

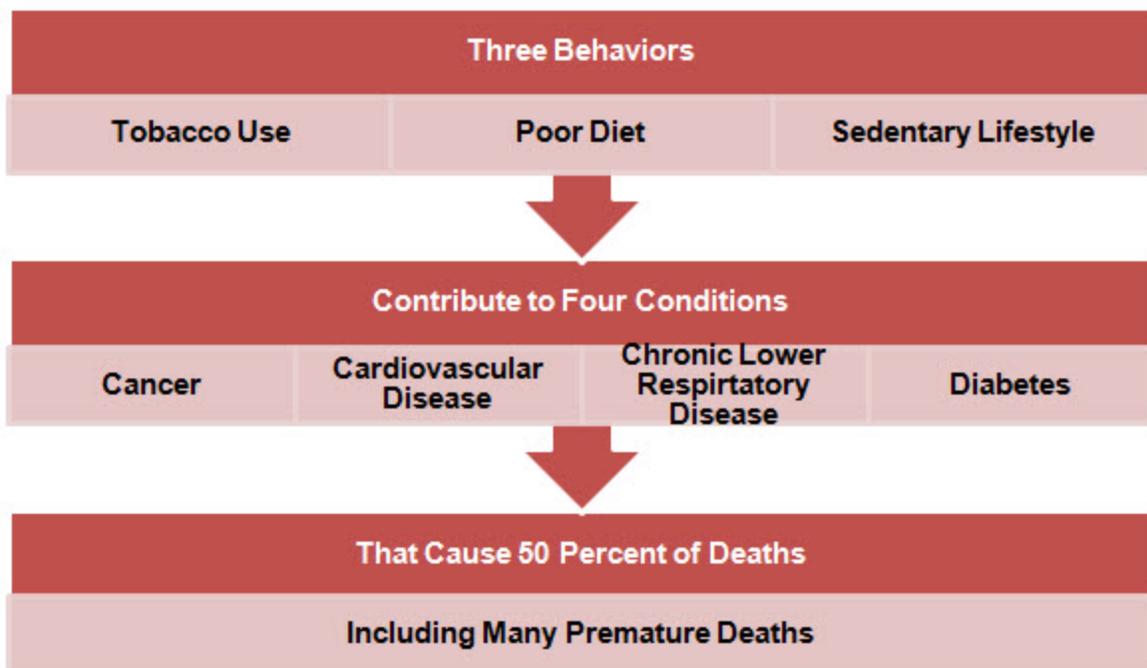
## Introduction

The Santa Barbara County Department of Behavioral Wellness has developed this Facilitator’s Guide to support the implementation of the Healthy Eating and Nutrition Curriculum. All facilitator’s notes, PowerPoint presentations and module materials can be accessed directly through our website at <http://countyofsb.org/behavioral-wellness/nutritioncurriculum.sbc>. Facilitators should review the Guide thoroughly and become familiar with all content before presenting.

## 3-4-50 Framework

3-4-50 is a community health improvement strategy based on evidence that **3** health behaviors elevate risk of **4** chronic conditions that together cause more than **50** percent of deaths (see diagram below). Studies show that individuals with mental illness and substance use disorders are more likely to engage in the 3 behaviors than the rest of the population, increasing susceptibility to the 4 conditions. These co-occurring physical and behavioral health conditions can significantly impact prognosis, quality of life and lifespan.

By acknowledging the consequences of these behaviors and employing strategies that address them, Behavioral Wellness staff can tackle the underlying issues that slow and challenge a client’s progress towards meaningful, lasting recovery.



## Objectives

Objectives for each module are listed at the beginning of each PowerPoint presentation. Facilitators should review the objectives with the participant(s) at the beginning of the learning session. Facilitators may want to remind participants that although the content may be review for some, it may be completely new to others. The goal is to create a common understanding among all participants before moving to more advanced content. Some participants will need additional support in implementing these practices beyond that provided in these modules. Ongoing coaching, nutrition support groups and referrals to primary care professionals may be required.

## Training Checklists and Evaluation

This guide includes several resources that may be useful for planning, organizing and delivering the trainings. The training checklists (Appendices A, B and C) provide facilitators with a list of actions to take before, during, and after the training. The Guide also contains a sample evaluation form for eliciting participant feedback that can be used to strengthen future presentations.

## Module Components

Modules may include the following components:

- PowerPoint Presentation with slides and speaker's notes
- Handouts
- Videos (embedded in PowerPoint slides or provided via links)

## PowerPoint Presentations

PowerPoint presentations are provided for each training module. Slides offer key talking points and should be expanded upon using the speaker's notes, live discussion and the facilitator's own knowledge.

## Speaker's Notes

Detailed speaker's notes accompany some slides. As a facilitator increase his or her knowledge and gains insight from past presentations, these notes can be tailored to a facilitator's preference.

- Text formatted in standard font is intended to be read aloud by the facilitator.
- Text formatted in *italics* is intended as directions or notes for the facilitator; *italicized* text is not meant to be read aloud.

## Handouts and Considerations

Several handouts that may be used when presenting the module have been included in this Guide. The handouts are intended to help participants begin to synthesize and apply the content to their own context (i.e. children vs. TAY). However, facilitators should be mindful that certain factors can improve or impede processing and comprehension of the materials, including:

- Age
- Group size
- Attention span
- Intellectual functioning
- Reading/literacy level
- Limited English proficiency

## Customizing for Different Audiences and Contexts

The trainings can be tailored to participants' needs and interests, and can be used with a wide range of participants, including children, families, Spanish speakers, large group settings and one-on-one informal sessions.

In general, the modules can be customized by altering the following:

- Order of the slides
- Time spent and emphasis placed on each slide
- Time spent on examples and handout activities
- Removal of sections or handout activities that are not relevant to the audience

## Preparing for Group Sessions

Successful delivery of module materials requires detailed planning. It is recommended that facilitators begin coordination a few days prior to the group session in order to:

1. Gather information about the audience members' needs and priorities and past experiences with the content.
2. Verify the agenda and group outcomes.
3. Confirm logistics (ex. room reservations, refreshments).
4. Communicate technical requirements and gather materials needed. The training checklists and sample evaluation in Appendixes A–D can assist facilitators in preparing for and completing module activities.