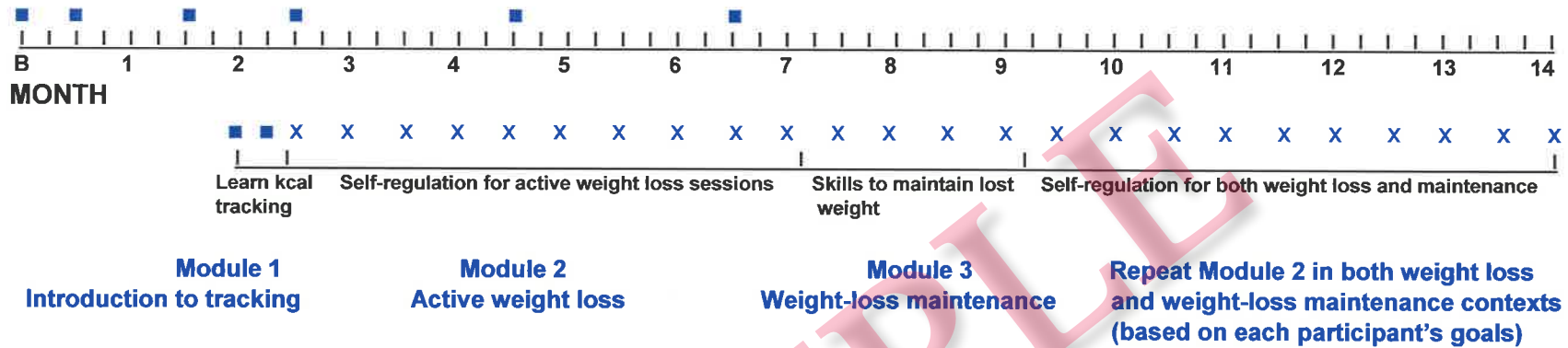


Weight Loss Treatment Timeline

The Coach Approach exercise support appointments



■ = Individual session x = group session

SAMPLE

ACTIVITY	DESCRIPTION	TIME
ATTENTION	<p>Greet – Instructor greets participants.</p> <p>There is a helium balloon at the front of the room with the word ‘Congratulations’ written on it to attract participants’ attention as they enter the room.</p> <p>Instructor explains the importance of revisiting self-regulatory skills to maintain the new weight.</p>	1 minute
AFFILIATION	Ice Breaker (Tent)	4 minutes
ACQUISITION/ APPLICATION I	<p>Goal Setting</p> <ul style="list-style-type: none"> Instructor explains participants will continue to use the same paradigm of long-term goal, short-term process goal, plan of action and process feedback used in Module 2 for weight loss. <p>Long-Term is from Module 1</p> <ul style="list-style-type: none"> Participants set short term goals related to tracking, weighting and exercise. <p>Food Tracking and Calorie Intake</p> <ul style="list-style-type: none"> Option A: If participant is attending their first maintenance class, they are instructed to continue with the daily food and calorie tracking as well as the weekly weight recording. Participants are free to weigh themselves more often; however they must record their weight once per week. Option B: If participant is not attending their first maintenance class, and they have stayed within the range of a four-pound weight change from their original post weight loss weight, they are instructed to track their food and calorie intake once during the week, and once during the week-end. In addition, they can increase their caloric intake by 100 calories daily. However, they must continue to record their weight once a week. They are free to weigh themselves more often if they desire. Option C: If participant is not attending their first maintenance class, and they have NOT stayed within the range of a four-pound weight change (from their original post weight loss weight) after increasing their daily calorie intake by 100, they are instructed to reduce their calorie intake by 100 and resume tracking their food and calorie intake daily. Participants are reminded to keep exercising. <p>Good Practices Regarding Weight Maintenance</p> <ul style="list-style-type: none"> Instructor reviews 11 good practices related to weight maintenance. Instructor distributes the 11 Good Practices Regarding Weight Maintenance Handout. 	7 minutes



MODULE 3

Weight
Maintenance
Module
Overview

MODULE 3

Lesson 1

The best contribution one can make to humanity is to improve oneself.



MODULE 3

Weight
Maintenance
Module
Overview

MODULE 3

Lesson 1

ACTIVITY	DESCRIPTION	TIME
ACQUISITION/ APPLICATION II	<p>Barriers for Calorie Tracking Provide handout on barriers to food/calorie tracking Participants complete activity, Barriers handout, and explore barriers to 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 Provide handout on barriers to appropriate eating 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
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/ APPLICATION V	<p>Instructor delivers brief lecture on the concept of barriers (including environment) versus 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 calorie tracking and barriers for appropriate eating and – with the group – indicates which barriers fall under self-regulation and which are logistic. • Discuss if the cues to eating can be controlled and if so, how? 	6 minutes
ACTION	<p>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.</p>	2 minutes
AFFIRMATION	<p>Instructor states that participants need to stay focus on keeping on track. Thank them for coming and invite them to return for the next lesson.</p>	1 minute