

**FIDELITY MEASURE for the Behaviors for Healthy Lifestyles program
MANUAL CLASSES 1-26 AND REVIEW CLASSES 1-4**

CLASS 1

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Starting Each Class (Page 4)

- (1)___ Facilitators provided their names.
- (2)___ Facilitators asked participants for their first names (no last name or title).
- (3)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 1: Are You Ready to Change? (Page 11)

- (4)___ Provided Class 1 overview focus (Welcome to Behaviors for Healthy Lifestyles (BHL) Program).
- (5)___ Stated class objectives (assess participant level of program readiness; give participants an example of the types of information that will be covered in the program).
- (6)___ Stated basics of BHL program (to help African Americans with mental health concerns lose weight, keep it off, and improve their health).
- (7)___ Stated overview of BHL class breakdown (2-hours long, once per week for 6 ½ months followed by a one week break and resuming classes once a month for 4 months).
- (8)___ Told participants that they will talk about ways to eat healthier and how to increase their activity level).
- (9)___ Stated weigh-ins and their purpose (done during weekly classes starting in class 4 to track participant progress).
- (10)___ Asked participants if they have any questions/comments.
- (11)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take home homework sheet will be provided to all participants).
- (12)___ Asked participants if they have any questions/comments.
- (13)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).
- (14)___ Gave an overview of today's class (the first ½ of class talks about readiness to change healthy eating. After a short break, the second ½ talks about your readiness to change physical activity).

Worksheet 1, Healthy Eating: Ready for Change (Page 15)

- (15)___ Instructed participants to turn to Worksheet 1, Healthy Eating: Ready to Change.
- (16)___ Reviewed how assessing your readiness to change eating habits and physical activity is needed before setting weight goals and tracking changes.
- (17)___ Explained Worksheet 1 (has two parts, considering the pros and cons AND are you ready to change)
- (18)___ Asked participants to think about their current eating habits and to think about the pros and cons to changing these.
- (19)___ Gave examples of a pro and a con to current eating habits (lowering high cholesterol; not eating junk Food).
- (20)___ Asked participants if they have any questions/comments.
- (21)___ Instructed participants to fill out the pros and cons table in the worksheet.
- (22)___ Instructed Participants to place a star (*) next to items that are especially important to them.
- (23)___ Instructed participants to go to the bottom of the page and to self-assess readiness to change their eating habits.
- (24)___ Instructed participants to select a partner and discuss the pros and cons of healthy eating and their readiness to change using the 5 questions outlined in the manual.
- (25)___ Asked participants to regroup as a class and lead a group discussion. Asked for several volunteers to share their experiences.

- (26)___ Gave participants a break and explained the second half of the class (Worksheet 2, Physical Activity: Ready to Change).

Worksheet 2, Physical Activity: Ready to Change (Page 16)

- (27)___ Transitioned to Worksheet 2, Physical Activity: Ready to Change and reviewed its contents.
- (28)___ Asked participants to think about their current physical activity habits and to think about the pros and cons to changing these.
- (29)___ Gave examples of a pro and a con to current eating habits (slimmer figure; muscle pain).
- (30)___ Asked participants if they have any questions/comments.
- (31)___ Instructed participants to fill out the pros and cons table in the worksheet.
- (32)___ Instructed Participants to place a star (*) next to items that are especially important to them.
- (33)___ Instructed participants to go to the bottom of the page and to self-assess readiness to change their physical activity habits.
- (34)___ Instructed participants to select a partner and discuss the pros and cons of physical activity and their readiness to change using the 5 questions outlined in the manual.
- (35)___ Asked participants to regroup as a class and lead a group discussion. Asked for several volunteers to share their experiences.

(36)___ Summarized class 1 (weighed the pros/cons to healthy eating and physical activity; assessed your readiness to change current eating and physical activity habits).

Class 1 Conclusion

(37)___ Briefly introduced the next session (to learn about eating a variety of foods from all 5 food groups; learn about healthy choices from each of the 5 food groups; gather information about your typical diet; create an individualized meal plan).

(38)___ Set up/confirmed the next meeting.

(39)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS ONE _____ / 39

Then divide this number by the total (39) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS ONE _____%

Here is an example:

If Facilitator A got 31 checks out of 64 total; 31 divided by 64 is .484

.484 x 100 = 48.4%

Facilitator A showed 48.4% of total tasks for CLASS 1

Amount of time spent in the session: _____ Minutes

CLASS 2

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Starting Each Class (Page 4)

- (1)___ Facilitators provided their names.
- (2)___ Facilitators asked participants for their first names (no last name or title).
- (3)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 2: Healthy Eating (Page 17)

- (4)___ Provided Class 2 general overview (Introduction to Basics of Healthy Nutrition).
- (5)___ Stated class objectives (learn about eating a variety of foods from all 5 food groups; learn about healthy choices from each of the 5 food groups; gather information about your typical diet; create an individualized meal plan).
- (6)___ Introduced self and welcomed participants to the 2nd session of the BHL program.
- (7)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take home homework sheet will be provided to all participants).
- (8)___ Asked participants if they have any questions/comments or comments about any of the materials or information they're received and reviewed from the last class session.
- (9)___ Reviewed previous session, Class 1: Are you Ready to Change? (assessing participants' level of readiness for inclusion into the program; looked at readiness to change healthy eating and physical activity).
- (10)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).
- (11)___ Gave an overview of today's class and told participants that future chapters will describe topics like healthy portions, calories, low fat and junk food to better create a healthy meal plan (the first ½ of class talks about healthy nutrition. After a short break, the second ½ talks about your typical eating/nutrition habits and how to create an individualized meal plan).
- (12)___ Transition to Worksheet 3, The Basics of Weight Control. Present the scale (previously drawn on the flip chart/dry erase board).
- (13)___ Explain that gaining and losing weight is like a scale [If one side is more than the other, you will gain or lose weight. On the left side of the scale is intake of calories (the food and drinks you consume); on

the right side is calories burned (how much you exercise). If the calories you eat are more than the calories you burn, you will gain weight].

- (14)___ Continue explaining the worksheet (In order to lose weight, the calories burned need to be greater than the calories you eat. You are going to learn ways to eat better in order to reduce your calorie intake, and learn ways to be physically active in order to burn calories. Doing one of the two is great, but if you do both together, you'll get the best results).
- (15)___ Tell participants that if they can do both of these things, they **WILL** lose weight and feel better (BHL classes will help them learn more about how to do both, but for now they just need to know the basic concepts of weight control and why they are in the program).
- (16)___ Asked the group to describe what the word “variety” means (to eat healthy you need to eat a variety of foods).
- (17)___ Asked the group if they know what it means to eat a **VARIETY** of foods? (**VARIETY** means to eat different kinds of foods. You can eat a variety of foods from 5 different food groups).

Worksheet 4, 5 Food Groups (Page 22)

- (18)___ Transitioned to Worksheet 4, 5 Food Groups and introduced the 5 food groups.
- (19)___ Went over listed examples belonging to each group (food is divided into 5 food groups: grains, vegetables, fruits, milk/dairy, and meat/proteins).
- (20)___ Asked group members: What are examples of foods that you eat on a daily basis?
- (21)___ Highlighted participants' unhealthy food examples and provided healthier options (e.g., for fried chicken and macaroni and cheese, substitute sharp cheddar cheese with a healthier part-skim cheese; add a variety of herbs to decrease sodium content). Used examples listed in manual as needed.
- (22)___ Emphasized that although fruits are healthy, they should watch out for binge eating habits when discussing the fruit group and introduced a variety of fruits.
- (23)___ Gave participants a break and explained the second half of the class (Worksheet 5, Food for a Typical Day).

Worksheet 5, Food for a Typical Day (Page 23)

- (24)___ Asked participants to turn to Worksheet 5, Food for a Typical Day and reviewed its contents.
- (25)___ Asked participants for their eating habits on a daily basis and asked them to record it on the worksheet.
- (26)___ Led a discussion with participants with questions to help facilitate the worksheet (What do you usually eat and drink for breakfast? Do add any sugar, milk, or cream with your coffee/tea/other drink?) Do you have any snacks for breakfast?). Remembered to tie discussion back to previous information about calories and healthier choices: low fat, low sugar.
- (27)___ Continued discussion on eating habits by modifying questions for lunch and dinner.

- (28)___ Asked participants if they engage in other eating behaviors throughout the day (Do you snack or drink anything else throughout the day? Do you eat or drink anything else before going to sleep?)
- (29)___ Reflected on the eating habits of the group (How can you decrease calories from this meal? How can you make this meal healthier? Can you think of healthier substitutions?).
- (30)___ Engaged participants by asking various members to present their work.

Worksheet 6: My Healthy Choices (Page 24)

- (31)___ Transitioned to Worksheet 6, My Healthy Choices and reviewed its contents.
- (32)___ Reminded participants that their meal plans should include a variety of foods from all 5 food groups and explained that eating a variety of healthy choices helps to lose weight.
- (33)___ Went over healthy food and beverage choices within each group.
- (34)___ Instructed participants to refer back to Worksheet 5, Food for a Typical Day while completing Worksheet 6.
- (35)___ Asked participants questions to compare whether they are eating too much or too little from each food group.
- (36)___ Instructed participants to place a checkmark (✓) next to choices that they are already using under “I am now eating” (if you currently eat a variety and or healthy choices for a particular food group, place a (✓ next to “Variety” and or “Healthy Choices).
- (37)___ Gave praise and validation for the healthy choice already being made by participant. When finished, repeat instructions for each remaining food group. If the participant consumes very large portions of a particular food group tell him/her that eating too much food will cause weight gain.
- (38)___ Summarized class 2 (learned that to lose weight, you need to eat a variety of foods from all 5 food groups and make healthy choices within each group).

Class 2 Conclusion

- (39)___ Briefly introduced the next session (to learn what calories are and how to count them; gather information about how many calories one consumes in a typical day).
- (40)___ Set up/confirmed the next meeting.
- (41)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS TWO _____ / 41

Then divide this number by the total (41) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS TWO _____%

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

$.951 \times 100 = 95.1\%$

Facilitator A showed 95.1% of total tasks for CLASS 2

Amount of time spent in the session: _____ Minutes

CLASS 3

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Starting Each Class (Page 4)

- (1)___ Facilitators provided their names.
- (2)___ Facilitators asked participants for their first names (no last name or title).
- (3)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 3: Understanding Calories (Page 25)

- (4)___ Provided Class 3 general overview (Learn What Calories Mean and Become Aware of the Amount of Calories in a Meal).
- (5)___ Stated class objectives (learn what calories are and how to count them; gather information about how many calories you consume in a typical day).
- (6)___ Introduced self and welcomed participants to the 3rd session of the BHL program.
- (7)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take home homework sheet will be provided to all participants).
- (8)___ Asked participants if they have any questions/comments or comments about any of the materials or information they're received and reviewed from the last class session.
- (9)___ Reviewed previous session, Class 2: Healthy Eating (learned about the basics of weight control and the 5 food groups; discussed what you eat on a typical day and how to make healthy eating choices).
- (10)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).
- (11)___ Gave an overview of today's class. (the first ½ of class will discuss what calories are, what 100 calories look like, and how many calories are typical in a day. After a short break, the second ½ will teach how to count how many calories you consume on average in day).

Worksheet 7: What do 100 Calories Look Like? (Page 28)

- (12)___ Transitioned to Worksheet 7: What do 100 Calories Look Like? and reviewed its contents. Told participants that 100 calories may differ in portion size depending on the specific item. Told participants that they will learn more about portion size in Class 11: Portion Control: Food.
- (13)___ Asked participants for other examples of food products with 100 calories and wrote their responses

on a flip chart/dry erase board.

- (14)___ Gave participants a break and explained the second half of the class (discussion on counting calories).
- (15)___ Transitioned to counting calories and led a discussion (How many times per day do you eat? Do you snack a lot between meals? Do you drink a lot of liquids that contain sugar?).

Worksheet 8: Typical Meal Calories (Page 29)

- (16)___ Instructed participants to turn to Worksheet 8, Typical Meal Calories which details the amount of calories in a typical meal and reviewed its contents (includes 2 examples of breakfast, lunch, dinner, and snack items that one might eat along with how many calories are in each typical meal).

Worksheet 9: Calorie Counting (Page 30)

- (17)___ Transitioned to Worksheet 9, Calorie Counting and reviewed its contents.
- (18)___ Instructed participants to list what they eat on a daily basis and count the calories. Instructed participants to refer back to Worksheet 8, Typical Meal Calories if needed.
- (19)___ After completing the worksheet, asked participants if there are healthier alternatives to cut down on calories (eating at home or choosing healthier options when eating out can be ways to cut down on calories, changing preparation method).
- (20)___ Informed participants of the different ways to track calorie consumption and told them that Class 14: Know Your Labels will discuss food labels in depth (online calorie counters, online food labels, journaling).
- (21)___ Summarized class 3 (learned what 100 calories look like and typical meal calories; learned how to count calories we consume in a full day).

Class 3 Conclusion

- (22)___ Briefly introduced the next session (learned how calories translate into actual weight, learn ways to weigh yourself).
- (23)___ Set up/confirmed the next meeting.
- (24)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS THREE _____ / 24

Then divide this number by the total (24) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS THREE _____%

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

$.951 \times 100 = 95.1\%$

Facilitator A showed 95.1% of total tasks for CLASS 3

Amount of time spent in the session: _____ Minutes

CLASS 4

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Starting Each Class (Page 4)

- (1)___ Facilitators provided their names.
- (2)___ Facilitators asked participants for their first names (no last name or title).
- (3)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 4: Scales and Weight (Page 31)

- (4)___ Provided Class 4 general overview (How Calories Equal Weight and How to Measure Weight).
- (5)___ Stated class objectives (learn how calories translate into actual weight; learn ways to weigh yourself).
- (6)___ Introduced self and welcomed participants to the 4th session of the BHL program.
- (7)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take home homework sheet will be provided to all participants).
- (8)___ Asked participants if they have any questions/comments or comments about any of the materials or information they're received and reviewed from the last class session.
- (9)___ Reviewed previous session, Class 3: Understanding Calories (reviewed what calories meant in our food and how to keep track of them).
- (10)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).
- (11)___ Gave an overview of today's class. (the first ½ of class will discuss weekly weigh-ins and how we will do these for the remaining classes. After a short break, the second ½ will discuss how to translate calories into weight and things to consider when weighing ourselves).

Worksheet 10: Behaviors for Healthy Lifestyle Weekly Weigh-in (Pages 315-318)

- (12)___ Transitioned to Worksheet 10, Behaviors for Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the Workbook. Explained that weekly weigh-ins will happen starting today until the last class. Remind participants that this is not a requirement of the program. Mention that the purpose of this activity is to keep track of their progress.
- (13)___ Placed scale in out-of-way corner of class room.
- (14)___ Weighed people one at a time without anyone else being able to see or hear the weight

- (15)___ Was encouraging and supportive while reporting the participant's weight.
- (16)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.
- (17)___ Explained that the worksheet will be kept in participant's workbook and reviewed during monthly individual counselling sessions.
- (18)___ Told participants they can decide NOT to be weighed that day. Told participants that nothing will happen to the person who says no. All decisions are respected.

Worksheet 11: From Calories to Weight (Page 33)

- (19)___ Transitioned to Worksheet 11, From Calories to Weight and reviewed its contents. Discussed the formula on the worksheet (A pound of body fat is about 3,500 calories. If you subtract that number from your diet or burn off 3,500 calories more than what you consume, you'll lose 1 pound for that week. To burn 3,500 calories and lose 1 pound of fat per week, aim to add daily physical activities that burn about 500 calories each such as cleaning the house for 2 hours, gardening for an 1 ½ hours, and jumping rope for 42 minutes).
- (20)___ Reviewed Worksheet 12, How to accurately Weigh Yourself and review its contents (nine points of how to weigh ourselves properly).
- (21)___ Summarized class 4 (learned how many calories it takes to lose a pound; how to properly weigh ourselves).
- (22)___ Reminded participants that starting next week, a scale will be set up in the corner for those participants that wish to weigh themselves.

Class 4 Conclusion

- (23)___ Briefly introduced the next session (talk about your physical activity routine; learn to set goals for healthy eating and physical activities).
- (24)___ Set up/confirmed the next meeting.
- (25)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS FOUR _____ / 25

Then divide this number by the total (25) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS FOUR _____%

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

$.951 \times 100 = 95.1\%$

Facilitator A showed 95.1% of total tasks for CLASS 4

Amount of time spent in the session: _____ Minutes

CLASS 5

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Before Each Class

- (1)___ Placed scale in out-of-way corner of class room.
- (2)___ Weighed people one at a time without anyone else being able to see or hear the weight.
- (3)___ Was encouraging and supportive while reporting the participant's weight.
- (4)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.
- (5)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.
- (6)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

- (7)___ Facilitators provided their names.
- (8)___ Facilitators asked participants for their first names (no last name or title).
- (9)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 5: Get Active (Page 35)

- (10)___ Provided Class 5 general overview (Physical Activity History and General Goals).
- (11)___ Stated class objectives (to gather information about your typical physical activity routine; to learn about goal-setting and establish some general nutrition and physical activity goals).
- (12)___ Introduced self and welcomed participants to the 5th session of the BHL program.
- (13)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take home homework sheet will be provided to all participants).
- (14)___ Asked participants if they have any questions/comments or comments about any of the materials or information they're received and reviewed from the last class session.
- (15)___ Reviewed previous session, Class 4: Get Active (learned how calories translate into actual weight and ways to weigh yourself).

- (16)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).
- (17)___ Gave an overview of today's class. (the first ½ of class will talk about how to engage in more physical activity and how much physical activity you get, on average. After a short break, the second ½ will talk about goal and goal-setting and gain a better understanding of some general nutrition and physical activity goals that you might like to set for yourself).

Worksheet 13: Types of Activities (Page 38)

- (18)___ Transitioned to Worksheet 13, Types of Activities and reviewed its contents. Explained the four types of activities to consider. Went through worksheet and defined each type of activity followed by examples of each (light, moderate, muscle strengthening, and vigorous. They increase in intensity and gradually affect one's sweating, heart rate, and breathing. Each category contains different options of activities that can be done indoors and outdoors).

Worksheet 14: Typical Physical Activity (Page 39)

- (19)___ Transitioned to Worksheet 14, Typical Physical Activity and reviewed its contents. Asked participants to write down the kinds of physical activities you are likely to engage in on a typical day. Do this for light, moderate, muscle strengthening, and vigorous activities).
- (20)___ Led a discussion on typical physical activity and wrote participant responses on the board/flip chart.
- (21)___ Stated that generally, women don't like to exercise as much as men and led a discussion.
- (22)___ Tied the group discussion back to previous information about burning calories to help with weight loss.
- (23)___ Gave participants a break and told them that the second half of the class will begin with a discussion about goal-setting.
- (24)___ Transitioned to goal setting and stressed the importance of self-management for goal-setting (This program focuses on self-management; we can begin to think about goals that you have for healthy eating and physical activity. We're going to get started by listing some general goals you have for both of these areas. Next week, we'll start thinking and learning more about how to break your goals down into smaller, more 'doable' steps or tasks so you can get started with healthy eating and increased physical activity).

Worksheet 15: Healthy Eating and Physical Activity Goal Sheet (Page 41)

- (25)___ Asked participants to turn to Worksheet 15, Healthy Eating and Activity Goal Sheet. Tell them they may refer back to Worksheet 6, My Healthy Choices as they fill out their goal sheet (***Page 40***).
- (26)___ Introduced Worksheet 15, Healthy Eating and Activity Goal Sheet and reviewed its contents.
- (27)___ Made sure all participants wrote down a nutrition and physical activity goal.

(28)___ Reminded participants that you are going to assist them with building their individualized plans.

(29)___ Briefly mentioned how action planning can be done to work on general goals and how this will be discussed next week.

(30)___ Summarized class 5 (learned different types of activities and how much of these we do in a typical 4 week; learned about self-management and how to come up with general goals).

Class 5 Conclusion

(31)___ Briefly introduced the next session (learn how to make nutritional and physical activity goals more specific; learn how to create good action plans for working on your goals).

(32)___ Set up/confirmed the next meeting.

(33)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS FIVE _____ / 33

Then divide this number by the total (33) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS FIVE _____%

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

.951 x 100 = 95.1%

Facilitator A showed 95.1% of total tasks for CLASS 5

Amount of time spent in the session: _____ Minutes

CLASS 6

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Before Each Class

- (1)___ Placed scale in out-of-way corner of class room.
- (2)___ Weighed people one at a time without anyone else being able to see or hear the weight.
- (3)___ Was encouraging and supportive while reporting the participant's weight.
- (4)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.
- (5)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.
- (6)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

- (7)___ Facilitators provided their names.
- (8)___ Facilitators asked participants for their first names (no last name or title).
- (9)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 6: Action Planning (Page 42)

- (10)___ Provided Class 6 general overview (Introduction to Action Planning).
- (11)___ Stated class objectives (to learn what Action Planning is; learn the elements of a "Good Action Plan"; come up with healthy eating and physical activity action plans).
- (12)___ Introduced self and welcomed participants to the 6th session of the BHL program.
- (13)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take home homework sheet will be provided to all participants).
- (14)___ Asked participants if they have any questions/comments or comments about any of the materials or information they're received and reviewed from the last class session.
- (15)___ Reviewed previous session, Class 5: Get Active (learned about different types of physical activities and goal-setting to establish some general nutrition and physical activity goals).

- (16)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).
- (17)___ Gave an overview of today's class. (the first ½ of class will talk about three tips to making a good action plans. Using the three tips, we will go over how to make a physical activity action plan. After a short break, the second ½ will talk about how to make a healthy eating activity action plan.).
- (18)___ Reviewed/Discussed how goals are things that we want to accomplish like eating better and being more active. Note how goals give us something to strive for.

Worksheet 16: Three Tips to Making Good Action Plans (Page 47)

- (19)___ Introduced Worksheet 16, Three Tips to Making Good Action Plans (we're going to learn how to get started by deciding on the small steps needed to work toward a goal. This is done by making a weekly ACTION PLAN. Because we want to encourage you to do things in small steps, all of our action plans will focus on what we plan to do for a SINGLE WEEK).
- (20)___ Explained that Worksheet 16, Three Tips to Making Good Action Plans talks about how to make a good action plan.

Worksheet 17: EXAMPLE Action Planning (Physical Activity) (Page 48)

- (21)___ Instructed participant to use Worksheet 17, EXAMPLE Action Planning (Physical Activity) as a reference for the following worksheet (this worksheet is NOT meant to be filled out but rather used as a guide for completing the actual healthy eating and activity action plans).

Worksheet 18: Action Planning: Making A Physical Activity Action Plan (Page 49)

- (22)___ Explained and discussed Worksheet 18, Action Planning: Making A Physical Activity Action Plan.
- (23)___ Referred participants to Worksheet 16, Three Tips to Making Good Action Plans and discussed the First tip.
- (24)___ Asked a participant to read the first tip aloud (remember a good action plan needs to be specific and address what, how much, and when/how often).
- (25)___ Assisted participants with filling in the general physical activity goal on Worksheet 18, Action Planning: Making a Physical Activity Action Plan.
- (26)___ Discussed the second tip from Worksheet 16, Three Tips to Making Good Action Plans (the second important thing to learn is a good action plan SHOULD be something that you actually WANT to do, not something someone else thinks you should do, or one that you think you SHOULD do).
- (27)___ Referred participants back to their plan again. Re-read the specific plan they worked on and asked them if that sounds like something they want to do.
- (28)___ Referred participants back to Worksheet 16, Three Tips to Making Good Action Plans and sked them to read the third tip out loud (the third important thing to learn is that a good action plan should involve something DO-ABLE. You want to be sure to pick a behavior or an action that you will be able to do. It

doesn't make sense to pick a behavior or action that you CAN'T do).

- (29)___ Referred participants back to their plan. Re-read the specific plan they just worked on and asked them if that sounds like something they can do.
- (30)___ Discussed how confident participants feel doing their healthy eating action plan (On a scale of 0 to 10, with 0 being not at all confident and 10 being totally confident, how confident are you that you will be able to complete the entire action plan?).
- (31)___ Discussed with participants some things that will help them be successful in reaching their action plan (thinking in advance of things that might be helpful and things that might make it hard to be successful; identifying obstacles or barriers in advance).
- (32)___ Let participants know that the group/class is going to be using action planning to help identify specific goals that focus on healthy eating and physical activity.
- (33)___ Gave participants a break and told them that the second half of the class will begin with Worksheet 19, EXAMPLE Action Planning (Healthy Eating).

Worksheet 19, EXAMPLE Action Planning (Healthy Eating) (Page 50)

- (34)___ Instructed participant to use Worksheet 19, EXAMPLE Action Planning (Healthy Eating) as a reference for the following worksheet (this worksheet is NOT meant to be filled out but rather used as a guide for completing the actual healthy eating and activity action plans).

Worksheet 20: Action Planning: Making A Healthy Eating Action Plan (Page 51)

- (35)___ Worked with participants to complete Worksheet 20, Action Planning: Making A Healthy Eating Action Plan).
- (36)___ Referred participants to Worksheet 16, Three Tips to Making Good Action Plans and discussed the first tip.
- (37)___ Asked participant to read the first tip aloud (Remember, a good action plan should be specific. Make sure to address what, how much, and when/how often).
- (38)___ Assisted participants with filling in the general healthy eating goal on Worksheet 18, Action Planning: Making A Physical Activity Action plan.
- (39)___ Discussed the second tip from Worksheet 16, Three Tips to Making Good Action Plans (the second important thing to learn is a good action plan SHOULD be something that you actually WANT to do, not something someone else thinks you should do, or one that you think you SHOULD do).
- (40)___ Referred participants back to their plan again. Re-read the specific plan they worked on and asked them if that sounds like something they want to do.
- (41)___ Referred participants back to Worksheet 16, Three Tips to Making Good Action Plans and asked them to read the third tip out loud (the third important thing to learn is that a good action plan should involve something DO-ABLE. You want to be sure to pick a behavior or an action that you will be able to do. It doesn't make sense to pick a behavior or action that you CAN'T do).

- (42)___ Referred participants back to their plan. Re-read the specific plan they just worked on and asked them if that sounds like something they can do.
- (43)___ Discussed how confident participants feel doing their healthy eating action plan (On a scale of 0 to 10, with 0 being not at all confident and 10 being totally confident, how confident are you that you will be able to complete the entire action plan?).
- (44)___ Discussed with participants some things that will help them be successful in reaching their action plan (thinking in advance of things that might be helpful and things that might make it hard to be successful; identifying obstacles or barriers in advance).
- (45)___ Summarized class 6 (learned how to make specific action plans to try new behaviors that will help you eat better and become more physically active. Remember, to be healthier you need to do BOTH of those things: Eat less, eat better, AND do more physical activities!).

Class 6 Conclusion

- (46)___ Briefly introduced action planning introduction starting next class (Beginning next week, we are going to start using action planning every week to help keep you on track. We will also start learning more about problem-solving so we can be even more successful in completing our healthy eating and physical activity action plans and working toward our longer term goals of eating better and becoming more physically active).
- (47)___ Briefly introduced the next session (learn helpful strategies for engaging friends and family in a weight loss program; **practice** how to speak to someone about your weight loss plan.
- (48)___ Set up/confirmed the next meeting.
- (49)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS SIX _____ / 49

Then divide this number by the total (49) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS SIX _____%

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

$.951 \times 100 = 95.1\%$

Facilitator A showed 95.1% of total tasks for CLASS 6

Amount of time spent in the session: _____ Minutes

CLASS 7

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Before Each Class

- (1)___ Placed scale in out-of-way corner of class room.
- (2)___ Weighed people one at a time without anyone else being able to see or hear the weight.
- (3)___ Was encouraging and supportive while reporting the participant's weight.
- (4)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.
- (5)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.
- (6)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

- (7)___ Facilitators provided their names.
- (8)___ Facilitators asked participants for their first names (no last name or title).
- (9)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 7: Involving Others: Part 1 (Page 52)

- (10)___ Provided Class 7 general overview (Learn how to Involve Others in Your Weight Loss Plan).
- (11)___ Stated class objectives (to helpful strategies for engaging friends and family in a weight loss plan; learn problem-solving strategies for families; practice how to speak to someone about your weight loss plan).
- (12)___ Introduced self and welcomed participants to the 7th session of the BHL program.
- (13)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take home homework sheet will be provided to all participants).
- (14)___ Asked participants if they have any questions/comments or comments about any of the materials or information they're received and reviewed from the last class session.

Worksheet 21: Action Plan Tracking Sheet (Page 56)

- (15)___ Asked participants to turn to last week’s Worksheet 21, Action Plan Tracking Sheet.
- (16)___ Asked participants to take a look at row one “Healthy eating” and fill in as needed (How successful were you in achieving your healthy eating action plan? Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help?).
- (17)___ Asked participants to fill out row two “Physical Activity” of Worksheet 21, Action Plan Tracking Sheet (let’s take a look at how successful you were in achieving your physical activity action plan) as needed.
- (18)___ If group members were fully successful, encouraged them to keep up the good work, then focused attention on problem solving for those who were only partially successful or not at all successful.
- (19)___ Reviewed previous session, Class 6: Action Planning (learned about action planning, how to make a “Good Action Plan,” and how to come up with healthy eating and physical activity action plans).
- (20)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).
- (21)___ Gave an overview of today’s class. (the first ½ of class will talk about who you might include in your behaviors for healthy living. After a short break, the second ½ will teach us how to involve others in your weight control program).
- (22)___ Began session by telling participants that often, it can be hard to stay motivated to increase activity levels and eating well.
- (23)___ Led a discussion on the meaning of “loved ones” and what members of this group do or say that helps participants achieve their healthy eating and physical activity goals.
- (24)___ Asked participants if they know anyone who could be helpful to them while trying to lose weight [if participants cannot name anyone, used their case managers as examples of people who can be involved (all participants should have a case manager)].
- (25)___ Used participants’ responses, to ask how each person could be used to help with their weight loss program.

Worksheet 22: Who Might You Include in Your Behaviors for Healthy Living (Page 57)

- (26)___ Transitioned to Worksheet 22, Who Might You Include in Your Behaviors for Healthy Living and went over text.
- (27)___ After, instructed participants to fill in the table at the bottom of the worksheet.
- (28)___ Led a discussion on participants’ responses.
- (29)___ Gave participants a break and told them that the second half of the class will begin with Worksheet 23, Involving Others in Your Weight Control Program.

Worksheet 23: Involving Others in Your Weight Control Program (Page 58)

- (30)___ Reviewed the tips presented in Worksheet 23, Involving Others in Your Weight Control Program.
- (31)___ Asked participants if any of them sounded like a good idea or if anyone has other suggestions.
- (32)___ Gave a couple of examples if participants had difficulty coming up with tips.
- (33)___ Discussed how certain ideas can be accomplished while being as specific as possible.
- (34)___ Partnered participants into pairs (one will be the speaker and the other the listener).
- (35)___ Told participants that they will role play what they might do to include others in their weight control program and that they will role play their roles three times.
- (36)___ Reminded participants to maintain eye contact, be brief and to the point.
- (37)___ Asked participants to take a few minutes to discuss the questions on the board/flip chart.
- (38)___ Instructed participants to switch roles, role play three times, and discuss the questions on the board.
- (39)___ Asked if this is something they can do between now and the next group session (If yes, reinforce and tell them that you'll check-in at the next group session to see how it went. If no, tell them that it's ok and maybe it can be added to his/her goal sheet at the next group session).
- (40)___ Summarized class 7 (learned who might be some people to include in your behaviors for healthy living; learned how to involve others in your weight control program by role playing).

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan (Page 59) and Worksheet 18, Action Planning: Making A Physical Activity Action Plan (Page 60)

- (41)___ Transitioned to action plans and reminded participants that they can repeat action plans from last week.
- (42)___ Emphasized that the important thing is to keep focused on small steps to achieve action plan goals (action plans help take on challenges one step at a time while focusing on what can be done each week).
- (43)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week [Participants should first determine their general goal (i.e. healthy eating, physical activity) by:
- Selecting a specific behavior or activity (e.g., increase walking) for WHAT.
 - Specifying how much of the activity will be done (e.g., walking for 15 minutes) for HOW MUCH.
 - Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for WHEN and HOW OFTEN.
 - Making sure the action plan is something they WANT TO DO.
 - Making sure the action plan is something they CAN DO (i.e. is it do-able).
 - Rating their confidence level for completing the action plan.
 - Determining things that might be helpful for being successful.
 - Determining things that might make it hard to be successful].

Worksheet 24, Homework

- (44)___ Passed out Worksheet 24, Homework.
- (45)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets.
- (46)___ Reminded participants to take their homework worksheet home and place it somewhere where they can see it.
- (47)___ Reminded participants to review their homework worksheet daily to keep focus on their action plan goals.

Class 7 Conclusion

- (48)___ Briefly introduced the next session (learn how to identify ways others might undermine BHL; brainstorm solutions to these ways).
- (49)___ Set up/confirmed the next meeting.
- (50)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS SEVEN _____ / 50

Then divide this number by the total (50) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS SEVEN _____%

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

.951 x 100 = 95.1%

Facilitator A showed 95.1% of total tasks for CLASS 7

Amount of time spent in the session: _____ Minutes

CLASS 8

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Before Each Class

- (1)___ Placed scale in out-of-way corner of class room.
- (2)___ Weighed people one at a time without anyone else being able to see or hear the weight.
- (3)___ Was encouraging and supportive while reporting the participant's weight.
- (4)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.
- (5)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.
- (6)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

- (7)___ Facilitators provided their names.
- (8)___ Facilitators asked participants for their first names (no last name or title).
- (9)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 8: Involving Others: Part 2 (Page 61)

- (10)___ Provided Class 8 general overview (Identify how Others Might Undermine Physical Activity; Identify how to Address Specific Barriers to Healthy Eating or Physical Activity).
- (11)___ Stated class objectives (identify ways others might undermine BHL; brainstorm solutions to these ways).
- (12)___ Introduced self and welcomed participants to the 8th session of the BHL program.
- (13)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take home homework sheet will be provided to all participants).
- (14)___ Asked participants if they have any questions/comments or comments about any of the materials or information they're received and reviewed from the last class session.

Worksheet 21: Action Plan Tracking Sheet (Page 65)

- (15)___ Asked participants to turn to last week’s Worksheet 21, Action Plan Tracking Sheet.
- (16)___ Asked participants to take a look at row one “Healthy eating” and fill in as needed (How successful were you in achieving your healthy eating action plan? Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help?).
- (17)___ Asked participants to fill out row two “Physical Activity” of Worksheet 21, Action Plan Tracking Sheet (let’s take a look at how successful you were in achieving your physical activity action plan) as needed.
- (18)___ If group members were fully successful, encouraged them to keep up the good work, then focused attention on problem solving for those who were only partially successful or not at all successful.
- (19)___ Reviewed previous session, Class 7: Involving Others: Part 1 and last week’s Worksheet 24, Homework (talked about who you might include in your behaviors for healthy living. We also learned helpful strategies for engaging family and friends in a weight loss plan. Now, let’s talk a bit about your homework sheet from last week. Did you review it? Did it work for you?).
- (20)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).
- (21)___ Gave an overview of today’s class. (the first ½ of class will talk about how others might undermine healthy eating and physical activity. Then, we will identify barriers and solutions. After a short break, the second ½ will review how to address specific barriers to healthy eating and physical activity.

Worksheet 25: How Others Might Undermine Healthy Eating (Page 66)

- (22)___ Introduced Worksheet 25, How Others Might Undermine Healthy Eating. Afterwards and instructed participants to think about and write down possible barriers that others have done to prevent their healthy eating.
- (23)___ Then, asked them to think about solutions to these barriers and write them in the space provided.

Worksheet 26: How Others Might Undermine Physical Activity (Page 67)

- (24)___ Transitioned to Worksheet 26, How Others Might Undermine Physical Activity and instructed participants to think about and write down possible ways that others have done to prevent their physical activity.
- (25)___ Then, asked them to think about solutions to these barriers and write them in the space provided.
- (26)___ Gave participants a break and told them that the second half of the class will begin with Worksheet 27, Addressing Specific Barriers.

Worksheet 27: Addressing Specific Barriers (Page 68)

- (27)___ Reviewed Worksheet 27, Addressing Specific Barriers and asked participants to identify a person (s)/place/event and a list of possible solutions.
- (28)___ Instructed participants to choose one of the solutions they wrote down and plan it out.
- (29)___ Lead a discussion based on participants' plans and solutions (Would anyone like to share what they wrote down in their worksheet? What is the barrier? What solutions did you come up with? Which solution did you plan and how will you implement it?).
- (30)___ Summarized class 8 (brainstormed how others might undermine healthy eating and physical activity and develop solutions to these barriers; learned how to address specific barriers).

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan (Page 69) and Worksheet 18, Action Planning: Making A Physical Activity Action Plan (Page 70)

- (31)___ Transitioned to action plans and reminded participants that they can repeat action plans from last week.
- (32)___ Emphasized that the important thing is to keep focused on small steps to achieve action plan goals (action plans help take on challenges one step at a time while focusing on what can be done each week).
- (33)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week [Participants should first determine their general goal (i.e. healthy eating, physical activity) by:
- Selecting a specific behavior or activity (e.g., increase walking) for **WHAT**.
 - Specifying how much of the activity will be done (e.g., walking for 15 minutes) for **HOW MUCH**.
 - Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for **WHEN** and **HOW OFTEN**.
 - Making sure the action plan is something they **WANT TO DO**.
 - Making sure the action plan is something they **CAN DO** (i.e. is it do-able).
 - Rating their confidence level for completing the action plan.
 - Determining things that might be helpful for being successful.
 - Determining things that might make it hard to be successful].

Worksheet 24, Homework

- (34)___ Passed out Worksheet 24, Homework.
- (35)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets.
- (36)___ Reminded participants to take their homework worksheet home and place it somewhere where they can see it.

(37)___ Reminded participants to review their homework worksheet daily to keep focus on their action plan goals.

Class 8 Conclusion

(38)___ Briefly introduced the next session (learn about how and why being overweight is bad for your health; understand that good eating habits and physical activity is an important part of weight control).

(39)___ Set up/confirmed the next meeting.

(40)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS EIGHT _____ / 40

Then divide this number by the total (40) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS EIGHT _____ %

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

.951 x 100 = 95.1%

Facilitator A showed 95.1% of total tasks for CLASS 8

Amount of time spent in the session: _____ Minutes

CLASS 9

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Before Each Class

- (1)___ Placed scale in out-of-way corner of class room.
- (2)___ Weighed people one at a time without anyone else being able to see or hear the weight.
- (3)___ Was encouraging and supportive while reporting the participant's weight.
- (4)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.
- (5)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.
- (6)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

- (7)___ Facilitators provided their names.
- (8)___ Facilitators asked participants for their first names (no last name or title).
- (9)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 9: The Risk of Being Overweight (Page 71)

- (10)___ Provided Class 9 general overview (Learn about Obesity Related Health Risks; Learn the Ten Health Gains from a 10% Weight Loss; The Basics of Weight Control).
- (11)___ Stated class objectives (learn how and why being overweight is bad for your health; understand that good eating habits are an important part of weight control; understand that physical activity is an important part of weight control; check-in to see how well folks did with their first action plans/learn how to keep track of their action plans).
- (12)___ Introduced self and welcomed participants to the 9th session of the BHL program.
- (13)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take home homework sheet will be provided to all participants).
- (14)___ Asked participants if they have any questions/comments or comments about any of the materials or

information they've received and reviewed from the last class session.

Worksheet 21: Action Plan Tracking Sheet (Page 76)

- (15)___ Asked participants to turn to last week's Worksheet 21, Action Plan Tracking Sheet.
- (16)___ Asked participants to take a look at row one "Healthy eating" and fill in as needed (How successful were you in achieving your healthy eating action plan? Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help?).
- (17)___ Asked participants to fill out row two "Physical Activity" of Worksheet 21, Action Plan Tracking Sheet (let's take a look at how successful you were in achieving your physical activity action plan) as needed.
- (18)___ If group members were fully successful, encouraged them to keep up the good work, then focused attention on problem solving for those who were only partially successful or not at all successful.
- (19)___ Reviewed previous session, Class 8: Involving Others: Part 2 and last week's Worksheet 24, Homework (talked about who you might include in your behaviors for healthy living. We also learned helpful strategies for engaging family and friends in a weight loss plan. Now, let's talk a bit about your homework sheet from last week. Did you review it? Did it work for you?).
- (20)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).
- (21)___ Gave an overview of today's class. (the first ½ of class will talk about different types of obesity related health risks and the ten health gains from a 10% weight loss. After a short break, the second ½ will teach about the basics of weight control).

Worksheet 28: Obesity Related Health Risks (Page 77)

- (22)___ Introduced Worksheet 28, Obesity Related Health Risks.
- (23)___ Asked participants to give examples of health risks associated with being overweight and write these on the dry erase board/flip chart as responses are offered.
- (24)___ In reviewing the list, asked participants if anyone has had problems with any of the conditions listed (being overweight could have contributed to your condition or it could make it worse. For that reason, BHL will teach ways to decrease your weight in order to stop these health problems from developing or keep pre-existing conditions under control).

Worksheet 29: Ten Health Gains from a 10% Weight Loss (Page 78)

- (25)___ Transitioned to Worksheet 29, Ten Health Gains from a 10% Weight Loss and told participants that losing 10% of their current weight can help their health significantly.
- (26)___ Helped participants understand what 10% means by giving some examples (let's say you weigh 200 lbs. 10% of 200 is 20, so a 10% weight loss would mean a loss of 20 lbs. Now, imagine how going from 200 to 180 pounds could change your life? That's like getting rid of two 5-lb of sugar that

you've been carrying around with you).

- (27)___ Instructed participants to see you after class if they need help calculating 10% of their current weight.
- (28)___ Next, told folks that as shown on this worksheet, a 10% weight loss can help lower risk for the diseases and problems you just talked about.
- (29)___ Read over the list and related discussion to participants' previous answers to the health risks section
- (30)___ Told participants that there's another reason why they are in this program (obesity and related medical problems are often more common among people living with mental illnesses. Mental illness can make it harder to lose weight. Medications make you sleepy and not want to be physically active, stress can make you forget, and symptoms get in the way).
- (31)___ Asked participants if any of these would get in the way of them losing weight.
- (32)___ Offered a hopeful message (change is possible and with information, support, and encouragement, everyone can make lifestyle changes that can result in weight loss and improved health. Before you can start losing weight, you first have to understand how people lose weight).
- (33)___ Asked participants to remember the Basics of Weight Control mentioned in Class 2.

- (34)___ Gave participants a break and told them that the second half of the class will begin with Worksheet Worksheet 3.
- (35)___ Remembered to prepare the flip/chart or dry erase board by drawing the scale that appears on the worksheet during break.

Worksheet 3: The Basics of Weight Control (Page 79)

- (36)___ Transitioned to Worksheet 3, The Basics of Weight Control and presented the scale (previously drawn on the flip chart/dry erase board).
- (37)___ Explained that gaining and losing weight is like a scale [if one side is more than the other, you will gain or lose weight. On the left side of the scale is intake of calories (the food and drinks you consume); on the right side is calories burned (how much you exercise). If the calories you eat are more than the calories you burn, you will gain weight].
- (38)___ Reminded participants that Class 3 thoroughly discussed calories.
- (39)___ Continued explaining the worksheet (In order to lose weight, the calories burned need to be greater than the calories you eat. You are going to learn ways to eat better in order to reduce your calorie intake, and learn ways to be physically active in order to burn calories. Doing one of the two is great, but if you do both together, you'll get the best results).
- (40)___ Told participants that if they can do both of these things, they WILL lose weight and feel better (BHL classes will help them learn more about how to do both, but for now they just need to know the basic concepts of weight control and why they are in the program).

- (41)___ Summarized class 9 (learned about obesity related health risks and the ten health gains from a 10%

weight loss; learned the basics of weight control).

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan (Page 80) and Worksheet 18, Action Planning: Making A Physical Activity Action Plan (Page 81)

(42)___ Transitioned to action plans and reminded participants that they can repeat action plans from last week.

(43)___ Emphasized that the important thing is to keep focused on small steps to achieve action plan goals (action plans help take on challenges one step at a time while focusing on what can be done each week).

(44)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week [Participants should first determine their general goal (i.e. healthy eating, physical activity) by:

- Selecting a specific behavior or activity (e.g., increase walking) for WHAT.
- Specifying how much of the activity will be done (e.g., walking for 15 minutes) for HOW MUCH.
- Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for WHEN and HOW OFTEN.
- Making sure the action plan is something they WANT TO DO.
- Making sure the action plan is something they CAN DO (i.e. is it do-able).
- Rating their confidence level for completing the action plan.
- Determining things that might be helpful for being successful.
- Determining things that might make it hard to be successful].

Worksheet 24, Homework

(45)___ Passed out Worksheet 24, Homework.

(46)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets.

(47)___ Reminded participants to take their homework worksheet home and place it somewhere where they can see it.

(48)___ Reminded participants to review their homework worksheet daily to keep focus on their action plan goals.

Class 9 Conclusion

(49)___ Briefly introduced the next session (learn how people are affected by eating disorders; learn about anorexia nervosa and bulimia nervosa).

(50)___ Set up/confirmed the next meeting.

(51)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS NINE _____ / 51

Then divide this number by the total (51) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS NINE _____%

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

$.951 \times 100 = 95.1\%$

Facilitator A showed 95.1% of total tasks for CLASS 9

Amount of time spent in the session: _____ Minutes

CLASS 10

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Before Each Class

- (1)___ Placed scale in out-of-way corner of class room.
- (2)___ Weighed people one at a time without anyone else being able to see or hear the weight.
- (3)___ Was encouraging and supportive while reporting the participant's weight.
- (4)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.
- (5)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.
- (6)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

- (7)___ Facilitators provided their names.
- (8)___ Facilitators asked participants for their first names (no last name or title).
- (9)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 10: Eating Disorders (Page 82)

- (10)___ Provided Class 10 general overview (How Eating Disorders Impact Weight and Health).
- (11)___ Stated class objectives (learn how people are affected by eating disorders; learn about anorexia nervosa and bulimia nervosa)
- (12)___ Introduced self and welcomed participants to the 10th session of the BHL program.
- (13)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take home homework sheet will be provided to all participants).
- (14)___ Asked participants if they have any questions/comments or comments about any of the materials or information they're received and reviewed from the last class session.

Worksheet 21: Action Plan Tracking Sheet (Page 85)

- (15)___ Asked participants to turn to last week’s Worksheet 21, Action Plan Tracking Sheet.
- (16)___ Asked participants to take a look at row one “Healthy eating” and fill in as needed (How successful were you in achieving your healthy eating action plan? Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help?).
- (17)___ Asked participants to fill out row two “Physical Activity” of Worksheet 21, Action Plan Tracking Sheet (let’s take a look at how successful you were in achieving your physical activity action plan) as needed.
- (18)___ If group members were fully successful, encouraged them to keep up the good work, then focused attention on problem solving for those who were only partially successful or not at all successful.
- (19)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).
- (20)___ Gave an overview of today’s class. (the first ½ of class will talk about eating disorders. After a short break, the second ½ will teach about two different types of eating disorders: anorexia nervosa and bulimia nervosa.
- (21)___ Begin a discussion on eating disorders (Does anyone know what an eating disorder is? What are some types of eating disorders you have heard of?).

Worksheet 31: What Are Eating Disorders? (Page 86)

- (22)___ Transitioned to Worksheet 31, What Are Eating disorders? And asked participants to read the points aloud.

Worksheet 32: Popular Attitudes about Body Size (Page 88)

- (23)___ Introduced Worksheet 32, Popular Attitudes about Body Size and instructed participants to fill out the questions individually.
- (24)___ Lead a group discussion on participants’ responses on popular attitudes about body size and health.
- (25)___ Summarized class 10 [learned about how eating disorders affect people around the world regardless of race, sex, and age (Remember that when left untreated, eating disorders may lead to various health concerns and/or social and emotional distress. Keep in mind that eating disorders will affect behaviors for healthy living!)].

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan (Page 89) and Worksheet 18, Action Planning: Making A Physical Activity Action Plan (Page 90)

- (26)___ Transitioned to action plans and reminded participants that they can repeat action plans from last week.
- (27)___ Emphasized that the important thing is to keep focused on small steps to achieve action plan goals (action plans help take on challenges one step at a time while focusing on what can be

done each week).

(28)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week [Participants should first determine their general goal (i.e. healthy eating, physical activity) by:

- Selecting a specific behavior or activity (e.g., increase walking) for WHAT.
- Specifying how much of the activity will be done (e.g., walking for 15 minutes) for HOW MUCH.
- Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for WHEN and HOW OFTEN.
- Making sure the action plan is something they WANT TO DO.
- Making sure the action plan is something they CAN DO (i.e. is it do-able).
- Rating their confidence level for completing the action plan.
- Determining things that might be helpful for being successful.
- Determining things that might make it hard to be successful].

Worksheet 24, Homework

(29)___ Passed out Worksheet 24, Homework.

(30)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets.

(31)___ Reminded participants to take their homework worksheet home and place it somewhere where they can see it.

(32)___ Reminded participants to review their homework worksheet daily to keep focus on their action plan goals.

Class 10 Conclusion

(33)___ Briefly introduced the next session (learn about portion sizes; learn how to use familiar objects to judge a single serving size)

(34)___ Set up/confirmed the next meeting.

(35)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS TEN _____ / 35

Then divide this number by the total (35) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS TEN _____%

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

$.951 \times 100 = 95.1\%$

Facilitator A showed 95.1% of total tasks for CLASS 10

Amount of time spent in the session: _____ Minutes

CLASS 11

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Before Each Class

- (1)___ Placed scale in out-of-way corner of class room.
- (2)___ Weighed people one at a time without anyone else being able to see or hear the weight.
- (3)___ Was encouraging and supportive while reporting the participant's weight.
- (4)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.
- (5)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.
- (6)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

- (7)___ Facilitators provided their names.
- (8)___ Facilitators asked participants for their first names (no last name or title).
- (9)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 11: Portion Control: Food (Page 91)

- (10)___ Provided Class 11 general overview (Portions/Serving Sizes).
- (11)___ Stated class objectives (learn about serving sizes and how to use familiar objects to judge a single serving size).
- (12)___ Introduced self and welcomed participants to the 11th session of the BHL program.
- (13)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take home homework sheet will be provided to all participants).
- (14)___ Asked participants if they have any questions/comments or comments about any of the materials or information they're received and reviewed from the last class session.

Worksheet 21: Action Plan Tracking Sheet (Page 95)

- (15)___ Asked participants to turn to last week’s Worksheet 21, Action Plan Tracking Sheet.
- (16)___ Asked participants to take a look at row one “Healthy eating” and fill in as needed (How successful were you in achieving your healthy eating action plan? Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help?).
- (17)___ Asked participants to fill out row two “Physical Activity” of Worksheet 21, Action Plan Tracking Sheet (let’s take a look at how successful you were in achieving your physical activity action plan) as needed.
- (18)___ If group members were fully successful, encouraged them to keep up the good work, then focused attention on problem solving for those who were only partially successful or not at all successful.
- (19)___ Reviewed previous session, Class 10: Eating Disorders? and last week’s Worksheet 24, Homework (talked about eating disorders and their effects. We also talked about anorexia nervosa and bulimia nervosa. Now, let’s talk a bit about your homework sheet from last week. Did you review it? Did it work for you?).
- (20)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).
- (21)___ Gave an overview of today’s class. (the first ½ of class will talk about serving sizes and how to use familiar objects to judge a single serving size. After a short break, the second ½ will be used fill out this week’s healthy eating and physical activity action plans.).

Worksheet 33: Serving Sizes (Page 96)

- (22)___ Introduced Worksheet 33, Serving Sizes and reviewed its contents.
- (23)___ Talked about the importance of portion control (worksheet gives us examples of everyday objects that can be used to visualize the amount of food items we should be consuming).
- (24)___ Placed a full deck of playing cards and computer mouse on a plate to better explain portion control.
- (25)___ Informed group members that the rest of the plate should be filled with fresh vegetables or vegetables that aren’t cooked with fat.
- (26)___ Told participants that fat will be discussed in a later class (In front of me is plate with a deck of cards and a computer mouse. As we just learned, a deck of cards symbolizes 2-3 ounces of meat, poultry, or fish while a computer mouse symbolizes ½ cup of cooked pasta or 1 small baked potato. Do you see how there’s empty space on my plate? This should be filled with fresh vegetables or vegetables that aren’t cooked with fat. We will talk about fat in CLASS 16: SALT AND FAT. Who can give me examples of vegetables you are willing to try this week? Those are great examples! How might you cook these?).
- (27)___ After participants shared their examples, told participants that portion sizing is essential for maintaining the amount of calories you consume.
- (28)___ Referred back to Worksheet #, What are Calories? (As you may remember from CLASS 3:

UNDERSTANDING CALORIES, we discussed calories. When we balance the number of calories we consume, we are able to balance how much energy we use on a daily basis. Remember, balancing calories refers to the number of calories you consume compared to the number of calories you burn. Portion sizing works in a similar way. For instance, allowing yourself to have 1 small bagel the size of a hockey puck will allow you to visualize exactly what you are eating. Seeing what you eat can help you better understand how much energy is needed to break these down. High-fat food items require more energy for breakdown while low-fat or water containing food items require less energy for breakdown).

- (29)___ Explained that because of this, greater portion sizes are allowed for healthy food items vs less-healthy food items (Instructors may say: Portion sizes can vary from item to item. This is because some contain more fat than others. By portion sizing, you learn to manage and limit the number of calories you consume. For example, 1 tablespoon of butter is pure fat which is why you would eat a smaller portion size of it. On the other hand, 1 large apple, 1 banana, or 1 ½ grapefruit are healthy and so, you are allowed a bigger portion size).
- (30)___ Reminded participants that reducing portion sizes might be a good action plan for them to include on their weekly Healthy Eating Action Plan Worksheet/Tracking Sheets.
- (31)___ Summarized class 11 (learned how to use familiar objects to judge a single serving size).
- (32)___ Gave participants a break and told them that the second half of the class will begin with filling out their healthy eating and physical activity action plans and homework worksheets for this week.

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan (Page 97) and Worksheet 18, Action Planning: Making A Physical Activity Action Plan (Page 98)

- (33)___ Transitioned to action plans and reminded participants that they can repeat action plans from last week.
- (34)___ Emphasized that the important thing is to keep focused on small steps to achieve action plan goals (action plans help take on challenges one step at a time while focusing on what can be done each week).
- (35)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week [Participants should first determine their general goal (i.e. healthy eating, physical activity) by:
- Selecting a specific behavior or activity (e.g., increase walking) for WHAT.
 - Specifying how much of the activity will be done (e.g., walking for 15 minutes) for HOW MUCH.
 - Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for WHEN and HOW OFTEN.
 - Making sure the action plan is something they WANT TO DO.
 - Making sure the action plan is something they CAN DO (i.e. is it do-able).
 - Rating their confidence level for completing the action plan.
 - Determining things that might be helpful for being successful.

- Determining things that might make it hard to be successful].

Worksheet 24, Homework

- (36)___ Passed out Worksheet 24, Homework.
- (37)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets.
- (38)___ Reminded participants to take their homework worksheet home and place it somewhere where they can see it.
- (39)___ Reminded participants to review their homework worksheet daily to keep focus on their action plan goals.

Class 11 Conclusion

- (40)___ Briefly introduced the next session (talk about the basics of becoming more physically active and how to use the F.I.T. principle to shape your physical activity goals; learn about some fun and easy ways to get physical active).
- (41)___ Set up/confirmed the next meeting.
- (42)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS ELEVEN _____ / 42

Then divide this number by the total (42) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS ELEVEN

_____ %

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

.951 x 100 = 95.1%

Facilitator A showed 95.1% of total tasks for CLASS 11

Amount of time spent in the session: _____ Minutes

CLASS 12

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Before This Class (Page 99)

(1)___ Prepared flip chart/dry erase board with the following information BEFORE class:

- Write Three Basics of F.I.T. across the top of the flip chart/dry erase board
- Frequency
- Intensity
- Time

(21)___ Created a chart listing Mild Activities, Moderate Activities, Intensity, and Time as shown on page 99.

Before Each Class

(3)___ Placed scale in out-of-way corner of class room.

(4)___ Weighed people one at a time without anyone else being able to see or hear the weight.

(5)___ Was encouraging and supportive while reporting the participant's weight.

(6)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.

(7)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.

(8)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

(9)___ Facilitators provided their names.

(10)___ Facilitators asked participants for their first names (no last name or title).

(11)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 12: Portion Control: Activity (Page 99)

- (12)___ Provided Class 12 general overview (Basics of Becoming Physically Active; Learn Fun/Easy Ways to Get Physically Active; Ways to Get Started Increasing Physical Activity).
- (13)___ Stated class objectives [learn about serving sizes and how to use familiar objects to judge a single serving size).earn more about the basics of becoming more physically active and how to use the F.I.T. (Frequency, Intensity, Time) principle to shape your physical activity goals; learn about some fun and easy ways to get physically active].
- (14)___ Introduced self and welcomed participants to the 12th session of the BHL program.
- (15)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take home homework sheet will be provided to all participants).
- (16)___ Asked participants if they have any questions/comments or comments about any of the materials or information they're received and reviewed from the last class session.

Worksheet 21: Action Plan Tracking Sheet (Page 104)

- (17)___ Asked participants to turn to last week's Worksheet 21, Action Plan Tracking Sheet.
- (18)___ Asked participants to take a look at row one "Healthy eating" and fill in as needed (How successful were you in achieving your healthy eating action plan? Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help?).
- (19)___ Asked participants to fill out row two "Physical Activity" of Worksheet 21, Action Plan Tracking Sheet (let's take a look at how successful you were in achieving your physical activity action plan) as needed.
- (20)___ If group members were fully successful, encouraged them to keep up the good work, then focused attention on problem solving for those who were only partially successful or not at all successful.
- (21)___ Reviewed previous session, Class 11: Portion Control and last week's Worksheet 24, Homework (talked about serving sizes and how to use familiar objects to measure a single serving size. Now, let's talk a bit about your homework sheet from last week. Did you review it? Did it work for you?)
- (22)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).
- (23)___ Gave an overview of today's class (the first ½ of class will talk about how to engage in more physical activity. More specifically, we will learn about F.I.T-Frequency, Intensity, and Time. After a short break, the second ½ will teach about the different ways that physical activity can be fun and how to stick to our action plan).

Worksheet 34: Get Started Getting F.I.T.! (Page 105)

- (24)___ Transitioned to Worksheet 34, Get Started Getting F.I.T. and reviewed its contents.
- (25)___ Presented dry erase board/flip chart (made in advance) to show the Three Basics (Frequency, Intensity, Time) and discuss each of them (for frequency, define how often you do something. Remember, during your time in BHL you will increase the frequency of engagement in physical activity by meeting three times a week for fun, low

impact activities. For intensity and time, let's talk about the differences between mild and moderate activities and think of examples. You can use this worksheet to update your action plan goals later in the session).

(26)___ Reminded participants that it is important to consult their physician prior to starting any activity program, especially before engaging in any vigorous activity.

(27)___ Gave participants a break and told them that the second half of the class will begin with Worksheet 35, Physical Activity Can Be Fun!

Worksheet 35: Physical Activity Can Be Fun! (Page 106)

(28)___ Introduced Worksheet 35, Physical Activity Can Be Fun! (How many of you don't like to be physically active? Why don't you like to be physically active? As you can see, there are different reasons why people might not like to be physically active).

(29)___ Reviewed each of the examples on the worksheet and made sure to emphasize that not all activities have to be planned or done in a gym.

(30)___ Continued the discussion by asking participants if they could try one of the examples this week.

(31)___ Told them that these examples can be used to update their weekly physical action plans.

(32)___ Led a discussion on the meaning of reinforcements and how participants might reinforce their healthy behaviors. What healthy behaviors are the hardest for you to maintain? What is rewarding for you? How will you reward yourself for success?

Worksheet 36: Sticking to Your Action Plan (Page 107)

(33)___ Transitioned to Worksheet 36, Sticking to Your Action Plan and stressed that sometimes it can be hard to stay on track one's health goals [Tempting foods, being tired, and a busy schedule are just a few factors that can test your determination. You could decide to reward yourself after a healthy behavior like being physically active or for a number of healthier behaviors over time (e.g., for a week of sticking to your action plan)].

(34)___ Summarized class 12 (learned different ways to become active with frequency, intensity, and time; learned how physical activity can be fun and how reinforcements can help us stick to our action plan).

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan (Page 108) and Worksheet 18, Action Planning: Making A Physical Activity Action Plan (Page 109)

(35)___ Transitioned to action plans and reminded participants that they can repeat action plans from last week.

(36)___ Emphasized that the important thing is to keep focused on small steps to achieve action plan goals (action plans help take on challenges one step at a time while focusing on what can be done each week).

(37)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and

Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week [Participants should first determine their general goal (i.e. healthy eating, physical activity) by:

- Selecting a specific behavior or activity (e.g., increase walking) for WHAT.
- Specifying how much of the activity will be done (e.g., walking for 15 minutes) for HOW MUCH.
- Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for WHEN and HOW OFTEN.
- Making sure the action plan is something they WANT TO DO.
- Making sure the action plan is something they CAN DO (i.e. is it do-able).
- Rating their confidence level for completing the action plan.
- Determining things that might be helpful for being successful.
- Determining things that might make it hard to be successful].

Worksheet 24, Homework

(38)___ Passed out Worksheet 24, Homework.

(39)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets.

(40)___ Reminded participants to take their homework worksheet home and place it somewhere where they can see it.

(41)___ Reminded participants to review their homework worksheet daily to keep focus on their action plan goals.

Class 12 Conclusion

(42)___ Briefly introduced the next session (talk about the importance of drinking water; learn how to select healthy drinks).

(43)___ Set up/confirmed the next meeting.

(44)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS TWELVE _____ / 44

Then divide this number by the total (44) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS TWELVE
_____ %

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

$.951 \times 100 = 95.1\%$

Facilitator A showed 95.1% of total tasks for CLASS 12

Amount of time spent in the session: _____ Minutes

CLASS 13

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Before Each Class

- (1)___ Placed scale in out-of-way corner of class room.
- (2)___ Weighed people one at a time without anyone else being able to see or hear the weight.
- (3)___ Was encouraging and supportive while reporting the participant's weight.
- (4)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.
- (5)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.
- (6)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

- (7)___ Facilitators provided their names.
- (8)___ Facilitators asked participants for their first names (no last name or title).
- (9)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 13: Stay Hydrated (Page 110)

- (10)___ Provided Class 13 general overview (Water and Liquid Calories; Good Reasons to Walk).
- (11)___ Stated class objectives (learn more about how to make healthy snack choices; learn more about how to read a food label).
- (12)___ Introduced self and welcomed participants to the 13th session of the BHL program.
- (13)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take home homework sheet will be provided to all participants).
- (14)___ Asked participants if they have any questions/comments or comments about any of the materials or information they're received and reviewed from the last class session.

Worksheet 21: Action Plan Tracking Sheet (Page 115)

- (15)___ Asked participants to turn to last week’s Worksheet 21, Action Plan Tracking Sheet.
- (16)___ Asked participants to take a look at row one “Healthy eating” and fill in as needed (How successful were you in achieving your healthy eating action plan? Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help?).
- (17)___ Asked participants to fill out row two “Physical Activity” of Worksheet 21, Action Plan Tracking Sheet (let’s take a look at how successful you were in achieving your physical activity action plan) as needed.
- (18)___ If group members were fully successful, encouraged them to keep up the good work, then focused attention on problem solving for those who were only partially successful or not at all successful.
- (19)___ Reviewed previous session, Class 12: Portion Control: Activity and last week’s Worksheet 24, Homework (talked about the basics of becoming more physically active and how to use the F.I.T principle to shape your physical activity goals. We also learned about some fun and easy ways to get physically active. We then talked about reinforcements to stick to our goals. Now, let’s talk a bit about your homework sheet from last week. Did you review it? Did it work for you?).
- (20)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).
- (21)___ Gave an overview of today’s class (the first ½ of class will review the importance of drinking water and liquid calories. More specifically, we will discuss drinking sugary and alcoholic drinks and finding healthier substitutes for these. After a short break, the second ½ will review how to determine a person’s hydration level. We will also go over the health risks of drinking too much sweetened drinks and talk about the benefits of walking).
- (22)___ Transitioned to a discussion on drinking water and asked participants to think about how much water they drink on average per day.
- (23)___ Wrote participants’ responses on flip chart/dry erase board and asked them how drinking water might help them with weight control (How much water do you drink on average per day? How might drinking enough water help you with weight control?).
- (24)___ Continued the discussion by explaining the word “dehydration” with participants (Sometimes we may think that we are hungry when in fact we may be dehydrated. Do you know what “dehydration” means?).
- (25)___ Facilitated discussion regarding the importance of staying well hydrated (Why is it important to be well hydrated? That’s right, water helps the body do its various functions. Remember, you need enough water to get your body working properly. Drinking fluid in extremely hot and cold weather can be helpful when being physically active. You may wish to consider that approximately 6 cups of fluid are lost per hour of physical activity. Also, one of the first symptoms of dehydration is fatigue which can prevent you from being as physically active. Dehydration may make you more likely to develop heat stress, which can lead to cramps or heat stroke. To maintain hydration levels, you can drink plenty of water before, during, and after physical activity).

Worksheet 37: Water: Drink Up! (Page 116)

(26)___ Reviewed Worksheet 37: Water: Drink Up!

(27)___ Next, gave an example of the last point on Worksheet 37, Water: Drink Up! by pouring water from the water bottle into a glass to show how many cups are in a standard bottle of water.

(28)___ Told participants that they need 8-12 cups of water each day (As you can see here, this bottle of water has approximately 2.5 cups of water. It's important to drink roughly 8-12 cups of water per day. That's like drinking 3-5 water bottles a day).

(29)___ Reminded participants that caffeine in drinks such as coffee, pop, and energy drink can make their bodies lose water making it necessary for them to replace the lost water (At times, you might choose to drink coffee or pop when you're thirsty. What you may not know is that drinking coffee, pop, and even alcohol can cause your body to actually lose water and force you to drink more water to replenish the amount that was lost. Also, drinking caffeinated drinks can make you "jumpy" or make it difficult to fall asleep).

Worksheet 38: Liquid Calories! (Page 117)

(30)___ Introduced Worksheet 38, Liquid Calories and reviewed its key points by highlighting that increased alcohol consumption is not good and can be dangerous in some cases (Let's take a look at the worksheet. If you are currently taking medication, drinking alcohol can have adverse effects which can increase your weight. . Alcoholic drinks such as beer, wine, liquor, and cocktails are very high in calories that may cause weight gain. This is one of the reasons why some people might have "beer bellies").

(31)___ Continued discussing Worksheet 38, Liquid Calories by asking participants if they drink pop (How many of you drink pop? As you can see from the worksheet, there are different types of beverages that add extra calories to your diet. Many of these are loaded with sugar and caffeine. For example, pop is high in sugar and calories. A can of pop contains about 7.5 packets of sugar! Reducing the amount of pop you drink can make a huge impact on weight loss. If you do drink pop and would like to reduce your calories, you can opt for switching to diet pop. If you drink coffee with regular sugar and cream, opt for switching to Splenda and sugar-free creamer. Remember, cutting back on regular pop can help you lose weight, save money or Link, and can help decrease the risk of other diseases).

(32)___ Gave participants a break and told them that the second half of the class will begin with a discussion about how to determine one's hydration levels.

(33)___ After, told participants that hydration levels can be measured by looking at one's urine (A good way to know how well hydrated you are is to take a look at your urine. The clearer the urine the better. A good rule of thumb is to look for clear and light-yellow urine. Keep in mind that certain supplements and medications can change the color of your urine).

(34)___ Stressed how drinking too much water may be unhealthy and may lead to water intoxication (It's important to

keep in mind that drinking too much water may not be healthy as it may put some people at risk. Water intoxication is a problem that occasionally occurs if people drink too much water or more than 13 cups in a day. This CAN affect people with certain illnesses because of the medications they may be taking).

Worksheet 39: Health Risks of Drinking Too Much Sweetened Drinks (Page 118)

- (35)___ Transitioned to Worksheet 39, Health Risks of Drinking Too Much Sweetened Drinks and asked participants to follow along as you read through the diagram (Let's take a look at the diagram on the worksheet. Pop (high in sugar) increases weight (risk for obesity), which then increases the risk for health concerns).
- (36)___ Asked for a participant to read each health risk at the bottom of the worksheet.
- (37)___ Asked if anyone has lived-experience examples [The bottom of the worksheet displays multiple health risks that can happen when drinking too much pop. _____, can you read aloud each of the health risks? That's right, drinking too much pop puts you at risk for diabetes, heart disease, stroke, and tooth damage. Do any of you have other examples? Those are great examples! Remember, you CAN learn to make better beverage choices. A couple of ways to begin this change is by opting to drink water or diet pop instead of regular pop and drinking decaffeinated coffee instead of regular coffee. When drinking coffee, you can also switch to artificial sweeteners (i.e. Splenda, Sweet'N Low, and skim milk instead of sugar packets and cream)].

Worksheet 40: Walking (Page 119)

- (38)___ Introduced Worksheet 40, Walking and read each of the benefits of walking aloud. Remind participants that for some of them, this might be a review from their physical activity group (Walking is a good, cost-efficient way to engage in physical activity. What's interesting about walking is that it can be done practically everywhere: at the park, around the block, and even while shopping! Let's take a look at some of the good reasons for walking).
- (39)___ Led a discussion on how physical activity may require you to drink more water (What are some examples of walking that you have engaged in? What are some of the barriers that limit your walking?).
- (40)___ Asked participants how they have increased their walking or their physical activity goals.
- (41)___ Summarized class 13 (learned about the importance of drinking water, liquid calories and healthier substitutes for these, the health risks of drinking too much pop, and the benefits of walking).

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan (Page 120) and Worksheet 18, Action Planning: Making A Physical Activity Action Plan (Page 121)

- (42)___ Transitioned to action plans and reminded participants that they can repeat action plans from last week.
- (43)___ Emphasized that the important thing is to keep focused on small steps to achieve action plan goals (action plans help take on challenges one step at a time while focusing on what can be done each week).
- (44)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and

Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week [Participants should first determine their general goal (i.e. healthy eating, physical activity) by:

- Selecting a specific behavior or activity (e.g., increase walking) for WHAT.
- Specifying how much of the activity will be done (e.g., walking for 15 minutes) for HOW MUCH.
- Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for WHEN and HOW OFTEN.
- Making sure the action plan is something they WANT TO DO.
- Making sure the action plan is something they CAN DO (i.e. is it do-able).
- Rating their confidence level for completing the action plan.
- Determining things that might be helpful for being successful.
- Determining things that might make it hard to be successful].

Worksheet 24, Homework

(45)___ Passed out Worksheet 24, Homework.

(46)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets.

(47)___ Reminded participants to take their homework worksheet home and place it somewhere where they can see it.

(48)___ Reminded participants to review their homework worksheet daily to keep focus on their action plan goals.

Class 13 Conclusion

(49)___ Briefly introduced the next session (learn how to read a food label; talk about making healthy snack choices).

(50)___ Set up/confirmed the next meeting.

(51)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS THIRTEEN _____ / 51

Then divide this number by the total (51) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS THIRTEEN
_____ %

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

$.951 \times 100 = 95.1\%$

Facilitator A showed 95.1% of total tasks for CLASS 13

Amount of time spent in the session: _____ Minutes

CLASS 14

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Before Each Class

- (1)___ Placed scale in out-of-way corner of class room.
- (2)___ Weighed people one at a time without anyone else being able to see or hear the weight.
- (3)___ Was encouraging and supportive while reporting the participant's weight.
- (4)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.
- (5)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.
- (6)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

- (7)___ Facilitators provided their names.
- (8)___ Facilitators asked participants for their first names (no last name or title).
- (9)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 14: Know Your Labels (Page 122)

- (10)___ Provided Class 14 general overview (Review How to Read a Food Label; Learn Healthier Snacking).
- (11)___ Stated class objectives (learn more about how to make healthy snack choices; learn more about how to read a food label).
- (12)___ Introduced self and welcomed participants to the 14th session of the BHL program.
- (13)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take home homework sheet will be provided to all participants).
- (14)___ Asked participants if they have any questions/comments or comments about any of the materials or information they're received and reviewed from the last class session.

Worksheet 21: Action Plan Tracking Sheet (Page 126)

- (15)___ Asked participants to turn to last week’s Worksheet 21, Action Plan Tracking Sheet.
- (16)___ Asked participants to take a look at row one “Healthy eating” and fill in as needed (How successful were you in achieving your healthy eating action plan? Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help?).
- (17)___ Asked participants to fill out row two “Physical Activity” of Worksheet 21, Action Plan Tracking Sheet (let’s take a look at how successful you were in achieving your physical activity action plan) as needed.
- (18)___ If group members were fully successful, encouraged them to keep up the good work, then focused attention on problem solving for those who were only partially successful or not at all successful.
- (19)___ Reviewed previous session, Class 13: Stay Hydrated and last week’s Worksheet 24, Homework (talked about how to stay hydrated by consuming healthy drinks and review the benefits of walking. Now, let’s talk a bit about your homework sheet from last week. Did you review it? Did it work for you?).
- (20)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).
- (21)___ Gave an overview of today’s class (the first ½ of class will talk about how to read a food label, serving size and calories. More specifically, we will learn how to calculate total calories. After a short break, the second ½ will teach about healthier snacking activities).

Worksheet 41: How to Read a Food Label (Page 127)

- (22)___ Introduced Worksheet 41, How to Read a Food Label (Reading a food label is a good way to keep track of the number of calories in a snack. Let’s locate the servings per package and calories per serving on the worksheet).
- (23)___ Led a discussion on snacks by asking group members about their snacking habits (On a typical day, what kinds of snacks do you typically eat?).
- (24)___ Presented actual visual examples of most common snacks and their calories (A bag of Cheetos, a 20 oz. pop, and a Snickers bar totals 980 calories. That’s almost half of the recommended calories in a whole day. Thus, this type of snacking does not leave room for three meals).
- (25)___ Passed out food items and demonstrated how to calculate total calories (calories per serving X number of servings in food item).
- (26)___ Linked this back to how to determine total calories for items on the list (e.g., 2.88 oz. medium-sized bag of Potato Chips).
- (27)___ Gave participants a break and told them that the second half of the class will begin with Worksheet 42, Healthier Snacking Alternatives.

Worksheet 42: Healthier Snacking Alternatives (Page 128)

- (28)___ Introduced Worksheet 42, Healthier Snacking Alternatives and reviewed its concepts.
- (29)___ Asked participants if they have any other examples.
- (30)___ Gave participants tips for engaging in healthier snacking (Let's review snacking alternatives at the top of Worksheet #, Healthier Snacking. Remember, it's important to consider low sugar and low fat snacks. Can you name other examples for substituting snacks? Those are great examples! When shopping for healthier snacks, a lot of the times, these are usually not at the front of the aisle. Also, purchasing snack-sized bags of chips, cookies, etc., can limit your snacking. Let's return to the worksheet, and discuss ways to limit your snacking).
- (31)___ Summarized class 14 (learned how to calculate calories from food labels; reviewed ways to snack in a healthy manner; changes in snacking may be a way to update/identify your goals for the upcoming week).

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan (Page 129) and Worksheet 18, Action Planning: Making A Physical Activity Action Plan (Page 130)

- (32)___ Transitioned to action plans and reminded participants that they can repeat action plans from last week.
- (33)___ Emphasized that the important thing is to keep focused on small steps to achieve action plan goals (action plans help take on challenges one step at a time while focusing on what can be done each week).
- (34)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week [Participants should first determine their general goal (i.e. healthy eating, physical activity) by:
- Selecting a specific behavior or activity (e.g., increase walking) for WHAT.
 - Specifying how much of the activity will be done (e.g., walking for 15 minutes) for HOW MUCH.
 - Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for WHEN and HOW OFTEN.
 - Making sure the action plan is something they WANT TO DO.
 - Making sure the action plan is something they CAN DO (i.e. is it do-able).
 - Rating their confidence level for completing the action plan.
 - Determining things that might be helpful for being successful.
 - Determining things that might make it hard to be successful].

Worksheet 24, Homework

- (35)___ Passed out Worksheet 24, Homework.
- (36)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets.
- (37)___ Reminded participants to take their homework worksheet home and place it somewhere where they can see it.

(38)___ Reminded participants to review their homework worksheet daily to keep focus on their action plan goals.

Class 14 Conclusion

(39)___ Briefly introduced the next session (learn more about the benefits of fruits and vegetables; different ways to incorporate fruits and vegetables into our diet; learn about the common barriers to physical activity).

(40)___ Set up/confirmed the next meeting.

(41)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS FOURTEEN _____ / 41

Then divide this number by the total (41) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS FOURTEEN

_____ %

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

.951 x 100 = 95.1%

Facilitator A showed 95.1% of total tasks for CLASS 14

Amount of time spent in the session: _____ Minutes

CLASS 15

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Before This Class (Page 131)

(1)___ Prepared flip chart/dry erase board with a table (2 columns: fruits; vegetables) similar to the one shown on page 131 (you will use the same template again to go over participants' examples when discussing Worksheet 44, Fruits and Vegetables).

Before Each Class

(2)___ Placed scale in out-of-way corner of class room.

(3)___ Weighed people one at a time without anyone else being able to see or hear the weight.

(4)___ Was encouraging and supportive while reporting the participant's weight.

(5)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.

(6)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.

(7)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

(8)___ Facilitators provided their names.

(9)___ Facilitators asked participants for their first names (no last name or title).

(10)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 15: Fruit and Vegetables (Page 131)

(11)___ Provided Class 15 general overview (Fruits and Vegetables; Barriers to Physical Activity).

(12)___ Stated class objectives (learn more about fruits and vegetables; identify barriers to physical activity).

(13)___ Introduced self and welcomed participants to the 15th session of the BHL program.

(14)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take home homework sheet will be provided to all participants).

(15)___ Asked participants if they have any questions/comments or comments about any of the materials or information they've received and reviewed from the last class session.

Worksheet 21: Action Plan Tracking Sheet (Page 136)

(16)___ Asked participants to turn to last week's Worksheet 21, Action Plan Tracking Sheet.

(17)___ Asked participants to take a look at row one "Healthy eating" and fill in as needed (How successful were you in achieving your healthy eating action plan? Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help?).

(18)___ Asked participants to fill out row two "Physical Activity" of Worksheet 21, Action Plan Tracking Sheet (let's take a look at how successful you were in achieving your physical activity action plan) as needed.

(19)___ If group members were fully successful, encouraged them to keep up the good work, then focused attention on problem solving for those who were only partially successful or not at all successful.

(20)___ Reviewed previous session, Class 14: Know Your Labels and last week's Worksheet 24, Homework (learned more about how to read a food label and how to make healthy snack choices. Now, let's talk a bit about your homework sheet from last week. Did you review it? Did it work for you?).

(21)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).

(22)___ Gave an overview of today's class (the first ½ of class will talk about fruits and vegetables and why they're important. We will then talk about some of the common barriers to physical activity. After a short break, the second ½ will discuss our own personal barriers to physical activity and possible solutions for these).

(23)___ Introduced fruits and vegetables using dry erase board/flip chart (made in advance).

(24)___ Asked participants for examples of fruits and vegetables and generated a list of these on the dry erase board/flip chart.

(25)___ After a good-sized list, asked participants to think about how often they eat fruits or vegetables.

Worksheet 44: Fruit and Vegetables (Page 137)

(26)___ Transitioned to Worksheet 44, Fruits and Vegetables and stressed important issues such as how/why fruits are good for you (Eating fruits and vegetables can be extremely beneficial. Let's read the worksheet aloud to learn more about the benefits of eating fruits and vegetables. As we've just learned, fruits and vegetables are a good source of vitamins, minerals and fiber. They may help prevent diseases, are naturally sweet, and may help control hunger. While fruits and vegetables can be eaten in multiple ways, they are always good snack alternatives).

(27)___ Led a discussion on whether or not participants are eating enough fruits and vegetables (Now, do you think you are eating enough fruits and vegetables? How often do you eat fruits and vegetables? When was the last time you ate a fruit or vegetable?).

(28)___ Next, engaged group in a discussion about some ideas/ways to eat more fruit.

(29)___ Asked participants to complete the bottom of Worksheet 44, Fruits and Vegetables.

- (30)___ After, asked them to share their examples and wrote them on the board/flip chart.
- (31)___ Reminded participants that increasing the number of fruits and vegetables may be something they can use to update their ACTION PLANS for the week.
- (32)___ Reviewed with participants that they need to consume less calories by making healthier food choices and engaging in more physical activity to lose weight.
- (33)___ Gave participants a break and told them that the second half of the class will begin with an introduction of barriers to physical activity.
- (34)___ Introduced the concept of barriers to physical activity [Physical activity is important to help us lose weight, yet we all experience some obstacles when trying to become more active. A barrier is something that gets in the way. A barrier may be an attitude (e.g., I do not feel like exercising), a situation (e.g., I do not know how to be physically active), or something to do with the environment (e.g., It is not safe to walk in my neighborhood)].

Worksheet 45: Common Barriers to Physical Activity (Page 138)

- (35)___ Transitioned to Worksheet 45, Common Barriers to Physical Activity and asked participants to read worksheet examples aloud.
- (36)___ Asked participants to identify barriers to physical activity that they have faced.
- (37)___ Then, led a discussion by asking them to talk about if, when and how this same issue or event has been a barrier to them.
- (38)___ Picked one or two previously identified barriers and asked the group to help in developing a plan to overcome the particular barrier.
- (39)___ Provided an example of a barrier and a solution.

Worksheet 46: My Barriers to Physical Activity (Page 139)

- (40)___ Transitioned to Worksheet 46, My Barriers to Physical Activity and asked participants to individually write 3 new examples of barriers to physical activity and solutions.
- (41)___ Then, asked for volunteers to share their responses..
- (42)___ Reminded participants that some physical activity every day is better than none!
- (43)___ Summarized class 15 (learned about the importance of eating fruits and vegetables and common barriers to physical activity and how to develop possible solutions to these).

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan (Page 140) and Worksheet 18, Action Planning: Making A Physical Activity Action Plan (Page 141)

- (44)___ Transitioned to action plans and reminded participants that they can repeat action plans from last week.
- (45)___ Emphasized that the important thing is to keep focused on small steps to achieve action plan

goals (action plans help take on challenges one step at a time while focusing on what can be done each week).

(46)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week [Participants should first determine their general goal (i.e. healthy eating, physical activity) by:

- Selecting a specific behavior or activity (e.g., increase walking) for WHAT.
- Specifying how much of the activity will be done (e.g., walking for 15 minutes) for HOW MUCH.
- Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for WHEN and HOW OFTEN.
- Making sure the action plan is something they WANT TO DO.
- Making sure the action plan is something they CAN DO (i.e. is it do-able).
- Rating their confidence level for completing the action plan.
- Determining things that might be helpful for being successful.
- Determining things that might make it hard to be successful].

Worksheet 24, Homework

(47)___ Passed out Worksheet 24, Homework.

(48)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets.

(49)___ Reminded participants to take their homework worksheet home and place it somewhere where they can see it.

(50)___ Reminded participants to review their homework worksheet daily to keep focus on their action plan goals.

Class 15 Conclusion

(51)___ Briefly introduced the next session (talked about sodium/salt and fat and how they relate to weight loss and healthy eating; identify benefits of physical activity).

(52)___ Set up/confirmed the next meeting.

(53)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS FIFTEEN _____ / 53

Then divide this number by the total (53) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS FIFTEEN

_____ %

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

.951 x 100 = 95.1%

Facilitator A showed 95.1% of total tasks for CLASS 15

Amount of time spent in the session: _____ Minutes

CLASS 16

Names of group facilitators:

(1) ___Stephanie_____ (2) _____

Date: ___5.8.2018_____ Location: ___HAH_____

Number of participants present: ___1___

Research Assistant completing this form: ___SQ_____

Before This Class (Page 142)

(1)___ Prepared flip chart/dry erase board with a chart (2 columns: benefits, obstacles; 4 rows: gives you more energy, helps you sleep, helps control blood pressure, helps reduce stress) similar to the one shown on page 142.

Before Each Class

(2)___x_ Placed scale in out-of-way corner of class room.

(3)___? Weighed people one at a time without anyone else being able to see or hear the weight.

(4)___?_ Was encouraging and supportive while reporting the participant's weight.

(5)___x_ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.

(6)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.

(7)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

(8)___ Facilitators provided their names.

(9)___ Facilitators asked participants for their first names (no last name or title).

(10)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 16: Salt and Fat (Page 142)

(11)___ Provided Class 16 general overview [Sodium (salt) and Fat; Benefits to Regular Physical Activity].

(12)___ Stated class objectives (learn about sodium/salt and fat and its role in weight loss and healthy eating; identify benefits of physical activity).

(13)___ Introduced self and welcomed participants to the 16th session of the BHL program.

(14)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take home homework sheet will be provided to all participants).

(15)___ Asked participants if they have any questions/comments or comments about any of the materials or information they're received and reviewed from the last class session.

Worksheet 21: Action Plan Tracking Sheet (Page 147)

(16)___ Asked participants to turn to last week's Worksheet 21, Action Plan Tracking Sheet.

(17)___ Asked participants to take a look at row one "Healthy eating" and fill in as needed (How successful were you in achieving your healthy eating action plan? Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help?).

(18)___ Asked participants to fill out row two "Physical Activity" of Worksheet 21, Action Plan Tracking Sheet (let's take a look at how successful you were in achieving your physical activity action plan) as needed.

(19)___ If group members were fully successful, encouraged them to keep up the good work, then focused attention on problem solving for those who were only partially successful or not at all successful.

(20)___ Reviewed previous session, Class 16: Fruits and Vegetables and last week's Worksheet 24, Homework (learned more about fruits and vegetables and talked about barriers to physical activity. Now, let's talk a bit about your homework sheet from last week. Did you review it? Did it work for you?).

(21)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).

(22)___ Gave an overview of today's class (the first ½ of class will talk about salt and fat in our diet. After a short break, the second ½ will review how to identify how much salt and fat are in your food serving. Lastly, we will discuss the benefits of physical activities).

(23)___ Introduced the topic of salt by asking participants if they know what sodium is.

(24)___ If no one knows, told them that sodium is also known as salt.

(25)___ Emphasized that while we need it, most Americans ingest too much (Can anyone tell me why too much salt is bad for you? Too much sodium can lead to health problems like high blood pressure, heart failure, and dehydration. So anyone with those conditions should limit their sodium intake. Sodium can be found in just about everything we eat. In particular, items such as frozen dinners, canned soup, and pre-packaged meals are very high sodium content).

(26)___ Showed a package of Ramen noodles to each participant along with a can of low-sodium soup.

(27)___ Compared the difference of sodium in each food item.

Worksheet 47: Sodium (Salt) (Page 148)

(28)___ Distributed Worksheet 47, Sodium (Salt) and reviewed it with the group.

(29)___ Focused on problem-solving ways to cut down on sodium by asking participants if they have any other ideas besides the ones mentioned in the worksheet.

(30)___ Transitioned to a discussion on fat in our eating habits by telling participants that another thing found in food is fat (Limiting fat is just as important as limiting sodium. High levels of fat can lead to weight gain and

heart disease. Also, fat has added calories. Can anyone identify any items that are high in fat?).

Worksheet 48: Good fat, Bad Fat (Page 149)

- (31)___ Distributed and discussed Worksheet 48, Good fat, Bad Fat (There are two types of fats: saturated (bad) and unsaturated (good). When at room temperature, saturated fats remain solid. On the other hand, unsaturated fats can be found in various foods and in liquid form at room temperature. Some fats are better for you than others. Some examples of bad fats are saturated and trans fat such as butter and red meat. Examples of good fat are olive oil and fish).
- (32)___ Based on the list of good fats and bad fats, asked participants if they have any suggestions on reducing fat.
- (33)___ Told them that low-fat and fat-free items are available at the grocery store and that we can help identify them. Although these items are healthier they might not be low in sodium.
- (34)___ Informed them that you are there to assist them but that they will have to put in some effort.
- (35)___ Suggested avoiding shopping when hungry.
- (36)___ Gave participants a break and told them that the second half of the class will begin with Worksheet 49, How to Read a Food Label (Fat).

Worksheet 49: How to Read a Food Label (Fat) (Page 150)

- (37)___ Referred participants to Worksheet 49, How to Read a Food Label (Fat).
- (38)___ Reviewed the worksheet and showed them the section that has information on fat.
- (39)___ Told them that as a general guideline, they should try to keep the grams of fat per serving at 3 grams per day or below.

Worksheet 50: Benefits of Regular Physical Activity (Page 151)

- (40)___ Transitioned to Worksheet 50, Benefits of Regular Physical Activity by reviewing the worksheet using the dry erase board/flip chart (made in advance).
- (41)___ Asked participants if other benefits of regular physical activity exist and wrote them on the board/clip chart).
- (42)___ If participants can't think of any other benefits, suggested: feel better, look better, higher self-esteem, good for your heart.
- (43)___ Then, asked them what obstacles might get in the way of achieving each of these benefits.
- (44)___ Wrote participants' responses on the board/flip chart and had them do the same on their worksheet.
- (45)___ Finished discussion on physical activity by explaining that regular periods of physical activity throughout the week are more beneficial than longer periods once per week.
- (46)___ Told them that men are more physically active due to a higher interest or work compared to women (What types of physical activity are you already trying? How many of you engage in physical activity indoors?).
- (47)___ Also, went around the room and asked each participant which benefit listed is most likely to motivate them to increase their level of physical activity and why.

(48)___ Summarized class 16 (learned about the importance of limiting unhealthy fat and sodium; learned some benefits to regular physical activity).

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan (Page 152) and Worksheet 18, Action Planning: Making A Physical Activity Action Plan (Page 153)

(49)___ Transitioned to action plans and reminded participants that they can repeat action plans from last week.

(50)___ Emphasized that the important thing is to keep focused on small steps to achieve action plan goals (action plans help take on challenges one step at a time while focusing on what can be done each week).

(51)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week [Participants should first determine their general goal (i.e. healthy eating, physical activity) by:

- Selecting a specific behavior or activity (e.g., increase walking) for WHAT.
- Specifying how much of the activity will be done (e.g., walking for 15 minutes) for HOW MUCH.
- Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for WHEN and HOW OFTEN.
- Making sure the action plan is something they WANT TO DO.
- Making sure the action plan is something they CAN DO (i.e. is it do-able).
- Rating their confidence level for completing the action plan.
- Determining things that might be helpful for being successful.
- Determining things that might make it hard to be successful].

Worksheet 24, Homework

(52)___ Passed out Worksheet 24, Homework.

(53)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets.

(54)___ Reminded participants to take their homework worksheet home and place it somewhere where they can see it.

(55)___ Reminded participants to review their homework worksheet daily to keep focus on their action plan goals.

Class 16 Conclusion

(56)___ Briefly introduced the next session (talked about sodium/salt and fat and how they relate to weight loss and healthy eating; identify benefits of physical activity).

(57)___ Set up/confirmed the next meeting.

(58)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS SIXTEEN _____ / 58

Then divide this number by the total (58) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS SIXTEEN

_____ %

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

$.951 \times 100 = 95.1\%$

Facilitator A showed 95.1% of total tasks for CLASS 16

Amount of time spent in the session: _____ Minutes

9:00 am

CLASS 17

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Before This Class (Page 154)

(1)___ Prepared flip chart/dry erase board with the following information before class (Write Grains across the top of the flip chart/dry erase board).

Before Each Class

(2)___ Placed scale in out-of-way corner of class room.

(3)___ Weighed people one at a time without anyone else being able to see or hear the weight.

(4)___ Was encouraging and supportive while reporting the participant's weight.

(5)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.

(6)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.

(7)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

(8)___ Facilitators provided their names.

(9)___ Facilitators asked participants for their first names (no last name or title).

(10)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 17: Grains and Carbohydrates (Page 154)

(11)___ Provided Class 17 general overview (Grains & Carbohydrates; Mindful Eating).

(12)___ Stated class objectives [learn about grains & carbohydrates (carbs); learn about mindful eating].

(13)___ Introduced self and welcomed participants to the 17th session of the BHL program.

(14)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take home homework sheet will be provided to all participants).

(15)___ Asked participants if they have any questions/comments or comments about any of the materials or

information they're received and reviewed from the last class session.

Worksheet 21: Action Plan Tracking Sheet (Page 158)

- (16)___ Asked participants to turn to last week's Worksheet 21, Action Plan Tracking Sheet.
- (17)___ Asked participants to take a look at row one "Healthy eating" and fill in as needed (How successful were you in achieving your healthy eating action plan? Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help?).
- (18)___ Asked participants to fill out row two "Physical Activity" of Worksheet 21, Action Plan Tracking Sheet (let's take a look at how successful you were in achieving your physical activity action plan) as needed.
- (19)___ If group members were fully successful, encouraged them to keep up the good work, then focused attention on problem solving for those who were only partially successful or not at all successful.
- (20)___ Reviewed previous session, Class 16: Salt and Fat and last week's Worksheet 24, Homework (learned about sodium/salt and fat and its role in weight loss and healthy eating. We also learned how to identify the benefits of physical activity. Now, let's talk a bit about your homework sheet from last week. Did you review it? Did it work for you?).
- (21)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).
- (22)___ Gave an overview of today's class (the first ½ of class will talk about grains and carbohydrates. After a short break, the second ½ will engage in a mindful eating activity).
- (23)___ Led a discussion on grains and carbohydrates using the dry erase board/flip chart (made in advance).
- (24)___ Asked participants for examples of these and wrote their responses on the board/flip chart (we have already covered several types of food: fruits, vegetables, fats, and sweets. Today we are going to talk about grains and carbohydrates. Does anyone have any examples of these? Those are all great examples! We will learn more about grains and carbohydrates in the following worksheet).
- (25)___ If no one offered any suggestions, mentioned pasta and bread to get the conversation started.

Worksheet 51: Grains (Page 159)

- (26)___ Transitioned to Worksheet 51, Grains and review its contents.
- (27)___ Told participants that grains are a type of carbohydrate that are essential for the body to maintain energy.
- (28)___ Explained the different types of carbohydrates (i.e. complex and simple grains). Whole grains (e.g., whole wheat bread, oatmeal, and brown rice) are complex which means they're intact, while refined or processed grains (e.g., white bread, frosted flakes, and white rice) are simple and have had most of their healthy elements removed during the manufacturing process. Consider opting for whole grains rather than refined (processed) grains because they have more fiber. Fiber is in certain foods and it helps to improve digestion while keeping you feeling full. Whole grains also have more vitamins and minerals and may help protect against diseases. Most of our calories should come from carbohydrates so try to get at least half of your carbohydrates each day from whole grains.

Avoid grains with added fat or sugar (e.g., biscuits, fried rice, and sweetened cereal) as they add unnecessary fat and calories. Instead, try healthier alternatives (e.g., whole wheat English muffin, steamed brown rice, and oatmeal). Let's look at the bottom of the worksheet for some examples of refined (processed) grains and healthier alternatives (i.e. whole grains) to these. Remember, think about the spotlight examples to make your choice. Adding a whole grain to your regular diet might be a good goal to try this week.

Worksheet 52: Mindful Eating (Page 160)

- (29)___ Informed them of the relationship between the human brain and central nervous system (CNS) and eating (The brain helps us determine whether we're hungry or full. Our bodies and CNS work together to communicate when we are hungry or need food. When this communication is disrupted, mindless eating may occur which can lead to weight).
- (30)___ Asked participants if they know what mindless eating is.
- (31)___ Read Worksheet 52, Mindful Eating aloud with participants.
- (32)___ Gave participants a break and told them that the second half of the class will begin with Worksheet 53, Mindful Eating Activity.

Worksheet 53: Mindful Eating Activity (Page 161)

- (33)___ Transitioned to Worksheet 53, Mindful Eating Activity and led participants in the activity.
- (34)___ Remembered to pass out fruit, plastic knives, and napkins to all participants.

Worksheet 50: Benefits of Regular Physical Activity (Page 162)

- (35)___ Next, turned to Worksheet 54, Mindful Eating: How Did it Go? and reviewed its contents.
- (36)___ Asked participants to fill out the worksheet based on their recent experience.
- (37)___ Then, led a discussion on participants' responses.
- (38)___ Encouraged participants to use their responses when planning their action plans for the week.
- (39)___ Summarized class 17 (learned about grains, carbohydrates, and mindful eating; did a mindful eating activity and discussed our experiences).

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan (Page 163) and Worksheet 18, Action Planning: Making A Physical Activity Action Plan (Page 164)

- (40)___ Transitioned to action plans and reminded participants that they can repeat action plans from last week.
- (41)___ Emphasized that the important thing is to keep focused on small steps to achieve action plan goals (action plans help take on challenges one step at a time while focusing on what can be done each week).
- (42)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and

Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week [Participants should first determine their general goal (i.e. healthy eating, physical activity) by:

- Selecting a specific behavior or activity (e.g., increase walking) for WHAT.
- Specifying how much of the activity will be done (e.g., walking for 15 minutes) for HOW MUCH.
- Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for WHEN and HOW OFTEN.
- Making sure the action plan is something they WANT TO DO.
- Making sure the action plan is something they CAN DO (i.e. is it do-able).
- Rating their confidence level for completing the action plan.
- Determining things that might be helpful for being successful.
- Determining things that might make it hard to be successful].

Worksheet 24, Homework

(43)___ Passed out Worksheet 24, Homework.

(44)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets.

(45)___ Reminded participants to take their homework worksheet home and place it somewhere where they can see it.

(46)___ Reminded participants to review their homework worksheet daily to keep focus on their action plan goals.

Class 17 Conclusion

(47)___ Briefly introduced the next session (learn how to eat healthier and make better food choices; learn more about how to safely engage in physical activity).

(48)___ Set up/confirmed the next meeting.

(49)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS SEVENTEEN _____ / 49

Then divide this number by the total (49) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS SEVENTEEN

_____ %

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

.951 x 100 = 95.1%

Facilitator A showed 95.1% of total tasks for CLASS 17

Amount of time spent in the session: _____ Minutes

CLASS 18

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Before This Class (Page 165)

(1)___ Prepared flip chart/dry erase board with the following information before class (write Safety Concerns of Outdoor Physical Activity across the top of the flip chart/dry erase board; then write Symptoms of Physical Activity for Worksheet #, When to Stop Physical activity).

Before Each Class

(2)___ Placed scale in out-of-way corner of class room.

(3)___ Weighed people one at a time without anyone else being able to see or hear the weight.

(4)___ Was encouraging and supportive while reporting the participant's weight.

(5)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.

(6)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.

(7)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

(8)___ Facilitators provided their names.

(9)___ Facilitators asked participants for their first names (no last name or title).

(10)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 18: Alternative Meal Choices (Page 165)

(11)___ Provided Class 18 general overview (How to Eat Better and Make Better Choices; How to Safely Engage in Physical Activity).

(12)___ Stated class objectives (learn how to eat healthier and make better food choices; learn more about how to safely engage in physical activity).

- (13)___ Introduced self and welcomed participants to the 18th session of the BHL program.
- (14)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take home homework sheet will be provided to all participants).
- (15)___ Asked participants if they have any questions/comments or comments about any of the materials or information they're received and reviewed from the last class session.

Worksheet 21: Action Plan Tracking Sheet (Page 170)

- (16)___ Asked participants to turn to last week's Worksheet 21, Action Plan Tracking Sheet.
- (17)___ Asked participants to take a look at row one "Healthy eating" and fill in as needed (How successful were you in achieving your healthy eating action plan? Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help?).
- (18)___ Asked participants to fill out row two "Physical Activity" of Worksheet 21, Action Plan Tracking Sheet (let's take a look at how successful you were in achieving your physical activity action plan) as needed.
- (19)___ If group members were fully successful, encouraged them to keep up the good work, then focused attention on problem solving for those who were only partially successful or not at all successful.
- (20)___ Reviewed previous session, Class 17: Grains and Carbohydrates and last week's Worksheet 24, Homework (talked about grains and carbohydrates and mindful eating. We also talked learned how to do a mindful eating activity and discussed our experiences. Now, let's talk a bit about your homework sheet from last week. Did you review it? Did it work for you?).
- (21)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).
- (22)___ Gave an overview of today's class (the first ½ of class will to talk about how to eat healthier and make better food choices. After a short break, the second ½ will teach more about how to safely engage in physical activity).

Worksheet 55: Sample Menu and Alternative Food Choices (Page 171)

- (23)___ Introduced Worksheet 55, Sample Menu and Alternative Food Choices and reviewed the sample menu and alternative food groups.
- (24)___ Then, reviewed the alternative food choices listed at the bottom of the worksheet.
- (25)___ After, instructed participants to use these options or use their own to fill out the "Alternative Menu" column of the sample menu (now that we've looked at the worksheet, let's brainstorm meal planning).
- (26)___ Led a discussion on participants' alternative menus and why they're better choices (Let's go over some of the examples you came up with? Can anyone share? Great! Are there any barriers that might get in the way of making these changes? Remember, no matter how difficult it may seem, making healthier choices is essential for healthier living).
- (27)___ Explored barriers to making these changes and offered ways to overcome the barriers.

Worksheet 56: New Alternative Menu (Page 172)

- (28)___ Transitioned to Worksheet 56, New Alternative Menu and explained its purpose.
- (29)___ Suggested Worksheet 55, Sample Menu and Alternative Food Choices as a reference (now taken what you've learned, let's plan a menu for an entire day using this worksheet. Enter the approximate time of your first meal, what you usually eat, and an alternative for your typical meal. Do this for all the meals you consume in a day).
- (30)___ Gave participants a break and told them that the second half of the class will begin with a brief discussion on why it's important to be cautious while engaging in physical activity in extreme weather (it is important to safely engage in physical activity to avoid injury. In cold weather, your muscles can be more easily hurt. In hot weather, you are more likely to lose fluids and become overheated).

Worksheet 57: Guidelines for Extreme Weather (Page 173)

- (31)___ Transitioned to Worksheet 57, Guidelines for Extreme Weather and the importance of safely engaging in physical activity.
- (32)___ Told participants that being physically active in extreme weather may lead to injury if not done so correctly (another vital component of healthy living is physical activity. Let's read the worksheet aloud to learn more about guidelines to consider during extreme weather).
- (33)___ Reminded participants (as you may remember from CLASS 13: STAY HYDRATED, drinking fluids helps our bodies function properly and prevent dehydration which may lead to cramps or heat stroke. Remember, it's important to drink water before, during, and after physical activity).
- (34)___ Told participants that a big part of physical activity safety is prevention which includes giving your body the food, water, rest, and attention it needs to operate at its best (it's also important to listen to your body and know when to stop physical activity. Finally, practicing good safety habits includes being aware of your surroundings when you are physically active).
- (35)___ Led a discussion on participants' safety concerns regarding engaging in physical activity outdoors using the dry erase board/flip chart (made in advance).
- (36)___ Wrote participants' responses on the board/flip chart (how many of you have been or are physically active outdoors? What prevents you from being physically active outdoors? What have you or could you do to address these concerns? What motivated you to be physically active outdoors?).

Worksheet 58: Safety Reminders (Page 174)

- (37)___ Transitioned to Worksheet 58, Safety Reminders and review its contents (this worksheet presents safety tips to consider when engaging in physical activity. Sometimes our communities might not be safe to be physically active outdoors. When outdoors, remember to be familiar and aware of your surroundings. Be mindful and respectful in all interactions with others so as to prevent any difficult situations from escalating).

Worksheet 59: When to Stop Physical Activity (Page 175)

- (38)___ Transitioned to Worksheet 59, When to Stop Physical Activity and review its contents (this worksheet can help you identify when something is wrong in your body which could prevent a potentially life-threatening condition from occurring. Let's review the tips).
- (39)___ Led a discussion on participants' experiences with symptoms of physical activity using the dry erase board/flip chart (made in advance) [What are some physical symptoms (i.e. physical sensations like sweating) you experience or have experienced while engaging in physical activity?].
- (40)___ Summarized class 18 (learned how to eat healthier and make better food choices; learned how to safely engage in physical activity).

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan (Page 176) and Worksheet 18, Action Planning: Making A Physical Activity Action Plan (Page 177)

- (41)___ Transitioned to action plans and reminded participants that they can repeat action plans from last week.
- (42)___ Emphasized that the important thing is to keep focused on small steps to achieve action plan goals (action plans help take on challenges one step at a time while focusing on what can be done each week).
- (43)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week [Participants should first determine their general goal (i.e. healthy eating, physical activity) by:
- Selecting a specific behavior or activity (e.g., increase walking) for **WHAT**.
 - Specifying how much of the activity will be done (e.g., walking for 15 minutes) for **HOW MUCH**.
 - Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for **WHEN** and **HOW OFTEN**.
 - Making sure the action plan is something they **WANT TO DO**.
 - Making sure the action plan is something they **CAN DO** (i.e. is it do-able).
 - Rating their confidence level for completing the action plan.
 - Determining things that might be helpful for being successful.
 - Determining things that might make it hard to be successful].

Worksheet 24, Homework

- (44)___ Passed out Worksheet 24, Homework.
- (45)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets.
- (46)___ Reminded participants to take their homework worksheet home and place it somewhere where they can see it.
- (47)___ Reminded participants to review their homework worksheet daily to keep focus

on their action plan goals.

Class 18 Conclusion

(48)___ Briefly introduced the next session (learn how to cook healthy meals by using different cooking methods).

(49)___ Set up/confirmed the next meeting.

(50)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS EIGHTEEN _____ / 50

Then divide this number by the total (50) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS EIGHTEEN

_____ %

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

.951 x 100 = 95.1%

Facilitator A showed 95.1% of total tasks for CLASS 18

Amount of time spent in the session: _____ Minutes

CLASS 19

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Before This Class (Page 178)

- (1)___ Prepared flip chart/dry erase board with the following information before class [write Different Types of Cooking Methods across the top of the flip chart/dry erase board.
- (2)___ Then, created a chart as follows (3 columns: Cooking Method, Pros, Cons) similar to the one shown on page 178.

Before Each Class

- (3)___ Placed scale in out-of-way corner of class room.
- (4)___ Weighed people one at a time without anyone else being able to see or hear the weight.
- (5)___ Was encouraging and supportive while reporting the participant's weight.
- (6)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.
- (7)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.
- (8)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

- (9)___ Facilitators provided their names.
- (10)___ Facilitators asked participants for their first names (no last name or title).
- (11)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 18: All About Cooking (Page 178)

- (12)___ Provided Class 19 general overview (Cooking Options for Great Tasting Foods).
- (13)___ Stated class objectives (learn how to eat healthier and make better food choices; learn more about how to safely engage in physical activity).
- (14)___ Introduced self and welcomed participants to the 19th session of the BHL program.
- (15)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take

home homework sheet will be provided to all participants).

(16)___ Asked participants if they have any questions/comments or comments about any of the materials or information they're received and reviewed from the last class session.

Worksheet 21: Action Plan Tracking Sheet (Page 182)

(17)___ Asked participants to turn to last week's Worksheet 21, Action Plan Tracking Sheet.

(18)___ Asked participants to take a look at row one "Healthy eating" and fill in as needed (How successful were you in achieving your healthy eating action plan? Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help?).

(19)___ Asked participants to fill out row two "Physical Activity" of Worksheet 21, Action Plan Tracking Sheet (let's take a look at how successful you were in achieving your physical activity action plan) as needed.

(20)___ If group members were fully successful, encouraged them to keep up the good work, then focused attention on problem solving for those who were only partially successful or not at all successful.

(21)___ Reviewed previous session, Class 18: Alternative Meal Choices and last week's Worksheet 24, Homework (learned how to eat healthier and make better food choices. We also talked about how to safely engage in physical activity. Now, let's talk a bit about your homework sheet from last week. Did you review it? Did it work for you?).

(22)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).

(23)___ Gave an overview of today's class (the first ½ of class will teach about different types of cooking methods. After a short break, the second ½ will teach about why we may choose to fry foods).

(24)___ Presented dry erase board/flip chart (made in advance) and led a discussion on different types cooking methods for different kinds of foods.

(25)___ Wrote participants' responses in the "Cooking Methods" column on the dry erase board and/or flip chart (made in advance).

(26)___ Then, asked participants to name the pros and cons of each of these methods (as you may know, there are different ways to cook our meals. Can you name any of these? These are all great examples! Now, think about the pros and cons of these. What are the pros and cons of each?)

(27)___ Wrote participants' responses in the appropriate column.

Worksheet 60: Methods of Cooking (Page 183)

(28)___ Transitioned to Worksheet 60, Methods of Cooking and review its contents.

(29)___ Stressed the importance of the risks and benefits of each of the different cooking options.

(30)___ Then, asked participants to fill out the bottom of the worksheet with other examples of cooking methods (having

multiple cooking methods available will allow you to cook different types of foods, meal plan, and simplify cooking. Now, think about when/if you made healthy choices as alternatives to frying. Take a few minutes to write these out on the worksheet).

(31)___ Told participants that they may decide to incorporate these healthier cooking alternatives in their next action plan.

(32)___ Gave participants a break and told them that the second half of the class will begin with a discussion on why we may choose to fry foods.

(33)___ Led a discussion about why we may choose to fry foods and be prepared to offer some examples.

(34)___ Reviewed with participants what they already know from previous sessions that might relate to healthy eating.

(35)___ Explained how social and cultural factors may play a role in one's cooking method (sometimes we may choose to fry our meals because our jobs or school may limit the time we have to cook a well-balanced meal. It is often seems easier to fry one or two items than cook a healthy meal (e.g., grilled chicken, green beans, and brown rice). Although there are social and cultural factors that may play a part in how we cook and eat, the choices we make can help us maintain a healthy lifestyle without eating a lot of fried foods. Remember that it's up to YOU to foster positive health and well-being. A healthy choice can involve physical lifestyle, mental well-being, and coping).

Worksheet 61: Why Fry? (Page 184)

(36)___ Transitioned to Worksheet 61, Why Fry and review its contents.

(37)___ Reinforced other cooking methods such as using a toaster oven as alternatives to frying.

(38)___ Summarized class 18 (learned different methods of cooking and alternatives to frying).

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan (Page 185) and Worksheet 18, Action Planning: Making A Physical Activity Action Plan (Page 186)

(39)___ Transitioned to action plans and reminded participants that they can repeat action plans from last week.

(40)___ Emphasized that the important thing is to keep focused on small steps to achieve action plan goals (action plans help take on challenges one step at a time while focusing on what can be done each week).

(41)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week [Participants should first determine their general goal (i.e. healthy eating, physical activity) by:

- Selecting a specific behavior or activity (e.g., increase walking) for WHAT.
- Specifying how much of the activity will be done (e.g., walking for 15 minutes) for HOW MUCH.
- Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for WHEN and HOW OFTEN.
- Making sure the action plan is something they WANT TO DO.
- Making sure the action plan is something they CAN DO (i.e. is it do-able).
- Rating their confidence level for completing the action plan.

- Determining things that might be helpful for being successful.
- Determining things that might make it hard to be successful].

Worksheet 24, Homework

- (42)___ Passed out Worksheet 24, Homework.
- (43)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets.
- (44)___ Reminded participants to take their homework worksheet home and place it somewhere where they can see it.
- (45)___ Reminded participants to review their homework worksheet daily to keep focus on their action plan goals.

Class 19 Conclusion

- (46)___ Briefly introduced the next session (talk about how to use the “stoplight” to select alternative food choices; learn about the importance of warm-ups and cool-downs).
- (47)___ Set up/confirmed the next meeting.
- (48)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS NINETEEN _____ / 48

Then divide this number by the total (48) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS NINETEEN

_____ %

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

.951 x 100 = 95.1%

Facilitator A showed 95.1% of total tasks for CLASS 19

Amount of time spent in the session: _____ Minutes

CLASS 20

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Before This Class (Page 187)

- (1)___ Prepared flip chart/dry erase board with the following information before class (3 columns: Color, Calorie/Nutrition Levels, Recommendation; 1st row: Red, High Calories/Not Nutritious, Try to avoid; 2nd row: Yellow, Nutritious but Still High in Calories, Limit portion size; 3rd row: Green, Nutritious and Low in Calories, Eat/Drink away!
- (2)___ Then, created a chart similar to the shown on page 187.

Before Each Class

- (3)___ Placed scale in out-of-way corner of class room.
- (4)___ Weighed people one at a time without anyone else being able to see or hear the weight.
- (5)___ Was encouraging and supportive while reporting the participant's weight.
- (6)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.
- (7)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.
- (8)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

- (9)___ Facilitators provided their names.
- (10)___ Facilitators asked participants for their first names (no last name or title).
- (11)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 20: No More! (Page 187)

- (12)___ Provided Class 20 general overview ("Stop" and Think about What You're Eating; Warm Up and Cool Down).

- (13)___ Stated class objectives (learn how to use the “stoplight” examples to identify and select alternative food choices; review the importance of “warming up” before and “cooling down” after physical activity).
- (14)___ Introduced self and welcomed participants to the 20th session of the BHL program.
- (15)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take home homework sheet will be provided to all participants).
- (16)___ Asked participants if they have any questions/comments or comments about any of the materials or information they’re received and reviewed from the last class session.

Worksheet 21: Action Plan Tracking Sheet (Page 192)

- (17)___ Asked participants to turn to last week’s Worksheet 21, Action Plan Tracking Sheet.
- (18)___ Asked participants to take a look at row one “Healthy eating” and fill in as needed (How successful were you in achieving your healthy eating action plan? Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help?).
- (19)___ Asked participants to fill out row two “Physical Activity” of Worksheet 21, Action Plan Tracking Sheet (let’s take a look at how successful you were in achieving your physical activity action plan) as needed.
- (20)___ If group members were fully successful, encouraged them to keep up the good work, then focused attention on problem solving for those who were only partially successful or not at all successful.
- (21)___ Reviewed previous session, Class 19: All About Cooking and last week’s Worksheet 24, Homework (talked about the risks of fried foods and how to identify alternative choices for cooking flavorful foods. Now, let’s talk a bit about your homework sheet from last week. Did you review it? Did it work for you?).
- (22)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).
- (23)___ Gave an overview of today’s class (the first ½ of class will talk about how to use a “stoplight” to identify and select alternative food choices. After a short break, the second ½ will teach about the importance of warming up and cooling down for physical activity).

Worksheet 62: “Stop” and Think about What You’re Eating (Page 193)

- (24)___ Introduced Worksheet 62, “Stop” and Think about What You’re Eating and reviewed its contents (Think of a stoplight or streetlight. As you know, red means stop, yellow means proceed with caution, and green means go. You can use a stoplight and its colors to think about food. Let’s take a look at each color and what it may represent. Red light or “no” foods, are those that are high in calories and should only be eaten every now and then as a special treat. Try not to eat them in large quantities or very often. Yellow light or “slow” foods are high in nutrition but also high in calories. Be careful with these! Although items in this category can eaten every day, you should consider portion control so that you don’t consume too many calories. Green light or “go” foods are high

in nutritional value and also low in calories. Try to eat these kinds of foods every day and in larger amounts.

Remember, beverages are sources of calories too and can be identified using the stoplight example).

- (25)___ Used the dry erase board/flip chart (made in advance) to explain the stoplight example.
- (26)___ Instructed them to think of food items that might fall under each category and write them out.
- (27)___ Encouraged participants to include a variety of foods in their examples.
- (28)___ Led a discussion on what nutritional value means (Does anyone know what nutritional value means? Those are all great examples! Nutritional value tells us what food is made of and how it can affect the human body. Essential nutrients (e.g., calories, fat, sugar and vitamins) are part of nutritional value and may change depending on serving size. This information can be found on the back of food packaging).
- (29)___ Asked participants for examples of nutritious foods.
- (30)___ Asked participants to fill-in the “Meal/Beverage” row with examples of food and beverages for each stoplight color (red, yellow, and green).
- (31)___ Then, asked them to fill-in the “recommendation” row with suggestions of alternatives for each stoplight color (red, yellow, and green) (now that we’ve learned how to use the stoplight example to plan what you will eat every day, let’s take a couple minutes to write examples for red, yellow, and green light foods/beverages. Make sure to include a variety of foods (snacks, meats, and beverages).
- (32)___ Asked them to share their examples with the group and wrote their responses on the board/flip chart (made in advance).
- (33)___ Asked participants why their examples belong under each category.
- (34)___ Reiterated that their examples are categorized according to calorie and nutrition levels.
- (35)___ Reminded participants why their examples belong under each of the three colors [items under red are both high in calories and have low nutritional value. Items under yellow may be nutritious, but still pack a lot of calories so it is important to limit the amount consumed. Items under green are good examples of what to eat and drink (i.e. veggies, fruit, and water)].

Worksheet 63: Using the “Stoplight” to Make Alternative Food Choices (Page 194)

- (36)___ Transitioned to Worksheet 63, Using the “Stoplight” to Make Alternative Food Choices and review its contents (the worksheet gives us specific examples of red, yellow, and green food and beverages and their nutritional value. Let’s read the list of food and beverages examples aloud. Now, let’s review a specific example from each category and learn about their nutritional value).
- (37)___ Gave participants a break and told them that the second half of the class will begin with a discussion on the importance of physical activity.
- (38)___ Reminded participants that physical activity is a key part of weight loss efforts and that there are a few things to consider before each physical activity session.
- (39)___ Asked participants if they know what it means to warm-up (Why do you think baseball players warm-up?).

(40)___ Told them the importance of warming up (not only does warming up allow players to perform better, but it also decreases the risk of injury. Overall, warming up and cooling down leads to increased strength, power, and mobility. A proper warm-up session will increase players' core temperature, enhance range of motion, and activate their central nervous system. When warming up, it's important to start with the easiest movements first and slowly transition to more difficult movements. A proper cool down will gradually decrease a person's heart and breathing rates back to resting levels. Cooling down will also help to prevent dizziness and or fainting. When cooling down, it's important to gradually decrease your physical activity).

Worksheet 61: Warm-up and Cool-down (Page 195)

(41)___ Introduced Worksheet 64, Warm-up and Cool-down and reviewed the two points about why it's important to warm up and cool down (i.e., prepares your muscles and heart for physical activity and helps you recover afterward).

(42)___ Made sure to remind participants that both warming up and cooling down help prevent injury and muscle soreness.

(43)___ Asked participants to fill in the bottom of the worksheet with other methods of warming up and cooling down.

(44)___ If none were provided, was prepared to mention a couple of examples (other ways include walking while gently pumping your arms or doing your favorite physical activity routine at low intensity for 5 minutes. Stretching is a great way to both warm-up and cool-down. Remember, it's best to do light stretching before your physical activity followed by more thorough stretching at the end of your workout).

(45)___ Summarized class 20 (learned how to use the "stoplight" example to identify and select alternative food choices; reviewed the importance of warming up and cooling down after physical activity).

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan (Page 196) and Worksheet 18, Action Planning: Making A Physical Activity Action Plan (Page 197)

(46)___ Transitioned to action plans and reminded participants that they can repeat action plans from last week.

(47)___ Emphasized that the important thing is to keep focused on small steps to achieve action plan goals (action plans help take on challenges one step at a time while focusing on what can be done each week).

(48)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week [Participants should first determine their general goal (i.e. healthy eating, physical activity) by:

- Selecting a specific behavior or activity (e.g., increase walking) for **WHAT**.
- Specifying how much of the activity will be done (e.g., walking for 15 minutes) for **HOW MUCH**.
- Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for **WHEN** and **HOW OFTEN**.
- Making sure the action plan is something they **WANT TO DO**.
- Making sure the action plan is something they **CAN DO** (i.e. is it do-able).

- Rating their confidence level for completing the action plan.
- Determining things that might be helpful for being successful.
- Determining things that might make it hard to be successful].

Worksheet 24, Homework

- (49)___ Passed out Worksheet 24, Homework.
- (50)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets.
- (51)___ Reminded participants to take their homework worksheet home and place it somewhere where they can see it.
- (52)___ Reminded participants to review their homework worksheet daily to keep focus on their action plan goals.

Class 20 Conclusion

- (53)___ Briefly introduced the next session (review ways to eat healthy on a budget; review ways to be physically active on a budget).
- (54)___ Set up/confirmed the next meeting.
- (55)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS TWENTY _____ / 55

Then divide this number by the total (55) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS TWENTY

_____ %

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

.951 x 100 = 95.1%

Facilitator A showed 95.1% of total tasks for CLASS 20

Amount of time spent in the session: _____ Minutes

CLASS 21

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Before This Class (Page 198)

(1)___ Prepared flip chart/dry erase board with the following information before class (write Ways to Engage in Low to no Cost Physical Activities).

Before Each Class

(2)___ Placed scale in out-of-way corner of class room.

(3)___ Weighed people one at a time without anyone else being able to see or hear the weight.

(4)___ Was encouraging and supportive while reporting the participant's weight.

(5)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.

(6)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.

(7)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

(8)___ Facilitators provided their names.

(9)___ Facilitators asked participants for their first names (no last name or title).

(10)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 21: Tight Budget (Page 198)

(11)___ Provided Class 21 general overview (Eat Healthy on a Budget; Be Physically Active on a Budget).

(12)___ Stated class objectives (learn how to eat healthy on a budget; learn how to engage in physical activity on a budget).

(13)___ Introduced self and welcomed participants to the 21st session of the BHL program.

(14)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take home homework sheet will be provided to all participants).

(15)___ Asked participants if they have any questions/comments or comments about any of the materials or information they've received and reviewed from the last class session.

Worksheet 21: Action Plan Tracking Sheet (Page 202)

(16)___ Asked participants to turn to last week's Worksheet 21, Action Plan Tracking Sheet.

(17)___ Asked participants to take a look at row one "Healthy eating" and fill in as needed (How successful were you in achieving your healthy eating action plan? Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help?).

(18)___ Asked participants to fill out row two "Physical Activity" of Worksheet 21, Action Plan Tracking Sheet (let's take a look at how successful you were in achieving your physical activity action plan) as needed.

(19)___ If group members were fully successful, encouraged them to keep up the good work, then focused attention on problem solving for those who were only partially successful or not at all successful.

(20)___ Reviewed previous session, Class 20: No More! and last week's Worksheet 24, Homework (talked about using the stoplight example to identify and select healthier food choices. We also talked about the importance of warming up and cooling down during physical activity. Now, let's talk a bit about your homework sheet from last week. Did you review it? Did it work for you?).

(21)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).

(22)___ Gave an overview of today's class (the first ½ of class will talk about how to purchase healthy foods on a budget seasonal fruit and vegetables. After a short break, the second ½ will teach a few shopping tips and how to be physically active on a budget).

(23)___ Led a discussion on budgeting and healthy eating (How many of you budget your money when you go shopping? How much do you usually put aside for grocery shopping? Do you shop daily or on a weekly basis? What types of places do you usually visit to get your groceries?).

Worksheet 65: Healthy Eating on a Budget (Page 203)

(24)___ Introduced Worksheet 65, Healthy Eating on a Budget and review its contents (often times, stores will put out weekly or holiday sales, promotions, and or coupons. Weekly ad circulars and coupons can usually be found in Sunday newspapers, on store websites, or by subscribing to weekly sales emails. Take advantage of these to save A LOT of money and stock up on food items. Consider other places to get inexpensive or free food products like food pantries and soup kitchens. Let's review the worksheet to learn more tips about how to save while eating healthy).

Worksheet 66: Seasonal Fruits and Vegetables (Page 204)

(25)___ Transitioned to Worksheet 66, Seasonal Fruits and Vegetables and review its contents (as we just learned,

buying items seasonal fruits and vegetables can save you money when grocery shopping at the grocery store. Seasonal fruits and vegetables may also be sold at city farmers markets which may often accept Link. Let's take a look at the worksheet to learn more about seasonal produce).

(26)___ Gave participants a break and told them that the second half of the class will begin with a discussion on what participants do to prepare for a shopping trip.

(27)___ Led a discussion on what participants do to prepare for a shopping trip.

Worksheet 67: Shopping Tips (Page 205)

(28)___ Then introduced Worksheet 67, Shopping Tips and asked participants if they have any other shopping tips (do you keep a list of items to buy for grocery shopping? Do you shop based on the meals you will prepare during the week? What kinds of things do you do to organize your shopping?).

(29)___ Led a discussion on budgeting and physical activity using the dry erase board/flip chart (made in advance).

(30)___ Asked participants for suggestions on how to participate in low to no cost physical activities.

(31)___ Reminded participants that this can include things they already do such as walking.

(32)___ Reinforced the benefits of walking.

(33)___ Wrote participants' responses on the board/flip chart.

Worksheet 68: Physical Activity on a Budget (Page 206)

(34)___ Introduced Worksheet 68, Physical Activity on a Budget and review its contents.

(35)___ Asked participants for other examples of low cost or free physical activities to engage in.

(36)___ Reminded them that the goal is to use what is already available to save money and still get the benefits of being physically active.

(37)___ Summarized class 21 (learned how to eat healthy and be physically active while staying on a budget; learned about seasonal fruits and vegetables and a few shopping tips).

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan (Page 207) and Worksheet 18, Action Planning: Making A Physical Activity Action Plan (Page 208)

(38)___ Transitioned to action plans and reminded participants that they can repeat action plans from last week.

(39)___ Emphasized that the important thing is to keep focused on small steps to achieve action plan goals (action plans help take on challenges one step at a time while focusing on what can be done each week).

(40)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and

Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week [Participants should first determine their general goal (i.e. healthy eating, physical activity) by:

- Selecting a specific behavior or activity (e.g., increase walking) for WHAT.
- Specifying how much of the activity will be done (e.g., walking for 15 minutes) for HOW MUCH.
- Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for WHEN and HOW OFTEN.
- Making sure the action plan is something they WANT TO DO.
- Making sure the action plan is something they CAN DO (i.e. is it do-able).
- Rating their confidence level for completing the action plan.
- Determining things that might be helpful for being successful.
- Determining things that might make it hard to be successful].

Worksheet 24, Homework

(41)___ Passed out Worksheet 24, Homework.

(42)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets.

(43)___ Reminded participants to take their homework worksheet home and place it somewhere where they can see it.

(44)___ Reminded participants to review their homework worksheet daily to keep focus on their action plan goals.

Class 21 Conclusion

(45)___ Briefly introduced the next session (learn how to make lower fat and calorie selections at fast food restaurants; learn ways to fit physical activity in your day).

(46)___ Set up/confirmed the next meeting.

(47)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS TWENTY-ONE _____ / 47

Then divide this number by the total (47) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS TWENTY-ONE
_____ %

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

.951 x 100 = 95.1%

Facilitator A showed 95.1% of total tasks for CLASS 21

Amount of time spent in the session: _____ Minutes

CLASS 22

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Before This Class (Page 209)

- (1)___ Prepared flip chart/dry erase board with the following information before class [write Fast Food Sample Menu across the top of the flip cart/dry erase board.
- (2)___ Then, created a chart (6 columns: 1st blank, Regular, Cal/Fat, Healthier, Cal/Fat, Difference in Calories; 1st row: Main Dish, 2nd row: Side Dish, 3rd row: Drink, 4th row: TOTAL) similar to the one on page 209.

Before Each Class

- (3)___ Placed scale in out-of-way corner of class room.
- (4)___ Weighed people one at a time without anyone else being able to see or hear the weight.
- (5)___ Was encouraging and supportive while reporting the participant's weight.
- (6)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.
- (7)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.
- (8)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

- (9)___ Facilitators provided their names.
- (10)___ Facilitators asked participants for their first names (no last name or title).
- (11)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 22: Eating Out (Page 209)

- (12)___ Provided Class 22 general overview (Fast Foods; Making Time to be Physically Active).
- (13)___ Stated class objectives (learn how to make lower fat, lower calorie selections at fast food restaurants; learn about making time for physical activity).

- (14)___ Introduced self and welcomed participants to the 22nd session of the BHL program.
- (15)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take home homework sheet will be provided to all participants).
- (16)___ Asked participants if they have any questions/comments or comments about any of the materials or information they're received and reviewed from the last class session.

Worksheet 21: Action Plan Tracking Sheet (Page 214)

- (17)___ Asked participants to turn to last week's Worksheet 21, Action Plan Tracking Sheet.
- (18)___ Asked participants to take a look at row one "Healthy eating" and fill in as needed (How successful were you in achieving your healthy eating action plan? Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help?).
- (19)___ Asked participants to fill out row two "Physical Activity" of Worksheet 21, Action Plan Tracking Sheet (let's take a look at how successful you were in achieving your physical activity action plan) as needed.
- (20)___ If group members were fully successful, encouraged them to keep up the good work, then focused attention on problem solving for those who were only partially successful or not at all successful.
- (21)___ Reviewed previous session, Class 21: Tight Budget and last week's Worksheet 24, Homework (talked about how to purchase healthy foods and be physically active on a budget. Now, let's talk a bit about your homework sheet from last week. Did you review it? Did it work for you?).
- (22)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).
- (23)___ Gave an overview of today's class (the first ½ of class will talk about fast food calorie charts and healthier fast food choices. After a short break, the second ½ will teach how to make healthier food choices and ways to fit physical activity into your day).
- (24)___ Led a discussion by asking participants to name their favorite fast food restaurants and what they order.
- (25)___ Next, asked how often they typically eat out at fast food restaurants each week.

Worksheet 69: Fast Food Calorie Chart (Page 215)

- (26)___ Introduced Worksheet 69, Fast Food Calorie Chart and asked participants if anyone remembers from CLASS 3: UNDERSTANDING CALORIES, how many calories they should be eating a day.
- (27)___ Using table "Calorie Needs Per Day" told participants how many daily calories are needed according to age and gender.
- (28)___ Asked them to circle the estimated calorie needs that best fit their age and gender.
- (29)___ Stressed that these numbers are important to maintain the ideal body weight.
- (30)___ Told participants that they should have ONLY 65 grams of fat each day to prevent heart disease and maintain a healthy weight.
- (31)___ Reviewed table "Physical Activities that Burn 100 Calories" and stressed its importance

- (32)___ Reviewed the main dish, side dish, and drinks tables at the bottom of the worksheet aloud (“Calorie Needs Per Day” shows a detailed breakdown of how many calories females and males require according to their age. “Physical Activities that Burn 100 Calories” gives some examples of everyday activities you can do to burn 100 calories. Keep in mind that your level of physical activity will affect the amount of calories you need to consume per day. This worksheet also includes examples of unhealthy types of foods you may find at fast food restaurants).

Worksheet 70: Healthier Fast Food Choices (Page 216)

- (33)___ Transitioned to Worksheet 70, Healthier Fast Food Choices and review its contents (Here we see the same examples of unhealthy foods but with a healthier option next to it. Let’s take a look at these healthier choices).
- (34)___ Gave participants a break and told them that the second half of the class will begin with Worksheet 71, Fast Food Sample Menus.

Worksheet 71: Fast Food Sample Menus (Page 217)

- (35)___ Used the dry erase board/flip chart (made in advance) to lead a group activity.
- (36)___ Told the group that they will be creating a group sample menu and learn how to make healthier food choices.
- (37)___ Asked them to use Worksheet 70, Healthier Fast Food Choices to identify one regular main dish, one regular side dish, and a regular drink as a group.
- (38)___ Wrote their sample menu on the board/flip chart under the “Regular” column.
- (39)___ Use a calculator to fill in the calories/fat for each meal under the first “Cal/Fat” column.
- (40)___ Asked participants to copy this information onto their worksheets.
- (41)___ Next, instructed the group to identify the healthier food alternative for the main dish, side dish, and drink and wrote their responses under the “Regular” column on the board/flip chart.
- (42)___ Entered the corresponding calories/fat for each meal under the second “Cal/Fat” column.
- (43)___ Asked the group to copy this information onto their worksheets.
- (44)___ Finally, calculated the total number of calories and fat for both the regular and healthier meal options and wrote this in the “TOTAL” row.
- (45)___ Asked them to copy these numbers onto their worksheets.
- (46)___ Led a discussion on differences between both meals (Let’s take a look at the sample menus we came up with. As you can see, opting for healthier food choices leads to a reduction in calories. To do this, you need to make an effort to make changes to your eating habits. What are some of the differences between both meals? Worksheet 70, Healthier Fast Food Choices shows these changes in bold font. Let’s take a look at these changes).
- (47)___ Discussed what percentage of their recommended daily calories comes from their sample meals.
- (48)___ Asked participants to fill out the second Fast Food Sample Menu individually.
- (49)___ Walked around the room and answered participants’ questions as needed.
- (50)___ Then, led a discussion on differences between both meals and what percentage of their recommended daily calories comes from their sample meals.

- (51)___ Went over “Tips for Ordering” at the bottom of the worksheet.
- (52)___ Asked the participants to identify which tips were used in the “Healthier” menus above.
- (53)___ Reminded participants that even these simple changes can make a meal healthier.
- (54)___ Asked the participants if they can think of any other ways to make healthier choices when eating at fast food restaurants and write them under “My Ideas”.
- (55)___ Led a discussion on participants’ ideas.

Worksheet 72: Ways to Fit Physical Activity into Your Day (Page 218)

- (56)___ Transitioned to Worksheet 72, Ways to Fit Physical Activity into Your Day and reviewed its contents (lack of time is a common obstacle to becoming more physically active. Luckily, there are some things you can do to introduce physical activity into your day. Let’s read these aloud. Does anyone have other examples of how to fit physical activity into your day? Those are great examples! You can also opt for walking instead of taking the bus for short distances. You can also park at the back of the parking lot when you go shopping).
- (57)___ Led a discussion on how likely participants are to include physical activity into their days.
- (58)___ Encouraged them to incorporate these tips into their action plans (would any of these examples work for you? If not, how can you change them to make them work for you? How likely is it that you’d be willing to try this one?).
- (59)___ Summarized class 22 (learned how to make healthier food choices when eating out at fast food restaurants; learned different ways to fit physical activity into our day).

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan (Page 219) and Worksheet 18, Action Planning: Making A Physical Activity Action Plan (Page 220)

- (60)___ Transitioned to action plans and reminded participants that they can repeat action plans from last week.
- (61)___ Emphasized that the important thing is to keep focused on small steps to achieve action plan goals (action plans help take on challenges one step at a time while focusing on what can be done each week).
- (62)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week [Participants should first determine their general goal (i.e. healthy eating, physical activity) by:
- Selecting a specific behavior or activity (e.g., increase walking) for WHAT.
 - Specifying how much of the activity will be done (e.g., walking for 15 minutes) for HOW MUCH.
 - Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for WHEN and HOW OFTEN.
 - Making sure the action plan is something they WANT TO DO.
 - Making sure the action plan is something they CAN DO (i.e. is it do-able).
 - Rating their confidence level for completing the action plan.
 - Determining things that might be helpful for being successful.
 - Determining things that might make it hard to be successful].

Worksheet 24, Homework

- (63)___ Passed out Worksheet 24, Homework.
- (64)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets.
- (65)___ Reminded participants to take their homework worksheet home and place it somewhere where they can see it.
- (66)___ Reminded participants to review their homework worksheet daily to keep focus on their action plan goals.

Class 22 Conclusion

- (67)___ Briefly introduced the next session (learn how to make lower fat and calorie selections at fast food restaurants; learn ways to fit physical activity in your day).
- (68)___ Set up/confirmed the next meeting.
- (69)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS TWENTY-TWO _____ / 69

Then divide this number by the total (69) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS TWENTY-TWO

_____ %

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

.951 x 100 = 95.1%

Facilitator A showed 95.1% of total tasks for CLASS 22

Amount of time spent in the session: _____ Minutes

CLASS 23

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Before Each Class

- (1)___ Placed scale in out-of-way corner of class room.
- (2)___ Weighed people one at a time without anyone else being able to see or hear the weight.
- (3)___ Was encouraging and supportive while reporting the participant's weight.
- (4)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.
- (5)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.
- (6)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

- (7)___ Facilitators provided their names.
- (8)___ Facilitators asked participants for their first names (no last name or title).
- (9)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 23: Smoking, Alcohol, and Drugs (Page 221)

- (10)___ Provided Class 23 general overview (Healthy Lifestyle Choices).
- (11)___ Stated class objectives (learn ways to manage smoking, alcohol, and drugs).
- (12)___ Introduced self and welcomed participants to the 23rd session of the BHL program.
- (13)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take home homework sheet will be provided to all participants).
- (14)___ Asked participants if they have any questions/comments or comments about any of the materials or information they're received and reviewed from the last class session.

Worksheet 21: Action Plan Tracking Sheet (Page 225)

- (15)___ Asked participants to turn to last week's Worksheet 21, Action Plan Tracking Sheet.

- (16)___ Asked participants to take a look at row one “Healthy eating” and fill in as needed (How successful were you in achieving your healthy eating action plan? Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help?).
- (17)___ Asked participants to fill out row two “Physical Activity” of Worksheet 21, Action Plan Tracking Sheet (let’s take a look at how successful you were in achieving your physical activity action plan) as needed.
- (18)___ If group members were fully successful, encouraged them to keep up the good work, then focused attention on problem solving for those who were only partially successful or not at all successful.
- (19)___ Reviewed previous session, Class 22: Eating Out and last week’s Worksheet 24, Homework (learned how to make healthier food choices when eating out at fast food restaurants. We also learned different ways to fit physical activity into our day. Now, let’s talk a bit about your homework sheet from last week. Did you review it? Did it work for you?).
- (20)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).
- (21)___ Gave an overview of today’s class (the first ½ of class will talk about why quitting smoking is a healthy choice and learn a few smoking cessation resources. After a short break, the second ½ will teach about alcohol and substance use).
- (22)___ Stated that today’s class is meant to present not so healthy behaviors and how changing these could lead to healthier outcomes (today’s class is NOT meant to be individualized psychotherapy on how to quit smoking or decrease alcohol and substance consumption. Instead, we want to inform you about the outcomes of engaging in each behavior).

Worksheet 73: Quitting Smoking is a Healthy Choice (Page 226)

- (23)___ Introduced smoking and asked participants if they currently engage in this behavior.
- (24)___ Transitioned to Worksheet 73, Quitting Smoking is a Healthy Choice and reviewed its contents (smoking can cause a lot of health problems, so it’s better not to smoke. For those of you that do smoke, know that this group isn’t meant to help you quit. We only want to share why it would be a good idea to quit smoking. Let’s read the worksheet aloud to learn more).
- (25)___ Asked participants how much money they can save by not smoking.

Worksheet 74: Smoking Cessation Resources (Page 227)

- (26)___ Transitioned to Worksheet 74, Smoking Cessation Resources and reviewed its contents (the free online apps will allow you to track your progress and get in touch with other users for support. If you are interested in quitting, it might also be a good idea to check with your health care physician, case manager, or therapist to find out about programs for quitting).

(27)___ Gave participants a break and told them that the second half of the class will begin with Worksheet 75, Alcohol: The Facts.

Worksheet 75: Alcohol: The Facts (Page 228)

(28)___ Informed participants on why alcohol is detrimental to their health.

(29)___ If any participants had concerns about alcohol use or wanted to cut down, referred them to their health care provider, therapist or case manager.

(30)___ Then introduced Worksheet 75, Alcohol: The Facts (Another way to live a healthier lifestyle is to decrease intake of alcohol and substances. Alcohol is detrimental to your health in more than one way. It harms the liver, has a lot of calories, and may put you in risky situations or impair your judgement. Alcohol can also lead to dehydration if consumed excessively. Let's read the worksheet to learn more).

(31)___ Introduced drug use and why it is harmful to the human body (while illegal drugs (e.g., marijuana, heroin, cocaine, ecstasy) and misusing prescription medication can have different effects depending on the type of drug, they all harm your body. Like alcohol, they can affect your judgment, which could in turn affect your health and well-being).

(32)___ Asked participants for other cons of drug use and led a discussion based on their responses (does anyone have any other examples of how drugs can be harmful to your body?).

Worksheet 76: Substance Use: The Facts (Page 229)

(33)___ Introduced Worksheet 76, Substance Use: The Facts and reviewed its contents (there are different types of drugs: marijuana, opiates, and stimulants. Let's take a look at the worksheet to learn more about each type of drug).

(34)___ If any participants feel that drug use might be a problem, asked them to speak with their therapist or case manager (if you are struggling to overcome drug use, you may wish to visit a helpful organization such as Narcotic Anonymous).

(35)___ Encouraged participants to visit their health care provider, therapist, or case manager if they have any health concern).

(36)___ Summarized class 23 (learned about smoking, alcohol, and substance use and why they are detrimental to your body; learned about the different resources available for addressing these behaviors).

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan (Page 230) and Worksheet 18, Action Planning: Making A Physical Activity Action Plan (Page 231)

(37)___ Transitioned to action plans and reminded participants that they can repeat action plans from last week.

(38)___ Emphasized that the important thing is to keep focused on small steps to achieve action plan goals (action plans help take on challenges one step at a time while focusing on what can be done each week).

(39)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and

Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week [Participants should first determine their general goal (i.e. healthy eating, physical activity) by:

- Selecting a specific behavior or activity (e.g., increase walking) for WHAT.
- Specifying how much of the activity will be done (e.g., walking for 15 minutes) for HOW MUCH.
- Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for WHEN and HOW OFTEN.
- Making sure the action plan is something they WANT TO DO.
- Making sure the action plan is something they CAN DO (i.e. is it do-able).
- Rating their confidence level for completing the action plan.
- Determining things that might be helpful for being successful.
- Determining things that might make it hard to be successful].

Worksheet 24, Homework

(40)___ Passed out Worksheet 24, Homework.

(41)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets.

(42)___ Reminded participants to take their homework worksheet home and place it somewhere where they can see it.

(43)___ Reminded participants to review their homework worksheet daily to keep focus on their action plan goals.

Class 23 Conclusion

(44)___ Briefly introduced the next session (reviewed tips for eating at home and eating out; learned more about how to be physically active if you have a physical or medical condition).

(45)___ Set up/confirmed the next meeting.

(46)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS TWENTY-THREE _____ / 47

Then divide this number by the total (47) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS TWENTY-THREE

_____ %

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

.951 x 100 = 95.1%

Facilitator A showed 95.1% of total tasks for CLASS 23

Amount of time spent in the session: _____ Minutes

CLASS 24

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Before Each Class

- (1)___ Placed scale in out-of-way corner of class room.
- (2)___ Weighed people one at a time without anyone else being able to see or hear the weight.
- (3)___ Was encouraging and supportive while reporting the participant's weight.
- (4)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.
- (5)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.
- (6)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

- (7)___ Facilitators provided their names.
- (8)___ Facilitators asked participants for their first names (no last name or title).
- (9)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 24: Shortcuts to Success (Page 232)

- (10)___ Provided Class 24 general overview (Tips for Eating at Home and Eating Out; Pain and Medical Conditions and Physical Activity).
- (11)___ Stated class objectives (review some helpful eating tips for eating at home and eating out; learn more about how to be physically active if you have a physical or medical condition).
- (12)___ Introduced self and welcomed participants to the 24th session of the BHL program.
- (13)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take home homework sheet will be provided to all participants).
- (14)___ Asked participants if they have any questions/comments or comments about any of the materials or information they're received and reviewed from the last class session.

Worksheet 21: Action Plan Tracking Sheet (Page 236)

- (15)___ Asked participants to turn to last week’s Worksheet 21, Action Plan Tracking Sheet.
- (16)___ Asked participants to take a look at row one “Healthy eating” and fill in as needed (How successful were you in achieving your healthy eating action plan? Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help?).
- (17)___ Asked participants to fill out row two “Physical Activity” of Worksheet 21, Action Plan Tracking Sheet (let’s take a look at how successful you were in achieving your physical activity action plan) as needed.
- (18)___ If group members were fully successful, encouraged them to keep up the good work, then focused attention on problem solving for those who were only partially successful or not at all successful.
- (19)___ Reviewed previous session, Class 23: SMOKING, ALCOHOL, AND DRUGS? and last week’s Worksheet 24, Homework (talked about ways to live a healthier life and risk prevention in terms of health. Now, let’s talk a bit about your homework sheet from last week. Did you review it? Did it work for you?).
- (20)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).
- (21)___ Gave an overview of today’s class (the first ½ of class will review some helpful tips for eating at home and eating out. After a short break, the second ½ will teach about how to engage in physical activity if you have a physical or medical condition).
- (22)___ Reminded participants that we can all pay better attention to not only what we eat, but how, where, and why we eat.

Worksheet 77: Eating Tips (Pages 237-238)

- (23)___ Introduced Worksheet 77, Eating Tips and review its contents (this worksheet presents tips on how to control your eating habits. For each of these tips, think about whether or not you already engage in that specific behavior. Let’s read the tips aloud).
- (24)___ Led a discussion on what behaviors participants already do and their importance (how hard would it be for you to try a tip you haven’t tried before? Which tip is important for you? How will trying this tip help you?).
- (25)___ Reinforced especially important tips for healthy eating (remember to practice good portion control and try not fill up your plate or bowl with more than what you need. You may also want to use a smaller plate or bowl to help make sure you don’t overeat).
- (26)___ Next, asked participants to think about the tips they already use and the tips they would like to add to their life.
- (27)___ Instructed them to fill out the second half of the worksheet with their thoughts.
- (28)___ Asked if anyone would like to share their responses.
- (29)___ Gave participants a break and told them that the second half of the class will begin with a discussion on how physical pain and medical conditions can affect physical activity.
- (30)___ Transitioned to a discussion on the effects of physical pain and medical conditions on physical activity (a lot of

people have medical problems that might make it harder to be physically active. For example, having arthritis or asthma may make it harder to move and breathe during some types of physical activity).

(31)___ Reminded them that although medical problems may get in the way of managing weight and being physically active, losing weight may actually help improve many medical conditions (you may experience different benefits when being physically active depending on which chronic condition you have. For example, if you have heart disease, physical activity can make your heart stronger, just like it makes other muscles stronger. Physical activity can also help lower your blood pressure and cholesterol levels. People with diabetes can have high levels of blood sugar. Good nutrition and aerobic activity like walking or jogging can help your body do a better job of keeping your blood sugar levels under control. Strength training (also known as resistance or weight training) can also reduce your body fat and help lower your blood sugar levels. Even if you don't have a chronic medical condition, it is important that you pay close attention to warning signs that can occur during physical activity as they may signal that something is seriously wrong).

Worksheet 78: Coping with Pain and Medical Problems (Page 239)

(32)___ Transitioned to Worksheet 78, Coping with Pain and Medical Problems and reviewed its contents (even if you have some kind of medical problem, you can still participate in physical activity. Remember, some physical activity is better than no activity. Doing so, will greatly diminish problems and pain associated with your medical conditions. This worksheet offers several tips for coping with pain and medical conditions. Let's take a look at these).

(33)___ Provided a sense of hope and encouragement by saying that people with medical problems can still be physically active and lose weight.

(34)___ Reminded participants that everyone can benefit from becoming more physically active even when it seems like living with pain or a medical condition gets in the way of being physically active.

(35)___ Reminded participants about ways to cope with pain during physical activity. (36)___ Stressed that they can get help in managing pain from BOTH their medical and psychiatric providers. Remember, it's important to pace yourself.

(36)___ Summarized class 24 (reviewed some helpful tips for eating at home and eating out; learned more about how to be physically active if you have a physical or medical condition).

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan (Page 240) and Worksheet 18, Action Planning: Making A Physical Activity Action Plan (Page 241)

(37)___ Transitioned to action plans and reminded participants that they can repeat action plans from last week.

(38)___ Emphasized that the important thing is to keep focused on small steps to achieve action plan goals (action plans help take on challenges one step at a time while focusing on what can be done each week).

(39)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and

Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week [Participants should first determine their general goal (i.e. healthy eating, physical activity) by:

- Selecting a specific behavior or activity (e.g., increase walking) for WHAT.
- Specifying how much of the activity will be done (e.g., walking for 15 minutes) for HOW MUCH.
- Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for WHEN and HOW OFTEN.
- Making sure the action plan is something they WANT TO DO.
- Making sure the action plan is something they CAN DO (i.e. is it do-able).
- Rating their confidence level for completing the action plan.
- Determining things that might be helpful for being successful.
- Determining things that might make it hard to be successful].

Worksheet 24, Homework

(40)___ Passed out Worksheet 24, Homework.

(41)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets.

(42)___ Reminded participants to take their homework worksheet home and place it somewhere where they can see it.

(43)___ Reminded participants to review their homework worksheet daily to keep focus on their action plan goals.

Class 24 Conclusion

(44)___ Briefly introduced the next session (learn some eating control and hunger management techniques; learned more about medications and weight).

(45)___ Set up/confirmed the next meeting.

(46)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS TWENTY-FOUR _____ / 46

Then divide this number by the total (46) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS TWENTY-FOUR

_____ %

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

.951 x 100 = 95.1%

Facilitator A showed 95.1% of total tasks for CLASS 24

Amount of time spent in the session: _____ Minutes

CLASS 25

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Before Each Class

- (1)___ Placed scale in out-of-way corner of class room.
- (2)___ Weighed people one at a time without anyone else being able to see or hear the weight.
- (3)___ Was encouraging and supportive while reporting the participant's weight.
- (4)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.
- (5)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.
- (6)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

- (7)___ Facilitators provided their names.
- (8)___ Facilitators asked participants for their first names (no last name or title).
- (9)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 25: Using Distractions (Page 242)

- (10)___ Provided Class 24 general overview (Eating Control Techniques and Hunger Management; Effects of Medication on Weight).
- (11)___ Stated class objectives (learn some techniques for eating control and hunger management; learn more about the effects of medication on weight).
- (12)___ Introduced self and welcomed participants to the 25th session of the BHL program.
- (13)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take home homework sheet will be provided to all participants).
- (14)___ Asked participants if they have any questions/comments or comments about any of the materials or information they're received and reviewed from the last class session.

Worksheet 21: Action Plan Tracking Sheet (Page 246)

- (15)___ Asked participants to turn to last week’s Worksheet 21, Action Plan Tracking Sheet.
- (16)___ Asked participants to take a look at row one “Healthy eating” and fill in as needed (How successful were you in achieving your healthy eating action plan? Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help?).
- (17)___ Asked participants to fill out row two “Physical Activity” of Worksheet 21, Action Plan Tracking Sheet (let’s take a look at how successful you were in achieving your physical activity action plan) as needed.
- (18)___ If group members were fully successful, encouraged them to keep up the good work, then focused attention on problem solving for those who were only partially successful or not at all successful.
- (19)___ Reviewed previous session, Class 24: SHORTCUTS TO SUCCESS? and last week’s Worksheet 24, Homework (talked about tips for eating at home and eating out; learned more about how to stay physically active even if you have a physical or medical condition. Now, let’s talk a bit about your homework sheet from last week. Did you review it? Did it work for you?).
- (20)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).
- (21)___ Gave an overview of today’s class (the first ½ of class will talk about eating control techniques and hunger management. After a short break, the second ½ will teach about more about medication and its effect on weight).
- (22)___ Introduced “Impulse Control” and asked participants to describe what it feels like to have an “impulse” to eat and whether or not they struggle with it (think about the situation that led to impulsive eating. Impulse eating is a major contributor to weight gain. However, there are tricks and techniques that you can adopt to help avoid giving in to eating on impulse. Sometimes you may need help dealing with temptation to control the “impulse” to eat).

Worksheet 79: Tempted? Control Yourself! (Pages 247)

- (23)___ Transitioned to Worksheet 79, Tempted? Control Yourself! and reviewed each technique thoroughly (If you want to address temptations, you may wish to start learning tips on how to control your urge to overeat. For example, when you recognize the rising urge to eat, you can take 5 slow, deep breaths and immediately find something else to do to serve as a distraction. Let’s read the worksheet aloud to learn more techniques).
- (24)___ Demonstrated techniques with examples as needed.
- (25)___ Asked participants for other kinds of techniques.
- (26)___ Afterwards, asked participants which technique would work best for them.

Worksheet 80: Slow Down.....You Eat Too Fast! (Page 248)

- (27)___ Transitioned to Worksheet 80, Slow Down....You Eat Too Fast! and reviewed each strategy on how to slow down while eating (eating too fast is another common problem for people who are overweight. Does anyone have this problem? Feeling full takes time, and so should your eating. Here are some tips you can implement to help you slow down. Do you think any of these techniques will work for you?).
- (28)___ Encouraged participants to use these techniques to update their action plans for the week (a reasonable new goal might be to commit to putting your fork down between each bite and chewing more slowly during dinner for that week).
- (29)___ Gave participants a break and told them that the second half of the class will begin with a discussion medication and weight gain.
- (30)___ Asked participants to share what they have heard about how medication can affect a person's weight.
- (31)___ Told them that one side effect of certain medications is weight gain or loss (people may have noticed a change in their weight after taking a medication).

Worksheet 81: Medication and Weight (Page 249)

- (32)___ Transitioned to Worksheet 81, Medication and Weight and reviewed its content.
- (33)___ Stressed that although being on medication may cause them to gain weight and make it difficult to engage in physical activity, keeping healthy eating habits and being physically active to some degree will help them counter that side effect (newer antipsychotic medication is very effective in managing symptoms and improving functioning; however, weight gain is one serious side effect. Also, being overweight increases your risk for other medical conditions, such as diabetes, high blood pressure, high cholesterol, and heart disease. Keep in mind that certain medications may also impact your physical activity. You will find this is especially true if you are taking medication for diabetes or heart problems. Let's read the worksheet aloud to learn more about what you can do to address medication weight gain).
- (34)___ Reminded participants that they should not make changes to their medication regimen or stop taking medication without consulting their medical provider and or psychiatrist.
- (35)___ Summarized class 25 (reviewed some helpful tips for managing your impulse to eat and learned more about how medication may impact your weight).

Worksheet 20, Action Planning: Making A Healthy Eating Action Plan (Page 250) and Worksheet 18, Action Planning: Making A Physical Activity Action Plan (Page 251)

- (36)___ Transitioned to action plans and reminded participants that they can repeat action plans from last week.
- (37)___ Emphasized that the important thing is to keep focused on small steps to achieve action plan goals (action plans help take on challenges one step at a time while focusing on what can be done each week).
- (38)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and

Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their healthy eating and physical activity goals for the week [Participants should first determine their general goal (i.e. healthy eating, physical activity) by:

- Selecting a specific behavior or activity (e.g., increase walking) for WHAT.
- Specifying how much of the activity will be done (e.g., walking for 15 minutes) for HOW MUCH.
- Specifying how long the behavior or activity will be (e.g., walk for 15 minutes before dinner 3 days this week) for WHEN and HOW OFTEN.
- Making sure the action plan is something they WANT TO DO.
- Making sure the action plan is something they CAN DO (i.e. is it do-able).
- Rating their confidence level for completing the action plan.
- Determining things that might be helpful for being successful.
- Determining things that might make it hard to be successful].

Worksheet 24, Homework

(39)___ Passed out Worksheet 24, Homework.

(40)___ Asked participants to use Worksheet 20, Action Planning: Making A Healthy Eating Action Plan and Worksheet 18, Action Planning: Making A Physical Activity Action Plan to fill out their homework worksheets.

(41)___ Reminded participants to take their homework worksheet home and place it somewhere where they can see it.

(42)___ Reminded participants to review their homework worksheet daily to keep focus on their action plan goals.

Class 25 Conclusion

(43)___ Briefly introduced the next session (learn more about emotional eating; learn about how to deal with boredom).

(44)___ Set up/confirmed the next meeting.

(45)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS TWENTY-FIVE _____ / 45

Then divide this number by the total (45) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS TWENTY-FIVE

_____ %

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

.951 x 100 = 95.1%

Facilitator A showed 95.1% of total tasks for CLASS 25

Amount of time spent in the session: _____ Minutes

CLASS 26

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Before Each Class

- (1)___ Placed scale in out-of-way corner of class room.
- (2)___ Weighed people one at a time without anyone else being able to see or hear the weight.
- (3)___ Was encouraging and supportive while reporting the participant's weight.
- (4)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.
- (5)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.
- (6)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

- (7)___ Facilitators provided their names.
- (8)___ Facilitators asked participants for their first names (no last name or title).
- (9)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Class 26: Emotions and Fears (Page 252)

- (10)___ Provided Class 26 general overview (How to Deal with Boredom; Emotions and Your Weight: Bike-sharing Programs).
- (11)___ Stated class objectives (learn about dealing with boredom; learn tips to avoid emotional eating; learn about bike-sharing programs).
- (12)___ Introduced self and welcomed participants to the 26th session of the BHL program.
- (13)___ Distributed workbooks and explained how they will be used (will remain with facilitators but a take home homework sheet will be provided to all participants).
- (14)___ Asked participants if they have any questions/comments or comments about any of the materials or information they're received and reviewed from the last class session.

Worksheet 21: Action Plan Tracking Sheet (Page 256)

- (15)___ Asked participants to turn to last week’s Worksheet 21, Action Plan Tracking Sheet.
- (16)___ Asked participants to take a look at row one “Healthy eating” and fill in as needed (How successful were you in achieving your healthy eating action plan? Were there any problem(s) that got in the way? If so, write them down in the space provided. Are there any possible solution(s) that might help?).
- (17)___ Asked participants to fill out row two “Physical Activity” of Worksheet 21, Action Plan Tracking Sheet (let’s take a look at how successful you were in achieving your physical activity action plan) as needed.
- (18)___ If group members were fully successful, encouraged them to keep up the good work, then focused attention on problem solving for those who were only partially successful or not at all successful.
- (19)___ Reviewed previous session, Class 25: USING DISTRACTIONS? and last week’s Worksheet 24, Homework (learned about eating control techniques and hunger management; learned about the effects of medication on weight. Now, let’s talk a bit about your homework sheet from last week. Did you review it? Did it work for you?).
- (20)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).
- (21)___ Gave an overview of today’s class (the first ½ of class will talk about how to deal with boredom and learn tips to avoid emotional eating. After a short break, the second ½ will teach about biking in the city).
- (22)___ Led a discussion about boredom (how many of you struggle with being bored? What do you usually do when you’re bored? Some of you might look in the refrigerator even when you’re not hungry. If not controlled, eating because you’re bored may lead to weight gain).
- (23)___ Asked participants to describe what it feels like to be bored and to struggle with it.
- (24)___ Established agreement that boredom eating is a major contributor to weight gain.
- (25)___ Introduced the idea that there are tricks/techniques that can be used to help avoid giving in to boredom and eating.

Worksheet 82: Dealing with Boredom (Pages 257)

- (26)___ Introduced Worksheet 82, Dealing with Boredom and reviewed each tip (boredom can keep you from living a healthy lifestyle; specifically, being physically active and eating healthy. This worksheet offers several tips to help you maintain healthy habits. Let’s read these aloud).
- (27)___ Reminded participants that sometimes we might need help to deal with boredom.
- (28)___ Led a discussion about what tips might work for participants (Which of these techniques do you think might work for you? Which one would you be willing to try this week?).
- (29)___ Encouraged them to incorporate any of these tips into their action plans.
- (30)___ Led a discussion on comfort foods with participants (it is sometimes easier to overeat comfort foods. What kinds of foods are comfort foods for you? Do you eat any of these foods when you get upset? If so, is there a self-monitoring plan that you follow to keep of how much you consume?).

Worksheet 83: Emotions and Your Weight (Pages 258-260)

- (31)___ Transitioned to Worksheet 83, Emotions and Your Weight and reviewed its contents.
- (32)___ Read the worksheet aloud and explained why people eat in response to their emotions.
- (33)___ Explained the purpose of the scale, which used to monitor emotions and develop a plan to address emotional eating (as you may remember, emotional eating can occur when you feel stressed or sad. Let's take a look at the scale on the worksheet. Take a moment to rate how you are currently feeling. Remember 10= At my best (e.g., peaceful, no anxiety; 5=Moderately upset (e.g., uncomfortable, unpleasant, but manageable); and 1=At my worst (e.g., completely overwhelmed, unbearably bad, highly anxious or upset). Be aware that some people can't eat when they're upset. You can use the scale to keep track of your feelings and address them before they get out of hand. This scale is especially helpful to avoid mindless and emotional eating).
- (34)___ Instructed participants to fill out the scale at the bottom of the worksheet according to how they are currently feeling.
- (35)___ Then, asked them to answer the question at the bottom of the page and led a discussion on participants' responses.
- (36)___ Read "Tips for avoiding emotional eating" and after, led a discussion about what tips might work for participants (Now, let's review the tips to avoid emotions and how you might use these to develop a plan. Which tip do you think might work for you?).
- (37)___ Encouraged them to incorporate some of them into their action plans.
- (38)___ Gave participants a break and told them that the second half of the class will begin with a discussion on biking.
- (39)___ Led a discussion on biking as a way to be physically active (Biking is a great way to be physically active especially when you live in the city. Chicago has various scenic routes, bike trails, and parks where you can bike. Remember, wear a helmet and follow common traffic rules to avoid any accidents. Do any of you go biking? Where do you usually ride your bike? Biking rules may change from city to city. Visit https://www.cyberdriveillinois.com/publications/pdf_publications/dsd_a143.pdf to learn more about biking rules in Chicago).
- (40)___ Asked participants if any of them go bike riding.
- (41)___ Encouraged safe bike riding throughout the city.

Worksheet 84: Bike in the City (Page 261-262)

- (42)___ Introduced Worksheet 84, Bike in the City and read it aloud (In case you are not familiar with it, the program works similar to renting a movie. You pick up a bike, use it, and then return it by a certain time to any Divvy bike station. Also, keep in mind that you may qualify for a reduced one-time \$5 annual membership depending on your income. There are other similar bike-sharing programs around the U.S., let's take a look at the worksheet to learn more).
- (43)___ Asked participants if they know about Divvy's bike-sharing program.
- (44)___ Informed them of the program's reduced membership fee and how they might find out if they qualify.

(45)___ Summarized class 26 (learned about dealing with boredom and tips to avoid emotional eating; learned about bike riding in the city by using bike-sharing programs).

Class 26 Conclusion

(46)___ Briefly introduced the next steps in the program (starting next month, we will meet once a month for a total 4 months. In each class we will revisit previously learned key material as a refresher of the tools you need to help you achieve your healthy eating and weight loss goals).

(47)___ Set up/confirmed the next meeting.

(48)___ Ended the session.

To determine fidelity score for this Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR CLASS TWENTY-SIX _____ / 48

Then divide this number by the total (48) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR CLASS TWENTY-SIX

_____ %

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

.951 x 100 = 95.1%

Facilitator A showed 95.1% of total tasks for CLASS 26

Amount of time spent in the session: _____ Minutes

REVIEW CLASS 1

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Before Each Class

- (1)___ Placed scale in out-of-way corner of class room.
- (2)___ Weighed people one at a time without anyone else being able to see or hear the weight.
- (3)___ Was encouraging and supportive while reporting the participant's weight.
- (4)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.
- (5)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.
- (6)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

- (7)___ Facilitators provided their names.
- (8)___ Facilitators asked participants for their first names (no last name or title).
- (9)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Review Class 1: Good Nutrition and Basics of Physical Activity (Page 264)

- (10)___ Provided Review Class 1 general overview (Good Nutrition, Making Healthy Choices, Portion Control and Serving Sizes; Basics of Physical Activity and Benefits of Walking).
- (11)___ Stated class objectives (review previously learned information about the basics of good nutrition, making healthy food choices, and portion control; review the previously learned information about the basics of physical activity, how to be more physically active, and the benefits of walking).
- (12)___ Introduced self and welcomed participants to the 1st review session of the BHL program.
- (13)___ Distributed workbooks and explained how they will be used (will remain with facilitators).
- (14)___ Asked participants if they have any questions/comments or comments about any of the materials or information they're received and reviewed from the last class session.
- (15)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in

between).

- (16)___ Gave an overview of today's class (the first ½ of class will review basics of good nutrition, making healthy food choices, and portion control. After a short break, the second ½ will review the basics of physical activity, how to be more physically active, and the benefits of walking).

Worksheet 28: Obesity Related Health Risks (Pages 267)

- (17)___ Asked participants if they remember what medical conditions are related to being overweight.
- (18)___ Then, introduced Worksheet 28, Obesity Related Health Risks and briefly reviewed its contents.
- (19)___ Asked participants if they remember why knowing what calories are is important for understanding good eating habits (remember, losing weight will help you lower your risk of getting those diseases. It is important to understand that good eating habits are an important part of weight control. To understand good eating habits, you must also understand what calories are and how they work. Calories are units of energy. They describe how much energy your body gets from eating and drinking. Your body needs calories to function and they are in everything you eat and drink. You burn these calories when you engage in physical activity. You can control your weight by keeping a balance between what you eat and how active you are. When you eat or drink more calories than your body uses up, you gain weight. To lose weight, you should eat and drink less and increase your physical activity. You should also burn more calories than you take in).

Worksheet 4: Food Groups (Page 268)

- (20)___ Transitioned to Worksheet 4, 5 Food Groups and reviewed its contents.
- (21)___ Reminded them of the types of food that fall under each of the 5 food groups (remember, for fruit you can eat fresh, frozen, canned, dried fruit or drink fruit juice. Just make sure the fruit has no added sugar, salt, or syrup. For vegetables it is best to bake or steam vegetables without oil or salt. Also, you might want to consider sticking with low-fat, skim, and non-fat options when thinking about dairy products. Keep in mind that it is best to eat whole grains or wheat and practice portion control because there are a lot of carbohydrates in the grains and pasta group. For meats and other proteins, consider choosing fish instead of red meat as it is healthier and limit the amount of processed meats (e.g., hotdogs, sausages, and bacon) you eat as they are very high in saturated fat and salt).
- (22)___ Asked participants to identify healthy examples in each food group.
- (23)___ Asked participants if they remember what portion control means (that's right, it means that you understand what a serving size is and also that you eat just that amount. By eating less food, you will take in fewer calories. A serving size is the recommended amount of food or recommended size of beverage. If you go over the recommended serving size, you run the risk of gaining weight. It is important to remember what a reasonable portion size is and to stick to just that amount. To do this, we learned how to use familiar objects to help figure out how big a single serving size is).

Worksheet 33: Serving Sizes (Page 269)

- (24)___ Transitioned to Worksheet 33, Serving Sizes and reviewed its contents.
- (25)___ Afterwards, place the deck of cards and computer mouse on the plate. Remind participants that the rest of the plate should be filled with vegetables.
- (26)___ Asked participants what physical activity means.
- (27)___ Then asked what the benefits of physical activities are. Remember, physical activity improves your mood, it helps fight chronic diseases, strengthens your bones and muscles, increases your energy, helps you sleep better, and can help you lose weight. Thinking about the positive benefits of physical activity can help motivate you to start being physically active. For most of us, however, staying motivated is a real challenge. When your motivation starts to slip, try to remember all the benefits of being more physically active and remember how far you've come.
- (28)___ Led a discussion on social support (sometimes you may need a little extra push to stay motivated about physical activity Getting support and encouragement from other people is a great way to stay focused and keep up with your physical activity and weight management goals. If you tell people you are trying to lose weight, they can help motivate you. They might even give you advice or keep you company as a physical activity buddy).
- (29)___ Gave participants a break and told them that the second half of the class will begin with Worksheet 23, Involving Others in Your Weight Control Program.

Worksheet 23: Involving Others in Your Weight Control Program (Page 270)

- (30)___ Transitioned to Worksheet 23, Involving Others in Your Weight Control Program and reviewed its contents (asked participants if they know any other ways to involve others in their weight control program).

Worksheet 34: Get Started Getting F.I.T. (Page 271)

- (31)___ Introduced Worksheet 34, Get Started Getting F.I.T. (Frequency, Intensity, and Time) and reviewed its contents.
- (32)___ Reviewed each of the three components and had participants read each bulleted point (highlight that it is important to slowly increase "Frequency" and to try to build up to being physically active from 3 to 5 days per week. For "Intensity", stress the difference between low and moderately intense activities and get examples from participants. For "Time", highlight that it is important to start low and slowly and build up the amount of time they are active and to try to build up to 30 minutes or more per physical activity session. Remind participants that some time is better than none).

Worksheet 35: Physical Activity Can Be Fun! (Page 272)

- (33)___ Transitioned to Worksheet 35, Physical Activity Can Be Fun! and reviewed its contents.
- (34)___ Acknowledged that not everybody likes physical activity.
- (35)___ Reminded participants that there are lots of ways to be physically active without doing what you might consider a workout.
- (36)___ Had participants read each of the examples on the worksheet and made sure to stress that not all physical activity

has to be planned or done in a gym.

(37)___ Reminded them that they can make physical activity fun.

Worksheet 40: Walking (Page 273)

(38)___ Reviewed Worksheet 40, Walking and the benefits of walking.

(39)___ Asked participants for ideas on how to walk more (those are great examples. Other examples can include getting off a few blocks before your stop if you use a bus to get around; parking a little farther away from where you're going if you are driving a car; taking short 10 minute walks after lunch and after dinner; taking the stairs instead of the elevator; standing up and walking around during TV commercials; and going to the mall and walk around window shopping).

(40)___ Summarized review class 1 (reviewed information you learned about in previous sessions on the basics of good nutrition, making healthy food choices, and portion control; reviewed information about the basics of physical activity, how to be more physically active, and the benefits of walking).

Review Class 1 Conclusion

(41)___ Briefly introduced the next steps in the program (review previously learned information about water and liquid calories, how to read food labels, and how to choose healthier fast food; review previously learned information about the importance of warming up and cooling down when engaging in physical activity, proper stretching techniques, and how to safely engage in physical activity; review barriers to physical activity and how to get around them).

(42)___ Set up/confirmed the next meeting.

(43)___ Ended the session.

To determine fidelity score for this Review Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR REVIEW CLASS 1 _____ / 43

Then divide this number by the total (43) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR REVIEW CLASS 1

_____ %

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

.951 x 100 = 95.1%

Facilitator A showed 95.1% of total tasks for REVIEW CLASS 1

Amount of time spent in the session: _____ Minutes

REVIEW CLASS 2

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Before Each Class

- (1)___ Placed scale in out-of-way corner of class room.
- (2)___ Weighed people one at a time without anyone else being able to see or hear the weight.
- (3)___ Was encouraging and supportive while reporting the participant's weight.
- (4)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.
- (5)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.
- (6)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

- (7)___ Facilitators provided their names.
- (8)___ Facilitators asked participants for their first names (no last name or title).
- (9)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Review Class 2: Calories and Warm Up (Page 274)

- (10)___ Provided Review Class 2 general overview (Liquid Calories, Reading Food Labels, and Fast Food; Warming Up/Cooling Down, Stretching, Physical Activity Safety, and Barriers to Activity).
- (11)___ Stated class objectives (review previously learned information about water and liquid calories, how to read food labels, and how to choose healthier fast food choices; review previously learned information about the importance of warming up and cooling down before or after physical activity, proper stretching techniques, and how to safely engage in physical activity; review barriers to physical activity and how to get around them).
- (12)___ Introduced self and welcomed participants to the 2nd review session of the BHL program.
- (13)___ Distributed workbooks and explained how they will be used (will remain with facilitators).
- (14)___ Asked participants if they have any questions/comments or comments about any of the materials or information they're received and reviewed from the last class session.

- (15)___ Reviewed previous session, Review Class 1: GOOD NUTRITION AND BASICS OF PHYSICAL ACTIVITY? (reviewed previously learned information about the basics of making healthy food choices, and portion control; reviewed the basics of physical activity, how to be more physically active, and the benefits of walking).
- (16)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).
- (17)___ Gave an overview of today's class (the first ½ of class will review the basics of water and liquid calories, how to read food labels, and how to choose healthier fast food choices. After a short break, the second ½ will review the importance of warming up and cooling down before and after physical activity, proper stretching techniques, and how to engage in safe physical activity; review barriers to physical activity and how to get around them).

Worksheet 37: Water: Drink Up! (Page 278)

- (18)___ Asked participants if they remember why it is important to drink water and how much water they should drink.
- (19)___ Then, introduced Worksheet 37, Water: Drink Up! and reviewed its contents.
- (20)___ Reminded participants that drinking enough water is necessary to stay healthy and that water helps their bodies work properly.
- (21)___ Reminded them that drinking enough water will also help them feel full so that they don't overeat (sometimes when you feel hungry, it's really because your body is dehydrated. Being dehydrated means that your body is thirsty. Remember, engaging in physical activity; especially, during hot temperatures will make you sweat and thus, increase your body's need for water. Don't wait for thirst! Your body is already very low on water when you feel thirsty. To keep water levels up, drink water before you feel thirsty. Always carry a water bottle, take water breaks during the day, and drink water with your meals. Try drinking a full glass of water before starting your meal).

Worksheet 38: Liquid Calories (Page 279)

- (22)___ Transitioned to Worksheet 38, Liquid Calories and reviewed its contents.
- (23)___ Reminded participants that they can make simple substitutions to their drinks to reduce the fat and calories they consume (some examples of healthier liquid substitutions are drinking: water instead of alcohol and diet pop instead of regular soda. Remember, drinking alcohol excessively could lead to dehydration so it is important to hydrate with plenty of water. You may also use skim milk instead of cream or artificial sweetener instead of sugar with your coffee).
- (24)___ Asked participants if they remember why it is important to learn how to read food labels.
- (25)___ Reminded them that learning how to read food labels will help them pay closer attention to what they consume so that they can choose healthier options (remember, a food label offers a lot of important information like serving size and calories. Knowing this will help you choose healthier foods and eat smaller portions).

Worksheet 41: How to Read a Food Label (Page 280)

- (26)___ Introduced Worksheet 41, How to Read a Food Label and reviewed its contents.
- (27)___ Reviewed how to read important information about serving sizes, numbers of servings, and calories (to figure out how many calories are in a container, take the number of calories and multiply it by the number of servings per container. For example, food labels also tell us how much salt, sugar, and saturated fats are in food or drinks. Therefore, to maintain a healthy eating habit, focus on limiting the amount of salt, sugar, and saturated fats you consume. Remember, saturated fats are unhealthy while unsaturated fats are healthy for your body. Even though there are lots of terms on food packages, it's important to understand these as they tell you exactly what you are ingesting).
- (28)___ Began a discussion on fast foods and asked participants if they remember why fast food is not healthy for them.
- (29)___ Reinforced that fast food has a lot of saturated fat, salt, sugar, and calories (eating a lot of these foods can lead to stroke, heart disease, high blood pressure, and diabetes).

Worksheet 69: Fast Food Calorie Chart (Page 281)

- (30)___ Transitioned to Worksheet 69, Fast Food Calorie Chart to see how many calories there are in fast food.
- (31)___ Asked participants for suggestions about ways to eat healthier at fast food restaurants (eating healthier does not mean you can't go out to eat. Rather, you can select healthier options to ensure that you stay true to your healthy eating goals (e.g., skip the cheese, hold the mayo, eat grilled food instead of fried food, choose fruits and vegetables as sides, order salad with low-fat or no dressing, and drink water or diet soda instead of soda). Keep in mind portion control).

Worksheet 70: Healthier Fast Food Choices (Page 282)

- (32)___ Reviewed Worksheet 70, Healthier Fast Food Choices.
- (33)___ Asked participants for other examples of healthier choices from different fast food restaurants (you can use this worksheet to see examples of unhealthy foods and some healthier options you might choose instead).
- (34)___ Gave participants a break and told them that the second half of the class will begin with a discussion on warming up and cooling down.
- (35)___ Led a discussion on the importance of warming up and cooling down when engaging in physical activity.
- (36)___ Reminded them that warming up helps prepare one's muscles for physical activity while cooling down helps to recover afterward (warming up and cooling down can help prevent injury and muscle soreness. To warm up, begin physical activity at a slow pace, and to cool down, gradually reduce the force of your activity. You should try to not stop suddenly).

Worksheet 64: Warm-Up and Cool-Down (Page 283)

- (37)___ Reviewed Worksheet 64, Warm-Up and Cool-Down and asked participants why stretching is an important part of any physical activity program.
- (38)___ Reinforced that stretching increases flexibility and increases range of motion, which lowers the risk of injury and muscle soreness.
- (39)___ Reminded them that stretching also helps lower stress and improve posture, coordination, and blood circulation (gentle stretching is good anytime, but the best time to stretch is immediately after physical activity when your muscles are warm and flexible. It is always essential to use proper techniques when stretching. You can do this by holding a stretch for at least 30 seconds and not bouncing. Also, stretch both sides, relax, and breathe freely).

Worksheet 57: Guidelines for Extreme Weather (Page 284)

- (40)___ Discussed issues with engaging in physical activity during extreme weather by reviewing Worksheet 57, Guidelines for Extreme Weather.
- (41)___ Asked participants for examples of tips to consider when being physically active in both very cold and very hot weather.
- (42)___ Stressed the importance of drinking water before, during, and after physical activity to avoid becoming dehydrated in hot temperatures (remember, a big part of physical activity safety is prevention which includes giving your body the food, water, rest, and attention it needs to operate at its best. It is also important to practice good safety habits and be aware of your surroundings when physically active).

Worksheet 58: Safety Reminders (Page 285)

- (43)___ Transitioned to Worksheet 58, Safety Reminders and reviewed the safety tips to consider when being physically active in your community.
- (44)___ Stressed the importance of becoming familiar and aware of your surroundings (remember, while we want you to engage in physical activity we also want you to be safe when doing so, especially while outdoors. Also, be respectful when interacting with others to prevent any difficult situations from escalating).

Worksheet 59: When to Stop Physical Activity (Page 286)

- (45)___ Introduced Worksheet 59, When to Stop Physical Activity and the importance of identifying when something is wrong in one's body (identifying abnormal body experiences can help you identify when something is wrong. This could prevent a potentially life-threatening condition from occurring).
- (46)___ Reinforced that chest pain, trouble breathing, nausea/dizziness, and joint pain are all signs that something is wrong with one's body.
- (47)___ Stressed that if anyone experiences any of these symptoms, he or she should stop physical activity immediately (if you experience chest pain, trouble breathing, or nausea/dizziness that does not go away after stopping physical activity, call 911 or go to the nearest emergency room. See your primary care physician as soon as possible if any

of those symptoms do go away but come back each time you are physically active).

(48)___ Next, reviewed that although physical activity is an important part of weight management sometimes barriers may get in the way of engaging in it (there will be barriers to reaching your goal, but if you are serious about losing weight, you can find ways to overcome these barriers!).

Worksheet 45: Common Barriers to Physical Activity (Page 287)

(49)___ Transitioned to Worksheet 45, Common Barriers to Physical Activity.

(50)___ Picked one or two barriers identified and asked the group for suggestions on how to overcome the particular barrier (f your barrier is that you don't have the time, you can adjust your schedule to make time or squeeze in a few 10-minute walks during your day. Some physical activity every day is better than none!).

(51)___ Summarized review class 2 (reviewed the basics of water and liquid calories, how to read food labels, and how to choose healthier fast food; reviewed the importance of warming up and cooling down before and after physical activity, proper stretching techniques, and how to engage in safe physical activity; we reviewed barriers to physical activity and how to get around them).

Review Class 2 Conclusion

(52)___ Briefly introduced the next steps in the program (review previously learned information about fruits and vegetables, sodium/salt and fats, grains, and the role they play in weight loss and healthy eating; review previously learned information about ways to be physically active on a budget, and making time for physical activity).

(53)___ Set up/confirmed the next meeting.

(54)___ Ended the session.

To determine fidelity score for this Review Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR REVIEW CLASS 2 _____ / **54**

Then divide this number by the total (54) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR REVIEW CLASS 2

_____ %

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

.951 x 100 = 95.1%

Facilitator A showed 95.1% of total tasks for REVIEW CLASS 2

Amount of time spent in the session: _____ Minutes

REVIEW CLASS 3

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Before Each Class

- (1)___ Placed scale in out-of-way corner of class room.
- (2)___ Weighed people one at a time without anyone else being able to see or hear the weight.
- (3)___ Was encouraging and supportive while reporting the participant's weight.
- (4)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.
- (5)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.
- (6)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

- (7)___ Facilitators provided their names.
- (8)___ Facilitators asked participants for their first names (no last name or title).
- (9)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Review Class 3: Fruits, Vegetables, and Tight Budget (Page 288)

- (10)___ Provided Review Class 3 general overview (Fruits and Vegetables; Salt and Fats; and Grains; Physical Activity on a Budget; Making Time to be Physically Active).
- (11)___ Stated class objectives (review previously learned information about the basics of fruits and vegetables; sodium/salt and fats; and grains, and the role they play in weight loss and healthy eating; review previously learned information about ways to be physically active on a budget and making time for physical activity).
- (12)___ Introduced self and welcomed participants to the 3rd review session of the BHL program.
- (13)___ Distributed workbooks and explained how they will be used (will remain with facilitators).
- (14)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).
- (15)___ Gave an overview of today's class (the first ½ of class will review the basics of fruits, vegetables, sodium/salt,

fats, and grains, and the roles they play in weight loss and healthy eating. After a short break, the second ½ will review ways to be physically active on a budget and making time for physical activity).

Worksheet 44: Fruits and Vegetables (Page 292)

- (16)___ Asked participants if they remember why fruits and vegetables are important to their health.
- (17)___ Then, introduced Worksheet 44, Fruits and Vegetables and reviewed its contents.
- (18)___ Reminded participants that fruits and vegetables are great sources of many vitamins and minerals which help their bodies and organs work properly, and strengthen their immune system.
- (19)___ Stressed that fruits and vegetables are also good for weight loss because they help people feel full, making them less likely to overeat (remember, fruits and vegetables also contain fiber which helps digestion. This, along with other healthy food and physical activity, can help lower your cholesterol and prevent diabetes and heart disease. Fruits and vegetables are good low-calorie snacks that can help you control your weight).
- (20)___ Highlighted some healthy ways to prepare fruits and vegetables in order to get maximum health benefits (remember, you can eat fruits and vegetables in a variety of ways. These include: fresh, frozen, steamed, or baked with dressing or sauces to avoid adding extra fat and calories; canned or dried without any added sugar, syrup, or salt; or in 100% fruit/vegetable juices that are low in sugar and salt).
- (21)___ Reminded participants that they should try to eat 5 servings of fruits and vegetables per day.
- (22)___ Reviewed tips to help you eat the recommended daily amount of fruits and vegetables (avoid frying fruits and vegetables. One serving of fruit is about the size of a tennis ball and one serving of vegetables is about the size of your own fist. You can keep fresh fruits and vegetables at home. Keeping these items handy at home, adding fresh fruit like berries or bananas to your cereal or oatmeal, and replacing high calorie snacks with carrot sticks or apples may increase your daily fruit and vegetables intake. You can also add lettuce, tomatoes, and cucumbers to sandwiches to fill you up faster, replace high calorie side dishes like French fries with a serving of fruits or vegetables, or fill your plate with mostly vegetables instead of meat).

Worksheet 47: Sodium (Salt) (Page 293)

- (23)___ Transitioned to Worksheet 47, Sodium (Salt) and reviewed its contents.
- (24)___ Stressed that while salt is needed, most Americans eat too much of it.
- (25)___ Reminded participants that salt is in almost all consumable items and that adding it to their food is usually unnecessary.
- (26)___ Asked participants if they remember why salt is bad for them.
- (27)___ Reminded them to limit how much salt they eat as too much sodium can lead to health problems like high blood pressure, heart failure, and dehydration.
- (28)___ Reviewed ways to cut down on sodium intake. You may add herbs, spices, vinegar, or lemon juice to flavor your food instead of adding salt. Eating foods that are labeled “low sodium,” “reduced sodium,” or “no sodium” can also reduce salt intake. As we previously learned, it’s important to limit pre-packaged meals and snacks that come in cans or boxes and cold cuts like ham and turkey. Also, limit ramen noodles, canned soups, and condiments

such as ketchup, mustard, soy sauce, butter, and mayonnaise. You may also use a salt substitute.

- (29)___ Asked participants if they remember why it is important to limit their fat intake (fat can be part of a healthy diet because it helps your body function properly, but it is important to limit it. Fat contains a lot of calories. Consuming high levels of fat can lead to increased weight and diseases).

Worksheet 48: Good Fat, Bad Fat (Page 294)

- (30)___ Transitioned to Worksheet 48, Good Fat, Bad Fat and reviewed its contents.
- (31)___ Stressed that there are two types of fat: good (unsaturated) and bad (saturated and trans) (remember, unsaturated fats are good for your heart. They can be found in fish or in peanuts. Although unsaturated fats are good for you, they still contain calories so try to always use portion control. Saturated or trans fats are harmful for your body. Eating a lot of these increases your chances for having high cholesterol, heart disease, diabetes, and high blood pressure. Saturated fats are found in meat and other animal products like butter, whole milk, and cheese, while trans fats are found in margarine, snacks, baked goods, and fried foods. Healthier substitutes to butter and margarine are oils. Oils such as vegetable, olive, and canola contain smaller amounts of saturated fats while palm, palm kernel, and coconut contain greater amounts of saturated fats).

Worksheet 49: How to Read a Food Label (Fat) (Page 295)

- (32)___ Transitioned to Worksheet 49, How to Read a Food Label (Fat) and reviewed its contents.
- (33)___ Asked participants to point out the section that has information on fat.
- (34)___ Reminded them that as a general guideline, they should try to keep the grams of fat per serving at 3 or below.

Worksheet 51: Grains (Page 296)

- (35)___ Referred participants to Worksheet 51, Grains and reminded them that grains are a type of carbohydrate.
- (36)___ Asked if anyone remembers what a carbohydrate is.
- (37)___ Stressed that carbohydrates are important for their bodies as they are the body's main source of energy.
- (38)___ Reminded them that there are different types of grains: whole and processed grains (remember, most of your calories should come from carbohydrates in the form of grains. Whole grains are good for you because they contain nutrients and fiber that your body needs, while processed (refined) grains are not as healthy as whole grains because the fiber, iron, and some vitamins have been removed from processed grains. Choose wheat bread made from whole grains instead of white bread which is made from processed grains. It is best to avoid grains that have added saturated fats, trans fats, or sugar because they can add extra calories to your diet).
- (39)___ Highlighted that they should try to get most of their carbohydrates each day from whole grain foods instead of processed grains.
- (40)___ Gave participants a break and told them that the second half of the class will begin with Worksheet 68, Physical Activity on a Budget.

Worksheet 68: Physical Activity on a Budget (Page 297)

- (41)___ Acknowledged that it can be costly to be physically active especially when buying physical activity equipment. Joining a gym can be expensive.
- (42)___ Reminded participants that there are cheap alternatives to an expensive gym membership (there are many alternatives to engage in no-cost physical activity like going for a walk, doing simple stretches to improve flexibility and range of motion, finding a local trail or going for a hike, and using household items (e.g., canned foods or water jugs) to build muscle strength. You could also participate in events sponsored by local community centers or churches where you can be physically active like dance lessons, working out with a “buddy,” or taking a part-time active job (e.g., mowing lawns, walking dogs, or cleaning houses). Doing simple things like taking the stairs instead of elevator or picking a parking spot at the far end of the parking lot can make adding physical activity to your daily routine easier. Sometimes when things get hectic in our lives, physical activity seems to be the last thing on our minds. By changing a few small things, you can easily make time for physical activity).
- (43)___ Introduced Worksheet 68, Physical Activity on a Budget and reviewed its contents.

Worksheet 72: Ways to Fit Physical Activity into Your Day (Page 298)

- (44)___ Transitioned to Worksheet 72, Ways to Fit Physical Activity into Your Day and reviewed its contents.
- (45)___ Reminded participants that one way to get their daily workout is to break it up into short segments throughout the day (5 minutes here, 10 minutes there) (your workout can also include being physically active while watching TV or during commercials (e.g., sit-ups, push-ups, jumping jacks, jogging in place, etc.), going for a walk after dinner in the neighborhood with others, doing housework or gardening, or dancing around the house and singing into a fake microphone).
- (46)___ Summarized review class 3 (reviewed information you learned about fruits. Vegetables, sodium/salt, fats, and grains, and the roles they play in weight loss and healthy eating; reviewed information about ways to be physically active on a budget and making time for physical activity).

Review Class 3 Conclusion

- (47)___ Briefly introduced the next steps in the program (review previously learned information about controlling what you eat and how much to eat at home and when eating out; review previously learned information about limiting your snacking, choosing healthier snacks, and stopping yourself from overeating; review previously learned information about safely engaging in physical activity if you have a chronic medical condition or if you experience pain while being physically active; review previously learned information about the effects of psychiatric medications and other substances on your health and weight).
- (48)___ Set up/confirmed the next meeting.
- (49)___ Ended the session.

To determine fidelity score for this Review Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR REVIEW CLASS 3 _____ / **49**

Then divide this number by the total (49) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR REVIEW CLASS 3

_____ %

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

.951 x 100 = 95.1%

Facilitator A showed 95.1% of total tasks for REVIEW CLASS 3

Amount of time spent in the session: _____ Minutes

REVIEW CLASS 4

Names of group facilitators:

(1) _____ (2) _____

Date: _____ Location: _____

Number of participants present: _____

Research Assistant completing this form: _____

Before Each Class

- (1)___ Placed scale in out-of-way corner of class room.
- (2)___ Weighed people one at a time without anyone else being able to see or hear the weight.
- (3)___ Was encouraging and supportive while reporting the participant's weight.
- (4)___ Entered the weight in pounds on Worksheet 10, Behaviors for a Healthy Lifestyle Weekly Weigh-in located in Appendix A at the back of the workbook.
- (5)___ Told participants that the worksheet will be kept in participant's workbook and that it will be reviewed during monthly individual counselling sessions.
- (6)___ Told participants they can decide NOT to be weighed that day. Nothing will happen to the person who says no. All decisions are respected.

Starting Each Class (Page 4)

- (7)___ Facilitators provided their names.
- (8)___ Facilitators asked participants for their first names (no last name or title).
- (9)___ Facilitators stated overall purpose of the Behaviors for Healthy Lifestyles program [Behaviors for Healthy Lifestyles (BHL) in mental health settings to address issues of weight management and physical inactivity among African Americans with serious mental illness (SMI)].

Review Class 4: Tips (Page 299)

- (10)___ Provided Review Class 4 general overview (Tips for Eating at Home or Eating Out, and Eating Control Techniques; Medical Conditions, Medications, and Other Substances).
- (11)___ Stated class objectives (review previously learned information about controlling what you eat and how much to eat at home and when eating out; review previously learned information about limiting your snacking, choosing healthier snacks, and stopping yourself from overeating; review previously learned information about safely engaging in physical activity if you have a chronic medical condition or if you experience pain while being physically active; review previously learned information about the effects of psychiatric medications and other substances on your health and weight).
- (12)___ Introduced self and welcomed participants to the 4th review session of the BHL program.
- (13)___ Distributed workbooks and explained how they will be used (will remain with facilitators).

- (14)___ Explained class structure (approximately 2-hour long class divided into two sessions with a break in between).
- (15)___ Gave an overview of today's class (the first ½ of class will review tips for eating at home or eating out, and eating control techniques. After a short break, the second ½ will review ways to engage in physical activity safely while having a chronic medical condition; discuss the effects of medications and other substances on your health and weight).

Worksheet 77: Eating Tips (Pages 302-303)

- (16)___ Introduced Worksheet 77, Eating Tips and reviewed its contents.
- (17)___ Asked participants if any of these have helped them control what and how much they eat while eating at home and eating out (remember that we can all pay better attention to not only what we eat, but how, where, and why we eat. Let's review some tips on how to control your eating habits).

Worksheet 80: Slow Down...You Eat Too Fast! (Pages 304)

- (18)___ Transitioned to Worksheet 80, Slow Down... You Eat Too Fast! and reviewed its contents.
- (19)___ Stressed that a common problem is eating too fast.
- (20)___ Encouraged participants to continue using these tips as they continue to work on maintaining their healthy lifestyle outside of this class.

Worksheet 42: Healthier Snacking Alternatives (Pages 305)

- (21)___ Next, reviewed Worksheet 42, Healthier Snacking Alternatives.
- (22)___ Asked participants if they have other ideas for limiting snacks and healthier snacking alternatives (remember, it's important to choose low fat and low sugar alternatives).

Worksheet 82: Dealing with Boredom (Pages 306)

- (23)___ Introduced Worksheet 82, Dealing with Boredom and reviewed each tip.
- (24)___ Reminded participants that sometimes we might need help to deal with boredom.
- (25)___ Encouraged them to incorporate any of these tips into their daily lives (remember, boredom can keep you from being physically active and eating healthy. Let's review the tips that can help you achieve your healthy living goals).

Worksheet 83: Emotions and Your Weight (Pages 307-309)

- (26)___ Transitioned to Worksheet 83, Emotions and Your Weight and reviewed its contents.
- (27)___ Told participants that sometimes people eat in response to their emotions.
- (28)___ Reminded them that the scale on the worksheet can assist them with monitoring their emotions and developing a plan to address emotional eating (the scale might be helpful for you as you continue to work on your healthy eating and physical eating goals outside of this class).

- (29)___ Gave participants a break and told them that the second half of the class will begin with a discussion about the effects of medication.
- (30)___ Acknowledged that while some participants might be on medication, these can lead to weight gain or loss.
- (31)___ Stressed that it is important to follow medication regimens and discussed any decisions related to medications with their health care provider (remember, talk to your primary care provider if you are experiencing serious side effects. You may also wish to speak with your clinician about the effects of medication on your weight).

Worksheet 78: Coping with Pain and Medical Problems (Page 310)

- (32)___ Transitioned to Worksheet 78, Coping with Pain and Medical Problems and reviewed its contents.
- (33)___ Reminded participants that they could benefit from becoming more physically active even when it might seem like living with pain or a medical condition might get in the way of being physically active (although having medical problems may make it difficult to engage in physical activity, losing weight may actually help improve your condition).

Worksheet 73: Quitting Smoking is a Healthy Choice (Page 313)

- (34)___ Reviewed worksheet 73, Quitting Smoking is a Healthy Choice.
- (35)___ Stated that smoking can cause a lot of health problems and therefore, would definitely be a good choice for them to quit.

Worksheet 74: Smoking Cessation Resources (Page 314)

- (36)___ Then, presented the resources on Worksheet 74, Smoking Cessation Resources (remember, our goal is not to focus on quitting smoking. Instead, we want to inform you about smoking so that you may make the decision that's right for you).

Worksheet 75: Alcohol: The Facts (Page 311)

- (37)___ Introduced Worksheet 75, Alcohol: The Facts and reviewed its contents.
- (38)___ Reminded participants to speak to their health care provider if they have any alcohol-related concerns (as you may remember, alcohol has a lot of calories and sugar which is detrimental for your health. Alcohol may also put you in risky situations and impair your judgment).

Worksheet 76: Substance Use: The Facts (Page 312)

- (39)___ Reviewed worksheet 76, Substance Use: The Facts and reviewed its contents. Similar to alcohol, substance use is also harmful to the body.
- (40)___ Stressed that participants should speak with their health care provider about any substance use-related concerns (decreasing one's substance use will also help you live a healthier lifestyle. Like alcohol, substances can also affect your judgment, which could in turn affect your health and well-being. If you feel that drug use might be a problem for you, speak with your case manager or psychiatrist).

(41)___ Summarized review class 4 (reviewed eating tips and techniques that help you control what you eat, and how much you eat either at home or while eating out; talked about the effects of taking medication on weight loss and being physically active; reviewed how having a chronic medical problem may make it more difficult for you to stay healthy; talked about how decreasing alcohol and other substances will help you live a healthier lifestyle).

Review Class 4 Conclusion

(42)___ Briefly introduced the next steps in the program (review previously learned information about controlling what you eat and how much to eat at home and when eating out; review previously learned information about limiting your snacking, choosing healthier snacks, and stopping yourself from overeating; review previously learned information about safely engaging in physical activity if you have a chronic medical condition or if you experience pain while being physically active; review previously learned information about the effects of psychiatric medications and other substances on your health and weight).

(43)___ Ended the session.

To determine fidelity score for this Review Class, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR REVIEW CLASS 4 _____ / 43

Then divide this number by the total (43) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this Class.

TOTAL FIDELITY PERCENTAGE FOR REVIEW CLASS 4

_____ %

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951

.951 x 100 = 95.1%

Facilitator A showed 95.1% of total tasks for REVIEW CLASS 4

Amount of time spent in the session: _____ Minutes