

Nutrition Counseling Strategies

Linda Adams, RD



Every **60 seconds** someone dies from a heart attack in the U.S.

Every **4 minutes** an American dies from stroke



Every **20 seconds** someone suffers a heart attack in the U.S.



**Poor dietary habits are a cause of
chronic disease –**

We know this!

Do most people know this?



Top 10 causes of death

- 1) Heart disease
- 2) Cancer
- 3) Chronic lower respiratory disease
- 4) Stroke
- 5) Accidents
- 6) Alzheimer's disease
- 7) Diabetes
- 8) Influenza and pneumonia
- 9) Kidney disease
- 10) Suicide



Top 10 causes of death

How many are diet/lifestyle related?

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Basics of Healthy Eating

Balanced Plate concept including:

- Whole Grain products
- Fish 2 – 3 times a week
- More plant based proteins
- Non-fat dairy products
- Use liquid oils
- Eat smaller portions

Avoid Sugared beverages

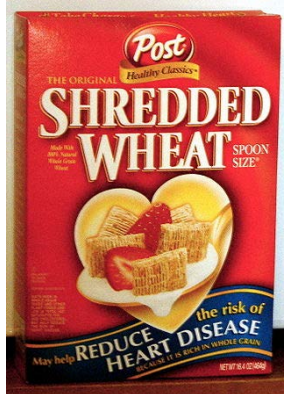
Don't Skip meals

Focus on the “every day” and “sometimes” food lists.

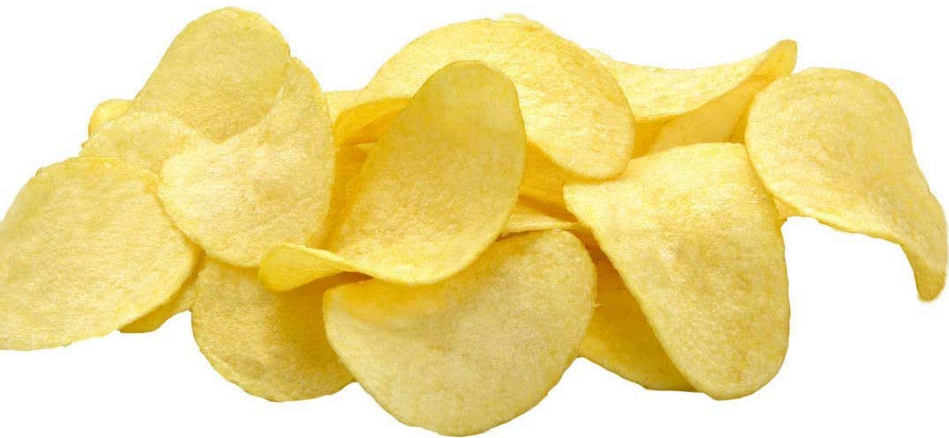
Eat sometimes



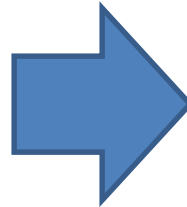
Enjoy everyday!



Foods that should be “sometimes” foods



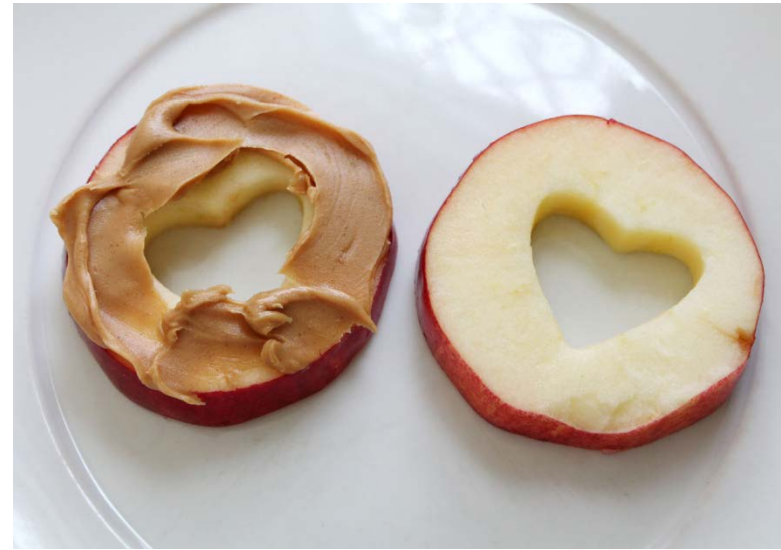
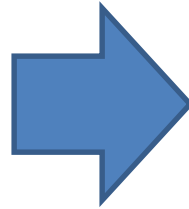
Suggest substitutions



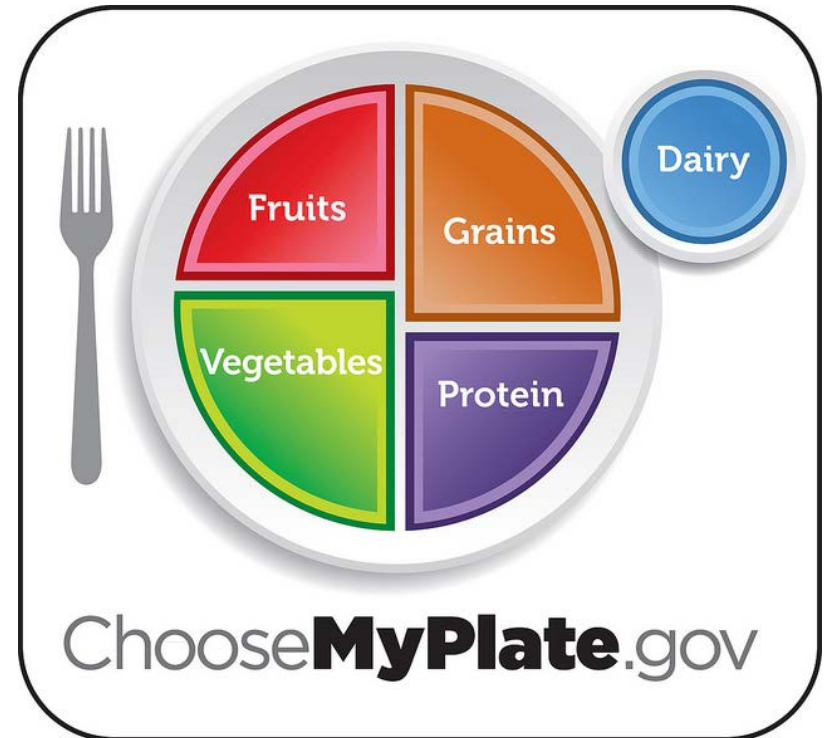
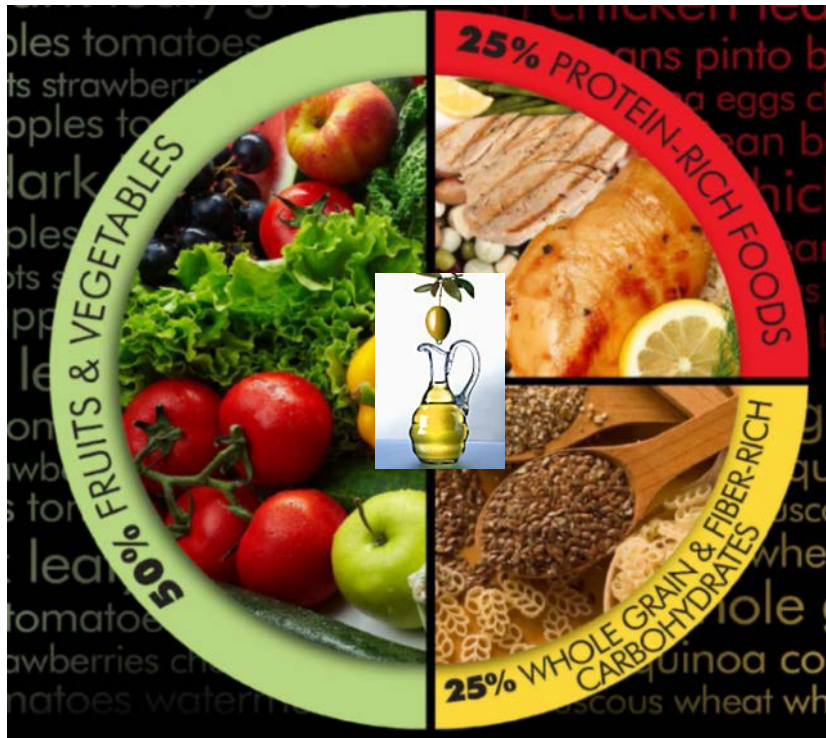
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Foods that should be “sometimes” foods



Basics of Healthy Eating



How Balanced is your Plate?

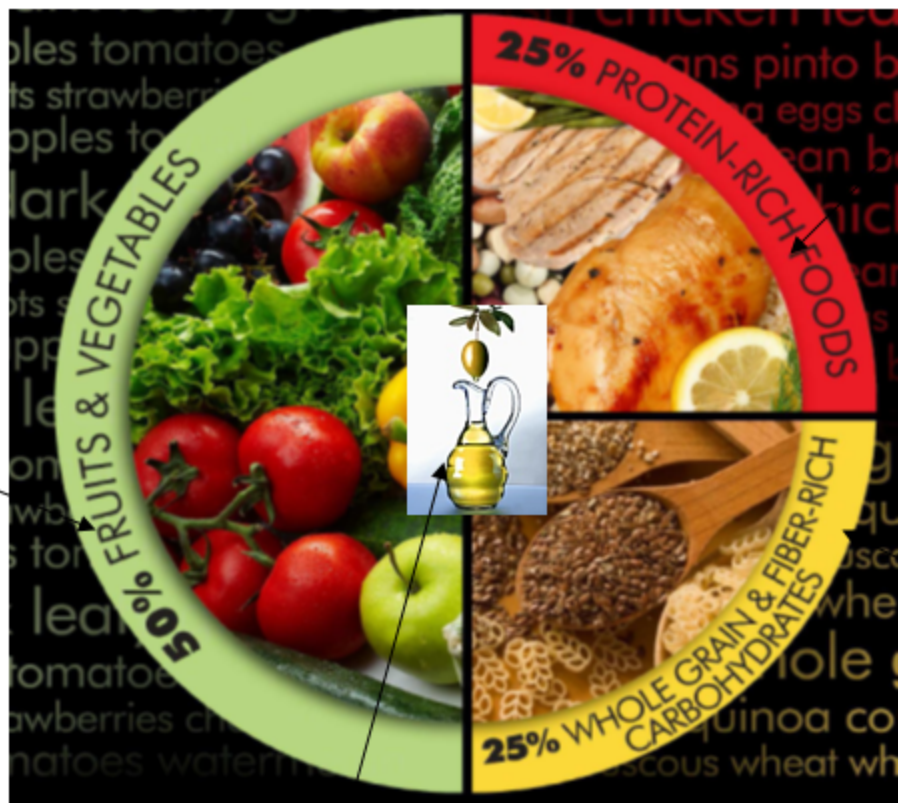
A healthy meal should consist of at least 75% plant foods – all the different colors of fruits and vegetables and whole grain products like breads, bagels, cereals or the cooked grains themselves. 25% of the meal should be a source of protein. **Give your plate a grade:** _____

A = I did great! B = I could do better C= I have work to do!!

Fresh or frozen fruits & vegetables provide loads of the vitamins, minerals and phytochemicals your body needs for good health. Shoot for 10 or more servings per day

One serving is:

- ½ cup cooked veggie
- 1 cup raw veggie
- One each fist sized fruit
- A handful of strawberries, cherries, grapes



Protein – we need protein in small, regular doses. Protein rich foods include tofu, dried beans, nuts & seeds, nut butters, meat, eggs and dairy. Shoot for 2 iron rich and 3 calcium rich servings per day

One serving is:

- 2 eggs
- ½ cup tofu
- 1 cup beans
- 2 – 3 oz meat
- 1 cup dairy or soy version

Oh whole grains!!...breads, bagels, cereals, spelt, quinoa, bulghar, barley, rye... Shoot for 6 or more servings per day

One serving is:

- 1 slice bread
- ½ cup cooked grain
- ½ cup pasta
- 1 oz cereal

Plant fat – oils like canola & olive. Daily intake will depend on energy needs.

One serving is:

- 1 tsp

Basic nutrition recommendations

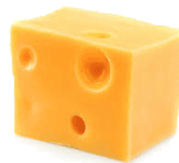
To help prevent chronic disease



Watch out for
added sugar



<10% calories from
SATURATED FATS



Basic nutrition recommendations

To help prevent chronic disease



Fiber

Food sources of fiber include whole wheat, bran, fresh or dried fruits, and vegetables



ADAM.



GOOD FATS



- Decrease use of foods in a can, box, bottle, jar
- Increase use of foods that are in the form they come from the earth.
 - Emphasize use of frozen veggies for convenience.
- Making food at home will decrease your sodium intake



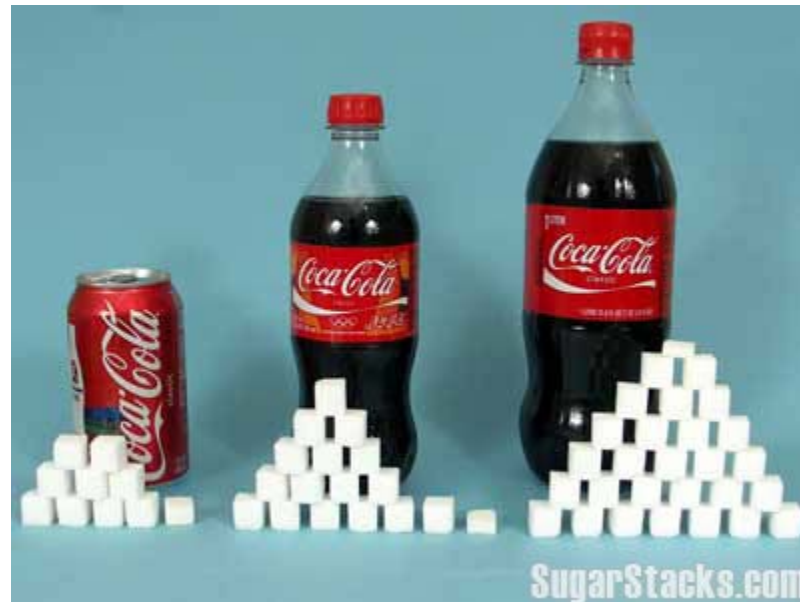
Watch out for
added sugar



- Select **cereal** with less than
 - 8 gm or less sugar
- Encourage un-sugared **beverages**
 - Sugared beverages once a week!

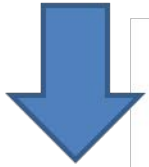
Sugary candy should be an
exception, not the norm

1 teaspoon (cube)
= 5 gm



<10% calories from

SATURATED FATS



- Plant fats



GOOD FATS

VS.

BAD FATS

VS

- Animal and processed plant fats





Add them to sandwiches

Get creative with salad!



Make a veggie stir-fry!



Steamed or raw!



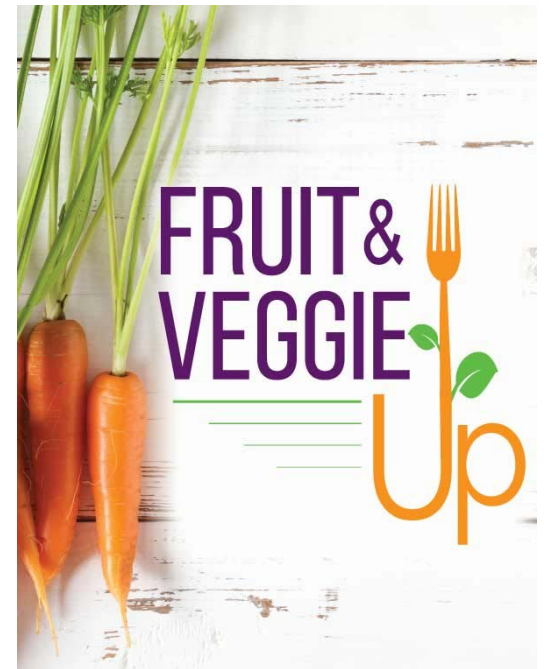
Problem habits you may encounter

- Calorie dense sweetened beverage consumption
- Low intake of fruits and veggies
- Lack of meal structure
- Lack of physical activity
- Smoking and alcohol consumption



Problem habit: low F/V

- Talk about strategies to purchase
 - Frozen
 - Canned
 - Fresh – seconds
 - Where to get free F/V



Problem habit: calorie dense, sweetened beverages

Educate

- Use sugar cubes as a visual – no nutrients
- Equate calories.
- What nutrients are there?
- F/V intake tends to decrease with increased sugared beverage consumption



Problem habit: Lack of mealtime structure

Lack of mealtime structure

- Skipping breakfast is associated with increased BMI.
- Work/school schedules interfere
- Lack of time
- Lack of motivation



Nutrition Peer Counseling

- Nutrition Peer Counseling is a great resource for students. Allows them to feel confident they are getting good information.



Fit-well Nutrition Peer Counseling Internship

Peer Nutrition Counseling Services:

- Drop-in
- Peer Nutrition Consultations
- Bulletin Board displays
- Lobby work
- Campus work
- Healthy Aggies Blog
- Newsletter
- Social media presence
- Workshops – virtual or in ARC

Additional activities:

- Developing posters for ARC

Fit-well services to promote:

- Body Composition
- Personal Training

Fit-well Nutrition Peer Counseling Internship

Peer Nutrition Counseling Scope:

- Dietary Guidelines for Americans
- Choose myplate
- Balanced plate eating pattern

Outside of our scope:

- Diet prescriptions
- Specific advice related to treating a disease
(as opposed to general information)



Fit-well Nutrition Peer Counseling Internship

Important skills to use/develop

- Listening skills
- Empathy
- Clear pattern of speaking
- Probing questions
- Reflection
- Reframing
- Summarizing



Nutrition Peer Counseling

- How does the community sign up?
 - Personal Training Initial Package
 - Diet Analysis (\$20)
- Drop-in sessions (2 hour blocks)
- Education tabling

Connect With Us:



 Recommend this

Nutrition Drop-In

Dates: Spring '17 (4/3/17– 6/8/17)

Day/Time: Mondays, 1–3 p.m. / Tuesdays, 6–8 p.m./ Wednesdays, 4:30–6:30 p.m./ Thursdays, 11 a.m.–1 p.m.

Fee: Free

Location: Fitness and Wellness Center

If you are not sure what to eat, how much to eat or how to bump up your energy with food, stop by the Fitness and Wellness Center and talk with our nutrition staff about meeting your nutrition and overall health goals. Appointments last 15 minutes and are first-come, first-served. Available to Students, CRU Members, and Non-Members.

Nutrition Consultations

Fee: \$20

Make an appointment with our Nutrition Staff to analyze your daily diet. Our database contains the nutritional information of more than 29,000 foods. Learn about what you may be missing in your diet. To prepare for your appointment with Linda Adams, you will need to keep a food journal for at least three days with everything you eat and all of your physical activity. When you meet with our staff, you will get back a report on what you ate, what scientific analysis concludes you should have eaten, and the percentage of that goal that you achieved. Open to all UC Davis faculty, staff, and students. Come in to the Fitness and Wellness Center to pick up a packet and get started.

Nutrition FAQ

Q: How can I stay healthy during the school year?

A: Fall has come upon us, and all things pumpkin and orange surround us every day. While this may be aesthetically pleasing and getting us ready for Halloween, the increase of eating naturally orange foods actually can help keep your body healthy this Fall.

The orange pigmentation in foods such as pumpkin, butternut squash, and carrots comes from a phytochemical known as beta carotene. Phytochemicals are compounds naturally found in foods, and while they do not provide any caloric energy to our bodies, they have properties which help protect our bodies

Please read following instructions carefully:

Dietary Recall Instructions

- Please keep track of everything you eat and drink for three days. Be sure to include meals, snacks and beverages.
- Please keep track of all physical activity for three days. Be sure to include accessory activities (Commuting, Stretching etc.)

Here is a sample nutrition journal

Meal # or Type	Time	Name of the food item (include brand and type)	Serving unit (ex: cup, oz, teaspoon, tablespoon, slices, piece-small, medium, large, each,)	Number of servings
Meal #1 or Breakfast	8am	Quaker Oats oatmeal	cup	0.5
		Bread toast (whole grain)	slice	1
		Kirkland, reduced fat, 2% milk	Cup	1
Meal#2 or lunch	12:30pm	Lettuce	slices	2
		Hummus	Tablespoon	2
		Noah's bagel, whole grain	each	1
		Banana, medium	each	1
Meal#3 or dinner		etc.....		
Recipe				
If you make salad by yourself or any homemade food, please write down the recipe here and indicate all the food items and serving size as above.		Mix green 3cups Ranch dressing 3 tablespoon		

Nutrition peer counselor roadmap (1)

A counseling session may take this path:

- Talk briefly about the **diet analysis results** – allow the client to refer to the Deciphering document on their own. (or food frequency form using MI).
- Based on results, **talk about one area** you feel the person could benefit from (e.g. more fruits and vegetables, more whole grains, etc).
 - Listen and reflect.
 - Ask how much of this food group they eat during a day
 - Ask what they like (dislike) about this group of foods
 - Ask if they know how much they *should* eat? If not, ask if they would like to know the recommendation.
 - Listen and reflect
- Talk about values that they hold that may make the change easier
 - Ask what their top 3 values are and what that means to them
 - Listen and reflect
 - Ask what connection, if any, the person sees between these values and eating more of the food group.
 - Reflect on the connection or lack of.

Nutrition peer counselor roadmap (2)

- Rate importance and confidence
 - Ask them what number do they rate themselves at for importance and confidence
 - Why they chose that number and not a different number
 - What would it take to move the number higher
 - Listen and reflect
- Create action plan/summarize/close
 - Ask if the person has some ideas for ways to eat of the food group.
 - Listen and reflect
 - If not, with permission, suggest some ideas and ways to get info.
 - Ask if any of these ideas might work for them.
 - Listen and reflect
 - Summarize the key parts of the conversation
 - Ask if the person would like to check back in in about 2 weeks.

Nutrition Peer Counseling

- What do drop-in sessions look like?
- Reframe these as Nutrition Peer drop-in sessions

Resources and clearing house

Healthyaggies.weebly.com

HOME

NUTRITION TALK

FOOD AND COOKING

MARKETING

THE INTERNS

THE COORDINATORS

FIT WELL



The Fit-well Peer Nutrition Counseling program includes opportunities for students to engage with knowledgeable peers to learn key strategies to eat healthy and exercise right. Program features include

- a nutrition bulletin board loaded with information about our services and addressing some of the most common questions related to nutrition, wellness and exercise.
- The Healthy Aggies blog
- Nutrition and wellness activities throughout the quarter in the Lobby of the ARC

The program is supervised by Linda Adams RD and sessions are delivered by Student Nutrition Interns.

Nutrition Peer Counselor RESOURCES:

Molly Kellogg RD, LCSW - this is a *terrific* web site full of incredibly useful information! View it frequently.

Nutrition Peer Counseling Training

Part 2



Successful communication / counseling



Successful communication

Sender

- Explains
- Checks



Receiver

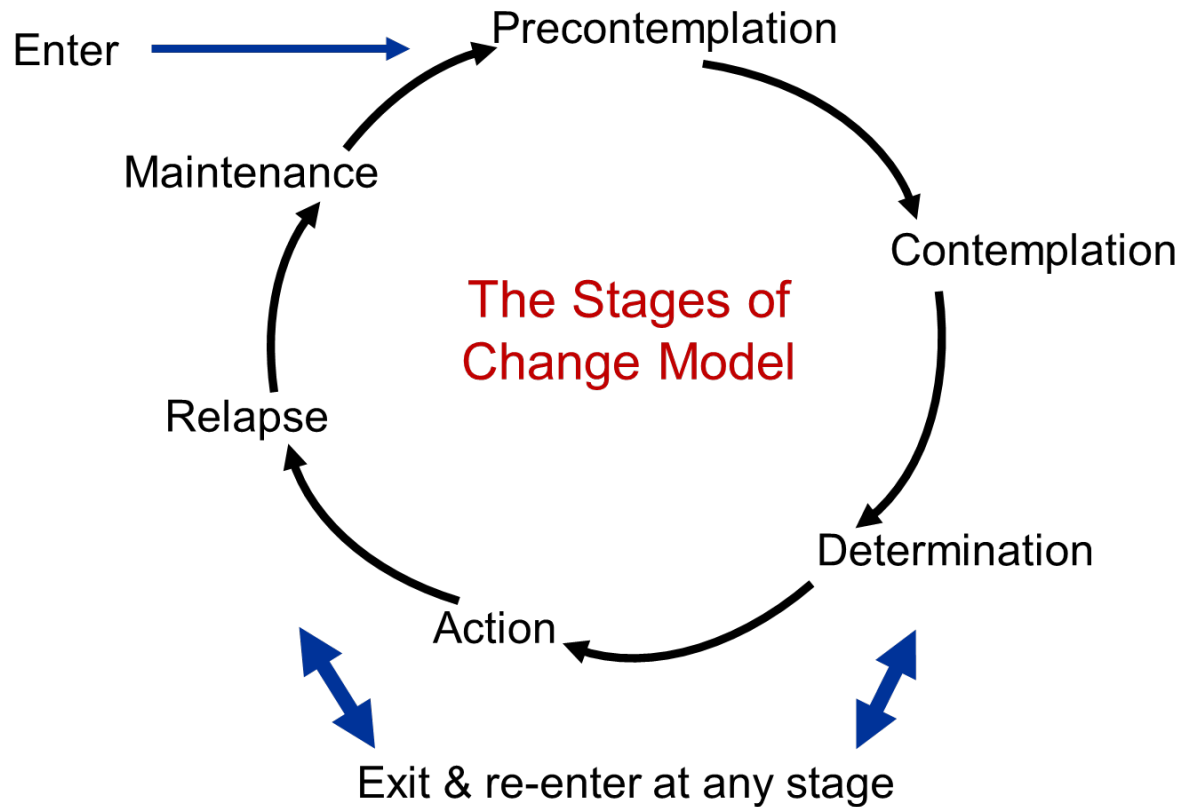
- Hears
- Understands



Successful counseling

Partnership

**unaware => problem aware =>
solution aware => action**





Adapted from Prochaska and DiClemente's Stages of Change Model

Tips for conversation:

Stage of Change	Characteristics	Techniques
Pre-contemplation	Not currently considering change: "Ignorance is bliss"	Validate lack of readiness Clarify: decision is theirs Encourage re-evaluation of current behavior Encourage self-exploration, not action Explain and personalize the risk
Contemplation	Ambivalent about change: "Sitting on the fence" Not considering change within the next month	Validate lack of readiness Clarify: decision is theirs Encourage evaluation of pros and cons of behavior change Identify and promote new, positive outcome expectations
Preparation	Some experience with change and are trying to change: "Testing the waters" Planning to act within 1 month	Identify and assist in problem solving re: obstacles Help the client identify social support Verify that the client has underlying skills for behavior change Encourage small initial steps
Action	Practicing new behavior for 3-6 months	Focus on restructuring cues and social support Bolster self-efficacy for dealing with obstacles Combat feelings of loss and reiterate long-term benefits
Maintenance	Continued commitment to sustaining new behavior Post-6 months to 5 years	Plan for follow-up support Reinforce internal rewards Discuss coping with relapse
Relapse	Resumption of old behaviors: "Fall from grace"	Evaluate trigger for relapse Reassess motivation and barriers Plan stronger coping strategies



unaware => problem aware => solution aware => action

- What do they know?
 - ✓ Their doctor says they have a problem
 - ✓ They are overweight
 - ✓ They feel tired
 - ✓ They have headaches
 - ✓ They (especially in our case) may not have thought about it much!

Opening the interview

Opening goals:

- Connect with the client – make them feel at ease
 - Introduce yourself and ask them about themselves
 - Allow time for small talk

Use Probing questions





Use **Probing** questions





What is an open question?

- Can't be answered with "yes" or "no"; answers typically give a lot of information
- Allow for a fuller, richer discussion
- Are non-judgmental
- Let the people you're counseling think out loud
- Allow them to do most of the talking, using their own words
- Let them know the conversation is about them.

What is a closed question?

- Can usually be answered with "yes" or "no"
- Let the person asking the questions do most of the talking
- Can be judgement because they can force a person into a certain answer.



What do you think about eating more fruits and vegetables?

- Can't be answered with "yes" or "no"; answers typically give a lot of information
- Allow for a fuller, richer discussion
- Are non-judgmental
- Let the people you're counseling think out loud
- Allow them to do most of the talking, using their own words
- Let them know the conversation is about them.

Additional things you might learn:

- Their motivations or barriers
- Their health concerns
- The influence of friends or family

Information that help you understand *them* and tailor the message to them. Make it personal.



Examples of open and closed Qs

Open	Closed
Why did you sign up for nutrition peer counseling?	Are you interested in eating a healthier diet?
Tell me about some of the fruits and vegetables you like to eat.	Do you want to eat more fruits and vegetables?
What kind of fruits and vegetables do you like?	Do you like fruits and vegetables?
How, if at all, have your eating habits changed over time?	Do you still eat the same foods now as you did a few years ago?
What would help you to eat more fruit and vegetables?	Is cost a problem for you?



Starters for open and closed Qs

Open	Closed
Tell me about...	Do you...
To what extent...	Will you...
What else?	Can you...
Help me understand...	Is it...
How did you...	Are you...
What, if any...	Are you...

How would you tell which stage I'm in?

I drink at least three, sometimes more, 20 oz colas daily. I have told you that in my diet recall.

What do say to me?



Practice

We'll be practicing turning some closed questions into open ones!

We'll go around the room.



Practice

“Do you like fruit?”



Practice

“Do you enjoy trying new fruits and vegetables?”



Practice

“Is it difficult for you to find time to cook?”



Practice

“Do you eat meals regularly?”



Practice

“Are you ready to start drinking more water?”



Summary of open and closed Qs

Open:

- Let the other person talk
- Cast a broad net
- Keep the ball rolling
- Are not biased
- Make few assumptions
- Are not judgmental

People respond with:

- More information
- In their own words.

Closed:

- Let you do most of the talking
- Are very specific
- Stifle conversation
- Might imply the right answer
- Narrow the choices
- May force agreement

People respond with:

- Brief, yes or no answers
- Without explaining or opening up.



What is reflective listening?

- Active listening – listening to both the words and the emotions behind the words
- Keeps people thinking and talking
- Forces you to listen so that you can reflect back to the person

What is a reflection?

- Reflects, as a mirror, what people have said or what they are feeling.
- Lets you check that you're understanding correctly and indicates you're trying to understand.
- Opens the door for people to keep talking.
- It is NOT giving advice and NOT a question.



Reflective listening?

Consider these two scenarios



Reflective listening?

Belinda: Girl, you know, that speaker really got me thinking today about how I eat. My blood pressure being high and all.

Nanette: You're right. You'd better do something. You saw what happened to Wyatt's uncle?

Belinda: Right out of the blue.

Nanette: I'm telling you, you'd better stop eating that greasy food.

Belinda: I know you're right. But it's not that easy. I mean who has time to shop and eat right, and buy the right thing?

Thoughts?



Reflective listening?

Listen again



Reflective listening?

Belinda: Girl, you know, that teacher really got me thinking today about how I eat. My blood pressure being high and all.

Nanette: Sounds like the speaker really got to you today.

Belinda: Yes, he did. You know, it's really something about the body/food connection.

Nanette: Yeah it is, that message has made you want to eat a little healthier.

Belinda: Yeah, I think I'm ready for myself, but I'm not sure about the kids. They're kind of impossible to cook for because they don't go for that healthy stuff.

Nanette: So what you're telling me is that the kids need to eat healthier, but that will take some time. You're ready to start now for yourself?

Belinda: Yeah, I think I'm ready to start for myself. I think I better take care of myself first.

Nanette: So, tell me about some of those ideas you're going to try.

Belinda: Well, at work, in the afternoon, maybe I could eat an apple instead of chips, and I could eat a banana for breakfast in the morning.

Nanette: Hmm. Sounds like a piece of fruit is the way to go.

Belinda: Yes. I think I could do that.



How do peer counselors use reflective listening?

- Listen and reflect what they hear.
- Remain supportive and non-judgmental
- Help people find their own solutions by letting them sift through their thoughts and feelings. This can help them set realistic goals and decide how to achieve them.
- Don't give advice or try to solve problems.



Reflective Listening Tips

- Reflections end with a drop in the voice, not an upturn. An upturn makes a reflection sound like a question.
- Don't worry about being perfect. There are many possible reflections to every statement.
- If you're confused about what the person means, you might say: "I'm not sure I fully understand what you mean. Let me see if I have this right..."
- It's OK if the person says "no". Use no's as a clue to change direction.
- Avoid phrases like "you need" and "you have a problem" These sound judgmental.
- Someone people may make a statement like, "My boyfriend loves me no matter what I eat." A simple reflection such as, "You feel certain of your boyfriends love" will keep the conversation going in a positive direction.
- Avoid phrases like "you should" or "you could" These are lead-ins to giving advice.
- Remember, just thinking about eating more fruits and vegetables may be a good first step for some people.



Practice

We'll be practicing turning some reflections next.

We'll go around the room.



Practice

“Being so busy with school, I find I just don’t cook the way I used to.”



Practice

“I used to eat lots of fruit, but then I heard it causes diabetes.”



Practice

“I know they’re good for me,
but I just don’t have time to
prepare vegetables.”



Practice

“My mother always told me to eat lots of fruits and vegetables if I wanted to grow up to be strong and healthy.”



Practice

“I eat lots of fruits and vegetables in the summer, not the rest of the year.”

Summary of reflective listening

Reflections:

- Can be about what was said, or about the emotions behind what was said.
- Move you closer to a better understanding of the key issues involved.
- Show that you are listening and that the person's thoughts and feelings matter to you.
- Encourage conversation
- Build rapport
- Don't need to be perfect.

Reflections let you:

- Learn more
- Be supportive
- Be non-judgmental

Reflections let the person:

- Voice thoughts or feelings they may not have talked about before.
- Feel understood
- Feel accepted without judgment
- Hear their thoughts and feelings restated
- Make themselves clear by adding to or changing what they have said.
- Talk about all sides of an issue
- Set realistic goals and decide how to achieve them.



Building Motivation?

Nutrition peer counselors help people build motivation by:

- Connect personal values to a healthier diet
- Identifying the perceived benefits and barriers to eating more healthfully.
- Boosting confidence to take action.

Tips for talking about values

- Stay neutral/non-judgmental – some people will see the connection between their values and their eating habits. Some won't. That's o.k.. It is important for people to make the connection themselves.
- Reflect. Be sure to make reflections while people are discussing their values. This shows that you are listening and that you understand the reasons for their choices.



Importance and confidence

Motivation is a combination of the two – importance and confidence.

- **Importance** – how important is it to a person to eat more fruits and vegetables. This is based on the personal benefits they see to doing so.
- **Confidence** – how confident, or sure a person is about their ability to change their eating habits. Key to making changes.

Importance

How important is it to you to eat more fruits and vegetables? On a scale of 0 to 10, with 0 being not important at all, and 10 being very important, where would you place yourself?

NOT AT ALL				SOME WHAT						VERY
0	1	2	3	4	5	6	7	8	9	10

Confidence

How confident are you that you could eat more fruits and vegetables if you decided to? On a scale of 0 to 10, with 0 being not confident at all, and 10 being very confident, where would you place yourself?

NOT AT ALL				SOME WHAT						VERY
0	1	2	3	4	5	6	7	8	9	10



Motivation –importance and confidence

One person may think it's important to eat more fruits and vegetables but they lack confidence to do so. Another may feel very confident they can change their habits, but may not think it is important to do so.

Understanding both issues can help a person develop a realistic plan of action.

- How much do I want to make this change?
- What could get in my way?
- What could help?
- What would my first step be?



If the person is ready

If the client has confidence and feels a change is important, you can help develop a realistic action plan:

- Ask if the person has some ideas for eating more fruits and vegetables
- Reflect on these ideas in a way that provides support for a plan: *“You can see yourself _____ and sticking with it”.*

If the person doesn't have a plan, provide guidance:

- Get permission to share some ideas that have worked for others
- Share information from your experience. – Ask if any of these ideas could be useful
- Reflect in a supportive manner.

If the person doesn't develop a plan, that's OK. You may reflect: *You're interested in eating more fruits and vegetable, but you're not ready to start yet.”*



Summarizing thoughts and plans

This will help the person get more out of the counseling session.

The summary restates the key parts of the conversation and may include:

- Thoughts
- Concerns
- Plans
- Reflections – especially those that produced a strong reaction.

Tips for summarizing

Take notes. Focus on

- Why the person feels it's important to eat more fruit and vegetables, or what gets in their way.
- Their level of confidence
- Concerns about eating a healthier diet.
- Values and benefits that may act as motivators
- Any plans that have been discussed.



Questions?