

# Assessing Readiness To Change

## Transtheoretical Model

The Transtheoretical Model describes the stages of behavior prior to change. It focuses on the individual's decision making. This model involves the state of feeling, awareness, judgments, perceptions, and behavior. This model has been used in a variety of problem behaviors.

### The Transtheoretical Model describes the process of change in 5 stages.

<b>1</b>	<b>Precontemplation</b> — The person has no intention to change or take action within the near future. In this stage, people are usually uninformed about the consequences of their behavior or they may have failed at previous attempts to change. They may avoid seeking information that would help them change their behavior.
<b>2</b>	<b>Contemplation</b> — The person intends to change within the next 6 months. He/she is aware of both the positive effects and the negative effects of change. This can cause uncertainty as to which approach to follow and result in procrastination and the inability to make a move to change. This person is not ready for an action program.
<b>3</b>	<b>Preparation</b> — The person plans to take action within the next month. He/she has usually prepared and has a plan of action. A program of action that would assist with behavior change would be beneficial. Examples of helpful programs may be in smoking cessation, weight loss or an exercise program.
<b>4</b>	<b>Action</b> — The person has made significant modifications in his/her behavior and way of life.
<b>5</b>	<b>Maintenance</b> — The person is not working as hard as the person in the Action mode, but is working to prevent a relapse. The person is confident of continuing to change.

Name	Date
<b>Assessment</b>	
<b>Plan</b>	
<b>Provider signature</b>	

Adapted from:

Prochaska JO. Stages of change and the transtheoretical model. 1985. [www.courseweb.uottawa.ca/epi6181/images/TTM\\_review.pdf](http://www.courseweb.uottawa.ca/epi6181/images/TTM_review.pdf) Accessed June 15, 2009.

Zimmerman GL, Olsen CG, Bosworth MF. A 'stages of change' approach to helping patients change behavior. *Am Fam Physician*. 2000;3:1409-1422. [www.aafp.org/afp/AFPprinter/20000301/1409.html?print=yes](http://www.aafp.org/afp/AFPprinter/20000301/1409.html?print=yes) Accessed June 15, 2009.



# Self-Efficacy for the Professional

## Understanding the Theory/Concept

Perceived self-efficacy is defined as a person's belief about their capabilities to produce specific levels of performance that have influence over events that affect their lives. *"Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective, and selection processes."*

A person with a strong belief in his/her own ability to approach difficult problems faces the challenge rather than avoids it. The individual sets high goals and is committed to achieve the goal. If one should fail, one searches for a way to improve one's knowledge and skills to tackle the problem again. *"They quickly recover their sense of efficacy after setbacks or failure."* This strong sense of efficacy results in accomplishment and less risk of depression.

In contrast, a person with a low belief in one's ability to confront problems shies away from difficult tasks, viewing them as a personal threat. When confronted with a difficult task the person focuses on his/her weaknesses and possible obstacles, rather than a solution to the problem. This person has low aspirations and weak commitments to the goals he/she wishes to achieve. Previous failures contribute to one's lack of faith in his/her capabilities. These individuals are at higher risk of depression.

### WORKING WITH YOUR PATIENTS

In discussing risk factor behavior changes and making a plan, ask patients how confident they are to make the agreed upon change (on a scale of 1-100% or 1-10). The individual is more likely to be successful when their confidence level is 70% or greater.

<b>1</b>	Explain the problem; ask the patient for possible solutions.
<b>2</b>	For those who have anxiety, set goals in small stages.
<b>3</b>	Assess their self-efficacy and focus on moving it toward a 70% confidence level. (See Form 16E)
<b>4</b>	Introduce the patient to someone who has faced a similar health problem, eg, refer the patient to a cardiac rehabilitation program where he/she may learn some coping strategies.

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# Self-Efficacy for the Professional *(cont)*

## Understanding the Theory/Concept

### Sources of Self-Efficacy

<b>1</b>	<b>Mastery of experiences</b> – Each successful experience builds one’s belief in his/her ability to overcome difficulties. This cannot only be done through easy success, it also requires experience in overcoming obstacles through continuing effort.
<b>2</b>	<b>Vicarious experiences through social models</b> – Observing others achieve success helps one believe that one can achieve similar success. On the contrary, observing the failure of another person to achieve a similar goal can cause doubts that one can overcome a similar problem. The impact of modeling on perceived self-efficacy is strongly influenced by the perception that there is a similarity of oneself or one’s situation to the models.
<b>3</b>	<b>Social persuasion</b> – Encouraging words from others can help motivate one to overcome fears and doubts. These boosts in perceived self-efficacy lead people to try harder to succeed and promote development of skills and a sense of personal efficacy.
<b>4</b>	<b>Reduce one’s stress reactions</b> – Encouraging a positive attitude reduces stress and decreases negative thoughts.

Self Efficacy beliefs contribute to motivation by determining the goals people set for themselves, how much effort they will put forth, how long they will persevere, especially when it is difficult, and their resilience to failures.

### Glossary

<b>Affective Processes</b>	Processes regulating emotional states and elicitation of emotional reactions
<b>Cognitive Processes</b>	Thinking processes involved in the acquisition, organization, and use of information
<b>Motivation</b>	Activation to action. Level of motivation is reflected in choice of courses of action and in the intensity and persistence of effort.
<b>Perceived Self-Efficacy</b>	People’s beliefs about their capabilities to produce effects
<b>Self-Regulation</b>	Exercise of influence over one’s own motivation, thought processes, emotional states, and patterns of behavior

Adapted from:

Bandura A. Self-efficacy. In VS Ramachaudran, ed. *Encyclopedia of human behavior*. 4th ed. New York: Academic Press; 1994:71-81.  
 Reprinted in H Friedman, ed. *Encyclopedia of mental health*.  
 San Diego: Academic Press; 1998.



# Goal Setting Tips for Lasting Lifestyle Change for the Patient

Goal setting can help you make lasting lifestyle changes to improve your health. They help you see what is important to you and help you to stick to your plan. As you get into the habit of setting and meeting goals, you will find your self-confidence (believing in yourself to make changes) builds. The tips below will help you set clear and effective goals.

<b>1</b>	Make sure your goal is really <b>your goal</b> , and not someone else's. Too often we try to please others instead of ourselves.
<b>2</b>	Make sure your goal is <b>practical</b> . You should set a goal that is slightly out of your reach, but not so far that there is no hope of reaching it. You should be at least 70% confident (sure that you can meet the goal) within your time frame.
<b>3</b>	<b>Be specific.</b> Make sure your goal can be measured. Spell out exactly what you will do, how long, and how often you will do it. For example: <i>Over the next <u>two weeks</u>, I will <u>walk 30 minutes</u> over my <u>lunch hour</u> on <u>Mondays, Wednesdays, and Fridays</u>.</i>
<b>4</b>	<b>Break your goal into small steps.</b> Limit your goals to one to two weeks; reset the goal as needed, for the following week or two. Success in meeting small goals helps to build confidence for continued success.
<b>5</b>	<b>Write down your goal.</b> Putting your goals down on paper makes them clear and real. This is much more powerful than unclear thoughts in the back of your mind. Put your goal in a place you will see daily. <b>This helps to picture your success.</b>
<b>6</b>	<b>Identify problems.</b> Write down a list of things that may stop you from reaching your goal. These problems may include your own negative thoughts. Use this list to make a plan to remove the problem or find a way to deal with it.
<b>7</b>	<b>Keep your balance.</b> Keep a good attitude with working on your goal. Don't get too upset if you miss a target. This can get in the way of helping you to make your changes.
<b>8</b>	<b>Reward your success.</b> Meeting even a small goal is worth celebration. Don't get overwhelmed with all you still have to do. Small steps are the key to lasting lifestyle change.
<b>9</b>	<b>Remain flexible.</b> From time to time, look at the goal you have set for yourself to see if the goal is still important and right for you. It is okay to change your goal to fit changes in your life situations.

# Goal Setting Worksheet for the Patient

<b>Goal</b>										
<b>What I will do</b>										
<b>When I will do it</b>										
<b>How often I will do it</b>										
<b>Who will help me</b>										
<b>Problems to reaching this goal</b>										
<b>What I can do to fix the problem</b>										
<b>How certain are you that you will reach your goal? (Circle one)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
	Not Sure			Maybe				Very Sure		
<b>My reward when I reach this goal</b>										

# The General Self-Efficacy Scale (GSF)

**The following scale was developed to evaluate the coping ability of daily living. The scale can be administered to evaluate persons age 12 and older.**

<b>Response Format</b>	Write the number that best describes your opinion in the boxes below.
<b>1 = Not at all true</b> <b>2 = Hardly true</b> <b>3 = Moderately true</b> <b>4 = Exactly true</b>	
I can always manage to solve difficult problems if I try hard enough.	
If someone opposes me, I can find the means and ways to get what I want.	
It is easy for me to stick to my aims and accomplish my goals.	
I am confident that I could deal efficiently with unexpected events.	
Thanks to my resourcefulness, I know how to handle unforeseen situations.	
I can solve most problems if I invest the necessary effort.	
I can remain calm when facing difficulties because I can rely on my coping abilities.	
When I am confronted with a problem, I can usually find several solutions.	
If I am in trouble, I can usually think of a solution.	
I can usually handle whatever comes my way.	
Add up the numbers from each row in the last column. This total equals your self-efficacy score. The higher the score, the greater your self-efficacy or confidence in your ability to successfully manage an illness or follow through with behavior change. This score may change over time.	<div style="border: 1px solid black; width: 100%; height: 100%;"></div>

Adapted from:

Schwarzer R & Jerusalem M. Generalized self-efficacy scale.  
 In J Weinman, S Wright, & M Johnston. *Measures in health psychology: A user's portfolio. Causal and control beliefs.* Windsor, England: NFER-NELSON; 1995: 35-37.