for trained school personnel or the school nurse to assist student with diabetes management during the field trip.

SCHOOL BUS

back next

Unit 10 - Are there any special directions for special occasions, field trips, or student drivers?

- This unit is most important for administrators, teachers and school nurses.



Unit 11 - What is my role?

- This section lets each member of the school read a scenario that highlights why diabetes management is important and what his/her specific role.
- This is important for all members: administrator, teacher, bus driver, dietary staff, school nurse, custodial staff and coaches.



Unit 12 - What is a diabetes care plan, intervention guide, and 504 Plan?

- These forms specify details of blood glucose monitoring (how often, insulin injection program and doses, times and supply storage), specifies trained diabetes personnel, specifies free allowance to restroom and water fountain and protects confidentiality and student rights to privacy.
- This unit is most important to administrators, and teachers.

FAQ's for the Presenter:

What is orientation training?

Orientation training is intended to familiarize the key audience with the resource. This 30-minute overview helps to build interest, removes the barrier of the "unknown" and directs users to specific areas of importance in the program.

Who is the key audience?

This program was developed specifically for West Virginia public school administrators, teachers, bus drivers, dietary staffs, school nurses, custodial staff and coaches. The content may be relevant and beneficial for many other users not mentioned above.

What is the difference between the "Play" and "Presentation Mode" buttons?

In "Presentation Mode," the only navigation required is the "next" and "back" button. Animation segments that required multiple clicks have been automated in this play mode. The only exception is the diabetes and asthma games. The content is the same in both modes of play.

Note: In the "Presentation Mode," you may use the alternative modes of navigation within the program, but you will not miss any important part of the program by only clicking "next."

What is the difference between Version1.0, found on the CD-ROM, and Version2.0, downloaded from the web site?

Version1.0 was released in August 2006 and Version2.0 was released in August 2008. The content has remained the same. Severable usability issues and visuals have been updated in the Version2.0 release.

What are "How Diabetes Friendly is Your School Questions?"

These questions are break-out conversation starters. They will "interrupt" the usual flow of the program. Some are intended for specific users (i.e. the nurse or administrator, some are more general). During your orientation training, you may skip over the majority of the questions.

FAQ's about the Interface

- The unit and section number are designated in the blue polygon attached to the syringe navigation on the far left of the screen.
- By default, audio narration is included. From within the program, you may turn audio off by clicking the “Turn Off Audio” button below the “Next” and “Back” buttons. You may also turn the audio off on your physical computer. You may turn the narration back on during a presentation by clicking on “Turn On Audio” button below the “Next” and “Back” buttons. In the case of using the narration, you may adjust the volume by using the drop down menu from the “Volume” button on the top right of the screen. You may also adjust volume on your computer or speakers.
- You may exit the “How Diabetes Friendly is Your School?” dialogue box by either clicking “Next” or by clicking the “Click to return to lesson” button from within the “How Diabetes Friendly is Your School?” dialogue box.
- To navigate sequentially through the presentation, use the “Next” and “Back” buttons. You may quickly navigate to a specific unit by clicking on the yellow “Index” button above the “Next” and “Back” buttons.
- There is the option to skip the introductory trailer by clicking on the “Skip Intro” button on the bottom right of the introductory movie. This is especially useful as you are practicing giving this orientation presentation. The diabetes introduction movie trailer will end with Unit 1.