

The Path to Protection Facilitator Guide for One-on-One Training

As you work with participants, you will find that some cannot attend group sessions due to social anxiety, learning needs/preferences, scheduling issues, or something else. And some simply don't like groups. When working with people on a one-on-one basis, this training will be different from a group setting and will need adjustments.

This initiative is meant to educate a person with diabetes about vaccinations by exploring possible roadblocks and fears that could deter participants from receiving them. Therefore, it is important to address their feelings before providing content.

Keep in mind, not every participant is ready to receive vaccinations and will need time to explore their own feelings that could possibly prevent them from learning new information. Please refer to the Transtheoretical table below to assess which stage the participant is at and which resource to use.

Starting the Session

Ask them to rate their vaccine confidence level, that is, how likely they are to receive recommended vaccinations, on a scale from 1-10.

Suggested dialogue:

1. "Since vaccinations are part of diabetes care, I would like to have a brief discussion about them today."
2. "I'd like to briefly focus on your feelings toward vaccines."
3. "Are you receiving your recommended vaccinations? If not, may I ask if there are any barriers for your doing so?"
4. "What are your feelings about new vaccines with mRNA technology, such as COVID-19 vaccines?"

During the Session

When offering a one-on-one session, vaccine awareness could be covered in just 5–10 minutes. Use the Visual Story Poster to let participants choose their interests or integrate it with current topics like nutrition and wellness.

When participants have hesitancy, refer to the Behavior Change Table (see below). You can also use the **Understanding Facts About Vaccines** (located in the Facilitator Guide) to address current participant beliefs.

Suggested dialogue:

1. Take a look at this Visual Story Poster that is designed to explore your vaccination journey."
2. "Tell me what resonates with you as you look at this poster."
3. "What are some common pieces of information or facts you have learned about vaccinations?"

Ending the Session

Re-assess the patient's vaccine confidence level.

Suggested dialogue:

1. "We have talked briefly about vaccinations and your feelings and beliefs regarding them. After today's session, where would you rate your confidence level about receiving vaccinations?"
2. If there is no change in confidence level, ask, "Did this increase your knowledge about vaccines?"
3. "What will you do as a result of this conversation?"

Strategies

Here are some simple suggestions to make the most of your time.

1. Have the Visual Story Poster on or near your desk for participants while you discuss other education content. They may eventually see it and can encourage them to attend a group session.
2. You can also print out vaccine infographics to share with your participants (see professional.diabetes.org/vaccinations or refer to the QR code.)

Incorporating the Transtheoretical Model

When working with participants that have a lot of vaccine hesitancy, emotional motivators are always among the top approaches to elicit behavior change and motivation to get vaccinations. Focus on personal and community benefits, which can tip the balance for people that are hesitant.

You can:

- Highlight direct personal health gains
- Encourage contemplation of long-term wellbeing
- Emphasize empathy
- Ask open-ended questions
- Listen reflectively
- Support self-efficacy

Use the following table to help your participants work through the various stages.

Stages of Change	More Information	Helpful Tips
Pre-Contemplation Stage	A person who is unaware or resistant. To move them to contemplation, focus on raising awareness and gently exploring ambivalence without pushing. Use the “HEAR” technique: ▪ Hear concerns with open-ended questions: “What have you heard about vaccines?” ▪ Express gratitude for sharing ▪ Ask about pros/cons: “What might be good about getting vaccinated?” or “What worries you?” ▪ Respond with permission-based info: “May I share facts on vaccine safety?”	▪ This builds rapport and plants seeds of motivation by sharing facts and highlighting personal benefits like health protection. ▪ Avoid arguments. Instead, reflect feelings to reduce defensiveness. ▪ Use Understanding Facts about Vaccines in the Facilitator Guide.
Contemplation Stage	A person who is thinking about vaccinating but procrastinates due to concerns like side effects. Emphasize and discuss the benefits that outweigh the concerns and address barriers like mistrust. Use “ask-tell-ask”: ▪ Ask about specific worries ▪ Tell tailored facts ▪ Ask for reactions Motivational strategies include affirming strengths and evoking change talk.	Helpful dialogue: ▪ “What side effects concern you?” ▪ “Severe reactions are rare, and you are monitored for 15 minutes after getting the vaccine.” ▪ “What do you think?” ▪ “You’ve protected your health before. How might vaccination fit into your health plan?” Use the Vaccine Decision Balance Table for helpful tips for discussion.
Preparation Stage	A person who is ready but faces logistical barriers. To shift to action, collaborate on action planning: ▪ Ask permission to discuss options ▪ Create a menu of solutions ▪ Identify first steps ▪ Assess confidence on a 1–10 scale and adjust plans to enhance it ▪ Motivate by reinforcing pros ▪ Reduce perceived roadblocks (e.g., time off work) ▪ Build self-efficacy through successes like researching clinics	Helpful dialogue: ▪ “Can we brainstorm transportation (e.g., rideshares, clinic locations)?” ▪ “How confident are you to schedule your vaccination?” Utilize the Story Poster for dialogue related to DSMES topic area discussed in session. ▪ Use ADA resources such as professional.diabetes.org/vaccination for printable handouts for discussion.

Stages of Change	More Information	Helpful Tips
Action Stage	A person is ready to execute and maintain momentum. To modify existing behavior or implement new behavior: ▪ Take the step: Get vaccinated ▪ Address any last-minute roadblocks with backup plans (e.g., reschedule if needed) ▪ Reflect on reduced risks. ▪ Log the experience and share positives to reinforce behavior	▪ Motivate by tracking immediate wins. For example, "I feel empowered." ▪ Log the experience and share positives to reinforce behavior. ▪ Use ADA resources such as professional.diabetes.org/vaccination for printable handouts for discussion.
Maintenance Stage	A person has successfully sustained the new behavior. To develop initial coping strategies and build self-efficacy to prevent relapse: ▪ Integrate boosters into your health routine ▪ Monitor for doubts by revisiting decisional balance periodically ▪ Build long-term motivation through self-efficacy exercises	▪ Create annual reminders. ▪ Helpful statement: "You've stayed protected. You can continue." ▪ Use ADA resources such as professional.diabetes.org/vaccination for printable handouts for discussion.

References:

1. Hashemzadeh, M., Rahimi, A., Zare-Farashbandi, F., Alavi-Naeini, A. M., & Daei, A. (2019). Transtheoretical Model of Health Behavioral Change: A Systematic Review. Iranian journal of nursing and midwifery research, 24(2), 83–90. https://doi.org/10.4103/ijnmr.IJNMR_94_17
2. Stages of change and decisional balance for 12 problem behaviors. By Prochaska, James O., Velicer, Wayne F., Rossi, Joseph S., Goldstein, Michael G., Marcus, Bess H., Rakowski, William, Fiore, Christine, Harlow, Lisa L., Redding, Colleen A., Rosenbloom, Dena, Rossi, Susan R. Health Psychology, Vol 13(1), Jan 1994, 39-46.