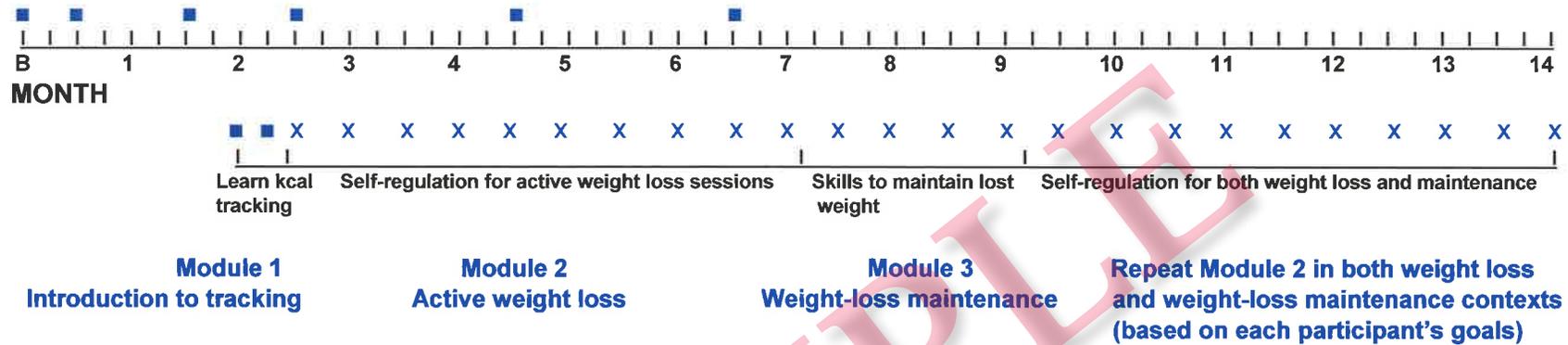


Weight Loss Treatment Timeline

The Coach Approach exercise support appointments



■ = Individual session x = group session

SAMPLE

ACTIVITY	DESCRIPTION	TIME
ATTENTION	Greet. Reveal chart with four written WEL Availability Statements. Ask participants to read and reflect on the statements. Then, each participant takes a colored dot supplied and walks up to the chart. They place dot where they fit, on a scale of 1 to 10, regarding performing the action on the statement. (1 is not at all and 10 is absolutely sure)	5 minutes
AFFILIATION	Ice Breaker (Stand Up/Sit Down)	5 minutes
ACQUISITION/ APPLICATION I	<p>Goal Setting</p> <ul style="list-style-type: none"> Explain paradigm of long-term goal, short-term process goal, plan of action and process feedback (description of each) <p>Long-Term is from Module 1</p> <ul style="list-style-type: none"> Ask individual to reflect on progress of the short-term goal over two weeks <p>Short-Term Process Goal</p> <ul style="list-style-type: none"> Option A: if short-term goal is attained or close to being attained, SE is increased. A new short-term goal is set. Option B: if short-term goal is not attained, the short-term goal is reset. 	6 minutes
ACQUISITION/ APPLICATION II	<p>Barriers for Caloric Tracking</p> <p>Provide handout on barriers to food/calorie tracking</p> <p>Participants complete activity, barriers handout & explore barriers for caloric tracking...</p> <ul style="list-style-type: none"> Complete the handout with three barriers to food/calorie tracking <p>Debrief of the activity in a group: Facilitator writes on flipchart solutions to the barriers as they are discussed by entire group. Participants are asked to write down the appropriate solutions on their form.</p>	8 minutes
ACQUISITION/ APPLICATION III	<p>Barriers to Appropriate Eating</p> <p>Provide handout on barriers to appropriate eating</p> <p>Participants complete activity, barriers handout & explore barriers to appropriate eating...</p> <ul style="list-style-type: none"> Complete the handout with five barriers to food/calorie tracking <p>Debrief of the activity in a group: Facilitator writes on flipchart solutions to the barriers as they are discussed with the entire group.</p>	8 minutes



MODULE 2
Weight Loss Module
Overview

MODULE 2

Lesson 1

It's not who you are that holds you back, it's who you think you're not. (Anonymous)

ACTIVITY	DESCRIPTION	TIME
ACQUISITION/ APPLICATION IV	<p>Cues to Eating Provide handout on cues to eating the form Participants complete activity, barriers handout and explore cues to eating...</p> <ul style="list-style-type: none"> • Completes the handout with five cues to eating <p>Debrief of the activity in a group: Facilitator writes on flipchart solutions to the barriers as they are discussed with the entire group.</p>	8 minutes
ACQUISITION V	<p>Facilitator delivers brief lecture on the concept of barriers (including environment) vs. self-regulation abilities, emphasizing that we need to minimize the barriers while improving self-regulation.</p> <ul style="list-style-type: none"> • Return to the first two flipcharts on barriers for caloric tracking and barriers for appropriate eating and, with the group, indicate which barrier fall under self-regulation and which are logistic. • Discusses if the cues to eating can be controlled and if so – how? • Facilitator gives a brief lecture on nutrition 	10 minutes
ACTION	Instructor summarizes the threats to appropriate eating (using items on the WEL scale) and asks participants to highlight, on their paper, which threat they are most likely to encounter, in the next two weeks, and the solution they will use to overcome that threat.	8 minutes
AFFIRMATION	You can do it!	2 minutes

MODULE 2 – LESSON 1 | RESOURCES

- Barriers Handout
- List of Self-regulatory Skills
- Short-Term Goal Progress/Availability of food/blank space for notes on relapse prevention

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Lesson 1