

## **Session Sixteen: Detours Along the Way**

*In this session, the participant will:*

1. Explore the events or emotions that may trigger slips.
2. Identify strategies to avoid or recover from a slip.
3. Practice strategies they can use to prevent setbacks.

<b>Checklist of Materials Needed</b>											
Supporting Materials	<input type="checkbox"/> Fat Scans <input type="checkbox"/> Overheads of Figures 1 and 2 <input type="checkbox"/> Paper/cardboard "STOP" sign (optional)										
Food & Paper Supplies	<input type="checkbox"/> Beverages of choice (coffee, tea, juice) <input type="checkbox"/> Creamer, sugar, coffee stir sticks, optional <input type="checkbox"/> Paper supplies: plates, napkins, cold cups, hot cups (if needed) <input type="checkbox"/> Plastic forks or spoons <input type="checkbox"/> <u>Food Tasting</u> : "Out-of normal routine" foods-party, weekends, etc.										
<b>Participant Manual</b>											
Worksheets	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><b>Worksheet</b></th> <th style="text-align: left;"><b>Page(s) #</b></th> </tr> </thead> <tbody> <tr> <td>16-1</td> <td>11-13</td> </tr> <tr> <td>16-2</td> <td>14</td> </tr> <tr> <td>16-3</td> <td>15-16</td> </tr> <tr> <td>16-4</td> <td>17</td> </tr> </tbody> </table>	<b>Worksheet</b>	<b>Page(s) #</b>	16-1	11-13	16-2	14	16-3	15-16	16-4	17
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16-3	15-16										
16-4	17										
Resource Section	<p style="text-align: center;">Additional materials available in Participant Manual</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><b>Resource</b></th> <th style="text-align: left;"><b>Page(s) #</b></th> </tr> </thead> <tbody> <tr> <td>Tips for Lower-Fat Parties</td> <td>58-59</td> </tr> <tr> <td>Low-Fat Party Ideas</td> <td>60-61</td> </tr> </tbody> </table>	<b>Resource</b>	<b>Page(s) #</b>	Tips for Lower-Fat Parties	58-59	Low-Fat Party Ideas	60-61				
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## Session 16 Outline—Key Activities

Activity Type (Time)	Activity
<p>Large Group Discussion (15 minutes)</p> <p style="text-align: center;"> <i>Notes</i></p>	<p style="text-align: center;"><b>Review of Home Activity</b></p> <p>◆ Discuss experiences using stress-reducing strategies last month.</p> <p>Q/A:</p> <ul style="list-style-type: none"> <li>- What quick emergency meal did you plan and use? (homemade or commercial)</li> <li>- How well would your emergency meal plan have worked in a stressful situation?</li> <li>- What relaxation exercise did you practice to help reduce your stress?</li> <li>- How well did the exercise work?</li> </ul>
<p>Large Group Discussion (20 minutes)</p> <p style="text-align: center;"></p>	<p style="text-align: center;"><b>New Material</b></p> <p>◆ Use <b>Worksheet 16-1</b> to identify high-risk situations for group.</p> <ul style="list-style-type: none"> <li>• Emotions</li> <li>• Social pressures</li> <li>• Urges and temptations</li> <li>• Breaks in routine</li> <li>• Changes in physical states (illness)</li> <li>• Interpersonal problems</li> </ul> <p>◆ Key point—participants identify situations that trigger a slip.</p>

Large Group  
Discussion  
(10 minutes)



- ◆ Define slips and setbacks.
- ◆ Use **Worksheet 16-1** examples.
  - Participants identify and discuss thoughts (positive and negative) before a high-risk situation.
- ◆ Use Overhead (Figure 1) to summarize a slip.
- ◆ Key point—participants identify self-talk that may cause a slip.

Large Group  
Discussion  
(10 minutes)



- ◆ Show how slip leads to setback.
- ◆ Use **Worksheet 16-1** examples.
  - Participants identify and discuss negative thoughts after a slip.
- ◆ Use Overhead (Figure 2) to summarize a setback.
- ◆ Key point—participants identify self-talk that may cause a setback.

Small/Large  
Group  
Discussion  
(30 minutes)



- ◆ Use own high-risk situation or one on **Worksheet 16-2**.
  - Use **Worksheet 16-3** to review steps to prevent a setback.
  - Identify two steps to prevent setback after a slip.
- ◆ Share experiences with larger group.
- ◆ Key point—participants identify steps to get back-on-track after a slip.

<p>Large Group Discussion (10 minutes)</p>	<p style="text-align: center;"><b>Summary</b></p> <p>Discuss the issues and identify participants who need more help.</p> <ul style="list-style-type: none"> <li>◆ Focus on the power of our thoughts and labels on our actions.</li> </ul> <p>Q/A:</p> <ul style="list-style-type: none"> <li>- What are the important ideas to keep in mind when you eat more fat than you planned?</li> <li>- What can you learn from a slip?</li> </ul>
<p>Large Group Discussion (8 minutes)</p>	<p style="text-align: center;"><b>Home Activity</b></p> <ul style="list-style-type: none"> <li>◆ Assign two Fat Scans.</li> <li>◆ Ask them to complete <b>Worksheet 16-4</b> at home. Answer questions.</li> </ul>
<p>Large Group Discussion (10 minutes)</p>	<p style="text-align: center;"><b>Food Tasting</b></p> <ul style="list-style-type: none"> <li>◆ Emphasize ways to entertain family and friends in a low-fat way.</li> <li>◆ Encourage discussion of food/recipe acceptability.</li> </ul>
<p>Total Time: 113 minutes</p>	<p style="text-align: center;"><b>Participant Reminder for Next Session</b></p> <ul style="list-style-type: none"> <li>◆ Bring completed copy of <b>Worksheet 1-1</b> (Session 1).</li> </ul>

**Session Sixteen: Detours Along the Way**

Activity Type (Time)	Activity
<p><b>Large Group Discussion (15 minutes)</b></p> 	<p style="text-align: center;"><b>REVIEW OF HOME ACTIVITY</b></p> <p>◆ <b>Discuss experiences using stress-reducing strategies last month.</b></p> <p>Q/A:</p> <ul style="list-style-type: none"> <li>- <b>What quick emergency meal did you plan and use? (homemade or commercial)</b></li> <li>- <b>How well would your emergency meal plan have worked in a stressful situation?</b></li> <li>- <b>What relaxation exercise did you practice to help reduce your stress?</b></li> <li>- <b>How well did the exercise work?</b></li> </ul> <p style="text-align: center;"><b>OVERVIEW OF SESSION</b></p> <ul style="list-style-type: none"> <li>• Everyone may have times when they don't perform as well as they normally do. Slips are part of any long-term effort, such as your WHI participation.</li> <li>• A slip in your eating plan is like a fire that breaks out. You can handle it and quickly put out the fire or you can let all your hard work "go up in smoke." Your success depends on your ability to use the methods described in this session.</li> <li>• We are talking about slips and setbacks now because it gives you a chance to practice the skills you might need later to handle your own high-risk situations.</li> </ul>

## NEW MATERIAL

### What Makes You Slip

**PURPOSE:** Examine the events and emotions that may trigger slips.

**Large Group  
Discussion  
(20 minutes)**

◆ **Use Worksheet 16-1 to identify high-risk situations for group.**

- Emotions
- Social pressures
- Urges and temptations
- Breaks in routine
- Changes in physical states (illness)
- Interpersonal problems

◆ **Key point—participants identify situations that trigger a slip.**

- In earlier sessions we've discussed a wide variety of events and emotions that may challenge your usual low-fat eating patterns. High-risk situations can be caused by family concerns, illness, celebrations (holidays, etc.), vacation travel, stress, and emotions.
- Everybody reacts differently. The first step in finding out what makes you slip is to identify your own high-risk situations. Let's start by having you look at some situations or emotions that may make it more difficult for you to maintain your new eating behaviors.



*Group Nutritionist Note:* It is important that all the participants complete this worksheet, even if they feel they have not had any difficulty meeting their WHI fat gram goals. Go around the room to be sure everyone understands what they are doing. Ask for volunteers to describe examples situations that would be higher risk for them. Consider tallying their responses on a blackboard or a flip chart so that the other group members can see common challenges.

- There are two parts to **Worksheet 16-1**. The first part is a list of questions describing situations that commonly cause people to slip. Think back over the last year. Circle the number that best describes your experience in maintaining a low-fat eating pattern in the situation described.
- The second part asks you to organize and tally your responses to the questions.



Q/A:

- What are some of the categories on **Worksheet 16-1** where you had the highest scores?
- What are some examples of situations or emotions that might put you at risk for high-fat eating?



*Group Nutritionist Note:* Point out similar challenges within group. If the participants do not provide examples, the Nutritionist can add examples if she feels they are needed:

- Emotions: feeling relaxed and happy, feeling depressed and lonely.
- Social pressures: parties and holidays.
- Breaks in routine: vacations, holidays or dining out.
- Interpersonal problems: disagreement with family or friends.
- Changing physical states: illness.
- Urges and temptations: availability of a favorite food.

**Large Group  
Discussion  
(10 minutes)**

### What are Slips and Setbacks?

**PURPOSE:** Identify the thought process and self-talk that occurs before a slip.

- ◆ Define slips and setbacks.
- ◆ Use **Worksheet 16-1** examples.
  - Participants identify and discuss thoughts (positive and negative) before a high-risk situation.
- ◆ Use **Overhead (Figure 1)** to summarize a slip.
- ◆ **Key point**—participants identify self-talk that may cause a slip.

- In Session 11 on self-talk, you learned how your thoughts can influence your actions. Your thoughts are the most important part of any situation. They make the difference between what we call a slip and a setback. If your thoughts tell you that you have made a small mistake, this is called a slip. A slip usually lasts a short period of time.
- On the other hand, a setback usually lasts longer. Your thoughts tell you that you might as well stop trying to change. Often you find yourself sliding back to old high-fat eating patterns. Your thoughts make the difference. Let's look at how your thoughts may influence your actions.

### Dealing with Slips

- Think back over some of the high-risk areas you identified on **Worksheet 16-1**. These situations may be caused by breaks in your routine such as weekends, parties or holidays; times when you feel down; times when you don't want to disappoint friends or family; or times when you crave a specific high-fat food.
- See if you can identify some of the thoughts that go through your mind before the situation. Your thoughts may be positive or negative.



Q/A:

- What are some of the thoughts you might have **before** a challenging high-risk situation?



*Group Nutritionist Note:* Possible examples:

Negative Self-Talk

"I'm too busy to plan ahead for the weekend."

"I've been really good, so I deserve one of my favorite high-fat desserts."

"I really don't feel comfortable saying no to my family, it will hurt their feelings."

"Every time I'm in this kind of situation I don't have any control."

Positive Self-Talk

"I have a new recipe for a low-fat appetizer that's quick. Everyone will love it."

"My family is really supportive, I'll ask them to give me a hand."

"This fresh fruit plate can be a healthy treat for everyone, not just me."

- Look at this Figure 1 it shows how your thoughts before a high-risk situation may influence your actions. As you can see, you are more likely to experience a slip if you don't feel you can handle the high-risk situation, or you don't have a plan to handle the situation.



*Group Nutritionist Note:* Use examples from participants' out-of-normal routine situations. If participants do not provide examples, use party example provided below:

Mary's best friend asks her to bring her high-fat dip to a weekend picnic. Mary loves this dip and has a hard time saying "no" to it.

Feels She Can Handle the Situation:

Mary's thoughts may tell her that she can handle the pressure from her friend. She saves (budgets) some extra fat grams to use at the picnic and brings a large plate of fresh fruit. Her plan works and she maintains her low-fat eating pattern.

Feels She Can't Handle the Situation or Her Plan Doesn't Work:

On the other hand, Mary's plan may not work or she may worry about her friend's reaction. Mary doesn't want to hurt her friend's feelings. She makes the high-fat dip. When she arrives at the picnic all the food is high in fat. She feels overwhelmed and eats too many high-fat foods. This is called a slip.

**Identifying Thoughts That Lead to Setbacks**

**PURPOSE:** Identify self-talk that increases chances of having a setback instead of temporary slip.

**Large Group Discussion**  
(10 minutes)

- ◆ Show how slip leads to setback.
- ◆ Use Worksheet 16-1 examples.
  - Participants identify and discuss negative thoughts after a slip.
- ◆ Use Overhead (Figure 2) to summarize a setback.
- ◆ Key point—participants identify self-talk that may cause a setback.

- We all eat high-fat foods sometimes, so what turns a slip into a setback? Think about a situation where you have eaten more fat than you planned.



Q/A:

- What thoughts would go through your mind if your plan to handle the situation didn't work?
- What thoughts (self-talk) go through your mind **after** you have eaten more of a high-fat food than you planned?
- Your thoughts and feelings make the difference between labeling your mistake a slip or a setback.



*Group Nutritionist Note:* Additional self-talk examples on Nutritionist Reference sheet (page 19).

- "I can't do anything right."
  - "It's always my luck, all the food is high in fat."
  - "I just don't have any willpower anymore."
  - "I give up. It's too hard to eat low-fat."
  - "Every time I am in this type of situation, I blow it."
- Look at Figure 2 it shows how your thoughts after a high-risk situation may influence your actions and cause a slip to become a setback.
  - It is labeled a slip if you realize that your high-fat eating is a just a small mistake. You can handle it and you go back to your low-fat eating behaviors.

- However, it is labeled a setback if you feel your eating is "out-of-control." You begin to slide back toward your old high-fat eating patterns. Your thoughts tell you how poorly you've done. They get in the way of any positive action you might take.

**Small/Large  
Group  
Discussion  
(30 minutes)**

### **Preventing Setbacks: Practice**

**PURPOSE:** Practice using the steps to prevent slips from becoming setbacks.

- ◆ **Use own high-risk situation or one on Worksheet 16-2.**
  - **Use Worksheet 16-3 to review steps to prevent a setback.**
  - **Identify two steps to prevent setback after a slip.**
- ◆ **Share experiences with larger group.**
- ◆ **Key point—participants identify steps to get back-on-track after a slip.**

- So if mistakes are a normal part of learning, how can you prevent setbacks? The answer is look at your self-talk.
- Let's look at some steps you can take to prevent your initial slip from growing in to a more serious setback.
  - Stay calm and listen to your self-talk.
  - Identify negative self-talk and replace it with positive messages.
  - Learn from your slip.
  - Make a plan to get back-on-track.

### **Stay Calm and Listen to Your Self-Talk**

- Most of us tend to react to a slip with guilt. This is a normal reaction. Think of your slip as a flat tire. When you get a flat tire, you pull over to a safe place at the side of the road. Then you deal with the situation. Give yourself time to let your negative reactions pass before you react.

### **Replace Negative Self-Talk With Positive Self-Talk**

- Look at a slip for what it is, an unfortunate but temporary problem. Even your worst binge is not going to undo all your hard work. Focus on your success and the progress you have made.

### **Learn from Your Slip**

- Use your slip (mistake) as an opportunity to learn. Prepare yourself to handle the situation more positively next time. Decide what went wrong. Imagine the whole scene happening again, except this time see yourself handling it effectively.

### **Make a Plan to Get Back-On-Track**

- Write down some steps you can take now to begin eating low-fat. Identify a reward that you can give yourself when you get back-on-track. For example some steps you could take after a high-fat party would be:
  - Eat lower-fat fish or chicken meals.
  - Use fruit for snacks and desserts.
  - Budget extra fat grams eaten at the party.
  - Begin to keep track of your eating (keep a Fat Scan).
- If you need help, ask for it. Your friends and family can offer encouragement, provide alternative activities, or suggest other ways to deal with the situation. If you're alone, call a buddy and seek out their help and support.

### **Practice**

- Okay, let's practice some of these steps we just talked about. You can either use your own situations or the sample high-risk situations listed on **Worksheet 16-2**. In your small groups, have one person read the scenario or describe their own example situation.
- Within your small groups take a few minutes to identify the thoughts and feelings that you would have in the situation described. Share your thoughts and select at least one negative message to work on.
- Write the negative message on **Worksheet 16-3**. Discuss how you can rewrite the message to make it positive and supportive. There are examples provided on the worksheet.
- Then talk about your high-risk situation. Use the questions on **Worksheet 16-3** to help direct your discussion. Decide what went wrong in the situation. Think about some things you could do differently next time to be successful. Identify strategies that you have used successful, or new ones that you could use.
- Finally, make a plan to get back-on-track. List at least two things you could start today to get back to your low-fat eating behaviors. Identify a way to reward your success. Then we'll get back together and have you share some of your ideas.



Q/A:

- What were some examples of the positive messages you developed?
- What strategies will you use next time to handle your high-risk situation?
- What steps could you take today to get back to your low-fat eating behaviors?
- How will you reward yourself when you are back-on-track?

### SUMMARY

- Slips or setbacks require patience and effort to handle. However, they also provide opportunities to learn more about yourself. The goal is to catch yourself before you drop too far.

**Large Group Discussion (10 minutes)**



**Discuss the issues and identify participants who need more help.**

- ◆ **Focus on the power of our thoughts and labels on our actions.**

**Q/A:**

- **What are the important ideas to keep in mind when you eat more fat than you planned?**
- **What can you learn from a slip?**

### HOME ACTIVITY

**Large Group Discussion (8 minutes)**

- ◆ **Assign two Fat Scans.**
- ◆ **Ask them to complete Worksheet 16-4 at home. Answer questions.**

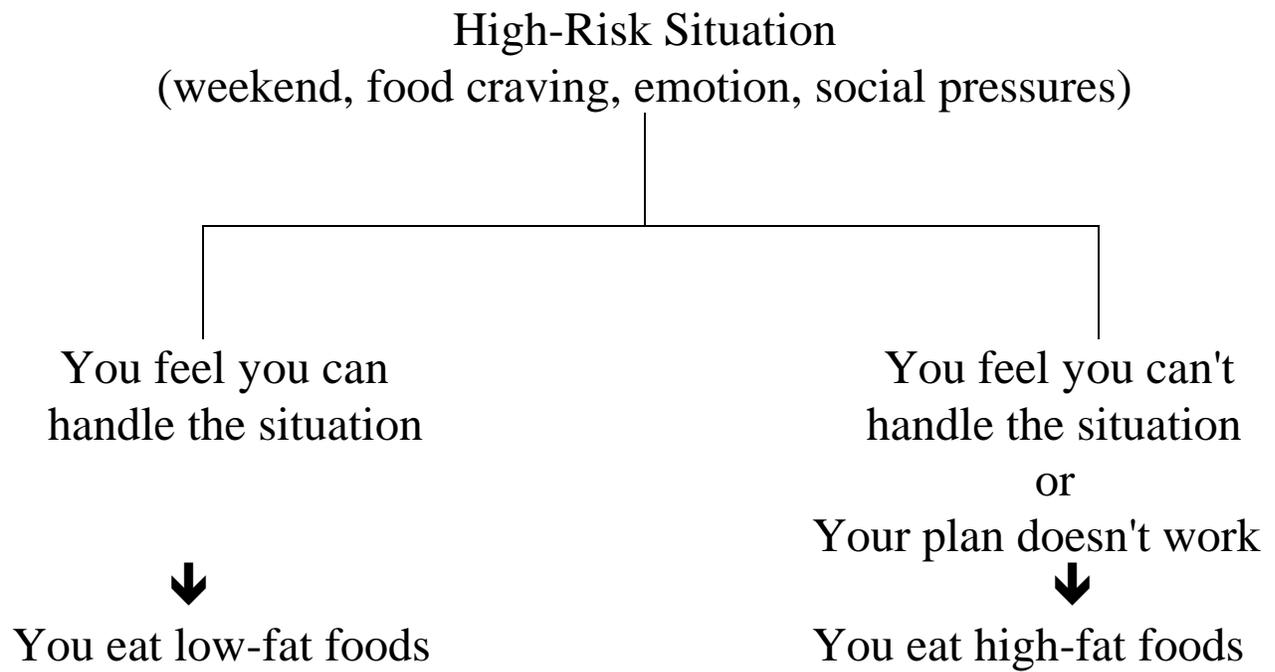
- Let's take a few minutes and go over next month's assignment. Use your Home Activity **Worksheet 16-4** to think through how you are going to accomplish your goals.
- First, identify a specific high-risk eating situation that you think may come up in the next month. When the situation occurs, identify the thoughts you had before the high-risk situation and their influence on the actions you took. Can everyone think of a situation? Write it down on **Worksheet 16-4**.
- Evaluate how you handled the situation and how you felt about the situation if you ate more fat than you planned. What could you do differently next time?

### FOOD TASTING

**Large Group Discussion (10 minutes)**

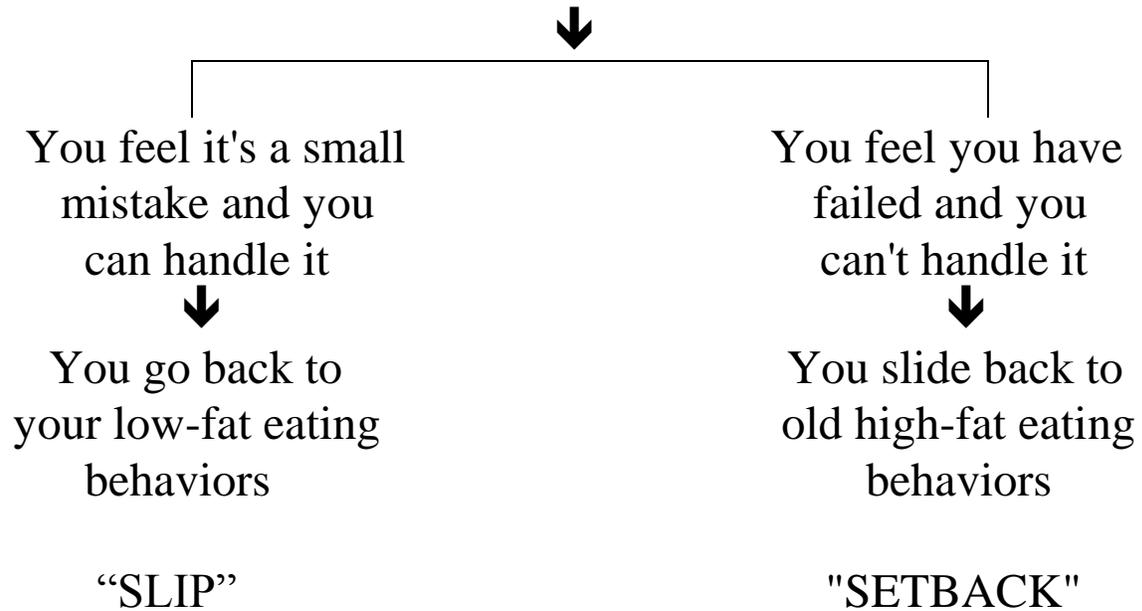
- ◆ **Emphasize ways to entertain family and friends in a low-fat way.**
- ◆ **Encourage discussion of food/recipe acceptability.**

**Figure 1**



## Figure 2 High-Risk Situation

(You have just eaten high-fat foods)



### Nutritionist Reference Sheet Self-Talk and the Slip/Setback Process

Type of Self-Talk	Description	Negative Self-Talk	Positive Self-Talk
Overgeneralization	If it's true in this case, it applies to any case which is even slightly similar.	"I ate too many high-fat foods at the last party I attended, and I'll probably do the same here."	"This situation is different and I have learned new skills that I can use this time."
Selective Abstraction	The only events that matter are failures. Slip = failure	"Well I blew it when I ate those last 3 cookies. I might as well quit."	"Normally, I don't eat that many cookies. All I need to do is budget some extra fat grams and be sure to buy low-fat cookies to have around the house."
Excessive Responsibility	I am responsible for all bad things.	"I am a failure. I knew I should have avoided the chips."	"This is a single mistake, not a failure. I can use it to learn how to handle future high-stress situations."
Self Reference	I am the center of everyone's attention, especially when I fail.	"If I didn't eat that last slice of cake, my friends wouldn't think I am such a failure."	"My friends are supportive, I'll ask them to help me the next time I am tempted to eat too much cake."
Catastrophizing	Always think the worst. It is likely to happen.	"I ate a piece of pumpkin pie, now my kids will never let me hear the end of it."	"I can explain to my kids that no foods are forbidden in this program and I'll budget some extra fat grams for the pie."
Dichotomous Thinking	Everything is one extreme or another.	"If I have one more cookie, everything is lost."	"One more cookie will not break my low-fat eating plan."
Willpower Breakdown	Willpower is absolute. Once it has failed, loss of control is inevitable.	"I just have no more willpower."	"There are a lot of things I can do to control the amount of high-fat foods I eat."