



Summer 2002 (8SU): Take a Closer Look

Nutritionist Note: The overall goal of this session is to build participant interest in a) completing the PEFI self-assessment questionnaire and b) receiving personalized information about dietary fat intake based on the information provided in the questionnaire. The session also provides an opportunity for the participant to complete the PEFI self-assessment questionnaire and to briefly explore expectations about the information she might receive about her dietary fat intake.

Important: the session materials strive to keep balance between building interest in the PEFI self-assessment questionnaire and maintaining interest and perceived value in on-going self-monitoring. The materials accomplish this by a) presenting PEFI as something to supplement self-monitoring (i.e., not a replacement, not better, not perfect) and b) acknowledging the critical role that participant self-monitoring plays in being aware of intake and meeting (or maintaining) fat gram goal.

Nutritionist Guidelines

Time: 125 minutes

WHILMA: Enter session in WHILMA as: **8SU**

Objectives: In this session, the participant will:

- (Key Points)**
- Discuss the benefits of self-assessing and receiving personalized information about fat intake.
 - Complete the PEFI self-assessment questionnaire.
 - Explore expectations about personalized information from the PEFI self-assessment questionnaire.

- Materials:**
- PEFI self-assessment questionnaire
 - Pencils (and a few erasers) for completing the PEFI self-assessment questionnaire
 - Self-monitoring tools
 - Optional: stickers and/or colored markers available for participants to complete Worksheet 1

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*

Optional Nutritionist Background Reading:

- Tinker LF, et. al. Measurement characteristics of 2 different self-monitoring tools used in a dietary intervention study. JADA 101:1031-1040, 2001. [This article examines the measurement characteristics of the two self-monitoring tools used in the Women's Health Trial: Feasibility in Minority Populations study and includes several references related to self-monitoring.]

Peer Group Ideas:

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

- *Self-monitoring Marathon*: encourage each other to monitor every day for a month (or more) and then get together to talk about what was learned by monitoring for so many days in a row (e.g., what was learned about typical vs. best days; how did this impact intake; what was the most important thing learned, etc.).
- *Self-monitoring Challenge*: get together to talk about what gets in the way of self-monitoring; work with each other to identify strategies for lessening your biggest challenge; everyone leaves with a realistic plan for working on one challenge to self-monitoring.
- *Restaurant Survival*: when meeting over a lunch or dinner, use the Restaurant Survival Guide in the Mini Fat Counter to assess a meal. Identify the meal to assess by drawing straws, asking for a volunteer, or selecting a meal as a group (e.g., family style). Take on the challenge of learning more about the fat in that particular meal. Give a small prize to the participant who volunteers (or draws the straw) to have her meal assessed. Or, give a small prize to the participant who comes up with the best suggestion(s) for making the meal lower in fat. Challenge other peer groups to do the same. Perhaps the CC could provide recognition to the peer group that assesses the most meals in a given amount of time.

Below is a list of the next four maintenance sessions.


Upcoming Maintenance Session Topics:

- Winter 2002 (9W): TBN
- Spring 2003 (9SP): TBN
- Summer 2003 (9SU): TBN
- Fall 2003 (10F): TBN

“Just for Fun” Ideas: (from WHI staff who reviewed these materials during development)

- **Setting the Stage:** use a short vignette to introduce the session topic instead of ‘telling’ participants what’s to come.
- **Benefits of Awareness:** when discussing the benefits of awareness, re-cap for participants the % of participants at your center who chose the “Look at Yourself” theme during the TMC.
- **Benefits of Awareness:** illustrate the value of awareness using a very simple and brief food demo. Show two food items that look alike, but contain different amounts of fat (e.g., two plates of pasta: one with non-fat marinara, one with marinara that contains a lot of fat). Ask the participants the following: do these foods contain the same amount of fat? If yes, how much? If no, how much does each contain? Limit this demo to 5 minutes or less. After discussing the questions, begin the benefits discussion by asking participants “How does knowing what you eat help you meet (or maintain) your fat gram goal?”
- **Food Tasting – Play on Words:** Divide participants into 4 groups. Give each group a large piece of paper showing one letter from PEFI (i.e., P or E or F or I). Give the groups ~5 minutes to identify as many low-fat and nutrient dense foods as they can – that begin with their designated letter. Prizes could be given for: most foods, most nutrient dense foods, most variety, most creativity, etc. Have each group briefly share the foods they identified. Purpose: brainstorm low-fat food ideas.

**Summer 2002: Take a Closer Look
(Facilitation Outline)**

	GROUP SHARING/NEXT STEPS FOLLOW-UP (~ 10 minutes)
10 minutes	<p><u>Objective:</u> Participants briefly share experiences since the last session with other group members.</p> <p><u>Purpose:</u> Build group cohesion.</p> <p><u>Nutritionist Note:</u> The focus of the Group Sharing/Next Steps Follow-up component for this session is limited to brief group sharing (for group cohesion and bonding). Limiting the focus of this component helps maximize the amount of time available (later in the session) for completing the PEFI self-assessment questionnaire.</p> <p>A. Group Sharing: <u>Delivery Idea:</u></p> <ul style="list-style-type: none"> • Introduce guests from other groups and offer to provide a brief update on absent participants. • Share with participants that you have a full session in the works and that you would like their permission to move fairly quickly into the planned session topic <u>after</u> brief sharing and re-acquainting. • Provide an opportunity for participants to briefly share experiences since the last session. <p><u>Q/A:</u> (sample question)  We have about 5 minutes before we begin talking about today's topic, does anyone have anything they would like to share?</p> <p>Group Facilitation Suggestions and Examples: Potential examples of ways to encourage group cohesion and connection.</p> <p>Point out common threads within the group:</p> <ul style="list-style-type: none"> • <i>It sounds like several of you have been very busy since our last meeting. For some of you this was a good thing. For others, it sounds like you would have welcomed being a little less busy.</i>



Peer Group Sharing (If peer groups):

Provide support and recognition of peer group activities and promote interest:

- During the past 3 months what types of activities have you done with other members of WHI?
- What do you enjoy about getting together?

Note:

- Consider reintroducing the peer group idea if a particular group has not been participating (e.g., *What would you like to do together outside your usual DM group meeting?*).
- Reinforce the following: a) a peer meeting can be made of just a few women (*as few as 3 or 4 can be fun and supportive*) and b) a peer meeting can include women from different groups (*meeting with women from other groups can be interesting and invigorating*).



Notes

	SETTING THE STAGE for SKILL BUILDING (~ 10 minutes)
	<p><u>Nutritionist Note:</u></p> <ul style="list-style-type: none"> • The Skill Building component of this session includes two segments: 1) <i>Building Interest</i> and 2) <i>PEFI Self-Assessment Questionnaire</i>. The <i>Building Interest</i> segment includes two sub-segments: a) discrepancy and b) benefits. • Each of the segments (and sub-segments) in this session builds on the previous. All parts together form the foundation for completing the PEFI self-assessment questionnaire. Therefore, it is important to include each segment (and sub-segment) in the session. • The amount of time devoted to each segment (and sub-segment) will be determined by a) the amount of time needed to complete the PEFI self-assessment questionnaire (some CCs may need less than the estimated 40 minutes and others may require more) and b) participant interest in each segment relative to the others. • Assessing relative interest in the segments (and sub-segments) enables the nutritionist to acknowledge and support participant interest while including all parts.
10 minutes	<p>A. Set the Stage for Skill Building</p> <ul style="list-style-type: none"> • Begin by briefly introducing the session topic. Key points: <ul style="list-style-type: none"> ➤ Acknowledge the huge amount of time and effort participants have given to WHI. ➤ Recognize the many dietary changes participants have made to reduce fat intake. ➤ Acknowledge that it is not easy to make and maintain lifestyle dietary changes to reduce fat intake. ➤ Let participants know that you've heard their comments. For some, changes made in the beginning are getting difficult to keep up and they're looking for help to eat low-fat. ➤ Let participants know that this session was created (along with the Fall session) to provide some help -- by creating an opportunity to take a closer look at fat intake. • Let the group know that you are prepared to facilitate the following: <ul style="list-style-type: none"> ➤ A discussion about 'where we are currently' and 'where we would like to be' in terms of progress meeting fat goal and how closely self-monitoring reflects what we eat. ➤ A discussion about how knowing what we eat is a critical piece of meeting fat goal. ➤ An opportunity to complete the Personalized Evaluation of Fat Intake (PEFI) self-assessment questionnaire -- that may add to their current picture of what they're eating. <p>B. Assess Relative Interest in Skill Building Segments</p> <ul style="list-style-type: none"> • Share that you plan to include all parts of the session (i.e., described immediately above) because each builds on the previous and all parts together provide the building blocks for completing the self-assessment questionnaire.

- Ask participants which part (or parts) of the session they are most interested in by asking them to briefly share what they're most looking forward to in the discussion. Let them know this will help you determine the amount of time to spend on each segment.

QA: (sample question)

➤ What part (or parts) of this session are you looking forward to most?

C. Emphasize Personal Choice

- 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 (~ 80 minutes)
30 minutes	<p>1. Building Interest</p> <p><u>Objective:</u> Discuss the benefits of self-assessing and receiving personalized information about fat intake.</p> <p><u>Purpose:</u> Build interest in receiving personalized information about dietary fat intake.</p> <p><u>Nutritionist Note:</u></p> <p>This ~30 minute segment focuses on <u>building participant interest</u> in completing the PEFI self-assessment questionnaire and receiving tailored information about fat intake.</p> <ul style="list-style-type: none"> • The first part builds interest by having participants identify possible <u>discrepancy</u> between ‘where I am currently’ and ‘where I would like to be’ for fat intake as well as how closely self-monitoring fat scores represent fat intake. • The second part builds interest by having participants discuss the <u>benefits</u> of ‘being aware of what I eat’ when working toward or maintaining fat gram goal. <p>The sequential discussion of <u>discrepancy</u> and then <u>benefits</u> builds interest by providing an opportunity for the participant to come to (some or all of) the following conclusions by the end of the segment:</p> <ul style="list-style-type: none"> • <i>I see a difference between where I am (or where the study is) and where I would like to be in terms of fat intake.</i> • <i>I see that there may be a difference between my self-monitoring fat scores and my fat intake.</i> • <i>In order for me to meet or maintain my fat gram goal, I need to know as much as I can about my fat intake.</i> • <i>I would like to complete the PEFI self-assessment questionnaire so that I'll receive personalized information that might help me learn even more than I already know about my fat intake.</i> <p>It is important to keep balance between building interest in the PEFI self-assessment questionnaire and maintaining interest and perceived value in on-going self-monitoring. Key points:</p> <ul style="list-style-type: none"> • Present PEFI as something <u>different</u> (i.e., not better or perfect) to <u>supplement</u> (i.e., not replace) self-monitoring. • Acknowledge and discuss the critical role that participant self-monitoring plays in being aware of intake and meeting (or maintaining) fat gram goal.

(15 minutes)

A. Discrepancy

Engage participants in a discussion that will help them identify possible gaps between ‘where they are currently’ and ‘where they would like to be’ for:

- a) progress toward meeting fat goal (individual and studywide) and
- b) how closely self-monitoring fat scores represent fat intake.

Delivery Idea:

1. Give participants approximately 5 minutes to individually complete *Worksheet 1 – A Closer Look*.

Nutritionist Note:

The intent of this worksheet is to provide a framework for the discrepancy discussion. The idea is to give participants the chance to think a bit before the discussion -- it's OK if they don't have all the answers. Encourage participants who have not been self-monitoring to make their best guess about their fat intake. Let participants know that the worksheet is for their use – it isn't meant to be turned-in.

2. After participants have completed the worksheet, have a discussion that helps them identify possible discrepancy between where they are and where they would like to be.

Address the key areas outlined on *Worksheet 1*:

- Individual fat intake vs. fat gram goal
- Studywide fat intake vs. study goal
- Self-monitoring fat scores vs. fat intake

QA: Use the sample questions below to promote discussion.

Individual fat intake vs. fat gram goal

Help participants identify if there is a gap between their fat intake and their fat gram goal.

- Ask participants to think about their responses to Questions 1-3 on the worksheet, and then ask the following question:
 ➤ What do you see when you look at the 3 numbers you marked on the worksheet?

**Group Facilitation Suggestions and Examples:**

Reflect and summarize:

- *It sounds like there is some variety in what each of you sees when looking at the numbers you marked.*
 - *[Questions 1 & 2] Some of you see yourself eating at fat gram goal. Others see yourself above or below goal. Some of you aren't sure of your current fat intake.*
 - *[Question 3] A few said your fat intake is just where you want it to be. But, many of you mentioned marking different places (on the line) for your current fat intake compared to where you'd like your fat intake to be. For some, you're wanting your fat intake to be higher than it is. Others are wanting your fat intake to be lower. Overall, it sounds like many see a gap between where you are and where you'd like to be for fat intake.*



Studywide fat intake vs. study goal

Help participants recognize that there is a gap between studywide fat intake and study goal.

- Invite participants to share their responses to Question 4 on the worksheet.
 - What do you see when you look at the graph on the worksheet?

Group Facilitation Suggestions and Examples:

Reflect and summarize:

- *You've described that fat intake went down a huge amount during the first year of the study – fat intake at Year 1 was close to study goal. You also mentioned that fat intake has gone up a bit each year since Year 1 – we're getting further from study goal. Finally, you mentioned that at the end of study we'll be further from study goal if fat intake continues to increase.*

Self-monitoring fat scores vs. fat intake

Acknowledge and reinforce participant self-monitoring effort and skill. Help participants identify reasons that self-monitoring fat scores might not always closely match fat intake.

- Invite participants to share their responses to Question 5 on the worksheet.
- Reflect and summarize their responses and then ask the following question:
 - What are some of the reasons that self-monitoring fat scores might not always match fat intake?

Nutritionist Note:

Help participants identify at least the following reasons:

- Record keeping is an estimate of intake, not an exact measure.
 - Record only a few days per month.
 - Record only lowest fat days.
 - Don't always know ingredients.
 - Don't always know portions.
 - Don't always know fat grams (even when ingredients and portion known).
 - Don't always count 3 portions of a fat-free food as 1 gram of fat.
 - Round numbers down.
- Reflect and summarize. Include the following:
 - Normalize under-reporting.
 - Reinforce the value of record keeping – even though it isn't perfect.
 - Introduce the next segment.

**Group Facilitation Suggestions and Examples:**

Reflect and summarize:

- *You've mentioned several reasons why your self-monitoring fat scores might not always closely match your fat intake. I'm not surprised that you were able to come up with all these reasons. Keeping track of what we eat is very challenging – food is complex! In fact, research shows that underestimating food intake is very typical - even for WHI participants who have much skill and experience keeping track. [See Optional Nutritionist Background Reading on Page 2.]*
- *Yet, even with the challenges of keeping track, we know that it is one way to significantly increase our awareness of what we eat.*
- *Let's shift into a discussion about how being aware can help you meet (or maintain) your fat gram goal*

(15 minutes)

B. Benefits

Engage participants in a discussion that will help them identify the benefits of being aware of fat intake when trying to meet (or maintain) fat gram goal. As a part of this discussion, introduce participants to the PEFI self-assessment questionnaire.

Awareness (~10 minutes)

- Help participants recognize that ‘I need to know as much as I can about my fat intake in order to meet (or maintain) my fat gram goal’.

QA: (sample questions)

- How does knowing what you eat help you meet (or maintain) your fat gram goal?
- How does receiving feedback about what you eat help you meet (or maintain) your fat gram goal?

Nutritionist Note:

Help participants identify at least the following benefits:

- Being aware helps me make adjustments in my eating (e.g., amount to eat).
- Being aware allows me to make choices in my eating (e.g., what to eat).
- Being aware puts me in charge of my eating and meeting my fat gram goal.
- Being aware allows me to see my accomplishments — receive positive reinforcement and feel good about all I’m doing.
- Being aware helps me stay focused on my desire to meet my goal.

FYI:

This segment does not include an exploration of the challenges associated with self-monitoring. This was done intentionally to help keep the focus on building interest in completing the PEFI self-assessment questionnaire and receiving personalized information. Exploration of self-monitoring challenges is an important aspect of helping participants move closer to self-monitoring (and/or increasing their current self-monitoring commitment). However, this is not the purpose of this particular discussion. For participants who are not currently self-monitoring:

- Acknowledge that some participants are not currently self-monitoring. This is important for helping all participants feel a part of the discussion.
- Encourage all participants to join the discussion. Examples: *If you’re not currently self-monitoring, think back to a time when you kept track of your eating -- how did that awareness help you meet your fat goal? If you’ve never self-monitored in WHI, how do you think that kind of awareness might help you meet your fat gram goal?*

- Reflect and summarize. Include the following:
 - a) Emphasize the value of being aware of fat intake.
 - b) Introduce the PEFI self-assessment questionnaire as something designed to supplement current self-monitoring efforts.

Nutritionist Note:

Again, be mindful of keeping a balance between building interest in the PEFI self-assessment questionnaire and maintaining interest and perceived value in on-going self-monitoring. Key points:

- Present PEFI as something different (i.e., not better or perfect) to supplement (i.e., not replace) self-monitoring.
- Present PEFI as something intended to be completed once (or perhaps occasionally); i.e., not something that the participant will use routinely like usual self-monitoring tools.
- Acknowledge the critical role that participant self-monitoring plays in being aware of intake and meeting (or maintaining) fat gram goal.
- Present PEFI as something intended to help participants learn even more than they already know about their fat intake. Acknowledge that each participant may learn something different, depending on what she already knows about her fat intake.

**Group Facilitation Suggestions and Examples:**

Reflect and summarize:

- *You've shared some examples of challenges that sometimes make it difficult to know what you're eating (e.g., ____ and ____). You also mentioned that sometimes it's difficult to see the benefits on being aware of what you eat. [NOTE: these statements are pertinent only if participants mention challenges as a part of this 'benefits' discussion.]*
- *You have [also] shared many clear examples of how knowing what you eat can be beneficial when working toward or maintaining your fat gram goal (e.g., ____, ____, ____). You've also described how the more you know about how much fat you're eating, the more able you are to meet or maintain goal.*
- *To help you continue learning about the amount of fat you're eating, we have created a questionnaire to supplement your self-monitoring efforts. It's called the Personalized Evaluation of Fat Intake (PEFI) self-assessment questionnaire.*
- *Each of you may learn something different. If you're not presently self-monitoring, the PEFI self-assessment questionnaire will help you see the amount of fat you're eating. If you are presently self-monitoring, the PEFI self-assessment questionnaire may give you a broader (more long range) picture of your fat intake.*

Introduce PEFI Self-Assessment Questionnaire (~5 minutes)

- Describe the features of the PEFI self-assessment questionnaire:
 - The PEFI self-assessment questionnaire provides a view of fat intake over time (a month).
 - The PEFI self-assessment questionnaire is unique in that it can help identify foods that contribute fat and then give information about:
 - The number of fat grams in the foods marked on the questionnaire.
 - A breakdown of fat intake by food group.
 - A list of the ten foods providing the most fat grams in the foods marked on the questionnaire.
 - Ideas for lowering fat intake based on the foods marked on the questionnaire.
 - The PEFI self-assessment questionnaire will be analyzed by computer:
 - The information that comes from the computer analysis is for participant use (i.e., the information is not for monitoring the study).
 - Each woman completing the self-assessment will receive a packet of materials (at the next session) prepared just for her based on the information provided in the questionnaire.
 - The PEFI self-assessment questionnaire isn't exact or perfect. Like self-monitoring tools, it provides an estimate of fat intake (e.g., it won't know the amount of fat in a specific brand of food or a specially modified recipe).
- Ask for participants' thoughts:
 - What are your thoughts about the PEFI self-assessment questionnaire?

**Group Facilitation Suggestions and Examples:**

Reflect and summarize - end on a positive note:

- *We are glad to be able to offer you the PEFI self-assessment questionnaire and we hope that you are pleased, too. Many of you sound eager to give it a try. A few aren't quite sure what to think. We're confident that you'll find it helpful and we think your experience with the PEFI self-assessment questionnaire will support your self-monitoring in the future.*



Notes

50 minutes

2. PEFI Self-Assessment QuestionnaireObjective: Complete the PEFI self-assessment questionnaire.Purpose: Provide an opportunity to self-assess dietary fat intake.**Nutritionist Note:**

- Briefly orient participants to the PEFI self-assessment questionnaire. Offer the amount of information necessary for your participants to complete the questionnaire, but avoid providing unnecessary detail.
- See *Nutritionist Resource 1 – Sample Nutritionist Outline for Introducing the PEFI Self-Assessment Questionnaire* for an example of a ~10 minute orientation to the PEFI self-assessment questionnaire.
- If your CC uses locally developed Equivalency Help Sheets (for helping participants classify local food items), provide a brief orientation at this time.
- If you think that your participants could get the impression that fruits and vegetables are no longer a focus of WHI because they're not on the questionnaire, include a brief statement reiterating the importance of fruits and vegetables in WHI (e.g., *The PEFI self-assessment questionnaire does not include fruits or vegetables because they contain little or no fat. Fruits and vegetables continue to be an important part of the WHI dietary pattern.*)
- For those participants who finish the PEFI self-assessment questionnaire sooner than others, suggest that they begin working on *Worksheet 2 – My Expectations* in preparation for the Next Steps component. Rationale: a) minimize distractions for participants working to complete their questionnaire and b) keep finished participants occupied so that you are available to offer assistance (if needed) to participants still working on their questionnaire.

- (10 minutes) **A.** Orient participants to the PEFI self-assessment questionnaire by providing the information outlined below.
- Overall Purpose
- The purpose of the self-assessment questionnaire is to help the participant learn more about her fat intake. Therefore, the questionnaire focuses only on fat-containing foods. Foods having little or no fat (i.e., fruits and vegetables) are not included.
- Overall Timeframe
- The questionnaire asks about foods eaten during the **PAST MONTH**. Encourage participants to think about foods eaten at home and away from home.
- Front Page
- Asks participants to provide their name, date, and Dietary Change group number.
- Part I: Usual Food Choices (pages 2-5)
- Pages 2-4: Ask about the type of foods eaten and how they were prepared.
 - Page 5: Asks about how often mixed dishes and soups were prepared to be lower in fat.
- Part II: Usual Food Use (pages 6-12)
- Asks about individual foods (arranged in food groups).
 - Asks how often the food was eaten and the usual serving size.
- General Reminders
- Let participants know it will take about 40 minutes to complete the PEFI self-assessment questionnaire.
 - Remind participants that the questionnaire is for them. Encourage participants to be thoughtful, thorough, and open with themselves as they complete the self-assessment – so they will receive as much new information as possible.
 - Encourage participants to ask questions, if necessary, as they complete the self-assessment questionnaire.
 - Ask participants to look over the completed questionnaire carefully to be sure that a “circle” has been filled in for each question.
- (40 minutes) **B.** Have participants complete the PEFI self-assessment questionnaire.

	NEXT STEPS (~15 minutes)
15 minutes	<p>Objective: Explore expectations about personalized information the PEFI self-assessment questionnaire.</p> <p>Purpose: Prepare for results that may show a difference between dietary fat intake and fat gram goal.</p> <p><u>Nutritionist Note:</u> This component is intended to a) increase participant anticipation and excitement about receiving personalized information from the PEFI self-assessment questionnaire and b) increase participant ownership of the information.</p> <p>A. Provide an opportunity for participants to think ahead to what their PEFI information might tell them about their fat intake. Engage them in discussion that helps them explore expectations about the following:</p> <ul style="list-style-type: none"> ➤ Fat intake vs. fat gram goal ➤ Fat sources (foods or food groups) <p>B. Suggest that participants use <i>Worksheet 2 – My Expectations</i> to jot down their expectations. Encourage participants to leave the worksheet with you so that it will be available for reference at the next session.</p> <p><u>Q/A:</u> (Use the questions below, or similar questions, to promote discussion.)</p> <ul style="list-style-type: none"> ➤ What do you think your personalized PEFI information might tell you about your fat intake? ➤ Where do you think your fat intake might be compared to your fat gram goal? ➤ Where do you think most of your fat will be coming from (e.g., types of food or food groups)?

**Group Facilitation Suggestions and Examples:**

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

- *Well, it sounds like many of you are excited to learn what the PEFI self-assessment questionnaire might tell you about your fat intake during the past month. Some commented that you’re expecting your fat intake to be close to goal. Others mentioned that your fat intake might be above goal. A few aren’t sure what you might learn.*
- *I think I heard several of you mention that you’re anticipating that most of your fat will be coming from ____ and ____ (type of food or food group). A few also mentioned ____ as a top fat source. It will be interesting to see what you find out.*
- *As your nutritionist, I’m pleased to be able to offer you this opportunity to learn even more than you already know about your fat intake. I know that each of you is working hard to meet and maintain your fat gram goal. I’m hopeful that you’ll find the information from PEFI helpful. Reminder: the computer will analyze each of your questionnaires and then at the next (Fall) session you’ll receive a packet of information prepared just for you based on the information you provided in the questionnaire.*

	FOOD TASTING (~10 minutes)
10 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>Timing Suggestion:</u></p> <p>Consider having the food tasting <u>just before</u> or <u>just after</u> participants complete the PEFI-Q. Pick the timing option that best meets the needs and interests of your participants.</p> <p>An advantage to having the food tasting just before participants complete the PEFI-Q:</p> <ul style="list-style-type: none"> • provides a break mid-way in the session. <p>An advantage to having the food tasting just after participants complete the PEFI self-assessment questionnaire:</p> <ul style="list-style-type: none"> • provides a brief respite before moving into the brief (but very important) discussion of expectations in the Next Steps component. IMPORTANT: if using this timing option, do not offer the food tasting until all participants have finished their questionnaire. <p><u>Delivery Ideas:</u></p> <p>A. Summer dining: Serve low-fat foods that your participants would find appealing for Summer dining. See session recipes.</p> <p>B. A play on words: Serve low-fat foods or recipes that begin with the letters P or E or F or I to represent “PEFI”.</p> <p><u>Examples:</u></p> <p>Fruits: pear, Elberta peach, fig.</p> <p>Vegetables: potato (or pea), edamame (or eggplant or endive), fennel (or fava bean), iceberg lettuce.</p> <p>Grains: polenta, elbow macaroni, flatbread (or focaccia), Indian bread, (or Irish soda bread).</p>

Nutritionist Resource 1

Sample Outline for Introducing the PEFI Self-Assessment Questionnaire

Before you start, I would like to briefly review the questionnaire and provide a few examples.

Purpose: The purpose of the self-assessment questionnaire is to help you learn even more than you already know about your fat intake. So, the questionnaire only focuses on fat-containing foods. It does not ask about foods containing little or no fat, such as fruits and vegetables.

Timeframe: The questionnaire asks you to think about the foods you ate during the PAST MONTH. Be sure to think about the foods you ate when you were at home and away from home.

Specific sections:

Front Page: Please fill in your name, date and Dietary Change group number.

Pages 2-4: Usual Food Choices

These questions ask about the fat in foods you ate during the past month.

- For example: Look at the first question which asks:
Did you eat pancakes, waffles, or French toast (during the past month)?
If you answer “yes”, then it asks you for more information about how often they were fat-free or low-fat?
- Questions about pages 2-4?

Page 5: Mixed Dishes & Soups

This page contains a variety of mixed dishes and soups.

- If you ate these foods during the past month, you are asked to mark, **how often they were prepared to be lower in fat.**
- For example: Look at the first dish: “Stews, casseroles, and pot pies”.
If you ate this type of mixed dish during the past month, you would mark **how often** it was prepared to be lower in fat (e.g. almost always, sometimes, never).
If you did not eat this type of dish, then just mark “did not eat”.
- Questions about page 5?

Pages 6-12: Usual Food Use

These questions ask about individual foods, specifically:

- **how often** you ate the food listed during the past month and,
- your usual serving size.

As you complete pages 6-12:

- First mark the column that shows **how often, on average you ate the food during the past month.**
- Second, **mark your usual serving size** (Small, Medium, or Large).
A medium serving size is shown for each of the foods listed.
A small serving would be half the medium size.
A large serving would be 1-1/2 the medium size.
- If you did not eat the food during the past month, mark ‘Never or less than once a month’ **and** leave the serving size blank. Please, do not skip any foods.

For example:

Look at the first food on page 6: “Pancakes, waffles, or French toast (all types)”

Let’s say that you ate pancakes two times during the past month,

First, you would fill in the ‘circle’ under the column that shows 2-3 per month.

Next you would mark your usual serving size:

- If your usual serving is 2 pancakes - you would fill in the ‘circle’ for a ‘Medium serving’.
- On the other hand, if your usual serving size is three pancakes, you would fill in ‘Large’, or if you usually eat only one pancake, you would fill in ‘Small’.

➤ Questions about pages 6-12?

General guidelines and reminders:

This questionnaire asks only about foods that contain fat. It does not ask about foods that contain little or no fat, such as fruits and vegetables.

Don’t be surprised if you see foods listed more than once. The questionnaire asks about different things in different places. Remember the examples we talked about for pancakes, waffles, and French toast:

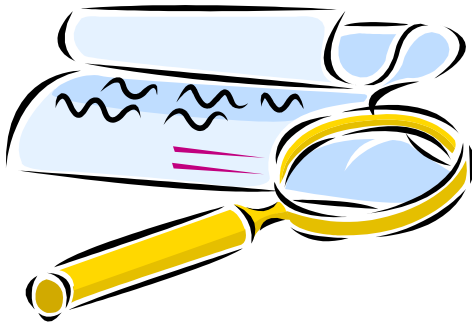
- Question 1 on page 2 asks about the fat in pancakes, waffles, and French toast.
- Page 6 asks how often you ate pancakes, waffles, and French toast and your usual serving size.

Please take your time completing the questionnaire. Your responses on the questionnaire will be used to create a personalized packet of information about **your** fat intake.

You’ll have about 40 minutes to complete the questionnaire. Please let me know if you have questions.

Look over the questionnaire carefully when you’re finished. Be sure that a ‘circle’ has been filled in for each question.

Summer 2002 Reminder
(Electronic copy available)



Take a Closer Look

As a woman in the WHI Dietary Change program, you know a lot about dietary fat. But, that doesn't necessarily mean it's easy for you to make and maintain lifestyle changes to eat low-fat. We know this is hard to do! The Summer and Fall 2002 sessions have been specially designed to offer some help – by giving you the chance to learn even more than you already know about the fat you eat.

Please join us for the Summer 2002 session. You'll have the chance to complete a new questionnaire that will ask you about the fat-containing foods you eat. It's called the Personalized Evaluation of Fat Intake (PEFI) self-assessment questionnaire. At the Fall session, you will receive a personalized packet of materials about your fat intake based on the information you provide in the questionnaire. Come take a closer look at what you eat!

Summer 2002 Makeup
(Electronic copy available)

Women's Health Initiative

MAKEUP FOR SUMMER 2002 GROUP SESSION

Missed your Summer 2002 group session and unable to attend another group as a guest? Good News! You can complete the session by mail.

The Summer 2002 session is titled '*Take a Closer Look*'. At this session, we talked about how knowing what you eat can help you meet (or maintain) your fat gram goal. We also introduced the Personalized Evaluation of Fat Intake (PEFI) self-assessment questionnaire. This new tool was created to help you learn even more than you already know about your fat intake and food sources of fat. After you complete the PEFI self-assessment questionnaire, you will receive a packet of materials prepared just for you at the Fall 2002 session.

To complete this session by mail, please do the following activities:

1. Read the Summer 2002 session material.
2. Answer the following questions:
 - How many grams of fat do I eat each day? _____
(If you do not self-monitor, make your best guess.)
 - How does my fat intake compare to my fat gram goal? _____
(For example: below goal? same as goal? above goal?)
 - How could knowing more about my fat intake and food sources of fat help me meet (or maintain) my fat gram goal?
3. Complete the PEFI self-assessment questionnaire. Before you begin, please read the enclosed instructions.
4. Mail this page and your completed PEFI self-assessment questionnaire in the enclosed envelope. Please include any self-monitoring tools you completed during the last 3 months.

Thank you for your continued contribution to WHI.

Summer 2002 Makeup
(Electronic copy available)

Women's Health Initiative

MAKE-UP FOR SUMMER 2002 GROUP SESSION

Instructions for Completing the PEFI Self-Assessment Questionnaire

- ◆ The questionnaire asks about foods you ate during the **PAST MONTH**. Think about the foods you ate when you were at home and away from home.
- ◆ This questionnaire asks only about foods that contain fat. It does not ask about foods that contain little or no fat, such as fruits and vegetables.
- ◆ It may seem like the questionnaire asks about the same foods more than once. However, some questions ask about the **fat** in foods you eat, while other questions ask about **how often** you eat the food.
- ◆ Please take your time completing the questionnaire. Your responses will be used to create a personalized packet of materials about **your** fat intake. The information will be for your use.
- ◆ Write the date you complete the questionnaire in the space provided on the front page.
- ◆ Look over the questionnaire carefully when you're finished. Be sure that you fill in a 'circle' for each question.
- ◆ If you have any questions, please call your WHI nutritionist.

Thank you.