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CENTER for INTEGRATED
HEALTH SOLUTIONS

**Best Practices for Physical
Activity and Nutrition:
Strategies to Enhance Wellness**

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Agenda

At the end of this webinar, participants will be able to...

- Consider how healthy eating (good nutrition) and physical activity impact wellness in the 8 dimensions.
- Examine the importance of addressing nutrition and physical activity for people you serve.
- Consider the components of using various practice models (Solutions for Wellness, ACHIEVE, NEW-R, DART).
- Select at least 2 practical strategies you can personally and professionally apply.
- Define **health literacy (HL)** and consider how to apply HL principles when supporting people in setting and pursuing nutrition and physical activity goals.

Polling Question- Nutrition

How confident are you in helping others improve eating habits?

- A. Very confident
- B. Confident
- C. Somewhat confident
- D. Not confident

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Polling Question- Nutrition

How confident are you that you have the skills and knowledge to engage and involve clients in the nutrition part of the evidence-based practice you selected?

- A. Very confident
- B. Confident
- C. Somewhat confident
- D. Not confident

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Polling Question- Physical Activity

How confident are you in helping others increase their activity level?

- A. Very confident
- B. Confident
- C. Somewhat confident
- D. Not confident

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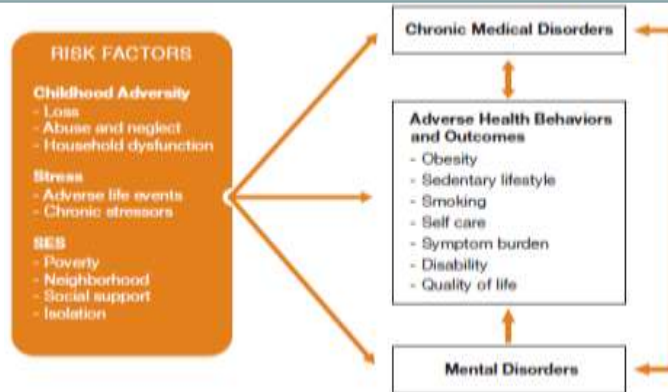
Polling Question- Physical Activity

How confident are you that you have the skills and knowledge to engage and involve clients in the physical activity part of the evidence based practice you selected?

- A. Very confident
- B. Confident
- C. Somewhat confident
- D. Not confident

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Why Physical Activity & Nutrition (Healthy Eating)



Model of the Interaction Between Mental Disorders and Medical Illness

Taken from Druss BG & Reisinger Walker E (2011). Mental disorders and medical comorbidity. Available online at www.rwjf.org/pr/product.jsp?id=71883. Based on content in Katon WJ (2003). Clinical and health services relationships between major depression, depressive symptoms, and general medical illness *Biological Psychiatry*;54 (3): 216-226.



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Wellness^{1,2,3}

is a conscious, **deliberate process** that requires that a person become aware of and make **choices** for a more satisfying **lifestyle**.

¹ Swarbrick, M. (March 1997). A wellness model for clients. *Mental Health Special Interest Section Quarterly*, 20, 1-4.

² Swarbrick, M. (2006). A wellness approach. *Psychiatric Rehabilitation Journal*, 29, (4) 311-314.

³ Swarbrick, M. (2009). A wellness and recovery model for state hospitals. *Occupational Therapy in Mental Health*, (25), 343-351.

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8 Wellness Dimensions

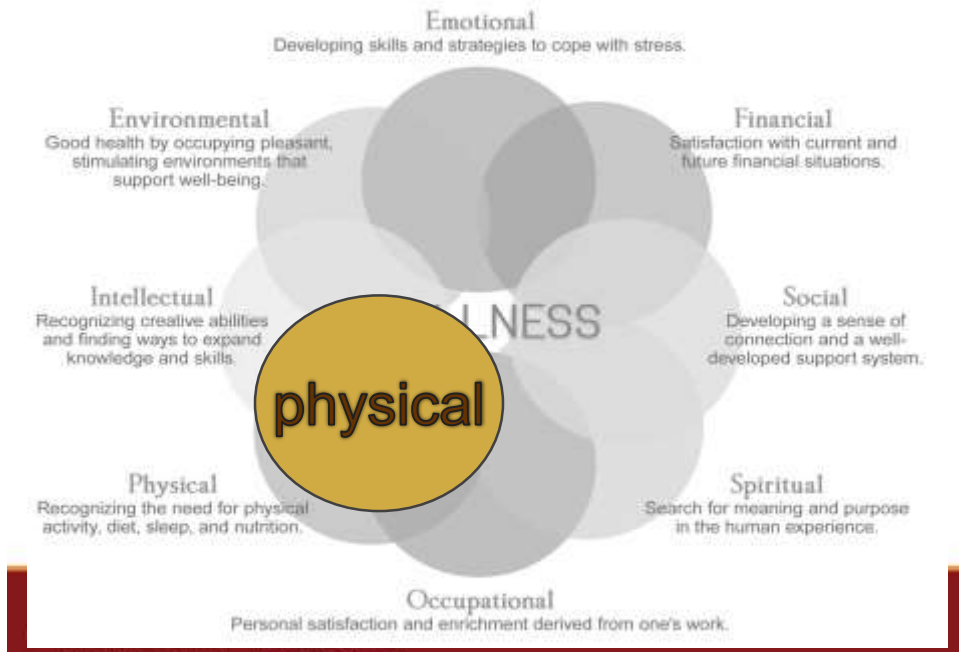


Wellness^{1,2,3}

A wellness lifestyle includes a self-defined balance of health habits such as adequate sleep and rest, **diet and nutrition, physical activity**, participation in meaningful productive activity, and access to supportive relationships.



8 Wellness Dimensions



Wellness



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Physical Wellness

- Habits and Routines
- *Diet and Nutrition (Food Choices)*
- *Physical Activity (Moving our Body)*
- Sleep and Rest
- Relaxation and Stress Management
- Medical care and screenings



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Physical Activity

Physical activity has been shown to prevent cardiovascular diseases, hypertension, hyperlipidemia, obesity, arthritis, cancer, maintaining/improving musculoskeletal health, improve symptoms of depression and anxiety while boosting feelings of well-being and **prevent metabolic syndrome**^{1,2,3,4}

1 American Diabetes Association, Inc. (2002). *Diabetes Mellitus and Exercise*. *Diabetes Care* 25:S64-S68.

2 Center for Disease Control and Prevention. (2008). *Physical Activity and Health*. Retrieved on January 8, 2010 from <http://www.cdc.gov/physicalactivity/everyone/health/index.html>

3 National Center for Chronic Disease Prevention and Health Promotion. Physical Activity and Health: A Report of the Surgeon General. *Adults*. Retrieved on January 7, 2010 from <http://www.cdc.gov/nccdphp/sgr/adults.htm>.

4 World Health Organization. *Physical Activity*. Retrieved on January 7, 2010 <http://www.who.int/dietphysicalactivity/pa/en/index.html>.

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Measuring “Excess” Weight

BMI

Waist circumference

How much is too much?

CDC reports:

US Average obesity	35%
Non-Hispanic blacks	48%
Hispanics	43%

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Why Excess Weight is a Problem

Blood pressure

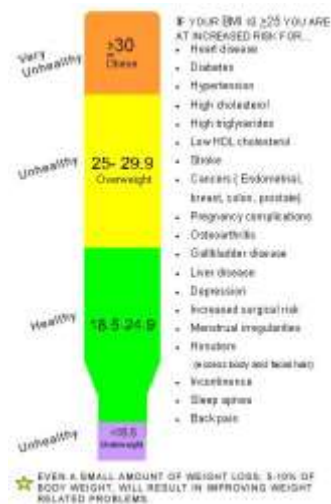
Diabetes

Blood lipid profile

Cardiovascular health

Pulmonary function

Stigma



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***What we know:* Registry Data**

Change what you eat

Exercise about 1 hour/day

Eat breakfast

Weigh yourself at least weekly

Turn off the TV (or at least limit watching)

WWW.NWCR.WS

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***What we know:* The Value of Supports**

Making goal / plan public vs. private

Family / significant others on board

Use of a peer coach

Remote support vs. in-person

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Interventions/Approaches

- Education combined diet changes plus exercise
- Coaching/support and
- Environmental changes

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Exercise is Good

Exercise alone is not an efficient approach!

- Increases appetite
- Can make you tired (so you rest more)
- + Boosts metabolism
- + Reduces stress
- + Gets you away from the kitchen and TV

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Healthy Eating

Provide skills teaching and other instrumental supports around shopping, cooking, portion control, safe food handling

- Assess eligibility for food stamp type programs
- be aware of the poor dietary mix at food banks
- Consider the role of tremors/psychomotor deficits

Awareness of preferences and cultural factors

Eat breakfast

Eat more grains, fruit, vegetables

Balance your food choices

<http://www.fitness.gov/10tips.htm>

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Supporting Physical Activity and Good Nutrition

No magic bullet

Life-long effort, not short-term change

Motivation matters: “activation”

Individualize approach

- Explore, pace, support

Keep these things in mind as you consider the following

Practices/Programs

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Suggested Practices

- NEW-R
- Team Solutions and Solutions for Wellness
- ACHIEVE
- DART

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Purpose of NEW-R Program

- Provide a weight loss program specifically designed for people in recovery that is.....
 - Easy to adopt in a variety of settings
 - Detailed participant and leader manuals
 - Can be provided by people in recovery and professionals
 - Informed by evidence, people in recovery and experts
 - RENEW program (12 month program)
 - Panel of experts providing input
 - Participant feedback



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NEW-R Program

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Themes from the experts

Change thinking

Setting goals

Social support

Important topics

Changing environment of the setting

Develop more structure to daily life

Strategies to continue the good work

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Downloadable Manuals

Available at:

<http://www.cmhsrp.uic.edu/health/weight-wellbeing.asp>

- **Participant Manual**
- **Leader Manual**

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Recommended Format

- Group format
- 8 sessions
 - 1 x per week
 - 1 ½ hour session with one brief break
- Commitment from leaders and participants to attend all sessions



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Structure

Materials required include:

- (1) a leader manual,
- (2) a participant manual (with handouts)
- (3) access to exercise videos
- (4) white board/flip chart and markers (optional)
- (5) scale (optional)

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Structure- (1) Leader Manual

- a) discussion questions
- b) activities
- c) general “how-to,” instructions
- d) tips and tricks for help
- e) implementing the NEW-R program
- f) “scripts” for running groups

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Structure- (2) Participant Manual

- a) handouts to supplement material in groups
- b) activities
- c) goal writing areas
- d) inspirational quotes

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Theme of “Being Intentional”

Placing an emphasis on making a plan and/or thinking about what you are going to do each

Based on principles from research of weight loss interventions:

- Changes in intake, make the biggest impact on weight loss
- Being aware of what you eat can have a positive effect on intake
- Physical activity can support changes in diet, help maintain weight loss and promote other health benefits
- People that are overweight/obese tend to lead very sedentary lifestyles
- Social support is important for weight loss
- Belief in one’s ability to lose weight/self-efficacy contributes to behavioral change

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My NEW-R Plan

Each day

- I will wake up at a reasonable time in the morning.
- I will do something meaningful.
- I will spend more time moving and less time sitting and/or watching TV.
- I will make a plan about what I am going to eat each day.
- I will eat healthy foods that I enjoy and avoid unhealthy foods.
- I will talk to someone that supports my weight loss goals.
- And if I have a bad day, it's not a big deal. I will remind myself of the plan and try to do better the next day.

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NEW – R Content

- Distilled most important topics into 8 sessions:
 - I can make a change!
 - ABCs of healthier eating
 - Reading food labels and portion control
 - Let's get moving
 - Eating out
 - Meal planning and thrifty shopping
 - Let's get cooking without the fat
 - Celebrating accomplishments and keeping up the good work

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Common Components of Each Session

Opening quote – creating a positive mind set

Instruction and active learning

Goal setting

Reminders of things to do this week

Success story

Physical Activity



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8 Exercise Videos 20-25 minutes

- ▣ Dance
- ▣ Kickboxing
- ▣ Yoga
- ▣ Core
- ▣ Upper Body Strength
- ▣ Cardio
- ▣ Lower Body Strength
- ▣ Mixed

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Exercise Videos

Introduction	Upper body	Cardio
Dance	Lower body	Kickboxing
Yoga	Core	Mixed

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Structure- (5) Scale

- a) consider a weigh-in at the beginning of group
- b) make this in a private location
- c) a “visual” might help
- d) be sure to make “weigh-ins” voluntary

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NEW-R Group Structure/Format- Key Points

- remember to individualize (each person's journey will be their own),
- consider weigh ins,
- and consider keeping a white board, or flip chart around for key points.

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Structure- (4) Whiteboard

- a) useful to write down and highlight important information
- b) some people appreciate seeing information in addition to hearing it
- c) this can be especially helpful when discussing examples

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NEW-R Group Sessions: Structure/Format- Individual Sessions

Each individual session has:

- An inspirational quote
- Goal setting
- Success stories
- Physical activity

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Benefits/Outcomes

Possible outcomes and benefits from participation in the NEW-R group series include:

- Weight loss
- Making concrete, measurable changes towards weight loss and a healthier lifestyle

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NEW-R Benefits

The next few slides are a session-by-session description of the skills participants should be gain by the end of each session, remember, though, that each person's progress is unique and individuals participating in the NEW-R groups may progress differently

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NEW-R Benefits

<p>Session 1: I can make a change</p>	<ul style="list-style-type: none"> -describe the format and components of the program -explain the effects of obesity on physical and mental health -describe the components of “being intentional” -write and discuss goals for the upcoming week
<p>Session 2: The ABC's of Healthier Eating</p>	<ul style="list-style-type: none"> -describe the 3 basic components of food -name the five food groups and the benefits of each -identify how many servings of each food group s/he should be eating -make healthier food choices

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NEW-R Benefits

Session 3: Reading Food Labels & Portion Control	<ul style="list-style-type: none"> -read and understand a food label -describe the difference in a serving size and portion size -make healthier choices based on a food label -reduce portion sizes
Session 4: Let's get moving!	<ul style="list-style-type: none"> -describe the benefits of physical activity -identify recommendations for physical activity -decrease sedentary activity and increase physical activity

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NEW-R Benefits

Session 5: Eating Out	<ul style="list-style-type: none"> -identify strategies for choosing healthier foods when eating out -make better food choices when eating out
Session 6: Meal planning and thrifty shopping	<ul style="list-style-type: none"> -identify reasons for meal planning -describe the process for meal planning -describe strategies for reducing food costs -create a meal plan and a food budget

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NEW-R Benefits

Session 7: Let's get cooking without all the fat	-describe strategies for reducing fat when cooking -cook healthy meals that utilize less fat
Session 8: Celebrating accomplishments and keeping up all the good work	-identify changes they have made toward weight loss and a healthy lifestyle -describe their plan for continued progress towards their goals of weight loss

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Team Solutions and Solutions for Wellness <http://www.thenationalcouncil.org/team-solutions-solutions-wellness/>

Resources that promote recovery-based and life skills management.

[Implementation Guide](#)
[Implementation Guide: Standards](#)
[Enhancing Motivation and Engagement](#)
[General Guidelines for Facilitator Checklist](#)

Team Solutions links:

[Recovering – Achieving Your Life Goals](#)
[Partnering with Your Treatment Team](#)
[Understanding Your Illness](#)
[Understanding Your Treatment](#)
[Getting the Best Results from Your Medicine](#)
[Managing Stress and Problems](#)
[Making Choices – Substances and You](#)
[Recognizing and Responding to Relapse](#)
[Managing Crisis](#)
[Recovery in Process: Putting it All Together](#)

Online workbooks that address the many challenges that people face.

Solutions for Wellness materials
[Choosing Wellness: Healthy Eating](#)
[Choosing Wellness: Physical Activity](#)



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ACHIEVE*

incorporates concepts from social cognitive theory, behavioral self-management and the relapse prevention model.

emphasizes tenets of **intrinsic skills building and environmental supports**.

Motivational interviewing provides an important framework for helping participants problem solve and set **goals** for weight loss.

Randomized trial of achieving healthy lifestyles in psychiatric rehabilitation: the ACHIEVE trial. Sarah S Casagrande, et al (2010). *BMC Psychiatry* BMC series DOI: 10.1186/1471-244X-10-108

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ACHIEVE Main Goals

- (1) reducing caloric intake by avoiding sugar drinks and "junk food,"
- (2) eating 5 fruits and vegetables a day,
- (3) choosing smart portions and snacks, and
- (4) increasing caloric expenditure through participation in 3 moderate intensity aerobic exercise sessions per week at the program

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Core Components

Weigh-ins, Tracker food/exercise log

Motivational interviewing and support at group and individual sessions

Group and individual weight management sessions, group physical activity sessions

Weight management group sessions, physical activity sessions, individual sessions

Physical activity sessions, Staff education in health food choices on-site

Incentive items for attendance, participation and specific behaviors

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Diabetes Awareness and Rehabilitation Training (DART)

24-week intervention with three modules: (1) Basic Diabetes Education; (2) Nutrition; (3) Lifestyle Exercise. Each module contained 4 90-minute manualized sessions.

Participants met in groups with 6 to 8 of their peers and one diabetes-trained mental health professional.

Concrete behavioral-change strategies were used including self-monitoring (e.g., pedometers), modeling, practice (i.e., healthy food sampling), goal setting and reinforcement (i.e., raffle tickets). Simple guidelines are provided such as switching from regular to diet soda and eating slowly.

designed for middle-aged and older patients with schizophrenia and schizoaffective disorder and type 2 diabetes resulted in significant health-related improvements.

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DART

Participants retained some knowledge that they had gained over the course of treatment, but also that they experienced sustained improvements in weight/BMI and waist circumference.

At the 12-month assessment, participants in our DART condition lost approximately 5 pounds whereas our control condition gained approximately 7 pounds on average - a 12 pound group difference at intervention end.

Approximately 40% of DART participants lost 5% or more of their baseline body weight compared to 15% of TAU participants.

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Health Literacy (HL) and Curriculum

There is a lot of good information in the manuals just reviewed; considering these health literacy tips will help make sure the information is understood, and can be used and integrated into participants' lives.

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Health Literacy is Important?

Literacy is more than just the ability to read and do basic math. It also includes the ability to access and evaluate information, as well as the “interactive literacy” skills required to comprehend and use health information.

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Health Literacy Tip #1

Health literacy tip #1: To quickly engage the audience:

- ***Go over the most important information first***
- ***Tell which actions to take***
- ***Explain why it is important***

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Health Literacy Tip #2

Remember to limit the number of messages:

- *Focus on what your audience needs to know and do*
- *Stick to one idea at a time*
- *Be mindful of lengthy lists*

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Health Literacy Tip #3

Tell your audience what they will gain from understanding and using the material. Tell your audience how your material will benefit them.

Objectives are provided for every group- these are often a good way to communicate how the material will benefit group participants.

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Health Literacy Tip #4

Highlight the positive

- Instead of *“If you do go to eat out, don’t get any meals that are large,”* consider *“If you go out to eat, and you get a large meal, try saving half of your meal for later, or sharing your food with a friend.”*

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Health Literacy Tip #5

Choose your words carefully:

Keep it short

Communicate as if you were communicating with a friend, not teaching a college class

Respect and value your audience

Use a tone that encourages the audience

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Health Literacy Tip #6

Visuals help tell your story

Consider the use of visuals in a group.

This may be especially helpful in a portion control group, where you might consider bringing in examples of what 1 “serving size” looks like, or in a food label group, where you might bring in actual food labels from different products.

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Other health literacy considerations:

Other tips for teaching people with varying levels of health literacy abilities include:

- Teach at a time when the person is interested – the ‘golden moment.’
- Repeat key information
- Be consistent in the terms used – use physical activity or exercise, not both

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Other health literacy considerations:

- Use short, simple words, avoiding medical jargon and slang terms.
- Use easily understood analogies.
- Evaluate learning often (have the people restate and/or demonstrate).

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Practical Skill for Many- Walking

- Walking has it all.
- Simple and natural, it doesn't require any instruction or skill.
- It can be a very modest form of exercise. -Walking is inexpensive.
- You can walk alone for solitude or with friends for companionship.

http://www.health.harvard.edu/newsletter_article/Walking-Your-steps-to-health

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A Regular brisk Walk can help

- Maintain a **healthy weight**.
- Prevent or manage various conditions, including heart disease, high blood pressure and type 2 diabetes.
- Strengthen your bones and muscles.
- Improve your mood.
- Improve **your balance and coordination**.

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Make *Walking* part of your daily life

Walk to work and to the store. If it's too far, try walking to the train instead of driving there, and then get off the bus or subway a few stops before your destination.

You don't need any special equipment to walk in the course of your daily life.

Instead of competing for the closest parking space or paying extra for a nearby lot, park farther away and walk to your destination.

Supportive street shoes will suffice, but if you prefer, you can change into walking shoes for your commute or lunchtime stroll.

Go for a walk at lunchtime instead of spending all your time in the cafeteria.

http://www.health.harvard.edu/newsletter_article/Walking-Your-steps-to-health



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Re-Review if we covered these areas adequately ?

- Consider how healthy eating (good nutrition) and physical activity impact wellness in the 8 dimensions.
- Examine the importance of addressing nutrition and physical activity for people you serve.
- Consider the components of using various practice models (Solutions for Wellness, ACHEIVE and NEW-R, DART).
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Resources

American Dietetic Association

- Website the provides information on how to eat healthy, lose weight, and
- <http://www.eatright.org>

Healthier US.gov

- Information about foods to eat, avoid, and how to track your eating for weight loss and maintenance.
- <http://www.healthierus.gov/nutrition.html#limitm/>

EatingWell

- Website which provides recipes and information about health eating.
- <http://www.eatingwell.com>

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