

Session Ten: Roadblocks to Change

In this session, the participant will:

1. Review group progress.
2. Identify potential challenges that interfere with low-fat eating.
3. Learn how to use the skill of problem solving.

Checklist of Materials Needed

Supporting Materials

- Fat Scans
- Overhead or list of group's progress (attendance, fat scores, fruit/vegetable, grain scores)

Food & Paper Supplies

- Beverages of choice (coffee, tea, juice)
- Creamer, sugar, and coffee stir sticks, optional
- Paper supplies: plates, napkins, cold cups, and hot cups (if needed)
- Plastic forks or spoons
- Food Tasting: Serve one of recipes provided in Session 10 or earlier sessions.

Note: If you choose different foods for the Food Tasting, emphasize new lower-fat, high fruit/vegetable, grain dishes or snacks.

Participant Manual

Worksheets



Worksheet	Page(s) #
10-1	9
10-2	10-11
10-3	12-13
10-4	14

Resource Section

Additional materials available in Participant Manual

Resource	Page(s) #
(None)	

Session 10 Outline—Key Activities

Activity Type (Time)	Activity
<p>Large Group Discussion (15 minutes)</p> <p></p> <p><i>Notes</i></p>	<p style="text-align: center;">Review of Home Activity</p> <p>◆ Discuss experiences of the Individual Session.</p> <p>Q/A:</p> <ul style="list-style-type: none"> - What area did you identify to work on after your Individual Session? - What steps are you taking to accomplish your goal? - How is it going?
<p>Large Group Discussion (10 minutes)</p> <p></p>	<p style="text-align: center;">New Material</p> <p>◆ Summarize group's progress.</p> <ul style="list-style-type: none"> • List major changes. • Discuss group progress in relation to other groups in clinic. <p>◆ Promote discussion.</p> <p>◆ Key point—participants recognize progress they have made.</p> <p>Q/A:</p> <ul style="list-style-type: none"> - What food groups did you find easiest to change? - What do you think made these changes easier?

Large
Discussion
(10 minutes)

- ◆ Use **Worksheet 10-1**.
 - Ask participants to identify and discuss problem areas.
 - ◆ Key point—participants identify areas that remain challenging.
- Q/A:
- What are some examples of how other people interfere with your dietary changes?
 - What specific situations or locations make it more difficult to follow a lower-fat eating pattern?
 - How do your thoughts or feelings interfere?



Large Group
Discussion
(10 minutes)

- ◆ Briefly review areas previously covered to deal with challenges.
 - Communication and assertiveness skills.
 - Self-management skills.
- ◆ Highlight future areas to help deal with challenges.
 - Time management and planning ahead skills.
 - Stress management skills.
- ◆ Key point—participants recognize strategies/skills they can use to handle challenges.



Large Group
Discussion
(10 minutes)



- ◆ Explain "Problem Solving" process.
 - Use participant example, if possible. (Sample available pages 17-18.)
- ◆ Key point—participants understand how to define their challenge.

Pair/Small
Group Activity
(25 minutes)



- ◆ Form pairs or small groups. Use **Worksheets 10-1, 10-2 and 10-3.**
- ◆ Participants practice using Problem Solving process.
- ◆ Participants trade solutions with partner and provide feedback.
- ◆ Share experiences in large group.
- ◆ Key point—participants practice Problem Solving and giving and receiving feedback.

Large Group
Discussion
(10 minutes)



Summary

Discuss the issues and identify participants who need more help.

- ◆ Focus on the challenges that most concerned group members.

Q/A:

- How could the problem solving process help you identify and handle some of your challenges?
- What do you think is the most difficult part of using the problem solving process?

Large Group
Discussion
(8 minutes)



Home Activity

- ◆ Assign two Fat Scans.
- ◆ Ask them to complete **Worksheet 10-4** at home. Answer questions.


Large Group
Discussion
(10 minutes)

Food Tasting

- ◆ Emphasize new low-fat, high-fruits/vegetables, or grain dishes.
- ◆ Encourage discussion of food/recipe acceptability.

Total Time:
108 minutes

Session Ten: Roadblocks To Change

Activity Type (Time)	Activity
<p>Large Group Discussion (15 minutes)</p> <p></p>	<p>REVIEW OF HOME ACTIVITY</p>
	<p>◆ Discuss experiences of the Individual Session.</p> <p>Q/A:</p> <ul style="list-style-type: none"> - What area did you identify to work on after your Individual Session? - What steps are you taking to accomplish your goal? - How is it going?
	<p style="text-align: center;">OVERVIEW OF SESSION</p> <ul style="list-style-type: none"> • All of you have made a lot of progress in changing your eating habits in the past four months. Today, we're going to look at how much progress the group has made. Even though you've made changes, you may find there are still roadblocks to change. Once we've identified the roadblocks, we'll work on finding strategies you can use to overcome them. The strategy we'll talk about today is problem solving.

NEW MATERIAL

Looking at Your Group's Progress

PURPOSE: To provide some insight into new patterns of eating.

**Large Group
Discussion
(10 minutes)**



- ◆ **Summarize group's progress.**
 - **List major changes.**
 - **Discuss group progress in relation to other groups in clinic.**
- ◆ **Promote discussion.**
- ◆ **Key point—participants recognize progress they have made.**

Q/A:

- **What food groups did you find easiest to change?**
- **What do you think made these changes easier?**

- During the past four months each of you has developed a low-fat eating plan to fit your lifestyle. You've used a variety of nutritional and behavioral skills to make these changes.



Group Nutritionist Note: If the group has not done as well as other groups, present the information positively so that it will motivate (not discourage) them. The group leader should comment on the questions listed below.

- Is the group above or below the average (for fat grams and servings of fruits, vegetables and grains) of the local clinic's intervention groups?
- How have the food groups that contribute most of the fat in the women's eating patterns changed since they entered the study?
- What other foods are participants using to make-up for the decrease in fat containing foods?

- At your individual session, we discussed your progress in the study. However, we haven't taken time to look at our group's progress. All of you have made positive changes and most of you have reached and are maintaining your fat gram goal. Let's take a look at some of the specific nutritional changes that you have made to reach your goals.

**Large
Discussion
(10 minutes)**



Identifying Challenges That Get in the Way of Change

PURPOSE: Identify challenges that make it more difficult to change or maintain a lower-fat eating lifestyle.

◆ **Use Worksheet 10-1.**

- **Ask participants to identify and discuss problem areas.**

◆ **Key point—participants identify areas that remain challenging.**

Q/A:

- **What are some examples of how other people interfere with your dietary changes?**
- **What specific situations or locations make it more difficult to follow a lower-fat eating pattern?**
- **How do your thoughts or feelings interfere?**

- Let's face it, change is not always easy. Even when we want to improve our health we may find it difficult to stay motivated and maintain our new eating style. Eating is a complex activity, and all of us respond to food in different ways. The first step in dealing with eating challenges is to identify the exact challenge or roadblock.
- During your individual visit, each of you had a chance to take a closer look at the different things you do that get in the way of low-fat eating. Maybe it was specific situations such as weekends, birthdays or holidays, or certain foods such as chocolate, snacks or desserts that were hard to refuse. Another possibility is that you had trouble eating more fruits, vegetables or grains as you reduced your fat intake.
- Let's take a few moments as a group and identify the different things that can get in the way of your new eating style. This might be specific food cravings (such as ice cream or chocolate), places you go (such as fast food restaurants, senior centers, etc.), the people around you, or the thoughts you have about your eating changes.



Group Nutritionist Note: Ask participants to check problem areas using **Worksheet 10-1.**

Strategies to Handle Challenges

PURPOSE: Identify skills to use in challenging situations.

Large Group Discussion (10 minutes)

- ◆ **Briefly review areas previously covered to deal with challenges.**
 - **Communication and assertiveness skills.**
 - **Self-management skills.**
- ◆ **Highlight future areas to help deal with challenges.**
 - **Time management and planning ahead skills.**
 - **Stress management skills.**
- ◆ **Key point—participants recognize strategies/skills they can use to handle challenges.**

- As you can see, there are a variety of things that interfere with your food choices. During the next few months, you will learn specific things you can do in all of these areas. However, today we'll begin by reviewing some of the skills you already have to handle your challenges. Then we'll add another skill to your bag of strategies.

Review of Skills

- Let's review the skills you already have. First, you have learned **communication and assertiveness skills** to help you ask for low-fat foods and say "no" to high-fat foods. These skills can be used in situations where people play a big role in your food choices, for example, your main meals at home, snacking, restaurant eating, and holidays.

Ask the following questions. Get responses from two or three women.

Q/A:

- How have you used communication skills to ask for foods that would help you maintain your eating changes?
 - When have you used assertiveness skills to help you say "no" to high-fat foods?
- Second, you have **self-management skills** that can be used to help you keep on track. These skills include: keeping Food Diaries, modifying recipes, making low-fat foods available, reading labels, selecting restaurants with lower-fat choices, and budgeting your fat grams.



Ask the following questions. Get responses from two or three women.

Q/A:

- What self-management skill(s) have you found to be the most helpful for reducing your fat or increasing your use of fruits, vegetables, and grains?

Future Skills

- In future sessions you will learn more skills. For example, next month you will learn how your thoughts can influence your progress. You will have the chance to develop a positive attitude by changing your way of thinking.
- In Session 12, you will have a chance to use your new and old skills to plan for vacations or holidays.
- Session 13 will focus on time management skills. You will learn how to organize yourself to get things done more quickly and identify methods you can use to get your dinner on the table in minutes.
- Stress management skills will be covered in Session 15. You will learn skills to help you cope with stress and learn relaxation methods.
- All of these skills are very useful when you are faced with challenging situations. In addition, there is another skill you can use—problem solving.

Problem Solving

PURPOSE: Participants become familiar with step-by-step model for solving problems.

Large Group Discussion (10 minutes)

- ◆ **Explain "Problem Solving" process.**
 - **Use participant example, if possible. (Sample available pages 17-18.)**
- ◆ **Key point—participants understand how to define their challenge.**

- Problem solving is a step-by-step approach to defining and solving challenges. It's a good way to think through a situation and remind yourself of your choices.
- The first step in working on a challenge is defining what is challenging you. This can be hard to do. For practice, let's use one of your challenges to think through the "Problem Solving Process."



Group Nutritionist Note: Use one of the challenges that a participant has identified from **Worksheet 10-1**. Ask the group to work through the problem-solving steps listed on **Worksheet 10-2** together. If participants don't want to use one of their examples, use the example situation on page 17.

- Step 1: What is the challenge?
- Step 2: What do you want to do?
- Step 3: What ideas can you think of to help you do this?
- Step 4: What could go wrong or get in the way of your plans?
- Step 5: What is your decision?
- Step 6: Evaluate solution, see if it works. Make changes if it doesn't work.

**Pair/Small
Group
Activity
(25 minutes)**

Practice Problem Solving Process

PURPOSE: Provide participants an opportunity to use Problem Solving Process and obtain feedback from peers.

- ◆ **Form pairs or small groups. Use Worksheets 10-1 and 10-2.**
- ◆ **Participants practice using Problem Solving process.**
- ◆ **Participants trade solutions with partner and provide feedback.**
- ◆ **Share experiences in large group.**
- ◆ **Key point—participants practice Problem Solving and giving and receiving feedback.**

- Now I want you to use this problem solving process to develop a plan to handle one of your own challenging situations.
- Pick a challenge from **Worksheet 10-1** that you want to handle. Write it down on **Worksheet 10-2**.
- With the help of your partner, think about your challenge. Begin working through the questions on **Worksheet 10-2**:
 - How do you feel about this challenge?
 - What strategies or skills could you use to work on your challenge?
 - What might happen if you use any of the strategies you have listed?
 - Will you have the time, energy, and support that you need?
 - How did you decide to handle your challenge (your decision)?
- Okay, now I want you to put your initials or first name in the corner of **Worksheet 10-2** and then trade your challenge sheet with your partner. Do all of you have a challenging situation (not your own)? Okay, now take a look at the challenge and the possible solutions listed on the worksheet. Can you think of any other solutions you might have considered? How would you handle this situation? Don't go back to your partner for more information.
- Remember, there are many different solutions that you can use. We have discussed a number of strategies that can be used to handle challenging situations. Look at **Worksheet 10-3** for a review of things you can do to handle challenges.

- Now answer this question: If you had a friend with a challenge similar to your partner's, what advice would you give her? Write your ideas down on the second page of **Worksheet 10-2**.
- When each of you has a solution for the other person, take turns and share your solution with your partner(s). If your solution is different than your partner's original solution, talk about why you each thought of a different way to deal with the challenge.



Group Nutritionist Note: Ask the partners to look at the proposed solution and see if they can identify other possibilities. Then have the partners return the original **Worksheet 10-2** to owner—compare solutions and trade ideas.



Q/A:

- How was your partner's solution to your challenge different than yours?

SUMMARY

- There are many things that can get in the way of change. Sometimes, trying to identify the real challenge can be difficult. The Problem Solving process is one way to gather your thoughts and ideas about a challenge. (Use the questions in the box below to encourage discussion.)

Large Group Discussion (10 minutes)



Discuss the issues and identify participants who need more help.

- ◆ **Focus on the challenges that most concerned group members.**

Q/A:

- **How could the problem solving process help you identify and handle some of your challenges?**
- **What do you think is the most difficult part of using this problem solving process?**

HOME ACTIVITY

Large Group Discussion (8 minutes)

- ◆ **Assign two Fat Scans.**
- ◆ **Ask them to complete Worksheet 10-4 at home. Answer questions.**

- Complete two Fat Scans during the next month. I suggest that you keep one next week (dates) and one the week before our next meeting on (dates). Be sure each Fat Scan includes a weekend day. Write down the dates you are going to keep your Fat Scan to help remind you. Calculate your fat score and your average daily servings of fruits/vegetables and grains.
- All of you defined a challenge and came up with a solution to try. During the next month, I want you to use your solution and evaluate how well it worked, or didn't work. If it doesn't work, see if you can come up with another solution based on the results of your evaluation.

FOOD TASTING

**Large Group
Discussion
(10 minutes)**

- ◆ **Emphasize new low-fat, high-fruits/vegetables or grain dishes.**
- ◆ **Encourage discussion of food/recipe acceptability.**

Sample Situation

SITUATION:

Ann's family gets together once a month to celebrate a birthday, holiday, or other special occasion. There are always several delicious desserts, such as double devil's food cake, pecan pie, peach pie and chocolate chip cookies. Most of the other foods shared are also high-fat, such as fried chicken, potato salad, and spare ribs. Everyone in her family prides themselves on being good cooks.

- What part of it is more challenging to Ann? It could be any of the following:
 - She can't resist her Aunt Betty's pie and always eats too much of it.
 - There are no low-fat choices available.
 - She doesn't want to insult her relatives by turning down their food.
 - She can't stand to see good food wasted.

- Think through the Problem Solving Process using this challenge.

Step 1:
What is the challenge?

Ann decides that she has a problem saying no. She has a hard time refusing the foods her relatives offer.

Step 2:
What does she want to do?

Ann doesn't want to insult her relatives, but she doesn't feel strong enough to say no.

She wants to find an easy (tactful) way to refuse foods.

Step 3:
What can she do?

Ann needs to find ways she can enjoy her family gatherings and not eat too much fat.



Q/A:

- **What ideas can you think of to help her do this?**
 - Bring her own low-fat foods.
 - Take small servings of high-fat foods.
 - Keep busy, away from the food.
 - Praise the cook, but be too full to eat.
 - Share her food with her children.
 - Spend more time talking than eating.
 - Budget her fat.

Step 4:
What might happen if she uses her solutions?

Ann needs to think about what could happen to get in the way of any of the solutions she lists.



Q/A:

- **What can go wrong or get in the way of her plans?**
 - Relatives might not let her bring food.
 - Relatives might encourage her to take large servings.
 - Relatives might force everyone to sit around the dining room table.
 - Family might encourage her to taste some of everything.

Step 5:
What is her decision?

Ann evaluates the pros and cons of each solution and then decides on the best solution and tries it.

Step 6:
How did it work?

After trying the solution, Ann evaluates how well it worked. She may need to come up with a different solution if her original solution didn't work—or look at the problem again to be sure it really is the problem.