

# Counselor's Guide

This will serve as the dietitian's guide for the didactic modules of GoFresh.



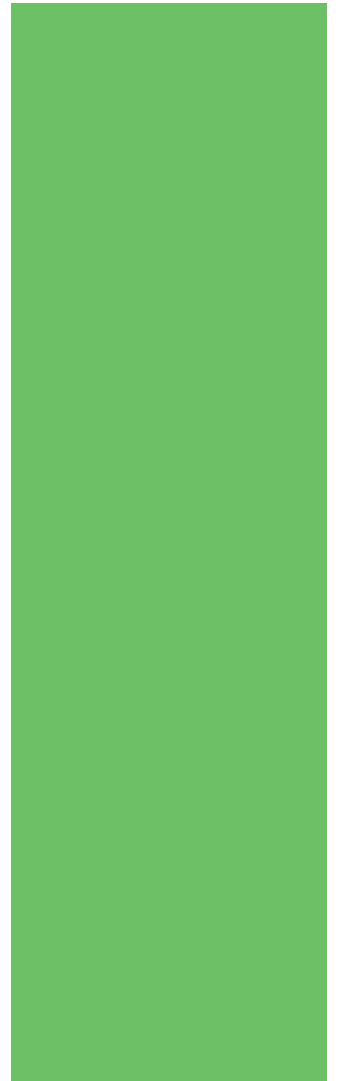
## 12-Week Schedule

Visit	Week #	Module	Grocery Order #
RZ (in-person)	Week 0	Welcome and Instructions	0
GO1	Week 1	Module 1	1
GO2	Week 2	Module 2	2
GO3	Week 3	Module 3	3
GO4	Week 4	Module 4	4
GO5	Week 5	Module 5	5
GO6	Week 6	Module 6	6
GO7	Week 7	Module 7	7
GO8	Week 8	Module 8	8
GO9	Week 9	Module 9	9
GO10	Week 10	Module 10	10
GO11	Week 11	Module 11	11
GO12	Week 12	Module 12	12
GO13	Week 13	None	None



# Overall Guidance

- Start each week with "How'd the week go? Would you consider it a typical week for you?"
- GoFresh is not a weight loss program. The emphasis should be on incorporating more DASH foods and principles into the participants' eating patterns. If a participant is consistently mentioning weight work towards steering their focus towards behavior changes opposed to numbers on the scale.
- Motivational interviewing can be a great skill to use if you are meeting lots of resistance with participants. Check out [this article](#) in Today's Dietitian for more on MI.
- Limit the use of restriction and avoidance in encounters with participants. The appropriate time to talk about complete avoidance would be when discussing salt intake.
- At the end of each order ask the participant what types of meals they plan to build with the groceries.



# Calculating Kcal Needs

1. Retrieve the kcal needs that were calculated from the IPAQ-SF Questionnaire
2. Multiply by 7
3. Use Table 1 on the next slide to determine weekly serving goals
4. If there is an additional adult in the household, use Table 2 to adjust the serving goals accordingly

Sample: Individual kcal needs= 2100. Weekly= 14700. Adjust for +1 adult.

- Total number of servings: 45-59 servings of grain per week, 30-37 servings of fruits per week, 30-37 servings of vegetables per week, 15-23 servings of low-fat/fat-free dairy per week, 44 or less ounces of lean meat, poultry, or eggs, 5-7 servings of nuts/seeds/legumes per week, and 15-22 servings of fats/oils per week.

**Table 1: DASH Eating Plan—Number of Food Servings by Weekly Calorie Level**

Food Group	8400 Cal.	9800 Cal.	11200 Cal.	12600 Cal.	14000 Cal.	18200 Cal.	21700 Cal.
Grains	28-35	35-42	42	42	42-56	70-77	84-91
Vegetables	21-28	21-28	21-28	28-35	28-35	35-42	42
Fruits	21-28	21-28	21-28	28-35	28-35	35-42	42
Fat-free or low-fat dairy products	14-21	14-21	14-21	14-21	14-21	21	21-28
Lean meats, poultry, and fish	21 or less	21-28 or less	21-28 or less	42 or less	42 or less	42 or less	42-63
Nuts, seeds, legumes	3 per week	3 per week	3-4 per week	4 per week	4-5 per week	7	7
Fats and oils	7	7	14	14-21	14-21	21	28

**Table 2: Number of Food Servings by Kilocalorie Level Per Adult**

Food Group	800 kcal (+1 adult)	1600 kcal (+2 adults)	2400 kcal (+3 adults)
Grains	3 servings/day	6 servings/day	9-10 servings/day
Fruit	2 servings/day	4 servings/day	4-5 servings/day
Vegetable	2 servings/day	4 servings/day	4-5 servings/day
Fat-free or low-fat dairy	1-2 servings/day	2-3 servings/day	3 servings/day
Lean meats, poultry, and fish	1-2 oz/day, or less	3-4 oz/day, or less	6 oz/day, or less
Nuts, seeds, legumes	1-2 servings per order	3-4 per week order	1 serving/day
Fats or oils	1 serving per day	2 servings per day	3 servings per day

RZ Visit  
Welcome  
Week 0

# Visit Outline

5-10 minutes	<b>Forms:</b> <i>Randomization Eligibility Form (REF)</i> <i>Intervention Understanding Form (DU)</i> <i>Randomization Assignment Form (RA)</i> <i>**instructions per group assignment</i> <i>Visit Completion Form (VC RZ)</i>
30-35 minutes	<b>Welcome handout and instructions</b>



Time: 1.5 hours  
In-person

## Session Content

### Forms:

- Follow the instructions on these forms to fill out with the participant
- Store the completed forms in the participant binder

**See next slide for details on welcome instructions**

# Welcome

# GoFresh Instructions

Time: 15-20 min  
In-person

Deliverables:

- A. Welcome handout
- B. Order sheet
- C. Family Safety
- D. Provider Letter

## Objectives:

Participants will learn what is expected of them for the active intervention

Participants will become aware of any safety issues they or their family could come across

Participants will get familiar with the order sheet and the grocery ordering process



## **Refer to A\_Welcome Handout**

- Walk through the bullet points of this handout
- See *RZ Script for RDs\_GoFresh* in Teams for a script

## **Refer to B\_Order Sheet**

- Help them become familiar of what they can and cannot order
- Emphasize it is not an all-encompassing list. Foods they don't see may be able to be added if it follows DASH

## **Refer to Week C\_Family Safety**

- The purpose of this handout is to provide safety information to participants and any members of their household who are also consuming the groceries.
- Go over each section with them; be sure they know the difference between the three terms.
- It could help be helpful to ask again here if they have any food allergies or intolerances.

## **Refer to Week D\_Provider Letter**

- This is meant to be provider-facing. Inform participants to bring this to any doctor's visit they might have in the next 12 weeks. They can show their provider this so they are informed about their enrollment in GoFresh.

GO1 Visit  
Module 1  
Week 1

# Visit Outline

25-30 minutes	Place Order 1
20-25 minutes	Module 1
5-8 minutes	Baseline Data



Time: 45-60 minutes  
Online

## Session Content

### Week 1 order:

- Walk through each food category and have the participant pick out what they would like first
- Nutrient check points that must be met before placing order; correct number of servings for all 7 groups, calorie needs are met, potassium is more than 4700 mg per day, sodium is less than 2300 mg per day, potassium:sodium is  $\geq 2$ .
- If the kcal, K or number of servings is too low, start asking the participant if they're open to trying new food items or add more quantity of the food they selected
- If the sodium is too high, check the grains and dairy sections first. Then check how much canned items are selected. Limit these and add more fresh foods as necessary
- There should be an emphasis on the bolded high potassium foods

### Module 01

- See next slide for detailed instructions
- Record any observations, questions, or enrollment concerns in the Counseling Sheet of the Order Sheet

### Baseline data

- Start this session by asking about their motivation to change. What is their driving force to make a difference in their health? On a scale of 1-10 how motivated are they to change (self-reported).
- Ask how many meals/snacks do you typically eat per day?

*Record these in the counseling page of the order sheet*

## Module 01

# Principles of DASH

Time: 15-20 min  
In-person

Deliverables:

- A. Principles of DASH
- B. Serving Tracking Sheet
- C. Sample meal plans

### Objectives:

Participants will be able to define what the DASH Diet is

Participants will be able to list at least 3 of the DASH Diet guidelines

Participants will understand the purpose of the DASH Diet and its relation to blood pressure

### **Refer to Week 1A\_Principles of DASH Handout**

- Define the DASH Eating Plan.
- Walk participants through **STOP**, **SLOW**, **GO** foods.
- Make sure to mention hydration and keeping water intake up with increased fiber

### **Refer to Week 1B\_Serving Tracking Sheet**

- Page 1: This will be best used if placed on their refrigerator. Talk through the 7 food categories of DASH. Give the number of servings goal, examples of each, and serving size.
- Page 2: This is meant to help visualize what a serving looks like.

*Counselor's Tip: Ask them what types of foods they like from each category. Tailor the examples you give to their preferences. Ensure they understand why we select the foods we do for DASH.*

### **Refer to Week 1C\_Sample Meal Plan**

- Pick two days to walk the participant through what a day on DASH looks like.

*Counselor's Tip: This will be a lot of information to take in, take it slow! Remind the participant they will not make these changes in a single week. Have them choose 1-2 meals they like from this plan to try before your next visit. If none of these sound appealing to them, work to adapt to their preferences and eating patterns.*



## Slide 10

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**FM0**

[@Ismail, Norah (BIDMC - Juraschek - Gen Medicine)] add anything else here for us you see important

Ferro, Kayla (BIDMC - Juraschek, 2022-06-24T14:47:13.397)

**IM0 0**

[@Ferro, Kayla (BIDMC - Juraschek - Gen Medicine)] This looks great! I don't have any edits for this section

Ismail, Norah (BIDMC - Jurasch, 2022-06-24T14:58:47.622)

# Collecting Consumption Data

Starting in Week 2, the dietitians will collect consumption data of the groceries sent, as well as any extras they consumed.

FMO

The goal is to keep this as conversational as possible while continuing to keep the participant in the driver's seat of the session. Use these questions below:

- What fruits are left from your order from last week? What vegetables are left from your order from last week? Repeat for all food groups...
- Did you have to throw any food away due to spoilage or other reasons?

Use the orange table at the bottom of each weekly sheet to record what food is left. Dietitians will do the math for how much they consumed by calculating how many servings of the food items were left and subtracting from the number of servings sent.

## Slide 11

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**FMO**

[@Ferro,Kayla (BIDMC - Juraschek - Gen Medicine)]

Ferro,Kayla (BIDMC - Juraschek, 2022-07-25T18:24:23.570)

# Collecting Consumption Data cont'd

## Measuring Intervention Adherence:

Each week the dietitian will ask how many meals and snacks the participants consumed outside the study groceries.

- 1. How many meals did you eat this week that did not come from the groceries we provided?**
- 2. How many snacks did you eat this week that did not come from the groceries we provided?**

Please record this number on *Contact Info* sheet each week for the intervention (GO2-GO13)

# Visit Outline

5-10 minutes	<b>Data collection:</b> <ul style="list-style-type: none"><li>• <i>Consumption data</i></li><li>• <i>Check in with delivery times</i></li></ul>
20-25 minutes	<b>Week 2 Order</b>
15-20 minutes	<b>Module 02: Food Storage to Reduce Waste</b>



## Session Content

Time: 30-45 min  
Phone or Zoom

### Data collection:

- Ask participants what is left over from last week's order, input in orange table at bottom of weekly sheet
- Ask about any extras consumed throughout the week and record in Week 2 sheet (see slide 11 & 12, ask questions verbatim)

### Week 2 order:

- Move to Column B to input the quantity of each item ordered for Week 2
- Check total calories matches needs, K:Na ratio is 2 or more, and number of servings is sufficient, potassium is 4700 mg or more per day, and sodium is 2300 mg or less per day

### Module 2

- See detailed instructions on next slide
- Record any observations, questions, or enrollment concerns in the Counseling Sheet of the Order Sheet

## Module 02

# Food Storage to Reduce Waste

Time: 15-20 min  
Phone or Zoom

Deliverables:

- A. Time sheet for longevity
- B. Picture guide for storage

Objectives:

Participants will know how to identify warning signs of produce spoilage, along with the corrective action to reduce waste

Participants will identify which produce spoil first, to learn which to eat earlier in the week or freeze

Participants will learn how to determine when popular produce is ripe and what temperature to store the produce at for best ripening

### Refer to Week 2A\_Time Sheet for Longevity

- Start with the produce that spoils first. Emphasize these should be consumed first.
- The second box should be consumed before the next order is placed; cooked and in the fridge or stored in the freezer.
- The *No Rush* box, can be stored for 2 weeks. However, you should still encourage them to consume these to be sure they are reaching their goal number of servings.

*Counselor's Tip: Since this might be basic knowledge for some, gauge the participant's knowledge of food storage before beginning. Meet them where they are, each participant might be at a different level.*

### Refer to Week 2B\_Picture Guide for Produce Storage

- Start with what produce gets stored in the fridge.
- Try and reference food that they had ordered from a previous or current order to help make it more relevant. You can even quiz them with "where will you store your strawberries this week?"
- Then move to what produce is stored at room temperature, countertop.
- Encourage them to keep this handy in the kitchen for quick reference.

*Counselor's Tip: Ask if there are any produce on the sheet that they do not know. You can use this as an opportunity to introduce a new food item.*



# Visit Outline

5-10 minutes	Data collection: <ul style="list-style-type: none"><li>• <i>Consumption data</i></li><li>• <i>Check in with delivery times</i></li></ul>
20-25 minutes	Week 3 Order
25-30 minutes*	Module 03: Sodium and Potassium: What do they mean for your health?

\*This is a longer module, work through the other items quick to give yourself more time



Time: 30-45 min  
Phone or Zoom

## Session Content

### Data collection:

- Ask participants what is left over from last week's order, input in orange table at bottom of weekly sheet
- Ask about any extras consumed throughout the week and record in Week 3 sheet, (see slide 11 & 12, ask questions verbatim)

### Week 3 order:

- Move to Column B to input the quantity of each item ordered for Week 2
- Check total calories matches needs, K:Na ratio is 2 or more, and number of servings is sufficient, potassium is 4700 mg or more per day, and sodium is 2300 mg or less per day

### Module 3

- See detailed instructions on next slide
- Record any observations, questions, or enrollment concerns in the Counseling Sheet of the Order Sheet

## Module 03

# Sodium and Potassium: What do they mean for your health?

Time: 25-30 min

Phone or Zoom

Deliverables:

- A. Effects of Na and K on the body
- B. Sources of sodium and potassium
- C. Alternatives to Salt

Objectives:

Participants will determine the role of sodium and potassium on their blood pressure

Participants will specify high sources of sodium (i.e. processed food and meat), and seasonings with high salt

Participants will list at least 3 foods high in potassium that they enjoy

Participants will identify at least 3 alternatives to salt

### Refer to Week 3A\_Effects of sodium and potassium on the body

- Introduce what sodium and potassium are
- The goal with this handout is to incentivize participants to eat more high potassium foods and low sodium foods.

*Counselor's Tip: Ask the participant to read out the effects on their body. This will increase engagement.*

### Refer to Week 3B\_Sources of sodium and potassium

- Go through the list of sources for each.
- Emphasize *unsalted* nuts .
- Page 2: highlight condiments with high levels of sodium. Emphasize that sauced labelled 'low-sodium' can still contain high amounts of sodium.
- Ask if they use any of these condiments currently. Actively find an alternative while on the phone.

*Counselor's Tip: Ask them what patterns they see in each list. It should be processed/packaged foods on the sodium side, and fresh produce on the potassium side.*

### Refer to Week 3C\_Alternatives to Salt

- Most of the session should be spent on this handout. Walk through the alternatives list, ask if any of these sound familiar.

*Counselor's Tip: Ask the participant to pick 2-3 of seasonings to add to their order for the week. It can be something new or something they are already familiar with.*



# Visit Outline

5-10 minutes	Data collection: <ul style="list-style-type: none"><li>• Consumption data</li><li>• Check in with delivery times</li></ul>
20-25 minutes	Week 4 Order
15-20 minutes	Module 04: Quick Food Safety Tips



Time: 30-45 min  
Phone or Zoom

## Session Content

### Data collection:

- Ask participants what is left over from last week's order, input in orange table at bottom of weekly sheet
- Ask about any extras consumed throughout the week and record in Week 4 sheet, (see slide 8 & 9, ask questions verbatim)

### Week 4 order:

- Move to Column B to input the quantity of each item ordered for Week 2
- Check total calories matches needs, K:Na ratio is 2 or more, and number of servings is sufficient, potassium is 4700 mg or more per day, and sodium is 2300 mg or less per day

### Module 04

- Quick Food Safety Tips. See details on next slide
- Record any observations, questions, or enrollment concerns in the Counseling Sheet of the Order Sheet

## Module 04

# Quick Food Safety Tips

Time: 15-20 min

Phone or Zoom

Deliverables:

- A. Delivery warning signs
- B. Safe cooking temperatures

Objectives:

Participants will learn the warning signs to look for in raw meat and poultry upon delivery of food

Participants will review the proper cooking temperatures for meat, poultry, seafood, and plant-based protein

Participants will learn tips on avoiding cross contamination while preparing food

### Refer to Week 4A\_Delivery warning signs

- Read through the packet with them. Ask if any of these have occurred during the intervention and document (though you should be asking about quality of orders each week).
- Point to drive home: 'best by' dates are not indicators of food safety but rather peak quality. Products can be safely consumed after best by dates.

*Counselor's Tip: Some of this may be self-explanatory. Emphasize the point of 'when in doubt throw it out' and to inform dietitian if any of these occur.*

### Refer to Week 4B\_Safe cooking temperatures

- Use this time to discuss how to properly use their thermometer to check temperature of food.
- Encourage them to keep this on hand in their kitchen.

*Counselor's Tip: You can use this time to ask how the cooking has been going. Ask how many meals do they cook per week? Are they having any issues with preparing the grocery foods?*



# Visit Outline

5-10 minutes	Data collection: <ul style="list-style-type: none"><li>• <i>Consumption data</i></li><li>• <i>Check in with delivery times</i></li></ul>
20-25 minutes	Week 5 Order
15-20 minutes	Module 05: Enhance your favorite meal and explore something new



Time: 30-45 min  
Phone or Zoom

## Session Content

### Data collection:

- Ask participants what is left over from last week's order, input in orange table at bottom of weekly sheet
- Ask about any extras consumed throughout the week and record in Week 5 sheet, (see slide 8 & 9, ask questions verbatim)

### Week 5 order:

- Move to Column B to input the quantity of each item ordered for Week 2
- Check total calories matches needs, K:Na ratio is 2 or more, and number of servings is sufficient, potassium is 4700 mg or more per day, and sodium is 2300 mg or less per day

### Module 05

- Enhance your favorite meal and explore something new. See details on next slide
- Record any observations, questions, or enrollment concerns in the Counseling Sheet of the Order Sheet

## Module 05

# Enhance your favorite meal and explore something new

Time: 15-20 min  
Phone or Zoom

Deliverables:  
A. Easy, general substitutions and swaps

### Objectives:

Participants will be able to look at their favorite recipe and determine the appropriate substitutions and/or additions to match the DASH  
Participants will develop critical thinking skills to use on other recipes and teach family/friends  
Participants will order one new food item they haven't tried before

This week the participant should 'bring' their favorite recipe to the call. You can ask them to text it to you if they have a mobile device or show it on the screen if you are on a video call.

### Refer to Week 5\_Easy, general substitutions and swaps

- Ask the participant what ingredient they think would need to be swapped. If they don't know, remind them of the DASH principles. It is important that they identify the ingredient here, so they build up critical thinking skills.
- If there are no 'non-DASH compliant' ingredients, then brainstorm what fruits or vegetables can be added to the dish.
- Refer to the Alternatives to Salt handout for new spices.

*Counselor's Tip: Ask them about the personal connection they have with this recipe before jumping into the education module. If it's around the holiday season, use this module and module 11 to help build skills in following DASH in any social circumstance.*

Some participants may not cook nor have a favorite recipe. If this is the case, then ask them about the foods they most frequently eat at home. Work to brainstorm new ideas if needed.



# Visit Outline

5-10 minutes	Data collection: <ul style="list-style-type: none"><li>• <i>Consumption data</i></li><li>• <i>Check in with delivery times</i></li></ul>
20-25 minutes	Week 6 Order
15-20 minutes	Module 06: Understanding Nutrition Labels



Time: 30-45 min  
Phone or Zoom

## Session Content

### Data collection:

- Ask participants what is left over from last week's order, input in orange table at bottom of weekly sheet
- Ask about any extras consumed throughout the week and record in Week 6 sheet, (see slide 8 & 9, ask questions verbatim)

### Week 6 order:

- Move to Column B to input the quantity of each item ordered for Week 2
- Check total calories matches needs, K:Na ratio is 2 or more, and number of servings is sufficient, potassium is 4700 mg or more per day, and sodium is 2300 mg or less per day

### Module 06

- Understanding Nutrition Labels. See details on next slide
- Record any observations, questions, or enrollment concerns in the Counseling Sheet of the Order Sheet

## Module 06

Time: 15-20 min  
Phone or Zoom

# Understanding Nutrition Labels

Deliverables:  
A. A model nutrition label

### Objectives:

Participants will read and interpret the basics of a nutrition label; serving size, sodium, potassium, and added sugar

### Refer to Week 6\_A model nutrition label

- Ask them how often they look at a nutrition label.
- Go through the 3 steps that are outlined on the handout.
- If possible, ask them to look at a food item they have at home or with them. Have them tell you the serving size, the sodium, and the potassium. Ask if the sodium levels match the DASH guidelines.

*Counselor's Tip: If they have the handout in front of them, ask them to identify how much sodium and potassium are on the label before telling them.*

These are the guidelines we want to think about most of the time when purchasing food, but it's more important to think about our sodium consumption over the whole day/week. If we're using a higher sodium product in one meal (i.e. >300 mg) where can we make a swap or sub to decrease sodium intake later so that we stay within our daily goal of 2300 mg.



# Visit Outline

5-10 minutes	Data collection: <ul style="list-style-type: none"><li>• Consumption data</li><li>• Check in with delivery times</li></ul>
20-25 minutes	Week 7 Order
15-20 minutes	Module 07: Strategies To Increase Fruits and Vegetables Servings



Time: 30-45 min  
Phone or Zoom

## Session Content

### Data collection:

- Ask participants what is left over from last week's order, input in orange table at bottom of weekly sheet
- Ask about any extras consumed throughout the week and record in Week 7 sheet, (see slide 8 & 9, ask questions verbatim)

### Week 7 order:

- Move to Column B to input the quantity of each item ordered for Week 2
- Check total calories matches needs, K:Na ratio is 2 or more, and number of servings is sufficient, potassium is 4700 mg or more per day, and sodium is 2300 mg or less per day

### Module 07

- Strategies To Increase Fruits and Vegetables Servings. See details on next slide
- Record any observations, questions, or enrollment concerns in the Counseling Sheet of the Order Sheet

## Module 07

# Strategies To Increase Fruits and Vegetables Servings

Time: 15-20 min  
Phone or Zoom

Deliverables:  
A. Bubble sheet of strategies

### Objectives:

Participants will recite the number of servings needed in the DASH they learned from Week 1

Participants will pinpoint 3 strategies on how they can increase fruit and vegetable servings in their current diet

### Refer to Week 7\_Bubble sheet of strategies

- Informally quiz the participant on how many servings of fruits and vegetables they should get per day for DASH.
- Ask them how many they think they are getting per day.
- Ask which of these strategies they can implement starting this week. Make note of which they choose to check back in next week.
- If none of these sound feasible, brainstorm a new one together and ask they write it down on the back of the handout.

*Counselor's Tip: The participant should be in the driver seat during this session. Instead of telling them to do these, ask them to choose which one they'd like. You are simply guiding them, while they are doing all the decision making. Make it relevant to their lives. For example, "since you always bring a sandwich to your work shift, replace half the ham with vegetables instead. What vegetables do you want me to order to add to your sandwich?"*



# Visit Outline

5-10 minutes	<b>Data collection:</b> <ul style="list-style-type: none"> <li>• <i>Consumption data</i></li> <li>• <i>Check in with delivery times</i></li> </ul>
20-25 minutes	Week 8 Order
15-20 minutes	Module 08: Quick and Healthy Meal Prep
5 minutes	<b>Schedule their FV1 appointments</b>



Time: 30-45 min  
Phone or Zoom

## Session Content

### Data collection:

- Ask participants what is left over from last week's order, input in orange table at bottom of weekly sheet
- Ask about any extras consumed throughout the week and record in Week 8 sheet, (see slide 8 & 9, ask questions verbatim)

### Week 8 order:

- Move to Column B to input the quantity of each item ordered for Week 2
- Check total calories matches needs, K:Na ratio is 2 or more, and number of servings is sufficient, potassium is 4700 mg or more per day, and sodium is 2300 mg or less per day

### Module 08

- Quick and Healthy Meal Prep. See details on next slide
- Record any observations, questions, or enrollment concerns in the Counseling Sheet of the Order Sheet

### FV1 scheduling

- Complete through CRC Scheduler
- Remind them to bring in any new medications they are taking to the visit

## Module 08

Time: 15-20 min  
Phone or Zoom

# Quick and Healthy Meal Prep

Deliverables:  
A. Meal prep and tips for quick preparation

### Objectives:

- Participants will review basic techniques for meal preparation
- Participants will learn ways to shorten preparation time by planning ahead
- Participants will brainstorm 1-2 on-the-go meals to bring to work or school

First check in to see how the strategy they picked from last week's module is going.

### **Refer to Week 8\_Meal prep and tips for quick preparation**

- Walk them through the GoFresh pyramid.
- Next, go over the benefits of the different food groups and why we choose those for DASH.
- *Page 2*: varies per participant and is interactive. They should fill out the top section while on the call. They should be coming up with the ideas while you guide them.
- Think about their daily and weekly routines to suggest an appropriate meal prep strategy.
- There is an opportunity to set a SMART goal here. If they are open to meal prepping, figure out a day of the week when they have the most free time and set a goal!

*Counselor's Tip:* Keep their culture and eating pattern in mind when discussing the GoFresh plate. This is used to create well-balanced meal; their plate does not need to look like this. For example, a curry with rice has everything mixed in one bowl.



# Visit Outline

5-10 minutes	Data collection: <ul style="list-style-type: none"><li>• <i>Consumption data</i></li><li>• <i>Check in with delivery times</i></li></ul>
20-25 minutes	Week 9 Order
15-20 minutes	Module 9: How to follow DASH at home



Time: 30-45 min  
Phone or Zoom

## Session Content

### Data collection:

- Ask participants what is left over from last week's order, input in orange table at bottom of weekly sheet
- Ask about any extras consumed throughout the week and record in Week 9 sheet, (see slide 8 & 9, ask questions verbatim)

### Week 9 order:

- Move to Column B to input the quantity of each item ordered for Week 2
- Check total calories matches needs, K:Na ratio is 2 or more, and number of servings is sufficient, potassium is 4700 mg or more per day, and sodium is 2300 mg or less per day

### Module 9

- How to follow DASH at home. See details on next slide
- Record any observations, questions, or enrollment concerns in the Counseling Sheet of the Order Sheet

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## Slide 27

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**IM0**

update [@Ismail, Norah (BIDMC - Juraschek - Gen Medicine)]

Ismail, Norah (BIDMC - Jurasch, 2022-06-01T20:09:42.797)

## Module 09

Time: 15-20 min  
Phone or Zoom

# DASH at Home

Deliverables:  
A. DASH at home

### Objectives:

Participants will list out changes they can make at home to help adhere to DASH

Participants will plan to talk to one family member or friend about the DASH Diet

Participants will identify one support buddy from their social circle to help them sustain the DASH after the study is over

Weeks 9-11 are focused on applying what they learned throughout GoFresh to their lives outside the study. The study will be ending soon, so there should be a high emphasis on helping them build the skills they need to be successful in the observation phase and beyond.

### Refer to Week 9\_DASH at home

- Make this handout as relevant to their lives as possible as you walk through the bullet points. Stop and ask engaging questions like "has your family tried any of the recipes (or new seasonings)? Did they enjoy them?"
- Under the 'cooking for the family section'. Ask "Which out of these 4 do you think you can incorporate into your family's schedule?"
- *Counselor's Tip: Some of our participant's may be single and live alone. Be conscious of your participant's home life and make sure to adjust this module accordingly. This is meant to start the conversation of sustaining the DASH plan, this isn't a one size fits all. Ask them to pick two from the list that is most relevant to their homes. If none will work, brainstorm together!*



# Visit Outline

5-10 minutes	Data collection: <ul style="list-style-type: none"><li>• <i>Consumption data</i></li><li>• <i>Check in with delivery times</i></li></ul>
20-25 minutes	Week 10 Order
15-20 minutes	Module 10: DASH at social events and restaurants



Time: 30-45 min  
Phone or Zoom

## Session Content

### Data collection:

- Ask participants what is left over from last week's order, input in orange table at bottom of weekly sheet
- Ask about any extras consumed throughout the week and record in Week 10 sheet, (see slide 8 & 9, ask questions verbatim)

### Week 10 order:

- Move to Column B to input the quantity of each item ordered for Week 2
- Check total calories matches needs, K:Na ratio is 2 or more, and number of servings is sufficient, potassium is 4700 mg or more per day, and sodium is 2300 mg or less per day

### Module 10

- DASH at social events and restaurants. See details on next slide
- Record any observations, questions, or enrollment concerns in the Counseling Sheet of the Order Sheet

## Module 10

# DASH at Restaurants and Special Events

Time: 15-20 min  
Phone or Zoom

Deliverables:  
A. DASH at restaurants  
B. GoFresh all year

### Objectives:

Participants will identify the top 3 restaurants they eat at, and find menu options that are DASH-friendly

Participants will learn new tips to lower their sodium intake when eating out

Participants will learn techniques on how to follow the DASH Plan during holidays and special events

### Refer to Week 10a\_DASH at restaurants

- GoFresh does not want to encourage eating out, however, this is bound to happen in the participants' lives. Give these suggestions on how to order DASH foods out. Ask them which are most relevant to them?
- If there is time, ask them their top 2-3 restaurants they eat at, and go through the menu for ideas on what they can order next time.

*Counselor's Tip: Fruits or vegetables as sides are usually an upcharge at restaurants. Keep this in mind when giving your recommendations. Suggest they ask the restaurant what sides have no upcharge first.*

### Refer to Week 10b\_GoFresh All Year

- Go over the heart healthy holiday recipes from the recipe book and ask what recipes they cook at the holidays.
- Are there any ingredients in their family recipes they can possibly swap?
- What holiday(s) will be the hardest to follow DASH?
- Ask the participants to identify three barriers they expect to face when trying to follow DASH at the holidays. Brainstorm solutions together, with the participant taking the skills they learned to come up with these ideas themselves. Open-ended questions here!

*Counselor's Tip: Remind them that not every meal is going to be perfect. We want to focus on behaviors across the holiday season. If they have one high-sodium meal, what will they do to balance out the rest of the day?*



# Visit Outline

5-10 minutes	Data collection: <ul style="list-style-type: none"><li>• <i>Consumption data</i></li><li>• <i>Check in with delivery times</i></li></ul>
20-25 minutes	Week 11 Order
15-20 minutes	Module 11: Smart Shopping

Time: 30-45 min  
Phone or Zoom

## Session Content

### Data collection:

- Ask participants what is left over from last week's order, input in orange table at bottom of weekly sheet
- Ask about any extras consumed throughout the week and record in Week 11 sheet, (see slide 8 & 9, ask questions verbatim)

### Week 11 order:

- Move to Column B to input the quantity of each item ordered for Week 2
- Check total calories matches needs, K:Na ratio is 2 or more, and number of servings is sufficient, potassium is 4700 mg or more per day, and sodium is 2300 mg or less per day

### Module 11

- Smart Shopping. See details on next slide
- Share average price of groceries with participant
- Record any observations, questions, or enrollment concerns in the Counseling Sheet of the Order Sheet



# Module 11

## Smart Shopping

Time: 15-20 min  
Phone or Zoom

Deliverables:

- A. Smart Shopping
- B. Food Resources List
- C. What's in Season?

Objectives:

Participants will learn at least 3 new tips on how to shop on a budget

Participants will receive a DASH grocery list to help with shopping in the observation phase

Participants will walk through the GoFresh Food Resources List to find sources of healthy food in their zip code

### Refer to Week 11A\_Smart Shopping

- Walk through the first page with the participants.
- Ask participants to scan the QR code (if possible), go through the site with the resources available.
- **DASH grocery list: This is one examples of a DASH grocery list that all participants will receive.**
- **Fill a second, blank one out before the visit from the most frequently ordered items in each section. Leave a couple blank spaces for the participant to fill out their own ideas too. Email or mail them this copy after the visit.**
- **Counselor's tips: Ask participants what stores they plan to shop in after the intervention. Are there reward programs they can join for extra deals? Do they go to farmer's markets? Will they continue to use online delivery services?**

FM0

### Refer to Week 11B\_Food Resources

- Focus in on their zip code. If they work in another zip code on the list walk through those sources too.

### Refer to Week 11C\_What's in Season?

- Explain the breakdown of this handout. **FM1** are items locally produced in Massachusetts/New England. Locally produced items will typically be less expensive in their respective seasons. Some items are available all year round, and some items will be less expensive in some seasons even though they are not locally grown; these are noted at the bottom of the handout.

**Counselor's tip:** Read over their responses to the SHoPPER questionnaire to better tailor your recommendations to their shopping behaviors.



## Slide 32

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- FM0**      [@Ismail, Norah (BIDMC - Juraschek - Gen Medicine)] is this how you were visioning the grocery list to be like?  
Ferro,Kayla (BIDMC - Juraschek, 2022-06-24T14:00:21.340)
- IM0 0**     [@Ferro,Kayla (BIDMC - Juraschek - Gen Medicine)] I think we had run into the issue that since they're getting the binder ahead of time, we wouldn't be able to write anything in before they received it, right?  
Maybe what we could do is have the digital copy that we pull up during the visit and have it filled out with things they typically purchased and we can send it to them by email or mail?  
Ismail, Norah (BIDMC - Jurasch, 2022-06-24T14:07:23.848)
- FM0 1**     Yes! We should maybe make one in canva then as an example. then also give them their own personalized one at week 11. This will also please Kathy's suggestion of giving multiple  
Ferro,Kayla (BIDMC - Juraschek, 2022-06-24T14:48:47.797)
- FM0 2**     [@Ismail, Norah (BIDMC - Juraschek - Gen Medicine)] So we should duplicated the page on CANVA. Have the first one filled out by us, have another blank we will fill out before and during the call.  
Ferro,Kayla (BIDMC - Juraschek, 2022-06-24T14:50:59.956)
- FM1**      [@Ismail, Norah (BIDMC - Juraschek - Gen Medicine)] Please add a couple guiding points for your whats in season hand out once its complete  
Ferro,Kayla (BIDMC - Juraschek, 2022-07-25T19:13:52.313)

# Visit Outline

5-10 minutes	Data collection: <ul style="list-style-type: none"><li>• <i>Consumption data</i></li><li>• <i>Check in with delivery times</i></li></ul>
20-25 minutes	Week 12 Order
15-20 minutes	Module 12: Recap of DASH Principles
5 minutes	Confirm scheduled appointments for FV1a and GO13



Time: 35-40 min  
Phone or Zoom

## Session Content

### Data collection:

- Ask participants what is left over from last week's order, input in orange table at bottom of weekly sheet
- Be sure to collect all that is left over for the entire study (spices, fats, oils, spreads)
- Ask about any extras consumed throughout the week and record in Week 12 sheet, (see slide 8 & 9, ask questions verbatim)

### Week 12 order:

- Move to Column B to input the quantity of each item ordered for Week 2
- Check total calories matches needs, K:Na ratio is 2 or more, and number of servings is sufficient, potassium is 4700 mg or more per day, and sodium is 2300 mg or less per day

### Module 12

- Recap on DASH Principles. See details on next slide
- Record any observations, questions, or enrollment concerns in the Counseling Sheet of the Order Sheet

## Module 12

Time: 15-20 min  
Phone or Zoom

# Recap on DASH Principles

Deliverables:  
A. Recap

### Objectives:

Participants will recite 3 new facts or tips they learned during the intervention period  
Participants will set 2-3 SMART Goals to continue after the study is over  
Dietitian will recap the DASH Diet Principles

### **Refer to Week 12A\_Recap on key points, resources, SMART goals**

- Ask the participant three major key points they are taking away from their time with GoFresh.
- Set three SMART goals together going into the observation phase.
- Ensure they understand what is ahead for their participation.

*Counselor's Tip: Every goal set is a big goal! What seems like a small change to us, could be an impactful one for our participants.*

### Reminders:

- Ask participants how much of ALL the MPIs they have left.
- Remind participants about their FV1 date, ensure they are still able to come. Remind them to keep their group assignment a secret to the other GoFresh staff.



## GO13 Visit

# Visit Outline

5-10 minutes	Data collection: <ul style="list-style-type: none"><li>• <i>Consumption data</i></li><li>• <i>Check in with delivery times</i></li></ul>
25-30 minutes	PAL Form
10-15 minutes	GoFresh Rapid DASH Screener

Dietitian swap! Another dietitian on the team should call the participant for the GO13 call



## Session Content

Time: 45-60 minutes  
Phone or Zoom

FM1

### Data collection:

- Ask participants what is left over from last week's order, input in orange table at bottom of weekly sheet
- Be sure to collect all that is left over for the entire study (spices, fats, oils, spreads)
- Ask about any extras consumed throughout the week and record in Week 13 sheet, (see slide 8 & 9, ask questions verbatim)

### PAL Form

- The purpose of this form is to assess diet acceptability, implementation, and behavioral effects of the dietitian-directed intervention.
- See MOP Chapter 5 for detailed instructions.

### GoFresh Rapid DASH Screener

- The purpose of this rapid screener is to assess participant's adherence to a DASH eating plan.
  - The screener is divided into questions asking about servings 1) per day and 2) per week.
- See MOP Chapter 5 for detailed instructions

FM0

## Slide 35

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- FM0**      [@Ismail, Norah (BIDMC - Juraschek - Gen Medicine)] What do you think of this? Just thinking in the case where the second dietitian is not available for the transfer at GO12, then they will have a call from them for PAL and another from the OG RD for GO13. Makes sense to do just one more call for these instruments. LMK thoughts.  
Ferro,Kayla (BIDMC - Juraschek, 2022-07-27T14:40:14.977
- IM0 0**      I think that's actually a great idea! We can also have it so it still follows the same date/time schedule that the participant had been doing for the 12 weeks (assuming it doesn't change), so it'll be just one added week.  
Ismail, Norah (BIDMC - Jurasch, 2022-07-27T14:51:06.983
- FM1**      [@Ferro,Kayla (BIDMC - Juraschek - Gen Medicine)] Add instructions here when finalized  
Ferro,Kayla (BIDMC - Juraschek, 2022-07-27T14:40:48.714
- FM1 0**      for PAL form too  
Ferro,Kayla (BIDMC - Juraschek, 2022-07-27T14:41:25.232

# FAQ

*These are frequently asked questions by participants  
\*Will be filled out as we go to guide others who use the GoFresh  
method\**

