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SCRIPT FOR EFL COUNSELING CALL: (Fruits and Vegetables)

Introduction:


 *Good evening/afternoon/morning. My name is (counselor's name). I would like to speak with (formal participant's name) please.*


 *I am calling from the Healthy Body, Healthy Spirit Program at the School of Public Health at Emory University. You may remember us if you recently attended the health fair at your Church.*

(IF YES: Continue with the rest of the interview)

(IF NO: Set up a time for a follow-up phone call)


If this is the FIRST/THIRD call: Check the data sheets for call number/type of last call.

 *ONLY FOR FIRST CALL: If you remember, you signed up for our program through your Church. As a part of the program, we will be calling you two (for pilot)/four times over the next year, to talk about your fruit and vegetable intake, as well as your physical activity.*

 *Today, we would like to give you a choice between which topic you would like to talk about: You have a choice between discussing your fruit/vegetable intake or your physical activity.*

(IF they choose physical activity, proceed to other script.)

(IF they choose fruits/vegetables, proceed). **RECORD**

 *Now, I would like to talk to you about the Eat for Life materials that we gave you at the health fair and about fruits and vegetables. We can talk even if you have not had a chance to look at the materials or*

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*haven't made any changes in your diet. It should take about 20-30 minutes. Is this a good time to talk?
Also, I would like to let you know that this call is being monitored for quality control purposes.*

If this is the SECOND/FOURTH call,

******IF the person was not reached for the first call, meaning that they were tried 20 times, even though it is the second call, give them a choice of what they would like to talk about and proceed accordingly.******

 *Last time we spoke to you, we discussed your physical activity. This time we would like to speak to you about the about the Eat for Life materials and about fruits and vegetables. We can talk even if you have not had a chance to look at the materials or haven't made any changes in your diet. It should take about 20-30 minutes. Is this a good time to talk? Also, I would like to let you know that this call is being monitored for quality control purposes.*

(IF YES: Continue with rest of the interview)

(IF NO: Set up a time for a follow-up phone call)

Press Record and Play Buttons on the Recorder.

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II. Review materials (video and cookbook).

The record sheet will indicate their use of the materials from the first phone call, if this is not the first call.

IF THIS IS FIRST CALL FOR F/V:

FIND OUT IF WHETHER OR NOT THEY HAVE RECEIVED THE MATERIALS:

 *So far, you should've received a canvas bag with a copy of the Eat for Life video, cookbook, and some brochures, a refrigerator magnet, a shopping list, and a list telling you about this phone call (some will have received this at the health fair and some may have received it in the mail). Is this correct? During this call, we will be talking about the materials in the bag, so, it may be helpful to have the bag nearby. If you could get it fairly quickly, I can wait. Thank you.* **RECORD**

IF YES: Continue with the call.

IF NO: Say, "That's fine," and continue with the interview. Or stop the interview and obtain address of participant to send them the materials.

SHEET DISTRIBUTED SEPARATELY: SOLUTIONS TO BARRIERS & BENEFITS FOR VIDEO/COOKBOOK:
You will need this for barriers/benefits presented by participant for the present sections. Keep it to the side, so you can have them when you need them.


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VIDEO


CUE THEM TO WATCH THE VIDEO:  *I'd like to talk with you about the Eat for Life video. About how much of the video have you had a chance to watch? All, Most, A little or None of it?* **RECORD**


IF MOST/ALL OF IT:  *Would you tell me one of the scene(s) that you liked or one thing that you liked/learned from the video?* **RECORD** Use reflective listening and paraphrase the sections they liked.


 **If client does not recall a scene from the video:**
(Reflect) *It seems like you watched the video, but didn't have the chance to watch as closely...maybe you can benefit from watching it again.*


 *Great, We're glad that you enjoyed the video and hope that you will have a chance to watch/use it again and again, as we hoped that it would be a fun and educational video.*


GO TO COOKBOOK SECTION

IF NONE/A LITTLE:  *It seems like you may not have been able to watch the entire video yet. Tell me a little bit about that. Use reflective listening and paraphrase. If barriers are presented, remember them for later in the script.*

 *What would it take to get you to watch the video?*

 *If it is okay with you, I would like to spend some time discussing some of the benefits of watching the video.*

IF YES:  *This video is about 20 minutes to watch and is something that your whole family can watch together.*

 *The video presents some interesting and helpful ways to make it easier to fit fruits and vegetables into your diet. Use reflective listening and paraphrase.*

RECORD BARRIERS AND CLIENT SOLUTIONS


GO ON TO NEXT PAGE, RIGHT COLUMN

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	<p>IF NO:  Okay, we hope that you'll be able to watch it sometime in the near future.</p> <p><u>GO TO COOKBOOK SECTION</u></p>
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COOKBOOK

CUE THEM TO READ THE COOKBOOK AND TRY THE RECIPES:

 Have you had a chance to try any of the recipes in the *Eat for Life* cookbook? **RECORD**



<p>IF THEY HAVE TRIED ANY OF THE RECIPES IN THE COOKBOOK:  <i>That's great! Which recipe(s) were you able to try? Well, we hope you will continue to find the cookbook helpful.</i></p> <p><u>GO TO FRUIT/VEGETABLE INTAKE</u></p>	<p>IF THEY HAVE <u>NOT</u> TRIED THE RECIPES IN THE COOKBOOK:</p> <p> <i>What would it take to get you to use the cookbook? (Avoid redundancy: The participant may tell you this, when they answer the question).</i></p> <p>Use reflective listening and paraphrase.</p> <p>If barriers are presented, look at table 1 and remember them for later in the script.</p> <p> <i>What would it take to get you to use the cookbook? If it is okay with you, I would like to spend some time discussing some of the benefits of the cookbook. (If permission is granted, continue).</i></p>
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	<p>IF YES:  <i>The cookbook is full of favorite recipes provided by different church members. The recipes describe some ways to prepare healthy and tasty foods. Most of the recipes are fairly quick and simple! If you remember back to the food we had at the health fair, the recipes for those dishes also are in the cookbook, along with many others. Use reflective listening and paraphrasing.</i></p> <p>IF NO:  Okay, we hope that you'll be able to watch it sometime in the near future.</p> <p><u>GO TO FRUIT/VEGETABLE INTAKE</u></p>
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FRUIT AND VEGETABLE INTAKE ASSESSMENT


 *If it is okay with you, I would like to talk with you about your fruit and vegetable intake. If permission is granted, continue.*  *Please note that I will talk to you about your vegetable intake separate from your fruit intake.*

COUNSELORS: YOU WILL TALK ABOUT VEGETABLE INTAKE FIRST, THEN COME BACK AND TALK ABOUT FRUITS AFTER YOU HAVE GONE THROUGH THE COLUMN FOR VEGETABLES FIRST.


VEGETABLE INTAKE


 *About how many servings of vegetables are you eating a day?* **RECORD #**


 *As you may recall from the video and/or cookbook and brochure, 1 serving of vegetables is $\frac{1}{2}$ cup of vegetables, with the exception of raw leafy vegetables, like lettuce where 1 serving is 1 cup instead of $\frac{1}{2}$ cup.*

 *Over the past month, would you say that your daily **VEGETABLE** intake has increased, decreased, or stayed the same?* **RECORD (For counselor knowledge: 3 or more servings of vegetables is recommended).**

FRUIT INTAKE

 *About how many servings of fruits are you eating a day?* **RECORD #**

 *As you may recall from the video, 1 serving of fruits is again $\frac{1}{2}$ cup of fruits sliced or cut-up, 1 whole fruit or 6 oz. of fruit juice.*

 *Over the past month, would you say that your daily **FRUIT** intake has increased, decreased, or stayed the same?* **RECORD (For counselors knowledge: 2 or more servings of fruits is recommended).**

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<p>IF INTAKE INCREASED OR HAS STAYED THE SAME (For people who have reported eating more than 3 servings of vegetables/2 servings of fruits):</p> <p>IF THEY MENTIONED THAT THEIR VEGETABLE/FRUIT INTAKE INCREASED:</p> <p> You mentioned that your daily vegetable intake has increased. That's great! Would you say that your weekly intake has increased by a half serving, increased by one serving or increased by two or more servings?</p> <p>RECORD Amount of Increase</p> <p> It's great that you are eating____(insert number of servings from previous pg.). We can either talk about maintaining your intake, or if you would like, we can talk about increasing your intake. Which one would you prefer? RECORD</p>	<p>IF INTAKE HAS DECREASED OR IS NOT AT THE RECOMMENDED LEVEL (For people who have reported eating 2 or less servings of vegetables/1 or less servings of fruits):</p> <p> So, currently your intake has ____ (fill in whether intake has decreased, increased or stayed the same). If it is okay with you, I would like to talk more about this.</p> <p>RECORD</p> <p>IF NO: It seems like you don't want to talk about this right now, can you tell me a little bit about this? Use reflective listening and paraphrase.</p> <p>IF YES: If it is okay with you, I would like to ask you a couple of questions about motivation/interest.</p>
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<p>Maintaining Intake: It sounds like you have made efforts to eat well. What are some of the things that have helped you to this point?</p>	<p>Increasing Intake: It sounds like you have made efforts to eat well, and are interested in increasing your current intake. What are some of the things you have found, so far, contribute to</p>	<p> On a scale from 0-10, how interested/motivated are you to increase your intake, 0-being not at all motivated, and 10-being extremely motivated?</p> <p>RECORD</p> <p> On a scale from 0-10, how confident are you that you can increase your intake, with 0-being not at all</p>
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	<p><i>your current intake.</i></p> <p>RECORD</p> <p>Use reflective listening and paraphrasing.</p>	<p><i>confident, and 10-being extremely confident?</i></p> <p>RECORD *Confidence is one's ability to follow through w/ eating fruits/veg. in any situation.</p> <p>ASK BOTH LOWER AND HIGHER ?'s.</p> <p><u>LOWER:</u></p> <p>IF response is 2-10: 🗣️ <i>Your motivation was a __(#).</i> <i>Tell me why you chose a __(#) instead of a 0 or a 1?</i></p> <p>RECORD</p> <p>IF response is 0-1: 🗣️ <i>Your motivation was a __(#).</i> <i>Tell me why you chose a 0 or 1?</i> RECORD</p>
<p>FOR BOTH MAINTAINING/INCREASING INTAKE DISCUSS THIS INFORMATION ABOUT THE ADDITIONAL HEALTH BENEFITS.</p> <p>🗣️ <i>If it is okay with you, I would like to offer you some additional information about increasing your intake of vegetables/fruits. If permission is granted, continue.</i></p> <p>🗣️ <i>It sounds like you have decided to increase your intake of vegetables/fruits for ____ (state the participant's reasons for maintaining/increasing).</i></p> <p>🗣️ <i>You can receive additional health benefits from eating more than the minimum number of servings of 5 fruits</i></p>		<p><u>HIGHER:</u></p> <p>IF response is 0-4: 🗣️ <i>What would it take to get your motivational level up to a 7 or a 8?</i> RECORD</p> <p>IF response is a 5-9: 🗣️ <i>What would it take to get your motivational level to a 9 or 10?</i></p> <p>IF response is a 10: Skip to confidence level.</p> <p>*This is geared towards assessing the participant's barriers to eating vegetables/fruits, and what they are willing to do to increase their</p>

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and vegetables combined. The actual recommended number of servings that will give you the greatest health benefits is 4-5 servings of vegetables and 3-4 servings of fruits to make a total of 8-9 combined servings of fruits/vegetables. Is there anything we can do to help you maintain/increase your current intake?

Use reflective listening and paraphrase.

intake).


***Use reflective listening and paraphrasing.
Reinforce the participant's efforts.**


 *If it is okay with you, I would like to tell you more about some solutions that have worked for other people (I will obtain these solutions from dhanna).*

****AVOID REDUNDANCY:** If they have responded the same numbers on the scale for both motivation and confidence, then do not repeat confidence. SKIP the section below. HOWEVER, if confidence is interpreted different from interest, proceed.

CONFIDENCE: ask both lower and higher ?'s.

LOWER:

IF response is 2-10:  *Your confidence was a ___(#). Tell me why you chose a ___(#) instead of a 0 or a 1?* **RECORD**

IF response is 0-1:  *Your confidence was a ___(#). Tell me why you chose a 0 or a 1?* **RECORD**

HIGHER:

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IF response is a 0-4:  *What would it take to get your confidence level up to a 7 or an 8?* **RECORD**


IF response is a 5-9:  *What would it take to get your confidence level to a 9 or a 10?* **RECORD**

IF response is a 10: Reinforce confidence.

***This is geared towards assessing the participant's barriers to eating vegetables/fruits, and what they are willing to do to increase their intake.**

***Use reflective listening and paraphrasing.
Reinforce the participant's efforts.**

 *If it is okay with you, I would like to tell you more about some solutions that have worked for other people. (Many of these will be in the brochures and the cookbook, but it is also on the sheet of barriers).*

IF PARTICIPANT reports intake of 2 or less servings for vegetables and 1 or less for fruits, but reports motivation/confidence are high and does not report any barriers, say:  *You said that your motivation/confidence for increasing your intake are high, and you have not really mentioned any barriers to increasing*

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your intake. On the other hand, your current intake is below the recommended number of servings. What do you make of this? RECORD their response.

Use reflective listening and paraphrase to summarize the barriers and the participant's reasons for and against increasing their intake.

GO BACK TO PAGE, AND FOLLOW THE SCRIPT FOR FRUIT INTAKE.  *Okay, now we are going to talk specifically about your fruit intake.*

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VALUES CLARIFICATION**very important to MI.

LIST of VALUES

Good parent	Attractive
Good spouse/partner	Disciplined
Good cmty. member	Responsible
Strong	In control
On top of things	Respected at Work
Competent	Athletic
Spiritual	Not Hypocritical
Respected at Home	Energetic
Good Christian	Considerate
Successful	Youthful
Popular	Independent
Other _____	

IF THIS IS THE FIRST CALL:  For the next part, I would like to ask you to take out your Values Clarification Card from your bag. This is a laminated card that you received at the Exit booth of the Health Fair and/or through the mail. I would also like you to just take a moment to think about the things in your life that are important to you.


 Looking at the list in front of you, these are a few traits/values/characteristics that may or may not be important to some people. I would like you to pick 3 or 4 of traits/values/characteristics that are most important to you. Please feel free to add to this list, if any, other traits that are important to you and may not be on our list.


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If the list does not seem to work with the participant:  *Think about the things in your life that are important to you. How, if at all, would increasing your fruit/vegetable intake affect the things that are important to you.*
Proceed to ask the other questions in relation to what they have said here. **Remember to paraphrase and reflect.**

 *Tell me why these traits/values that you have chosen are important to you?* **RECORD**


 *How, if at all, is your fruit/vegetable intake (in general) related to these values?*

FOR ALL OTHER CALLS:  *For the next part, I would like to refer to some of the values, traits and characteristics that you indicated in the first call were important to you. (Look for values on the data sheet).*

 *Last time, you mentioned that _____ (repeat the values from the first call) were some of the values that are important to you. Although you mentioned these values, I would like to read the list again or if you still have the card you can have a look at the list. I was wondering where you are today (in terms of the values).*

 *In looking at these values, how, if at all, is your diet (in general) related to these values?* **Use reflective listening and paraphrase.**

ALTERNATIVES: *This section is a series of prompts that the counselor may mention to help the participant see the connection between health and their core values. Some participants may already make these connections. If they do not answer these questions in their narrative, please stimulate connections by asking these questions.*

 *I'm curious (name of participant), what connection, if any, do you see between your fruit and vegetable intake and your ability to live out your core values and goals?* **Use reflective listening and paraphrase.**


 *How, if at all, would losing your health affect these goals?* **OR If your health were to decline. USE reflective listening and paraphrase.**


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 *How, if at all, would increasing your fruit and vegetable intake affect your ability to live out your core values and goals?* **RECORD. USE reflective listening and paraphrase. Highlight the changing behavior and relate them to the USE reflective listening and paraphrase. Highlight the changing behavior and relate them to the values cited.**

This is if they haven't mentioned their health: (you are helping to connect dots):  *How, if at all, is your health related to your ability to live out your core values or goals?* **RECORD Use reflective listening and paraphrase. Continue on to the Clarify Contract**


CLARIFY CONTRACT AND GLOBAL SUMMARY:


****SUMMARIZE what they have agreed to do and incorporate their suggestions.**

Paraphrase and contract with the participant the specific things they agreed to do. Use reflective listening.

 *If it is okay with you, I would like to take a moment to go over what we have discussed in our call today. If permission is granted, continue.*

****Summarize the participant's negative reasons for changing their intake of fruits/vegetables, and then follow with a summary of the positive reasons for change. Also mention the core values for change.**

 *Throughout our conversation, you have mentioned several reasons (state the reasons) why changing your intake may not be the best thing right now. **Problem solve right here.***

 *On the other hand, you have mentioned several reasons (state the reasons) why it is important to change (try to integrate core values and related information).*

 *It sounds like you have some positive and negative reasons to change. On one hand you are facing_____, on*

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the other hand, you are looking to improve your diet. Would you like to add or subtract to what I have just said? Reflect and Paraphrase if they add/subtract something.


 *I am wondering: Where does that leave us? OR Where would you like to go from here?* **RECORD** Move on to the next page for conclusion


CONCLUSION:

IF THIS IS THE FIRST/SECOND/THIRD CALL:

Thank the participant for their time and let the participant know that they will be receiving another call in 1 to 2 months. Let them know that the next call they receive will be about physical activity.

IF THIRD CALL: Also let the participant know that only one call is remaining.

 *Thank you very much_____ (formal name of participant), for all your time and effort today. Just to let you know, you will be receiving another phone call in 1 to 2 months.*


 *Since you chose to speak about your fruit/vegetable intake, your next call will be about physical activity. Thank you again for your time today, and we look*

IF THIS IS THE FOURTH/FINAL CALL:

Thank the participant for their time and patience throughout the four phone calls.

REINFORCE THEIR EFFORTS AND PARAPHRASE THEIR PROGRESS.

Let them know that you appreciate their willingness to participate in the Healthy Body, Healthy Spirit/Eat for Life Program.

 *Thank you very much_____ (formal name of participant) for all your time and effort today. On behalf of Emory University, we really appreciate your participation in the Healthy Body, Healthy Spirit/Eat for Life Program. We hope that you have found it useful*

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forward to speaking with you soon! Have a good evening/day/afternoon/morning!

in changing your health behaviors. Thank you again for all your efforts, and we wish you well for your future. Have a wonderful evening/day/afternoon/morning! Good-bye!



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