FALL 1998

(Enter in WHILMA as 5F)

Self-Monitoring Matters

In this session, the participant will:

1　　Identify the benefits and barriers of self-monitoring

2.　　Identify ways to overcome the challenges of self-monitoring

3.　　Learn new ways to self-monitor

	Checklist of Materials Needed
Supporting Materials	
☐	Food Diaries
☐	Fat Scans
☐	Keeping Track of Goals and instructions
☐	Quick Scan and instructions
☐	Individual Progress Reports (WHIP 0428)
☐	Fat Counter
☐	Food Models
☐	Overhead projector, blackboard or whiteboard
☐	Pencils or pens
	Group Nutritionist Support Materials:
☐	**Templates for Overheads- Research showing value of self-monitoring**
	Average Weight Loss by Average Food Records per Week
	Average % Fat by % Scores completed
	Average % Fat by Fat Score at Session 12 – graph, data (11/97)
	Average % Fat by Fat Score at Session 12 –blank graph. Update with Summer 98 data.
☐	**Studywide Data Monthly Reports** -
	VCC/NCC DM Performance – DM Session Adherence Summary by Clinic Group (WHIP 1105)
	• % Fat scores completed
	• Average fat grams
	• % meeting fat goals
☐	**Clinic Specific Data/Group Data**
	CC Reports: DM Session Adherence Summary (WHIP 0419) (by clinic) and Session Attendance and makeup activities (WHIP 0427) (by group)
	• % Fat scores completed
	• Average fat grams
	• % meeting fat goals

☐ **Templates for Graphs** – See Winter 4 Group Nutritionist module

Per Cent Scores Turned In

Fat Grams Reported at Sessions

Per Cent Meeting Fat Goal

References on self-monitoring (optional nutritionists reading)

- Streit, KJ et al. Food records: A predictor and modifier of weight change in a long-term weight loss program. JADA 1991; 91:213-216

- Baker RC, Kirschenbaum DS. Self-monitoring may be necessary for successful weight control. Behavior Therapy. 1993; 24: 377-394

- Gillis BP et al. Renal Disease Study: A self-management approach. JADA 1995; 95:1288-1294

- Milas NC et al. Factors associated with adherence to the dietary protein intervention in the Modification of Diet in Renal Disease Study. JADA 1995; 95:1295-1300.

- Jones PM et al. Development and testing of the barriers to self-monitoring blood glucose scale. The Diabetes Educator. 1996;22: 609-616.

(Optional) Participant Materials:

☐ Picture Tracker and instructions

☐ Eating Pattern Changes

☐ Worksheet 1-1 Benefits to Participants

☐ Calendars

Food & Paper Supplies

☐ Beverages of choice (coffee, tea, juice)

☐ Sugar, skim milk , fat-free or low-fat creamer, stir sticks, optional

☐ Paper supplies: plates, napkins, cold cups, hot cups (if needed)

☐ Plastic spoons or forks

☐ Food Tasting: Focus on grains. Feature quick casseroles. Choose a recipe from the session or a regional favorite.

Participant Manual

Worksheets

Worksheet	**Page(s) #**
Fall-1	10
Fall-2	11
Fall-3	12
Fall-4	13
Fall-5	14

Resource
Section

Resource	**Page(s) #**

Group Nutritionist Note: The purpose of this session is to promote self-monitoring. Participants discuss the benefits and challenges of self-monitoring. They share ideas on ways to overcome the challenges of record keeping. Participants are introduced to the new alternative self-monitoring tools and practice using them in class. Participants may continue to use their favorite self-monitoring tools, but we hope the novelty of the alternative tools stimulates them to increase their self-monitoring. The alternative tools were designed to address participants' concerns (e.g., a simpler and more portable format, a graphic format, a behavioral less mathematical method and a need for "change", particularly for women who have reached maintenance sessions.)

Suggestions for Peer Group Activities to follow up this maintenance session (optional activities)

- Grocery store/ Co-op tour looking for new grain products to try.
- Tour of old mill where grains are processed and sold.
- Tour of Farmer's Market/ fresh produce to discuss ways to prepare different F/V and G.
- Participants try new products and share experiences with group.
- How to find nutrition information on the World Wide Web.

Fall '98 Session Outline--Key Activities

Activity Type (Time)	Activity

Pair or Small Group Discussion (20 minutes)
 	
✍
Notes
	Review of Success/Progress
	♦ Discuss experiences of the last 3 months (with or without the group support—depending on peer group meetings). Suggested questions are listed below:
	Q/A:
	   - Would someone like to share a low-fat eating challenge you've overcome since our last meeting?
	   - What new food products did you try since our last meeting?
	   - Did you read any interesting food labels?
	
	(Ask the group a question that addresses their last maintenance session, if appropriate):
	   - What fat-free and reduced fat commercial products do you eat on a regular basis?
	   - How does your normal serving size compare to the serving size on the food label?
	   - How have you changed your use of fat-free products?
	
	[Ask the group a question that addresses their peer group activities, if appropriate. Allow time for peer groups to plan their next event(s).]

Large Group Discussion/ Activity (25 minutes)	♦ Review research data that supports the value of self-monitoring. (Overheads 1-3).
	   • Show WHI studywide, clinic, group and individual data.
	   • Discuss reasons why self-monitoring has decreased over time.
	♦ Participants list and discuss benefits and barriers to self-monitoring. Use **Worksheet Fall-1** and **Fall-2** to foster ideas if needed.
	♦ Key point—participants identify why self-monitoring is important.

✍
Notes

Large or Small Group Activity (20 minutes) ✍ *Notes*	♦ Identify 2-3 barriers from the previous discussion of barriers (**Worksheet Fall-2**). • Brainstorm (mind-map) ideas to overcome these challenges. Use **Worksheet Fall-3** to stimulate discussion, if needed. ♦ Key point—participants identify ways to overcome the challenges of self-monitoring.
Mini Lecture (15 minutes) ✍ *Notes*	♦ Introduce alternative self-monitoring tools: Keeping Track of Goals, Quick Scan. (Optional: Picture Tracker and Eating Pattern Changes) ♦ Key point—participants discover alternative options for self-monitoring.
Discussion/ Group Activity (15 minutes) ✍ *Notes*	♦ Participants' practice using Quick Scan, Keeping Track of Goals or other customized self-monitoring tool. ♦ Key point—participants practice using new self-monitoring tool.

Large Group Discussion (15 minutes) ✎ *Notes*	**Summary** Discuss issues and identify participants who need more help. ♦ Focus on how participants can increase the number of days they self-monitor. QA: - What ideas do you have about how you could use these new alternative self-monitoring tools to make it easier for you to keep track of what you eat?
Lecture (5 minutes) ✎ *Notes*	**Home Activity** ♦ Assign 3 time periods for self-monitoring (encourage participants to try one of the new self-monitoring tools introduced in the session). ♦ Suggest activities to work on during the next 3 months. Answer questions. **Optional** ♦ Use calendars for the next three months. Discuss as a group what days to record and circle on the calendar. Add next group meeting dates and peer group dates and times. Add a goal to focus on each month. Display calendar on refrigerator or where you spend most of your time.
Food Tasting (10 minutes)	**Food Tasting** ♦ Focus on grains. Feature quick casseroles. Use recipes in session or regional favorites.
Total Time: 125 minutes	

Fall 1998 Session: Self-monitoring Matters

Activity Type (Time)	Activity
Pair or Small Group Discussion (20 minutes)	**REVIEW OF SUCCESS/PROGESS** ♦ **Discuss experiences of the last 3 months (with or without the group support—depending on peer group meetings). Suggested questions are listed below:** **Q/A:** - **Would someone like to share a low-fat eating challenge you've overcome since our last meeting?** - **What new food products did you try since our last meeting?** - **Did you read any interesting food labels?** **(Ask the group a question that addresses their last maintenance session, if appropriate):** - **What fat-free and reduced fat commercial products do you eat on a regular basis?** - **How does your normal serving size compare to the serving size on the food label?** - **How have you changed your use of fat-free products?** **[Ask the group a question that addresses their peer group activities, if appropriate. Allow time for peer groups to plan their next event(s)].** **OVERVIEW OF SESSION** • You've all been in the study for **X** years. During that time you have done a lot of self-monitoring. When you first started monitoring, you learned about what foods had fat in them. Many of you made major changes in your eating habits after you started self-monitoring. Now that its been awhile, some participants are less interested in self-monitoring. The purpose of this session is to motivate you to self-monitor more often. We will review data from research studies that supports the value of monitoring. We will discuss the benefits and challenges of self-monitoring. Then we will discuss ways to overcome the challenges of self-monitoring. And introduce you to new self-monitoring tools.

- Let's start by looking at how self-monitoring can help you be more successful in maintaining your own progress and the progress of the study.

NEW MATERIAL

Self-Monitoring Matters
PURPOSE: Discuss data that shows how self-monitoring can promote and
enhance successful dietary change.

Large Group
Discussion/
Activity
(25 minutes)

♦ **Review research data that supports the value of self-monitoring
(Overheads 1-3).**
  • **Show WHI studywide, clinic, group and individual data.**
  • **Discuss reasons why self-monitoring has decreased over time**
♦ **Participants list and discuss benefits and barriers of self-monitoring.
Use Worksheet Fall-1 and Fall-2 to foster ideas if needed.**
♦ **Key point—participants identify why self-monitoring is important.**

Group Nutritionist Note: Overhead templates are provided.
• Overhead #1: Weight loss graph represents data from the Freedom From
Fat program at Kaiser Permanente in Portland, OR. This data was
published in JADA 91: 213-216. (see references).
• Overhead #2: The Women's Health Trial data represents 352 women and
comes from the final report of the WHT. This data is not published.
• Overhead #3: The WHI data provided on the graph represents data from
11/97. This data analysis is completed every six months. Look for an
updated report in the Summer 98 data.

• Self-monitoring has been used in many other research projects. In all
cases participants who self-monitor more often are more successful in
meeting the goals of the study. For example, in weight loss programs,
studies consistently find that participants who self-monitor more often
lose more weight. Here's a graph that shows data from one study
(Overhead #1). It shows that people who self-monitored 5 or more times
a week lost an average of 26 pounds during a 1 year program, whereas
people who didn't self-monitor lost only 4 pounds

- Research studies in kidney patients who monitor protein in their urine and diabetic patients, who monitor blood sugars show that patients who self-monitor are more successful in meeting their dietary goals. The WHT study where participants followed an eating pattern program similar to WHI also showed that participants who monitored more frequently reduced their fat more. Here is a graph showing the relationship between self-monitoring scores turned in and the per cent fat reported on a FFQ (Overhead #2), Women who rarely monitored had the highest per cent fat – 33%. While women who monitored the most often had the lowest per cent fat – 20 %.

- In WHI we see similar results. This graph shows the relationship between keeping a self-monitoring tool at session 12 and the per cent fat at the year 1 visit as recorded on the FFQ (Overhead #3). We see that women who did not record their foods had an average of 29%. Where as women who kept a record and met their goals had the lowest per cent fat at year one – 22 %.   The study goal is 20% fat.

> *Group Nutritionist Note:* Use templates for self-monitoring data from the Winter 4 Group Nutritionist session materials. Show data for the whole study, your clinic and group for the following: % self-monitoring, % meeting goals, average fat grams.

- Let's look at data from the whole study, our clinic and our group to see how we're doing. Let's start by looking at the per cent of scores turned in over time. We see the same trend in the studywide, clinic and group data, which is a gradual decline in the per cent of scores turned in. In our group **X**% turned in scores at our last session. The fat grams reported at each session continue to look good. The women who self-monitor have continued to meet their fat gram goals. However, the graph showing the per cent women meeting their goals looks like it is decreasing. This occurs because the graph includes more women who are not monitoring.

- We just saw data showing that women who self-monitor more frequently are more successful in meeting the study goals. We also saw that some women are self-monitoring less often.

☛ Q/A: Ask for participants to share information about:
  - In what ways, do you think your motivation to self-monitor has changed over time?

Group Nutritionist Note: Have participants look at their individual data, by showing them their Individual Progress Report. Have them look for their personal best and compare it to how they are doing now. (Optional activity) Graphing their data may make this information more impressive. Consider using the Participant's Winter 4 graphs, if available.

- Now, let's look at your individual data on this report. Look at the columns headed "fat score completed" and "average fat score". At the bottom of the page it has a summary of the % of scores turned in.

Q/A: Ask for participants (volunteers) to share information about:
   - What per cent have you turned in?

   - How does your average compare to the group?

   - How often did you meet your goal?

   - When was your lowest score?

   - Are you still meeting your goals or are you slipping?

   - What challenges are you experiencing that have effected your ability to meet your WHI goals

- You now have a better idea your current level of self-monitoring by looking at your Individual Progress Report data. Some of you may be doing pretty well most of the time, while others may be having some difficulty.

Group Nutritionist Note: Use a white board or flip chart to record the pros and cons. Get participants involved by letting them be the recorders. If participants have trouble coming up with ideas refer them to **Worksheets Fall-1** and **Fall-2.**

- Let's look at some of the benefits and/or challenges (barriers) you are experiencing with self-monitoring. You can use **Worksheets Fall 1** and **Fall 2** if you need some ideas to get started.

☞   Q/A: Ask participants to discuss the pros and cons of self-monitoring.

- How do you find self-monitoring helpful?

- What are some of the challenges or barriers that make it difficult for you to self-monitor?

- Take a look at our list of pros and cons (ideas from **Worksheets Fall-1** and **Fall-2**). We can see that there are quite a few examples on both lists:
  - ➢ Reasons why self-monitoring is beneficial; helping you to maintain your dietary changes, and
  - ➢ Barriers that can make self-monitoring challenging to do on a routine basis.

- During the rest of the session, we'll spend some time looking for creative ways to make self-monitoring easier to do.

Dealing with the Challenges of Self-Monitoring

PURPOSE: Discuss the challenges to self-monitoring and identify potential strategies to overcome the barriers.

Large or Small
Group Activity
(20 minutes)

♦ **Identify 2-3 barriers from the previous discussion of barriers (Worksheet Fall-2).**
   • **Brainstorm (mind-map) ideas to overcome these challenges. Use Worksheet Fall-3 to stimulate discussion, if needed.**
♦ **Key point—participants identify ways to overcome the challenges of self-monitoring.**

• Let's review the list of challenges or barriers that we identified and pick 2 or 3 to discuss. I am going to ask you to brainstorm ideas for how you could handle these self-monitoring challenges. There are many different ways to brainstorm, but one fun and flexible method is called mind-mapping. We can do this either in a large group, or break up into 2 or 3 smaller groups.

Group Nutritionist Note: Refer to Winter, Year 3 Group Nutritionist module (pgs. 12-15, 25) for more information about "mind-mapping" technique. This mind-mapping activity could be done as a large group or in small groups. If you choose the small group option, have each group choose one barrier to work on and come up with suggestions. At the end of 8-10 minutes, ask each small group to share their ideas with the whole group. Refer participants to **Worksheet Fall-3** for ideas, if needed.

• You've come up with some great ideas on how to overcome the barriers to self-monitoring. Let's look at **Worksheet Fall-3** and see what other ideas you might find helpful.

Q/A: Ask for participants to share information about:
   - Which of these suggestions would be the most helpful for you?

New Choices for Self-Monitoring
PURPOSE: Introduce alternative self-monitoring tools.

Mini Lecture
(15 minutes)

♦ **Introduce alternative self-monitoring tools: Keeping Track of Goals, Quick Scan. (Optional: Picture Tracker, Eating Patterns Changes)**
♦ **Key point—participants discover alternative options for self-monitoring.**

- The self-monitoring working group has developed some new self-monitoring tools designed to help use overcome some of the challenges we've just been discussing. Today we're going to learn about these new tools and you will get a chance to practice using them. These tools are small and easy to carry around. We hope you will enjoy using these new tools, but you may also continue to the tools that feel comfortable.

- The Keeping Track of Goals tool allows you to monitor six days on one page. It's easier to use if you eat regular meals or eat the same foods frequently. If you've memorized the fat grams in the foods you eat most often, this tool is easier to use.

- The Quick Scan takes less time than the Fat Scan. It is organized in a manner similar to the Fat Scan, but it is only one piece of paper. The Quick Scan lists commonly eaten foods and includes space for you to add your own foods. You may find this tool most helpful, if you eat the foods listed on the Quick Scan. You may like it even if you don't currently use the Fat Scan, because you don't have to flip pages.

Group Nutritionist Note: Distribute copies of the Keeping Track of Goals and Quick Scan tools and instruction sheets. Optional – You may also introduce and distribute the Eating Pattern Changes and Picture Tracker tools.

- Let's take a closer look at each of these tools. First, let's look at the Keeping Track of Goals tool. Place the tool and the instruction sheet in front of you so we can review them together.

- Notice that this tool does not ask you to write down the foods you eat. So you may need to use a separate piece of paper or notepad to write down the foods you eat. You may also use the back of the page or the notes area to record your foods. If you normally, neatly recopy your notes into your food diary, using this tool will save you time. All you are asked to do is check off the servings of fruits/vegetables and grains you eat and record the fat grams for each meal and snack on the Keeping Track of Goals tool. This tool also reminds you what F/V and G servings are, to help you receive credit for your choices.

- The box on the right labeled goals/notes can be used for any of the following:
  - ➢ Note high risk situations
  - ➢ Plan your meals or snacks
  - ➢ Record positive self-talk messages or goals
  - ➢ Budget your fat grams
  - ➢ Other ideas?

- There is space to record six days on the Keeping Track of Goals form. Remember to calculate your average Fat, F/V and Grain scores and record them on the top of the sheet. This lets you know how you are meeting your WHI goals.

Group Nutritionist Note: Some participants may have already used the new self-monitoring tools. Use their experience with the tools to help guide the discussion.

Q/A: Ask for volunteers to share information:
  - Have any of you used this tool before?
  - If yes, how did it work?
  - What did you like about it? Or not like about it?
  - What ideas do you have about how you could use this tool to make it easier to self-monitor?

- Now, let's look at the Quick Scan. Again, please find the tool and the instruction sheet. Take a few minutes to look at the Quick Scan and instructions.

- Notice that the Quick Scan is organized the same way as the Fat Scan. However, there are fewer foods listed. Also there is more space to add the foods you eat that are not listed. You use the Quick Scan in a similar way as the Fat Scan. The numbers listed for Fat, F/V and Grains reflect the amount in that serving size. If you eat more or less than the serving size listed you need to adjust the numbers for fat etc. appropriately. For example:
  - ➢ If you ate ½ cup of beans on Day 1, you would mark a "1" in each of the Fat and Grain columns in the "Beans/legumes" row under the Day 1 heading.
  - ➢ If you ate 1 cup of beans, you would write "2" in each column.

- The fat content is not listed for three of the food entries (milk, potato, and spaghetti sauce). This is because the fat content of each of these foods may vary, depending on type, preparation method or brand. There is a blank space to fill in the fat content of the product you are using. For example, if you use skim milk you would fill in a "0" for fat.

- A minor limitation of the Quick Scan is the amount of space available for tracking multiple servings of fruits and vegetables. One possible way to manage this is to divide the boxes into two triangles as illustrated on the instruction sheet. Track your fruits and vegetables throughout the day by putting little tally marks or checks in the top triangle for each serving you eat. At the end of the day, sum up the marks and put the total in the bottom triangle.

- Be sure to calculate your scores at the end of each day. Add the numbers from page 1 to page 2 to get your totals and calculate your average scores in a similar way to the Diary or Fat Scan. Again, this continues to show how well you are meeting your goals.

☛   Q/A: Ask for volunteers to share information:
  - Have any of you used this tool before?
  - If yes, how did it work?
  - What did you like about it? Or not like?
  - What ideas do you have about how you could use this tool to make it easier to self-monitor?

Practice

PURPOSE: Participants practice using alternative self-monitoring tools.

Discussion/
Group Activity
(15 minutes)

♦ **Participants' practice using Quick Scan, Keeping Track of Goals or other customized self-monitoring tool.**
♦ **Key point—participants practice using new self-monitoring tool.**

Group Nutritionist Note: Allow participants to choose one of the two tools to practice. Participants can either transfer information from the tools they brought to the session or use the Sample Menu **(Worksheet Fall 4).** Circulate around the room to help participants who have questions.

☞ Q/A:

- Which of these new tools do you think you would like to try?

• Choose a tool to try and practice using it now. Use your diary or scan that you brought with you today to record on the new tool or use the sample menu found on **Worksheet Fall 4.**

Group Nutritionist Note: Have participants report to the group how they felt about the new tools they tried. Discuss the answers on **Worksheet Fall 5** with the group and evaluate their understanding and ability to use the new tools**.** Make sure participants correctly recorded the fat, fruit/vegetable and grain totals.

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☞ Q/A: Ask for volunteers to share information:

- How did your practice go?

- Did you have any problems recording what you ate?

- How do your answers compare to the ones listed on **Worksheet Fall 5?**

- How will this tool help you self-monitor more often?

	SUMMARY
Large Group Discussion (15 minutes)	**Discuss issues and identify participants who need more help.** ♦ **Focus on how participants can increase the number of days they self-monitor.** **QA:** - **What ideas do you have about how you could use these new alternative self-monitoring tools to make it easier for you to keep track of what you eat?**

Group Nutritionist Note: To encourage self-monitoring have participants share their commitment/goals for self-monitoring with other group members or their families. Also, consider having a competition between groups at your center (e.g., group with most women who record 9+ days per month) or creating an award system giving points for participation. (See Winter 4 for ideas on an award system.)

- Today you have seen how self-monitoring helps you succeed. We've discussed ways to make self-monitoring easier and you've practiced using a new self-monitoring tool.

- Now, I'd like you to think about a plan to increase the number of days that you will self-monitor in the next 3 months.

Q/A:

- During the next 3 months, what could you do to increase the number of days that you self-monitor?
- How could you use the new alternative tools to make self-monitoring easier for you?

	HOME ACTIVITY
Lecture (5 minutes)	♦ **Assign 3 time periods for self-monitoring (encourage participants to try one of the new self-monitoring tools introduced in the session).** ♦ **Suggest activities to work on during the next 3 months. Answer questions.** **Optional** ♦ **Use calendars for the next three months. Discuss as a group what days to record and circle on the calendar. Add next group meeting dates and peer group dates and times. Add a goal to focus on each month. Display calendar on refrigerator or where you spend most of your time.**

Group Nutritionist Note: To record the new self-monitoring tools on Form 63-Mark the score source as "Other" for Keeping Track of Goals, Quick Scan and the Picture Tracker. Mark the score source as "Behavior" for the Eating Pattern Changes.

	FOOD TASTING
Food Tasting (10 minutes)	♦ Focus on grains. Feature quick casseroles. Use recipes in session or regional favorites.

Group Nutritionist Note: Optional: If you want to add a nutrition topic to this session, you could expand the food tasting to a food demo. In addition, you can put out the grain/bean display for women to look at and review ways to include more grains in their diets. Another option is to feature fall vegetables, such as squash.

Group Nutritionist Note: If participants miss this session, be sure to send them copies of the new self-monitoring tools and instructions with their session materials. Also include a copy of their latest Individual Progress Report.