



Winter 2002 (9W):

Taste is Everything

Nutritionist Note: The overall goals of this session are to: 1) revisit PEFI plans, 2) promote self-monitoring and 3) explore what influences taste. The Next Step follow-up segment has been integrated into the Skill Building section of the session. It provides an opportunity to follow up on PEFI plans made by participants during the 9 Fall session and to promote self-monitoring by personalizing self-monitoring tools.

The 'Taste' topic is integrated with the Food Tasting segment of the session. Options for the 'Taste' topic include food demonstrations and/or a participant potluck featuring their favorite (tasty) WHI recipes.

Nutritionist Guidelines

Time: 120 minutes

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

Objectives: In this session, the participant will:

(Key Points)

- Revisit participant PEFI change plans.
- Promote self-monitoring by personalizing self-monitoring tools.
- Explore what influences taste.

Materials:

- Self-monitoring tools: Food Diaries, Fat Scans, Keeping Track of Goals, Quick Scans, E-Scans, Picture Trackers and Eating Pattern Changes
- PEFI Top 10 foods
- Nutritionists notes about participant plans
- Supply of highlighters for personalizing SM tools

Other WHI Resources Related to Session:

- Fall 1998 (5F) – *Self-Monitoring Matters*
- Winter 1999 (6W) – *Successful Aging: A Work of Art*
- Spring 2001 (7SP) – *Heart to Heart*
- Session 17 – *Promoting Maintenance*

Optional Nutritionist Background Reading:

- Hess, Mary Abbott, Taste: The neglected nutrition factor, JADA 97(10, Supplement 2): S205-S20, 1997.
- Drewnowski, Adam, Bitter taste, phytonutrients, and the consumer: A review, Am J Clin Nutr 72:1424-35, 2000
- Duffy, Valerie B, Bartoshuk, Linda M, Food Acceptance and Genetic Variation in Taste, JADA 100 (6): 647-55, 2000

- Kaneda H, Maeshima K, Goto N, Kobayakawa T, Ayebe-Kanamura S and Saito S. Decline in Taste and Odor Discrimination Abilities with Age and Relationship between Gustation and Olfaction. *Chem. Senses* 25:331-337, 2000 (Reprint available on the internet – <http://chemese.oupjournals.org>)

Optional Internet Resources

- Loss of taste and smell can put elderly at risk – <http://www.freep.com/news/health/qtaste22.htm>
- Taste and Smell Loss: Risk for Disease? <http://obssr.od.nih.gov/Publications/TASTE.HTM>
- Give Your Heart a Healthy Beat - Spice it up...tasty food on a sodium-restricted diet.
<http://www.ces.ncsu.edu/depts/fcs/heart/hhb9-2.html>
- Nutrition Tips to improve your taste for food – go to the Mayo Clinic Web site, home page <http://www.mayoclinic.com> – and then follow the following steps: Condition Centers> Food & Nutrition center>Nutrition&DiseaseManagement> Cancer>Nutrition Tips
- Smell and taste disorders – go to the Mayo Clinic Web site, home page: <http://www.mayoclinic.com> and then follow the following steps: Condition Centers> Food & Nutrition Center> Nutrition &Disease Management>Other>Smell and taste disorders.

Cook Books

- Steven Raichlen's High-Flavor Low-Fat Cooking, by Steven Raichlen, Camden House Publishing. 1992
- Fabulous Fat-Free Cooking, by Lynn Fischer, Rodale Press. 1997

Peer Group Ideas:

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

- *Grocery Store Tour*: Look for new products to spice up your food.
- *Recipe exchange*: Share your favorite recipes with others and/or share your favorite cookbooks.
- *Potluck*: Get to know another group and invite them to share their favorite foods with you.
- *Promote self-monitoring*: Call each other to remember to self-monitor.

Below is a list of the next four maintenance sessions.

Upcoming Maintenance Session Topics:

- Spring 2003 (9SP): Update on the Human Genome Project/Supersized Meals
- Summer 2003 (9SU): Plant Biotechnology/Enjoying Summer's Bounty
- Fall 2003 (10F): TBN
- Winter 2003 (10W): TBN

Winter 2002: Taste is Everything (Facilitation Outline)

	GROUP SHARING (20 minutes)
20 minutes	<p>Objective: Participants briefly check in about life events and any peer group activities since last session.</p> <p>Purpose: Build group cohesion.</p> <p><u>Nutritionist Note:</u></p> <p>The 'Group Sharing' and 'Next Steps Follow Up' have been divided into two distinct sections. The 'Next Steps Follow Up' segment is emphasized more in this session in order to provide ample opportunity to follow up on PEFI plans made by participants during the 9 Fall session. The 'Next Steps Follow Up' segment is included in the Skill Building section of this session.</p> <p>A. Group Sharing:</p> <p><u>Delivery Ideas:</u></p> <ul style="list-style-type: none"> • Introduce guests from other groups and offer to provide an update on absent participants. • Share with participants that you have a full session and that you would like their permission to move fairly quickly into the planned session topic <u>after</u> sharing and re-acquainting. • Provide an opportunity for participants to briefly share experiences since the last session. <p><u>Q/A:</u> (sample question)</p> <p>➤ Before we begin talking about today's topic, would anyone like to share how things have been going since the last time we met?</p> <p><u>Group Facilitation Suggestion:</u></p> <p>Potential examples of ways to encourage group cohesion and connection:</p> <ul style="list-style-type: none"> • Point out common threads within the group: <ul style="list-style-type: none"> ➤ <i>Winter has been very busy for all of you. The holidays have kept you on your toes.</i> ➤ <i>Joan and Carol have taken vacations recently.</i> • Use the 'who else' question: <ul style="list-style-type: none"> ➤ <i>Who else would like to share what has been going on?</i> <p>Peer Group Sharing: (If peer groups)</p> <ul style="list-style-type: none"> • 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 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>Group Facilitation Suggestion:</p> <p>Before presenting new information, take a few minutes to assess the group's areas of interest around the session topic.</p> <ul style="list-style-type: none"> • Set the stage by letting participants know what you are prepared to discuss. • Assess their interest and ask them how they would like to divide their time between each topic. • Emphasize individual choice and preference. <p><u>Nutritionist Note:</u></p> <p>The Skill Building segment is divided into three parts: a) review and exploration of PEFI plans; b) introduction of an option to personalize self-monitoring tools based on PEFI feedback and c) exploring what influences taste. The overall focus of the PEFI follow up segment is to engage participants in a discussion that helps them explore any changes they have made since the 9 Fall session. This is followed by the option to personalize a self-monitoring tool using information from their PEFI feedback. The taste component includes discussion and food demonstrations to provide hands on experience to help participants understand what influences taste and how they might improve the taste of their foods.</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 segments enables the nutritionist to acknowledge and support participant interest while including all segments. 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 and Assess Interest</p> <ul style="list-style-type: none"> • Let the group know you are prepared to facilitate the following: <ul style="list-style-type: none"> ➤ Review participant PEFI plans. ➤ Discuss ways to personalize self-monitoring tools using PEFI feedback. ➤ A brief discussion about factors that impact taste (e.g., aging, smell, vision, temperature, texture). ➤ A food demonstration showing how smell, temperature, appearance and texture influence taste. ➤ Sharing ideas for ways to improve the taste of foods. <p>B. Assess Relative Interest in Skill Building Segments</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 although you will be covering different topics, each person has to decide what is important for them and how they might use the information from today's session. • Ask participants which part (or parts) they are most interested in by asking them to briefly share what they are most looking forward to in the discussion. Let them know this will help you determine the amount of time to spend on each segment.

	<p>QA: (sample question)</p> <ul style="list-style-type: none"> • What part (or parts of this session are you looking forward to most? ➤ Summarize participant comments and come up with a plan for how to divide the time between topics. Although the amount may vary, make sure to spend time on each topic.
	SKILL BUILDING (40 Minutes)
40 minutes	<p><u>Objective:</u> Revisit participant PEFI plans.</p> <p><u>Purpose:</u> Reinforce and support participant motivation to meet and/or maintain fat gram goal.</p> <p><u>Nutritionist Note:</u></p> <p>The Skill Building segment is divided into three parts: a) review and exploration of PEFI plans (~25 minutes); b) introduction of an option to personalize self-monitoring tools based on PEFI feedback (~15 minutes) and c) exploring what influences taste (~35 minutes). The overall focus of the PEFI follow up segment is to continue with the PEFI momentum by engaging participants in a discussion that helps them explore any changes they have made since the 9 Fall session. This is followed by the option to personalize a self-monitoring tool using information from their PEFI feedback. This will provide an opportunity for participants to <u>customize a self-monitoring tool</u> that best reflects the foods that they eat most often and/or contribute the most fat to their diet. The taste component includes discussion and food demonstrations to provide hands on experience to help participants understand what influences taste and how they might improve the taste of their foods.</p> <p><u>Nutritionist Note:</u></p> <p>A food demonstration is highly recommended. More detailed information about the suggested food demonstrations are provided in Nutrition Resource 2. Ideas requiring little or no cooking are provided. If you choose the Potluck option, consider providing recipes that demonstrate how smell, appearance, temperature and texture influence taste. (e.g., use colorful foods, different textures and temperatures)</p>
25 minutes	<p>A. Review/Explore PEFI Plans</p> <p><u>Key Points:</u></p> <ul style="list-style-type: none"> ➤ Refresh participants memories about PEFI-F. ➤ Revisit PEFI plans created by participants during 9 Fall session. ➤ Discuss successes and challenges they have experienced related to their plans defined in the 9 Fall session. ➤ Identify changes or modifications they would like to make to their plans, if any. ➤ Explore the relationship between being more aware after (PEFI-F) and reaching and/or maintaining their fat gram goal. <p>1. Provide a brief review of PEFI-F session.</p> <p><u>Example:</u></p> <p><i>“As you may recall, last session we reviewed your personalized feedback from the PEFI questionnaire you completed. Part of that session included developing some plans that you would consider as a way to help you reduce or maintain your fat</i></p>

intake. Before we move into our topic on taste, I would like to spend some time checking in with you about how things have been going with the plan you made at the end of our last session."

2. Revisit PEFI plans created by participants.
 - Ask group members to recall the changes they considered making.

QA: (sample question)

- Who would like to share their plan from last session?

Nutritionist Note:

Come prepared with notes taken during the last session indicating the plans that participants could see themselves making. Ask the participants to share their plans with the group BEFORE you refer to your notes. The goal is to have the participants discuss their plans. Use your notes only to serve as a memory refresher.

- Reflect and/or summarize for each participant who shares.

Group Facilitation Suggestion:

- Ask a 'who else' question to provide an opportunity to those who have not yet shared.

3. Explore the successes and challenges of working towards their PEFI plans
 - Engage the group in a discussion about the successes and the barriers or challenges they encountered.

QA: (sample questions)

- What successes have you experienced since the last session?
- What challenges or barriers have you have experienced since our last session?

Group Facilitation Suggestions and Examples:

- Ask a 'who else' question to engage those who have not yet shared.
- Reflect and summarize, point out common 'threads' within the group:

"It sounds like some of you have struggled with making some of the changes you hoped to make, while others feel that you've been successful at making some changes. Sue and Nancy found that reducing the frequency of certain foods was easier than reducing portion size. Joan and Mary found the opposite—that reducing portion size was easier. What about the rest of you?"

4. Explore changes/modifications they would like to make to their plans, if any.
 - Provide the opportunity for participants to re-evaluate their plans. Some participants may feel their plan is out of reach for them. Others may want to do more and some may feel they are right on target.

QA: (sample question)

- Let's take this opportunity to revisit the plans you made and see if you would like to keep them the way they are or change them. Who would like modify your plan and in what way?

- Reflect and summarize participant responses.





15 minutes

Nutritionist Note:

The question below is a transition question. It will help make the transition between the discussion about PEFI-F plans and self-monitoring.

5. Explore the relationship between being more aware of fat intake (after receiving feedback) and reaching and/or maintaining their fat gram goal.

QA: (sample questions)

- ☛ How has the experience of receiving feedback been beneficial?
- ☛ How has receiving feedback helped you become more aware of what you eat?
- ☛ How could you use what you learned from PEFI in your every day self-monitoring?

Group Facilitation Suggestions and Examples:

Listen for and respond to 'change-talk'. When you hear change talk, ask for elaboration, and then reflect or summarize.

Example:

Participant:

- *"Being more aware has really helped me see where I can make some changes."*

Response:

- *"Tell me more."* (elaboration)
- *"It's like you have some binoculars that help you see things more clear and up close."* (reflection)

Objective: Promote self-monitoring by personalizing self-monitoring tools.

Purpose: Reinforce and support participant motivation to meet and/or maintain fat gram goal.

B. Personalize Self-Monitoring Tools (15 minutes)

1. Present strategies for personalizing a self-monitoring tool.

Sample introduction:

"Now that you have received personalized feedback about your fat intake, it may be helpful to have the opportunity to personalize your self-monitoring tools. Personalizing your self-monitoring tools may create an easier way monitor the foods you eat."

2. Ask the group how they could personalize their own self-monitoring tool.

QA: (sample question)

- ☛ How could you personalize the self-monitoring tool you are currently using?

Some ideas for personalizing self-monitoring tools:

- Write in the top ten foods from PEFI into Quick Scan, Fat Counter (page 103 Commonly Used Foods and Beverages) or, Mini Fat Counter (pages 25-26 My Commonly Eaten Foods and Beverages).
- Mark the top ten foods from PEFI on the self-monitoring tool (Fat Scan or Quick Scan) with a bright colored highlighter.
- Write in lower-fat alternatives for your top ten foods from PEFI into the Quick Scan or Fat Counter.
- Use a calendar to identify potential 'high fat' days.

Nutritionist Note:

This is an opportunity to present the *option* of personalized self-monitoring to participants. Come prepared with self-monitoring tools that can be personalized to reflect the top 10 foods that contribute to participants' fat intake.

Consider introducing the E-scan (an excel version of the Quick Scan). The E-Scan can be sent to participants by e-mail. However, participants must have Excel version 95 or newer to use the E-Scan. A paper copy of the E-Scan and Instructions are provided in Nutritionist Resource 1. An electronic copy of the E-Scan will be re-sent to all LNs on August 28, 2002.

Consider giving participants a blank calendar. You can create and copy a blank or pre-printed calendar from MS Word. They can fill in the month and date or you can do it for them. Ask participants to identify special events (e.g., birthdays, holidays, celebrations), as well as daily routines such as regular appointments. It may also be helpful to ask them about any days they were ill or taking care of another who was ill. These will help participants recall some of their regular and not-so-regular eating patterns, including days where they eat more or less fat. (e.g., social gatherings, eating out, babysitting grandchildren, visitors, traveling etc.).

Consider writing the options for personalized self-monitoring on the board, handout or flip chart. If participants do not want to do this in the group, or you are too short on time, they can take the tools home and personalize their self-monitoring tools on their own.

3. Briefly brainstorm the benefits of personalizing a self-monitoring tool. Ask participants before you share possible benefits.

QA: (sample question)

➤ How could a personalized self-monitoring tool be helpful?

Nutritionist Note:

Some benefits could include:

- Self-monitoring could be easier.
- Self-monitoring could be done more quickly.
- Self-monitoring could more closely estimate my fat intake.
- Self monitoring could be more interesting.


➤ Reflect and summarize participant responses.



4. Pass out self-monitoring tools, top ten food lists and highlighters. Encourage participants to work with the self-monitoring tools they normally use or consider trying a different tool, such as the Quick Scan. If participants do not self-monitor offer easier options such as the Picture Tracker, Eating Patterns Questionnaire, blank calendars or shopping lists.

Group Facilitation Suggestions and Examples:

- Ask group members to summarize before moving to the topic of "Taste."
"Who would like to summarize what we just discussed before we move on to the topic of 'taste'?"
- Ask a "who else" question.
"Who else can add to what Martha just said?"

	SKILLS PRACTICE/FOOD TASTING (35 Minutes)
35 minutes	<p>Objective: Participants explore what influences taste.</p> <p>Purpose: Increase enjoyment of foods that support WHI goals.</p> <p>A. What influences your ability to taste?</p> <ul style="list-style-type: none"> Before you share what influences taste, use open-ended questions to elicit ideas from participants about what influences their ability to taste. <p>QA: (sample questions):</p> <ul style="list-style-type: none"> What types of things have you noticed that influence how foods taste for you? For example, what happens to the taste of food when you have a cold? Why might this happen? What else could influence your taste? <p>Key points:</p> <ul style="list-style-type: none"> Your nose, mouth and brain all contribute to what you perceive as flavor. You were born with about 9,000 taste buds. These tiny clusters of cells sense flavors from the foods you eat. Taste buds detect four primary tastes: sweet, salt, sour and bitter. The number of taste buds decrease as you age. Smell is 10,000 times more sensitive than taste. What you think of as taste is actually smell. When you eat, food odors pass through the cavity between your nose and mouth to olfactory receptor cells at the top of your nasal passages, sending nerve impulses to your brain. Cold food is not as flavorful as hot or warm food because odor can only be detected if flavor molecules are vaporized. The ability to taste decreases as we age and is influenced by a variety of factors. Medications are the most common source of taste disorders. Other factors that influence taste include: radiation therapy, surgical procedures, gum disease, dental appliances, upper respiratory infections, sinusitis, nasal polyps and chronic disorders such as Parkinson's and Alzheimer's. If you have a loss of taste or smell, see your doctor.
	<p>Group Facilitation Suggestions and Examples:</p> <p>Reflect and summarize:</p> <ul style="list-style-type: none"> <i>Many of you have noticed that your sense of taste has changed overtime. In particular you've noticed that the sense of smell is important for tasting food..</i>
	<p>Nutritionist Note:</p> <p>A food demonstration is highly recommended. More detailed information about the suggested food demonstrations are provided in Nutrition Resource 2. Ideas requiring little or no cooking are provided. If you choose the Potluck option, consider providing recipes that demonstrate how smell, vision, temperature and texture influence taste (e.g., use colorful foods, different textures and temperatures).</p>

Nutritionist Note:

Refer to Nutrition Resource 2 for specific ideas of Food Demonstrations.

B. Food Demonstration: Increasing flavor and enjoyment of foods

Possible suggestions:

1. Demonstrate how taste is influenced by factors such as: smell, temperature, texture and appearance. Ask participants to taste a variety of foods and comment on how the taste of these foods varied with different factors. Below are some suggested demonstrations. More details are provided in the Nutrition Resource 2.
 - a. How does smell influence taste? Ask volunteers to try eating foods while holding their nose to see how lack of smell affects the taste of food. After each participant has tasted each food ask them to compare how the food tasted with and without holding their nose.
 - b. How does temperature influence taste? Have participants compare the difference in taste between hot and cold foods.
 - c. How does texture influence taste? Have participants compare the difference in taste between crunchy and smooth foods.
 - d. How does visual appeal influence taste? Ask volunteers to taste foods with a blindfold and see if they can identify the food. Or show photos of colorful meals vs. an all white or all brown meal on a plate. Do the women notice a difference in how they react to viewing the photo (e.g., salivation, hunger etc.)?
 - e. How do spices and flavorings influence taste? Have participants compare the difference in taste between dry vs. fresh herbs, such as basil, oregano or garlic. Or prepare high flavor recipes and have participants identify what flavorings enhance the taste.

Have participants share their comments and reactions to the suggested question below, or other open-ended questions.

QA: (sample questions)

- ☛ Overall, which sense (smell, texture, temperature, appearance) seems most important to you?
- ☛ How could you make food more appealing if your sense of smell was decreased?

2. Optional - Food Potluck: Ask participants to bring their favorite low-fat food. Have each participant share the ingredients that add flavor to their dish.

QA: (potential questions)

- ☛ What foods did you like the best?
- ☛ What ingredients added flavor?
- ☛ What ingredients added interest (texture, color etc.)?

Nutritionists Note:

If you don't have cooking facilities at your site you may consider, replacing the food demonstration with the following discussion questions.

Discussion: As we age, our ability to taste decreases. What can we do to make food more appealing? Ask participants before you share possible answers.

QA: (potential questions)

- How does the smell of food influence taste?
- How could you make food more appealing if smell is decreased?
- How does the temperature of the food influence the taste?
- How does the appearance of food influence taste and enjoyment?
- What tastes do you prefer?

Key Points for making food more appealing.

- Visual appeal of a meal is important.
- Use a variety of colors, shapes, textures, smells.
- Chew food slowly to increase the aromas that reach the nasal passages.
- Warm or hot foods which release volatile smells carry richer flavors.
- Provide a variety of foods. Switching from food to food throughout the meal reduces taste bud fatigue.

C. Food Tasting**Delivery ideas:****1. Food Demonstration**

Integrate the food tasting into the Food Tasting Demonstration.

2. Session Recipes


Serve one or more recipes included in the materials for this session.

3. Optional Potluck

Participants share their favorite low-fat, high flavor foods.



Notes

	NEXT STEPS (15 minutes)
15 minutes	<p><u>Objective:</u> Participants reflect on information and skills that may help them meet their WHI goals.</p> <p><u>Purpose:</u> Increase likelihood that participants will consider making food choices that will support WHI goals.</p> <p>A. Participants Share.</p> <ul style="list-style-type: none"> Ask participants open-ended questions to promote discussion. Assess participants level of interest and their confidence and readiness to use the information. <p><u>Q/A:</u> (Use the questions below or similar questions to promote discussion.)</p> <ul style="list-style-type: none"> How has PEFI helped you meet your dietary goals? In your opinion, what is the value of being aware of what you eat? How can a personalized self-monitoring tool be beneficial for YOU? In your opinion, what makes food taste good to YOU? What ideas might you use to enhance the taste of your foods?
 Notes	

Nutritionist Resource 1**WHAT IS THE E-SCAN?**

The E-Scan is an Excel version of the Quick Scan. The E-Scan makes it easy to customize the food items to reflect your eating habits. The E-Scan version also does the math for you.

Who would benefit from using the E-Scan?

You must have Excel Version 95 or newer to use the E-Scan. You do not have to be an expert in Excel, but you should be comfortable using the computer. This tool may be useful for you if you are too busy to look up foods and do the math. If you already use the Quick Scan you will like using the E-Scan.

Instructions for using the E-Scan.

The instructions for using the E-Scan are in the Excel program. At the bottom of the page you will see two tabs, one is labeled E-Scan and the other is Instructions. Click on the Instructions tab to see the Instructions. We recommend that you save the E-Scan before you do anything. Click on File, then Save As, then choose a name (such as etemplate). Keep the original file and each time you use the E-scan repeat the process described above to save the document with a new name.

Send your E-Scan to your nutritionist.

The easiest way to send your E-Scan is to attach it to your email. If you cannot send attachments on your email, please print the spreadsheet and either mail it to your nutritionist or bring it to your next session.

We hope you enjoy the E-Scan. If you have questions about using the E-Scan, please contact your nutritionist.

Nutritionist Resource 1 (continued)**Some Things to Know Before Using This E-Scan**

- You may print these instructions by choosing the Print option from the File menu above.
- When you receive the E-Scan, open the worksheet and first save it to your hard drive. Save it under the name "etemplate.xls." This copy this will serve as your reference copy. However, once you enter data onto the sheet, you will then want to save it under a different name (i.e., e.scan9.18.xls). This will allow you to have two different stored copies, one blank worksheet (template.xls), and one with your current data.
- Once you finished entering data in all three columns, save it again and close it. When you are ready to enter another 3 days of data, open the template copy and save it as e.scan9.21.xls.
- The E-Scan requires you to only enter the number of servings for each food item consumed on a given day. The Fat Grams, Fruit and Vegetable servings, grain servings, daily totals, and overall scores are automatically calculated from your entry.
- **The columns that are shaded blue contain formulas and must not be altered. Please do not type in these cells.**
- This form can be modified to match your specific daily food intake. For example, you may add your own food items to the list if they are not already there, or delete any items that may not fit your daily intake.
- Food items that begin with an asterisk (*) are items where there is a range of possible values. Please fill in a single value that best matches your food item.
- **If you find you are having difficulty with this worksheet after going through the directions below, feel free to contact your nutritionist for more help.**

Step-by-Step Instructions for Using the E-Scan

- 1) Search the list of food items in the column headed "Food Item and Amount."
 - 2) If you don't find the item you are looking for, you may add that item in the blank rows provided at the end of each food category.
If you have used up all the blank rows and still have more items you would like to add, you may delete any item that you're not eating.
However, be sure to also adjust the nutritional information accordingly to fit the new or replaced item.
- *** **For all added or replaced food items, you must enter a value in each column for Fat Grams (F), Fruit and Vegetable servings (F/V), and grain servings (G), in order for the formula to work.**

If it is zero Fat grams, F/V servings, or G servings, enter a zero in the appropriate column(s).

Nutritionist Resource 1 (continued)

- 3) In the corresponding column for which you are recording, enter the number of servings for each food item that you ate.

(Be sure to check the serving size. For example, if you ate a whole bagel on the second day, you would enter 2 in the Day 2 column).

- 4) The E-Scan automatically calculates the fat grams and nutritional servings for each item you have entered. These calculations will appear in the shaded blue columns.

If an Error message, ###, or a #VALUE message appears in any of these columns:

- Check that only whole numbers or decimals are entered for the number of food items.
- Check that a single value is entered for the fat grams, fruit and vegetable servings, and grain servings.

- 5) Daily totals and scores are automatically calculated at the bottom of the worksheet.

Sending Results to Your Nutritionist

The simplest way to send the E-Scan to your nutritionist is to send it as an "attachment" via e-mail:

- A) Click on the "attachment" icon or choose the "attachment" option located on your e-mail message screen.

All e-mail providers offer an attachment option; however, please note that the WHI server often has difficulty opening attachments from AOL.

Contact your nutritionist for other sending options if you are an AOL subscriber.

- B) If you are having difficulty sending your results via e-mail, you have the option of printing out the individual sheets and either mail them to your nutritionist or bring them with you to your next session.

Need a New E-Scan

If you need a new E-Scan, please contact your nutritionist for a new electronic copy of the E-Scan.

Nutritionist Resource 2**FOOD TASTING DEMONSTRATION IDEAS**

Demonstrate how smell, temperature, flavorings, texture and appearance influence taste. A variety of foods can be used to demonstrate how these factors influence taste. An easy choice is to use applesauce and apples to do all of the demonstrations.

How does Smell influence taste?

- Have participants taste one or more of the following foods:
Cold - applesauce, vanilla pudding, tomato juice, your choice
- Have participants hold their nose while they taste the food.
- Have participants unplug their nose while they taste the food.
- How does holding your nose influence your ability to taste?

How does Temperature influence taste?

- Have participants taste one or more of the following foods:
Hot - applesauce, tomato juice, tomato sauce, hot chocolate, your choice
- How does temperature influence taste?
- Optional: Have participants hold their nose and see if warm foods taste different when smell is compromised.

How does Flavoring influence taste?

- Have participants taste one or more of the following foods:
Applesauce with cinnamon, lemon pudding, tomato sauce with basil, your choice.
- How do flavorings influence taste?
- Optional: Have participants hold their nose and see if flavorings improve the taste when smell is compromised
- Other ideas:
 - Compare fresh herbs to dried herbs in tomato sauce.
 - Provide food tasting that uses high flavor ingredients. See participant materials and cookbooks for recipe ideas.

How does Texture influence taste?

- Have participants taste one or more of the following:
Applesauce vs. apple, bread vs. rice cake, vanilla pudding vs. tapioca, your choice
- How does texture influence taste?

How does Appearance influence taste?

- Blindfold participants and have them taste a common food. See if they can identify the food by the taste.
- Have participants taste a slice of apple and a slice of raw potato and see if they can tell the difference.
- Optional: Have participants hold their nose and see if its more difficult to identify the food if smell is compromised.
- Other ideas:
 - Show photos of colorful meals vs. an all white or all brown meal on a plate. (Use dairy Council Food Models or Cookbook photos)
 - Do the women notice a difference in how they react to viewing the photo (e.g., salivation, hunger, etc.)?
 - Consider demonstrating a recipe make-over that adds color and/or texture to a common recipe. For example, the Sweet and Sour Pork recipe in the participant materials was modified to add color and texture by adding red peppers and water chestnuts. Show the recipe with and without red peppers and ask participants which dish looks more appealing.

Winter 2002 Reminder
(Electronic copy available)



Taste is Everything!

One of the joys of life is eating delicious foods with our friends and family. However, as we grow older our taste buds decrease and we may not enjoy food as much as we used to. Are you looking for ideas to ‘spice’ up your foods? The Winter Session may be just what you need. We will explore how smell, texture, colors and temperature influence how foods taste. We will discuss ways to enhance the taste of our food. And we will taste high flavor foods

Please join us for the Winter 2002 session for this chance to taste great food. We look forward to seeing you.

Winter 2002 Makeup
(Electronic copy available)

Women's Health Initiative

MAKEUP FOR WINTER 2002 GROUP SESSION

In the Winter 2002 session '*Taste is Everything*', we reviewed and explored PEFI plans and introduced an option to personalize self-monitoring tools based on PEFI feedback. Do you know you can use your computer to self-monitor? If you have Excel 95 (or newer) on your computer you can use the E-Scan. The E-Scan is an electronic version of the Quick Scan which allows you to keep track of what you eat and it does the math for you. If you'd like to try the E-Scan, we can email it to you.

In this session, we also explored what influences taste. The session materials include taste tips and recipes high in flavor.

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

1. Read the Winter 2002 session material.
2. Answer the following questions:
 - How has PEFI helped you meet your dietary goals?
 - In your opinion, what is the value of being aware of what you eat?
 - How can a personalized self-monitoring tools be beneficial for YOU?
 - In your opinion, what makes foods taste good to you? What ideas might you use to enhance the taste of your foods?
3. Mail this page in the enclosed envelope. Please include any self-monitoring tools you completed in the last 3 months.

Thank you for your continued contribution to WHI.