

**Fall 2002 (9F):****A Closer Look:
What Do I See?**

Nutritionist Note: The overall goal of this session is to guide and support participant effort to develop a plan for meeting (or maintaining) fat gram goal. The session provides an opportunity for the participant to do the following: a) become more aware of fat intake by receiving personalized information based on the PEFI self-assessment questionnaire, b) build motivation to meet (or maintain) fat gram goal by exploring personalized information to identify possible discrepancy between current and desired fat intake, and c) develop a plan for meeting (or maintaining) fat gram goal after identifying and exploring options for dietary change.

Nutritionist Guidelines

Time: 120 minutes

WHILMA: Enter session in WHILMA as: **9F**

Objectives: In this session, the participant will:

- (Key Points)**
- Receive personalized information about dietary fat intake from the PEFI self-assessment questionnaire
 - Explore personalized information from the PEFI self-assessment questionnaire
 - Identify options and a plan for dietary change to meet (or maintain) fat gram goal

- Materials:**
- Create a sample PEFI packet to use for orientation (see Page 7 of these materials)
 - Personalized PEFI packet for each participant who will be attending the session
 - Completed PEFI-Q for each participant who will be attending the session (just in case the participant has questions about how she marked the questionnaire)
 - Completed *Worksheet 2 – My Expectations* from 8SU for each participant who will be attending the session (this is not required for the session; see alternative suggestion on page 12 of these materials)
 - A few *A Closer Look* packets in case there are participants who attend the session, but do not have a personalized PEFI packet (see Nutritionist Resource 1 in these materials). **Note:** You will receive participant copies of the *A Closer Look* packet from the GPO.
 - Self-monitoring tools

Other WHI Resources Related to Session:

- Fall 1998 (5F) – *Self-Monitoring Matters*
- Fall 1999 (6F) – *You Are the Answer!*
- Fall 2000 (7F) – *The Whole Story*
- Session 3 – *Goals for Tomorrow* (setting realistic goals)

Optional Nutritionist Background Reading:

The following *ME Corners* from the *WHI Times* (located in the Outlook Public Folders):

- Developing Discrepancy: January 12, 2001
- Reflections: April 27, 2001 and May 25, 2001
- Summarizing: June 22, 2001
- Eliciting Change Talk: July 27, 2001
- Traps to Avoid: August 24, 2002 and September 14, 2001

Peer Group Ideas:

Here are a few suggestions for peer group activities/topics to follow-up on the Fall 2002 session topic:

- *Grocery Store or Farmer's Market Tour*: take a tour of a grocery store or farmer's market looking for new fat-free and low-fat products. To make it different and fun, consider a scavenger hunt by food group.
- *Internet Interest Group*: form an internet interest group and identify the best sites with low-fat recipes and healthy eating tips.

Below is a list of the next four maintenance sessions.

Upcoming Maintenance Session Topics:

- Winter 2002 (9W): PEFI Follow-up & Taste
- Spring 2003 (9SP): TBN
- Summer 2003 (9SU): TBN
- Fall 2003 (10F): TBN

**Fall 2002: A Closer Look: What Do I See?
(Facilitation Outline)**

	GROUP SHARING/NEXT STEPS FOLLOW-UP (~ 10 minutes)
10 minutes	<p><u>Objective:</u> Participants briefly review the goal of the PEFI intervention and discuss how being aware of fat intake is an integral part of meeting (or maintaining) fat gram goal.</p> <p><u>Purpose:</u> Build group cohesion and participant interest in receiving personalized information from the PEFI self-assessment questionnaire.</p> <hr/> <p>A. Group Sharing:</p> <ul style="list-style-type: none"> • Introduce guests from other groups and offer to provide a brief update on absent participants. • Provide support and recognition of peer group activities and promote interest: <ul style="list-style-type: none"> ➤ During the past 3 months what types of activities have you done with other members of WHI? ➤ What activities might you consider for your next meeting? <p>B. Next Steps Follow-up:</p> <hr/> <p><u>Nutritionist Note:</u></p> <p>The focus of the Next Steps Follow-up segment for this session is to: a) have the <u>nutritionist</u> very briefly recap key points from the previous session (see below) and then b) have <u>participants</u> revisit the concept of awareness (of fat intake) also discussed in the previous session. Having participants share and discuss ‘how being more aware of fat intake can help meet (or maintain) fat gram goal’ sets the stage (and continues to build interest) for the rest of the session where participants receive and explore their personalized information about fat intake.</p> <p>This segment has been designed to have participants (rather than the nutritionist) generate thoughts/statements about the value of awareness. This gives participants the opportunity to build their self-efficacy (“I can do it!”) as well as self-management skills.</p> <p>Participants may have divergent opinions about the value of awareness. This is expected and okay. If/when this happens, be careful to a) not ignore the opinion – the participant could feel excluded and b) not persuade the participant to change her opinion – the participant may become resistant to thinking further about the possible value of awareness.</p>

Next Steps Follow-up cont.Nutritionist Recap

- Briefly recap for participants the following key points from the 8SU session:
 - The goal of the PEFI intervention is to help participants meet (or maintain) fat gram goal.
 - The PEFI intervention might help participants meet (or maintain) fat gram goal by helping each participant learn even more than she already knows about her fat intake.
 - ◆ Each participant may learn something different from PEFI:
 - Participants who do not currently self-monitor will have the chance to learn about the amount of fat they're eating.
 - Participants who regularly self-monitor will have the chance to see a longer range picture of fat intake.
 - All participants (whether currently self-monitoring or not) will have the chance to see how their 'expectations' about what PEFI may tell them (discussed at the last session) compare to what PEFI 'actually' tells them (today). Receiving information that is different than expected can be a way to learn more than you already know.

Participant Discussion

- Help participants discuss how being aware of fat intake is an integral part of meeting (or maintaining) fat gram goal.
 - Q/A:** (sample question)
 - ➡ How could knowing more about the fat you eat help you meet (or maintain) your fat gram goal?
- Reflect and summarize.

**Group Facilitation Suggestions and Examples:**

Transition from recap to discussion focused on awareness:

- *Last session, we talked quite a bit about the benefits of being aware of what you eat. Let's revisit this one question before each of you receives your personalized packet of information. How can knowing more about the fat you eat help you meet (or maintain) your fat gram goal?*

Point out common threads within the group by summarizing:

- *Mary, Nancy and Joan all believe that knowing more about the fat they eat will help them make some different food choices than they do now.*

Use a 'who else' question:

- *Who else? Who else believes that knowing more about the fat you eat could help you make different choices? Or*
- *Who else would like to answer that question?*

Acknowledge and respect divergent opinions:

- *It sounds like Anne and Sue feel differently than most. They're feeling that learning more won't help them to meet (or maintain) fat gram goal. It's interesting that their reasons for feeling this way are very different. Anne is confident that she knows what she needs to know about her fat intake. Sue, on the other hand, doesn't feel that she knows all that she needs to know, but feels that knowing more won't make a difference for her. Each of you will decide what is important for you and how you might use the information we discuss today. Let me introduce what's planned for today.*

	SETTING THE STAGE for SKILL BUILDING (~ 10 minutes)
	<p><u>Nutritionist Note:</u></p> <p>The Skill Building component of this session includes three segments: 1) Receive Personalized Packet, 2) Build Discrepancy, and 3) Identify Options & Plan.</p> <p>Each of the segments builds on the previous. All segments together form the foundation for the participant to identify options and a plan for dietary change to meet (or maintain) fat gram goal. Therefore, it is important to include each segment in the session.</p> <p>The amount of time devoted to each segment will be determined by participant interest in each segment relative to the others.</p> <p>Assessing relative interest in the segments enables the nutritionist to acknowledge and support participant interest while including all segments.</p> <p>It is important to be tuned-in to participant interest as the session proceeds. Be flexible and make adjustments, if needed, as the session unfolds.</p>
10 minutes	<p>A. Set the Stage for Skill Building</p> <ul style="list-style-type: none"> • Begin by briefly introducing the topic. Key point: <ul style="list-style-type: none"> ➤ This session provides follow-up to the 8SU session where participants completed the PEFI self-assessment questionnaire. • Describe plan for Skill Building component: <ul style="list-style-type: none"> ➤ Segment 1: receive and review PEFI packet . ➤ Segment 2: explore personalized information in packet. ➤ Segment 3: an opportunity to identify options and plan for dietary change to meet (or maintain) fat gram goal. <p>B. Assess Relative Interest in Skill Building Segments:</p> <ul style="list-style-type: none"> • Find out which segment (or segments) of the Skill Building component participants are most interested in by asking them to briefly share what they're most looking forward to in the discussion. <p><u>QA:</u> (sample question)</p> <ul style="list-style-type: none"> ➤ What segment (or segments) are you looking forward to most? <p>C. Emphasize Personal Choice</p> <ul style="list-style-type: none"> • Point out that because everyone has slightly different priorities and needs in their lives, each person will identify different things that are important from the session. • Mention that each person has to decide what is important for them and how they might use the information from the PEFI intervention and what is discussed in the session.

	SKILL BUILDING (~ 70 minutes)
25 minutes	<p>1. Receive Personalized PEFI Packet</p> <p><u>Objective:</u> Receive personalized information about dietary fat intake from the PEFI self-assessment questionnaire.</p> <p><u>Purpose:</u> Help the participant become more aware of her dietary fat intake.</p> <p><u>Nutritionist Note:</u></p> <p>The overall intent of this ~25 minute segment is to build participant awareness of her dietary fat intake. The segment has two parts: a) brief orientation to the packet (~5 minutes) and b) review of the personalized content (~20 minutes). This segment provides an opportunity for the participant to <u>become familiar with and understand the content</u> of the packet through brief orientation and discussion. Refer to <i>Vol. 2, Section 6.15.2.2 – Tailored Feedback (PEFI-F)</i> for information about the design and content of the personalized PEFI packet.</p> <p>Before each group session, generally familiarize yourself with each participant’s packet.</p> <p><u>Managing participants who do NOT have a personalized PEFI packet:</u></p> <p>If a participant at the session does not have a PEFI packet, use the procedures outlined in <i>Nutritionist Resource 1 – Managing Participants Without a Personalized PEFI Packet</i>. Refer to Pages 18-23 of these materials. You will receive participant copies of the <i>A Closer Look</i> packet from the GPO.</p> <p><u>Using the participant’s PEFI-Q in the session:</u></p> <p>If you opt to have participants’ completed PEFI-Qs available at the session, be judicious about HOW the information is used. This could make the difference between helping vs. hindering the change process.</p> <p><u>Example of helping the change process:</u> If a participant doesn’t recall how she answered certain questions <u>and</u> she wants to know her responses, then reviewing her completed questionnaire might be helpful for her as she explores her personalized PEFI packet and thinks about possible change.</p> <p><u>Example of hindering the change process:</u> If the completed PEFI-Q is given to a participant who disagrees with the information in her personalized PEFI packet, then it is possible that the participant could perceive that her PEFI-Q has been given to her as ‘evidence or proof’ of what she eats. This, in turn, may cause the participant to feel like she’s being ‘convinced’ or ‘persuaded’ to change her mind about how she sees her feedback. All of this could lead to a tug-of-war and participant resistance. Resistance hinders the change process. See the ‘Food for Thought’ box immediately below.</p> <p><u>Food for Thought:</u></p> <p>If a participant questions the accuracy or value of her personalized PEFI packet, be mindful that our job in this situation is to <u>roll with the participant’s resistance</u>. We want to acknowledge and reflect her comments – so that she knows she’s been heard. We want to <u>avoid trying to convince or persuade</u> her otherwise – this will only create more resistance. By rolling with resistance, we can keep the door open to having the participant explore her feedback and, thereby, possibly finding motivation to change. See the examples of reflecting and acknowledging these kinds of comments – to roll with resistance – in the Group Facilitation Suggestions and Examples throughout the Skill Building component.</p>

(5 minutes)

A. Orient to Personalized PEFI Packet

- Review content of 'sample' packet before distributing the personalized packets.
 - Briefly orient participants to each page by showing a sample page (e.g., using overhead projector or flip chart, poster board, etc.).
- Suggest to participants that you review the personalized packets together – as a group.
 - Explain that participants can share as much or as little from their packet as they wish.
 - Clarify that there is no expectation that participants “publicize” their information and encourage that they respect each others’ decisions to share or not share personalized information.
- Answer any questions.

(20 minutes)

B. Review Personalized PEFI Packet

- Distribute the personalized packets and give participants a few minutes to thumb through the material – remind them that you’ll be reviewing each page together in just a moment.
- Guide participants through each page of the packet by facilitating discussion that promotes understanding of the information on each page. Refer to Pages 9-11 of these materials.
- Transition from the ‘reviewing packet’ segment to the ‘discrepancy’ segment using an open-ended question. Example provided on Page 11 of these materials.

Nutritionist Note:**Page 1**

Page 1 prompts the participant to compare her fat grams reported on the PEFI self-assessment questionnaire to her fat gram goal.

Participants over fat gram goal:

Page 1 includes a comparison of 'fat grams over goal' per day and per week. This comparison prompts the participant to think about the contrast between her daily and weekly fat gram intake. Considering this contrast provides an opportunity for the participant to see and discuss how a **small amount** of fat (per day) can add up over time (e.g., a week).

Participants at or below fat gram goal:

Page 1 does not include a 'fat grams over goal' comparison.

- Participants reporting < 15 grams of fat are encouraged to meet with their nutritionist to explore the personalized information further. If the nutritionist and participant determine that an individual meeting is appropriate, the nutritionist uses procedures outlined in *Vol. 2, Section 6.15.4.2.3 – Managing Participants Who Report <15 Grams of Fat*.

Pages 2 & 3

Page 2 prompts the participant to think about the 'big picture view' of fat in her dietary pattern. The 'big picture view' provides a simple message that ultimately focuses on the top two food groups. Having this overall picture may be helpful for the participant as she begins to a) review the list of top 10 foods providing fat in her diet (Page 3) and b) think about changes she might consider (Page 4). The food groups on Page 2 match the food groups on PEFI self-assessment questionnaire. The design of Page 2 is the same for all participants.

Page 3 lists the top 10 sources of fat, including the number of fat grams they provide each week. This page also offers lower-fat choices, including the fat gram savings per week if these choices were used instead of the higher-fat option. This page prompts the participant to think about potential fat gram savings per food over a week's time. Having the participant consider potential savings provides an opportunity for her to see and discuss how a **small change (or changes)** can add up over time (e.g., a week). Participants reporting <15 grams of fat receive a Page 3 that has a softer 'change' message.

Potential questions from participants:

- If participants ask about the ideal/best food group distribution, let them know that there is no perfect distribution. Briefly touch on previous discussions about the importance of variety and balance in any eating pattern.
- If participants ask about the different types of fat found in different food groups, let them know that you're hoping to keep the discussion focused on total fat. Briefly touch on previous discussions about types of fat, as necessary.

Page 4

Page 4 provides space for the participant to begin thinking about change. Having the participant focus first on developing a list of possible options provides an opportunity for her to generate a longer list of options. Once the participant has identified several options, then she's asked to identify which one(s) she would be willing to try soon. Participants reporting <15 grams of fat receive a Page 4 that helps them explore their eating pattern before considering options for change.

Guide Participants Through Page 1:Page 1

- Highlight key points:
 - Shows fat grams reported on PEFI-Q vs. fat gram goal. This is illustrated two ways: bar graph (top left) and arithmetically (top right).
 - For participants over fat gram goal, shows fat grams over goal per day and per week. This is illustrated two ways: bar graph (middle right) and text (bottom).
- Ask questions to generate discussion:

QA: (sample questions)

 - ☛ What does this information from PEFI tell you about your fat intake?
 - ☛ According to PEFI, where is your fat intake compared to your fat gram goal?
 - ☛ Why is it helpful to think about fat gram intake over more than just one day (e.g., a week)?
- Reflect participant responses.

**Group Facilitation Suggestion and Examples:**

Reflect the various participant responses to the questions you ask:

- What does PEFI tell you about your fat intake?
You're quite surprised by your fat intake. It is a lot higher than you anticipated. It is a lot lower than expected. It is close to what you expected. You don't believe this is accurate.
- According to PEFI, where are you compared to your fat gram goal?
You always knew you were below goal, but you're much lower than you thought. You're quite far away from your fat gram goal. You're pretty close to your goal.
- Why is it helpful to think about fat gram intake over more than just one day?
You're saying that you can really see how it adds up over a week. You're a bit below goal, so there is nothing to add up.

Guide Participants Through Page 2:Page 2

- Highlight key points:
 - Shows the participant's distribution of fat grams reported on the PEFI self-assessment questionnaire by food group. This is illustrated using a pie chart that shows the % of fat contributed by each food group.
 - Highlights the two food groups providing the most fat. This is illustrated via text.
 - The food groups on Page 2 match the food groups on the PEFI self-assessment questionnaire.
- Ask questions to generate discussion:

QA: (sample question)

 - ☛ According to PEFI, which food group provides the most fat in your diet?
- Reflect participant responses.

Guide Participants Through Page 3:Page 3

- Highlight key points:
 - Shows the top 10 fat sources reported on the PEFI self-assessment questionnaire, including the number of fat grams each provides per week.
 - Offers ideas for lower-fat choices for each of the top 10 foods.
 - Shows the fat gram saving per week if the lower-fat options were used.
- Ask questions to generate discussion:
 - QA:** (sample questions)
 - ☛ What does this page tell you about the top 10 foods providing the most fat in your diet?
 - ☛ What comes to your mind when you see the fat grams listed in the far-right column (fat grams savings per week)?
- Reflect participant responses.

Guide Participants Through Page 4:Page 4

- Highlight key point:
 - Provides space for the participant to develop a list of possible options for change she would consider to meet (or maintain) fat gram goal.
- Let participants know that they'll have an opportunity to complete this page later in the session (in the Options & Plan segment).

Transition from 'reviewing packet' to 'discrepancy':

- Summarize participant responses.
- Ask a transition question.
 - QA:** (sample question)
 - ☛ What surprised you the most, if anything?

**Group Facilitation Suggestions and Examples:****Summarize:**

- *Let me summarize a bit before we move on. You all say that you can really see how the fat can add up. Sue says that the top 10 list seems to really reflect what she is eating. Julia agrees. Mary says that the foods on the list are the foods she really doesn't want to give up. Helen still isn't sure that this reflects what she eats.*

Ask a 'transition' question (see sample above) followed by reflections and summaries:

- *Gloria is most surprised that the peanut butter she is using is one of the top ten foods. Lilly is most surprised by how much red meat contributes to her fat intake. On the other hand, Mary was sure that mayonnaise would be on the top of the fat list, but it isn't. What other surprises do you see?*

10 minutes

2. Build Discrepancy

Objective: Explore personalized information from the PEFI self-assessment questionnaire.

Purpose: Create discrepancy and begin building motivation to make dietary changes to meet (or maintain) fat gram goal.

Nutritionist Note:

This segment provides an opportunity for the participant to explore thoughts and feelings about her fat intake. The intent of this segment is to help the participant identify possible discrepancy between where she sees her fat intake and where she would like her fat intake to be.

A. Distribute *Worksheet 2 – My Expectations* from the 8SU session.

- Give each participant the *Worksheet 2* that she completed at the 8SU session.
- If there are participants at the session who do NOT have a completed *Worksheet 2* to refer to, jot the following question (from the worksheet) on the board/overhead:
 - “Where do I think my fat intake might be compared to my fat gram goal?”

B. Ask participants to briefly review their responses on the worksheet (or to think about the question on the board, if they don’t have a completed worksheet).

C. Facilitate a discussion that helps participants explore thoughts about a) where they are compared to where they thought they would be and b) where they are compared to where they would like to be.

QA: (sample questions)

- ☛ Where does PEFI say your fat intake is compared to where you thought it would be?
- ☛ Where would you like your fat intake to be?

D. Reflect and summarize participant comments as transition from ‘discrepancy’ to ‘options and plan’ segment.

**Group Facilitation Suggestions and Examples:**

Reflect and summarize, point out common ‘threads’ within the group:

- *It sounds like some of you are satisfied with your fat intake and have no plans to change it, while a number of you would like to be closer to goal than you currently are. We’ve heard some of you mention that your PEFI fat grams are higher than you expected and you’re unsure that this is accurate, but even so -- you’d still like your fat intake to be close to goal. What about the rest of you?*

35 minutes

3. Identify Options & Plan

Objective: Identify options and a plan for dietary change to meet (or maintain) fat gram goal.

Purpose: Help the participant prepare for dietary change.

Nutritionist Note:

This segment provides the participant an opportunity to identify options for change in a step-wise fashion. First, she'll have the opportunity to develop a list of possible options. Then she'll have the chance to narrow the options to the few that she might consider over the next ~3 months. Finally, she'll have the chance to select the one option she sees herself most likely doing in the near future and create a plan for making it happen. The intent of this segment is to help the participant prepare for dietary change.

This segment includes individual as well as pair activities. This was done to provide variety and to help participants explore through sharing. However, participants may work individually if they prefer.

Meals Away From Home:

If you have participants who frequently eat meals away from home, include a brief statement encouraging participants to think about foods eaten at home and away from home as they work to identify options and a plan dietary change.

Food for Thought:

Be mindful that participants will be considering dietary change from different perspectives:

- some will be considering changes to reduce fat intake,
- some will be considering changes to maintain fat intake (e.g., change food choices, but not necessarily amount of fat),
- some may not be considering any changes,
- some may be considering changes to increase intake.



Also, be mindful that a participant's perspective for considering change may not correspond to her fat intake vs. her fat gram goal. For example, a participant who is meeting goal may opt to make changes to reduce her intake, while a participant who is above goal may opt to not consider any changes, etc.

We hope that all participants consider and make dietary changes to meet (or maintain) their fat gram goal, but the choice is truly theirs. Our job is to help them find the internal motivation to want to make this choice.

(10 minutes)

A. Individual Activity

- Have participants work individually to complete Pages 3 & 4 of their PEFI packet.

(15 minutes)

B. Pair Activity

- Have participants work in pairs to answer the following:
 - What new information about your fat intake have you learned from PEFI?
 - How might this be used to help you meet (or maintain) your fat gram goal?
 - What are some the changes you would consider making?
- Ask the pairs to briefly summarize their responses for the large group.

**Group Facilitation Suggestions and Examples:**

Ask a group member or members to summarize comments.

Acknowledge those who contributed to the summary and add your contributions as needed.

- *Thank you so much Mary, Lynn and Helen for summarizing for us. You really did a great job. I would also like to add that I heard a couple of you mention that what you are thinking of changing is how often you record what you eat. Can you say more about that before we move on?*

(10 minutes)

C. Individual Activity

- Have participants individually complete *Worksheet 1 – My Plan*.
- After participants have completed the worksheet, provide an opportunity for them to share their plan with the group. See the following session component (Next Steps).

	NEXT STEPS (~15 minutes)
15 minutes	<p>Objective: Share personalized plan for dietary change with group members.</p> <p>Purpose: Increase likelihood that the participant will apply session information and skills to implement personalized plan for dietary change.</p>
	<p><u>Nutritionist Note:</u></p> <p>This segment provides an opportunity for the participant to share her personalized plan for dietary change in an atmosphere that acknowledges and respects personal choice and readiness. <i>Worksheet 1 – My Plan</i> provides the framework for the discussion.</p> <ul style="list-style-type: none"> • This segment emphasizes public disclosure of intended behavior change – as a way to help the participant strengthen her awareness of and commitment to the intended change she’s identified. • This segment also provides an opportunity to reaffirm and strengthen participant commitment to current behavior(s) that support meeting (or maintaining) fat gram goal. <p>The questions for this segment were selected to elicit self-motivational statements (change talk) from participants that can then be highlighted (reflected and summarized) by the nutritionist at the close of the discussion.</p> <p><u>PLANNING AHEAD to the NEXT SESSION:</u></p> <ul style="list-style-type: none"> • As each participant shares her personalized plan, take brief notes about what she shares (i.e., her responses to the questions below). • You will use these notes at the beginning of the next session to help participants think about and discuss how things went with their intended plan.
	<p><u>Food for Thought:</u></p> <p>Acknowledging and respecting choice and readiness supports participant efforts to meet (or maintain) fat gram goal. This is important to do even if you have a different goal in mind for the participant. Being aware of when your goal may differ from your participant’s is important. <u>Remind yourself that our job is to help the participant explore ideas for change, not to impose our ideas.</u> Instead, consider putting energy into meeting the participant where she is in readiness to change. This not only takes the pressure off of <u>you</u>, but also results in a much more pleasurable experience for both.</p> <p>A. Sharing</p> <p>Provide an opportunity for participants to share their plan with the group.</p> <p><u>Q/A:</u> (sample questions)</p> <ul style="list-style-type: none"> ➤ What one change do you see yourself making in the near future, if any? ➤ Why did you choose <u>this</u> change over others? ➤ What can you <u>do</u> that will tell you if you’re on <u>track</u> with the plan you’ve created?



**Group Facilitation Suggestions and Examples:**

Reflect and summarize, point out common 'threads' within the group:

- *I am hearing some similarities between all of you. For those of you focusing on red meat, your change is focused on reducing portion size rather than substitutions. For those of you talking about desserts, you are also talking about reducing portions, although some of you are planning on substituting lower fat alternatives for higher fat desserts. Some of you are meeting your fat gram goal -- you mentioned making changes that will help you maintain your fat intake (e.g., Beth mentioned reducing fat from cookies in order to have some fat from salad dressing).*
- *Others aren't making any changes.*

Support self-efficacy:

- *I hear many of you saying that there are some changes that you believe you can do. I believe you can, too!*

Reflect change talk:

PPT: *I should do something to decrease my fat intake.*

NUT: *You see the need to decrease your fat.*

PPT: *Oh, I think I can do at least one of the things I wrote on this sheet.*

NUT: *You can make a change to reduce your fat intake.*

NUT: *You can make a change that will help you continue meeting your fat gram goal.*

PPT: *I am worried about my fat intake. I had no idea it was so high!*

NUT: *Sounds like you don't like what you see, and it worries you.*

	FOOD TASTING (~15 minutes)
15 minutes	<p><u>Objective:</u> Participants taste low-fat foods that support WHI goals.</p> <p><u>Purpose:</u> Increase likelihood that participants will use recipes and foods that support WHI goals.</p> <hr/> <p><u>Delivery Ideas:</u></p> <p>A. Lower fat options for common top 10 foods Identify foods that commonly appear in the top 10 list of foods at your center (or by group). Serve low-fat alternatives for these foods.</p> <p>B. Samples of new fat-free or low-fat products Offer samples of new fat-free and/or low-fat products available in your area. Encourage participants to bring samples (or product labels) to share.</p> <p>C. Special occasion recipes or homemade edible gifts Serve a low-fat treat for special occasions (see the <i>Vanilla and Chocolate Marble Cheesecake</i> recipe included in the materials for this session). Or, offer participants a small edible gift with the recipe (e.g., a low-fat snack mix, spices to make a low-fat dip, etc.).</p> <p>D. Session recipes Serve one or more of the recipes included in the materials for this session.</p>

Nutritionist Resource 1

Managing Participants Without a Personalized PEFI Packet**WHAT:**

This resource provides procedures and materials for the Nutritionist to use if a participant without a personalized PEFI packet attends the 9Fall session.

WHEN & WHY:

It will be rare that the Nutritionist does not have a personalized PEFI packet for a participant who attends the 9F session. However, this may happen. The most likely scenario for this happening will be the hard-to-reach participant who arrives unexpectedly at 9F without having completed 8SU and the PEFI self-assessment questionnaire.

WHAT TO DO:

If a participant arrives at the 9F session and the Nutritionist does not have a personalized PEFI packet for her, **the primary goal is to facilitate this participant's involvement in the session discussion and activities.** Facilitate this involvement by using the procedures below during the respective session segments.

Note: If a participant would like to complete the PEFI self-assessment questionnaire, suggest that the two of you meet after the session to make arrangements. Do not have her complete the questionnaire during the session. Facilitate her involvement in the session using the procedures outlined below.

1. Receive Personalized PEFI Packet

- When distributing the personalized PEFI packets (see Page 8 of these materials), **give this participant the A Closer Look packet** (see Pages 19-23 of these materials).
- When reviewing the personalized PEFI packets (see Pages 9-11 of these materials), **have this participant work on Pages 1 – 3 of the A Closer Look packet.**
 - These pages prompt the participant to think about her fat intake: a) where she is compared to goal and b) the food groups and foods contributing the most fat to her eating pattern.

2. Build Discrepancy

- When helping participants identify possible discrepancy between where they see their fat intake (per PEFI) and where they would like it to be (see Page 12 of these materials), invite this participant to join the discussion. **Have this participant share her responses to Page 1 of the A Closer Look packet.**
 - Encourage this participant to join the discussion by asking the following (or similar) question:
Where is your fat intake compared to where you would like it to be?

3. Identify Options & Plan

- Individual Activity: When participants are working to complete Pages 3 & 4 of their personalized PEFI packets, **have this participant work on Pages 3 & 4 of the A Closer Look packet.**
 - These pages prompt the participant to think about ideas for change and then to think about which changes she might consider. This is the same activity that participants with a personalized PEFI packet are doing.
- Pair Activity & Individual Activity: have this participant join the **standard activities** (see Pages 13-14 of these materials).

4. Next Steps

- Have this participant join the **standard activity** (see Page 15 of these materials).

Nutritionist Resource 1



A Closer Look

The information in this packet can help you take a fresh look at your sources of dietary fat.

The following pages provide information that can help you:

- Think about how your current fat intake compares to your fat gram goal.
- Identify the foods and food groups that provide fat in your eating pattern.
- Think about ways you could begin to reduce your fat intake.

Thank you for your energy, enthusiasm, and continued commitment to WHI. Your determination and efforts are greatly appreciated.

Where Are You in Relation to Your WHI Fat Gram Goal?

Use the questions below to begin thinking about how your current fat intake compares to your fat gram goal.

1. Where is my fat gram goal?

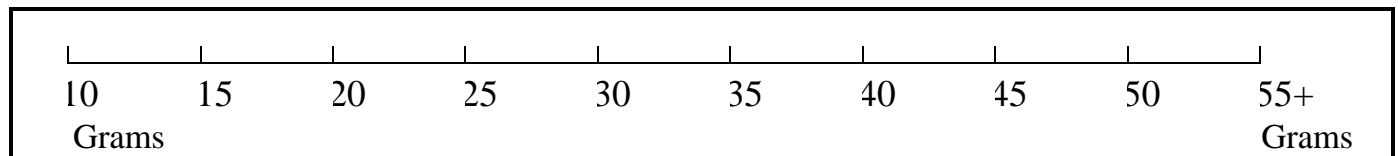
Mark “FG” on the line below to show your fat gram goal.

2. What is my dietary fat intake?

Mark “DF” on the line below to show your dietary fat intake. If not currently self-monitoring, mark your best guess.

3. Where would I like my dietary fat intake to be?

Mark a “*” on the line below to show where you would like your fat intake to be.



4. What do I see when I look at the three numbers I marked above?

The following page can help you think about the food groups that provide fat in your eating pattern.

Where Does Your Dietary Fat Come From?

When thinking about where dietary fat comes from, sometimes it is helpful to see the ‘big picture view’. Thinking about a few food groups, rather than many specific foods, may help you see the big picture. Below you will find six groups of food. These groups are common sources of dietary fat. Where do you think your dietary fat comes from?

Circle the two food groups below that you think provide the most fat in your eating pattern. If you’re not sure, that’s OK. Make your best guess.

Common Sources of Dietary Fat
Fats Used at the Table or Added in Cooking
Meat, Poultry, Fish, and Eggs
Milk, Yogurt, and Cheese
Grain Products and Salty Snacks
Mixed Dishes and Soups
Sweets

Now that you have an idea of the food groups that might provide the most fat in your eating pattern, what **foods** do you think might be contributing the most fat?

For ideas, look at the next page...

Foods That Provide Fat in Your Diet

Look at the foods and food groups listed below. These are common sources of dietary fat. **Check (✓) the foods that you eat often and, therefore, might be contributing the most fat to your eating pattern.**

Fats Used at the Table or Added in Cooking	Meat, Poultry, Fish, and Eggs
<input type="checkbox"/> Butter, margarine, oil or other fats such as salt pork <input type="checkbox"/> Regular mayonnaise or salad dressing <input type="checkbox"/> Peanut butter <input type="checkbox"/> French fries or other fried vegetables <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____	<input type="checkbox"/> Beef, pork, ham, lamb (including hamburger and meatloaf) <input type="checkbox"/> Fried chicken, fried fish or seafood <input type="checkbox"/> Eggs, breakfast meats, lunch meats, hot dogs <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____
Milk, Yogurt, and Cheese	Grain Products and Salty Snacks
<input type="checkbox"/> Cheeses such as cheddar, mozzarella, or cream cheese <input type="checkbox"/> Milk (whole or 2%) <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____	<input type="checkbox"/> Peanuts or other nuts and seeds <input type="checkbox"/> Snack chips or crackers <input type="checkbox"/> Biscuits, muffins, corn bread <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____
Mixed Dishes and Soups	Sweets
<input type="checkbox"/> Potato, noodle or rice dishes with meat, cheese, or cream sauce <input type="checkbox"/> Pizza, tacos, burritos, enchiladas or other dishes with meat or cheese <input type="checkbox"/> Cream soups <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____	<input type="checkbox"/> Chocolate candy <input type="checkbox"/> Ice cream <input type="checkbox"/> Cookies, cakes, pastries, pies <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____



Circle the foods you might change.

Next Steps: Where Do You Go From Here?

Look at the foods you circled on the previous page. Use the statements below to help you **think about** as many ideas for change as you wish. Then, consider which changes you might make. Remember...the choice is yours!

I would consider making the following changes:

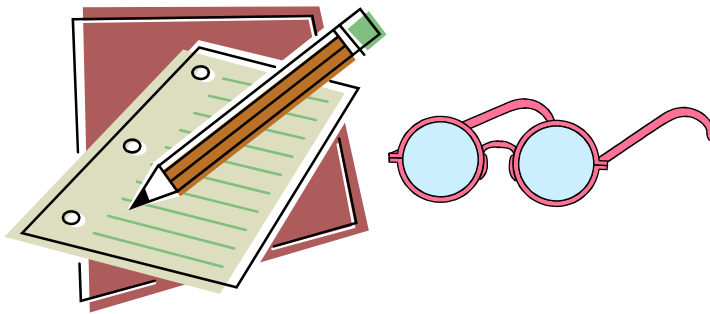
- Reduce my portion size.
 - ☐ Food: _____ New portion size: _____
 - ☐ Food: _____ New portion size: _____
- Change how often I eat a food.
 - ☐ Food: _____ Times per week to eat: _____
 - ☐ Food: _____ Times per week to eat: _____
- Cut back on the fat I use to prepare and cook my food.
(examples: trim fat off meat, use non-stick spray, oven baked fries)
 - ☐ Food: _____ New way to cook: _____
 - ☐ Food: _____ New way to cook: _____
- Choose a low-fat or fat-free food instead of the regular full-fat choice.
(examples: fat-free mayonnaise, low-fat cheese, fat-free lunch meat)
 - ☐ New food to use: _____ Instead of: _____
 - ☐ New food to use: _____ Instead of: _____
- Other Idea: _____

☒ **Check the changes that you are willing to try over the next 3 months.**

Remember – if every woman made just a small change in her eating pattern, it could make a big difference to the Dietary Change program!!

Thank you for helping to make WHI successful.

Fall 2002 Reminder
(Electronic copy available)



A Closer Look: What Do I See?

Don't miss the upcoming Fall 2002 session! It will be one-of-a-kind. This session is unique because you will receive your **Personalized Evaluation of Fat Intake (PEFI)**. This packet will be prepared just for you – from the PEFI self-assessment questionnaire you completed at the Summer 2002 session. Your personalized PEFI packet will help you learn about the amount of fat grams in the foods you eat as well as the foods providing the most fat in your eating pattern. You will also receive a personalized list of ideas for lower-fat food choices.

If you didn't complete the PEFI self-assessment questionnaire as part of the Summer 2002 session, don't worry. There is still some time left! If you would like to complete the PEFI self-assessment questionnaire so that you'll receive personalized information about your fat intake at the Fall 2002 session, contact your WHI nutritionist soon.

Please join us at the Fall 2002 session for this chance to learn even more than you already know about your fat intake.

Fall 2002 Makeup
(Electronic copy available)

Women's Health Initiative

MAKE-UP FOR FALL 2002 GROUP SESSION

We missed you at the Fall 2002 session. This session is titled '***A Closer Look: What Do I See?***' This session gives you an opportunity to learn more than you already know about your fat intake and food sources of fat.

- ◆ If you completed the PEFI self-assessment questionnaire at the Summer 2002 session, the enclosed materials include your **Personalized Evaluation of Fat Intake (PEFI)**. Your PEFI packet gives you an opportunity to learn about the amount of fat grams in the foods you eat as well as the foods providing the most fat in your eating pattern. You also have a personalized list of ideas for lower-fat food choices.
- ◆ If you received a packet titled '***A Closer Look,***' it means that you have not yet completed the PEFI self-assessment questionnaire. Please contact your WHI nutritionist if you would like to complete the questionnaire and receive your **Personalized Evaluation of Fat Intake (PEFI)**.

Either way, you can complete this session by mail. Please do the following:

1. Read the enclosed material.
2. Answer the following questions:
 - What new information have I learned about my fat intake and food sources of fat?
 - What, if anything, surprised me the most?
 - If I were to think about making a dietary change, what change(s) might I consider?
3. Mail this page in the enclosed envelope. Please include any self-monitoring tools you completed during the last 3 months.

Thank you for your continued commitment to WHI.