

**Winter 2003 (10W):****Maintaining Your Investment
in Women's Health**

Nutritionist Note: The overall goal of this session is to promote dietary adherence. This session focuses on 'maintaining your investment' in women's health through the close-out contact. It provides an opportunity for participants to recognize their low-fat eating expertise and to think about what they consider to be most important for making and maintaining dietary changes.

Nutritionist Guidelines

Time: ~120 minutes

WHILMA: Enter session in WHILMA as: **10W**

Objectives: In this session, the participant will:

(Key Points)

- Revisit key dietary change skills and strategies.
- Discuss WHI 'words of wisdom' for others.
- Create a personalized list of dietary change skills and strategies.

Materials:

- Posters for 'Looking Back' activity (see pages 6-8 of these materials)
- Marking pens or adhesive dots for 'Looking Back' activity
- Scenarios for 'Looking Back' activity
- Self-monitoring tools

Peer Group Ideas:


Here are a few suggestions for peer group activities/topics to follow-up on the Winter 2003 session topic:

- Create a '*Don't Leave Home Without It*' list of the peer group's 'top five' skills or strategies that they plan to continue using. Share with other peer groups.
- Have an '*Idea Exchange*'. Have women pair-up. One woman shares with the other a particularly challenging scenario related to meeting (or maintaining) fat gram goal. The other woman tries to come up with a new and creative skill/strategy for that woman to try. They discuss the strategy and modify it, if necessary, so that it fits for the woman. Then they switch sides and do the same exercise. They 'contract' to try each other's ideas and to check-in with each other (in a month or so).
- Create a book of '*Favorite Recipes that Help Me Meet My Fat Gram Goal*'. Share with other peer groups.

Additional Ideas – from WHI staff who review these materials during development:

- Words of Wisdom segment: consider a 'wisdom tree' (cut-outs of flowers or leaves); have each group write 2-3 messages to be placed on the 'tree'; display the tree in the DM intervention room/area (i.e., would not display the tree in area for all participants to see as the messages will focus on dietary change skills and strategies).
- Looking Ahead segment: consider having the Top 10 list(s) from PEFI-F available in case participants find it helpful for identifying their most important skills and strategies.

**Winter 2003: Maintaining Your Investment in Women's Health
(Facilitation Outline)**

	GROUP SHARING/NEXT STEPS FOLLOW-UP (~15 minutes)
	<p><u>Objective:</u> Participants share with other group members how they applied skills practiced in the Fall 2003 session.</p> <p><u>Purpose:</u> Build group cohesion and participant self-efficacy.</p>
	<p>A. Group Sharing:</p> <ul style="list-style-type: none"> • Introduce guests from other groups and offer to provide a brief update on absent participants. • Provide support and recognition of peer group activities and promote interest: <ul style="list-style-type: none"> ➤ During the past 3 months what types of activities have you done with other members of WHI? ➤ What activities might you consider for your next meeting?
	<p>B. Next Steps Follow-up:</p> <ul style="list-style-type: none"> • Very briefly recap the discussion from the Fall session. • Help participants discuss how they applied the Fall session discussion: <p><u>Q/A:</u> (sample question)</p> <ul style="list-style-type: none"> ➤ How has taking some time to recognize your investment in women's health helped you to continue participating in the WHI Dietary Study? • Reflect and summarize.
	<p>Group Facilitation Suggestions and Examples:</p> <p>Help participants think about and verbalize how they applied what was discussed at the previous session:</p> <ul style="list-style-type: none"> • <i>At the Fall session, we talked about the priceless value of WHI in women's health research and the importance of the WHI Dietary Study. You shared your reasons for participating in WHI and some of the benefits of your participation. How has taking some time to recognize your investment in women's health helped you continue participating in the WHI Dietary Study?</i> <p>Summarize and point out common threads within the group:</p> <ul style="list-style-type: none"> • <i>It sounds like it felt good to talk about the importance of WHI and the Dietary Study. Even though you know this about WHI, you found it gratifying to be reminded. This kind of simple acknowledgment helps keep you going. Thinking about your personal reasons for participating was also helpful – some of you mentioned that your reasons for participating have changed over time while others said that your reasons are exactly the same. You also mentioned that it was nice to think about the benefits of participating in WHI and the Dietary Study – I think I heard a few comments about how remembering the benefits sometimes gets lost in the fray of things. You're thinking it would be good to do this a bit more. What else would you like to share about your recent experiences revisiting the importance of WHI and your reasons for participating?</i>

	SETTING THE STAGE for SKILL BUILDING (~ 5minutes)
	<p><u>Nutritionist Note:</u></p> <p>The Skill Building component of this session includes three segments: a) <i>Looking Back</i>, b) <i>Words of Wisdom</i>, and c) <i>Looking Forward</i>.</p> <p>These segments build on one another. Ideally, participants will experience all three segments.</p> <p>The nutritionist's role at this point in the session is to assess participants' relative interest in the three segments so the Skill Building component can be tailored to the group's interest (i.e., how participants would like to divide their time among the three segments). Assessing relative interest in the segments enables the nutritionist to acknowledge and support participant interest while providing participants the opportunity to experience all three segments.</p>
	<p>A. Set the Stage for Skill Building.</p> <ul style="list-style-type: none"> • Begin by briefly introducing the topic. Key points: <ul style="list-style-type: none"> ➤ Women in the WHI Dietary Change program have invested many years in women's health by making rigorous dietary changes to help test whether a low-fat eating pattern that is high in fruits, vegetables, and grains reduces the risk of breast cancer, colorectal cancer, and heart disease. This investment includes giving much time and effort to using skills and strategies that make it possible to select low-fat food choices. ➤ This session focuses on 'maintaining your investment' in women's health through the WHI close-out contact. It provides an opportunity for participants to recognize their low-fat eating expertise and to think about what they consider to be most important for making and maintaining dietary changes. • Describe plan for Skill Building component: <ul style="list-style-type: none"> ➤ The first segment focuses on 'looking back' at the many low-fat eating skills and strategies participants have learned in WHI. ➤ The second segment gives time for participants to use their dietary change experience and expertise to discuss 'words of wisdom' for others. That is, what participants would suggest to others trying to make (or maintain) a dietary behavior change. ➤ The third segment focuses on 'looking forward' at the skills and strategies each participant considers most important for helping her to meet (or maintain) her fat gram goal through her close-out contact. <p>B. Assess Relative Interest in Skill Building Segments.</p> <ul style="list-style-type: none"> • Find out which segment (or segments) of the Skill Building component participants are most interested in by asking them to briefly share what they're most looking forward to in the discussion. <p><u>QA:</u> (sample question)</p> <ul style="list-style-type: none"> ➤ What segment (or segments) are you looking forward to most? <p>C. Emphasize Personal Choice.</p> <ul style="list-style-type: none"> • Mention that each person has to decide what is important for them and how they might use the information discussed in the session.

**Group Facilitation Suggestions and Examples:**

Set the stage and assess relative interest in the Skill Building segments:

- *For today's session, I'm prepared for us to do all three of the segments I just described. Based on your input, how about if we spend about ____ minutes on the first segment ('Looking Back') and then about ____ on the other two segments ('Words of Wisdom' and 'Looking Forward'). How does this sound?*

	SKILL BUILDING (~80 minutes)
~45 minutes	<p>1. Looking Back</p> <p><u>Objective:</u> Revisit key dietary change skills and strategies.</p> <p><u>Purpose:</u> Reinforce dietary change skills and strategies for study adherence.</p> <hr/> <p><u>Nutritionist Note:</u></p> <p>This ~45 minute segment provides an opportunity for participants to have some fun reviewing key dietary change skills and strategies they've acquired during WHI.</p> <p>The overall intent of this segment is for participants to:</p> <ol style="list-style-type: none"> generate a list of low-fat eating skills and strategies they know how to use and think about where the ideas they generate fit into key dietary change skill categories (listed on the next page). <p>The list will function as a reminder and confidence booster about participants' many dietary change skills and will be used as a springboard for discussion in the next segment.</p> <p>Asking participants to categorize their ideas provides a way for them to create a simple (more manageable) inventory of the skills and strategies they've learned.</p> <hr/> <p>A. What I Know 'How to' Do – Winning Strategies</p> <ul style="list-style-type: none"> Have participants review key dietary change skills and strategies they've acquired during WHI. Include a review of the following: <p><u>Food Selection & Preparation Skills</u></p> <ul style="list-style-type: none"> ➤ Eat smaller servings of high-fat foods ➤ Eat high-fat foods less often ➤ Replace high-fat foods with lower-fat substitutes ➤ Replace high-fat ways to prepare foods with lower-fat methods ➤ Eat more fruits, vegetables, and whole grains <p><u>Self-Management Skills</u></p> <ul style="list-style-type: none"> ➤ Use food record keeping to track progress meeting goals ➤ Estimate portions and serving sizes ➤ Estimate fat grams in foods ➤ Budget fat grams <p><u>Communication & Problem Solving Skills</u></p> <ul style="list-style-type: none"> ➤ Make requests for low-fat foods ➤ Say 'no' to high-fat foods ➤ Ask for help or support <p><u>Delivery Idea:</u> Use the idea outlined below, or develop your own.</p> <p>Use scenarios to have participants: a) identify low-fat eating skills and strategies they would use to manage various situations and b) determine which skill category (or categories) best describes the skills and strategies they've identified.</p> <p>Continued on next page.</p>

Delivery Idea (cont):**Before Session:**

- Develop a set of scenarios that depict situations where participants would use low-fat eating skills and strategies. Use the scenarios in *Nutritionist Resource 1 – Participant Scenarios* or develop your own. Another option: have participants come up with their own scenarios (during the session) based on situations they've encountered.
- Create a mechanism for tallying how often participants mention ideas that represent the key low-fat eating skills and strategies listed on the previous page. One idea would be to have three (poster-size) pieces of paper hanging on the wall with each piece of paper showing the skills and strategies for a different category. For example:
Poster #1 would show the **Food Selection & Preparation** category. It would list: eat smaller servings of high-fat foods, eat high-fat foods less often, replace high-fat foods with lower-fat substitutes, replace high-fat ways to prepare foods with lower-fat methods, eat more fruits, vegetables, and whole grains.
Poster #2 would show the **Self-Management** category. It would list: use food record keeping to track progress meeting goals, estimate portions and serving sizes, estimate fat grams in foods, budget fat grams.
Poster #3 would show the **Communication & Problem Solving** category. It would list: make requests for low-fat foods, say 'no' to high-fat foods, ask for help or support.

During Session:**Part I:** Small group activity.

- Divide participants into pairs.
- Give each pair a different scenario.
- Ask each pair to spend about 5 minutes (no more) identifying the low-fat eating skills and strategies they would use to manage the situation described in their scenario.

Part II: Large group sharing.

- Bring participants back to the large group.
- Spend about **5 minutes** discussing each scenario.

For each scenario:

- a) Invite the pair to share how they would manage the situation – what low-fat eating skills or strategies would they use?
- b) Have the large group (including the pair) decide which skill category (or categories) best describes the skills and strategies identified.
 - Mark (tally) the skills and strategies on the poster showing that category. For example, if the pair says they would 'ask for dressing on the side', they might tally this on Poster #1 next to the 'eat smaller servings of high-fat foods' item.
- c) Ask the large group if they have additional low-fat eating skills or strategies for managing the scenario. If yes, have group members briefly share ideas. Have the group determine the category and mark it on the appropriate poster.
- d) Reflect and summarize what participants have shared.

Nutritionist Note:

Avoid letting participants 'get stuck' trying to categorize their ideas – there is no right or wrong answer. What's most important is that they're able to see a simple inventory of their many skills and strategies. If participants struggle with this, it might be helpful to have a fourth poster to tally 'other' skills and strategies (e.g., Poster #4 – Other).



Group Facilitation Suggestions and Examples:

Reflect and summarize for each scenario:

- *Would someone like to summarize what we came up with for managing this situation?*
- *Jane and Midge (the pair) said that they would do ____ to manage this situation. And, you all said that this type of skill/strategy would fall in the ____ category. We also heard some other ideas about how this situation might be managed -- ____, ____, ____. All of these ideas happened to be in the ____ category. Anything else?*
- *It looks like you've identified many different types of skills/strategies to manage this one situation.*

Part III: Summary and transition to the next segment.

- After all scenarios have been discussed, ask participants to summarize what they see from the tally marks on the posters:

QA: (sample questions)

- What do you see overall?
 - What skills/strategies are you using most frequently?
 - What skills/strategies are you using less often?
 - It looks like there are no tally marks in the ____ category. What skills or strategies in this category can you think of to manage some of the scenarios we talked about today?
 - Why do you think we spent time today categorizing the skills and strategies you identified? How might it be helpful to think about categories?
- Reflect and summarize participant responses. Emphasize the following:
 - Acknowledge and affirm that participants have learned many specific skills/strategies to help them select low-fat food choices.
 - Acknowledge and affirm that participants have learned to use skills/strategies in ways that work for them. Situations can be managed using many different skills/strategies.
 - Mention that many of the specific skills/strategies participants have learned can be clumped into a few key categories: Food Selection & Preparation, Self-Management, and Communication & Problem Solving.
 - Mention that remembering a few key categories might make it easier to recall (and use!) the wide variety of specific skills and strategies acquired during WHI.

- Transition to the next segment by suggesting that the group move on to think about the 'most important/helpful' dietary change skills and strategies they've learned. Suggest that the group do this by thinking about the skills and strategies they would suggest to (a hypothetical) someone trying to make (or maintain) a dietary behavior change.



Group Facilitation Suggestions and Examples:

Transition:

- *As members of the WHI Dietary Change program, you've developed a vast inventory of low-fat eating skills and strategies. Of all the many skills and strategies you've learned – you probably have some that you find more important/helpful than others. In the next segment, we'll begin thinking about the skills and strategies you find most important/helpful by identifying the skills and strategies you would suggest to someone trying to make (or maintain) a dietary behavior change.*

~20 minutes

2. Words of Wisdom**Objective:** Discuss WHI 'words of wisdom' for others.**Purpose:** Build participant interest and confidence in using dietary change skills and strategies for study adherence. [Inspire positive feelings about study, personal contributions, and personal benefits. Prepare for closure of DM sessions.]**Nutritionist Note:**

This ~20 minute segment provides an opportunity for participants to think about what they would suggest to someone trying to make (or maintain) a dietary behavior change.

The intent of this segment is to have participants identify what they consider to be the 'most important/helpful' skills and strategies for making (and maintaining) dietary changes. Ideally, participants will reduce the ~12 skills and strategies from the first segment to a shorter list.

Guiding participants to identify what's most important/helpful for dietary change by having them think about what they would suggest to others accomplishes at least two goals:

- a) It provides an opportunity for participants to see themselves as dietary change experts (build participant confidence in their ability to use dietary change skills and strategies).
- b) It distances participants from the behaviors/actions they are suggesting (create freedom for participants to be more objective and, thereby, suggest behaviors they might not consider for themselves).

The nutritionist's directed reflections and summaries provide an opportunity for participants to hear themselves give voice to the skills and strategies they consider most important for dietary change. Thinking about importance 'for others' may give participants a chance to hear a more objective and comprehensive list than what they would have considered for themselves.

A. Skills and Strategies I Would Suggest Others Use

- Have participants identify what they would suggest to someone trying to make (or maintain) a behavior change. Focus on the following:
 - what would be the 'most important/helpful' dietary change skills and strategies
 - why would these be the most important/helpful

Delivery Idea:

- Generate discussion using the questions outlined below (or develop your own):

QA: (sample questions)

- If you were to help someone make (or maintain) a dietary behavior change, what skills or strategies would you have them use?
- What are the reasons you would have them use these particular skills or strategies?
- If you were to narrow this list to only the 'top 3' most important/helpful dietary change skills or strategies, which ones would you suggest someone use?
- What makes these 'top 3' the very most important/helpful?
- Reflect and summarize participant comments.
- Transition to the next segment by suggesting that participants think about how closely what they consider important for others matches what they consider important for themselves.

**Group Facilitation Suggestions and Examples:**

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

- *Wow! I'm impressed with how quickly each of you was able to identify 'important/helpful' skills and strategies you would suggest for someone trying to make (or maintain) a dietary behavior change. My sense is that this was fairly easy for you – you are experts.*
- *A variety of different skills and strategies were mentioned as important -- ____, ____, ____, ____, ____. As before, this shows that each of you has learned to use these skills and strategies in ways that work for you.*
- *There were a few strategies that were mentioned by several of you -- ____, ____, ____. And, I think I heard some overlap in the 'top 3' skills and strategies you would recommend to others. Overall, my impression is that you consider ____ and ____ to be very important for making (or maintaining) dietary behavior changes. It sounds like you consider these skills and strategies to be most important for others to use because ____.*
- *What have I missed?*

Transition:

- *Now that we've talked about what you think are the most important/helpful dietary change skills and strategies for others to use, let's take a bit of time to think about what skills and strategies you think are most important/helpful for you. Do you think they'll be the same skills and strategies? Let's find out.*

~15 minutes

3. Looking Ahead

Objective: Create a personalized list of dietary change skills and strategies.

Purpose: Build participant confidence and commitment to using dietary change skills and strategies for study adherence.

Nutritionist Note:

This ~15 minute segment provides an opportunity for each participant to think about what she considers to be the most important dietary change skills and strategies for helping HER meet (or maintain) her fat gram goal. The segment also provides an opportunity for the participant to articulate some specific 'ways to use' the skills and strategies she identifies as most important.

The intent of this segment is to help the participant feel empowered and prepared to use dietary changes skills and strategies that are personally relevant and useful for helping her meet (or maintain) her fat gram goal through her close-out contact.

Worksheet 1 – Low-Fat Eating Skills & Strategies provides a framework for helping participants create their personalized list of skills and strategies. Ideally, participants will reduce the list of skills and strategies identified in the 1st and 2nd segments to a shorter list.

A. Skills and Strategies Most Important for Me to Use

- Provide an opportunity for each participant to identify and share the skills and strategies she thinks are most important for helping her to meet (or maintain) her fat gram goal through her close-out contact.

Delivery Idea:

- Have participants work independently for 5-10 minutes to complete *Worksheet 1 – Low-Fat Eating Skills & Strategies*.
- After participants have completed the worksheet, provide an opportunity for them to share their responses with the group.

QA: (sample questions)

- What skills and strategies did you identify as most important for YOU to use?
- Are the skills and strategies you identified for yourself the same or different than those you would suggest others use?
 - If the same, why the same? [Provides opportunity for participant to describe why the same skills and strategies are important/helpful for her.]
 - If different, why different? [Provides opportunity for participant to describe why the different skills and strategies are important/helpful for her.]
- What ideas did you identify for 'ways to use' your most important skills and strategies?
- Summarize participant comments and then transition directly to the Next Steps component to have participants share how they might use what was discussed in today's session.

**Group Facilitation Suggestions and Examples:**

Summarize participant comments or ask group members to summarize:

- *Cynthia and Barbara – thank you for summarizing for us. And, thank you – group members for sharing the skills and strategies that are most important to you. Several of you said that the most important skills and strategies for YOU are the same as those you would suggest others use. I think the skill/strategy I heard mentioned the most is _____. You said this is most important because _____. A few of you identified different skills and strategies for yourself. These were important to you because _____. You mentioned many different specific examples of ‘ways to use’ the skills and strategies that are most important to you. We heard _____, _____, _____ -- just to mention a few. Again, I’m hearing you say that each of you has found what works best for you as an individual. That’s what this is all about! What did we miss?*

Transition to the next segment:

- *During this session, we’ve talked about the low-fat eating skills and strategies you’ve learned in WHI. You’ve shared the skills and strategies that you find most important for helping you meet (or maintain) your fat gram goal. We’ve even spent some time thinking about ways to use your most important skills and strategies. Before we wrap-up today’s session, let’s spend a few minutes sharing where you might go from here to maintain your investment in women’s health.*

NEXT STEPS (~15 minutes)

- Objective:** Participants share with group members how they might use the session discussion and experience to maintain their investment in women's health (continue using dietary change skills and strategies for study adherence).
- Purpose:** Increase likelihood that the participant will apply session information and skills to support WHI goals.

A. Sharing

- Use open-ended questions to have participants share how they might apply the session discussion and experience.

Q/A: (sample questions)

- How confident do you feel that you have skills and strategies to help you meet (or maintain) your fat gram goal?
- How important do you feel it is for YOU to meet (or maintain) your fat gram goal through your WHI close-out contact?
- How might you be able to use your personalized list of dietary change skills and strategies to help you meet (or maintain) your fat gram goal?

Group Facilitation Suggestions and Examples:

As participants share, reflect statements about confidence, importance, and commitment to using low-fat eating skills and strategies:

Confidence

PPT: *Using low-fat skills and strategies is 'second-nature' for me now.*

NUT: *You're confident that you're making low-fat choices – you're meeting goal.*

PPT: *I know so much more than I used to know, but I bet there's more to know.*

NUT: *You're confident that you know a lot and you'd like to be even more confident. What would help you feel even more confident?*

Importance

PPT: *I can't imagine not trying to meet my fat gram goal.*

NUT: *Meeting your fat gram goal is very important to you.*

PPT: *I hope I'm meeting my fat gram goal enough of the time.*

NUT: *Meeting your fat gram goal is important to you.*

PPT: *I wish my life wasn't so complicated right now – it's hard to think about eating low-fat.*

NUT: *Eating low-fat isn't always possible. You'd like things to be different. If things in your life were different, what would be the best thing about eating low-fat?*

Commitment

PPT: *I'm thinking about putting my list on the refrigerator as a reminder....*

NUT: *You can see yourself using your list to help you use low-fat eating skills and strategies.*

PPT: *I'll try to use the skills and strategies I jotted down on the worksheet.*

NUT: *You're going to take a stab at using the skills and strategies most important to you.*

**Group Facilitation Suggestions and Examples (cont):**

Summarize participant comments and point out 'common threads' within the group:

- *Thank you for sharing your thoughts. My sense is that you feel confident that you've acquired skills and strategies to help you meet (or maintain) your fat gram goal. Although some of you are a bit less confident than others, you are all quite confident. I, too, am very confident that you have what you need to meet (or maintain) your goal. We heard some differences in how folks feel about meeting (or maintaining) fat gram goal at this point in the study. For some of you, meeting goal is extremely important. For others, meeting goal has less importance right now. Each of you will decide where meeting goal fits in your life and my hope is that meeting goal through your WHI close-out contact has the highest priority you can give to it. You offered many creative ways that you might be able to use your personalized list to help you meet (or maintain) fat gram goal: ____, ____, ____.*

Affirm participant efforts to maintain their investment in WHI and women's health:

- *Each of you has worked very hard for WHI. I hope this session has helped you renew your confidence and conviction to maintain your investment in women's health. Your continued use of low-fat eating skills and strategies that help you meet (or maintain) your fat gram goal will help answer the Dietary Study question – whether a low-fat eating pattern that is high in fruits, vegetables, and grains reduces the risk of breast cancer, colorectal cancer, and heart disease.*

	FOOD TASTING
~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>Delivery Ideas:</u></p> <ul style="list-style-type: none"> • Revisit favorite/best recipes from previous sessions (locally developed recipes, recipes from participants/potlucks, recipes from the session materials, etc.): <ul style="list-style-type: none"> • One idea: prepare recipes/dishes for participants. • Another idea: suggest that participants prepare and bring their favorite dish/recipe for sharing.

Nutritionist Resource 1**Participant Scenarios (Samples)**

This resource offers sample scenarios for the “*Looking Back*” segment of this session (see pages 6-8 of these materials). Column A provides scenarios depicting situations where participants could use low-fat eating skills and strategies. Column B provides some examples of specific skills and strategies participants might mention. Column C provides some examples of skill categories corresponding to the examples in Column B. The few examples in Columns A, B, and C provide background ideas for nutritionists. The examples are not intended to capture the unlimited scenarios and responses relevant to our diverse WHI population.

	A	B	C
Type of Situation or Challenge	Scenario	Examples of Specific Skills & Strategies Participants Might Mention	Examples of Skill Categories Corresponding to Examples in Column C
Restaurants	You are tired of cooking so you frequently eat in restaurants.	<ul style="list-style-type: none"> Go to restaurants that offer low-fat choices I enjoy. Go to restaurants where nutrition information is available for customers. Ask restaurants to offer low-fat items. 	<ul style="list-style-type: none"> Replace high-fat foods with lower-fat substitutes. Estimate fat grams in foods. Make requests for low-fat foods.
	You are going to a restaurant for the first time and “x” is their ‘famous’ dish. This dish is very high-fat.	<ul style="list-style-type: none"> Split meal with eating partner. Skip the ‘famous’ high-fat dish. 	<ul style="list-style-type: none"> Eat smaller servings of high-fat foods. Eat high-fat foods less often (or say ‘no’ to high-fat foods).
Vacations, travel, holidays, special occasions	You enjoy eating traditional family foods at holiday gatherings. These foods are often high-fat.	<ul style="list-style-type: none"> Eat less fat before and after the holiday gathering. Have one serving. 	<ul style="list-style-type: none"> Budget fat grams. Estimate portions and serving sizes (or eat smaller servings of high-fat foods).
	Every year you take a vacation by car to visit family and friends. You stay in the homes of many different people – usually a few days at each stop. You’re away from home for a month.	<ul style="list-style-type: none"> Offer to prepare main meals while staying with family and friends. Keep a daily food diary. Eat low-fat at morning and evening meals so that I have fat grams to spare for my main meal in the middle of the day. 	<ul style="list-style-type: none"> Replace high-fat ways to prepare foods with lower-fat methods. Use food record keeping to track progress meeting goals. Budget fat grams.

Nutritionist Resource 1**Participant Scenarios (Samples)**

Eating with others	Your church has a potluck meal every Sunday. You enjoy the social time with church members. You rarely miss the potluck.	<ul style="list-style-type: none"> • Skip foods I know to be high-fat. • Always bring a low-fat fruit, vegetable or whole grain dish to the potluck. • Know the amount of high-fat foods I eat. 	<ul style="list-style-type: none"> • Say 'no' to high-fat foods. • Eat more fruits, vegetables, whole grains. • Estimate portions and serving sizes.
	Your son and his two school-age children have come to live with you.	<ul style="list-style-type: none"> • Find out what my son's family likes to eat. Calculate the fat grams in the meals I'll be preparing/sharing with them. • Negotiate to ensure that we routinely have low-fat meals. 	<ul style="list-style-type: none"> • Estimate fat grams in foods. • Make requests for low-fat foods.
Eating alone	You often eat alone and find that your meals have become boring. You want to make your meals interesting again.	<ul style="list-style-type: none"> • Treat myself to exotic fruits and vegetables. Try whole grain breads, cereals, and pasta. • Get ideas from other WHI group members. 	<ul style="list-style-type: none"> • Eat more fruits, vegetables, and whole grains. • Ask for help or support.
Illness, advancing age	Your daughter just had surgery. Her recovery is expected to take several months. You've moved to her home to help out. You'll be doing all the cooking for your daughter and her family.	<ul style="list-style-type: none"> • Modify daughter's recipes to make them low-fat. • Keep a food diary whenever I have an unfamiliar food/meal. 	<ul style="list-style-type: none"> • Replace high-fat ways to prepare foods with lower-fat methods. • Use food record keeping to track progress meeting goals.
	You've broken your ankle and need to be off your feet for several weeks. You can't cook much.	<ul style="list-style-type: none"> • Ask a family member or friend to help with shopping and meals. • Share my low-fat recipes with caregivers. 	<ul style="list-style-type: none"> • Ask for help or support. • Make requests for low-fat foods.
Busy or stressed	You're very busy. Preparing meals from scratch just isn't an option anymore.	<ul style="list-style-type: none"> • Keep the pantry and freezer stocked with quick to prepare low-fat foods. • Eat out no more than once a week. 	<ul style="list-style-type: none"> • Replace high fat foods with lower-fat substitutes. • Eat high-fat foods less often.

Nutritionist Resource 1

Participant Scenarios (Samples)

-----✂ cut along dotted line ✂-----

Scenario 1

You are tired of cooking and frequently eat in restaurants.

What low-fat eating skills or strategies would you use in this situation to help you meet or maintain your WHI fat gram goal?

-----✂ cut along dotted line ✂-----

Scenario 2

You enjoy eating traditional family foods at holiday gatherings. These foods are often high-fat.

What low-fat eating skills or strategies would you use in this situation to help you meet or maintain your WHI fat gram goal?

-----✂ cut along dotted line ✂-----

Scenario 3

Your church has a potluck meal every Sunday. You enjoy the social time with church members. You rarely miss the potluck.

What low-fat eating skills or strategies would you use in this situation to help you meet or maintain your WHI fat gram goal?

-----✂ cut along dotted line ✂-----

Scenario 4

You often eat alone and find that your meals have become boring. You want to make your meals interesting again.

What low-fat eating skills or strategies would you use in this situation to help you meet or maintain your WHI fat gram goal?

-----✂ cut along dotted line ✂-----

Scenario 5

Your daughter just had surgery. Her recovery is expected to take several months. You've moved to her home to help out. You'll be doing all the cooking for your daughter and her family.

What low-fat eating skills or strategies would you use in this situation to help you meet or maintain your WHI fat gram goal?

-----✂ cut along dotted line ✂-----

Scenario 6

You're very busy. Preparing meals from scratch just isn't an option anymore.

What low-fat eating skills or strategies would you use in this situation to help you meet or maintain your WHI fat gram goal?

-----✂ cut along dotted line ✂-----

Winter 2003 Reminder
(Electronic copy available)



Maintaining Your Investment in Women's Health

Can you believe that there are only **three** more WHI Dietary Change sessions remaining? Please join us for the Winter 2003 Session where we will revisit key dietary change skills and strategies that have helped you meet (or maintain) your fat gram goal over the years. We will also discuss some “words of wisdom” that you would share with others trying to make dietary changes. Overall, the session will provide an opportunity for you to appreciate how you have become a dietary change expert, and how you have what it takes to maintain your investment in women's health through your WHI close-out contact. We hope you will join us for the second of the final four Dietary Change sessions!

We look forward to seeing you!

Winter 2003 Makeup
(Electronic copy available)

Women's Health Initiative

MAKE-UP FOR Winter 2003 GROUP SESSION

We missed you at the Winter 2003 session. This session is titled '*Maintaining Your Investment in Women's Health*'.

The Winter 2003 session was the second of our last four group sessions.

During this session we reviewed some of the key dietary change skills and strategies that have helped women meet or maintain their fat gram goals. We also discussed personal "words of wisdom" that the women of WHI would share with others trying to make dietary changes. Overall, the session allowed women to take a step back and appreciate how they have become dietary change experts over the years, and how they can maintain their investment in women's health through the WHI close-out contact.

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

1. Read the Winter 2003 session material.
2. Answer the following question:
 - How might you be able to use your personalized list of dietary change skills and strategies to help you meet (or maintain) your fat gram goal?

3. Mail this page in the enclosed envelope. Please include any self-monitoring tools you completed during the last 3 months.

Thank you for your continued contribution to WHI.