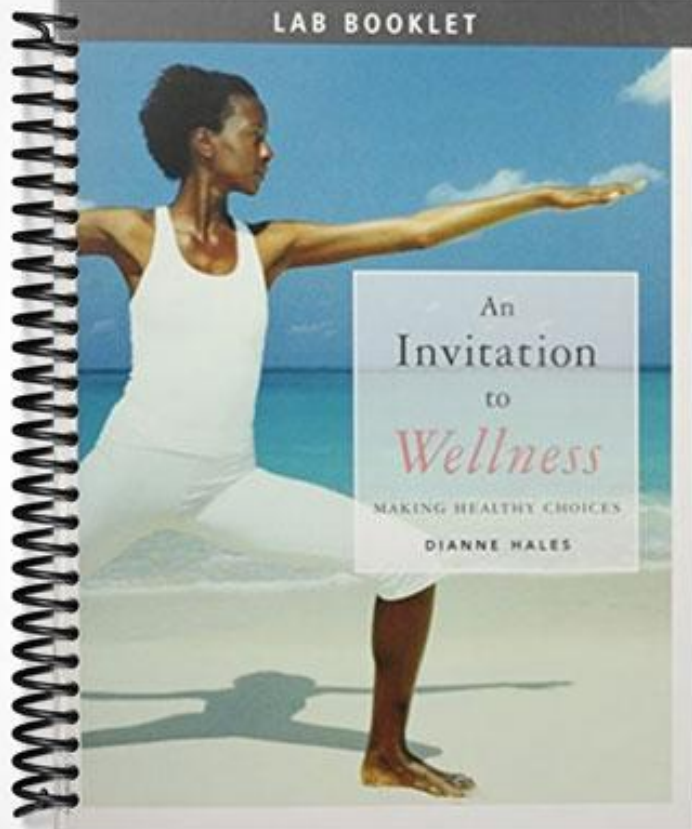


SOLUTIONS MANUAL

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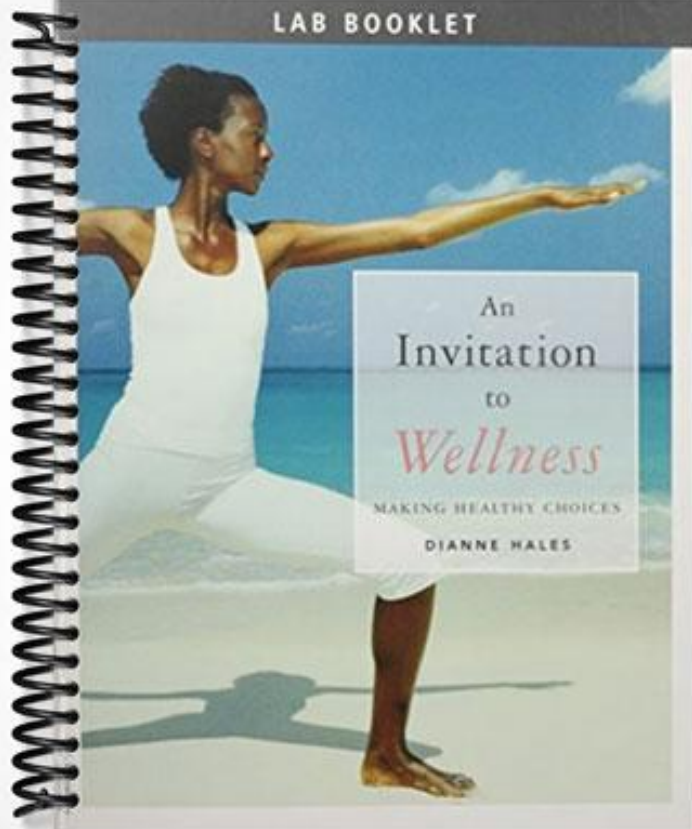
An
Invitation
to
Wellness

MAKING HEALTHY CHOICES

DIANNE HALES

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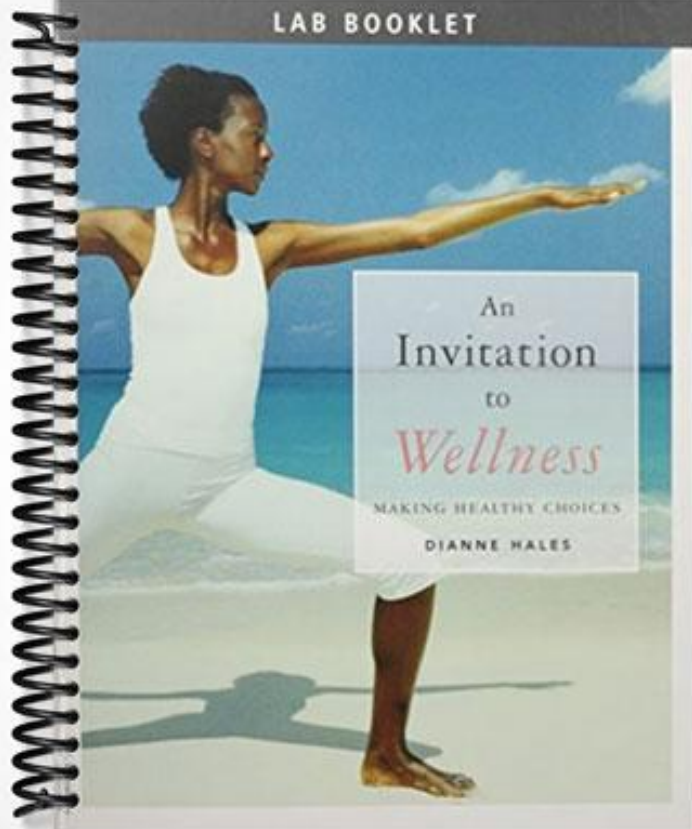
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Making Healthy Choices

Learning Objectives

After studying this chapter in the text, the student should be able to:

1. Define the three factors that shape health behaviors.
2. Name the three key components of the Transtheoretical Model of Change.
3. Describe the stages of change and give an example of each.
4. Name at least two mental attitudes that can help you successfully make a change.

Chapter Summary

This chapter is a primer in behavioral change. It describes the factors that influence health behavior and the stages of readiness for change.

Lecture Outline

- I. Changing Health Behaviors
 - A. Understanding Health Behavior
 1. Nearly half of all deaths in the United States are linked to behaviors such as tobacco use, improper diet, abuse of alcohol and other drugs, use of firearms, motor vehicle accidents, risky sexual practices, and lack of exercise.
 2. To make lasting beneficial changes, you have to understand the three types of influences that shape behavior: predisposing, enabling, and reinforcing factors.
 - a. Predisposing factors include knowledge, attitudes, beliefs, values, and perceptions.
 - i. Beliefs are more powerful than knowledge and attitudes, and researchers report that people are most likely to change health behavior if they hold three beliefs.
 - (a) Susceptibility. They acknowledge that they are at risk for the negative consequences of their behavior.
 - (b) Severity. They believe that they may pay a very high price if they don't make a change.
 - (c) They believe that the proposed change will be advantageous to their health.
 - b. Enabling factors include skills, resources, accessible facilities, and physical and mental capacities.
 - i. Before you initiate a change, assess the means available to reach your goal.
 - c. Reinforcing factors may be praise from family and friends, rewards from teachers or parents, or encouragement and recognition for meeting a goal.
 - i. To make a difference, reinforcement must come from within.

II. The Transtheoretical Model of Change

- A. This theoretical model of behavioral change, developed by psychologist James Prochaska and his colleagues, focuses on the individual's decision making rather than on social or biological influences on behavior.
1. The key components of the transtheoretical model of change are described as:
 - a. Stages of Change
 - b. Process of Change – cognitive and behavior activities that facilitate change.
 - c. Self-Efficacy – the confidence people have in their ability to cope with challenge.
 2. According to the transtheoretical model of change, individuals progress through a sequence of stages as they make a change. No one stage is more important than another, and people often move back and forth between them.
 - a. Pre-contemplation. Whether or not they're aware of a problem behavior, people in this stage have no intention of making a change in the next six months.
 - b. Contemplation. Individuals in this stage are aware they have a problem behavior and are considering changing within the next six months.
 - c. Preparation. People in this stage intend to change a problem behavior within the next month.
 - d. Action. People in this stage are modifying their behavior according to their plan.
 - e. Maintenance. In this stage, individuals have continued to work at changing their behavior and have avoided relapse for at least six months.
 - f. Termination. While it may take two to five years, a behavior becomes so deeply ingrained that a person can't imagine abandoning it.
- B. The Processes of Change – anything you do to modify your thinking, feeling, or behavior can be called a change process. The nine included in the transtheoretical model are:
1. Consciousness-Raising. The most widely used change process involves increasing knowledge about yourself or the nature of your problem.
 2. Social Liberation. This process takes advantage of alternatives in the external environment that can help you begin or continue your efforts to change.
 3. Emotional Reward. This process, also known as dramatic relief, works on a deeper level than consciousness-raising and is equally important in the early stages of change.
 4. Self-Reevaluation. This process requires a thoughtful reappraisal of your problem, including an assessment of the person you might be once you have changed the behavior.
 5. Commitment. This process acknowledges first privately and then publicly – that you are responsible for your behavior and the only one who can change it.
 6. Countering. Or counter-conditioning, substitutes unhealthy behaviors with healthy ones.
 7. Environmental Control. This action-oriented process restructures your environment so you are less likely to engage in problem behavior.
 8. Helping Relationships. This process recruits individuals—family, friends, therapist, coach—to provide support, caring, understanding, and acceptance.
- C. Self-Efficacy and Locus of Control
1. Self-efficacy is the belief in your ability to change and to cope with challenge.
 2. Locus of control is the sense of being in control of your life.

3. Your confidence in your ability to cope with challenge can determine whether you can and will succeed in making a change.
 - a. Albert Bandura found that the individuals most likely to reach a goal are those who believe that they can—self-efficacy.
 - i. Among people who begin an exercise program, those with lower self-efficacy are more likely to drop out.
 4. If you believe that your actions will make a difference in your health, your locus of control is internal.
 5. If you believe that external forces or factors play a greater role, your locus of control is external.
- D. How You Change
1. Decisional Balance – Involves consideration of the consequences of change to yourself and others and the reactions of both yourself and others as a result of change.
 2. Self-Management – Once you’ve identified the situations, moods, thoughts, or people that act as cues for a behavior, identify the most powerful ones and develop a plan to avoid them.
 3. Norms – Social and cultural norms—behaviors that are expected, accepted, or supported by a group—can make change much harder if they’re constantly working against a person’s best intentions.
 4. Self-Talk –The messages you send yourself.
 5. Incentives – Can be from family or friends but your own commitment to making a change has got to be strong enough to help you sustain your new behaviors.
 - a. Reinforcements – either positive (a reward) or negative (a punishment) also can play a role.
- III. Going for Your Goals
- A. Set Your Sight on a Destination or Target
1. A specific, focused, realistic goal—like developing your upper body strength or reaching a certain weight—can fast-forward you into the future.
 2. The more vividly that you can see, feel, touch, and taste what you want, the more likely you are to achieve it.
- B. Take a Step and a Stretch
1. Think of these steps like stair steps that lift you out of your comfort zone and keep you moving forward.
 - a. What skills do I need to achieve this?
 - b. What information and knowledge must I acquire?
 - c. What help, assistance, or resources do I need?
 - d. What can block my program?
 - e. Whom can I turn to for support?
 - f. Who or what is likely to get in my way?
 - g. How am I most likely to sabotage myself?
 2. What is an affirmation?
 - a. Affirmation – a single positive sentence.
- C. Visualize the Hurdles – If you think ahead to what might go wrong, you can come up with ways of going over, under, around, or through whatever obstacles you encounter.
1. Go all the way – Despite good intentions and considerable progress, many people give up their goals just before the rainbow’s end—and congratulate themselves for getting that far.

- IV. Making Good Wellness Decisions
 - A. Every day you make decisions that have immediate and long-term effects on your health.
 - 1. Set priorities.
 - 2. Inform yourself.
 - 3. Consider all options.
 - 4. Tune in to your gut feelings.
 - 5. Consider worst-case scenario.
 - B. Unhealthy Habits on Campus
 - 1. Often on their own for the first time, college students leave behind their family's ways of eating, sleeping, and relaxing and develop new habits and routines—usually not healthier ones.
 - C. How Can I Change a Bad Health Habit?
 - 1. Moral Model – You take responsibility for a problem and its solutions; success depends on adequate motivation, while failure is seen as a sign of character weakness.
 - 2. Enlightenment Model – You submit to strict discipline to correct a problem; this is the approach used in Alcoholics Anonymous.
 - 3. Behavioral Model – Involves rewarding yourself when you make positive changes.
 - 4. Medical Model – Sees the behavior as caused by forces beyond your control and employs an expert to provide advice or treatment.
 - 5. Compensatory Model – Doesn't assign blame but puts responsibility on individuals to acquire whatever skills or power they need to overcome their problems.
- V. Recovering from a Relapse
 - A. If you do relapse from your goals, try the following steps.
 - 1. Gather data.
 - 2. Reassess your goals.
 - 3. Check with a doctor.
 - 4. Problem-solve:
 - a. What is your biggest wellness problem right now?
 - b. List every way you can think of to solve this problem.
 - c. Read over your solution list and put a check by those that make the most sense for your lifestyle.
 - 5. Autopsy setbacks:
 - a. What blindsided, distracted, demoralized, or otherwise derailed you?
 - b. What excuses did you use?
 - c. Who were the saboteurs who undermined your efforts?
 - d. How did they sidetrack you?
 - 6. Now focus on the future:
 - a. What potential pitfalls do you anticipate?
 - b. How will you overcome them?
 - c. What are your backup plans in case something or someone unexpectedly tries to sabotage your current efforts to change a health behavior?

Discussion Questions

- Ask students how they handle the sometimes newfound freedom they have achieved since attending college. How do they believe their parents would handle and react to their new behaviors? How does this sense of independence affect their health? What health challenges do they face?
- Have students identify where they are on the Wellness-Illness Continuum. Be sure they include all six domains of health. What does the Wellness Illness Continuum represent? Can you fluctuate on this continuum? What causes those fluctuations?
- Review the various behavior change models and discuss which models students would be most comfortable with if they were to make a change. Why did they select the one they did? Do they see strengths and weaknesses in each? Discuss those differences. Are there behaviors that might be more suited for a particular model?
- Ask students to reflect on a personal change attempt. Discuss positive strategies they used. Discuss unsuccessful attempts. Why were they unsuccessful? What could they have done differently?
- Have students brainstorm the challenges that various ethnicities, races, religions, genders, and sexual orientations might bring to the health care system. What actions can governments, universities, hospitals, and other healthcare facilities and individuals take to address these differences?
- Identify some of the religious differences that might affect the overall health of an individual for the better or worse. Are individuals from particular religious groups more prone to certain diseases? Can changes be made to eliminate this risk factor?
- What factors in the healthcare system might keep various individuals from keeping up with their health? For example: brochures that only display one race or physicians who may not clarify health questions, i.e. "Are you sexually active?" Does this mean in the last week, two hours ago, or in your lifetime? Also, what does sexually active mean? What if you are a lesbian or a gay man? Do these vary the definition? What about "Do you drink alcohol?" Often a person might reply, "Yes, but only once a week." This may still be a problem if that one time a week he or she drinks 5-8 drinks.

Classroom Activities

Activity #1: Overcoming Great Odds

Purpose:

1. To obtain a better understanding of how individuals have overcome various obstacles to improve their overall health.
2. To awaken our thoughts as to the power of the human spirit and the difficulties we face when making changes.

Time:

At least one class period should be set aside for a guest to present to the class and to allow for questions. You may want to set aside additional time at the next class period to answer any questions or address any concerns after the presentation has had a chance to really sink in with students.

Introduction:

The instructor will provide various health behaviors that many of us try to overcome and often fail. A discussion or lecture on some of the obstacles that arise when making changes should be allowed as well as providing the students with information on the various models often used to assist individuals with making healthy behavior changes.

Method:

1. After discussing the steps behind making a healthy choice to change unhealthy behaviors, invite someone from the community to talk to the class about overcoming their own personal obstacles to make a healthy change.
 - a. Some examples of individuals that you might ask include: someone who has gone through Alcoholics Anonymous, Narcotics Anonymous, or Weight Watchers.
2. Ask this person to present to the class on some of the challenges they have had to overcome to become healthier despite their challenge.
3. Have them address some of the following:
 - a. How did they have to make changes within each of the health domains?
 - b. What were some of the greatest obstacles? What steps did they take to reach success?
 - c. Had they tried to make changes prior to their challenge? What was the difference?
 - d. What type of support were they given? From family? Friends?

Discussion:

1. Ask students their thoughts about the speaker. Were they inspired? Why do they think the person failed to make changes prior to their challenge?
2. What would they do in a similar situation? How would they get motivated to make necessary changes?
3. Why do they think it is so difficult to get support for behaviors that are often looked at as weaknesses in our society? Is there a difference in these types of behaviors from other non-healthy behaviors?

References, Readings, and Resources

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- Bandura, A. (1977). *Social Learning Theory*. New York: General Learning Press.
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Films and Videocassettes

"Doctors Ought To Care"

(Dr. Alan Blum discusses good and bad health habits and self-prevention strategies.)

Hogg Foundation for Mental Health

Hogg Foundation Library

P.O. Box 7998

University of Texas

Austin, TX 78712

"Healthy Lifestyle"

(This multimedia program provides information to help people make the best decisions for living healthy and feeling good.)

Films for the Humanities & Sciences

PO Box 2053

Princeton, New Jersey 08543-2053

www.films.com

"Promoting Healthy Behavior"

(This program introduces the basic concepts of health and wellness, emphasizing that well-being is a multidimensional concept that exerts an ongoing influence throughout one's life. By promoting an understanding of the factors that affect personal health and an awareness of what can and cannot be controlled, viewers are invited to take a proactive role in their personal health.)

Films for the Humanities & Sciences
PO Box 2053
Princeton, New Jersey 08543-2053
www.films.com

"Health and Lifestyles"

(Lifestyles have an effect upon health; it's never too late to begin the change process.)

Spectrum Films
2755 Jefferson Street, Suite 108
Carlsbad, CA 92088

"The Science of Wellness"

(This program investigates the ramifications of applying the theories of preventive medicine—modifications in diet and lifestyle.)

Films for the Humanities & Sciences
PO Box 2053
Princeton, New Jersey 08543-2053
www.films.com

"The Wellness Revolution"

(Charge of your physical and mental well-being; choosing healthful lifestyles.)

Modern Talking Picture Service
Film Scheduling Center
500 Park Street
North St. Petersburg, FL 33709

"Total Health: Achieving Your Personal Best"

Films for the Humanities & Sciences
PO Box 2053
Princeton, New Jersey 08543-2053
www.films.com

"What Is Your Health Hazard Risk?"

(Provides guidance for improving health and longevity through health quiz.)

IBIS Media
175 Tompkins Avenue
Pleasantville, NY 10570

Internet Resources

Centers for Disease and Prevention

Provides a wide variety of information and is a gateway to specific CDC agencies.

<http://www.cdc.gov>

Health Calculators by Dr. Koop

Take at least 10 of the 21 quick health risk assessments to learn how to best manage your health and decrease risk factors. Some of the areas covered by these personal health calculators include diabetes, pregnancy due date, fitness, diet and nutrition, smoking, sleep, stress, HIV risk, and heart disease risk.

<http://www.drkoop.com/tools/calculator>

Healthfinder

Search engine of the National Institute of Health.

<http://www.healthfinder.gov>

Health web

Provides a link to a large variety of health issues

<http://healthweb.org>

LiveWell Health Risk Appraisal

This comprehensive site sponsored by the National Wellness Institute features a series of self-assessment surveys composed of questions in a variety of wellness dimensions, including physical fitness, nutrition, self-care, drugs, emotional health, and spiritual wellness.

http://wellness.uwsp.edu/Health_Service/services/livewell

National Health Information Center

Helps put individuals in touch with the organizations that can provide answers to health-related questions.

<http://www.health.gov/nhic/>

National Institutes of Health

A governmental organization that supplies data and resources on a wide variety of health issues.

<http://www.nih.gov>

The Transtheoretical Model

This excellent site features self-assessment tools to help you personally determine what stage of change you are in, based on the transtheoretical model for the following behaviors: smoking, exercise, eating and diet, alcohol and drug behaviors, condoms and HIV prevention.

http://www2.msstate.edu/~bhunt/Stages_of_Change_Theory/transtheoretical.html

U.S. National Library of Medicine

This excellent governmental web site features information on a variety of medical conditions, current health topics, research projects, directories of doctors, hospitals, and other health care providers, as well as access to other online medical resources such as Medline.

<http://www.nlm.nih.gov>

