



Facilitator Guide

Welcome

The MOVE! Program sessions are designed to help Veterans lose weight and keep it off. Keep in mind, though, that for some Veterans, halting weight gain will be their initial measure of success. By creating a group, individual, or telehealth experience that is engaging, inspiring and creates accountability, MOVE! facilitators will help participants build and refine their weight self-management skills.

Goals for MOVE! Participants

It's essential to work with Veterans to establish their own goals for change. Most will identify a main goal to address over time, and smaller goals for weekly work. Engaging patients in personalized goal-setting is critically important. **Ideally, a Veteran will achieve at least a 5–10% weight loss and complete 150–300 minutes or more of physical activity per week.**

Designing MOVE! Sessions

Program Structure

Content and format for the 16-session MOVE! Program is based on the *National Diabetes Prevention Program (DPP)* and is consistent with the *2014 VA/ DoD Clinical Practice Guideline for Screening and Management of Overweight and Obesity*.

- Sessions focus on nutrition, physical activity, and behavior change. Encourage attendance at all 16 sessions; participants who attend more sessions lose more weight.
- Group sessions are designed to last 60 minutes, while individual or telephone sessions are designed to last 30 minutes. Session times can be adjusted to meet the needs of Veterans and staff.
- Research suggests the closer the sessions occur, the more weight is lost, so sessions should be scheduled weekly or bi-weekly.
- It is recommended that sessions (or Veteran Workbook modules) 1-5 be completed in order. These sessions provide foundational tools and strategies for weight management

including reasons for change, goal-setting, tracking, calorie deficit, My Healthy Plate, and physical activity. Programs have the flexibility to provide sessions 6-16 in any order including incorporating mini-module content.

- Group Enrollment Types:
 - **Closed Enrollment:** Having a group that is closed to enrollment, i.e., Veterans start and finish the program together, appears to enhance group cohesion and may facilitate group interaction and ongoing engagement.
 - Closed groups should strive to provide sessions 1-5 in order to assist with Veteran comprehension of key weight management concepts.
 - **Gap Coverage:** To keep Veterans motivated who are ready to start MOVE! Group Sessions, some facilities have established a 1-session “orientation” or 4-session “mini-MOVE!” program to fill the gap when a series is in progress. This could be scheduled weekly or monthly. In these sessions, Veterans may be:
 - Introduced to key weight management concepts in the MOVE! Starter Packet
 - Encouraged to take the MOVE!11 or HealthLiving assessment.
 - Encouraged to start using MOVE! Coach Mobile app
 - **Open Enrollment:** Alternatively, some sites may wish to provide more rapid access to MOVE! by allowing open enrollment on a rolling basis. So, a motivated patient might start at session 3, then cycle through until all 16 have been completed.
 - This model works best if the facilitator can provide new Veterans with the MOVE! Starter Packet to cover the key weight management concepts needed regardless of when they enter the MOVE! Program. The facilitator may also meet for an additional 30 minutes after the active group session to meet with newcomers and help them get oriented, review goals, etc.
 - While this model does not support the same level of group cohesion as the closed group, it can be helpful if sites cannot offer enough staggered cohorts to accommodate frequent entry and avoid wait times for program access. It is also important to remember that the facilitator can enhance group cohesion with a fluid, inclusive facilitation style.
- **Special Note:** Veterans are not required to be diagnosed with prediabetes or diabetes to participate in MOVE! Group Sessions or any form of MOVE!.

Planning for MOVE! Sessions

Complete Your Training

- Complete the MOVE! training on VA’s Talent Management System (TMS).



- Attend your facility's Motivational Interviewing training and Patient Education: TEACH for Success course, if possible, and be prepared to use the strategies learned.
- If you feel rusty with the TEACH and MI skills, consider participating in Clinician Coaching with your facility your trained HPDP, HBC and VHEI colleagues.

Logistics and Setup

- Schedule a room that can comfortably and safely accommodate the group; provide signage and directions to the room.
- Establish a private weigh-in area with a scale that can accommodate up to 450 lbs.
- Arrange seating that encourages group participation, such as a circle, small groups, etc.
- Ensure that chairs are appropriate for Veterans who are overweight and obese.
- Clarify your facility's process for ordering pedometers, odometers, scales, etc.

Materials

- At the beginning of each session, you will see a list of suggested materials under Session Preparation. They are divided into resources for distribution to participants and those that are recommended for your preparation prior to the session, and for reference only as needed.
 - Links to videos and other Healthy Living materials are provided to use as you see fit. It is not recommended that you attempt to use every resource listed during the session.
- You may also choose to provide the following, but these are not required:
 - MOVE! Starter Packet for new Veterans
 - MOVE! Veteran Workbook, available for order (English only)
 - MOVE! Food and Physical Activity Diary, available for order (English only)
 - Pedometers
 - If pedometers are provided by your facility, determine and follow facility guidelines to obtain them. If not, list a few local stores where the Veteran can purchase a pedometer.
- As the facilitator, you may want to have the following available:
 - Pens, pencils, and extra paper
 - A flip chart and/or dry erase board with markers
 - A computer with projector to play videos, if possible
 - Any props designated in the session plans

Session Outline

Each MOVE! Veteran Workbook module contains more material than you may be able to facilitate in a 60-minute session or less. Example session plans for the MOVE! options of care are provided in each session outline. Items in **bold** are considered core module components;



greater emphasis should be placed on these. You can use the information in the session outline to tailor it to a specific Veteran or group depending on their interests/needs.

Check-In/Weigh-In

- Conduct participant weigh-in as privately as possible in your setting prior to the session starting. In group settings, late arrivals should be weighed by someone other than the facilitator.
 - Remember to record all weights in the EMR. This provides objective feedback to Veterans and care providers about their progress toward weight management goals.
- During check-in and/or welcome and introduction, it will be a good time to ask participants to share with you how they have been doing since their last session. Ask specifically, how they have been doing with achieving their goals, completing their food and activity logs, and implementing the weight management tools and strategies outside of session. What successes or challenges have they had? What are potential responses to their challenges?
- Facilitators should also gather the Food and Physical Activity Logs from Veteran(s) to provide feedback to participants before the end of the session. A MOVE! survey of Veterans, indicates significant program satisfaction when Veterans receive feedback on their tracking logs compared to Veterans who do not receive feedback on their logs. Facilitators may not be able to provide feedback to every participant, but logs should be discussed at every session. The facilitator is in the best position to determine how best to accomplish providing feedback on logs.

Welcome and Introduction

- Welcome Veteran(s) to the session.
- Introduce yourself, your role with the VA, and why you are committed to helping Veterans manage their weight effectively.
- Establish Group Guidelines in group settings. Offer a brief core set of guidelines (e.g., “please turn off cell phones, have one conversation at a time, keep everything shared by members confidential”). Ask participants for additional items to add to the group guidelines.

Discussions

- Each session details 3-5 discussion topics supported by the content in the MOVE! Veteran Workbook. **Facilitators will need to become familiar with the session discussion content in conjunction with the MOVE! Veteran Workbook.**
- Discussion topics are outlined in the **elicit, provide, elicit** format from Motivational Interviewing principles. This format allows facilitators to seek permission before giving information in a patient-centered conversational format.

- Discussion topics are designed to encourage Veterans to share challenges and solutions, ask questions, solicit thoughts, feelings and opinions on the material and from each other.
- Facilitators can check for participant understanding using a variety of techniques like teach back.
- Write major points on a whiteboard, blackboard, or smartboard, if desired.
- Reflect participant comments and summarize key points frequently.

Session Summary and Wrap Up

- Summarize key points discussed during the session, it may be beneficial to use content from the MOVE! Veteran Workbook Module Summary.
- **Goal-Setting:** Veterans should set one healthy eating and one physical activity goal to work on until their next session. Invite Veterans to share their goals. Ask permission for the group to help those who are having difficulty setting goals.
 - The facilitator should write down the goals to document in EMR, and facilitate participants' tracking of their stated goals.
- **Module To-Do:** At the end of your session, remind Veterans about their Module To-Do list in their Workbook (similar to Homework). Encourage participants to record weight daily, log all food and physical activity, and review the next Workbook module prior to their next session. Participants should bring their Food and Physical Activity Log and MOVE! Veteran Workbook to every session.

Session Tip Boxes

- Each Facilitator Guide session outline has tip boxes in light grey. The tip boxes provide additional helpful information, rationale, or clarification on specific content in the Facilitator Guide discussions or MOVE! Veteran Workbook. The Facilitator Guide was built to serve as a living facilitation guide, so tip boxes will be added as comments or questions come in from field staff or new research becomes available regarding effective weight management strategies.
 - Because the Facilitator Guides will be changing regularly, make sure you are regularly downloading the most current version from the SharePoint site or website.

Session Facilitation

- Participants are more engaged and successful when content is shared in a non-lecture format; always strive to create an interactive, engaging environment whether you are working with an individual Veteran or a group. Prepare to evoke as much information as possible from your Veterans.
 - For example: Instead of listing some of the barriers to physical activity, ask the group to discuss why they may have had difficulty being physically active. Consider

asking about past success with physical activity to focus on the positive and build confidence. Solutions and ideas that are generated by the group are much more powerful than those that are taught.

- Facilitate the session so the majority of talking comes from the participant(s) and not from you.
- The sessions are purposefully not scripted but provide discussion prompts to allow for flow that engages participants.
- As facilitator, you may structure the flow of each session based on the needs and preferences of you and the participants. Recommendations for structuring session flow are provided in each session under Session Outline.
- Redirect personal issues that arise during discussion not related to weight management when appropriate. If a Veteran needs more time to discuss a non-weight-related issue, offer to speak with him/her after the group.
- Having one consistent facilitator for all sessions may be helpful in increasing Veteran engagement. Having support and participation from a behavior expert (such as the Health Behavior Coordinator) is important.
- Individual consultation, if needed, may be scheduled outside the group session. The Health Behavior Coordinator may be a good resource for those who are “stuck” and need extra support.

In-Session Considerations

MOVE! Veteran Workbook To-Do

Encourage Veterans to practice and implement the tools and strategies they learn in session at home, at work, or anywhere. Note that specific MOVE! Program weight management tools and strategies may only be discussed in one or a few sessions. For example, there is one session on problem-solving. But Veterans should continue to use the tools that work for them week after week. Stress the importance of trying out and practicing weight management tools continually over the course of the program and to bring any questions they might have to their next session.

To get the most out of your time together, stress the importance of Veterans reviewing and completing the activities in the upcoming module prior to their next session. The MOVE! Veteran Workbook was designed so that Veterans could review upcoming content and complete activities prior to session. This will help them think about weight management concepts and prepare them for group/individual discussions. However, the discussions outlined in the Facilitator Guide were formatted in a way that does not assume participants

complete the activities. So even if some of your Veterans do not complete the Workbook material prior to session, they can still participate in group discussions.

Frequency of Weighing

There is clear evidence that regular self-weighing promotes better weight loss and weight maintenance. The ideal frequency for what is considered “regular” (i.e., daily vs. weekly) has not been fully established, but the MOVE! program would like to offer the following guidelines based upon the best-established research to date:

1. For Veterans participating in MOVE! who have a goal of weight loss, a minimum of weekly self-weighing is recommended with the goal of establishing a daily self-weighing routine in preparation for weight maintenance.
2. For Veterans participating in MOVE! who have a goal of weight maintenance, daily self-weighing is recommended.
3. Keep in mind these are recommendations that can be tailored based on the needs of individual Veterans.

Food and Physical Activity Logs

- Research has shown that individuals striving to lose weight are more successful when they use a diary or log to document food intake and physical activity. It is vital to continually stress the importance of tracking to Veterans, encourage them to use tracking tools that work best for them, and provide encouragement and feedback to them based on your review of the tracking information.
- The MOVE! Food and Physical Activity Log is a useful self-management tool, shown to boost weight loss success. It helps Veterans understand their eating and activity patterns before they attempt to make changes to them. The booklet provides space for the Veteran to record weekly food and beverage intake and physical activity. 16-weeks are provided in the booklet, additional pages can be copied. Veterans may choose to use an electronic or online log instead.
 - The Food and Physical Activity booklet is designed to shape tracking behavior over the first five weeks. Each week additional tracking components, such as amount of food and calorie count, are added to assist Veterans get used to tracking their behavior.
- Determine how you will use the Food and Physical Activity Logs at each session.
 - Will you collect and review each one at every session or review and discuss as a group or individually? Some Veterans may choose to track their eating and physical activity on an electronic log or app. Consider ways you may be able to access this information. Some apps can email logs through Secure Messaging.

- Some Veteran Workbook activities will ask participants to review prior week's logs as part of planning and problem-solving.
- Be flexible and be creative – logs should be discussed in every session even if you do not have the capacity to review and provide feedback on every log.

A Guide to Effective Facilitation

Effective facilitators possess a variety of qualities and skills. Some of the qualities spring from such innate personality traits as being able to recognize one's own biases while remaining neutral, enjoying interaction with diverse groups, and inspiring trust. Some will develop the skills through practice and with guidance from experienced facilitators.

Four Skills for Effective Facilitation

1. Create a comfortable atmosphere where participants feel valued:

Most people will participate more actively in a group when they feel comfortable sharing their opinions with other members. You and the participants can create this type of environment.

- **Use body language:** Use body language to show warmth and acceptance and encourage others to relax and respond in kind.
- **Welcome participants:** Greeting each member by name makes the experience more personal and can foster a stronger connection between the group and facilitator.
- **Introduce participants and yourself:** Introductions help participants feel welcome and comfortable with the other group members. Introductions also give you an opportunity to clarify your role as facilitator.
- **Consider an icebreaker:** Suggestions can be found in the session materials.
- **Thank participants:** By thanking participants, you validate and legitimize their comments and contributions.
- **Provide affirmations:** This will help encourage and support Veterans' efforts.

2. Encourage participation and an active exchange of ideas:

As facilitator, you should strive to balance participation from the more outspoken and quieter or reserved group members so that everyone has an equal opportunity to participate.

- **Encourage silent members:** Use comfortable eye contact, invite them to share their experiences or add to what has been shared already.
- **Use open-ended questions:** Questions beginning with when, what, or how usually encourage members to provide detailed answers, and not a simple "yes" or "no", which can spark additional ideas from other members.

- **Consult the group:** When a participant addresses a question to you, ask permission and invite suggestions from others in the group. This also shifts the focus of discussion from one member to the whole group.
- **Use visual aids:** You may choose to vary how you share information, such as writing on a flipchart or whiteboard, using a brief PowerPoint or sharing handouts, etc. Be careful not to overload participants with materials at each session.
- **Avoid falling into the habit of making suggestions and offering advice.** Instead, try asking the group what worked for them, what they have tried, and what they think would be helpful.
- **Be careful when using “why?”:** “Why” can imply judgment and cause some participants to become defensive. Instead of using “why,” ask, “What are some of the reasons...?”

3. Prevent and manage conflict:

One of the best ways to deal with conflict is to prevent it, but some conflict is inevitable and even helpful to the process. Use it to develop options the group would not have considered otherwise.

- **Use team-building activities:** Help members get to know each other better.
- **Develop group guidelines:** The sessions refer to Group Guidelines. Have the group create these together and review them as needed.
- **Search for agreement:** Drawing attention to points that participants agree upon helps create an atmosphere of positive collaboration and forward momentum.
- **Agree to disagree:** Although you would like to resolve all conflicts, it may not always be possible. Urge the group to treat each other with respect even when they disagree.

4. Listen and observe:

Throughout a group session, keep your eyes and ears open and stay tuned in to the whole group, as well as each individual.

- **Listen actively:** Apply the basic skills of one-on-one conversation. Listen before speaking, and ask permission before sharing information, examples or answers.
- **Scan the room:** While maintaining eye contact with the speaker, note how other members are responding to that person.
- **Encourage discussion, but help the group stay on topic:** Sometimes participants will bring up a good question that is not relevant to the discussion. Acknowledge this question and help keep the group on topic. You can use a “Parking Lot” on the board for these types of questions to be addressed later.



Welcome to MOVE!

Session Overview

This session explains the MOVE! Program, reviews motivation and reasons for weight loss, and explores ambivalence for change using Motivational Interviewing techniques. Veterans will review the steps to behavior change along with the keys to weight management success. Finally, the importance of goal setting is explained and opportunities are provided to set program goals.

Objectives for Session

1. Discuss Veteran motivation and reasons for losing weight.
2. Describe the behavior-change process.
3. Assist Veterans in setting weight-loss goals.

Session Preparation

- **Have the following materials available:**
 - Workbook Module 1 – Welcome to MOVE!
 - MOVE! Starter Packet
 - Food and Physical Activity Log
- **Additional helpful materials to plan your session:**
 - [Strive for a Healthy Weight YouTube video](#)
 - [Strive for a Healthy Weight](#) Healthy Living Message
 - [SMART Goals video](#) at www.va.gov/video
 - [My Health Choices](#) handout
- **Your role as facilitator:**
 - Your role is to facilitate discussion without lecturing. Follow the Motivational Interviewing technique of **Elicit, Provide, Elicit**. Facilitate the session so that most of the talking comes from the participants.

Session Outline

Each MOVE! Veteran Workbook module contains more material than you may be able to facilitate in a 60-minute session or less. Here are some example session plans for the MOVE! options of care. Items in **bold** are considered core module components; greater emphasis should be placed on these. You can use this information and tailor it to a specific Veteran or group depending on their interests/needs.

Group (60 min)	Individual/Telephone (30 min)	TeleMOVE! (4 daily sessions)
Welcome and introductions (5 min)	Welcome and introduction (2 min)	(1) Reasons for MOVE!
Discussion #1 MOVE! (8 min)	Discussion #1 MOVE! (4 min)	(2) Keys to Weight Management Success
Discussion #2 Reasons (8 min)	Discussion #2 Reasons (4 min)	(3) SMART Goal Setting
Discussion #3 Decisional Balance (7 min)	Discussion #3 Decisional Balance (4 min)	(4) I've Made Up My Mind!
Discussion #4 Goal Setting (20 min)	Discussion #4 Goal Setting (10 min)	
Discussion #5 Confidence (5 min)	Discussion #5 Confidence (2 min)	
Wrap Up (7 min)	Wrap Up (4 min)	

Session Facilitation

Check-in/Weigh-in

- Facilitate weigh-ins prior to the start of the session. Enter weight into the EMR following the session.

Welcome and Introduction

- Welcome Veteran(s) to the session.
- Introduce yourself, your role with the VA, and why you are committed to helping Veterans manage their weight effectively.
- Use an icebreaker for participant and team member introductions (i.e., “my name is ... and one thing I am proud of is...”)
- Establish Group Guidelines. Offer a brief core set of guidelines (e.g., “please turn off cell phones, have one conversation at a time, keep everything shared by members confidential”). Ask group for any additions.

Emphasize Veteran Workbook

It will be important to continually emphasize the value of using the MOVE! Veteran Workbook throughout their time in the MOVE! Program. You may indicate that you won't be able to cover all the information that is contained in the Workbook during your meetings. If the Veteran looks through the Workbook and completes the activities before your scheduled meetings they will get much more out of your time together.

Discussion #1: Welcome to MOVE!

- *(Elicit)* First, ask participants what they know about the MOVE! Weight Management Program for Veterans (MOVE!).
- *(Provide)* MOVE! is the weight management program designed to help Veterans self-manage their weight loss through evidence-based learning tools and strategies, discussion, reflection, and the support of others. The group sessions will focus on three core aspects of weight management: nutrition, physical activity, and behavior change.
 - *Tip:* Share a MOVE! Success Story and outcomes such as 800,000+ Veterans have participated, total pounds lost, or video of Success Story.
- *(Elicit)* Ask participants what kinds of things they would like to gain from participating in the MOVE! Program.

Discussion #2: Exploring Your Reasons to MOVE! and Measuring Readiness

- *(Elicit)* Ask participants why they joined the MOVE! Program. Reflect common themes (e.g., "My doctor told me to," "My wife is concerned about my weight," "I would like to be able to play with my grandchildren more."). Remind participants there is no right or wrong answer, it is about what matters to them, and reasons will vary from person to person.
- *(Provide)* Discuss ways participants can get the most out of the program, including attendance, active participation in discussions, and active engagement in program activities between sessions. Point to the Keys to Weight Management Success (Pg. 11).
- *(Elicit)* Ask participants how important weight management is to them right now on a scale of 0-10 (0 being not at all important and 10 being most important).
- Follow with "Why are you a [number] and not a [lower number]?" to elicit change talk. If time allows, ask "What would help move your number up a step or two?"

Discussion #3: Decisional Balance

- *(Elicit)* Ask participants to share any concerns about participating in MOVE!
- *(Provide)* Engaging in any kind of behavior change program can be challenging and people will vary in their motivation and commitment to make changes, and that's OKAY! Ambivalence is a natural part of the change process. Emphasize the Veteran's autonomy to choose what is the best course of action when it comes to weight loss.

- *(Elicit)* Ask participants to discuss what may happen if they do not take action towards weight loss (e.g., physical health, mental health, quality of life, social relationships, etc.) Not every Veteran may be motivated by improvements in physical health, which can be viewed as a side-effect. It is important to emphasize what is individually motivating for each Veteran.

Discussion #4: Getting Started with Goal Setting

- *(Elicit)* Ask participants why they think goal setting is an important part of the change process. Reflect their responses.
- *(Provide)* Share with participants the structure of SMART goals and provide examples of SMART goals. See [Make Your Goals Smart](#) (Pg. 13).
- *(Elicit)* Ask participants to set their long-term weight loss goal which is guided in their workbook. Use the [Body Mass Index](#) chart and [Weight Loss by the Numbers](#) (Pg. 14) chart to assist with setting their long-term weight loss goal.
- Ask participants to practice setting SMART goals and discuss as a group. See [What Are Your Target Behaviors?](#) (Pg. 16) activity. Either provide examples or have the group help (i.e., “other Veterans have set goals such as ... do you think any of these might work for you?”)
- Go around the group and invite Veterans to share their goals. Ask the group to help those who are having difficulty setting goals.
 - *Tip:* The facilitator should write down the goals to document in EMR and facilitate participants’ tracking of their stated goals.

Program Recommendations

We want Veterans to set personalized goals that are meaningful for them, but, as a program, we recommend starting with a loss of 5% of starting weight because we know it has important health benefits.

*It may be important to discuss with Veterans what a realistic goal is—it may not be reasonable or realistic to have a goal of “normal” weight as they get started with MOVE! or at any point. MOVE! was established to reduce the risk of other chronic diseases by helping Veterans achieve **clinically significant weight loss**.*

Discussion #5: Confidence Readiness Ruler

- *(Elicit)* Ask participants about their experience with previous weight loss attempts. What things worked well for them and what were their biggest barriers?
- *(Provide)* Encourage participants to attend all 16 sessions—attending more sessions and doing the work between sessions makes it more likely that Veterans will achieve weight loss. They should also utilize the Veteran Workbook and Food and Physical Activity Log. See the [Steps to Behavior Change](#) (Pg. 12) table for common strategies for success.

- (Elicit) Ask participants how confident they are about losing weight using the 0-10 Confidence Ruler. Reflect their responses.
- Follow with “Why are you that number and not a lower number?” to elicit change talk.

Summary and Wrap-Up

- **Session Summary:**
 - Summarize key points discussed during today’s session using the Module Summary (Pg. 17) and participant discussions.
- **Goal-Setting Check-Out:**
 - Ask participants to set one healthy eating and physical activity goal to work on until their next session. Go around the group and invite Veterans to share their goals. Ask permission for the group to help those who are having difficulty setting goals.
 - The facilitator should write down the goals to document in EMR and facilitate participants’ tracking of their stated goals.
- **Session To-Do:**
 - Ask participants to begin recording weight daily, logging all food and physical activity, and bringing their Food and Physical Activity Log to every session. The week one log only asks Veterans to write down what they eat and their activity each day. The log is designed to shape tracking behavior, so additional tracking components will be added weeks one to five.
 - Provide information necessary for attending the next session (date/time/location).
 - Remind participants to review Module 2 prior to their next session and to bring their MOVE! Veteran Workbook.

Food and Physical Activity Log

It may be helpful to mention the Food and Physical Activity Log in your Module 1 session so they can start filling it out (or tracking their food and activity in a mobile application). Self-monitoring is covered more fully in Module 2.



Tracking What You Do

Session Overview

This session covers the importance of self-monitoring or tracking dietary intake and physical activity throughout the MOVE! Program. The MOVE! Food and Physical Activity Log is reviewed and Veterans learn how to complete the various sections. Finally, the use of rewards to celebrate successes is discussed.

Objectives for Session

1. Describe the purpose of tracking.
2. Assist Veterans in tracking what they eat and drink.
3. Assist Veterans in tracking their activity.

Session Preparation

- **Have the following materials available:**
 - Workbook Module 2 – Tracking What You Do
 - MOVE! Starter Packet
 - Food and Physical Activity Log
- **Additional helpful materials to plan your session:**
 - [Self-Monitoring: Keeping a Diary video](http://www.move.va.gov/video) on www.move.va.gov/video
 - [Reminders About Record Keeping video](http://www.move.va.gov/video) on www.move.va.gov/video
 - [My Health Choices](#) handout
- **Your role as facilitator:**
 - Your role is to facilitate discussion without lecturing. Follow the Motivational Interviewing technique of **Elicit, Provide, Elicit**. Facilitate the session so that most of the talking comes from the participants.

Session Outline

Each MOVE! Veteran Workbook module contains more material than you may be able to facilitate in a 60-minute session or less. Here are some example session plans for the MOVE! options of care. Items in **bold** are considered core module components; greater emphasis should be placed on these. You can use this information and tailor it to a specific Veteran or group depending on their interests/needs.

Group (60 min)	Individual/Telephone (30 min)	TeleMOVE! (4 daily sessions)
Welcome and introductions (5 min)	Welcome and introduction (2 min)	(5) I Can Do It!
Discussion #1 Tracking (5 min)	Discussion #1 Tracking (3 min)	(6) Track What You Do
Discussion #2 Sarah (8 min)	Discussion #2 Sarah (4 min)	(7) Get Started Tracking
Discussion #3 Food and Activity (15 min)	Discussion #3 Food and Activity (7 min)	(8) Reward Yourself
Discussion #4 Barriers (10 min)	Discussion #4 Barriers (5 min)	
Discussion #5 Rewards (10 min)	Discussion #5 Rewards (5 min)	
Wrap Up (7 min)	Wrap Up (4 min)	

Session Facilitation

Check-in/Weigh-in

- Facilitate weigh-ins prior to the start of the session. Enter weight into the EMR Vital Signs package following the session.
- Ask participants to share how they have been doing since their last session. Discuss how Veterans have been doing with achieving their goals and completing their food and activity logs. What successes or challenges have they had? What are potential responses to their challenges?
- Facilitators should gather the Food and Physical Activity Logs to provide feedback to participants before the end of the session. Facilitators may not be able to provide feedback to every participant but logs should be discussed at every session.

Welcome and Introduction

- Welcome Veteran(s) to the session.
- Introduce yourself, your role with the VA, and why you are committed to helping Veterans manage their weight effectively.
- Establish Group Guidelines. Offer a brief core set of guidelines (e.g., “please turn off cell phones, have one conversation at a time, keep everything shared by members confidential”).

Discussion #1: Tracking What You Do

- *(Elicit)* Ask participants why weighing themselves at least weekly (more often is best) and keeping a weight log might be important behaviors to achieve weight loss goals.
- *(Provide)* Affirm and elaborate on correct responses. Describe how self-monitoring skills have been shown to be key for meeting weight loss goals. To change behavior, we must first be aware of our behavior. See [Tom’s Toolkit on self-monitoring](#) (Pg. 19).
- *(Elicit)* Ask participants how they feel about keeping a log of what they eat and their activity. If keeping a log will be a key to your success, what thoughts come to mind?

Importance of Self-Monitoring

It is essential to emphasize that self-monitoring is one of the most important, if not the most important, tool for losing and managing weight.

Discussion #2: Sarah’s Story

- *(Elicit)* Ask participants if they have tried to keep a food or physical activity log previously. What things went well and what challenges did they encounter? What did they learn from doing so? Why do they think it’s important to track for weight loss success?
- *(Provide)* Direct the participants to [Sarah’s Story](#) (Pg. 19). Review how our memory may not be as good as we think when it comes to tracking our food and calories.
- *(Elicit)* Ask participants to reflect on this activity. Was it surprising to see how many calories Sarah had missed by not tracking her food more closely?

Discussion #3: Tracking Your Food and Activity

- *(Elicit)* Ask participants which modality they would prefer to use to keep track of their food and activity over the course of MOVE! (paper booklet, mobile application, or other). Provide the different options of tracking including the [Food and Physical Activity Log](#) booklet or the [MOVE! Coach](#) app.
 - *Tip:* While reviewing the paper log, this could be an appropriate time for Veterans to download the app and explore its capabilities.
- *(Provide)* Review the [Hannah’s How-To](#) boxes on [Track your Food](#) (Pg. 21) and [Track your Activity](#) (Pg. 23). Explain how to fill in the [Food and Physical Activity Log](#) booklet. It may be helpful to explain how the log will change each week for 7 weeks to help them get used to tracking behavior– we ask them to start with the basics and then we add on from there. Even if a Veteran chooses to use the mobile application for tracking behavior,

discussing how detailed they should be when entering their food and activity will be beneficial. For example, instead of writing sandwich, write bread, cheese, lettuce, tomato, mustard, ham.

- *(Elicit)* Ask participants how they plan to keep track of their eating and activity throughout the MOVE! Program (i.e., how will they implement this new tracking behavior, how will they remember to do it every day, etc.)

Shaping Tracking Behavior

Beginning to track behavior can be a difficult adjustment for some people, so we recommend starting with the basics and building over time. The log was designed to help shape tracking behavior for participants. Rather than provide a full log the first week of MOVE!, Veterans will complete a very simple log to not overwhelm them early in the tracking process and develop a habit of doing it regularly. Each week for the first 5 weeks, a new component is added to the log allowing Veterans to track additional components that will provide more insight into their behaviors over time.

Over the 16 weeks, there will be four different versions of the Food and Physical Activity Log.

Week 1: Track the behavior

Week 2: Track the behavior and quantity

Week 3: Track the behavior, quantity, time and calorie intake

Week 4: Track the behavior, quantity, time and calorie intake

Week 5-16: Track the behavior, quantity, time, calorie intake, mood, and RPE (Rate of Perceived Exertion) intensity

Discussion #4: Busting Barriers

- *(Elicit)* Ask participants how confident they feel about using these tracking methods. What challenges do they think they might run into?
- *(Provide)* Refer participants to the [Busting Barriers](#) (Pg. 24) section. Ask participants which barriers they relate to. Discuss the potential solutions to these barriers. If a Veteran reports a barrier that is not listed, ask permission to have the group help them come up with solutions.
- *(Elicit)* After the discussion of how they envision themselves overcoming barriers, ask what they can do to possibly prevent barriers from occurring (i.e., planning ahead).
- Ask participants to log food and activity for the duration of the program. Explain that the diary will be discussed at every session and feedback will be provided on their progress.

Discussion #5: Setting Up Rewards

- *(Elicit)* Ask participants whether they have ever set a reward system for themselves and how did they go about doing it. Why are rewards helpful?
- *(Provide)* Explain that rewards systems can help Veterans meet their weight loss and weekly SMART goals. Starting with small goals followed immediately with a small reward can boost confidence and help keep up motivation to continue with the program. It is

important to set small goals early on to ensure success. Goals that are too large or unrealistic can be discouraging and frustrating.

- *Tip:* It may be helpful to remind Veterans that food rewards may be counterproductive to their success.
- (*Elicit*) Ask participants what rewards them and direct them to Reward Your Success (Pg. 25) activity. Ask participants to identify at least a few things that reward them and tie those to their upcoming goals.

Summary and Wrap-Up

- **Session Summary:**
 - Summarize key points discussed during today's session using the Module Summary (Pg. 27) and participant discussions.
- **Goal-Setting Check-Out:**
 - Ask participants to set one healthy eating and physical activity goal to work on until their next session. Go around the group and invite Veterans to share their goals. Ask permission for the group to help those who are having difficulty setting goals.
 - The facilitator should write down the goals to document in EMR, and facilitate participants' tracking of their stated goals.
- **Session To-Do:**
 - Ask participants to begin recording weight daily, logging all food and physical activity, and bringing their Food and Physical Activity Log to every session. The week two log adds in the tracking component of amount for both diet and physical activity.
 - Provide information necessary for attending the next session (date/time/location).
 - Remind participants to review Module 3 prior to their next session and to bring their MOVE! Veteran Workbook.



SESSION THREE

Tip the Balance

Session Overview

This session explains the energy/caloric balance and how it is related to weight control. Veterans will learn about creating an energy deficit to achieve weight loss and identify a daily caloric consumption target. Strategies are provided on how to consume fewer calories and burn more calories to achieve the recommended daily 500 calorie energy deficit.

Objectives for Session

1. Describe the link between calories and weight.
2. Help Veterans identify their eating patterns.
3. Demonstrate how Veterans can burn more calories than they take in.

Session Preparation

- **Have the following materials available:**
 - Workbook Module 3 – Tip the Balance
 - MOVE! Starter Packet
 - Food and Physical Activity Log
- **Additional helpful materials to plan your session:**
 - [Calorie Deficit Table](#)
 - [Estimated Energy Needs Spreadsheet](#)
 - [My Health Choices](#) handout
 - [What is Self-Management? video](#)
 - [How do I lose Weight? video](#)
 - [Staying Motivated video](#)

Your role as facilitator:

- Your role is to facilitate discussion without lecturing. Follow the Motivational Interviewing technique of **Elicit, Provide, Elicit**. Facilitate the session so that most of the talking comes from the participants.

Session Outline

Each MOVE! Veteran Workbook module contains more material than you may be able to facilitate in a 60-minute session or less. Here are some example session plans for the MOVE! options of care. Items in **bold** are considered core module components; greater emphasis should be placed on these. You can use this information and tailor it to a specific Veteran or group depending on their interests/needs.

Group (60 min)	Individual/Telephone (30 min)	TeleMOVE! (2 daily sessions)
Welcome and introductions (5 min)	Welcome and introduction (2 min)	(9) Tip the Balance
Discussion #1 Energy Balance (6 min)	Discussion #1 Energy Balance (3 min)	(10) Creating an Energy Deficit
Discussion #2 Calorie Goal (15 min)	Discussion #2 Calorie Goal (8 min)	
Discussion #3 Tarik's Story (7 min)	Discussion #3 Tarik's Story (3 min)	
Discussion #4 Eating Fewer Calories (10 min)	Discussion #4 Eating Fewer Calories (5 min)	
Discussion #5 Burning More Calories (10 min)	Discussion #5 Burning More Calories (5 min)	
Wrap Up (7 min)	Wrap Up (4 min)	

Session Facilitation

Check-in/Weigh-in

- Facilitate weigh-ins prior to the start of the session. Enter weight into the EMR following the session.
- Ask participants to share how they have been doing since their last session. Discuss how Veterans have been doing with achieving their goals and completing their food and activity logs. What successes or challenges have they had? What are potential responses to their challenges?



- Facilitators should gather the Food and Physical Activity Logs to provide feedback to participants before the end of the session. Facilitators may not be able to provide feedback to every participant but logs should be discussed at every session.

Welcome and Introduction

- Welcome Veteran(s) to the session.
- Introduce yourself, your role with the VA, and why you are committed to helping veterans manage their weight effectively.
- Establish Group Guidelines. Offer a brief core set of guidelines (e.g., “please turn off cell phones, have one conversation at a time, keep everything shared by members confidential”).

Discussion #1: What is the Energy Balance?

- *(Elicit)* Ask participants what people need to do to lose weight. Record responses on a flipchart or board and reflect common themes.
- *(Provide)* Discuss primary components of a successful weight loss program.
 - Eat and drink fewer calories
 - Be more physically active (burn more calories)
 - Set clear daily calorie and physical activity goals

Discuss how weight control is linked to the energy balance. If you eat more calories than you use, you’ll gain weight. If you eat fewer calories than you use, you’ll lose weight.

Direct participants to the [What is the Energy Balance](#) explanation.

- *(Elicit)* Ask participants why this seemingly simple solution to losing weight is so difficult for so many of us. Discuss the myriad of complex factors that influence weight loss and weight management.

Discussion #2: Setting Your Calorie Goal

- *(Elicit)* Ask participants why they think setting a daily calorie goal is important for weight loss.
- *(Provide)* Explain the three ways to lose or gain weight: Adjust your daily caloric intake, adjust your daily activity level, or a combination of the two. Indicate that to lose weight, it is recommended that they create an energy deficit of at least 500 calories/day. Direct participants to the [Your Calorie Goal](#) (Pg. 30) section.
- *(Elicit)* Ask participants what they think about this information. What is their preference for creating an energy deficit, how will they go about implementing an energy deficit. Have participants set a daily caloric target.
 - *Tip:* Some Veterans in group sessions may need to schedule a one-on-one session with a dietitian to identify their daily caloric target. There are many ways to arrive at a daily caloric target.

Complexity of Calorie Goals

Arriving at a daily calorie target can be very complex. MOVE! clinicians may want to acknowledge to the Veterans there are many formulas available to calculate an individual's daily caloric target.

The VA/DoD Clinical Practice Guideline for Screening and Management of Overweight and Obesity recommends a net deficit of 500 to 1,000 kcal/day addressing both diet and physical activity to achieve a weight loss of 0.5 to 2 pounds per week, resulting in a 5-10% reduction in body weight over 6 months.

An evidence-based recommendation to create an energy deficit of ≥ 500 calories/day is typically achieved with dietary intake of 1200-1500 kcal/day for women and 1500-1800 kcal/day for men, and it is recommended by both:

- 2013 American Heart Association/American College of Cardiology/The Obesity Society Guideline for the Management of Overweight and Obesity in Adults
- 2016 Academy of Nutrition and Dietetics: Intervention for the treatment of overweight and obesity in adults

However, it is recognized that setting daily caloric targets is not a one size fits all approach. Many factors should be considered when setting a daily caloric target (age, sex, height, build, weight, or other chronic conditions).

Discussion #3: Tarik's Story

- *(Elicit)* Ask participants what questions they have about the energy balance or creating the energy deficit.
- *(Provide)* To demonstrate the process, direct participants to [Tarik's Story](#) (Pg. 31). Discuss how Tarik uses a combination of consuming fewer calories and burning more calories to achieve his 500 calorie/day deficit.
- *(Elicit)* Ask participants how tracking their food and activity is linked with achieving their energy balance.

Discussion #4: Eating Fewer Calories

- *(Elicit)* Ask participants to think about their regular eating habits. Direct them to the [What Are My Eating Patterns](#) (Pg. 32) activity. Are there certain times of the day they are most likely to eat? Do they snack at certain times? How much do they eat in one sitting? Do they skip meals? etc. Discuss how eating patterns can affect their daily caloric intake.
- *(Provide)* To get started with consuming fewer calories, direct participants to [Hannah's How-To](#) boxes on [Eating Fewer Calories](#) (Pg. 33) and [Rethink Your Drink](#) (Pg. 34). Evoke and discuss several ways they can start to make small changes to their diet to consume fewer calories.
 - *Tip:* Participants can use strategies and suggestions from this conversation to set their weekly healthy eating goal.
- *(Elicit)* Ask participants how confident they are in reducing their calorie intake by making small changes. What would help them feel more confident to make these changes?

Discussion #5: Burning More Calories

- *(Elicit)* Ask participants to think about their activity routines. How often are they active and for how long?
- *(Provide)* To get started burning more calories, direct participants to [Hannah's How-To Burn More Calories](#) (Pg. 36). Discuss ways they can start to make small changes to their activity routines (e.g., parking farther away, taking the stairs) to burn more calories throughout the day. Ask for ideas from the group.
- *(Elicit)* Ask participants to choose one strategy/activity they will start doing this week to burn more calories. Use this to set a physical activity SMART goal.

Summary and Wrap-Up

- **Session Summary:**
 - Summarize key points discussed during today's session using the [Module Summary](#) (Pg. 38) and participant discussions.
- **Goal-Setting Check-Out:**
 - Ask participants to set one healthy eating and physical activity goal to work on until their next session. Go around the group and invite Veterans to share their goals. Ask permission for the group to help those who are having difficulty setting goals.
 - The facilitator should write down the goals to document in EMR, and facilitate participants' tracking of their stated goals.
- **Session To-Do:**
 - Encourage participants to record weight daily, log all food and physical activity, and bring their [Food and Physical Activity Log](#) to every session. The week three log adds tracking components of time and calories in addition to what and how much they are eating.
 - Provide information necessary for attending the next session (date/time/location).
 - Remind participants to review Module 4 prior to their next session and to bring their MOVE! Veteran Workbook.



Eat Wisely

Session Overview

This session explains the basics of healthy eating and how to create a healthy plate. The healthy plate food groups are reviewed with examples of foods that Veterans should get more of and foods to limit. Veterans will learn some common serving sizes and the recommended servings of each food group based on the USDA Healthy US-Style Eating Pattern.

Objectives for Session

1. Demonstrate how to create a healthy plate.
2. Discuss the items in each food group.
3. Demonstrate common serving sizes.

Session Preparation

- **Have the following materials available:**
 - Workbook Module 4 – Eat Wisely
 - MOVE! Starter Packet
 - Food and Physical Activity Log
- **Additional helpful materials to plan your session:**
 - [Eat Wisely](#) Healthy Living Message
 - [Eat Wisely](#) video
 - MOVE! Healthy Placemat
 - [Making Healthy Food Choices with a Healthy Plate](#) video
 - [Food Composition and Dietary Guidelines](#) video
 - Demonstrate serving sizes by bringing measuring cups and spoons or other common items

Your role as facilitator:

- Your role is to facilitate discussion without lecturing. Follow the Motivational Interviewing technique of **Elicit, Provide, Elicit**. Facilitate the session so that most of the talking comes from the participants.

Session Outline

Each MOVE! Veteran Workbook module contains more material than you may be able to facilitate in a 60-minute session or less. Here are some example session plans for the MOVE! options of care. Items in **bold** are considered core module components; greater emphasis should be placed on these. You can use this information and tailor it to a specific Veteran or group depending on their interests/needs.

Group (60 min)	Individual/Telephone (30 min)	TeleMOVE! (9 daily sessions)
Welcome and introductions (5 min)	Welcome and introduction (2 min)	(11) Create a Healthy Plate
Discussion #1 Healthy Plate (10 min)	Discussion #1 Healthy Plate (5 min)	(12) Vegetables
Discussion #2 Food Groups (8 min)	Discussion #2 Food Groups (4 min)	(13) Fruits
Discussion #3 Liquid Calories (8 min)	Discussion #3 Liquid Calories (4 min)	(14) Grains
Discussion #4 Size It Up (10 min)	Discussion #4 Size It Up (5 min)	(15) Protein
Discussion #5 Busting Barriers (12 min)	Discussion #5 Busting Barriers (6 min)	(16) Dairy
Wrap Up (7 min)	Wrap Up (4 min)	(17) Calcium
		(18) Water
		(19) Watch Out for Liquid Calories

Session Facilitation

Check-in/Weigh-in

- Facilitate weigh-ins prior to the start of the session. Enter weight into the EMR Vital Signs package following the session.
- Ask participants to share with you how they have been doing since their last session. Discuss how Veterans have been doing with achieving their goals and completing their food and



activity logs. What successes or challenges have they had? What are potential responses to their challenges?

- Facilitators should gather the Food and Physical Activity Logs to provide feedback to participants before the end of the session. Facilitators may not be able to provide feedback to every participant, but logs should be discussed at every session.

Welcome and Introduction

- Welcome Veteran(s) to the session.
- Introduce yourself, your role with the VA, and why you are committed to helping Veterans manage their weight effectively.
- Establish Group Guidelines. Offer a brief core set of guidelines (e.g., “please turn off cell phones, have one conversation at a time, keep everything shared by members confidential”).

Discussion #1: Eat Healthy by Creating a Healthy Plate

- *(Elicit)* Ask participants to complete the Rate Your Plate (Pg. 43) worksheet in their workbook for last night’s dinner if they have not already done so, or describe what a past dinner plate looked like.
- *(Provide)* Explain how to make healthy food choices by creating a healthy plate. Review what a healthy plate should look like. Engage participants to help you create/draw a healthy plate. Refer them to the Eat Healthy by Creating a Healthy Plate (Pg. 42) diagram.
- *(Elicit)* Ask participants what they think about the healthy plate. Was anything surprising to them? Refer participants to the Rate Your Plate (Pg. 43) worksheet again, ask what changes they can make to their plate to make it a healthy plate.

All Foods Can Fit

The Veteran Workbook promotes that all foods can fit with balance and moderation. No one diet is emphasized over another. Some Veterans may benefit from a low-carb, low-fat or an alternative healthy eating plan depending on their specific medical needs and this should be determined through a shared-decision making process.

Discussion #2: My Healthy Plate Food Groups

- *(Elicit)* Ask participants why they think it is important to get a balanced diet from each of the healthy plate food groups. What benefits might they experience?
- *(Provide)* Review any uncommon foods within each of the healthy plate food groups listed in the Veteran Workbook. Discuss which foods to get more of and which to limit in a healthy diet.
 - *Tip:* Highlight that fruits and vegetables can be fresh, canned, or frozen. For whole grain products, the first or second word on the ingredient list should include “whole” or “whole grain.”

- (Elicit) Ask participants to consider their favorite foods in each of the healthy plate food groups and what foods they can add to their diet.

Drug-Nutrient Interactions

It may be helpful to highlight possible drug-nutrient interactions at this point in the discussion. For example, those taking statins should not consume grapefruit. Those on warfarin should consume a consistent amount of vitamin-K containing foods each day so they should avoid sudden increases in green vegetable intake.

Remind participants to continue to follow dietary guidelines given to them by their primary care teams to limit certain types of foods to minimize these drug-nutrient interactions.

Grapefruit

NFS Handout: [Medications and Grapefruit](#)

FDA Resource: [Grapefruit Juice and Some Drugs Don't Mix](#)

Vitamin K

NFS Handout: [Warfarin and Diet](#)

[Academy of Nutrition and Dietetics Nutrition Care Manual Reference](#)

NIH Drug-Nutrient Task Force: [Important Information to Know When You Are Taking Warfarin \(Coumadin\) and Vitamin K](#)

Discussion #3: Liquid Calories

- (Elicit) Ask participants what types of drinks they consume the most. How many calories do they think are in these drinks?
- (Provide) Discuss the number of calories in different types of drinks. Refer participants to [Watch Out for Liquid Calories](#) (Pg. 48) table for examples. Encourage Veterans to read food labels for total calories and sugar in a beverage.
 - *Tip:* Veterans can divide the total grams of sugar by 4 and that will equal the number of teaspoons of sugar that are in the product.
- (Elicit) Ask participants for their thoughts about this information—was anything surprising? What types of changes can they start making to avoid liquid calories?

Discussion #4: Size It Up!

- (Elicit) Make a list of several different foods on a flipchart or slides and ask participants to share what they believe is the proper serving size.
 - *Tip:* It may help to bring visuals to demonstrate common serving sizes. Bring measuring cups or a baseball as demonstrations.
- (Provide) Refer participants to the [Build a Healthy Plate Based on Your Caloric Target](#) (Pg. 50) table for more detail about actual serving sizes. Review common items that are approximately the size of common serving sizes.

- *(Elicit)* Ask participants what they think about this information—was it surprising? Ask participants how they will use this information when preparing their next meal.

Discussion #5: Busting Barriers

- *(Elicit)* Ask participants how confident they feel about creating a healthy plate. What challenges do they think they might run into?
- *(Provide)* Refer participants to the Busting Barriers (Pg. 52) section. Which ones do they relate to? Discuss the potential solutions to these barriers. If a Veteran reports a barrier that is not listed, have the group help them come up with solutions.
- *(Elicit)* Ask participants for strategies to address these barriers. How do they envision themselves overcoming these barriers or what things can they do to prevent barriers from occurring (i.e., planning ahead)?

Summary and Wrap-Up

- **Session Summary:**
 - Summarize key points discussed during today's session using the Module Summary (Pg. 53) and participant discussions.
- **Goal-Setting Check-Out:**
 - Ask participants to set one healthy eating and physical activity goal to work on until their next session. Go around the group and invite Veterans to share their goals. Ask permission for the group to help those who are having difficulty setting goals.
 - The facilitator should write down the goals to document in EMR, and facilitate participants' tracking of their stated goals.
- **Session To-Do:**
 - Encourage participants to record weight daily, log all food and physical activity, and bring their Food and Physical Activity Log to every session. Week four's log is the same as week three. Veterans will continue to track what, when, how much, and the calories of the foods they eat.
 - Provide information necessary for attending the next session (date/time/location).
 - Remind participants to review Module 5 prior to their next session and to bring their MOVE! Veteran Workbook.



Get Fit for Life

Session Overview

This session reviews the basics of being physically active. Veterans will identify the different types of physical activity that will interest them and work with their schedules. The 2018 Physical Activity Guidelines for Americans is reviewed and Veterans will have a chance to compare their current activity levels with the recommended guidelines. Veterans will also learn about different measures of intensity and tips to get started being active.

Objectives for Session

1. Help Veterans identify ways to get active that work for them.
2. Describe the benefits of getting active.
3. Teach Veterans how to get fit.

Session Preparation

- **Have the following materials available:**
 - Workbook Module 5 – Get Fit for Life
 - Welcome to MOVE! Introduction Packet
 - Food and Physical Activity Log
- **Additional helpful materials to plan your session:**
 - [Be Physically Active](#) Healthy Living Message
 - [Be Physically Active](#) video
 - [Physical Activity Guidelines for Americans](#)
 - [The Basics of Physical Activity](#) video
 - [Setting a Daily Physical Activity Goal](#) video
 - [Barriers to Physical Activity](#) video
 - [How Hard Should I Exercise](#) video

• **Your role as facilitator:**

- Your role is to facilitate discussion without lecturing. Follow the Motivational Interviewing technique of **Elicit, Provide, Elicit**. Facilitate the session so that most of the talking comes from the participants.

Session Outline

Each MOVE! Veteran Workbook module contains more material than you may be able to facilitate in a 60-minute session or less. Here are some example session plans for the MOVE! options of care. Items in **bold** are considered core module components; greater emphasis should be placed on these. You can use this information and tailor it to a specific Veteran or group depending on their interests/needs.

Group (60 min)	Individual/Telephone (30 min)	TeleMOVE! (5 daily sessions)
Welcome and introductions (5 min)	Welcome and introduction (2 min)	20 – Get Fit for Life
Discussion #1 Physical Activity (8 min)	Discussion #1 Physical Activity (4 min)	21 – Measures of Intensity
Discussion #2 How Active Should I Be? (8 min)	Discussion #2 How Active Should I Be? (4 min)	22 – How Active Am I?
Discussion #3 Measures of Intensity (10 min)	Discussion #3 Measures of Intensity (5 min)	23 – Preparing to Get Fit
Discussion #4 How Active Am I? (10 min)	Discussion #4 How Active Am I? (5 min)	24 – Make Sure You Are FITT
Discussion #5 Busting Barriers (12 min)	Discussion #5 Busting Barriers (6 min)	
Wrap Up (7 min)	Wrap Up (4 min)	

Session Facilitation

Check-in/Weigh-in

- Facilitate weigh-ins prior to the start of the session. Enter weight into the EMR Vital Signs package following the session.
- Ask participants to share with you how they have been doing since their last session. Discuss how Veterans have been doing with achieving their goals and completing their food and activity logs. What successes or challenges have they had? What are potential responses to their challenges?

- Facilitators should gather the Food and Physical Activity Logs to provide feedback to participants before the end of the session. Facilitators may not be able to provide feedback to every participant, but logs should be discussed at every session.

Welcome and Introduction

- Welcome Veteran(s) to the session.
- Introduce yourself, your role with the VA, and why you are committed to helping Veterans manage their weight effectively.
- Establish Group Guidelines. Offer a brief core set of guidelines (e.g., “please turn off cell phones, have one conversation at a time, keep everything shared by members confidential”).

Discussion #1: Types of Physical Activity

- *(Elicit)* Ask participants to share their definition of physical activity. What is physical activity and what counts as physical activity? Record responses on a flip chart or white board.
- *(Provide)* Use content from the [Be Physically Active Healthy Living Message](#) and [Types of Physical Activity](#) (Pg. 58) to facilitate a conversation about physical activity.
- *(Elicit)* Ask participants what they think are some of the benefits of physical activity. Ask participants to share one benefit they have experienced from physical activity either currently or previously. Ask participants their reasons for being more physically active—what are their motivators (e.g., increases mobility or independence, weight loss, reduced medications)?

Discussion #2: How Active Should I Be?

- *(Elicit)* Ask participants how often they are currently active (days or minutes) based on the definition of physical activity discussed above. What kinds of activity are they engaged in based on the [Types of Physical Activity](#) (Pg. 58)? If helpful to the discussion, you can record their responses on a flipchart or whiteboard.
- *(Provide)* Discuss the updated [Physical Activity Guidelines for Americans](#). Refer participants to [How Active Should I Be?](#) (Pg. 60) page. Discuss how their amount of activity may be different from the Physical Activity Guidelines for Americans. Affirm that it is okay and that they will build their activity over the course of the MOVE! Program, working towards their goals and referring to the guidelines as needed.
- *(Elicit)* Ask participants if they have any questions about how to start increasing their physical activity. Review the [Preparing to Get Fit](#) (Pg. 64) section to discuss other strategies to get started.

Discussion #3: Measures of Intensity

- *(Elicit)* Ask participants how they can measure how hard their heart and muscles are working when they are active.

- (Provide) Refer participants to the Measures of Intensity section (Know Your Heart Rate [Pg. 60] and Rate of Perceived Exertion Chart [Pg. 62]) to discuss the different workout intensities and examples of types of physical activity for each intensity.
 - *Tip:* The Rate of Perceived Exertion Chart (Pg. 62) is used in the Food and Physical Activity Log to track physical activity intensity. Veterans can choose to measure their heart rate; however, the RPE is a good alternative for those that have trouble measuring heart rate.
- (Elicit) Ask participants why measuring intensity might be helpful to their overall physical fitness.

Discussion #4: How Active Am I?

- (Elicit) Invite participants to complete the How Active Am I? (Pg. 63) section, if they have not already.
- (Provide) Review that the How Active Am I? (Pg. 63) table was created as a guide to work towards the recommended amount of physical activity. They will also complete this table a few times during the MOVE! Program so they can track their progress towards meeting their goals and the physical activity guidelines.
- (Elicit) Ask participants what steps they will take to slowly increase their amount of physical activity. Encourage them to be concrete as they make their plan.
 - Instead of “*I will just keep exercising until it gets easier,*” Look for specific planning or change talk “*First I will walk 3 days a week for 10 minutes at a time, then I will walk for 5 days a week for 10 minutes at a time, etc.*”

How Active Am I?

You may recognize this box still includes being active for at least 10 minutes at a time. We recognize that the 2018 Physical Activity Guidelines for Americans eliminated the recommendation that bouts of physical activity need to be 10 minutes. However, we decided to keep it for ease of tracking purposes. When monitoring physical activity in their log, Veterans will be asked to track episodes of physical activity of 10 or more minutes. It is important to emphasize, though, that any amount of physical activity is beneficial to health.

Discussion #5: Busting Barriers

- (Elicit) Ask participants how confident they feel about increasing their physical activity. What challenges do they think they might run into?
- (Provide) Refer participants to the Busting Barriers (Pg. 66) section. Are there similarities or differences with the barriers they shared? Discuss the potential solutions to these barriers. If a Veteran reports a barrier that is not listed, ask permission to have the group help them come up with solutions.

- (Elicit) Ask participants for strategies to address these barriers. How do they envision overcoming these barriers or what things can they do to prevent barriers from occurring (i.e., planning ahead)?

Summary and Wrap-Up

- **Session Summary:**
 - Summarize key points discussed during today's session using the Module Summary (Pg. 68) and participant discussions.
- **Goal-Setting Check-Out:**
 - Ask participants to set one healthy eating and physical activity goal to work on until their next session. Go around the group and invite Veterans to share their goals. Ask permission for the group to help those who are having difficulty setting goals.
 - The facilitator should write down the goals to document in EMR, and facilitate participants' tracking of their stated goals.
- **Session To-Do:**
 - Encourage participants to record weight daily, log all food and physical activity, and bring their Food and Physical Activity Log to every session. Week five's log adds the tracking component of mood or feelings. Veterans will track what they were feeling while they were eating. Also, Veterans will start to track the RPE Intensity rating for their physical activity. This is the final iteration of the log, all remaining weeks will be the same.
 - Provide information necessary for attending the next session (date/time/location).
 - Remind participants to review Module 6 prior to their next session and to bring their MOVE! Veteran Workbook.

Preview the Module Content

It may be especially beneficial for Veterans to preview Module 6 content compared to other modules. Discussion of the relationship between thoughts, feeling, and behaviors can be complex and may be new for many Veterans. Encourage Veterans to review this module and try to complete the activities prior to your session to get the most out of your time together.



Take Charge of Your Weight

Session Overview

This session discusses how thoughts, feelings, and behavior work together to help or hinder weight-loss progress. Veterans will recognize their unhelpful thoughts and learn steps to rethink them. They will also look at how their emotions may be influencing unhealthy behaviors like overeating and inactivity.

Objectives for Session

1. Discuss the relationship between thoughts, feelings, and behavior.
2. Help Veterans recognize unhelpful thoughts and how to rethink them.
3. Discuss how feelings (both physical and emotional) influence eating.

Session Preparation

- **Have the following materials available:**
 - Workbook Module 6 – Take Charge of Your Weight
 - Food and Physical Activity Log
- **Additional helpful materials to plan your session:**
 - [Change Your Thinking About Food, Exercise, and Yourself](#) video
 - [Take Control with Positive Thinking](#) video
- **Your role as facilitator:**
 - Your role is to facilitate discussion without lecturing. Follow the Motivational Interviewing technique of **Elicit, Provide, Elicit**. Facilitate the session so that most of the talking comes from the participants.

Session Outline

Each MOVE! Veteran Workbook module contains more material than you may be able to facilitate in a 60-minute session or less. Here are some example session plans for the MOVE! options of care. Items in **bold** are considered core module components; greater emphasis should be placed on these. You can use this information and tailor it to a specific Veteran or group depending on their interests/needs.

Group (60 min)	Individual/Telephone (30 min)	TeleMOVE! (4 daily sessions)
Welcome and introductions (5 min)	Welcome and introduction (2 min)	(25) Take Charge of Your Weight
Discussion #1 Mindfulness (12 min)	Discussion #1 Mindfulness (6 min)	(26) Conquering Unhelpful Thoughts
Discussion #2 Unhelpful Thoughts (12 min)	Discussion #2 Unhelpful Thoughts (6 min)	(27) Emotional Triggers
Discussion #3 Rethinking Unhelpful Thoughts (12 min)	Discussion #3 Rethinking Unhelpful Thoughts (6 min)	(28) It's All in Your Attitude
Discussion #4 Emotional Triggers (12 min)	Discussion #4 Emotional Triggers (6 min)	
Wrap Up (7 min)	Wrap Up (4 min)	

Session Facilitation

Preview the Module Content

It may be especially beneficial for Veterans to preview this modules content compared to other modules. Discussion of the relationship between thoughts, feeling, and behaviors can be complex and may be new for many Veterans. Encourage Veterans to review this module and try to complete the activities prior to your session to get the most out of your time together.

Check-in/Weigh-in

- Facilitate weigh-ins prior to the start of the session. Enter weight into the EMR following the session.
- Ask participants to share with you how they have been doing since their last session. Discuss how Veterans have been doing with achieving their goals and completing their food and activity logs. What successes or challenges have they had? What are potential responses to their challenges?

- Facilitators should gather the Food and Physical Activity Logs to provide feedback to participants before the end of the session. Facilitators may not be able to provide feedback to every participant, but logs should be discussed at every session.

Welcome and Introduction

- Welcome Veteran(s) to the session.
- Introduce yourself, your role with the VA, and why you are committed to helping Veterans manage their weight effectively.
- Establish Group Guidelines. Offer a brief core set of guidelines (e.g., “please turn off cell phones, have one conversation at a time, keep everything shared by members confidential”).

Discussion #1: Mindful Awareness

- *(Elicit)* Ask participants to think of a situation when their thoughts or feelings influenced something they did. Ask for volunteers to share their experience. What were they feeling emotionally or in their body, what were they thinking, and what did they do?
- *(Provide)* It is important to practice mindful awareness or being aware of what is going on within and around you. Your thoughts and feelings influence all behaviors, including eating and physical activity. Review the relationship between thoughts, feelings, and behavior and how they interact and can build off one another in a cyclical way. Direct participants to the Practicing Mindful Awareness (Pg. 73) activity to track thoughts and emotions over the next week, if they have not completed it already.
- *(Elicit)* Ask participants for their reactions to mindful awareness. Have they ever had experience paying attention to their own thoughts and writing them down?
- In what ways can mindful awareness help them to better understand their behavior and themselves?

Discussion #2: Unhelpful Thoughts

- *(Elicit)* Ask participants what role unhelpful or negative thoughts could play in someone’s ability to lose weight and keep it off. Reflect their responses.
- *(Provide)* There are many types of unhelpful thoughts. Most people have probably experienced many of these. Refer participants to Recognizing Unhelpful Thoughts (Pg. 74) section. Review the types of unhelpful thoughts and examples of each.
- *(Elicit)* Ask participants which types of unhelpful thoughts they have experienced before and how it impacted their feelings/emotions or behavior. Ask them if they can identify the “thinking error”.
 - *Tip:* The “thinking errors” are outlined in Recognizing Unhelpful Thoughts (Pg. 74).

Thoughts are Just Thoughts

*It may be beneficial to emphasize that thoughts are **just** thoughts during this discussion. They are not good or bad, right or wrong, true or false...a thought is simply **a thought**. It will take practice to remind themselves of this and to not put so much weight on it or take it as truth.*

Discussion #3: Rethinking Unhelpful Thoughts

- *(Elicit)* Ask participants what, if anything, they have done previously to manage unhelpful thoughts or if they have tried to rethink their unhelpful thoughts. Reflect and summarize what participants have tried previously.
- *(Provide)* Refer participants to the Tom's Toolkit (Pg. 75) for the Steps for Rethinking Unhelpful Thoughts. Review the steps together. It may be helpful to comment that these steps will take practice to learn and master. Rethinking unhelpful or negative thoughts can be challenging for many people.
- *(Elicit)* Ask participants to review the Rethinking Unhelpful Thoughts (Pg. 75) activity they should work on over the next week, if they have not completed it already.
- Ask for a volunteer to share a recent unhelpful thought and as a group or team walk through the steps to rethink it. Do one or two more as time permits for groups.

Discussion #4: Emotional Triggers

- *(Elicit)* Refer participants to the Emotional Triggers (Pg. 76) section in their workbook. Go through the activity together, if they have not completed it already. Discuss how overeating is common in these different situations. Discuss any patterns they may see in their responses to the questions.
- *(Provide)* Affirm that participants can manage emotional triggers. It is important to first recognize what their triggers are (from the Emotional Triggers (Pg. 76) activity) before trying a different way of responding.
- *(Elicit)* Refer participants to A Healthy Way of Coping (Pg. 77) activity. Ask participants ways they can respond differently to emotional triggers besides eating or being inactive. What are some healthy coping responses? Brainstorm strategies as a group or team.

Summary and Wrap-Up

- **Session Summary:**
 - Summarize key points discussed during today's session using the Module Summary (Pg. 79) and participant discussions.
- **Goal-Setting Check-Out:**
 - Ask participants to set one healthy eating and physical activity goal to work on until their next session. Go around the group and invite Veterans to share their

goals. Ask permission for the group to help those who are having difficulty setting goals.

- The facilitator should write down the goals to document in EMR, and facilitate participants' tracking of their stated goals.

- **Session To-Do:**

- Encourage participants to record weight daily, log all food and physical activity, and bring their Food and Physical Activity Log to every session.
- Provide information necessary for attending the next session (date/time/location).
- Remind participants to review Module 7 prior to their next session and to bring their MOVE! Veteran Workbook.



Menu Planning, Shopping, and Cooking

Session Overview

This session explains how to go about menu planning, shopping and cooking for a healthy diet. Veterans will learn strategies to make healthy eating a habit. Veterans will step through the process of planning their weekly meals, creating a shopping list from their meal plan, and how to buy healthy foods, read food labels, and stay on budget.

Objectives for Session

1. Demonstrate how to plan a weekly menu.
2. Review how to shop for healthy food.
3. Show Veterans how to read food labels.
4. Review ways Veterans can prepare healthy meals.

Session Preparation

- **Have the following materials available:**
 - Workbook Module 7 – Menu Planning, Shopping, and Cooking
 - Food and Physical Activity Log
- **Additional helpful materials to plan your session:**
 - Collect and bring several examples of food labels to distribute during class
 - [The Food Label and You](#) video
 - [Eating Wisely on a Budget](#) video
 - [Eating Wisely at Home](#) video
 - Recipe resources or links

Your role as facilitator:

- Your role is to facilitate discussion without lecturing. Follow the Motivational Interviewing technique of **Elicit, Provide, Elicit**. Facilitate the session so that most of the talking comes from the participants.

Session Outline

Each MOVE! Veteran Workbook module contains more material than you may be able to facilitate in a 60-minute session or less. Here are some example session plans for the MOVE! options of care. Items in **bold** are considered core module components; greater emphasis should be placed on these. You can use this information and tailor it to a specific Veteran or group depending on their interests/needs.

Group (60 min)	Individual/Telephone (30 min)	TeleMOVE! (7 daily sessions)
Welcome and introductions (5 min)	Welcome and introduction (2 min)	(29) Make Healthy Eating a Lifestyle
Discussion #1 Meal Planning (12 min)	Discussion #1 Meal Planning (6 min)	(30) Breakfast of Champions
Discussion #2 Shopping (7 min)	Discussion #2 Shopping (4 min)	(31) Meal Planning
Discussion #3 Food Labels (12 min)	Discussion #3 Food Labels (6 min)	(32) Shopping
Discussion #4 Cooking (7 min)	Discussion #4 Cooking (3 min)	(33) Making Sense of Food Labels
Discussion #5 Busting Barriers (10 min)	Discussion #5 Busting Barriers (5 min)	(34) Eat Healthy on a Budget
Wrap Up (7 min)	Wrap Up (4 min)	(35) Cooking

Session Facilitation

Check-in/Weigh-in

- Facilitate weigh-ins prior to the start of the session. Enter weight into the EMR following the session.
- Ask participants to share with you how they have been doing since their last session. Discuss how Veterans have been doing with achieving their goals and completing their food and activity logs. What successes or challenges have they had? What are potential responses to their challenges?

- Facilitators should gather the Food and Physical Activity Logs to provide feedback to participants before the end of the session. Facilitators may not be able to provide feedback to every participant, but logs should be discussed at every session.

Welcome and Introduction

- Welcome Veteran(s) to the session.
- Introduce yourself, your role with the VA, and why you are committed to helping Veterans manage their weight effectively.
- Establish Group Guidelines. Offer a brief core set of guidelines (e.g., “please turn off cell phones, have one conversation at a time, keep everything shared by members confidential”).

Discussion #1: Meal Planning Made Easy

- *(Elicit)* Ask participants what experiences they have had with meal planning. What successes did they have or what challenges did they encounter? Reflect and summarize their responses.
- Invite participants to discuss their recent meals and how they have made changes to reflect the Healthy Plate since Module 4.
- *(Provide)* Meal planning is very helpful for sticking to a healthy eating style. Review the phases in the Meal Planning Made Easy (Pg. 82) road map with participants. Discuss the strategies in each phase. Use Jackson’s Meal and Snack Plan (Pg. 84) as an example of how to create a weekly meal plan.
- *(Elicit)* Ask participants what they think about the meal planning process. As a group or team, try to complete part of the My Meal and Snack Plan (Pg. 85) activity using the phases of meal planning (e.g., consider their schedule for the next week, plan dinners first, fill in breakfasts and lunches, etc.)

Recipes

www.nutrition.va.gov has cookbooks available if Veterans would like recipe ideas
www.choosemyplate.gov/recipes-cookbooks-and-menus

Healthy Eating Patterns

It may be beneficial to discuss briefly what healthy eating patterns look like. The module introduction provides general recommendations. Potentially consuming more energy earlier in the day, rather than later in the day, can assist with weight management.

There are emerging studies on intermittent fasting, which uses a variety of methods to set "eating windows" of typically 8-12 hours in length each day. However long-term data is still limited on efficacy, metabolic health, and circadian rhythm. While there may be benefits for those with diabetes and cardiovascular issues, there is also the potential need for increased monitoring so Veterans should be encouraged to work with a dietitian if this alternative diet approach is desired.

Garaulet, M., et al. (2013). Timing of food intake predicts weight loss effectiveness. International Journal of Obesity, 37, 604–611.

Discussion #2: Being a Smart Shopper

- *(Elicit)* Ask participants to share their typical shopping experience. For example, when do they typically go grocery shopping, do they use lists, what types of foods do they typically buy? Reflect on shopping patterns of the individual or group.
- *(Provide)* Review the strategies for Being a Smart Shopper (Pg. 86). Ask for feedback from participants—what other strategies would they add to the list or things they have found helpful?
- Review Jackson's Shopping List (Pg. 88) example. Demonstrate how the meal plan is broken down into an organized shopping list.
- *(Elicit)* Refer participants to the My Shopping List (Pg. 89) activity. Use the example meal plan from Discussion #2 and assist participants in creating an example shopping list.

Discussion #3: Making Sense of Food Labels

- *(Elicit)* Ask participants how often they are paying attention to food labels. How helpful have they found food labels in the past? Reflect and summarize responses.
- *(Provide)* Reading and understanding the Nutrition Facts Label can help people make smart food choices when they are shopping. Refer participants to the Making Sense of Food Labels (Pg. 90) section and review the 5 color-coded sections of the new food label. It may also be helpful to discuss the food label claims in Teresa's Tips (Pg. 92).
 - *Tip:* It may help to pass around sample food products with nutrition labels on them, giving participants the opportunity to discuss the pros and cons of the products for weight loss and healthy eating.
- *(Elicit)* Ask participants how food labels might help them develop and maintain healthy eating habits. Refer participants to the Food Label Quiz (Pg. 91) activity to test their knowledge.

Discussion #4: Cooking Healthier Foods

- *(Elicit)* Ask participants how often they prepare their own meals or if someone else prepares their meals for them. What are some of their favorite meals and how are they prepared (what types of cooking methods do they use)?
- *(Provide)* Refer participants to the [How Can I Cook Healthier Foods](#)(Pg. 93) section. Review the strategies and techniques for cooking and eating healthy meals.
 - *Tip:* There are a lot of different techniques for healthy cooking and eating. Supplement this material with resources of your own that may be of interest your group or individual Veteran.
- *(Elicit)* Ask participants what they think about these strategies. What things are they already doing to incorporate healthy eating and cooking and what things can they start doing to incorporate into their cooking and food preparation?
 - *Tip:* This would be a good opportunity to identify a new healthy eating SMART goal for the next week.

Discussion #5: Busting Barriers

- *(Elicit)* Ask participants how confident they feel about using the meal planning, shopping, and cooking strategies discussed in this module. What challenges do they think they might run into?
- *(Provide)* Refer participants to the [Busting Barriers](#) (Pg. 96) section—are there similarities or differences with the barriers provided? Discuss the potential solutions to these barriers. If a Veteran reports a barrier that is not listed, ask permission to have the group help them come up with solutions.
- *(Elicit)* After the discussion of how they envision themselves overcoming barriers, ask what they can do to possibly prevent barriers from occurring (i.e., planning ahead).

Summary and Wrap-Up

- **Session Summary:**
 - Summarize key points discussed during today's session using the [Module Summary](#) (Pg. 98) and participant discussions.
- **Goal-Setting Check-Out:**
 - Ask participants to set one healthy eating and physical activity goal to work on until their next session. Go around the group and invite Veterans to share their goals. Ask permission for the group to help those who are having difficulty setting goals.
 - The facilitator should write down the goals to document in EMR, and facilitate participants' tracking of their stated goals.

- **Session To-Do:**

- Ask participants to record weight daily, log all food and physical activity, and bring their Food and Physical Activity Log to every session.
- Provide information necessary for attending the next session (date/time/location).
- Remind participants to review Module 8 prior to their next session and to bring their MOVE! Veteran Workbook.



Managing Weight-Loss Challenges

Session Overview

This session discusses common weight management challenges a Veteran may encounter. To address weight management challenges, the steps to problem solving are reviewed and applied to Veteran-specific situations. Challenges related to weight plateaus are also discussed with strategies to overcome them.

Objectives for Session

1. Review common weight-loss challenges.
2. Outline the steps to problem solving.
3. Discuss what a plateau is and how to manage one.

Session Preparation

- **Have the following materials available:**
 - Workbook Module 8 – Managing Weight-Loss Challenges
 - Food and Physical Activity Log
- **Additional helpful materials to plan your session:**
 - [Coping with Weight Plateaus](#) video
- **Your role as facilitator:**
 - Your role is to facilitate discussion without lecturing. Follow the Motivational Interviewing technique of **Elicit, Provide, Elicit**. Facilitate the session so that most of the talking comes from the participants.

Session Outline

Each MOVE! Veteran Workbook module contains more material than you may be able to facilitate in a 60-minute session or less. Here are some example session plans for the MOVE! options of care. Items in **bold** are considered core module components; greater emphasis should be placed on these. You can use this information and tailor it to a specific Veteran or group depending on their interests/needs.

Group (60 min)	Individual/Telephone (30 min)	TeleMOVE! (2 daily sessions)
Welcome and introductions (5 min)	Welcome and introduction (2 min)	(36) Problem Solving
Discussion #1 Challenges (10 min)	Discussion #1 Challenges (4 min)	(37) Managing Weight Loss Plateaus
Discussion #2 Problem Solving (25 min)	Discussion #2 Problem Solving (12 min)	
Discussion #3 Weight Plateaus (13 min)	Discussion #3 Weight Plateaus (8 min)	
Wrap Up (7 min)	Wrap Up (4 min)	

Session Facilitation

Check-in/Weigh-in

- Facilitate weigh-ins prior to the start of the session. Enter weight into the EMR following the session.
- Ask participants to share with you how they have been doing since their last session. Discuss how Veterans have been doing with achieving their goals and completing their food and activity logs. What successes or challenges have they had? What are potential responses to their challenges?
- Facilitators should gather the Food and Physical Activity Logs to provide feedback to participants before the end of the session. Facilitators may not be able to provide feedback to every participant, but logs should be discussed at every session.

Welcome and Introduction

- Welcome Veteran(s) to the session.
- Introduce yourself, your role with the VA, and why you are committed to helping Veterans manage their weight effectively.
- Establish Group Guidelines. Offer a brief core set of guidelines (e.g., “please turn off cell phones, have one conversation at a time, keep everything shared by members confidential”).

Discussion #1: Common Weight-Loss Challenges

- *(Elicit)* Ask participants to share some of their biggest weight management challenges. If helpful, you can break it down by challenges with diet, physical activity, and motivation. Reflect and summarize their responses.
 - *Tip:* If no one has anything share, you can ask about the list of Common Weight Management Challenges (Pg. 102).
- *(Provide)* It is normal to encounter challenges when people make significant changes to their lifestyle. There are many common barriers that Veterans face when trying to better manage their weight. It is important to recognize their barriers so they can find solutions to help get past them.
- *(Elicit)* Ask participants to share how they have attempted to solve challenges in the past. What helped them be successful or what things could they improve upon? What do they think they need now to be successful?

Discussion #2: Steps to Problem Solving

- *(Elicit)* Ask participants how confident they are solving problems when they occur. Reflect and summarize their responses.
- Review and reflect on Paulo's Problem (Pg.104) and example problem solving table. What are their initial thoughts on the steps to problem solving related to these examples?
- *(Provide)* Review the Steps to Problem Solving(Pg. 103) section. Explain each step and how to do it effectively. It may also be helpful to emphasize that when faced with new challenges, it is important to think about what they can control and what they can't. They should focus their energy on the things they can control.
- *(Elicit)* Invite participants to take a few minutes to work through the Practice Problem Solving (Pg. 106) activity, if they have not already. They can also complete this task in pairs. Ask for a volunteer to describe their problem and go through the 5 steps of problem solving. Do one or two more as time permits.

Discussion #3: Weight Plateaus

- *(Elicit)* Ask participants if they have ever experienced a weight plateau (describe a weight plateau if needed). What were their thoughts and feelings when the scale wasn't moving but they were putting in a lot of effort?
 - *Tip:* May be able to tie this discussion to Module 6, demonstrating how thoughts, feelings, and behaviors influence each other and ask how they might break that cycle.
- *(Provide)* Everyone who has lost weight for an extended period has experienced a weight plateau at some point. It is important to treat it as a temporary situation and not get frustrated. Review the strategies for Getting the Scale Moving Again (Pg. 108).
- *(Elicit)* Ask participants to reflect on why they started MOVE! They are now halfway through the 16-module program. What are their reasons for weight management? Have they changed throughout their time in MOVE!? What is most important to them now?

Summary and Wrap-Up

- **Session Summary:**
 - Summarize key points discussed during today's session using the Module Summary (Pg. 110) and participant discussions.
- **Goal-Setting Check-Out:**
 - Ask participants to set one healthy eating and physical activity goal to work on until their next session. Go around the group and invite Veterans to share their goals. Ask permission for the group to help those who are having difficulty setting goals.
 - The facilitator should write down the goals to document in EMR, and facilitate participants' tracking of their stated goals.
- **Session To-Do:**
 - Encourage participants to record weight daily, log all food and physical activity, and bring their Food and Physical Activity Log to every session.
 - Provide information necessary for attending the next session (date/time/location).
 - Remind participants to review Module 9 prior to their next session and to bring their MOVE! Veteran Workbook.



Pump Up Your Physical Activity

Session Overview

This session discusses how to increase physical activity plans through cardiovascular, strengthening, and stretching exercises. Example activity plans are provided for walking, cardio, strengthening, and stretching. Strengthening and stretching exercises also have corresponding images and directions for completing the exercises. The importance of a warm-up and cool-down is also reviewed.

Objectives for Session

1. Discuss the importance of a warm-up and cool-down.
2. Review plans for cardio, strengthening and flexibility activities.
3. Assist Veterans in creating individualized activity plans.

Session Preparation

- **Have the following materials available:**
 - Workbook Module 9 – Pump Up Your Physical Activity
 - Food and Physical Activity Log
- **Additional helpful materials to plan your session:**
 - [Why Warm-up, Cool-down, Stretch](#) video
 - [Walking or Wheeling](#) video
- **Your role as facilitator:**
 - Your role is to facilitate discussion without lecturing. Follow the Motivational Interviewing technique of **Elicit, Provide, Elicit**. Facilitate the session so that most of the talking comes from the participants.

Session Outline

Each MOVE! Veteran Workbook module contains more material than you may be able to facilitate in a 60-minute session or less. Here are some example session plans for the MOVE! options of care. Items in **bold** are considered core module components; greater emphasis should be placed on these. You can use this information and tailor it to a specific Veteran or group depending on their interests/needs.

Group (60 min)	Individual/Telephone (30 min)	TeleMOVE! (5 daily sessions)
Welcome and introductions (5 min)	Welcome and introduction (2 min)	38 – Pump Up Your Physical Activity
Discussion #1 Check-In (8 min)	Discussion #1 Check-In (4 min)	39 – Increase Your Cardiovascular Activity
Discussion #2 Cardio/Steps (8 min)	Discussion #2 Cardio/Steps (4 min)	40 – Increase Your Steps
Discussion #3 Strengthening (10 min)	Discussion #3 Strengthening (5 min)	41 – Increase Your Strength Training
Discussion #4 Stretching (10 min)	Discussion #4 Stretching (5 min)	42 – Increase Your Flexibility
Discussion #5 Put It Together (12 min)	Discussion #5 Put It Together (6 min)	
Wrap Up (7 min)	Wrap Up (4 min)	

Session Facilitation

Check-in/Weigh-in

- Facilitate weigh-ins prior to the start of the session. Enter weight into the EMR following the session.
- Ask participants to share with you how they have been doing since their last session. Discuss how Veterans have been doing with achieving their goals and completing their food and activity logs. What successes or challenges have they had? What are potential responses to their challenges?
- Facilitators should gather the Food and Physical Activity Logs to provide feedback to participants before the end of the session. Facilitators may not be able to provide feedback to every participant, but logs should be discussed at every session.

Welcome and Introduction

- Welcome Veteran(s) to the session.

- Introduce yourself, your role with the VA, and why you are committed to helping Veterans manage their weight effectively.
- Establish Group Guidelines. Offer a brief core set of guidelines (e.g., “please turn off cell phones, have one conversation at a time, keep everything shared by members confidential”).

Discussion #1: Physical Activity Check-In

- *(Elicit)* Ask participants to review and complete the How Active Am I? (Pg. 114) section, if not already complete. Then ask participants to share ways they might increase their physical activity, giving examples of what they are currently doing, and what things they might add or increase.
- *(Provide)* Discuss the different kinds of activity participants may choose from to increase their activity (e.g., cardio, strengthening, stretching and stability) and the benefits of each. Also, discuss the importance of What’s in a Warm Up? (Pg. 115) and What’s in a Cool Down? (Pg. 124) sections of the module.
- *(Elicit)* Ask participants if they are more active now than when they started MOVE!. If so, in what ways? Also, ask participants if they are regularly engaging in a warm-up and cool-down when they are active. How might they incorporate warm-ups and cool-downs into their activity plan?

Discussion #2: Increase Your Cardio/Steps

- *(Elicit)* Ask participants what their understanding of cardio activity is and how they know how hard they are working. Reflect and summarize their responses.
- *(Provide)* Explain that cardio activity requires the body’s large muscles to move in a rhythmic manner for a sustained period, causing the heart to beat faster than usual. Discuss how cardio activity has three parts: intensity, frequency, and duration. Introduce the Rate of Perceived Exertion Chart for measuring intensity and effort.
- *(Elicit)* Refer participants to the Hannah’s How-To Up Your Cardio (Pg. 118) example plan. What comments or reflections do they have on this example plan? Does this seem feasible to them? Why or why not? Individually, as a group, or in teams discuss ways they might tailor this example plan to their specific situation or schedule.
 - *Tip:* There is also a plan for increasing steps under Hannah’s How-To Walk More (Pg. 120) for those participants who are interested.

Discussion #3: Increase Your Strength Training

- *(Elicit)* Ask participants to share what they know about the benefits of strength training. Reflect and summarize their responses.
- *(Provide)* Strength training improves endurance, muscle and bone strength, coordination and balance. Share some of the Six Reasons to do Strengthening Activities (Pg. 121) to develop what participants have shared and emphasize the importance of doing strengthening activities at least twice per week.

- (*Elicit*) Refer participants to the Hannah's How-To Increase Strengthening Activities (Pg. 122) example plan. What comments or reflections do they have on this example plan? Do these activities seem feasible to them? Why or why not? Refer them to the end of the module for detailed descriptions and pictures of each activity.
 - *Tip:* It may be helpful to review some of the exercises both with and without equipment to demonstrate proper form. What questions do they have about doing these activities at home?
- Ask participations to brainstorm ways to do these strengthening activities with and without equipment.

Discussion #4: Increase Your Flexibility

- (*Elicit*) Ask participants to share what they believe are the benefits of stretching or flexibility activities. Reflect and summarize their responses.
- (*Provide*) Share some of the basics of stretching including when to stretch (e.g., before and after activity), and how to monitor the body's reaction to stretching. When stretching, it is important to breathe normally and be aware of the difference between a sharp pain or a lengthening of tight muscles. Stretching should not feel painful. If you feel pain, you should carefully return to a resting position, wait a few minutes, and then resume when you are pain free.
- (*Elicit*) Refer participants to the Hannah's How-To Increase Flexibility (Pg. 123) example plan. What comments or reflections do they have on this example plan? Do these activities seem feasible to them? Why or why not? Refer them to the end of the module for detailed descriptions and pictures of each activity. What questions do they have about doing these activities at home?

Discussion #5: Putting It All Together

- (*Elicit*) Ask participants how they will increase their activity over the next few weeks. Look for SMART goals that are *specific* and *measurable*.
- (*Provide*) Refer participants to the Putting It All Together (Pg. 124) section of the module. Review the table provided and their How Active Am I? (Pg. 114) section to begin thinking about creating a weekly activity plan they can stick to. Encourage them to make it realistic and something they can accomplish each week.
 - *Tip:* It may be helpful to bring example activity plans that have been completed by other Veterans (with permission and no names) or plans that reflect different types of schedules.
- (*Elicit*) Ask participants to work with a partner to fill in their weekly activity plan. Encourage them to be as specific and realistic as possible. It is okay that this is a starting plan—they can make changes and increase their activity over time as needed.

Summary and Wrap-Up

- **Session Summary:**
 - Summarize key points discussed during today's session using the Module Summary (Pg. 126) and participant discussions.
- **Goal-Setting Check-Out:**
 - Ask participants to set one healthy eating and physical activity goal to work on until their next session. Go around the group and invite Veterans to share their goals. Ask permission for the group to help those who are having difficulty setting goals.
 - The facilitator should write down the goals to document in EMR and facilitate participants' tracking of their stated goals.
- **Session To-Do:**
 - Encourage participants to record weight daily, log all food and physical activity, and bring their Food and Physical Activity Log to every session.
 - Provide information necessary for attending the next session (date/time/location).
 - Remind participants to review Module 10 prior to their next session and to bring their MOVE! Veteran Workbook.



Conquer Triggers and Cues

Session Overview

This session discusses how triggers and cues may be associated with certain responses that can become problem habits like overeating and inactivity. Veterans will identify their triggers and identify healthy ways of responding to triggers and cues. They will learn the difference between hunger and cravings and strategies to manage cravings. Veterans will learn to manage their environmental cues to set themselves up for success.

Objectives for Session

1. Assist Veterans with identifying their cues and triggers.
2. Review ways Veterans can manage their environments.
3. Assist Veterans with developing ways to change cues and habits by breaking the chain.

Session Preparation

- **Have the following materials available:**
 - Workbook Module 10 – Conquer Triggers and Cues
 - Food and Physical Activity Log
- **Additional helpful materials to plan your session:**
 - [Putting Knowledge into Action](#) video
 - [Managing Hunger](#) video
 - [Changing the Things Around You](#) video
- **Your role as facilitator:**
 - Your role is to facilitate discussion without lecturing. Follow the Motivational Interviewing technique of **Elicit, Provide, Elicit**. Facilitate the session so that most of the talking comes from the participants.

Session Outline

Each MOVE! Veteran Workbook module contains more material than you may be able to facilitate in a 60-minute session or less. Here are some example session plans for the MOVE! options of care. Items in **bold** are considered core module components; greater emphasis should be placed on these. You can use this information and tailor it to a specific Veteran or group depending on their interests/needs.

Group (60 min)	Individual/Telephone (30 min)	TeleMOVE! (6 daily sessions)
Welcome and introductions (5 min)	Welcome and introduction (2 min)	(43) Conquer Triggers and Cues
Discussion #1 Triggers and Cues (8 min)	Discussion #1 Triggers and Cues (4 min)	(44) Are You Really Hungry?
Discussion #2 Responding to Triggers (15 min)	Discussion #2 Responding to Triggers (8 min)	(45) Cravings vs. Hunger
Discussion #3 Cravings (8 min)	Discussion #3 Cravings (4 min)	(46) Mindful Eating
Discussion #4 Environment (10 min)	Discussion #4 Environment (5 min)	(47) Responding to Triggers and Cues
Discussion #5 Trigger Buster (7 min)	Discussion #5 Trigger Buster (3 min)	(48) Managing Your Environment
Wrap Up (7 min)	Wrap Up (4 min)	

Session Facilitation

Check-in/Weigh-in

- Facilitate weigh-ins prior to the start of the session. Enter weight into the EMR following the session.
- Ask participants to share with you how they have been doing since their last session. Discuss how Veterans have been doing with achieving their goals and completing their food and activity logs. What successes or challenges have they had? What are potential solutions to their challenges?
- Facilitators should gather the Food and Physical Activity Logs to provide feedback to participants before the end of the session. Facilitators may not be able to provide feedback to every participant, but logs should be discussed at every session.

Welcome and Introduction

- Welcome Veteran(s) to the session.
- Introduce yourself, your role with the VA, and why you are committed to helping Veterans manage their weight effectively.
- Establish Group Guidelines. Offer a brief core set of guidelines (e.g., “please turn off cell phones, have one conversation at a time, keep everything shared by members confidential”).

Discussion #1: Triggers and Cues

- *(Elicit)* Ask participants what their daily triggers or cues are for overeating or being less active. Write their responses on a flip chart. If necessary, give some examples to start the discussion, such as what you’re feeling, what someone says, what you see, certain places, activities, or events. Refer participants to the section on Recognizing Triggers (Pg. 140) for additional examples. Complete the What Are My Triggers? (Pg. 141) activity.
- *(Provide)* Triggers are things in your life that you tend to react to in a certain way—without even thinking about it. The things you feel or see may trigger unhealthy eating or physical inactivity. When you respond to a trigger in the same way, over and over again, you build a habit. Often, these habits lead to overeating, a sedentary lifestyle, and weight gain over time.
- *(Elicit)* Ask participants how what other people say or do may affect their eating and physical activity choices (either positively or negatively). Make a list of both positive and negative examples. Invite participants to come up with solutions to some of the problems discussed.

Discussion #2: Healthy Ways of Responding to Triggers and Cues

- *(Elicit)* Ask participants what kinds of things they have done in the past to change a habit. For example, has anyone successfully quit smoking? If so, what kinds of thing did they do to manage their triggers?
- *(Provide)* There are several ways you can change problem triggers and habits:
 - 1) Avoid the trigger or keep it out of sight,
 - 2) Change how you respond to a trigger, or
 - 3) Add new cues that help you make healthier choices.

Review an example of each strategy in Healthy Ways of Responding to Triggers and Cues (Pg. 144). As a group, review the example of breaking the chain.

- *Tip:* It may be beneficial to do a break the chain example in session, so participants can see all the decision points that are opportunities to make different choices.
- *(Elicit)* Ask participants what they can do to avoid or change the way they react to problem triggers. Use the Break the Chain (Pg. 145) activity in pairs or groups to practice alternative ways of responding to triggers and cues.
 - *Tip:* It may be helpful to focus problem-solving here on emotions that trigger eating (e.g., boredom, depressed mood, etc.) since the environment and social outings will be discussed later in the session.

Discussion #3: Cravings vs. Hunger

- *(Elicit)* Ask participants to share how they identify when they are hungry and when they are full. Reflect and summarize their responses.
- *(Provide)* Describe the difference between a craving and hunger. Refer participants to the section on Cravings vs. Hunger (Pg. 142) for a brief quiz on the difference between the two. Cravings can be difficult to manage in the moment but often do not last very long. There are two ways to conquer cravings: 1) Distraction or 2) Confrontation. Review each type under the Conquering Cravings (Pg. 143) section.
- *(Elicit)* Ask participants which approach is most appealing to them, distraction or confrontation. How might they apply this method the next time they have a craving? Look for step-by-step plans to implement the method. The more detailed their plan the more likely they will be successful implementing it.

Discussion #4: Managing Your Environment

- *(Elicit)* Ask participants to visualize their own home. "You have just opened your front door. You have a video camera and are taking a video of what's in the room. Which room are you in? Do you see any food in the room? Do you see anything that you could change to make it easier for you not to overeat in this room? Move from room to room. Are there other rooms that cause problems for you? For each problem that you see, write down how you might solve it by either putting it out of sight, avoiding it, or changing it so it becomes a healthier habit. Imagine the kitchen once again. Open the cabinets and the fridge. Do you see any foods that you know are not part of a healthy diet? List these on your paper. Since you are in charge, what could you do about these unhealthy foods?"
- *(Provide)* Refer participants to the Managing Your Environment (Pg. 146) section in their workbook. Go through the examples of positive cues to add to their environment to prompt healthy behaviors at home (for example, leave tennis shoes and socks near the door).
- *(Elicit)* Ask participants to choose one or two things that they would like to do to address problem cues in their home over the next week or to create helpful cues. Ask them to write these down as a SMART goal.

Discussion #5: Busting Triggers

- *(Elicit)* Ask participants how confident they feel about breaking the chain of unhealthy eating or inactivity habits. What challenges do they think they might run into?
- *(Provide)* Refer participants to the Busting Triggers (Pg. 149) section, for example triggers in different situations. Discuss the potential solutions to these triggers. If a Veteran reports a trigger that is not listed, ask permission to have the group help them come up with solutions.
- *(Elicit)* Ask participants how they might use planning ahead and the support from others to help them achieve weight loss success.

Summary and Wrap-Up

- **Session Summary:**
 - Summarize key points discussed during today's session using the Module Summary (Pg. 154) and participant discussions.
- **Goal-Setting Check-Out:**
 - Ask participants to set one healthy eating and physical activity goal to work on until their next session. Go around the group and invite Veterans to share their goals. Ask permission for the group to help those who are having difficulty setting goals.
 - The facilitator should write down the goals to document in EMR, and facilitate participants' tracking of their stated goals.
- **Session To-Do:**
 - Encourage participants to record weight daily, log all food and physical activity, and bring their Food and Physical Activity Log to every session.
 - Provide information necessary for attending the next session (date/time/location).
 - Remind participants to review Module 11 prior to their next session and to bring their MOVE! Veteran Workbook.



Finesse Your Food

Session Overview

This session discusses the importance of macronutrients (carbohydrates, protein, and fat) in a healthful diet. It covers recipe substitutions, snack options and seasoning suggestions, and discourages use of fad diets for long-term weight management.

Objectives for Session

1. Help Veterans recognize and understand the three macronutrients in a healthy diet.
2. Identify at least one healthy substitution to improve food choices.
3. Help Veterans learn to recognize a fad diet.

Session Preparation

- **Have the following materials available:**
 - Workbook Module 11 – Finesse Your Food
 - Food and Physical Activity Log
- **Additional helpful materials to plan your session:**
 - [How Can I Eat Less Fat?](#) video
 - [Are Some Fats Better Than Others?](#) video
- **Your role as facilitator:**
 - Your role is to facilitate discussion without lecturing. Follow the Motivational Interviewing technique of **Elicit, Provide, Elicit**. Facilitate the session so that most of the talking comes from the participants.

Session Outline

Each MOVE! Veteran Workbook module contains more material than you may be able to facilitate in a 60-minute session or less. Here are some example session plans for the MOVE! options of care. Items in **bold** are considered core module components; greater emphasis

should be placed on these. You can use this information and tailor it to a specific Veteran or group depending on their interests/needs.

Group (60 min)	Individual/Telephone (30 min)	TeleMOVE! (11 daily sessions)
Welcome and introductions (5 min)	Welcome and introduction (2 min)	(49) Carbohydrates
Discussion #1 Carbohydrates (6 min)	Discussion #1 Carbohydrates (3 min)	(50) Fiber
Discussion #2 Protein (5 min)	Discussion #2 Protein (3 min)	(51) Potential Weight Related Medical Concerns
Discussion #3 Go Good Fat (20 min)	Discussion #3 Go Good Fat (10 min)	(52) Fat
Discussion #4 Healthy Substitutions (10 min)	Discussion #4 Healthy Substitutions (5 min)	(53) Healthy and Unhealthy Fats
Discussion #5 Fad Diets (7 min)	Discussion #5 Fad Diets (4 min)	(54) Dietary Fat and Your Cholesterol
Wrap Up (7 min)	Wrap Up (3 min)	(55) Good Cholesterol
		(56) Bring Out the Flavor
		(57) Sugar Substitutes
		(58) Sweet Alternatives
		(59) Skip the Fad Diets

Session Facilitation

Check-in/Weigh-in

- Facilitate weigh-ins prior to the start of the session. Enter weight into the EMR following the session.
- Ask participants to share with you how they have been doing since their last session. Discuss how Veterans have been doing with achieving their goals and completing their food and activity logs. What successes or challenges have they had? What are potential responses to their challenges?
- Facilitators should gather the Food and Physical Activity Logs to provide feedback to participants before the end of the session. Facilitators may not be able to provide feedback to every participant, but logs should be discussed at every session.

Welcome and Introduction

- Welcome Veteran(s) to the session.



- Introduce yourself, your role with the VA, and why you are committed to helping Veterans manage their weight effectively.
- Establish Group Guidelines. Offer a brief core set of guidelines (e.g., “please turn off cell phones, have one conversation at a time, keep everything shared by members confidential”).

Discussion #1: Choose Healthy Carbohydrates

- *(Elicit)* Ask participants to name different foods that are a source of carbohydrates. List these on a flip chart. Then ask participants to select, from the listed foods, those that are not considered healthy carbohydrates and those that are foods they should limit. Circle or highlight these “to limit” in red on the flip chart. Challenge the group to come up with as long of a list as possible for healthy carbohydrates. Refer participants to the section on Choose Healthy Carbohydrates (Pg. 158) if they need assistance.
- *(Provide)* The role of carbohydrates is to provide energy. They are the body’s main source of fuel, needed for physical activity, brain function and operation of the organs. Carbohydrates include sugar, starch, and fiber. Some carbohydrates have more nutritional benefits than others (dietary fiber vs. added sugar).
- *(Elicit)* Ask participants which healthy carbs they are already using in their diets and which of the less healthy carbs they could decrease in their diet.

Added Sugars

To build a healthy eating style and stay within calorie needs, choose foods and beverages with less added sugars. Added sugars are sugars and syrups that are added to foods or beverages when they are processed or prepared. This does not include natural sugars found in milk and fruits. Reading the ingredient label can help identify added sugars, which may be listed as sugar (sucrose), corn syrup, maltose, fructose, lactose, brown sugar, molasses, honey, beet sugar, cane sugar, maple syrup, agave nectar, and many more.

Dietary Fiber

Dietary fibers are indigestible carbohydrates found in fruits, vegetables, nuts, legumes, whole grains, and many foods enriched with fiber. Dietary fiber has been shown to impart many benefits such as weight management, digestive health and regularity, and cholesterol reduction.

Nutritional Composition of Food Crops

There are countless variables that can impact the nutritional composition of food crops, such as variations from field to field and growing season to growing season. The published literature lacks strong evidence that organic foods contain significantly more vitamins and minerals than conventional foods. Two meta-analytic reviews did identify organic produce was higher in certain antioxidants in the form of phenols^{1,2}. Organic pesticides typically are naturally occurring, while most conventional pesticides are synthetic, but they all obey the principles of toxicology. Also, food grown in the United States must adhere to specific regulations set by the Environmental Protection Agency (EPA) on the type of pesticides that can be applied and how much residue can be on the crop when it is sold. Although use of Certified Organic Agricultural Systems may result in improved soil fertility and biodiversity. If people are afraid to consume fruits and vegetables because of pesticides, they're missing out on nutrients important to their health. A 2012 peer-reviewed analysis in *Food and Chemical Toxicology* stated that approximately 20,000 cancer cases could be prevented every year if half of Americans ate one more serving of fruits and vegetables per day while an estimated 10 cancer cases per year could be caused by pesticide use with conventional farming³.

¹Smith-Spangler et al. (2012). Are organize foods safer or healthier than conventional alternatives?: A systematic review. *The Annals of Internal Medicine*, 157(5), 348-366.

²Baranski et al. (2014). Higher antioxidant and lower cadmium concentrations and lower incidence of pesticide residues in organically grown crops: A systematic literature review and meta-analyses. *The British Journal of Nutrition*, 112(5), 794-811.

³Reiss et al. (2012). Estimation of cancer risks and benefits associated with potential increased consumption of fruits and vegetables. *Food and Chemical Toxicology*, 50(12), 4421-4427.

Discussion #2: Eat Your Protein

- *(Elicit)* Ask participants to name different foods that are a healthy source of protein. Then ask participants to list foods that are a less healthy source of protein. List these on a flip chart. Encourage participants to think about non-meat sources of protein as well. Refer participants to the section on [Eat Your Protein](#) (Pg. 160) if they need assistance.
- *(Provide)* Protein provides amino acids, the basic building blocks of the body. We need protein to keep our bodies in good working order, repair body cells as they wear out, and maintain a strong immune system. Foods rich in protein are all types of meat, fish, poultry, eggs, milk products, dried beans, and nuts.
 - *Tip:* It may be helpful to point out that adult men and women need a total of 2-5.5 ounces of protein per day, depending on calorie needs. How many servings of protein are your Veterans getting each day?
- *(Elicit)* Ask participants to brainstorm ways they can incorporate meatless meals into their weekly menu planning, while still getting their recommended servings of protein each day.
 - *Tip:* Veterans can use these ideas to set a new weekly SMART goal.

Eat Fish

Omega-3 fatty acids are a form of polyunsaturated fat that our bodies use to keep the heart, brain, and eyes healthy. They are "essential" fatty acids because we cannot make them on our own; we need to eat them in our diet. Omega-3s are found in fatty fish (salmon, tuna, trout, catfish, mackerel). Eating two 4oz servings of fish per week provides the recommended amount of omega-3, keeping in mind that the fish should not be deep-fat fried. Flaxseed and walnuts are plant sources of omega-3s, but they are not as effective as fatty fish in decreasing risk for cardiovascular disease.

Note on mercury: FDA and EPA advise that pregnant and breastfeeding women and young children should avoid eating shark, swordfish, king mackerel and tilefish and limit to 6oz per week of Albacore tuna.

Discussion #3: Go Good Fat!

- *(Elicit)* Ask participants to name sources of dietary fat. As they name examples, write them on the board in 4 untitled columns (they will become monounsaturated fat, polyunsaturated fat, saturated fat, trans fat). When they are done generating examples, ask if they know the names of 4 types of fat and to assign them to each column.
- *(Provide)* Discuss the calorie content of fats vs. carbohydrates and protein. Discuss the importance of including healthy fats while monitoring overall intake to avoid excessive calories. Remind them that no matter what type of fat, too much can lead to excess calories and excess weight.
- *(Elicit)* Ask participants how they could change or replace sources of saturated and trans-fat diet with unsaturated fat or lower-fat options.

Trans Fats

There are two types of trans fat – natural and artificial trans fats. Unsaturated fats in plants eaten by ruminant animals (cows, goats, sheep) undergo biohydrogenation via bacteria found in the stomach of the animal. The resulting natural trans fat comprises about 3-7% of the fatty acids in cow's milk and dairy products, 3-10% beef and lamb, and 0-2% in chicken and pork.¹ Though evidence is limited, natural trans fats appear less harmful than artificial ones. However, selecting low-fat dairy and lean meats reduces the total dietary fat and therefore also restricts natural trans fat.

Artificial trans fats are formed during hydrogenation, a process in which hydrogen is added to vegetable oil to form a semi-solid product known as partially hydrogenated oil. The Food and Drug Administration deemed artificial trans fats unsafe in 2015 and gave companies until June 18, 2018 to eliminate hydrogenated oils from food products. Products manufactured before this date can still be distributed until January 2020, or in some cases 2021.² Additionally, foods containing less than 0.5 grams of trans fats per serving are labeled as having 0 grams of trans fats.³ Companies that were unable to reformulate products filed exemptions. For example, vegetable shortening and products made with vegetable shortening still contain trans fat.

¹Aro et al. (1998). TransFatty Acids in Dairy and Meat Products from 14 European Countries: The Transfair Study. *Journal of Food Composition and Analysis*, 11(2), 150-160.

²Food and Drug Administration. (2015). Final Determination Regarding Partially Hydrogenated Oils - Removing Trans Fat.

<https://www.fda.gov/food/ingredientpackaginglabeling/foodadditivesingredients/ucm449162.htm>

³Food and Drug Administration. (2003). Guidance for Industry: Trans Fatty Acids in Nutrition Labeling, Nutrient Content Claims, Health Claims; Small Entity Compliance Guide.

<https://www.fda.gov/Food/GuidanceRegulation/GuidanceDocumentsRegulatoryInformation/LabelingNutrition/ucm053479.htm>

Discussion #4: Making Healthy Substitutions

- *(Elicit)* Ask participants to provide examples of healthy substitutions they have made in their diets since starting the MOVE! Program. List these on a flip chart.
- *(Provide)* There are numerous ways you can start to make healthy substitutions in your diet to lower calorie intake, added sugars, and fat. Review the Recipe Smart Stand-Ins (Pg. 164) and Snack Attack (Pg. 166) tables.
- *(Elicit)* Ask participants to concentrate on making one new healthy substitution. Have them consider suggestions that were provided and listed on the flip chart earlier, then focus on a way to trim calories, fat or cholesterol creating one smart goal to work on.

Discussion #5: Fad Diets

- *(Elicit)* Ask participants what types of fad diets they are familiar with or may have tried in the past. What successes did they have and what challenges did they experience trying to implement the diet?
- *(Provide)* There are several healthy dietary plan choices to consider when trying to manage your weight. There is not one "right" diet for everyone. You should choose a healthy food plan that reduces your calorie intake and that you can maintain over the

long-term. Fad diets are often very restrictive and therefore difficult to maintain long-term. Some may even present potential health risks associated with a very restrictive eating style.

- *(Elicit)* Ask participants if they could identify a fad diet. What do they think a fad diet would include? Why might some of the identified fad diet claims be harmful?

Fad Diets

There are thousands of Veterans deciding on the best way to manage their weight. Those who are most successful at weight loss and maintenance commit fully to a healthier lifestyle that includes adopting behaviors with lower calorie intake and increased energy expenditure. While numerous fad or elimination diets tout their success, there is no one-size-fits-all diet and it is important to explain the difficulty in long-term adherence and risks associated with fad diets.

Summary and Wrap-Up

- **Session Summary:**
 - Summarize key points discussed during today's session using the Module Summary (Pg. 171) and participant discussions.
- **Goal-Setting Check-Out:**
 - Ask participants to set one healthy eating and physical activity goal to work on until their next session. Go around the group and invite Veterans to share their goals. Ask permission from the group to help those who are having difficulty setting goals.
 - The facilitator should write down the goals to document in EMR, and facilitate participants' tracking of their stated goals.
- **Session To-Do:**
 - Encourage participants to record weight daily, log all food and physical activity, and bring their Food and Physical Activity Log to every session.
 - Provide information necessary for attending the next session (date/time/location).
 - Remind participants to review Module 12 prior to their next session and to bring their MOVE! Veteran Workbook.



Dust Yourself Off

Session Overview

This module discusses slips and setbacks that occur during a weight management program. Veterans will learn to recognize when a slip is occurring and how to respond to a slip in order to prevent a relapse to old unhealthy behaviors and habits.

Objectives for Session

1. Discuss that slips are a normal part of lifestyle change.
2. Assist Veterans with recognizing what may trigger a slip.
3. Help Veterans identify how to handle slips and get back on their feet to avoid relapsing.

Session Preparation

- **Have the following materials available:**
 - Workbook Module 12 – Dust Yourself Off
 - Food and Physical Activity Log
- **Additional helpful materials to plan your session:**
 - [Dust Yourself Off](#) video
 - [Working It Out](#) video
- **Your role as facilitator:**
 - Your role is to facilitate discussion without lecturing. Follow the Motivational Interviewing technique of **Elicit, Provide, Elicit**. Facilitate the session so that most of the talking comes from the participants.

Session Outline

Each MOVE! Veteran Workbook module contains more material than you may be able to facilitate in a 60-minute session or less. Here are some example session plans for the MOVE! options of care. Items in **bold** are considered core module components; greater emphasis should be placed on these. You can use this information and tailor it to a specific Veteran or group depending on their interests/needs.

Group (60 min)	Individual/Telephone (30 min)	TeleMOVE! (2 daily sessions)
Welcome and introductions (5 min)	Welcome and introduction (2 min)	(60) Recognize a Slip
Discussion #1 Recognize a Slip (8 min)	Discussion #1 Recognize a Slip (4 min)	(61) Planning for a Slip
Discussion #2 Handling Slips (10 min)	Discussion #2 Handling Slips (5 min)	
Discussion #3 Planning for a Slip (20 min)	Discussion #3 Planning for a Slip (10 min)	
Discussion #4 Slip versus Relapse (10 min)	Discussion #4 Slip versus Relapse (5 min)	
Wrap Up (7 min)	Wrap Up (4 min)	

Session Facilitation

Check-in/Weigh-in

- Facilitate weigh-ins prior to the start of the session. Enter weight into the EMR following the session.
- Ask participants to share with you how they have been doing since their last session. Discuss how Veterans have been doing with achieving their goals and completing their food and activity logs. What successes or challenges have they had? What are potential responses to their challenges?
- Facilitators should gather the Food and Physical Activity Logs to provide feedback to participants before the end of the session. Facilitators may not be able to provide feedback to every participant, but logs should be discussed at every session.

Welcome and Introduction

- Welcome Veteran(s) to the session.
- Introduce yourself, your role with the VA, and why you are committed to helping Veterans manage their weight effectively.

- Establish Group Guidelines. Offer a brief core set of guidelines (e.g., “please turn off cell phones, have one conversation at a time, keep everything shared by members confidential”).

Discussion #1: Recognize a Slip

- *(Elicit)* Ask participants to define a ‘slip’ and who will typically have a slip in a weight management program.
 - *Tip:* This is an opportunity to dispel any biases related to slips. Slips can and will likely be experienced by every Veteran as they attempt to incorporate new healthy behaviors into their lifestyle.
- *(Provide)* Discuss with the group that anytime they make choices that don’t fit into their plan or support their goals, it is probably a slip. Slips are a normal part of learning new behaviors. Even Olympic athletes have occasional setbacks or slips. Slips in and of themselves are not necessarily a problem. How you deal with the slip is most important.
- *(Elicit)* Ask participants to list things that trigger slips. Any strong positive or negative emotion may lead to a slip. Listen for and highlight examples of emotional triggers. Refer participants to the Recognizing a Slip (Pg. 174) section their workbook to identify their own triggers for slipping.

Discussion #2: Handling Slips

- *(Elicit)* Ask participants how they have responded to slips in the past. What thoughts, feelings, or behaviors did they experience when they had a slip? How did it affect their success? Reflect and summarize their responses.
- *(Provide)* There are several strategies Veterans can use the next time they have a slip. Discuss the strategies under the Handling Slips (Pg. 175) section in the workbook.
- *(Elicit)* Ask participants which strategies appeal to them the most and how they might go about implementing them the next time they have a slip.

Discussion #3: Planning for a Slip

- *(Elicit)* Ask participants if they have any experience trying to prevent a slip.
 - *Tip:* Veterans may or may not have experience planning to prevent a slip, but this is an opportunity for participants to share their experiences.
- *(Provide)* Planning ahead for how to respond to a slip is a very beneficial tool to save time, effort, and frustration with getting back on track. Utilize the Planning to Handle Slips (Pg. 176) activity to step through a plan for responding to a slip as a group. Emphasize the more detailed the plan the easier it will be to implement when a slip occurs. Ask Veterans to envision themselves implementing this plan when a slip occurs—this will make it easier to recall the plan when a slip occurs.
- *(Elicit)* Ask participants how confident they feel implementing their plan should a slip occur in the future. What things could they do to increase their confidence?

Discussion #4: Slip versus Relapse

- *(Elicit)* Ask participants what a relapse means to them. How is it different from a slip?
- *(Provide)* Getting discouraged after a slip may lead to more slips. This may then cause a person to lose their confidence in their eating and activity patterns. A series of slips can lead to a relapse or falling back into old eating and activity habits, which can result in weight gain. Review the strategies to prevent a slip from becoming a relapse under the From Slips to Relapse (Pg. 178) section.
- *(Elicit)* Ask participants to brainstorm ways they can prevent a slip from becoming a relapse. Reflect and summarize their responses.

Slips versus Relapse

It will be important to discuss the difference between a slip and a relapse (or return to baseline behaviors). A slip is a brief departure from new health behaviors that Veterans have been working to incorporate while a relapse is a full return to their previous unhealthy behaviors and habits. A slip provides important information to the Veteran and serves as a call to action. If a slip occurs the Veteran should stop and take a look at what is going on around them to determine what caused the slip. Slips are a normal part of the behavior change process—the response to the slip is what is most important.

Summary and Wrap-Up

- **Session Summary:**
 - Summarize key points discussed during today's session using the Module Summary (Pg. 180) and participant discussions.
- **Goal-Setting Check-Out:**
 - Ask participants to set one healthy eating and physical activity goal to work on until their next session. Go around the group and invite Veterans to share their goals. Ask permission from the group to help those who are having difficulty setting goals.
 - The facilitator should write down the goals to document in EMR, and facilitate participants' tracking of their stated goals.
- **Session To-Do:**
 - Encourage participants to record weight daily, log all food and physical activity, and bring their Food and Physical Activity Log to every session.
 - Provide information necessary for attending the next session (date/time/location).
 - Remind participants to review Module 13 prior to their next session and to bring their MOVE! Veteran Workbook.



Dining Out Successfully

Session Overview

This module discusses how to eat wisely away from home. Veterans will explore their high-risk situations (situations that interrupt their normal routine) and how to manage those situations. Veterans will also learn how to make healthier food selections when dining out at restaurants, takeout or fast food places.

Objectives for Session

1. Help Veterans identify their high-risk, unhealthy eating situations.
2. Teach Veterans to cope with high-risk situations that may trigger unhealthy eating.
3. Demonstrate how to make healthier choices when eating out.

Session Preparation

- **Have the following materials available:**
 - Workbook Module 13 – Dining Out Successfully
 - Food and Physical Activity Log
- **Additional helpful materials to plan your session:**
 - [Eating Wisely at a Restaurant](#) video
- **Your role as facilitator:**
 - Your role is to facilitate discussion without lecturing. Follow the Motivational Interviewing technique of **Elicit, Provide, Elicit**. Facilitate the session so that most of the talking comes from the participants.

Session Outline

Each MOVE! Veteran Workbook module contains more material than you may be able to facilitate in a 60-minute session or less. Here are some example session plans for the MOVE! options of care. Items in **bold** are considered core module components; greater emphasis should be placed on these. You can use this information and tailor it to a specific Veteran or group depending on their interests/needs.

Group (60 min)	Individual/Telephone (30 min)	TeleMOVE! (5 daily sessions)
Welcome and introductions (5 min)	Welcome and introduction (2 min)	62 – Dining Out Successfully
Discussion #1 High-Risk Situations (12 min)	Discussion #1 High-Risk Situations (6 min)	63 – Limit Salt
Discussion #2 Restaurant Eating (7 min)	Discussion #2 Restaurant Eating (4 min)	64 – Restaurant Eating
Discussion #3 Fast Food (12 min)	Discussion #3 Fast Food (6 min)	65 – Social Eating
Discussion #4 Takeout Tricks (7 min)	Discussion #4 Takeout Tricks (3 min)	66 – Holiday Planning
Discussion #5 Social Eating (10 min)	Discussion #5 Social Eating (5 min)	
Wrap Up (7 min)	Wrap Up (4 min)	

Session Facilitation

Check-in/Weigh-in

- Facilitate weigh-ins prior to the start of the session. Enter weight into the EMR following the session.
- Ask participants to share with you how they have been doing since their last session. Discuss how Veterans have been doing with achieving their goals and completing their food and activity logs. What successes or challenges have they had? What are potential responses to their challenges?
- Facilitators should gather the Food and Physical Activity Logs to provide feedback to participants before the end of the session. Facilitators may not be able to provide feedback to every participant, but logs should be discussed at every session.

Welcome and Introduction

- Welcome Veteran(s) to the session.
- Introduce yourself, your role with the VA, and why you are committed to helping Veterans manage their weight effectively.
- Establish Group Guidelines. Offer a brief core set of guidelines (e.g., “please turn off cell phones, have one conversation at a time, keep everything shared by members confidential”).

Discussion #1: Plan for High-Risk Situations

- *(Elicit)* Ask participants why it is challenging to manage portions or eat healthfully at parties, holidays, and while dining out.
- *(Provide)* It can be difficult to stick to a healthy eating plan when eating away from home. Situations such as dining out, special occasions, holidays, or parties can make it difficult to know what you are eating, how it was prepared and manage your portions. Knowing what situations make it harder for you to manage your healthy eating habits will help you prepare for these situations and set you up for success.
- *(Elicit)* Ask participants to share their high-risk situations that make it more difficult to stick to a healthy eating plan. Refer participants to the [Plan for High-Risk Situations](#) (Pg. 184) activity to list their top 3 high-risk situations. How do they usually respond in these situations? What is a better way they could manage these situations in the future?

High-Risk Situations

High-risk situations are those settings and activities which make it more likely an individual will choose to engage in a problematic behavior. Dietary high-risk situations require the identification of problematic eating situations and then problem solving by planning alternative behaviors, implementing the alternative behaviors, and evaluating the plan to determine if it reduces problem eating behaviors. Common “high-risk situations” influencing dietary intake may include:

1. *Feeling bored, lonely, angry, guilty, helpless, or anxious and dwelling on past mistakes including past weight loss failures.*
2. *Having positive feelings that in the past were associated with over eating or drinking.*
3. *Stress at home or on the job.*
4. *Exhaustion or fatigue leading to poor dietary choices (fast foods) and little or no physical activity.*
5. *Doubting that you have problems with over-eating and believing that you can safely/easily return to a controlled diet whenever you want.*
6. *Continuing other addictive behaviors such a compulsive gambling, drinking, or working.*
7. *Being around people, places, and in situations previously associated with your over-eating or binge eating.*
8. *Using alcohol, marijuana (increases hunger and weakens restraint)*
9. *Having extra cash on hand and no plan for wise spending (i.e. not at a fast-food drive-thru).*

Discussion #2: Restaurant Eating

- *(Elicit)* Ask participants about any additional difficulties they have had with eating healthy when dining out.
- *(Provide)* Discuss with participants that a healthy lifestyle involves making healthy choices, both at home and when dining out. Refer participants to [Restaurant Eating](#) (Pg. 185) section to discuss ways to plan ahead and make healthy food choices at restaurants.
- *(Elicit)* Ask participants what strategies they are likely to implement the next time they dine out with friends or family.

Discussion #3: Fast Food Alternatives

- *(Elicit)* Ask participants how often they are eating at fast food restaurants? What types of foods do they typically order? Based on what they have learned in the MOVE! Program, have they started to make changes to the kinds of foods they order?
- *(Provide)* It is possible to make lower fat choices at fast food restaurants. By making careful menu selections and paying attention to menu descriptions, you can find healthier options. As a group or in pairs, work through the [Fast Food Alternatives](#) (Pg. 186) challenges to select low-fat, low-calorie options at burger, chicken, and taco places.
- *(Elicit)* Ask participants how confident they are about making healthier fast food restaurant food choices? What would it take to make them more confident the next time they order?

Discussion #4: Takeout Tricks

- *(Elicit)* Ask participants to list the ways they can determine whether a menu item may be lower in fat or calories. Make a list on a flip chart. If necessary, prompt that they can be the types of food in the meal (veggies), sauces used, if any, or the preparation, like steamed versus fried, etc.
- *(Provide)* Takeout options are fast and easy for a busy week night. However, many types of food preparation can add in fat and calories. By reading the menu options carefully, you can make lower-fat, and lower-calorie selections.
- *(Elicit)* Ask participants to brainstorm ways they can identify lower-fat and lower-calorie options from a takeout menu. Refer participants to the [Takeout Tricks](#) (Pg. 189) section for additional suggestions.

Discussion #5: Social Eating

- *(Elicit)* Ask participants to give examples of some special occasions where it may be challenging to control calories. Reflect and summarize their comments.
- *(Provide)* Eating with others can sometimes make healthy eating difficult because of the abundance of food or limited meal options. There are ways to manage eating with others that will keep you on the right track. Be sure to let others know you are eating healthier and ask for their support. Refer participants to the [Social Eating](#) (Pg. 190) section for additional suggestions on how to manage social eating situations.

- (*Elicit*) Ask participants to describe the kinds of “self-talk” that lead to overindulgence on special occasions and discuss ways to prepare for that. How might they respond to tempting self-talk?

Summary and Wrap-Up

- **Session Summary:**
 - Summarize key points discussed during today’s session using the Module Summary (Pg. 193) and participant discussions.
- **Goal-Setting Check-Out:**
 - Ask participants to set one healthy eating and physical activity goal to work on until their next session. Go around the group and invite Veterans to share their goals. Ask permission from the group to help those who are having difficulty setting goals.
 - The facilitator should write down the goals to document in EMR, and facilitate participants’ tracking of their stated goals.
- **Session To-Do:**
 - Encourage participants to record weight daily, log all food and physical activity, and bring their Food and Physical Activity Log to every session.
 - Provide information necessary for attending the next session (date/time/location).
 - Remind participants to review Module 14 prior to their next session and to bring their MOVE! Veteran Workbook.



Manage Stress and Find Support

Session Overview

This session discusses the role of stress in weight management and the importance of relaxation and mindfulness for stress management. Veterans will learn several techniques for Mindfulness-Based Stress Reduction. They will also explore who could support them and in what ways they could be supported.

Objectives for Session

1. Discuss stressful situations and plan how to cope with them.
2. Teach Veterans stress management techniques.
3. Help Veterans recognize how to find and ask for support.

Session Preparation

- **Have the following materials available:**
 - Workbook Module 14 – Manage Stress and Find Support
 - Food and Physical Activity Log
- **Additional helpful materials to plan your session:**
 - [Managing Stress: Good for Your Health](#) video
 - [Manage Stress Workbook](#)
 - [Manage Stress](#) Healthy Living Message
- **Your role as facilitator:**
 - Your role is to facilitate discussion without lecturing. Follow the Motivational Interviewing technique of **Elicit, Provide, Elicit**. Facilitate the session so that most of the talking comes from the participants.

Session Outline

Each MOVE! Veteran Workbook module contains more material than you may be able to facilitate in a 60-minute session or less. Here are some example session plans for the MOVE! options of care. Items in **bold** are considered core module components; greater emphasis should be placed on these. You can use this information and tailor it to a specific Veteran or group depending on their interests/needs.

Group (60 min)	Individual/Telephone (30 min)	TeleMOVE! (6 daily sessions)
Welcome and introductions (5 min)	Welcome and introduction (2 min)	(67) Managing Stress
Discussion #1 Managing Stress (10 min)	Discussion #1 Managing Stress (5 min)	(68) Stress and You
Discussion #2 Tracking Stress (6 min)	Discussion #2 Tracking Stress (3 min)	(69) Stress Reduction
Discussion #3 Mindfulness (9 min)	Discussion #3 Mindfulness (5 min)	(70) Find Support
Discussion #4 MBSR (15 min)	Discussion #4 MBSR (7 min)	(71) Whole Health
Discussion #5 Social Support (8 min)	Discussion #5 Social Support (4 min)	(72) Gratitude
Wrap Up (7 min)	Wrap Up (4 min)	

Session Facilitation

Check-in/Weigh-in

- Facilitate weigh-ins prior to the start of the session. Enter weight into the EMR following the session.
- Ask participants to share with you how they have been doing since their last session. Discuss how Veterans have been doing with achieving their goals and completing their food and activity logs. What successes or challenges have they had? What are potential responses to their challenges?
- Facilitators should gather the Food and Physical Activity Logs to provide feedback to participants before the end of the session. Facilitators may not be able to provide feedback to every participant, but logs should be discussed at every session.

Welcome and Introduction

- Welcome Veteran(s) to the session.

- Introduce yourself, your role with the VA, and why you are committed to helping Veterans manage their weight effectively.
- Establish Group Guidelines. Offer a brief core set of guidelines (e.g., “please turn off cell phones, have one conversation at a time, keep everything shared by members confidential”).

Discussion #1: Keys to Managing Your Stress

- *(Elicit)* Ask participants to share how they know when they are stressed (if participants have trouble generating responses, examples include muscle tension, trouble sleeping, difficulty concentration, increased heart rate, shallow breathing, increased sweating, etc.).
- *(Provide)* Stress is a common part of life. However, prolonged stress can cause high blood pressure, a weakened immune system, heart disease, and digestive problems. Headaches, depression, irritability, and low energy are other common symptoms. While stress is a natural response that serves us well in the short term, there are things we can do to help our bodies recover. Refer participants to the [Keys to Managing Your Stress](#) (Pg. 196) section. Discuss the six strategies for managing stress.
- *(Elicit)* Ask participants to share some ways they have coped or think they might cope with stress or anxiety, in general, or related to weight management. Reflect and summarize their comments.

Stress and Mental Health

With Veterans, this topic can easily develop into a discussion on mental health issues and not weight management/loss. Facilitators should work hard to keep the group/individual on topic, while being sensitive to emotional issues, and be prepared to link to resources (see HPDP Resource Inventory) for assistance as needed, e.g., Primary Care – Mental Health Integration team, Health Behavior Coordinator or Mental Health clinic.

Discussion #2: Tracking Stress

- *(Elicit)* Ask participants how often they feel stress? Does it interfere with their ability to better manage their weight?
- *(Provide)* Just like we track our eating and physical activity behaviors, it may be important to track your stress levels. Tracking your stress will help you learn about yourself and what emotions, people, or events may be stressful for you. When you know what causes your stress you can better manage it in the future. Refer participants to the [Tracking My Stress](#) (Pg. 197) section, encourage Veterans to complete the log over the next week, if they have not completed it already.
- *(Elicit)* Ask participants to complete the [What Are My Stressors?](#) (Pg. 198) activity. What types of things cause them stress? Then ask participants to consider whether their stressor is something they have control over or not. Veterans can work to reduce their stress by changing the stressor (if it’s something within their control) and/or changing how they manage the stress response (by practicing stress reduction techniques).

Discussion #3: Mindfulness

- *(Elicit)* Ask participants what being mindful means to them. How can they eat mindfully? If prompts are needed, ask what is in their environment that affects eating? What are they doing when they eat? How could they increase their mindfulness when eating?
- *(Provide)* Mindfulness means being fully aware of what is going on within and around you at any given moment. Being mindful of your eating may help with weight management. Being mindful means paying attention to each changing moment. Refer participants to the Mindfulness section and Teresa's Tips (Pg. 199) for tips on how to eat mindfully.
- *(Elicit)* Ask participants if they have tried to practice mindfulness previously. What things went well and what challenges did they experience?

Discussion #4: Mindfulness-Based Stress Reduction Techniques

- *(Elicit)* Ask participants if they have practiced stress-reduction techniques like deep breathing or muscle relaxation before. Did they find it helpful for stress reduction? What benefits did they experience from these techniques?
- *(Provide)* Share with participants that the workbook provides six difference techniques that can be practiced to reduce stress. Refer participants to the Mindfulness-Based Stress Reduction Techniques (Pg. 200) section. Review each technique briefly. You can assign pairs of Veterans to each technique and ask them to review their assigned technique and provide a summary to the group.
- *(Elicit)* Ask participants which of these techniques sound most appealing to them. Which techniques might they practice the next time they are feeling stressed?

Discussion #5: Maximize Your Support System

- *(Elicit)* Ask participants if they have supportive people in their lives that have helped them while in the MOVE! Program. For those that do not report having supportive people, ask the group to help brainstorm ideas for support (including their MOVE! group!).
- *(Provide)* Social support is important for people who are working on weight management. It is beneficial to be able to share your successes as well as your struggles with your support system. Letting other people know your goals can also help keep you accountable for meeting them. It may be especially important to share your weight-loss journey and the things you learn in MOVE! with those who live with you, so you can make sure healthy foods are purchased at the grocery store and healthy foods are prepared at meals.
- *(Elicit)* Ask participants to consider who they could ask in their lives who could support them in their weight management efforts. Identify at least one to two people and indicate a specific way that person could provide support (e.g., walking buddy, purchasing healthy foods at the grocery store, cooking healthy foods at home, etc.). Ask participants to complete the How Can I Ask for Support? (Pg. 204) section.

Summary and Wrap-Up

- **Session Summary:**
 - Summarize key points discussed during today's session using the Module Summary (Pg. 206) and participant discussions.
- **Goal-Setting Check-Out:**
 - Ask participants to set one healthy eating and physical activity goal to work on until their next session. Go around the group and invite Veterans to share their goals. Ask permission from the group to help those who are having difficulty setting goals.
 - The facilitator should write down the goals to document in EMR, and facilitate participants' tracking of their stated goals.
- **Session To-Do:**
 - Encourage participants to record weight daily, log all food and physical activity, and bring their Food and Physical Activity Log to every session.
 - Provide information necessary for attending the next session (date/time/location).
 - Remind participants to review Module 15 prior to their next session and to bring their MOVE! Veteran Workbook.



Fine Tune Your Physical Activity

Session Overview

This session discusses how to fine tune physical activity and how to build physical activity into daily routines. Additional safety tips are reviewed for being active and safe. Veterans will also learn ways to be active with chronic conditions, chronic pain, or certain medication usage.

Objectives for Session

1. Help Veterans refine their physical activity plan.
2. Discuss ways to cope with chronic conditions or pain while still being active.
3. Teach Veterans how to stay motivated to be active.

Session Preparation

- **Have the following materials available:**
 - Workbook Module 15 – Fine Tune Your Physical Activity
 - Food and Physical Activity Log
- **Additional helpful materials to plan your session:**
 - [Be Active-Be Safe](#) video
- **Your role as facilitator:**
 - Your role is to facilitate discussion without lecturing. Follow the Motivational Interviewing technique of **Elicit, Provide, Elicit**. Facilitate the session so that most of the talking comes from the participants.

Session Outline

Each MOVE! Veteran Workbook module contains more material than you may be able to facilitate in a 60-minute session or less. Here are some example session plans for the MOVE! options of care. Items in **bold** are considered core module components; greater emphasis should be placed on these. You can use this information and tailor it to a specific Veteran or group depending on their interests/needs.

Group (60 min)	Individual/Telephone (30 min)	TeleMOVE! (6 daily sessions)
Welcome and introductions (5 min)	Welcome and introduction (2 min)	73 – Fine Tune Your Physical Activity
Discussion #1 How Active Am I? (8 min)	Discussion #1 How Active Am I? (4 min)	74 - Weather
Discussion #2 Fine Tuning (8 min)	Discussion #2 Fine Tuning (4 min)	75 –Indoor Activity
Discussion #3 Chronic Conditions (15 min)	Discussion #3 Chronic Conditions (8 min)	76 – Being Active with Chronic Conditions
Discussion #4 Medications (10 min)	Discussion #4 Medications (5 min)	77 – Chronic Pain and Weight
Discussion #5 Staying Motivated (7 min)	Discussion #5 Staying Motivated (3 min)	78 –Back Pain
Wrap Up (7 min)	Wrap Up (4 min)	

Session Facilitation

Check-in/Weigh-in

- Facilitate weigh-ins prior to the start of the session. Enter weight into the EMR following the session.
- Ask participants to share with you how they have been doing since their last session. Discuss how Veterans have been doing with achieving their goals and completing their food and activity logs. What successes or challenges have they had? What are potential responses to their challenges?
- Facilitators should gather the Food and Physical Activity Logs to provide feedback to participants before the end of the session. Facilitators may not be able to provide feedback to every participant, but logs should be discussed at every session.

Welcome and Introduction

- Welcome Veteran(s) to the session.
- Introduce yourself, your role with the VA, and why you are committed to helping Veterans manage their weight effectively.
- Establish Group Guidelines. Offer a brief core set of guidelines (e.g., “please turn off cell phones, have one conversation at a time, keep everything shared by members confidential”).

Discussion #1: How Active Am I?

- *(Elicit)* Ask participants to share what they have been doing or what they think they can do to increase their physical activity **even more** and how they can maintain it over time. Refer participants to the [How Active Am I?](#) (Pg. 210) section to complete and reflect on how well they are moving towards reaching the Physical Activity Guidelines for Americans.
- *(Provide)* Acknowledge strategies shared by participants and add in where needed, being sure to point out that choosing activities that they like, and are physically able to do, will increase the likelihood of success and maintenance over time.
- *(Elicit)* Ask participants to share strategies for making physical activity a routine. How have they been able to incorporate activity regularly into their daily schedule?

Discussion #2: Fine Tuning Your Physical Activity

- *(Elicit)* Ask participants about how to prepare for physical activity in hot and cold weather. Reflect and summarize their strategies.
- *(Provide)* Fine tuning your activity means you have identified at least a few activities that you enjoy doing and can do on a regular basis. At this point, you are working toward building physical activity into your daily routine. To do this, it is important to consider tips and strategies to stay safe while exercising. Refer participants to the [Fine Tuning Your Physical Activity](#) (Pg. 211) section for more information on warm and cold weather safety.
- *(Elicit)* Ask participants which weather-related strategies they might choose to help increase and maintain their physical activity.

Discussion #3: Being Active with Chronic Conditions

- *(Elicit)* Ask participants about any chronic conditions or pain that is a barrier or challenge to increasing their physical activity. How have they managed these chronic conditions or pain in the past when being physically active?
- *(Provide)* Veterans who experience chronic conditions like arthritis or low back pain can still benefit from moving more. As you fine tune your activity, it is important to recognize the activities that you should limit and those you should do more of to improve your health and your condition. Physical activity almost always helps improve medical conditions. Refer participants to the table under [Being Physically Active with Chronic Conditions](#) (Pg. 212). Discuss the listed conditions and activities. What other conditions are Veterans concerned about?

- *(Elicit)* Ask participants about how confident they are being active while managing their chronic pain? What concerns do they have? Refer participants to the section on Chronic Pain and Weight (Pg. 214) for strategies on how to retrain the brain and pacing activity towards success.

Discussion #4: Physical Activity and Medications

- *(Elicit)* Ask participants how much they know about the role between physical activity and medications. Reflect and summarize their responses.
- *(Provide)* Most Veterans are probably on some kind of medication at one point or another. Some types of medications can affect your heart rate, blood pressure, or other bodily function and make it harder for you to be active or reach a typical target heart rate range. Refer participants to the Physical Activity and Medications (Pg. 216) section to determine if they take any of those types of medications.
- *(Elicit)* Ask participants to reflect on this information and how it might impact their physical activity plans.

MOVE! Your Way

The type and amount of physical activity chosen will vary from Veteran to Veteran based on function, interest, pain and schedule. All Veterans can benefit from being physically active, whether it is by improving mood, or decreasing pain or risk of disease. It is important to find activities that fit the individual. More ideas and information can be found at <https://health.gov.moveyourway> and by talking with the healthcare team.

Discussion #5: Staying Motivated with Physical Activity

- *(Elicit)* Ask participants how they stay motivated with being physically active. What positive changes have they experienced from regular physical activity? Reflect and summarize their comments.
- *(Provide)* Staying motivated with physical activity can be a challenge for some people so it is important to think about ways to keep your activity interesting and engaging to make it easier for you to do every day! Remind participants of the value of planning ahead, tracking activity (log or pedometer), and continuing to set weekly SMART goals for the most success with their physical activity program.
- *(Elicit)* Ask participants to consider ways they will maintain their physical activity plan after the MOVE! Program has completed. How will they make sure they stay active and don't slip back into old inactivity habits?

Summary and Wrap-Up

- **Module Summary:**
 - Summarize key points discussed during today's session using the Module Summary (Pg. 219) and participant discussions.



- **Goal-Setting Check-Out:**
 - Ask participants to set one healthy eating and physical activity goal to work on until their next session. Go around the group and invite Veterans to share their goals. Ask permission from the group to help those who are having difficulty setting goals.
 - The facilitator should write down the goals to document in EMR, and facilitate participants' tracking of their stated goals.
- **Module To-Do:**
 - Encourage participants to record weight daily, log all food and physical activity, and bring their Food and Physical Activity Log to every session.
 - Provide information necessary for attending the next session (date/time/location).
 - Remind participants to review Module 16 prior to their next session and to bring their MOVE! Veteran Workbook.



Maintain Your Progress

Session Overview

This session discusses how Veterans can work to maintain progress they have made in the MOVE! Program. They will review the core weight management tools they learned in the MOVE! Program and how to stay motivated after the program ends. Veterans will also set new weight management goals for the six months following the MOVE! Program.

Objectives for Session

1. Discuss how to maintain weight loss.
2. Review the importance of body image.
3. Teach Veterans the eight tips for staying motivated.
4. Encourage Veterans to be proud of the healthy changes they have made!

Session Preparation

- **Have the following materials available:**
 - Workbook Module 16 – Maintain Your Progress
 - Food and Physical Activity Log
- **Additional helpful materials to plan your session:**
 - [Maintaining Your Weight Management Efforts](#) video
- **Your role as facilitator:**
 - Your role is to facilitate discussion without lecturing. Follow the Motivational Interviewing technique of **Elicit, Provide, Elicit**. Facilitate the session so that most of the talking comes from the participants.

Session Outline

Each MOVE! Veteran Workbook module contains more material than you may be able to facilitate in a 60-minute session or less. Here are some example session plans for the MOVE! options of care. Items in **bold** are considered core module components; greater emphasis should be placed on these. You can use this information and tailor it to a specific Veteran or group depending on their interests/needs.

Group (60 min)	Individual/Telephone (30 min)	TeleMOVE! (4 daily sessions)
Welcome and introductions (5 min)	Welcome and introduction (2 min)	79 – Body Image
Discussion #1 Maintenance (10 min)	Discussion #1 Maintenance (5 min)	88 – Maintaining Weight Loss
Discussion #2 Body Image (8 min)	Discussion #2 Body Image (4 min)	89 – Keep Up the Momentum
Discussion #3 Motivation (12 min)	Discussion #3 Motivation (6 min)	90 – Wrap-Up
Discussion #4 Toolkit (6 min)	Discussion #4 Toolkit (3 min)	(Sessions 80-87 refer to the Workbook Mini-Modules)
Discussion #5 Goal-Setting (12 min)	Discussion #5 Goal-Setting (6 min)	
Wrap Up (7 min)	Wrap Up (4 min)	

Session Facilitation

Check-in/Weigh-in

- Facilitate weigh-ins prior to the start of the session. Enter weight into the EMR following the session.
- Ask participants to share with you how they have been doing since their last session. Discuss how Veterans have been doing with achieving their goals and completing their food and activity logs. What successes or challenges have they had? What are potential responses to their challenges?
- Facilitators should gather the Food and Physical Activity Logs to provide feedback to participants before the end of the session. Facilitators may not be able to provide feedback to every participant, but logs should be discussed at every session.

Welcome and Introduction

- Welcome Veteran(s) to the session.
- Introduce yourself, your role with the VA, and why you are committed to helping Veterans manage their weight effectively.
- Establish Group Guidelines. Offer a brief core set of guidelines (e.g., “please turn off cell phones, have one conversation at a time, keep everything shared by members confidential”).

Discussion #1: Maintaining Your Weight Loss

- *(Elicit)* Ask participants to reflect on the changes they have made to be more active and to make healthy food choices. Make a list of all the changes they can think of on a flip chart.
- *(Provide)* Remind participants that tracking food and activity in the Food and Activity Log or mobile app is a powerful motivator and a great visible sign of progress. Daily tracking is linked with ongoing success. Remind participants that overweight and obesity are chronic health conditions that require lifelong commitment to managing.
- *(Elicit)* Ask participants to plan for continuing self-management outside of the group/clinic setting. Invite them to list things to consider that have been most helpful to success so far. Offer to share more ideas if the following have not been mentioned:
 - Continue to record food intake and physical activity
 - Check and record weight at least weekly (daily is best)
 - Figure out an amount of weight gain that prompts an action (e.g., 5-lb weight gain)
 - Specify the action plan to get back on the program
 - Determine when to contact the MOVE! team if self-management is not enough
 - Identify ongoing supports, such as the MOVE! Coach app and/or supportive others to boost motivation along the way

Re-evaluate Daily Calorie Goal

At the end of the MOVE! Program, it may be beneficial for Veterans to re-evaluate their target daily calorie goal. As the body loses weight, calorie needs will change so it is important to adjust their daily caloric target to ensure a 500-calorie deficit is being achieved if weight loss is still their goal.

Discussion #2: Body Image

- *(Elicit)* Ask participants to reflect on the image of themselves, either previously or currently. How did they feel about their bodies when starting the MOVE! Program? Has that changed over the course of the program?
- *(Provide)* The image of your body affects you physically and emotionally. Your body image is influenced by events and other people in your environment during childhood, adolescence, and adulthood. Accepting your body is a crucial step in weight

management. No matter how many positive lifestyle changes you make in this program, you will be unhappy with your accomplishments if you do not like your body.

- *(Elicit)* Ask participants for ways they can accept and love their bodies. Having a positive body image will help motivate further progress and improve attitude.

Discussion #3: Staying Motivated

- *(Elicit)* Ask participants to offer ways to stay motivated using the Staying Motivated (Pg. 226) section in their workbooks.
- *(Provide)* Remind participants that they may experience dips in their motivation for weight loss or maintenance and this is normal. But it is important to get back on track before there is significant weight gain. Another way to rekindle motivation may be to think about the benefits of losing weight. What benefits have they experienced while in MOVE! You can also refer participants to the 10 Health Gains from a 10% Weight Loss (Pg. 11) in Module 1.
- *(Elicit)* Ask participants about how they might deal with boredom or dips in their motivation. What strategies would work best to get them back on track if necessary? What would their call to action be?

Discussion #4: Weight Management Toolkit

- *(Elicit)* Ask participants to list one thing they have learned that will help them maintain their weight loss effort after their sessions are over.
- *(Provide)* Refer participants to the Review Your Weight Management Toolkit (Pg. 228) section. Are there tools or strategies that they missed on their list? What other tools can they add to the list?
- *(Elicit)* Ask participants to reflect on which of these tools they found most beneficial to their success and which tools they plan on continuing to use after the program ends.

Discussion #5: Goal-Setting Check-Out

- *(Elicit)* Ask participants to refer to their Exploring Your Reasons to MOVE! (Pg. 9) from Module 1. How do they feel now about their overall goals and progress in the program?
- *(Provide)* Remind the group that it is beneficial to review progress regularly. Setting short-term goals is essential for successful weight management but reviewing the overall goal can be a great motivator.
- *(Elicit)* Ask participants to set a goal to work on for the next six months. Will Veterans choose to set a new weight loss goal, continue their current goal, or maintain their progress? Go around the group and invite Veterans to share their goals. Ask permission from the group to help those who are having difficulty setting goals.

Continued Treatment or Referral

For some Veterans, continued participation in MOVE! may be necessary to achieve the desired 5% of their starting weight. Some Veterans may also benefit from a referral to bariatric surgery or for weight management medications.

Summary and Wrap-Up**• Session Summary:**

- Summarize key points discussed during today's session using the Module Summary (Pg. 229) and participant discussions.
- Present certificates to participants who have completed the program. As each participant gets a certificate, invite them to share why he/she joined MOVE! and what they are most proud of in their weight management efforts.

• Session To-Do:

- Encourage participants to weigh themselves regularly and continue to log all food and physical activity.
- Congratulate Veterans on completing the MOVE! Program. Offer attendance to another MOVE! Program option or MOVE! maintenance program, as appropriate.

