

Wellness Sessions

Assessment and Referral to the Wellness Program

Assessment of a patient should include the evaluation of two components: Body mass index (BMI) or waist circumference, and risk factors or medical comorbidities.

Body Mass Index

BMI is a measurement of an individual's weight in relation to their height and is commonly used to determine desirable body weights. To estimate BMI, multiply the individual's weight (in pounds) by 703, and then divide by the height (in inches) squared. This approximates BMI in kilograms per meter squared (kg/m^2) (Appendix A). There is evidence to support the use of BMI in risk assessment since it provides a more accurate measure of total body fat compared with the assessment of body weight alone.

Waist Circumference

Excess abdominal fat is an important, independent risk factor for disease. The evaluation of waist circumference to assess the risks associated with obesity or overweight is supported by research reviewed in this manual. The risk of medical complications, particularly heart disease, increases when body fat is distributed around the waist, especially in the abdomen. The measurement of waist-to-hip ratio provides no advantage over waist circumference alone. This measurement is particularly useful in patients who are categorized as normal or overweight.

Risk Factors or Comorbidities

Overall risk must take into account the presence of certain other risk factors. These include things like smoking, physical inactivity, family history of premature heart disease, high blood pressure, high LDL or "bad" cholesterol, low HDL or "good" cholesterol, and high blood glucose. Some diseases or risk factors associated with obesity place patients at a high absolute risk for subsequent mortality; these will require aggressive management. Other conditions associated with obesity are less lethal but still require treatment.

Referral to the wellness program is indicated for a patient with any of the following:

1. BMI of 25 to 29, who have two or more additional risk factors
2. BMI \geq 30
3. Waist measurements of 40" or more for males, and 35" or more for females

The patient's psychiatrist or case manager can refer the patient to the program by contacting the clinical staff in charge of the program. At the time of referral, the patient's psychiatrist or case manager should confirm that the following labs have been completed in the last three months (and if not they should be ordered at the time of referral): Lipid profile, which includes total cholesterol, LDL, HDL, and Triglycerides, and a Heme A1C.

At the time of the referral, the clinical staff from the Wellness Program will direct the patient's psychiatrist to the Treatment Guideline Synopsis (page 4 of this manual) and Tables 1 and 2 in the literature review (page 5 of this manual) regarding weight gain associated with antipsychotic medications. Psychiatrists will be asked to consider a medication switch to an antipsychotic with less weight gain potential or, as a secondary response, to add a medication for weight (e.g., Topimate).

Important Notes for the Wellness Sessions:

Wellness program sessions rely heavily on material from the two sections of the Solutions for Wellness Group Program ¹: (1) Fitness and Exercise and (2) Nutrition, Wellness, and Living a Healthy Lifestyle. Several of the wellness session below will refer you to pages in the patient manual sections of this group program.

There are separate instructor's notes to guide your use of the patient manual. The Instructor's Notes and Patient Manual for the two sections of the Solutions for Wellness Group Program can be found at http://www.treatmentteam.com/health_fitness/health_fitness.jsp in the left column under Solutions for Wellness Program. Note that the page numbers referred to in the wellness session section below are the numbers that are centered at the bottom of the patient manual page, not the page number of the pdf document. Throughout the wellness session section below there are additional passages to guide and educate instructors on the session topic, although this information will not be directly used in session.

Sessions are improved significantly by review and preparation prior to each class. Sessions are also improved by providing each participant a copy the pages of the patient manual to be covered during that session. Participants can keep their pages of the patient manual or you may develop a notebook for each of them that you bring to the sessions each week.

Sessions are likely to last about 45 minutes and should be scheduled at least weekly. There are a total of 16 sessions. Patients can enter the program at any time---they need not wait until Session 1 begins. Patients should continue until they have completed the full 16 sessions. Patients can repeat the program as needed.

Helpful skills for instructors:

There are several strategies that are helpful for effective education with this population and these include ⁴⁵.

1. Engage participants by having them read aloud.
2. Direct majority of questions to participants by name (say name then ask question).
3. Summarize frequently.
4. Involve each person about the same number of times.
5. Identify, write on board, discuss, and repeat main goal and points of session.
6. Provide positive feedback for relevant participation. Re-direct irrelevant comments.
7. Give concrete examples that apply to participants' lives. Encourage participants to provide examples.
8. Apply all 5 teaching strategies (see it, hear it, say it, write it, use it).
9. Use adult tone of voice. Do not "talk down" to participants.
10. Use handouts.
11. Use immediate prompting for inattentive participants.

All sessions begin with:

- Attendance
- Weigh in by all participants
- Sharing with participant where he falls on colored coded BMI chart (Appendix A), where green indicates ideal BMI, yellow indicates overweight BMI, and orange indicates obese BMI.
- Knowledge assessment (when indicated) (Appendix B)
- Quick review of main points of previous session

All sessions end with:

- Repeat knowledge assessment (when indicated)

Tools needed for sessions:

- White board or chalk board
- Handouts of readings and knowledge test questions to be covered
- Pens/pencils
- Food models are helpful for some sessions
- Nutrition in the Fast Lane (booklet from Lilly) is used in session 12

Session 1:

Goal: Increase knowledge about health problems associated with poor diet

Knowledge assessment questions: None for today

Use page 4 and page 6 of the Nutrition and Wellness section of the Solutions for Wellness manual (Health Problems Associated with a Poor Diet)

Sessions 2 and 3:

Goal: Increase knowledge about Food Pyramid and Portion Sizes

Knowledge assessment questions: 1-3 (only test on the section covered on that day)

Use pages 9-11 of the Nutrition and Wellness section of the Solutions for Wellness manual (Food Pyramid and Portion size)

Helping members understand portion/serving sizes is of utmost importance. Supplying people with concrete, visual examples such as measuring cups, spoons, and food models (obtained from National Dairy Council) can be extremely helpful in increasing their understanding of recommended serving sizes. An excellent pocket guide to food portions using everyday objects as examples of serving sizes is provided in Appendix C.

When reading food labels and counting calories, one must be careful to note the serving size that the figures are based on since there is often more than one serving included in a single package.

It is necessary to emphasize the importance of making wise food choices and to focus on portion control regardless of where they meals are eaten (e.g., restaurant, Board and Care, parent's or friend's home, or when alone). Saying no to a second helping being offered at a Board & Care or choosing medium rather than

a super-sized portions at fast food restaurants are examples of simple steps one can begin to take in order to take better control of their diet.

Session 4:

Goal: Increase knowledge regarding foods to be increased: Fiber

Knowledge assessment question: 4

Use pages 15-16 of the Nutrition and Wellness section of the Solutions for Wellness manual (Choose a Diet with Plenty of Grain Products, Vegetables, and Fruits)

Session 5:

Goal: Increase knowledge regarding foods to be increased: Water

Knowledge assessment questions: 5-7

Use page 23-24 of the Nutrition and Wellness section of the Solutions for Wellness manual (The Role of Water in Good Nutrition)

The importance of water as part of a healthy diet cannot be overstressed. Keeping one's body well hydrated is essential for it to function properly. Since water has no caloric value, it is not considered to be an energy source, but we could not digest or absorb the foods that we eat or eliminate the body's digestive waste without it. Our bodies are made up of 65 percent water, and it takes an average of eight to ten cups to restore the water that we lose during the course of a day. Water is restored through drinking liquids (preferably those without caffeine, alcohol, or too much sugar), and through the foods we eat. Fruits and vegetables contain anywhere from 80 to 95 percent water, meats are made up of 50 percent water; and grains (e.g., oats and rice) can have as much as 35 percent water. Drinking extra water while trying to lose weight can also help you eat less because it gives you the sensation of feeling full.

Session 6:

Goal: Increase knowledge regarding the importance of exercise

Knowledge assessment question: None for today

Use the last two paragraphs of page 14 of the Nutrition and Wellness section of the Solutions for Wellness manual (Balance the Food You Eat with Physical Activity – Maintain or Improve Your Weight). The paragraph starts with "People with mental illness.....". Also use page 3 of the Fitness and Exercise section of the Solutions for Wellness manual (Common Roadblocks Preventing People from Exercising).

Discuss realistic goals for starting to increase exercise.

Session 7:

Goal: Increase knowledge regarding foods to be decreased: Fat and Cholesterol

Knowledge assessment questions: 8-10

Use paragraph one on page 7 (Heart Disease and Stroke) and use pages 17-18 both in the Nutrition and Wellness section of the Solutions for Wellness manual (Choose a Diet Low in Fat, Saturated Fat, and Cholesterol)

Note: The Food Pyramid on page 9 is likely to be referred to in this class. You may want to make multiple copies of it to use in this class.

Fats, which provide 9 calories of energy per gram, are the most concentrated of the energy-producing nutrients. This is why our bodies need so little fat in order to function properly. To understand the problem with a diet that is high in saturated fat, one must first understand its link to cholesterol. Our bodies need cholesterol in order to function properly. Cholesterol helps build cell membranes, protect nerve fibers, and helps produce vitamin D and certain hormones. But since the body produces all the cholesterol it needs in the liver and small intestine, we do not need to add cholesterol to our diet.

Foods that are high in saturated fat (animal fats) such as eggs, dairy products, and meats, also contain high amounts of cholesterol. When we eat these foods, we increase the level of a cholesterol carrying substance in our blood that can be harmful to our health. Because of this, saturated fats, present in foods like beef, ice cream, yellow cheeses, and doughnuts should make up no more than 10 percent of our daily caloric intake. It is thought that most Americans get anywhere from 15 to 50 percent of their daily calories from fats alone. Health experts consider a diet that derives more than 30 percent of its calories from fat to be unsafe, increasing the risk of heart disease. Monounsaturated fats (found in olive, peanut, and canola oils) appear to have the best effect on lowering cholesterol. Polyunsaturated fats (found in items like margarine, sunflower, soybean, corn, and safflower oils) are considered to be healthier than saturated fats, but if consumed in excess of more than 10 percent of daily caloric intake, can also be harmful by having a negative effect on good cholesterol.

Session 8:

Goal: Starting Exercise

Knowledge assessment questions: None for today

Use pages 28-29 of the Fitness and Exercise section of the Solutions for Wellness manual (Getting Started with an Exercise Program).

Session 9:

Goal: Increase knowledge regarding foods to be limited: Sugars

Knowledge assessment questions: 11-12

Use paragraphs 2 and 3 on page 7 (High Blood Pressure and Diabetes) and use page 19 both in the Nutrition and Wellness section of the of Solutions for Wellness manual (Choose a Diet Moderate in Sugars)

Simple sugars (those that are refined from naturally occurring sugars and then added to processed foods) require little digestion and are quickly absorbed by the body. This process wreaks havoc on our bodies and triggers a series of unhealthy events. The body's rapid absorption of simple sugars elevates the levels of glucose in the blood, which in turn triggers the release of the hormone insulin. The presence of insulin in the bloodstream helps bring excess glucose levels under control, but after about an hour or two, blood glucose levels may fall so low that the body makes up for it by releasing anti-insulin hormones. This surge of chemicals can leave a person feeling irritable and nervous.

Many processed foods not only contain high levels of added simple sugars, but they also tend to be high in fat and lacking in the vitamins and minerals that are naturally found in complex carbohydrates. Because of

this, nutritionists often refer to these types of foods as “junk foods”, or as foods containing “empty calories”. In the typical American diet, only 40-50 percent of total calories come from carbohydrates, nearly half of which come from processed foods filled with simple sugars. Experts recommend that these foods make up no more than 10 percent of our diet because of their lack of nutritional value. Foods rich in complex carbohydrates (an excellent source of energy) should make up roughly 50 percent of our daily calories.

One of the first steps toward helping improving one’s diet would be to limit one’s daily intake of foods high in refined sugar and saturated fats. Limiting foods such as sodas, candy bars, fried foods, high fat salad dressings, fast foods high in saturated fats, chips, nuts, etc, can only stand to lower one’s risk for problems like heart disease and certain cancers. Suggest substituting with diet sodas, drinking more water, eating more fruits and vegetables, and substituting salsa, fat free or low-fat condiments. Asking people to eliminate fatty and processed foods altogether is unreasonable and a sure-fire way to set them up for diet failure. Helping them set expectations that they can strive toward and likely achieve, will increase the likelihood that they will be able to develop changes in their diet that they will adhere to long after the group has ended.

Session 10:

Goal: Increase walking as an exercise

Knowledge assessment question: None for today

Use pages 22-23 (Walking – an Ideal Exercise) and page 31 (When to Stop Exercising) both of the Fitness and Exercise section of the Solutions for Wellness manual.

Session 11:

Goal: Learn ways to control hunger

Knowledge assessment question: None for today

Use page 32 of the Nutrition and Wellness section of the Solutions for Wellness manual (Controlling Your Hunger)

Helping participants learn to pay attention to hunger and satiety cues may be a bit difficult due to their intangible nature. Prompt members to pay attention to whether they are eating because they are truly hungry or for some secondary gain, such as to combat boredom, feeling sad, lonely. Real hunger should not occur for at least 4 hours after a good-sized meal and 2 hours after a snack. This is also an opportune time to talk about the degree of satiety one should feel after eating a meal versus a snack.

Session 12:

Goal: Increase knowledge regarding foods to be limited: Salt and Sodium; Discuss Fast Food restaurants

Knowledge assessment question: 13

Use page 20 of the Nutrition and Wellness section of the Solutions for Wellness manual (Choose a Diet Moderate in Salt and Sodium); Also use Lilly Fast Food restaurant booklet: Nutrition in the Fast Lane (refer participants to the columns for fat, sugars, sodium)

Taking into account the fact that fast food places are so accessible and convenient in today’s society, as part of their wellness program Eli-Lilly has come out with a condensed, user-friendly guide to the various fast

food chains' menus that includes caloric values and nutritional information for each of the items listed. A review of this handout can be useful for those who frequently eat out. Pointing out choices at restaurants that provide "better" menus can help provide members with useful tools to help in their decision-making and meal planning.

Session 13:

Goal: Discuss expectations for changing your eating and exercise lifestyle

Knowledge assessment questions: None for today

Many times an all-or-nothing view of success is what gets in the way of making progress towards one's goals. Certain key points should be stressed in order to help members realize that trying to change something as ingrained and complex as one's diet and exercise routine is a difficult and lifelong process:

- 1) In the beginning, set easy, obtainable, and measurable goals.
This will boost confidence and increase motivation.
- 2) Set the right expectations. Expect to slip-up along the way.
Expecting to do it all perfect from the beginning can create an atmosphere that is not only unrealistic, but also not conducive to success. Expecting and admitting to yourself where you have failed is an important part of growing as you head toward your goal.
- 3) Practice damage control.
When you do slip-up, it is important to recognize this early. Don't be too harsh on yourself, and don't throw it all away. Try to get back on track as quickly as you can so as not to delay or sabotage the progress you have already made.
- 4) Reward yourself along the way.
Find healthy pleasures and substitutes for eating. If you have a craving for sweets, try eating a piece of fresh fruit first. If you still have the craving after 5-10 minutes, go ahead and indulge a little in a sweet snack. Drinking a lot of water (naturally flavored with lemon for example) throughout the day can help keep hunger urges at bay.
- 5) Be patient.
Remember that it is a life-long process to change one's eating habits and get comfortable with regular exercise. Little changes at a time are big successes. Many bad habits may need to be unlearned before they can be replaced with newer, healthier ones.
- 6) Be forgiving.
These are difficult tasks to undertake, but ones that will ultimately hold huge rewards as you begin to look and feel better about yourself.

Session 14:

Goal: Increase knowledge about the importance of avoiding alcohol

Knowledge assessment questions: 14-15

Use page 22 of the Nutrition and Wellness section of the Solutions for Wellness manual (Avoid Alcohol).

With extra time, review the importance of increasing water intake (pages 23-24 of the Nutrition and Wellness section of the Solutions for Wellness manual).

Session 15:

Goal: Fitting Exercise into Daily Routine

Knowledge assessment questions: None for today

Use pages 34-35 (Fitting Exercise into Your Daily Routine) of the Fitness and Exercise section of the Solutions for Wellness manual.

Session 16:

Goal: Review and summary

Knowledge assessment questions: None for today

Following today's session: Have participant's psychiatrist or case manager repeat these labs: Lipid profile, which includes total cholesterol, LDL, HDL, and Triglycerides, and a Heme A1C.

Discuss participants' progress in weight, exercise, and knowledge (both as a group and individually). Review problem areas and participant questions.

End with pages 38 of the Nutrition and Wellness section of the Solutions for Wellness manual (A Final Word) and page 38 of the Fitness and Exercise section of the Solutions for Wellness manual (Some Final Words).