# Course Title (for Word Outline Purposes Only)

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| **Object** | **Content** |
| **Course Title** | Basic Transtheoretical Model and Stages of Change Training |
| **Language Code** | en-US |
| **Palette Id** | default |
| **Use System Fonts** | false |
| **First Page** | 001 |
| **Completion Page** | 001 |
| **Contents Page** | 001 |
| **Module Title** | Part 3 |
| **Abbreviated Module Title** | Enter the abbreviated module title here |
| **Notes** | These will not be included in course output |

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| **Object** | **Content** |
| **Unit Title** | Enter unit title here |
| **Abbreviated Title** | Enter unit abbreviated title here |
| **Notes** | These will not be included in course output |

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| **Object** | **Content** |
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| **Template** | A1 |
| **Menu Title** | TBD |
| **Image** | /content/shared/images/placeholders/placeholder.jpg |
| **Header** | Basic Transtheoretical Model and Stages of Change Training |
| **Subheader** | Part 3 |
| **Audio File** | ${CONTENT\_ROOT}/audio/t3\_intro.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | Insert Audio CC Text here |
| **Notes** | These will not be included in course output |

## Slide 1

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| **Object** | **Content** |
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| **Button Image 1** | /content/shared/images/placeholders/placeholder.jpg |
| **Button Label 1** | Section 1: Introduction |
| **Page Number 2** | 004 |
| **Button Image 2** | /content/shared/images/placeholders/placeholder.jpg |
| **Button Label 2** | Section 2: Precontemplation Stage Strategies |
| **Page Number 3** | 014 |
| **Button Image 3** | /content/shared/images/placeholders/placeholder.jpg |
| **Button Label 3** | Section 3: Contemplation Stage Strategies |
| **Page Number 4** | 024 |
| **Button Image 4** | /content/shared/images/placeholders/placeholder.jpg |
| **Button Label 4** | Section 4: Preparation Stage Strategies |
| **Page Number 5** | 034 |
| **Button Image 5** | /content/shared/images/placeholders/placeholder.jpg |
| **Button Label 5** | Section 5: Action Stage Strategies |
| **Page Number 6** | 044 |
| **Button Image 6** | /content/shared/images/placeholders/placeholder.jpg |
| **Button Label 6** | Section 6: Maintenance Stage Strategies |
| **Notes** | Additional section that doesn't fit into current template:  Section 7: Readiness to Use a Stage Approach |

## Slide 2

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| **Object** | **Content** |
| **Unit Title** | Unit 1: Introduction |
| **Abbreviated Title** | Enter a shortened version of the title here, if necessary |
| **Notes** | These will not be included in course output |

# Unit Title (for Word Outline Purposes Only)

# Slide 3

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| **Object** | **Content** |
| **Layout** |  |
| **Template** | A4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/sectionTitleImage1.jpg |
| **Header** | Unit 1: Introduction |
| **Subtitle** | In this section, you will receive an introduction to stage-matched principles and processes of change. |
| **Audio File** | ${CONTENT\_ROOT}/audio/t3\_transition.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** |  |
| **Notes** | These will not be included in course output |

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| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_11.jpg |
| **Header** | “The only person we can truly change is our self.”  —L. Hunter Louins |
| **Notes** | These will not be included in course output |

## Slide 4

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| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_11.jpg |
| **Bullets** | |  |  | | --- | --- | | Stage-matched principles and processes of change | 0:01 | |  | 0:03 | |  | 0:05 | |  | 0:07 | |  |  | |  |  | |
| **Footer** |  |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio1.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | In Part 1, we reviewed the Stages of Change, Decisional Balance, and Self-Efficacy in some detail, and touched on the Processes of Change. We’ll be talking about the stage-matched principles and processes of change in more detail now. These are the primary elements of the Counselors’ and Coaches’ Toolkit.    Over thirty-five years of research on the TTM has shown that self-changers in different stages naturally rely on different principles and processes of change. These patterns between the stages and principles and processes of change help guide the development of TTM interventions.    The precise pattern differs from behavior to behavior, and from population to population. So we use research data on a particular behavior and population to uncover those patterns and develop guidance for intervention. |
| **Notes** | **Audio:**  In Part 1, we reviewed the Stages of Change, Decisional Balance, and Self-Efficacy in some detail, and touched on the Processes of Change. We’ll be talking about the stage-matched principles and processes of change in more detail now. These are the primary elements of the Counselors’ and Coaches’ Toolkit.    Over thirty-five years of research on the TTM has shown that self-changers in different stages naturally rely on different principles and processes of change. These patterns between the stages and principles and processes of change help guide the development of TTM interventions.    The precise pattern differs from behavior to behavior, and from population to population. So we use research data on a particular behavior and population to uncover those patterns and develop guidance for intervention. |

## Slide 5

## Slide 6

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| **Object** | **Content** |
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| **Template** | CR-Grid |
| **Menu Title** | Enter the title for the page as it should appear in the menu (e.g., Welcome) |
| **Click and Reveal** | |  |  |  | | --- | --- | --- | | **Layout** | **Show Tooltip** | **Columns** | | click-and-reveal-grid-1x3 | true | 3 |  |  |  | | --- | --- | | **Audio File** | /content/shared/audio/placeholders/placeholder.mp3 | | **Audio CC Title** | Audio CC Title | | **Audio CC** | Audio CC Text |  |  |  | | --- | --- | | Click and Reveal Item 1 | | | **Label** | Click and reveal button label | | **Reveal Text** | Click and reveal detail text | | **Thumbnail** | /content/shared/images/placeholders/placeholder.jpg | | **Reveal Image** | /content/shared/images/placeholders/placeholder.jpg |  |  |  | | --- | --- | | Click and Reveal Item 2 | | | **Label** | Click and reveal button label | | **Reveal Text** | Click and reveal detail text | | **Thumbnail** | /content/shared/images/placeholders/placeholder.jpg | | **Reveal Image** | /content/shared/images/placeholders/placeholder.jpg |  |  |  | | --- | --- | | Click and Reveal Item 3 | | | **Label** | Click and reveal button label | | **Reveal Text** | Click and reveal detail text | | **Thumbnail** | /content/shared/images/placeholders/placeholder.jpg | | **Reveal Image** | /content/shared/images/placeholders/placeholder.jpg | |
| **Notes** | These will not be included in course output |

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| **Layout** |  |
| **Template** | B1 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_2.jpg |
| **Header** | General Guidelines |
| **Bullet Title** |  |
| **Bullets** | |  |  | | --- | --- | | Use experiential processes of change in early stages, Precontemplation and Contemplation | 0:02 | | Consciousness Raising (Become Informed) | 0:02 | | Dramatic Relief (Increase Emotional Awareness) | 0:02 | | Environmental Reevaluation (Consider Others) | 0:02 | | Self-Reevaluation (Consider Your Self-Image) | 0:02 | | Social Liberation (Notice the Public Effort) | 0:02 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio2.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | A general rule of thumb for stage-matching is to use the experiential processes of change, which are those that involve thinking and feeling, with people in the early stages of Precontemplation and Contemplation. |
| **Notes** | **Audio:**  A general rule of thumb for stage-matching is to use the experiential processes of change, which are those that involve thinking and feeling, with people in the early stages of Precontemplation and Contemplation. |

## Slide 6

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| **Layout** |  |
| **Template** | B1 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_2.jpg |
| **Header** | General Guidelines |
| **Bullet Title** |  |
| **Bullets** | |  |  | | --- | --- | | Use behavioral processes of change in later stages, Action and Maintenance | 0:02 | | Helping Relationships (Get Support) | 0:02 | | Counter Conditioning (Use Substitutes) | 0:02 | | Reinforcement Management (Use Rewards) | 0:02 | | Stimulus Control (Manage Your Environment) | 0:02 | |  | 0:02 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio3.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | When working with people in the later stages of Action and Maintenance, use the behavioral processes of change, which are those that involve making commitments and doing. |
| **Notes** | **Audio**:  When working with people in the later stages of Action and Maintenance, use the behavioral processes of change, which are those that involve making commitments and doing. |

## Slide 7

# Slide 8

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| **Object** | **Content** |
| **Layout** |  |
| **Template** | B5 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_2.jpg |
| **Header** | General Guidelines |
| **Bullets** | |  |  | | --- | --- | | Use both experiential and behavioral processes of change in Preparation, but focus on commitments | 0:02 | | Self-Liberation (Make a Commitment) | 0:08 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio4.mp3 |
| **Audio Title** | Audio Title |
| **Audio CC** | The Preparation stage falls in the middle and is a transitional stage in which a counselor can incorporate both experiential and behavioral processes of change. Across behaviors and populations, Self-Liberation tends to be especially important in the Preparation stage. |
| **Notes** | **Audio:**    The Preparation stage falls in the middle and is a transitional stage in which a counselor can incorporate both experiential and behavioral processes of change. Across behaviors and populations, Self-Liberation tends to be especially important in the Preparation stage. |

## Slide 9

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| **Layout** |  |
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| **Menu Title** | TBD |
| **Image** | /content/shared/images/placeholders/placeholder.jpg |
| **Header** | Activity |
| **Body Text** |  |
| **Subhead** |  |
| **Notes** | Narrator/Coach: When I work with counselors and coaches, I like to ask them to think about the change strategies and interventions they use the most in their own work and to write them down. As we move through this session, try to match your own strategies to the principles and processes of change.    Take a few minutes now to write down on a piece of paper the strategies and interventions you rely on most often. If you haven’t worked as a coach or counselor, think about the strategies you use to help others around you change their behavior. Keep this piece of paper handy, as we will be talking about the strategies and interventions you wrote down later in this session.    Student: How about being accepting of the other person?    Narrator/Coach: That’s an example of one of the processes of change, Helping Relationships.    Student: How about helping people to see that they have options—that there’s more than one way to look at the problem, or more than one way to approach it?    Narrator/Coach: Helping people learn about different alternatives to their current behavior is an example of Consciousness Raising.    Letting them choose a particular approach to changing their behavior is a good example of Self-Liberation.    Student: How about talking to them about what they’ll miss if they change their behavior?    Narrator/Coach: Missing their behavior or the things associated with it represents the Cons of changing. The Counselors’ and Coaches’ Toolkit includes strategies for reducing the Cons, one of the principles of change.     Narrator/Coach: Maybe you wrote down being accepting of the other person? That is an example of one of the processes of change, Helping Relationships.    Or perhaps you noted something about helping people to see that they have options—that there’s more than one way to look at the problem, or more than one way to approach it.When you help people learn about different alternatives to their current behavior that is an example of Consciousness Raising. And letting them choose a particular approach to changing their behavior is a good example of Self-Liberation.      Narrator/Coach: If you wrote talking about missing their behavior or the things associated with it you’re helping your client identify the Cons of changing. The Counselors’ and Coaches’ Toolkit includes strategies for reducing the Cons, one of the principles of change.    Narrator/Coach: When you praise your client for steps taken, that’s Reinforcement Management, or rewards. Eventually we’ll want to encourage people to reward themselves, or notice the intrinsic rewards of their behavior, so they don’t need to rely on others.    Narrator/Coach: So how can we help people in Precontemplation?    Here with clients in Precontemplation you can use MI skills of expressing empathy, developing discrepancy, rolling with resistance, and supporting self-efficacy.We can also avoid lectures and confrontation. We don’t want to try to push them to Action. If we can move them just one stage, to Contemplation, we’ve done well. That’s a big step.    So change does not equal action. Change means progress.    Interventions for people in Precontemplation should be less intensive than for people in the later stages. We may feel the urge to work faster or push harder because they have further to go. But the harder we push, the more likely we are to overwhelm them and generate resistance.    Multiple, brief contacts are helpful.    The goal is to engage Precontemplators in the change process.    Showing empathy is a great start. There are reasons people resist change and want to hold on to the status quo. Can you imagine if no one resisted change? We’d be changing so quickly that the world would be chaotic. So resisting change can be adaptive. There may be some good reasons that people aren’t ready to take action right now.    The question is: How can we create an environment that supports and facilitates change?      Narrator/Coach: In the early stages, such as Precontemplation, it may be important to focus on Social Liberation—to help people notice how the world is changing to support the new behavior.    We ask people to notice the public effort—for example, to think about how our society has changed to support smoking cessation with its anti-smoking policies.    Society is also changing to support a healthier diet. For example, New York City, Philadelphia, Stamford, Connecticut, Montgomery County, Maryland, and the state of California have all passed laws banning trans fats from restaurants and bakeries. Also, the 2010 health care reform bill requires chain restaurants with more than 20 locations to post calorie information on their menus, and the USDA released nutritional guidelines for snacks that are sold in schools, in an effort to address the growing problem of obesity and overweight among school-age children in the U.S.  Think about how these social changes can facilitate individual change. But for them to have an impact, clients need to pay attention to them, and acknowledge them.    One of the problems is that people may experience policy changes as coercive. Smokers may become frustrated or angry that there are fewer and fewer places to smoke, or may feel discriminated against.    You might reframe social policies as opportunities rather than as coercion. These policies are making it easier for your client to make positive changes.      Narrator/Coach: Here are some key phrases and questions that can help increase Social Liberation.    We have found that as people move through the stages of change they are more open to supporting social policies.        Narrator/Coach: The guidelines for intervention for those clients in Contemplation are to:  Encourage weighing the Pros and Cons;  Continue to raise consciousness; and,  Encourage evaluation of self-image.        In general, interventions for Contemplators can be more intensive than for Precontemplators, but it’s important to keep the goals for Contemplators small. The aim is to motivate the Contemplator to progress to the next stage.      Narrator/Coach: In Precontemplation, we raised consciousness by providing basic information.    Now, we want to encourage clients to become more informed and pay more attention to their behavior—to its triggers and consequences. When do they want to smoke? When they first get up in the morning? After a meal? And what happens afterward? Do they feel relaxed? For how long? Do they feel guilty? And how long is it before they want their next cigarette?    We also want to encourage clients to identify questions that they think are important. If clients happen to mention something they’d like to learn more about, run with that. You don’t need to be the expert. Rather, you want to encourage clients to search for answers themselves. Be prepared to refer them to resources like articles, web sites, and experts.    Can you think of other strategies for raising consciousness for clients in the Contemplation stage?      Narrator/Coach: Self-Liberation is both believing that one can change and making commitments to act on that belief. In the Contemplation stage, people aren’t ready to make a commitment to change. But they may be ready to make a commitment to take a small, preliminary step. To encourage that kind of commitment, we introduce choices.    We want to ensure that steps are realistic, concrete, and measurable.      For example, ask Contemplators to select one of several small steps, or to choose one of their own that they will do during the next month. Small steps could include taking a ten-minute walk every day, using 1% milk or nonfat milk, talking with a close friend about worries or concerns, or delaying that first cigarette each day by ten minutes.    Also, it turns out that people are more likely to follow through with a commitment if they tell someone about it. So by sharing their commitment with you, they’re increasing their likelihood of success. You could also encourage your client to tell someone else about their goal. People feel good about meeting their goals, even if they’re small onesThey’ve achieved something, which helps them to see that larger changes are possible, too. This is a way of building self-efficacy, another TTM change principle.        Narrator/Coach: In Contemplation, we encouraged people to make a commitment to a small goal—to take a small step. In Preparation, we encourage them to make a commitment to take action. Again, making commitments is a part of the process of change of Self-Liberation.    In Preparation, people can strengthen their commitment by:    Developing an action plan    Setting a quit or start date, and writing it down    Telling others about their plan    As counselors and health coaches, you’re going to be helping clients make an action plan. To minimize resistance, it’s helpful to offer three choices for taking action. For smoking cessation, you could present three choices for quitting—nicotine replacement therapy, going cold turkey, and gradual reduction. Ask clients to imagine using each of these approaches to quitting and to identify the one that is most appealing and most likely to work for them. For exercise, you could help clients identify and select from different forms of exercise—like walking, running, or swimming. Which option is most appealing and likely to work?  Again, people are much more likely to follow through on a commitment if they tell others about it. By talking with you about their plan, and telling others, they’re more likely to follow through. You could even role play with your clients about how they will tell others about their plan.    A good idea is to ask people in the Preparation stage to set a start or quit date in the next 30 days, and to schedule a call or a meeting to check in with them 3 days after that.      Narrator/Coach:  For Maintenance, we want to continue to focus on relapse prevention. We want to work to consolidate gains and increase self-efficacy. The goal is to make the new behavior a habit.    Maintenance is a dynamic, not a static, stage. Most people remain at risk for relapse, especially during times of distress. So it is especially important to help clients improve their coping skills.    For many people, Maintenance can be a life-long struggle. For some people, boredom is a risk factor for relapse. One way to address that risk is to add variety—for example, add variety to a healthy diet or to an exercise or stress management routine. |

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| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/People\_5.jpg |
| **Header** | “If you never change your mind, why have one?”  —Edward De Bono |
| **Notes** | These will not be included in course output |

## Slide 10

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| **Object** | **Content** |
| **Unit Title** | Unit 2: Precontemplation Stage Strategies |
| **Abbreviated Title** | Enter a shortened version of the title here, if necessary |
| **Notes** | These will not be included in course output |

# Unit Title (for Word Outline Purposes Only)

# Slide 11

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| **Object** | **Content** |
| **Layout** |  |
| **Template** | A4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/sectionTitleImage1.jpg |
| **Header** | Unit 2: Precontemplation Stage Strategies |
| **Subtitle** | In this section, you will learn about the hallmarks, basic approaches to intervention, and principles and processes of change for the Precontemplation Stage. |
| **Audio File** | ${CONTENT\_ROOT}/audio/t3\_transition.mp3 |
| **Audio Title** |  |
| **Audio CC** |  |
| **Notes** | These will not be included in course output |

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| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_4.jpg |
| **Header** | “People must take responsibility for their own change.”  —The Change Companies® |
| **Notes** | These will not be included in course output |

## Slide 12

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| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | TBD |
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| **Footer** |  |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio6.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | Now we are going to go through each stage of change. We’ll talk about the hallmarks of each stage, the basic approaches to intervention, and stage-matched principles and processes of change. Materials that summarize some of the key phrases and questions for each principle and process we discuss are available through the resource link you clicked at the start of Part 1.    Let’s start with the first stage, Precontemplation. |
| **Notes** | Note: This image will be redesigned.    **Audio:**  Now we are going to go through each stage of change. We’ll talk about the hallmarks of each stage, the basic approaches to intervention, and stage-matched principles and processes of change. Materials that summarize some of the key phrases and questions for each principle and process we discuss are available through the resource link you clicked at the start of Part 1.    Let’s start with the first stage, Precontemplation. |

## Slide 13

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| **Layout** |  |
| **Template** | B1 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Interactions\_7.jpg |
| **Header** | Precontemplation Hallmarks |
| **Bullet Title** |  |
| **Bullets** | |  |  | | --- | --- | | Cons of changing outweigh the Pros | 0:02 | | Can be defensive, resistant, demoralized | 0:02 | | Compared to individuals in Contemplation and Preparation… | 0:02 | | Less engaged | 0:02 | | Have made fewer change attempts | 0:02 | | Use the processes of change far less | 0:02 | | Less likely to believe they can change their behavior | 0:02 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio7.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | In Precontemplation, the Cons of changing outweigh the Pros. People can be defensive, resistant, or demoralized.    Compared to individuals in Contemplation and Preparation, Precontemplators are less engaged. They have made fewer change attempts and use the processes of change far less. They can be quite passive. They’re less likely to believe they can change their behavior. |
| **Notes** | **Audio:**  In Precontemplation, the Cons of changing outweigh the Pros. People can be defensive, resistant, or demoralized.    Compared to individuals in Contemplation and Preparation, Precontemplators are less engaged. They have made fewer change attempts and use the processes of change far less. They can be quite passive. They’re less likely to believe they can change their behavior. |

## Slide 14

## Slide 15

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| **Layout** |  |
| **Template** | B1-Long-Title |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Interactions\_7.jpg |
| **Header** | Precontemplation:  Guidelines for Intervention |
| **Bullet Title** |  |
| **Bullets** | |  |  | | --- | --- | | Show empathy | 0:02 | | Avoid lectures and confrontation | 0:02 | | Don’t try to move to action | 0:02 | | Change does not equal action; change means progress to the Contemplation stage | 0:02 | | Interventions should be less intensive than for individuals in the later stages | 0:02 | | Multiple brief contacts are helpful | 0:02 | | The goal is to engage in the change process | 0:02 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio8.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | How can we help people in Precontemplation?    With clients in Precontemplation you can use MI skills of expressing empathy, developing discrepancy, rolling with resistance, and supporting self-efficacy. Avoid lectures and confrontation - we don’t want to try to push them to Action. If we can move them just one stage, to Contemplation, we’ve done well. That’s a big step.    Change does not equal action. Change means progress.    Interventions for people in Precontemplation should be less intensive than for people in the later stages. We may feel the urge to work faster or push harder because they have further to go. But the harder we push, the more likely we are to overwhelm them and generate resistance.    Multiple, brief contacts are helpful. The goal is to engage Precontemplators in the change process.    The question is: How can we create an environment that supports and facilitates change? |
| **Notes** | **Audio:**  How can we help people in Precontemplation?    With clients in Precontemplation you can use MI skills of expressing empathy, developing discrepancy, rolling with resistance, and supporting self-efficacy. Avoid lectures and confrontation - we don’t want to try to push them to Action. If we can move them just one stage, to Contemplation, we’ve done well. That’s a big step.    Change does not equal action. Change means progress.    Interventions for people in Precontemplation should be less intensive than for people in the later stages. We may feel the urge to work faster or push harder because they have further to go. But the harder we push, the more likely we are to overwhelm them and generate resistance.    Multiple, brief contacts are helpful. The goal is to engage Precontemplators in the change process.    The question is: How can we create an environment that supports and facilitates change? |

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| **Layout** |  |
| **Template** | B1-Long-Title |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Interactions\_9.jpg |
| **Header** | Principle: Decisional Balance  (Focus on the Pros) |
| **Bullet Title** |  |
| **Bullets** | |  |  | | --- | --- | | Ask client to generate list of Pros | 0:02 | | Review list together | 0:02 | | Let client know there are many more Pros | 0:02 | | Add to the list together | 0:02 | | Challenge client to double or triple the list of Pros before next session | 0:02 | |  | 0:02 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio9.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | The first principle for Precontemplation and for many other stages is to focus on the Pros. We want to help clients recognize the benefits of making this change.    What can we do to help a client increase the Pros? Here are some strategies. Take a minute to read through these.    Over time, you’ll find new techniques and strategies that you can add to the list here. If there are other strategies that you already use to help clients increase the Pros, type them here. Note: Will include an open text box in the slide. |
| **Notes** | Audio:    The first principle for Precontemplation and for many other stages is to focus on the Pros. We want to help clients recognize the benefits of making this change.    What can we do to help a client increase the Pros? Here are some strategies. Take a minute to read through these.    Over time, you’ll find new techniques and strategies that you can add to the list here. If there are other strategies that you already use to help clients increase the Pros, type them here. Note: Will include an open text box in the slide. |

## Slide 16

# Slide 17

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| **Object** | **Content** |
| **Layout** |  |
| **Template** | B5 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Interactions\_9.jpg |
| **Header** | Key Phrases to Increase the Pros: |
| **Bullets** | |  |  | | --- | --- | | I’d like to take a minute to talk about the benefits of (target behavior). | 0:02 | | You’ve already mentioned some important benefits of (target behavior). They are (summarize). | 0:04 | | Can you think of some other benefits for you personally? For others? | 0:06 | | Some benefits to think about are… | 0:08 | | I’ll give/send you a list of 20 benefits. I’d ask that you take a look at them and circle the ones that are most important to you. Add your own benefits to the list. | 0:10 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio10.mp3 |
| **Audio Title** | Key Phrases to Increase the Pros: |
| **Audio CC** | Here are some key phrases and questions to keep in mind when helping your client increase the Pros. Take a few minutes to read through these phrases and questions. |
| **Notes** | **Audio:**  Here are some key phrases and questions to keep in mind when helping your client increase the Pros. Take a few minutes to read through these phrases and questions. |

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| **Layout** |  |
| **Template** | B3 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Interactions\_9.jpg |
| **Header** | Sample Decisional Balance Feedback for the Precontemplation Stage |
| **Bullets** | |  |  | | --- | --- | | You don’t seem to be paying enough attention to the Pros of regular exercise. | 0:02 | | Even if you’re not ready to start exercising right now, it helps to think about the benefits of doing so. | 0:02 | | Let’s come up with some Pros. | 0:02 | |  |  | |  |  | |  |  | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio11.mp3 |
| **Audio Title** | Sample Decisional Balance Feedback for the Precontemplation Stage |
| **Audio CC** | In Part 2 of this training, we described computerized tailored interventions that counselors and coaches can use with clients. Computerized tailored interventions assess the Pros and Cons; the program then scores the assessment and gives ideas for feedback.    Take a minute to read this sample feedback from the computerized tailored intervention Pro-Change offers for exercising regularly.    Although we won’t be talking much more about computerized tailored interventions, it’s important to keep in mind that they’re available for a range of health behaviors. They can help counselors and coaches assess and give feedback on the most important stage-matched principles and processes of change for each behavior. |
| **Notes** | **Audio:**  In Part 2 of this training, we described computerized tailored interventions that counselors and coaches can use with clients. Computerized tailored interventions assess the Pros and Cons; the program then scores the assessment and gives ideas for feedback.    Take a minute to read this sample feedback from the computerized tailored intervention Pro-Change offers for exercising regularly.    Although we won’t be talking much more about computerized tailored interventions, it’s important to keep in mind that they’re available for a range of health behaviors. They can help counselors and coaches assess and give feedback on the most important stage-matched principles and processes of change for each behavior. |

## Page 18

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B1-Long-Title |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Interactions\_9.jpg |
| **Header** | Sample Decisional Balance Feedback for the Precontemplation Stage |
| **Bullet Title** |  |
| **Bullets** | |  |  | | --- | --- | | Some Pros: | 0:02 | | Improve your mood | 0:02 | | Decrease your risk of cancer | 0:02 | | Relieve tension and stress | 0:02 | | Give you more energy | 0:02 | | Help you burn calories and maintain a healthy weight | 0:02 | | What’s your biggest Pro for exercising regularly? | 0:02 | |
| **Audio File** | /content/shared/audio/placeholders/placeholder.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | In Part 2 of this training, we described computerized tailored interventions that counselors and coaches can use with clients. Computerized tailored interventions assess the Pros and Cons; the program then scores the assessment and gives ideas for feedback.    Take a minute to read this sample feedback from the computerized tailored intervention Pro-Change offers for exercising regularly.    Although we won’t be talking much more about computerized tailored interventions, it’s important to keep in mind that they’re available for a range of health behaviors. They can help counselors and coaches assess and give feedback on the most important stage-matched principles and processes of change for each behavior. |
| **Notes** | **Audio (Moved to previous slide):**  In Part 2 of this training, we described computerized tailored interventions that counselors and coaches can use with clients. Computerized tailored interventions assess the Pros and Cons; the program then scores the assessment and gives ideas for feedback.    Take a minute to read this sample feedback from the computerized tailored intervention Pro-Change offers for exercising regularly.    Although we won’t be talking much more about computerized tailored interventions, it’s important to keep in mind that they’re available for a range of health behaviors. They can help counselors and coaches assess and give feedback on the most important stage-matched principles and processes of change for each behavior. |

## Slide 19

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| **Layout** |  |
| **Template** | B3 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/People\_4.jpg |
| **Header** | Process: Consciousness Raising (Become Informed) |
| **Bullets** | |  |  | | --- | --- | | Provide information about behavior and alternatives | 0:02 | | Correct misinformation | 0:02 | | Make observations and interpretations | 0:02 | | Provide information resources such as movies, articles, books, and web sites | 0:02 | |  |  | |  |  | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio12.mp3 |
| **Audio Title** | Process: Consciousness Raising (Become Informed) |
| **Audio CC** | Consciousness Raising is one of the processes of change. It means becoming informed.    In Precontemplation, it’s generally important to raise awareness about the problem behavior, its causes, consequences, and positive alternatives. This is the time to also correct misinformation or misconceptions that your client may have.    In addition, you could make observations and interpretations, or recommend information resources such as movies, articles, books, and web sites.    Your intervention session is an excellent form of Consciousness Raising. Think about how much clients are learning about themselves while you guide them.    What strategies for raising consciousness have you used with your clients? |
| **Notes** | **Audio:**  Consciousness Raising is one of the processes of change. It means becoming informed.    In Precontemplation, it’s generally important to raise awareness about the problem behavior, its causes, consequences, and positive alternatives. This is the time to also correct misinformation or misconceptions that your client may have.    In addition, you could make observations and interpretations, or recommend information resources such as movies, articles, books, and web sites.    Your intervention session is an excellent form of Consciousness Raising. Think about how much clients are learning about themselves while you guide them.    What strategies for raising consciousness have you used with your clients? |

## Slide 20

# Slide 21

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| **Object** | **Content** |
| **Layout** |  |
| **Template** | B5 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/People\_4.jpg |
| **Header** | Key Phrases for Consciousness Raising: |
| **Bullets** | |  |  | | --- | --- | | Did you know… | 0:02 | | Could you ask… | 0:04 | | Could you find out… | 0:06 | | During the next few weeks, keep your eyes and ears open for… | 0:08 | | I’ll give/send you more  information about… | 0:10 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio13.mp3 |
| **Audio Title** | Audio Title |
| **Audio CC** | Here are some key phrases and questions to keep in mind when helping to raise consciousness. |
| **Notes** | **Audio:**  Here are some key phrases and questions to keep in mind when helping to raise consciousness. |

# Slide 22

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| **Object** | **Content** |
| **Layout** |  |
| **Template** | B5 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/MI\_iSt\_4486791Sm.jpg |
| **Header** | Key Process: Social Liberation  (Notice the Public Effort) |
| **Bullets** | |  |  | | --- | --- | | Reflect on social trends that support the new behavior | 0:02 | | Reframe social policies as opportunities, rather than coercion | 0:05 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio14.mp3 |
| **Audio Title** | Audio Title |
| **Audio CC** | In the early stages, such as Precontemplation, it may be important to focus on Social Liberation—to help people notice how the world is changing to support the new behavior.    We ask people to notice the public effort—for example, to think about how our society has changed to support smoking cessation with its anti-smoking policies.    Society is also changing to support a healthier lifestyles. For example, in 2000, only about 3% of Americans were covered by smoke-free laws, but by 2012, almost 50% of Americans lived smoke-free because of local and state laws. Also, the 2010 health care reform bill requires chain restaurants with more than 20 locations to post calorie information on their menus. |
| **Notes** | **Audio:**  In the early stages, such as Precontemplation, it may be important to focus on Social Liberation—to help people notice how the world is changing to support the new behavior.    We ask people to notice the public effort—for example, to think about how our society has changed to support smoking cessation with its anti-smoking policies.    Society is also changing to support a healthier lifestyles. For example, in 2000, only about 3% of Americans were covered by smoke-free laws, but by 2012, almost 50% of Americans lived smoke-free because of local and state laws. Also, the 2010 health care reform bill requires chain restaurants with more than 20 locations to post calorie information on their menus. |

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| **Layout** |  |
| **Template** | B1 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/MI\_iSt\_4486791Sm.jpg |
| **Header** | Key Phrases for Social Liberation: |
| **Bullet Title** |  |
| **Bullets** | |  |  | | --- | --- | | What have you noticed on TV about (target behavior)? | 0:02 | | What changes in your community/state/workplace are making it easier for people to (target behavior)? | 0:02 | | What are the motives of people who want you to change? | 0:02 | | What are the motives of people who don’t want you to change? | 0:02 | | How can these social policies/changes make it easier for you to change? | 0:02 | |  | 0:02 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio15.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | Here are some key phrases and questions that can help increase Social Liberation. |
| **Notes** | **Audio:**  Here are some key phrases and questions that can help increase Social Liberation. |

## Slide 23

# Slide 24

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| **Object** | **Content** |
| **Layout** |  |
| **Template** | B5 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_2.jpg |
| **Header** | Other Precontemplation  Stage Strategies: |
| **Bullets** | |  |  | | --- | --- | | Process: Environmental Reevaluation (Consider Others) | 0:02 | | Process: Dramatic Relief (Increase Emotional Awareness) | 0:05 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio16.mp3 |
| **Audio Title** | Audio Title |
| **Audio CC** | Other experiential processes of change that are important in the Precontemplation stage are Environmental Reevaluation, or considering others, and Dramatic Relief, or increasing emotional awareness. We’ll discuss those processes next, in the Contemplation section. |
| **Notes** | **Audio:**    Other experiential processes of change that are important in the Precontemplation stage are Environmental Reevaluation, or considering others, and Dramatic Relief, or increasing emotional awareness. We’ll discuss those processes next, in the Contemplation section. |

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| **Layout** |  |
| **Template** | C1 |
| **Menu Title** | TBD |
| **Image** | /content/shared/images/placeholders/placeholder.jpg |
| **Header** | Activity |
| **Body Text** | On the next screen are phrases you might use when working with a client in Precontemplation. These phrases can help you utilize the the principles and processes of Decisional Balance, Consciousness Raising, and Social Liberation. Match the phrase you might say to a client for each principle or process. |
| **Subhead** |  |
| **Notes** | **Audio:**  We just talked about Precontemplation, the first stage of change. Let’s do a quick exercise to review this information.    On the next screen are phrases you might use when working with a client in Precontemplation. These phrases can help you utilize the the principles and processes of Decisional Balance, Consciousness Raising, and Social Liberation. Match the phrase you might say to a client for each principle or process. |

## Slide 25

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| **Layout** |  |
| **Template** | B1-Long-Title |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_3.jpg |
| **Header** | Write down the principles and processes on one side of a sheet of paper. Then write the number of the phrase next to the correct principle or process. |
| **Bullet Title** |  |
| **Bullets** | |  |  | | --- | --- | | Decisional Balance | 0:02 | | Consciousness Raising | 0:02 | | Social Liberation | 0:02 | | 1. What changes in your community/state/workplace are making it easier for people to (target behavior)? | 0:02 | | 2. Some benefits to think about are… | 0:02 | | 3. I'll give/send you more information about.... | 0:02 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio18.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | Asking about changes in the client’s community or workplace that supports their change is an example of Social Liberation. Listing benefits helps to shift the Decisional Balance, and providing more information is an example of Consciousness Raising |
| **Notes** | Note: This will be designed more appropriately. The next click will prompt new audio (same slide) with the answers.    **Audio:**  Asking about changes in the client’s community or workplace that supports their change is an example of Social Liberation. Listing benefits helps to shift the Decisional Balance, and providing more information is an example of Consciousness Raising. |

## Slide 26

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| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_10.jpg |
| **Header** | "Change is good. With change, you learn something."  —Andrea Bocelli |
| **Notes** | These will not be included in course output |

## Slide 27

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| **Object** | **Content** |
| **Unit Title** | Unit 3: Contemplation Stage Strategies |
| **Abbreviated Title** | Enter a shortened version of the title here, if necessary |
| **Notes** | These will not be included in course output |

# Unit Title (for Word Outline Purposes Only)

# Slide 28

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| **Object** | **Content** |
| **Layout** |  |
| **Template** | A4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/sectionTitleImage1.jpg |
| **Header** | Unit 3: Contemplation Stage Strategies |
| **Subtitle** | In this section, you will learn about the hallmarks, basic approaches to intervention, and principles and processes of change for the Contemplation Stage. |
| **Audio File** | ${CONTENT\_ROOT}/audio/t3\_transition.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** |  |
| **Notes** | These will not be included in course output |

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| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_6.jpg |
| **Header** | “Sometimes, change isn't just good, it's necessary.”  —Tina Brown |
| **Notes** | These will not be included in course output |

## Slide 29

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| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | TBD |
| **Image** | /content/shared/images/placeholders/placeholder.jpg |
| **Bullets** | |  |  | | --- | --- | |  | 0:01 | |  | 0:03 | |  | 0:05 | |  | 0:07 | |  |  | |  |  | |
| **Footer** |  |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio19.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | Now let’s move on to the second stage of change, Contemplation, and talk about the principles and processes of change you can use to help clients in this stage. |
| **Notes** | **Audio:**  Now let’s move on to the second stage of change, Contemplation, and talk about the principles and processes of change you can use to help clients in this stage. |

## Slide 30

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| **Layout** |  |
| **Template** | B3 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_4.jpg |
| **Header** | Contemplation Hallmarks |
| **Bullets** | |  |  | | --- | --- | | Thinking about making changes but not committed to taking action | 0:02 | | High Pros and Cons demonstrates ambivalence | 0:05 | | Can get stuck in the stage for years (“chronic Contemplation”) | 0:08 | | Have begun to use processes | 0:11 | | Not ready for action-oriented programs | 0:14 | |  |  | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio20.mp3 |
| **Audio Title** | Contemplation Hallmarks |
| **Audio CC** | People in the Contemplation stage are beginning to think about making changes, but they’re not committed yet.    With high Pros and high Cons, they’re ambivalent.    And, as we mentioned earlier, people can get stuck in the Contemplation stage for years.    Contemplators have begun to use the processes of change, but are not ready yet for action-oriented programs. |
| **Notes** | **Audio:**  People in the Contemplation stage are beginning to think about making changes, but they’re not committed yet.    With high Pros and high Cons, they’re ambivalent.    And, as we mentioned earlier, people can get stuck in the Contemplation stage for years.    Contemplators have begun to use the processes of change, but are not ready yet for action-oriented programs. |

## Slide 31

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| **Layout** |  |
| **Template** | B1-Long-Title |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_4.jpg |
| **Header** | Contemplation: Guidelines for Intervention |
| **Bullet Title** |  |
| **Bullets** | |  |  | | --- | --- | | Encourage weighing of Pros and Cons  (raise Pros, reduce Cons) | 0:02 | | Continue to raise consciousness | 0:02 | | Encourage evaluation of self-image | 0:02 | | Interventions can be more intensive than for Precontemplators | 0:02 | |  | 0:02 | |  | 0:02 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio21.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | The guidelines for intervention for those clients in Contemplation are to:  Encourage weighing the Pros and Cons;  Continue to raise consciousness; and,  Encourage evaluation of self-image.    In general, interventions for Contemplators can be more intensive than for Precontemplators, but it’s important to keep the goals for Contemplators small. The aim is to motivate the Contemplator to progress to the next stage. |
| **Notes** | Audio:    The guidelines for intervention for those clients in Contemplation are to:  Encourage weighing the Pros and Cons;  Continue to raise consciousness; and,  Encourage evaluation of self-image.    In general, interventions for Contemplators can be more intensive than for Precontemplators, but it’s important to keep the goals for Contemplators small. The aim is to motivate the Contemplator to progress to the next stage. |

## Slide 32

## Slide 33

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| **Layout** |  |
| **Template** | B1-Long-Title |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Interactions\_10.jpg |
| **Header** | Principle: Decisional Balance  (Decrease the Cons) |
| **Bullet Title** |  |
| **Bullets** | |  |  | | --- | --- | | Ask client to add to list of Pros | 0:02 | | Acknowledge ambivalence by recognizing Cons | 0:02 | | Shrink Cons by: | 0:02 | | Comparing them to important Pros | 0:02 | | Countering or challenging them | 0:02 | | Problem-solving | 0:02 | | Other strategies? | 0:02 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio22.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | In Precontemplation, we focused mainly on raising the Pros.    In Contemplation, we want to continue to assess and give feedback on the Pros, but we also want to acknowledge ambivalence by recognizing and working to decrease the Cons. Empathize. Let your clients know that you understand that change can involve significant losses. Work with your client to shrink the Cons, if possible.    There are a few ways to shrink the Cons:  You could help compare the Cons to important Pros. How does the pain of withdrawal compare with the long-term benefits of being free from cigarettes?  You could help them challenge or counter the Cons. Is their assessment of the Cons accurate? Do the Cons represent reality? Is there another way to view the situation?  You could also help them problem-solve to find ways to lessen the impact of the Cons—for example, by using the nicotine patch to deal with cravings.    Can you think of other ways to shrink the Cons?    Use MI strategies for rolling with resistance, like reframing and acknowledging ambivalence. At all costs, avoid debates about whether change is worth it. |
| **Notes** | Audio:    In Precontemplation, we focused mainly on raising the Pros.    In Contemplation, we want to continue to assess and give feedback on the Pros, but we also want to acknowledge ambivalence by recognizing and working to decrease the Cons. Empathize. Let your clients know that you understand that change can involve significant losses. Work with your client to shrink the Cons, if possible.    There are a few ways to shrink the Cons:  You could help compare the Cons to important Pros. How does the pain of withdrawal compare with the long-term benefits of being free from cigarettes?  You could help them challenge or counter the Cons. Is their assessment of the Cons accurate? Do the Cons represent reality? Is there another way to view the situation?  You could also help them problem-solve to find ways to lessen the impact of the Cons—for example, by using the nicotine patch to deal with cravings.    Can you think of other ways to shrink the Cons?    Use MI strategies for rolling with resistance, like reframing and acknowledging ambivalence. At all costs, avoid debates about whether change is worth it. |

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| **Layout** |  |
| **Template** | B1 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Interactions\_10.jpg |
| **Header** | Key Phrases for Decisional Balance: |
| **Bullet Title** |  |
| **Bullets** | |  |  | | --- | --- | | You’ve mentioned some important reasons for changing (target behavior).  They are: (summarize). | 0:02 | | You’ve also mentioned some reasons not to change, such as (summarize). | 0:02 | | Let’s weigh your reasons for changing and not changing. | 0:02 | | Are you sure that (Con) will really happen? | 0:02 | | Can you imagine another scenario? | 0:02 | | Can you think of ways you can prepare for (Con), or deal with it so it’s  not such a negative? | 0:02 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio23.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | Here are some key phrases and questions that you can use when working with clients to weigh the Pros and Cons, and to shrink the Cons. |
| **Notes** | Audio:    Here are some key phrases and questions that you can use when working with clients to weigh the Pros and Cons, and to shrink the Cons. |

## Slide 33

## Slide 34

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| **Object** | **Content** |
| **Layout** |  |
| **Template** | CR-List |
| **Menu Title** | Enter the title for the page as it should appear in the menu (e.g., Welcome) |
| **Click and Reveal** | |  |  | | --- | --- | | **Layout** | **Show Tooltip** | | click-and-reveal | true |  |  |  | | --- | --- | | **Title** | Click and Reveal Title | | **Background Image** | ${CONTENT\_ROOT}/images/Interactions\_9.jpg | | **Tooltip** | Click these buttons to hear the principles |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 1** | | | | **Label** | Environmental Reevaluation (Consider Others) | | | **Audio Path** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio24a.mp3 | | | **Audio CC** | Another process that’s generally important in the Contemplation stage is Environmental Reevaluation—considering the impact of one’s behavior on others.    In Environmental Reevaluation, we help clients identify the negative effects of their current behavior on others.    We also help them identify the positive effects that a future healthier behavior would have.  Here are some key phrases and questions to consider when helping your clients realize how their behavior impacts others. | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:02 | true | Environmental Reevaluation (Consider Others) | | 0:05 | false | Help client identify the negative effects of their current behavior on others | | 0:08 | false | Help client identify positive effects that a healthier behavior would have on others | | 0:15 | true | Key Phrases for Environmental Reevaluation: | | 0:18 | false | I hear you talking quite a bit about (name). | | 0:21 | false | How does your behavior affect him/her? | | 0:24 | false | Are other people impacted in that way? In other ways? | | 0:27 | false | How would he/she/others be affected if you changed your behavior? | | 0:30 | false | It sounds like (name) looks to you as a role model. |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 2** | | | | **Label** | Dramatic Relief (Increase Emotional Awareness) | | | **Audio Path** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio24b.mp3 | | | **Audio CC** | In Contemplation, we also want to encourage Dramatic Relief, which means increasing emotional awareness about one’s behavior and the relief that comes from changing. Fear, guilt, inspiration, and hope are some of the emotions that can help people make progress, especially in the early stages.    As counselors and coaches, we want to help clients identify their feelings about their behavior and recognize when they’re trying to avoid uncomfortable feelings.    It’s helpful to use stories, personal testimonials, images, and metaphors that might evoke emotion. We also want to inspire hope and excitement about the prospect of changing. Journaling can often be a powerful tool to increase Dramatic Relief.    Here are some key phrases and questions that may be useful when trying to arouse emotions to facilitate progress. | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:02 | true | Dramatic Relief (Increase Emotional Awareness) | | 0:05 | false | Help clients identify feelings about their behavior and recognize when they’re trying to avoid uncomfortable feelings | | 0:08 | false | Use stories, personal testimonials, images, and metaphors that might evoke emotion. | | 0:15 | false | Try to inspire hope and excitement about the prospect of changing | | 0:18 | false | Encourage Contemplators to write in a journal to express their emotions | | 0:21 | false | Other strategies? | | 0:24 | true | Key Phrases for Dramatic Relief | | 0:27 | false | It helps to pay attention to your feelings associated with (old behavior/target behavior). | | 0:30 | false | What do you feel when you think about your behavior? | | 0:33 | false | What do you feel when you think about making changes? | | 0:36 | false | I wonder if you might be trying to avoid some of the uncomfortable feelings associated with (old behavior/target behavior). | | 0:39 | false | I’ll give you some stories to read/watch about people who have gone through some of the things you’re going though. Pay attention to your feelings as you read/watch them. | | 0:42 | false | If can be helpful to record your feelings in a journal. At your next session, we can talk about what you’ve written. |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 3** | | | | **Label** | Consciousness Raising (Becoming More Informed) | | | **Audio Path** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio24c.mp3 | | | **Audio CC** | In Precontemplation, we raised consciousness by providing basic information.    Now, we want to encourage clients to become more informed and pay more attention to their behavior—to its triggers and consequences. When do they want to smoke? When they first get up in the morning? After a meal? And what happens afterward? Do they feel relaxed? For how long? Do they feel guilty? And how long is it before they want their next cigarette?    We also want to encourage clients to identify questions that they think are important. If clients happen to mention something they’d like to learn more about, run with that. You don’t need to be the expert. Rather, you want to encourage clients to search for answers themselves. Be prepared to refer them to resources like articles, web sites, and experts.    Can you think of other strategies for raising consciousness for clients in the Contemplation stage?    Here are some key phrases and questions that counselors and coaches can use to continue to raise consciousness. | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:02 | true | Consciousness Raising (Becoming More Informed) | | 0:05 | false | Contemplation Stage | | 0:08 | false | Encourage clients to pay attention to the triggers and consequences of the problem behavior | | 0:15 | false | Encourage them to identify important questions and search for answers | | 0:18 | false | Refer them to resources like articles, web sites, and experts. | | 0:21 | true | Key Phrases for Consciousness Raising | | 0:24 | false | It can be helpful to pay attention to your behavior. | | 0:27 | false | Use a chart to record your behavior/its triggers/its consequences. | | 0:30 | false | What kinds of questions would you like to ask? What kinds of information would be helpful? | | 0:33 | false | Are there sources of information you tend to rely on? What other sources of information could you turn to? | | 0:36 | false | I can recommend some books and reliable web sites. |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 4** | | | | **Label** | Self-Reevaluation (Consider Your Self-Image) | | | **Audio Path** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio24d.mp3 | | | **Audio CC** | Self-Reevaluation is an important process in the early and middle stages.    We want to help clients consider how their self-image would change with changes in behavior.  How do they see themselves now?  How would they like to see themselves?    Dissonance, or incongruity, between behavior and self-image can inspire positive change. A woman who sees smoking as inconsistent with her healthy self-image might experience this type of dissonance or discrepancy (an MI strategy).    Dissonance between behavior and self-image can also increase risk of relapse. A man who begins practicing stress management but likes to see himself as a Type A personality who thrives on stress is treading on thin ice.    We want to see a consonance, or congruity, between behavior change goals and self-image. We also want people to believe in their capacity to change.    As a counselor or coach, it’s important to question your own personal beliefs about your client’s capacity to change and consider how those beliefs might impact your work with that client.    What other strategies can you use to help a client consider their self image?    And here are some key phrases and questions that may be useful when trying to encourage clients to consider their self-image. | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:02 | true | Self-Reevaluation (Consider Your Self-Image) | | 0:05 | false | Help clients consider how self-image would change with changes in behavior. | | 0:08 | false | How do I see myself? | | 0:15 | false | How would I like to see myself? | | 0:18 | false | Question your own beliefs about your client’s capacity to change. | | 0:21 | true | Key Phrases for Self-Reevaluation: | | 0:24 | false | You seem like someone who… | | 0:27 | false | What are qualities that you’ve liked most about yourself through your life? | | 0:30 | false | I can see the strength in you when you… | | 0:33 | false | How does your current behavior fit (or not fit) your self-image? | | 0:36 | false | How would your self-image change if you changed your behavior? | | 0:39 | false | What one word would best describe the person you would become if you (target behavior)? |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 5** | | | | **Label** | Self-Liberation (Make a Commitment) | | | **Audio Path** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio24e.mp3 | | | **Audio CC** | Self-Liberation is both believing that one can change and making commitments to act on that belief. In the Contemplation stage, people aren’t ready to make a commitment to change. But they may be ready to make a commitment to take a small, preliminary step. To encourage that kind of commitment, we introduce choices.    We want to ensure that steps are realistic, concrete, and measurable.    For example, ask Contemplators to select one of several small steps, or to choose one of their own that they will do during the next month. Small steps could include taking a ten-minute walk every day, using 1% milk or nonfat milk, talking with a close friend about worries or concerns, or delaying that first cigarette each day by ten minutes.    Also, it turns out that people are more likely to follow through with a commitment if they tell someone about it. So by sharing their commitment with you, they’re increasing their likelihood of success. You could also encourage your client to tell someone else about their goal.    Here are some key phrases and questions that can be useful when trying to activate Self-Liberation. | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:02 | true | Self-Liberation (Make a Commitment) | | 0:05 | false | Introduce choices and encourage Contemplators to make a small commitment | | 0:08 | false | Ensure that steps are realistic, concrete, and measurable | | 0:15 | false | Encourage clients to choose a small step (for example, for clients who need to exercise to take a ten-minute walk each day for the next two weeks). | | 0:18 | false | Encourage clients to tell someone about their goal | | 0:21 | true | Key Phrases for Self-Liberation | | 0:24 | false | Let’s talk about a small step you can take to move forward with this. | | 0:27 | false | Can you really see yourself doing this? | | 0:30 | false | When would you be able to start? | | 0:33 | false | It helps to mark your calendar with a (start/quit) date. | | 0:36 | false | Who could you tell about the step(s) you’re taking? | | 0:39 | false | During our next meeting/call, we can follow-up to see how you did with this step. | |
| **Notes** | Note to Pro-Change: On this slide, we would list the different processes on the left side of the screen (as indicated by a “subheading” designation). The viewer would click on each subheading and see the accompanying text (as indicated by “accompanying text”) and hear audio (as indicated by “accompanying audio”).    Subheading:  Environmental Reevaluation (Consider Others)    Upon clicking on the tab, the following text would appear:  Environmental Reevaluation (Consider Others)  Help client identify the negative effects of their current behavior on others  Help client identify positive effects that a healthier behavior would have on others    The following audio would be heard:  Another process that’s generally important in the Contemplation stage is Environmental Reevaluation—considering the impact of one’s behavior on others.    In Environmental Reevaluation, we help clients identify the negative effects of their current behavior on others.    We also help them identify the positive effects that a future healthier behavior would have.    The text would then change to:  Key Phrases for Environmental Reevaluation:  I hear you talking quite a bit about (name).  How does your behavior affect him/her?  Are other people impacted in that way? In other ways?  How would he/she/others be affected if you changed your behavior?  It sounds like (name) looks to you as a role model.    The following audio would be heard:  Here are some key phrases and questions to consider when helping your clients realize how their behavior impacts others.      Subheading:  Dramatic Relief (Increase Emotional Awareness)    Upon clicking on the tab, the following text would appear:  Dramatic Relief (Increase Emotional Awareness)  Help clients identify feelings about their behavior and recognize when they’re trying to avoid uncomfortable feelings  Use stories, personal testimonials, images, and metaphors that might evoke emotion.  Try to inspire hope and excitement about the prospect of changing.  Encourage Contemplators to write in a journal to express their emotions?  Other strategies?    The following audio would be heard:  In Contemplation, we also want to encourage Dramatic Relief, which means increasing emotional awareness about one’s behavior and the relief that comes from changing. Fear, guilt, inspiration, and hope are some of the emotions that can help people make progress, especially in the early stages.    As counselors and coaches, we want to help clients identify their feelings about their behavior and recognize when they’re trying to avoid uncomfortable feelings.    It’s helpful to use stories, personal testimonials, images, and metaphors that might evoke emotion. We also want to inspire hope and excitement about the prospect of changing. Journaling can often be a powerful tool to increase Dramatic Relief.    The text would then change to:  Key Phrases for Dramatic Relief  It helps to pay attention to your feelings associated with (old behavior/target behavior).  What do you feel when you think about your behavior?  What do you feel when you think about making changes?  I wonder if you might be trying to avoid some of the uncomfortable feelings associated with (old behavior/target behavior).  I’ll give you some stories to read/watch about people who have gone through some of the things you’re going though. Pay attention to your feelings as you read/watch them.  If can be helpful to record your feelings in a journal. At your next session, we can talk about what you’ve written.    The following audio would be heard:  Here are some key phrases and questions that may be useful when trying to arouse emotions to facilitate progress.      Subheading:  Consciousness Raising (Becoming More Informed)    Upon clicking on the tab, the following text would appear:  Consciousness Raising (Becoming More Informed)  Contemplation Stage  Encourage clients to pay attention to the triggers and consequences of the problem behavior  Encourage them to identify important questions and search for answers  Refer them to resources like articles, web sites, and experts.    The following audio would be heard:  In Precontemplation, we raised consciousness by providing basic information.    Now, we want to encourage clients to become more informed and pay more attention to their behavior—to its triggers and consequences. When do they want to smoke? When they first get up in the morning? After a meal? And what happens afterward? Do they feel relaxed? For how long? Do they feel guilty? And how long is it before they want their next cigarette?    We also want to encourage clients to identify questions that they think are important. If clients happen to mention something they’d like to learn more about, run with that. You don’t need to be the expert. Rather, you want to encourage clients to search for answers themselves. Be prepared to refer them to resources like articles, web sites, and experts.    Can you think of other strategies for raising consciousness for clients in the Contemplation stage?    The text would then change to:  Key Phrases for Consciousness Raising  It can be helpful to pay attention to your behavior.  Use a chart to record your behavior/its triggers/its consequences.  What kinds of questions would you like to ask? What kinds of information would be helpful?  Are there sources of information you tend to rely on? What other sources of information could you turn to?  I can recommend some books and reliable web sites.    The following audio would be heard:  Here are some key phrases and questions that counselors and coaches can use to continue to raise consciousness.      Subheading:  Self-Reevaluation (Consider Your Self-Image)    Upon clicking on the tab, the following text would appear:  Self-Reevaluation (Consider Your Self-Image)  Help clients consider how self-image would change with changes in behavior.  How do I see myself?  How would I like to see myself?  Question your own beliefs about your client’s capacity to change.    The following audio would be heard:  Self-Reevaluation is an important process in the early and middle stages.    We want to help clients consider how their self-image would change with changes in behavior.  How do they see themselves now?  How would they like to see themselves?    Dissonance, or incongruity, between behavior and self-image can inspire positive change. A woman who sees smoking as inconsistent with her healthy self-image might experience this type of dissonance or discrepancy (an MI strategy).    Dissonance between behavior and self-image can also increase risk of relapse. A man who begins practicing stress management but likes to see himself as a Type A personality who thrives on stress is treading on thin ice.    We want to see a consonance, or congruity, between behavior change goals and self-image. We also want people to believe in their capacity to change.    As a counselor or coach, it’s important to question your own personal beliefs about your client’s capacity to change and consider how those beliefs might impact your work with that client.    What other strategies can you use to help a client consider their self image?    The text would then change to:  Key Phrases for Self-Reevaluation:  You seem like someone who…  What are qualities that you’ve liked most about yourself through your life?  I can see the strength in you when you…  How does your current behavior fit (or not fit) your self-image?  How would your self-image change if you changed your behavior?  What one word would best describe the person you would become if you (target behavior)?    The following audio would be heard:  And here are some key phrases and questions that may be useful when trying to encourage clients to consider their self-image.      Subheading:  Self-Liberation (Make a Commitment)    Upon clicking on the tab, the following text would appear:  Self-Liberation (Make a Commitment)  Introduce choices and encourage Contemplators to make a small commitment  Ensure that steps are realistic, concrete, and measurable  Encourage clients to choose a small step (for example, for clients who need to exercise to take a ten-minute walk each day for the next two weeks).  Encourage clients to tell someone about their goal    The following audio would be heard:  Self-Liberation is both believing that one can change and making commitments to act on that belief. In the Contemplation stage, people aren’t ready to make a commitment to change. But they may be ready to make a commitment to take a small, preliminary step. To encourage that kind of commitment, we introduce choices.    We want to ensure that steps are realistic, concrete, and measurable.    For example, ask Contemplators to select one of several small steps, or to choose one of their own that they will do during the next month. Small steps could include taking a ten-minute walk every day, using 1% milk or nonfat milk, talking with a close friend about worries or concerns, or delaying that first cigarette each day by ten minutes.    Also, it turns out that people are more likely to follow through with a commitment if they tell someone about it. So by sharing their commitment with you, they’re increasing their likelihood of success. You could also encourage your client to tell someone else about their goal.    The text would then change to:  Key Phrases for Self-Liberation  Let’s talk about a small step you can take to move forward with this.  Can you really see yourself doing this?  When would you be able to start?  It helps to mark your calendar with a (start/quit) date.  Who could you tell about the step(s) you’re taking?  During our next meeting/call, we can follow-up to see how you did with this step.    The following audio would be heard:  Here are some key phrases and questions that can be useful when trying to activate Self-Liberation. |

## Slide 35

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| **Object** | **Content** |
| **Layout** | Macintosh HD:Users:spencech:Desktop:quiz.jpg |
| **Template** | Quiz |
| **Menu Title** | TBD |
| **Quiz** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Code** | **Mode** | **Randomize Questions** | **Randomize Answers** | **Points** | **Max Attempts** | | quiz-1 | formative | false | true | 100 | 2 |  |  |  |  | | --- | --- | --- | | **Question** | | Which principle or process of change would you be most likely to use in both Precontemplation and Contemplation stages? | | **Correct** | **Feedback** | **Answer Options** | | false | answer-A | Counter Conditioning (Use Substitutes) | | true | answer-B | Decisional Balance | | false | answer-C | Self-Efficacy | | false | answer-D | Stimulus Control (Manage Your Environment) | | **ID** | **Feedback Text** | | | answer-A | You said a) Counter Conditioning. This is not the correct answer. Counter Conditioning, or using substitutes, is a behavioral process of change that is generally used in the later stages of change. The correct answer is b) Decisional Balance, or the weighing of the Pros and Cons. In Precontemplation it is generally important to focus on increasing the Pros of changing, and in Contemplation it’s often important to focus on both increasing the Pros and shrinking the Cons of changing. | | | answer-B | You said b) Decisional Balance. Good job! This is the correct answer. Decisional Balance is the weighing of the Pros and Cons. In Precontemplation it is generally important to focus on increasing the Pros of changing, and in Contemplation it’s often important to focus on both increasing the Pros and shrinking the Cons of changing. | | | answer-C | You said c) Self Efficacy. This is not the correct answer. Self-Efficacy, or increasing confidence is generally used in the later stages of change. The correct answer is b) Decisional Balance, or the weighing of the Pros and Cons. In Precontemplation it is generally important to focus on increasing the Pros of changing, and in Contemplation it’s often important to focus on both increasing the Pros and shrinking the Cons of changing. | | | answer-D | You said d) Stimulus Control. This is not the correct answer. Stimulus Control, or managing your environment, is a behavioral process of change that is generally used in the later stages of change. The correct answer is b) Decisional Balance, or the weighing of the Pros and Cons. In Precontemplation it is generally important to focus on increasing the Pros of changing, and in Contemplation it’s often important to focus on both increasing the Pros and shrinking the Cons of changing. | | |
| **Notes** | We’ve just talked about stage-matched strategies you can use in the first two stages, Precontemplation and Contemplation. That was a lot of information!    Let’s take a minute to review. Select which principle or process of change you would be most likely to use in both Precontemplation and Contemplation stages.  Counter Conditioning (Use Substitutes)  b) Decisional Balance  c) Self-Efficacy  d) Stimulus Control (Manage Your Environment)    Narrator/Coach  (if answered A)  You said a) Counter Conditioning. This is not the correct answer. Counter Conditioning, or using substitutes, is a behavioral process of change that is generally used in the later stages of change. The correct answer is b) Decisional Balance, or the weighing of the Pros and Cons. In Precontemplation it is generally important to focus on increasing the Pros of changing, and in Contemplation it’s often important to focus on both increasing the Pros and shrinking the Cons of changing.    Narrator/Coach  (if answered B)  You said b) Decisional Balance. Good job! This is the correct answer. Decisional Balance is the weighing of the Pros and Cons. In Precontemplation it is generally important to focus on increasing the Pros of changing, and in Contemplation it’s often important to focus on both increasing the Pros and shrinking the Cons of changing.    Narrator/Coach  (if answered C)  You said c) Self Efficacy. This is not the correct answer. Self-Efficacy, or increasing confidence is generally used in the later stages of change. The correct answer is b) Decisional Balance, or the weighing of the Pros and Cons. In Precontemplation it is generally important to focus on increasing the Pros of changing, and in Contemplation it’s often important to focus on both increasing the Pros and shrinking the Cons of changing.    Narrator/Coach  (if answered D)  You said d) Stimulus Control. This is not the correct answer. Stimulus Control, or managing your environment, is a behavioral process of change that is generally used in the later stages of change. The correct answer is b) Decisional Balance, or the weighing of the Pros and Cons. In Precontemplation it is generally important to focus on increasing the Pros of changing, and in Contemplation it’s often important to focus on both increasing the Pros and shrinking the Cons of changing. |

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| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_10.jpg |
| **Header** | "Change is sometimes as good as a rest."  —Russell Peterson |
| **Notes** | These will not be included in course output |

## Slide 36

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| **Object** | **Content** |
| **Unit Title** | Unit 4: Preparation Stage Strategies |
| **Abbreviated Title** | Enter a shortened version of the title here, if necessary |
| **Notes** | These will not be included in course output |

# Unit Title (for Word Outline Purposes Only)

# Slide 37

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| --- | --- |
| **Object** | **Content** |
| **Layout** |  |
| **Template** | A4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/sectionTitleImage1.jpg |
| **Header** | Unit 4: Preparation Stage Strategies |
| **Subtitle** | In this section, you will learn about the hallmarks, basic approaches to intervention, and principles and processes of change for the Preparation Stage. |
| **Audio File** | ${CONTENT\_ROOT}/audio/t3\_transition.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** |  |
| **Notes** | These will not be included in course output |

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| --- | --- |
| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/People\_5.jpg |
| **Header** | "If you want to truly understand something, try changing it."  —Kurt Lewin |
| **Notes** | These will not be included in course output |

## Slide 38

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| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | TBD |
| **Image** | /content/shared/images/placeholders/placeholder.jpg |
| **Bullets** | |  |  | | --- | --- | |  | 0:01 | |  | 0:03 | |  | 0:05 | |  | 0:07 | |  |  | |  |  | |
| **Footer** |  |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio25.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | Now let’s talk about strategies you can use to help clients in Preparation, the third stage of change. |
| **Notes** | Audio:    Now let’s talk about strategies you can use to help clients in Preparation, the third stage of change. |

## Slide 39

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| **Layout** |  |
| **Template** | B1 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Interactions\_1.jpg |
| **Header** | Preparation Hallmarks |
| **Bullet Title** |  |
| **Bullets** | |  |  | | --- | --- | | Pros of changing outweigh the Cons | 0:02 | | Ready for action | 0:02 | | More decisive, committed | 0:02 | | More confident, but still fear failure | 0:02 | | May have already taken small steps | 0:02 | | Developing a plan | 0:02 | | Ideal program participants | 0:02 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio26.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | In the Preparation stage…  The Pros of changing start to outweigh the Cons.  People are ready for action.  They’re more decisive and committed.  They’re more confident, but still experience quite a bit of anxiety.  They may have already taken small steps and started to develop a plan.    People in the Preparation stage are the ideal program participants. |
| **Notes** | **Audio:**  In the Preparation stage…  The Pros of changing start to outweigh the Cons.  People are ready for action.  They’re more decisive and committed.  They’re more confident, but still experience quite a bit of anxiety.  They may have already taken small steps and started to develop a plan.    People in the Preparation stage are the ideal program participants. |

## Slide 40

## Slide 41

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| **Layout** |  |
| **Template** | B1 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Interactions\_1.jpg |
| **Header** | Preparation: Guidelines for Intervention |
| **Bullet Title** |  |
| **Bullets** | |  |  | | --- | --- | | Encourage, excite, empower | 0:02 | | Coach, don’t lecture | 0:02 | | Focus on developing an effective plan with concrete steps and a start date | 0:02 | | What are they going to do? | 0:02 | | When are they going to do it? | 0:02 | | How are they going to do it? | 0:02 | | Provide praise, support, and recognition | 0:02 | | Problem solve | 0:02 | | Describe how others have succeeded | 0:02 | | Interventions should be short, focused, and more action-oriented | 0:02 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio27.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | In Preparation, we want to encourage, excite, and empower.  We want to coach and support, not lecture.  We want to focus on helping people in Preparation develop an effective action plan, with such questions as:  What are they going to do?  When are they going to do it?  How are they going to do it?  What difficulties do they anticipate? And how do they plan to deal with those difficulties?    We want to provide praise, support, and recognition.    We want to help them problem solve, and to see that others have succeeded. If others have done it, so can they.    Interventions here should be short, focused, and more action-oriented than they were in the earlier stages. |
| **Notes** | Audio:    In Preparation, we want to encourage, excite, and empower.  We want to coach and support, not lecture.  We want to focus on helping people in Preparation develop an effective action plan, with such questions as:  What are they going to do?  When are they going to do it?  How are they going to do it?  What difficulties do they anticipate? And how do they plan to deal with those difficulties?    We want to provide praise, support, and recognition.    We want to help them problem solve, and to see that others have succeeded. If others have done it, so can they.    Interventions here should be short, focused, and more action-oriented than they were in the earlier stages. |

## Slide 42

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| **Object** | **Content** |
| **Layout** |  |
| **Template** | CR-List |
| **Menu Title** | TBD |
| **Click and Reveal** | |  |  | | --- | --- | | **Layout** | **Show Tooltip** | | click-and-reveal | true |  |  |  | | --- | --- | | **Title** | Click and Reveal Title | | **Background Image** | ${CONTENT\_ROOT}/images/Background\_8.jpg | | **Tooltip** | Click these buttons to hear the principles |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 1** | | | | **Label** | Self-Liberation (Make a Commitment) | | | **Audio Path** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio28a.mp3 | | | **Audio CC** | In Contemplation, we encouraged people to make a commitment to a small goal—to take a small step. In Preparation, we encourage them to make a commitment to take action. Again, making commitments is a part of the process of change of Self-Liberation.    In Preparation, people can strengthen their commitment by:  Developing an action plan  Setting a quit or start date, and writing it down  Telling others about their plan    As counselors and health coaches, you’re going to be helping clients make an action plan. To minimize resistance, it’s helpful to offer three choices for taking action. For smoking cessation, you could present three choices for quitting—nicotine replacement therapy, going cold turkey, and gradual reduction. Ask clients to imagine using each of these approaches to quitting and to identify the one that is most appealing and most likely to work for them. For exercise, you could help clients identify and select from different forms of exercise—like walking, running, or swimming. Which option is most appealing and likely to work?  Again, people are much more likely to follow through on a commitment if they tell others about it. By talking with you about their plan, and telling others, they’re more likely to follow through. You could even role play with your clients about how they will tell others about their plan.    In Preparation, the key phrases and questions are very similar to those for Self-Liberation in the Contemplation stage. | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:02 | true | Self-Liberation (Make a Commitment) | | 0:05 | false | Help strengthen commitment by: | | 0:08 | false | Developing an action plan | | 0:15 | false | Setting a quit or start date | | 0:18 | false | Telling others about commitment | | 0:21 | false | Offer choices | | 0:24 | false | Encourage the client to tell others | | 0:27 | true | Key Phrases for Self-Liberation: | | 0:30 | false | Let’s talk about the specific changes you will make. | | 0:33 | false | Can you really see yourself doing this? Is it realistic? | | 0:36 | false | Let’s set a start/quit date in the next 30 days. | | 0:39 | false | It helps to mark your calendar. | | 0:42 | false | Let’s schedule a call/meeting soon after your start/quit date to see how you’re doing. | | 0:45 | false | People are more likely to follow through with something when they tell others about their plans. Who could you tell? | | 0:48 | false | Let’s talk about how you will tell them about your plan. |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 2** | | | | **Label** | Helping Relationships (Get Support) | | | **Audio Path** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio28b.mp3 | | | **Audio CC** | Helping Relationships, which means getting support, is another change process that’s important in many stages. For people in the Preparation stage, the goal is to identify others who can provide encouragement, emotional support, and advice, and who can help problem-solve.    It would be helpful if they could identify a “buddy” who could work with them to make or sustain the same kinds of changes they are making.    Discuss how and when to ask for support—some people just aren’t used to asking for help. And encourage them to be as specific as possible about what they’d like the other person to do. For example, “I’d like you to check in with me every few days to see that I’m reaching my exercise goals”; “I’d like to be able to call you when I experience the urge to smoke”; “I’d like you to come with me to a restaurant in town that offers a lot of great low-fat options.”    How else can you help clients identify what kinds of support they need, and ask for it?    As counselors and health coaches, we’re great sources of support as well. However, keep in mind that if clients are becoming dependent on us for helping them make and maintain changes, we need to work to fade out our support as we approach the end of our work with them. An abrupt termination could become a condition for relapsing.    You may want to use some of these key phrases and questions to increase Helping Relationships. | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:02 | true | Helping Relationships (Get Support) | | 0:05 | false | Help client identify others who can support change efforts. | | 0:08 | false | Encourage the buddy system | | 0:15 | false | Discuss how and when client will ask for support | | 0:18 | false | Be available to provide support | | 0:21 | true | Key Phrases for Helping Relationships | | 0:24 | false | I can help you with this by… | | 0:27 | false | Can you think of other ways I can be of help? | | 0:30 | false | It sounds like (name) is an important person in your life. How might he/she be able to help you with this? | | 0:33 | false | Who can support you in your efforts to change? | | 0:36 | false | Let’s talk about what (name) can do to help. | | 0:39 | false | It’s important to let (name) know exactly how he/she can be helpful. How could you communicate that? |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 3** | | | | **Label** | Self-Reevaluation (Consider Your Self-Image) | | | **Audio Path** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio28c.mp3 | | | **Audio CC** | For people in the Contemplation stage, we wanted to point out any dissonance between self-image and behavior. How does their current behavior fit (or not fit) the way they would like to see themselves? That represents the process of Self-Reevaluation and the MI strategy of developing discrepancy.    We continue to encourage that kind of Self-Reevaluation in the Preparation stage, but also ask clients to look ahead to the future, and imagine how they’ll think and feel about themselves after they’ve taken action.    Here are some key phrases and questions to use when helping clients in the Preparation stage consider their future self-image. We can ask them to imagine that it’s been six months since they changed their behavior. How would they see themselves? What words would they use to describe themselves? What words would other people use to describe them? | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:02 | true | Self-Reevaluation (Consider Your Self-Image) | | 0:05 | false | Help clients look to the future to imagine how they’ll think and feel about themselves after they’ve taken action. | | 0:08 | true | Key Phrases for Self-Reevaluation | | 0:15 | false | Imagine that it’s been six months since you’ve changed your behavior. How would you see yourself? | | 0:18 | false | What words would you use to describe yourself? | | 0:21 | false | What words would others use to describe you? |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 4** | | | | **Label** | Counter Conditioning (Use Substitutes) | | | **Audio Path** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio28d.mp3 | | | **Audio CC** | Depending on what our research data tell us for a given behavior, we may begin, in Preparation, to encourage use of more behavioral processes of change, such as Counter-Conditioning. This process of change involves using substitutes. As a counselor, you can help clients identify problematic beliefs and behaviors, and then problem-solve to come up with positive alternatives. For example:    Instead of thinking, “Changing isn’t worth it,” think: “Changing my behavior is worth it for my children’s sake.”  Instead of thinking, “I don’t have what it takes to change right now,” think: “There are people who can help me.”  Instead of smoking after dinner, go for a walk.  Instead of skipping exercise when it’s cold or rainy outside, find an indoor activity.    What other ways could you, or do you, encourage the process of Counter Conditioning with clients?    Here are some key phrases and questions that can help you work with clients to find healthy substitutes. (Notice the open-ended questions.) | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:02 | true | Counter Conditioning (Use Substitutes) | | 0:05 | false | Help clients identify problematic beliefs and behaviors | | 0:08 | false | Help problem-solve to identify positive substitutes | | 0:15 | false | Substitute positive thoughts for negative ones | | 0:18 | false | Substitute positive behaviors for unhealthy ones | | 0:21 | true | Key Phrases for Counter Conditioning: | | 0:24 | false | Thinking ahead, what kinds of situations might tempt you to go back to your old behavior? | | 0:27 | false | What situations can get in the way of change? | | 0:30 | false | Instead of slipping back into old behaviors in those situations, what are some things you can do instead? | | 0:33 | false | What are some things you can tell yourself? | | 0:36 | false | What would you advise a friend to do in those situations? | | 0:39 | false | Can you really imagine yourself doing those things? | | 0:42 | false | What kinds of negative thinking can get in the way of change? | | 0:45 | false | What kinds of things can you say to yourself when you find yourself thinking negatively? |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 5** | | | | **Label** | Stimulus Control (Manage Your Environment) | | | **Audio Path** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio28e.mp3 | | | **Audio CC** | Another behavioral strategy that is sometimes used in Preparation is Stimulus Control—modifying or managing one’s environment to support change.    Our environment includes people, places, and things that encourage or support healthy behaviors. Our environment also includes people, places, and things that encourage unhealthy behaviors. Just like we worked in the earlier stages to change the balance of the Pros and Cons, we want to change the balance of positive and negative cues or influences in our environment.    Some examples might be to:  Clean out refrigerators and cupboards of those high-fat, high-carb foods, and stock them with healthy choices.  Keep our gym bag packed and ready to go, near the front door.  Avoid people who smoke.    It is also helpful if you work with clients to plan ahead how they will change their surroundings. For example, can they come up with a list of non-smoking restaurants they may enjoy?    We also like to encourage people in the later stages to manage their environment by using reminders—an inspirational message on the refrigerator or a photograph showing lungs damaged by cigarette smoking.    How else can you encourage clients to manage their behavior and plan ahead?    Here are some key phrases and questions to use when working to increase Stimulus Control. | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:02 | true | Stimulus Control (Manage Your Environment) | | 0:05 | false | Help identify people, places, and things that can: | | 0:08 | false | Support clients to engage in the healthy behavior | | 0:15 | false | Tempt clients to engage in the problem behavior | | 0:18 | false | Assist in thinking ahead about how to change surroundings to make it easier to change behavior | | 0:21 | false | Encourage clients to use reminders | | 0:24 | true | Key Phrases for Stimulus Control | | 0:27 | false | We want to make this as easy for you as possible | | 0:30 | false | What kinds of people, places, and things can you do to make it easier to stay on track? | | 0:33 | false | What kinds of people, places, and things can you surround yourself with or seek out to stay on track? | | 0:36 | false | What kinds of cues or reminders can you use around your home or work to give you a boost? To help you remember to (target behavior)? To inspire you? To help remember why it’s important to (target behavior)? | | 0:39 | false | It’s important to think and plan ahead to create an environment that supports change. What can you do to plan ahead? | |
| **Notes** | Note to Pro-Change: On this slide, we would list the different processes on the left side of the screen (as indicated by a “subheading” designation). The viewer would click on each subheading and see the accompanying text (as indicated by “accompanying text”) and hear audio (as indicated by “accompanying audio”).    Subheading:  Self-Liberation (Make a Commitment)    Upon clicking on the tab, the following text would appear:  Self-Liberation (Make a Commitment)  Help strengthen commitment by:  Developing an action plan  Setting a quit or start date  Telling others about commitment  Offer choices  Encourage the client to tell others    And the following audio would be heard:  In Contemplation, we encouraged people to make a commitment to a small goal—to take a small step. In Preparation, we encourage them to make a commitment to take action. Again, making commitments is a part of the process of change of Self-Liberation.    In Preparation, people can strengthen their commitment by:  Developing an action plan  Setting a quit or start date, and writing it down  Telling others about their plan    As counselors and health coaches, you’re going to be helping clients make an action plan. To minimize resistance, it’s helpful to offer three choices for taking action. For smoking cessation, you could present three choices for quitting—nicotine replacement therapy, going cold turkey, and gradual reduction. Ask clients to imagine using each of these approaches to quitting and to identify the one that is most appealing and most likely to work for them. For exercise, you could help clients identify and select from different forms of exercise—like walking, running, or swimming. Which option is most appealing and likely to work?  Again, people are much more likely to follow through on a commitment if they tell others about it. By talking with you about their plan, and telling others, they’re more likely to follow through. You could even role play with your clients about how they will tell others about their plan.    The text would then change to:  Key Phrases for Self-Liberation:  Let’s talk about the specific changes you will make.  Can you really see yourself doing this? Is it realistic?  Let’s set a start/quit date in the next 30 days.  It helps to mark your calendar.  Let’s schedule a call/meeting soon after your start/quit date to see how you’re doing.  People are more likely to follow through with something when they tell others about their plans. Who could you tell?  Let’s talk about how you will tell them about your plan.    The following audio would be heard:  In Preparation, the key phrases and questions are very similar to those for Self-Liberation in the Contemplation stage.      Subheading:  Helping Relationships (Get Support)    Upon clicking on the tab, the following text would appear:  Helping Relationships (Get Support)  Help client identify others who can support change efforts.  Encourage the buddy system  Discuss how and when client will ask for support  Be available to provide support    The following audio would be heard:  Helping Relationships, which means getting support, is another change process that’s important in many stages. For people in the Preparation stage, the goal is to identify others who can provide encouragement, emotional support, and advice, and who can help problem-solve.    It would be helpful if they could identify a “buddy” who could work with them to make or sustain the same kinds of changes they are making.    Discuss how and when to ask for support—some people just aren’t used to asking for help. And encourage them to be as specific as possible about what they’d like the other person to do. For example, “I’d like you to check in with me every few days to see that I’m reaching my exercise goals”; “I’d like to be able to call you when I experience the urge to smoke”; “I’d like you to come with me to a restaurant in town that offers a lot of great low-fat options.”    How else can you help clients identify what kinds of support they need, and ask for it?    As counselors and health coaches, we’re great sources of support as well. However, keep in mind that if clients are becoming dependent on us for helping them make and maintain changes, we need to work to fade out our support as we approach the end of our work with them. An abrupt termination could become a condition for relapsing.    The text would then change to:  Key Phrases for Helping Relationships  I can help you with this by…  Can you think of other ways I can be of help?  It sounds like (name) is an important person in your life. How might he/she be able to help you with this?  Who can support you in your efforts to change?  Let’s talk about what (name) can do to help.  It’s important to let (name) know exactly how he/she can be helpful. How could you communicate that?    The following audio would be heard:  You may want to use some of these key phrases and questions to increase Helping Relationships.      Subheading:  Self-Reevaluation (Consider Your Self-Image)    Upon clicking on the tab, the following text would appear:  Self-Reevaluation (Consider Your Self-Image)  Help clients look to the future to imagine how they’ll think and feel about themselves after they’ve taken action.    The following audio would be heard:  For people in the Contemplation stage, we wanted to point out any dissonance between self-image and behavior. How does their current behavior fit (or not fit) the way they would like to see themselves? That represents the process of Self-Reevaluation and the MI strategy of developing discrepancy.    We continue to encourage that kind of Self-Reevaluation in the Preparation stage, but also ask clients to look ahead to the future, and imagine how they’ll think and feel about themselves after they’ve taken action.    The text would then change to:  Key Phrases for Self-Reevaluation  Imagine that it’s been six months since you’ve changed your behavior. How would you see yourself?  What words would you use to describe yourself?  What words would others use to describe you?    The following audio would be heard:  Here are some key phrases and questions to use when helping clients in the Preparation stage consider their future self-image. We can ask them to imagine that it’s been six months since they changed their behavior. How would they see themselves? What words would they use to describe themselves? What words would other people use to describe them?    **Subheading:**  Counter Conditioning (Use Substitutes)    Upon clicking on the tab, the following text would appear:  Counter Conditioning (Use Substitutes)  Help clients identify problematic beliefs and behaviors  Help problem-solve to identify positive substitutes  Substitute positive thoughts for negative ones  Substitute positive behaviors for unhealthy ones    The following audio would be heard:  Depending on what our research data tell us for a given behavior, we may begin, in Preparation, to encourage use of more behavioral processes of change, such as Counter-Conditioning. This process of change involves using substitutes. As a counselor, you can help clients identify problematic beliefs and behaviors, and then problem-solve to come up with positive alternatives. For example:    Instead of thinking, “Changing isn’t worth it,” think: “Changing my behavior is worth it for my children’s sake.”  Instead of thinking, “I don’t have what it takes to change right now,” think: “There are people who can help me.”  Instead of smoking after dinner, go for a walk.  Instead of skipping exercise when it’s cold or rainy outside, find an indoor activity.    What other ways could you, or do you, encourage the process of Counter Conditioning with clients?    The text would then change to:  Key Phrases for Counter Conditioning:  Thinking ahead, what kinds of situations might tempt you to go back to your old behavior?  What situations can get in the way of change?  Instead of slipping back into old behaviors in those situations, what are some things you can do instead?  What are some things you can tell yourself?  What would you advise a friend to do in those situations?  Can you really imagine yourself doing those things?  What kinds of negative thinking can get in the way of change?  What kinds of things can you say to yourself when you find yourself thinking negatively?    The following audio would be heard:  Here are some key phrases and questions that can help you work with clients to find healthy substitutes. (Notice the open-ended questions.)    **Subheading:**  Stimulus Control (Manage Your Environment)    Upon clicking on the tab, the following text would appear:  Stimulus Control (Manage Your Environment)  Help identify people, places, and things that can:  Support clients to engage in the healthy behavior  Tempt clients to engage in the problem behavior  Assist in thinking ahead about how to change surroundings to make it easier to change behavior  Encourage clients to use reminders    The following audio would be heard:  Another behavioral strategy that is sometimes used in Preparation is Stimulus Control—modifying or managing one’s environment to support change.    Our environment includes people, places, and things that encourage or support healthy behaviors. Our environment also includes people, places, and things that encourage unhealthy behaviors. Just like we worked in the earlier stages to change the balance of the Pros and Cons, we want to change the balance of positive and negative cues or influences in our environment.    Some examples might be to  clean out refrigerators and cupboards of those high-fat, high-carb foods, and stock them with healthy choices.  keep our gym bag packed and ready to go, near the front door.  avoid people who smoke.    It is also helpful if you work with clients to plan ahead how they will change their surroundings. For example, can they come up with a list of non-smoking restaurants they may enjoy?    We also like to encourage people in the later stages to manage their environment by using reminders—an inspirational message on the refrigerator or a photograph showing lungs damaged by cigarette smoking.    How else can you encourage clients to manage their behavior and plan ahead?    The text would then change to:  Key Phrases for Stimulus Control  We want to make this as easy for you as possible  What kinds of people, places, and things can you do to make it easier to stay on track?  What kinds of people, places, and things can you surround yourself with or seek out to stay on track?  What kinds of cues or reminders can you use around your home or work to give you a boost? To help you remember to (target behavior)? To inspire you? To help remember why it’s important to (target behavior)?  It’s important to think and plan ahead to create an environment that supports change. What can you do to plan ahead?    The following audio would be heard:  Here are some key phrases and questions to use when working to increase Stimulus Control. |

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| --- | --- |
| **Layout** |  |
| **Template** | C1 |
| **Menu Title** | TBD |
| **Image** | /content/shared/images/placeholders/placeholder.jpg |
| **Header** | Activity |
| **Body Text** | On the next three screens, you’ll see some statements. Please decide whether each statement is True or False, and click the box next to your answer. |
| **Subhead** |  |
| **Notes** | **Audio:**  Now let’s take a minute to do a quick exercise. On the next three screens, you’ll see some statements. Please decide whether each statement is True or False, and click the box next to your answer. |

## Slide 43

## Slide 44

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| **Object** | **Content** |
| **Layout** | Macintosh HD:Users:spencech:Desktop:quiz.jpg |
| **Template** | Quiz |
| **Menu Title** | TBD |
| **Quiz** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Code** | **Mode** | **Randomize Questions** | **Randomize Answers** | **Points** | **Max Attempts** | | quiz-1 | formative | false | true | 100 | 2 |  |  |  |  | | --- | --- | --- | | **Question** | | True or False: Clients in the Preparation stage are not ready to take action. | | **Correct** | **Feedback** | **Answer Options** | | false | incorrect-fb | True | | true | correct-fb | False | | **ID** | **Feedback Text** | | | correct-fb | You’re correct! Clients in the Preparation stage plan to make changes in the next 30 days, and therefore are ready to take action. For this reason, people in the Preparation stage are ideal program participants. | | | incorrect-fb | Sorry, that’s incorrect. The correct answer is False. Clients in the Preparation stage plan to make changes in the next 30 days, and therefore are ready to take action. For this reason, people in the Preparation stage are ideal program participants. | |  |  |  |  | | --- | --- | --- | | **Question** | | True or False: With clients in Preparation, the counselor’s focus should be on helping to make a concrete plan of action. | | **Correct** | **Feedback** | **Answer Options** | | true | correct-fb | True | | false | incorrect-fb | False | | **ID** | **Feedback Text** | | | correct-fb | You’re correct! Helping people in Preparation make a concrete action plan is exactly what a counselor should do. This plan should include what, when, and how the client is going to take action. | | | incorrect-fb | Sorry, that’s incorrect. The correct answer is True. Helping people in Preparation make a concrete action plan is exactly what a counselor should do. This plan should include what, when, and how the client is going to take action. | |  |  |  |  | | --- | --- | --- | | **Question** | | True or False: Identifying sources of support is one way to help clients in the Preparation stage. | | **Correct** | **Feedback** | **Answer Options** | | true | correct-fb | True | | false | incorrect-fb | False | | **ID** | **Feedback Text** | | | correct-fb | You’re correct! Helping Relationships, which means getting support, is another change process that’s important in many stages, including Preparation. | | | incorrect-fb | Enter incorrect feedback here | | |
| **Notes** | **For Question 1**  **Note: This will look less like a quiz question in the designed version.**  Is this statement True or False?    1. Clients in the Preparation stage are not ready to take action.    (If user says False)  You’re correct! Clients in the Preparation stage plan to make changes in the next 30 days, and therefore are ready to take action. For this reason, people in the Preparation stage are ideal program participants.    (If user says True)  Sorry, that’s incorrect. The correct answer is False. Clients in the Preparation stage plan to make changes in the next 30 days, and therefore are ready to take action. For this reason, people in the Preparation stage are ideal program participants.  **For Question 2**  **Note: This will look less like a quiz question in the designed version.**  Is this statement True or False?    2. With clients in Preparation, the counselor’s focus should be on helping to make a concrete plan of action.    *(If user says* ***False)***  Sorry, that’s incorrect. The correct answer is True. Helping people in Preparation make a concrete action plan is exactly what a counselor should do. This plan should include what, when, and how the client is going to take action.    *(If user says* ***True)***  You’re correct! Helping people in Preparation make a concrete action plan is exactly what a counselor should do. This plan should include what, when, and how the client is going to take action.  **For Question 3**  **Note: This will look less like a quiz question in the designed version.** |

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| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_10.jpg |
| **Header** | "To change the world we must first change how the world changes."  —Darrell Amy |
| **Notes** | These will not be included in course output |

## Slide 45

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| **Object** | **Content** |
| **Unit Title** | Unit 5: Action Stage Strategies |
| **Abbreviated Title** | Enter a shortened version of the title here, if necessary |
| **Notes** | These will not be included in course output |

# Unit Title (for Word Outline Purposes Only)

# Slide 46

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| --- | --- |
| **Object** | **Content** |
| **Layout** |  |
| **Template** | A4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/sectionTitleImage1.jpg |
| **Header** | Unit 5: Action Stage Strategies |
| **Subtitle** | In this section, you will learn about the hallmarks, basic approaches to intervention, and principles and processes of change for the Action Stage. |
| **Audio File** | ${CONTENT\_ROOT}/audio/t3\_transition.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** |  |
| **Notes** | These will not be included in course output |

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| --- | --- |
| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_11.jpg |
| **Header** | “Change is an affirmation of life, an exuberant ‘Yes!’ ”  —John C. Norcross |
| **Notes** | These will not be included in course output |

## Slide 47

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| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | TBD |
| **Image** | /content/shared/images/placeholders/placeholder.jpg |
| **Bullets** | |  |  | | --- | --- | |  | 0:01 | |  | 0:03 | |  | 0:05 | |  | 0:07 | |  |  | |  |  | |
| **Footer** |  |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio30.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | Now let’s move on to discuss Action, the fourth stage of change. |
| **Notes** | Audio:    Now let’s move on to discuss Action, the fourth stage of change. |

## Slide 48

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| --- | --- |
| **Layout** |  |
| **Template** | B3 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_1.jpg |
| **Header** | Action: Hallmarks |
| **Bullets** | |  |  | | --- | --- | | Meeting action criteria | 0:02 | | Actively working to keep up the changes | 0:02 | | May experiences strong urges to slip back into old behaviors, especially during times of distress | 0:02 | | Slipping back to an early stage is common, especially among individuals who haven’t prepared adequately | 0:02 | |  |  | |  |  | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio31.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | Once people reach the Action stage, they’re meeting the behavioral criteria for Action (for example, not smoking at all, exercising 150 minutes per week, or effectively managing stress).    They’re actively working to keep up those changes.    People in Action may experience strong urges to slip back into old behaviors, especially during times of distress.    As we discussed in an earlier part of this training, slipping back to an earlier stage is common, especially among individuals who haven’t prepared adequately. |
| **Notes** | **Audio:**  Once people reach the Action stage, they’re meeting the behavioral criteria for Action (for example, not smoking at all, exercising 150 minutes per week, or effectively managing stress).    They’re actively working to keep up those changes.    People in Action may experience strong urges to slip back into old behaviors, especially during times of distress.    As we discussed in an earlier part of this training, slipping back to an earlier stage is common, especially among individuals who haven’t prepared adequately. |

## Slide 49

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| **Layout** |  |
| **Template** | B3 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_1.jpg |
| **Header** | Guidelines for Intervention |
| **Bullets** | |  |  | | --- | --- | | Focus on behavioral processes of change. | 0:02 | | Plan ahead for difficult times to prevent slips and relapses | 0:02 | | Identify sources of support | 0:02 | | Communicate that maintaining change is a marathon, not a sprint | 0:02 | |  |  | |  |  | |
| **Audio File** | ${CONTENT\_ROOT}/audio/pc\_mod3\_audio32.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | For people in Action, we want to focus on the behavioral processes of change, which will help them maintain their new behavior. It’s time to move beyond the experiential processes like information gathering, and exploring self-image and feelings about change. It’s time to “Just do it!”—like in the Nike slogan.    As a counselor or coach, you want to help clients plan ahead to prevent slips and relapses.    Provide support, especially during stressful and demanding times.    Communicate that maintaining change is a marathon, not a sprint. They’re not finished with the change process because they are eating healthy. In fact, they may never be finished. They may need to struggle with the urge to overeat for the rest of their lives. Across behaviors, the number one risk factor for relapse is emotional distress. |
| **Notes** | **Audio:**  For people in Action, we want to focus on the behavioral processes of change, which will help them maintain their new behavior. It’s time to move beyond the experiential processes like information gathering, and exploring self-image and feelings about change. It’s time to “Just do it!”—like in the Nike slogan.    As a counselor or coach, you want to help clients plan ahead to prevent slips and relapses.    Provide support, especially during stressful and demanding times.    Communicate that maintaining change is a marathon, not a sprint. They’re not finished with the change process because they are eating healthy. In fact, they may never be finished. They may need to struggle with the urge to overeat for the rest of their lives. Across behaviors, the number one risk factor for relapse is emotional distress. |

## Slide 50

# Slide 51

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| --- | --- |
| **Object** | **Content** |
| **Layout** |  |
| **Template** | B5 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/People\_6.jpg |
| **Header** | Principle: Self-Efficacy  (Increase Confidence) |
| **Bullets** | |  |  | | --- | --- | | In earlier stages: Increase awareness of risk and risky situations, notice others who have been successful, think of other successes | 0:02 | | In later stages: Develop relapse prevention plan that incorporates behavioral processes of change | 0:05 | |
| **Audio File** | /content/shared/audio/placeholders/placeholder.mp3 |
| **Audio Title** | Audio Title |
| **Audio CC** | We talked about self-efficacy, or increasing confidence, in Part 1 of this training. Although we haven’t talked much about it since, it’s extremely important in TTM interventions. In our computerized tailored interventions, we assess and give feedback on self-efficacy for most stages, in most behaviors.    In the earlier stages, we can begin increasing awareness of risk and risky situations. To increase self-efficacy, or confidence, we can encourage clients to notice how others around them are managing to make a behavior change, and to remind themselves of other successes in their lives. A lot of our stage-based materials include the personal testimonials of people who were successful, to help participants see that they, too, can be successful.    In the later stages, we can increase self-efficacy by helping clients develop a relapse prevention plan. It’s a concrete plan for how they’ll cope with difficult situations that come up.    In the slide that follows, you’ll see how relapse prevention plans incorporate the behavioral processes of change like Stimulus Control, Counter Conditioning, and Helping Relationships. |
| **Notes** | **Audio:**  We talked about self-efficacy, or increasing confidence, in Part 1 of this training. Although we haven’t talked much about it since, it’s extremely important in TTM interventions. In our computerized tailored interventions, we assess and give feedback on self-efficacy for most stages, in most behaviors.    In the earlier stages, we can begin increasing awareness of risk and risky situations. To increase self-efficacy, or confidence, we can encourage clients to notice how others around them are managing to make a behavior change, and to remind themselves of other successes in their lives. A lot of our stage-based materials include the personal testimonials of people who were successful, to help participants see that they, too, can be successful.    In the later stages, we can increase self-efficacy by helping clients develop a relapse prevention plan. It’s a concrete plan for how they’ll cope with difficult situations that come up.    In the slide that follows, you’ll see how relapse prevention plans incorporate the behavioral processes of change like Stimulus Control, Counter Conditioning, and Helping Relationships. |

## Slide 52

|  |  |
| --- | --- |
| **Object** | **Content** |
| **Layout** |  |
| **Template** | CR-List |
| **Menu Title** | TBD |
| **Click and Reveal** | |  |  | | --- | --- | | **Layout** | **Show Tooltip** | | click-and-reveal | true |  |  |  | | --- | --- | | **Title** | Click and Reveal Title | | **Background Image** | ${CONTENT\_ROOT}/images/Food\_2.jpg | | **Tooltip** | Click these buttons to hear the principles |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 1** | | | | **Label** | Stimulus Control (Manage Your Environment) | | | **Audio Path** | /content/shared/audio/placeholders/placeholder.mp3 | | | **Audio CC** |  | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:02 | true | Stimulus Control (Manage Your Environment) | | 0:05 | false | Help client identify cues and triggers | | 0:08 | false | Help develop a relapse plan that is realistic | | 0:15 | false | Avoiding people, places, and things that increase relapse risk | | 0:18 | false | Using reminders | | 0:21 | false | Changing daily routines | | 0:24 | false | Planning ahead | | 0:27 | false | Reducing stress by seeking support, problem-solving, and relaxing | | 0:30 | true | Key Phrases for Stimulus Control: | | 0:33 | false | We want to make this as easy for you as possible. | | 0:36 | false | What kinds of people, places, and things can you avoid to make it easier to stay on track? | | 0:39 | false | What kinds of people, places, and things can you surround yourself with or seek out to stay on track? | | 0:42 | false | What kinds of cues or reminders can you use around your home or work to help you stay on track? |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 2** | | | | **Label** | Reinforcement Management (Use Rewards) | | | **Audio Path** | /content/shared/audio/placeholders/placeholder.mp3 | | | **Audio CC** |  | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:02 | true | Reinforcement Management (Use Rewards) | | 0:05 | false | Help clients identify ways they can reward themselves | | 0:08 | false | Noticing intrinsic rewards (sense of satisfaction, accomplishment) | | 0:15 | false | Extrinsic rewards (praise from others, a gift we buy ourselves) | | 0:18 | true | Key Phrases for Reinforcement Management | | 0:21 | false | Great job! | | 0:24 | false | You should feel good about the steps you’ve taken | | 0:27 | false | You should feel good about reaching your goals. | | 0:30 | false | How did it feel to (behavior)? | | 0:33 | false | Remember to give yourself a pat on the back for (behavior). | | 0:36 | false | What can you do to reward yourself when you (behavior)? | | 0:39 | false | Have you noticed any benefits of (behavior)? What have been the biggest benefits? |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 3** | | | | **Label** | Counter Conditioning (Use Substitutes) | | | **Audio Path** | /content/shared/audio/placeholders/placeholder.mp3 | | | **Audio CC** |  | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:02 | true | Counter Conditioning (Use Substitutes) | | 0:05 | false | Help clients identify problematic beliefs and behaviors, and healthy substitutes. | | 0:08 | false | Role play, and provide feedback and reinforcement | | 0:15 | true | Key Phrases for Counter Conditioning | | 0:18 | false | Thinking ahead, what kinds of situations might tempt you to go back to your old behavior? | | 0:21 | false | What are some things you can do instead in those situations to help you stay on track? | | 0:24 | false | Can you really imagine yourself doing those things? | | 0:27 | false | What kinds of negative thinking can make it more difficult to stay on track? | | 0:30 | false | What kinds of things can you say to yourself instead when you find yourself thinking negatively? | | 0:33 | false | What would your advise a friend to do in those situations? | | 0:36 | false | Who can you turn to for support if or when you find yourself wanting to slip into old behaviors? | | 0:39 | false | Let’s role play what you can tell yourself in difficult situations. | | 0:42 | false | Let’s role play how you can ask (support person) for help in difficult situations. | |
| **Notes** | Note to Pro-Change: On this slide, we would list the different processes on the left side of the screen (as indicated by a “subheading” designation). The viewer would click on each subheading and see the accompanying text (as indicated by “accompanying text”) and hear audio (as indicated by “accompanying audio”).    Subheading:  Stimulus Control (Manage Your Environment)    Upon clicking on the tab, the following text would appear:  Stimulus Control (Manage Your Environment)  Help client identify cues and triggers  Help develop a relapse plan that is realistic  Avoiding people, places, and things that increase relapse risk  Using reminders  Changing daily routines  Planning ahead  Reducing stress by seeking support, problem-solving, and relaxing    The following audio would be heard:  We’ve already talked about Stimulus Control—modifying or managing one’s environment to support change.    As in the Preparation stage, the goal is to help clients really think about their environment, its traps and triggers, and ways to manage them.    Now, we also want to help clients develop a realistic relapse prevention plan. This plan may involve avoiding certain people, places, and things, using reminders to engage in the healthy behavior, changing their daily routines, planning ahead, and reducing stress by seeking support, problem-solving, and relaxing.    Taking these types of steps can help clients maintain the healthy changes they’ve made.    The text would then change to:  Key Phrases for Stimulus Control:  We want to make this as easy for you as possible.  What kinds of people, places, and things can you avoid to make it easier to stay on track?  What kinds of people, places, and things can you surround yourself with or seek out to stay on track?  What kinds of cues or reminders can you use around your home or work to help you stay on track?  It’s important to think and plan ahead to create an environment that supports change. What can you do to plan ahead?    The following audio would be heard:  The key phrases and questions for increasing Stimulus Control in the Action stage are the same as those we presented in the Preparation stage.      Subheading:  Reinforcement Management (Use Rewards)    Upon clicking on the tab, the following text would appear:  Reinforcement Management (Use Rewards)  Help clients identify ways they can reward themselves  Noticing intrinsic rewards (sense of satisfaction, accomplishment)  Extrinsic rewards (praise from others, a gift we buy ourselves)    The following audio would be heard:  Reinforcement Management involves using rewards to reinforce progress. As a counselor, you can help clients identify the best ways they can reward themselves.    Rewards can be intrinsic or internal to the individual—for example, a sense of satisfaction or accomplishment.    Rewards can also be extrinsic or external—such as praise from others, or a gift we buy ourselves.    To prepare people for the longer term, we teach them to rely more on intrinsic rewards. We find that many people want much more praise and recognition than others actually provide. Family members and friends can take Action for granted too quickly. Acquaintances typically generate only a couple of positive statements early in Action.    Self-reinforcements are much more under self-control and can be given more quickly and consistently when temptations to lapse or relapse are resisted.    Sometimes we use Reinforcement Management in the earlier stages, too, to reward and reinforce small steps.    The text would then change to:  Key Phrases for Reinforcement Management  Great job!  You should feel good about the steps you’ve taken  You should feel good about reaching your goals.  How did it feel to (behavior)?  Remember to give yourself a pat on the back for (behavior).  What can you do to reward yourself when you (behavior)?  Have you noticed any benefits of (behavior)? What have been the biggest benefits?    The following audio would be heard:  Here are some key phrases and questions to use to encourage Reinforcement Management.      Subheading:  Counter Conditioning (Use Substitutes)    Upon clicking on the tab, the following text would appear:  Counter Conditioning (Use Substitutes)  Help clients identify problematic beliefs and behaviors, and healthy substitutes.  Role play, and provide feedback and reinforcement    The following audio would be heard:  In the Action stage, we want to continue to encourage Counter Conditioning.    Help clients identify problematic beliefs and behaviors, and ways to use healthy substitutes.    Encourage your client to role play using those healthy substitutes, and provide feedback and reinforcement.    The text would then change to:  Key Phrases for Counter Conditioning  Thinking ahead, what kinds of situations might tempt you to go back to your old behavior?  What are some things you can do instead in those situations to help you stay on track?  Can you really imagine yourself doing those things?  What kinds of negative thinking can make it more difficult to stay on track?  What kinds of things can you say to yourself instead when you find yourself thinking negatively?  What would your advise a friend to do in those situations?  Who can you turn to for support if or when you find yourself wanting to slip into old behaviors?  Let’s role play what you can tell yourself in difficult situations.  Let’s role play how you can ask (support person) for help in difficult situations.    The following audio would be heard:  Here are key phrases and questions to help activate Counter Conditioning in the Action stage. |

## Slide 53

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| **Object** | **Content** |
| **Layout** | Macintosh HD:Users:spencech:Desktop:quiz.jpg |
| **Template** | Quiz |
| **Menu Title** | TBD |
| **Quiz** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Code** | **Mode** | **Randomize Questions** | **Randomize Answers** | **Points** | **Max Attempts** | | quiz-1 | formative | false | true | 100 | 2 |  |  |  |  | | --- | --- | --- | | **Question** | | What question taps a behavioral process of change often used in the Action stage? | | **Correct** | **Feedback** | **Answer Options** | | true | answer-A | What kinds of people, places, and things can you avoid to make it easier to stay on track? | | false | answer-B | How would your self-image change if you changed your behavior? | | false | answer-C | What do you feel when you think about making changes? | | false | answer-D | Why don’t we take a few minutes to weigh your reasons for changing and not changing? | | **ID** | **Feedback Text** | | | answer-A | You said a) This is the correct answer. Good work! By asking “What kinds of people, places, and things can you avoid to make it easier to stay on track?”, you are tapping the process Stimulus Control. This is a behavioral process of change, and behavioral processes, which are those that involve making commitments and doing, are especially important in the later stages, Action and Maintenance. | | | answer-B | You said b) This is not the correct answer. The question “How would your self-image change if you changed your behavior?” taps the process Self-Reevaluation. Self-Reevaluation is an experiential process of change. Experiential processes, which are those that involve thinking and feeling, are especially important in the earlier stages of change, Precontemplation and Contemplation, but are not usually as important to later stages.  The correct answer is a). By asking “What kinds of people, places, and things can you avoid to make it easier to stay on track?”, you are tapping the process Stimulus Control. This is a behavioral process of change, and behavioral processes, which are those that involve making commitments and doing, are especially important in the later stages, Action and Maintenance. | | | answer-C | You said c) This is not the correct answer. The question “What do you feel when you think about making changes?” taps the process Dramatic Relief. Dramatic Relief is an experiential process of change. Experiential processes, which are those that involve thinking and feeling, are especially important in the earlier stages of change, Precontemplation and Contemplation, but are not usually as important to later stages.  The correct answer is a). By asking “What kinds of people, places, and things can you avoid to make it easier to stay on track?”, you are tapping the process Stimulus Control. This is a behavioral process of change, and behavioral processes, which are those that involve making commitments and doing, are especially important in the later stages, Action and Maintenance. | | | answer-D | You said d) This is not the correct answer. The question “Why don’t we take a few minutes to weigh your reasons for changing and not changing?” addresses Decisional Balance, or the weighing of the Pros and Cons of changing. Decisional Balance is especially important in the earlier stages of change, Precontemplation and Contemplation. It generally is not as important in the later stages, unless the client continues to have high Cons.    The correct answer is a). By asking “What kinds of people, places, and things can you avoid to make it easier to stay on track?", you are tapping the process Stimulus Control. This is a behavioral process of change, and behavioral processes, which are those that involve making commitments and doing, are especially important in the later stages, Action and Maintenance. | | |
| **Notes** | Note: This will look less like a quiz question in the designed version.    Audio Narrator/Coach: Before we move on to the next section, let’s take a minute to review.    Which question taps a behavioral process of change often used in the Action stage?  a) What kinds of people, places, and things can you avoid to make it easier to stay on track?  b) How would your self-image change if you changed your behavior?  c) What do you feel when you think about making changes?  d) Why don’t we take a few minutes to weigh your reasons for changing and not changing?      Narrator/Coach  (if answered A)  You said a) This is the correct answer. Good work! By asking “What kinds of people, places, and things can you avoid to make it easier to stay on track?”, you are tapping the process Stimulus Control. This is a behavioral process of change, and behavioral processes, which are those that involve making commitments and doing, are especially important in the later stages, Action and Maintenance.    Narrator/Coach  (if answered B)  You said b) This is not the correct answer. The question “How would your self-image change if you changed your behavior?” taps the process Self-Reevaluation. Self-Reevaluation is an experiential process of change. Experiential processes, which are those that involve thinking and feeling, are especially important in the earlier stages of change, Precontemplation and Contemplation, but are not usually as important to later stages.    The correct answer is a). By asking “What kinds of people, places, and things can you avoid to make it easier to stay on track?”, you are tapping the process Stimulus Control. This is a behavioral process of change, and behavioral processes, which are those that involve making commitments and doing, are especially important in the later stages, Action and Maintenance.    Narrator/Coach  (if answered C)  You said c) This is not the correct answer. The question “What do you feel when you think about making changes?” taps the process Dramatic Relief. Dramatic Relief is an experiential process of change. Experiential processes, which are those that involve thinking and feeling, are especially important in the earlier stages of change, Precontemplation and Contemplation, but are not usually as important to later stages.    The correct answer is a). By asking “What kinds of people, places, and things can you avoid to make it easier to stay on track?”, you are tapping the process Stimulus Control. This is a behavioral process of change, and behavioral processes, which are those that involve making commitments and doing, are especially important in the later stages, Action and Maintenance.    Narrator/Coach  (if answered D)  You said d) This is not the correct answer. The question “Why don’t we take a few minutes to weigh your reasons for changing and not changing?” addresses Decisional Balance, or the weighing of the Pros and Cons of changing. Decisional Balance is especially important in the earlier stages of change, Precontemplation and Contemplation. It generally is not as important in the later stages, unless the client continues to have high Cons.    The correct answer is a). By asking “What kinds of people, places, and things can you avoid to make it easier to stay on track?”, you are tapping the process Stimulus Control. This is a behavioral process of change, and behavioral processes, which are those that involve making commitments and doing, are especially important in the later stages, Action and Maintenance. |

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_10.jpg |
| **Header** | "Life's too short for waiting for change to happen."  —Caribou Coffee |
| **Notes** | These will not be included in course output |

## Slide 54

|  |  |
| --- | --- |
| **Object** | **Content** |
| **Unit Title** | Section 6: Maintenance Stage Strategies |
| **Abbreviated Title** | Enter a shortened version of the title here, if necessary |
| **Notes** | These will not be included in course output |

# Unit Title (for Word Outline Purposes Only)

# Slide 55

|  |  |
| --- | --- |
| **Object** | **Content** |
| **Layout** |  |
| **Template** | A4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/sectionTitleImage1.jpg |
| **Header** | Section 6: Maintenance Stage Strategies |
| **Subtitle** | In this section, you will learn about the hallmarks, basic approaches to intervention, and principles and processes of change for the Maintenance Stage. |
| **Audio File** | ${CONTENT\_ROOT}/audio/t3\_transition.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** |  |
| **Notes** | These will not be included in course output |

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| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Cig25201.jpg |
| **Header** | "Change is not made without inconvenience, even from worse to better."  —Richard Hooker |
| **Notes** | These will not be included in course output |

## Slide 56

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| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | TBD |
| **Image** | /content/shared/images/placeholders/placeholder.jpg |
| **Bullets** | |  |  | | --- | --- | |  | 0:01 | |  | 0:03 | |  | 0:05 | |  | 0:07 | |  |  | |  |  | |
| **Footer** |  |
| **Audio File** | /content/shared/audio/placeholders/placeholder.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | * Insert Audio Caption Text Here * And another caption here |
| **Notes** | Audio:    Finally, let’s talk about strategies you can use to help clients in the Maintenance stage. |

## Slide 57

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| **Layout** |  |
| **Template** | B3 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_9.jpg |
| **Header** | Maintenance: Hallmarks |
| **Bullets** | |  |  | | --- | --- | | Experience fewer temptations to slip back into old behavior | 0:02 | | More confident | 0:05 | | At greatest risk for relapse during times of distress | 0:08 | |  |  | |  |  | |  |  | |
| **Audio File** | /content/shared/audio/placeholders/placeholder.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | In Maintenance, there are fewer temptations to slip back into old behaviors.    People are more confident, but continue to be at risk for relapse, especially during times of distress. |
| **Notes** | Audio:    In Maintenance, there are fewer temptations to slip back into old behaviors.    People are more confident, but continue to be at risk for relapse, especially during times of distress. |

## Slide 58

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| --- | --- |
| **Layout** |  |
| **Template** | B3 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Interactions\_2.jpg |
| **Header** | Maintenance:  Guidelines for Intervention |
| **Bullets** | |  |  | | --- | --- | | Continue to focus on relapse prevention | 0:02 | | Work to consolidate gains and increase self-efficacy | 0:02 | | Remember that Maintenance is a dynamic, not a static, stage | 0:02 | | Improve coping skills | 0:02 | | Remember, for many people, Maintenance can be a life-long struggle | 0:02 | |  |  | |
| **Audio File** | /content/shared/audio/placeholders/placeholder.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | For Maintenance, we want to continue to focus on relapse prevention. We want to work to consolidate gains and increase self-efficacy. The goal is to make the new behavior a habit.    Maintenance is a dynamic, not a static, stage. Most people remain at risk for relapse, especially during times of distress. So it is especially important to help clients improve their coping skills.    For many people, Maintenance can be a life-long struggle. In Maintenance, people could also get bored with their behavior. One way to address that risk is to add variety—for example, add variety to a healthy diet or to an exercise or stress management routine. |
| **Notes** | **Audio:**  For Maintenance, we want to continue to focus on relapse prevention. We want to work to consolidate gains and increase self-efficacy. The goal is to make the new behavior a habit.    Maintenance is a dynamic, not a static, stage. Most people remain at risk for relapse, especially during times of distress. So it is especially important to help clients improve their coping skills.    For many people, Maintenance can be a life-long struggle. In Maintenance, people could also get bored with their behavior. One way to address that risk is to add variety—for example, add variety to a healthy diet or to an exercise or stress management routine. |

## Slide 59

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B1 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Interactions\_3.jpg |
| **Header** | Processes: |
| **Bullet Title** |  |
| **Bullets** | |  |  | | --- | --- | | Continue to encourage clients to use the behavioral processes of change: | 0:02 | | Helping Relationships (Continue to get support) | 0:02 | | Counter Conditioning (Continue to use substitutes) | 0:02 | | Stimulus Control (Continue to manage your environment) | 0:02 | | Reinforcement Management (Continue to use rewards). | 0:02 | |  | 0:02 | |
| **Audio File** | /content/shared/audio/placeholders/placeholder.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | For clients in the Maintenance stage, you’ll want to continue to encourage use of the more behavioral processes of change:    Helping Relationships,  Counter Conditioning,  Stimulus Control, and  Reinforcement Management. |
| **Notes** | **Audio:**  For clients in the Maintenance stage, you’ll want to continue to encourage use of the more behavioral processes of change:    Helping Relationships,  Counter Conditioning,  Stimulus Control, and  Reinforcement Management. |

## Slide 60

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B3 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Interactions\_7.jpg |
| **Header** | Work with your client to find three strategies for staying on track – for example, |
| **Bullets** | |  |  | | --- | --- | | Plan ahead | 0:02 | | Tap social support | 0:05 | | Use substitutes to deal with temptation | 0:08 | |  |  | |  |  | |  |  | |
| **Audio File** | /content/shared/audio/placeholders/placeholder.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | Drawing from those processes, work with your client to identify three strategies for staying on track.    For example, you might select planning ahead, tapping social support, and using substitutes to deal with temptation. |
| **Notes** | **Audio:**  Drawing from those processes, work with your client to identify three strategies for staying on track.    For example, you might select planning ahead, tapping social support, and using substitutes to deal with temptation. |

## Slide 61

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B1 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Interactions\_7.jpg |
| **Header** | Relapse: Dealing with Setbacks |
| **Bullet Title** |  |
| **Bullets** | |  |  | | --- | --- | | The change process is not linear | 0:02 | | Encourage clients to learn from setbacks and move forward | 0:02 | | View the slip as temporary | 0:02 | | Develop strategies for coping with similar situations | 0:02 | | Help clients maintain image of the person he/she wants to be | 0:02 | | Help clients assess their current stage of change | 0:02 | |
| **Audio File** | /content/shared/audio/placeholders/placeholder.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | It’s important to remember most people will need to deal with setbacks. The change process is not linear, but spiral, with relapses to earlier stages. To help people progress to lifelong Maintenance, we encourage them to view temptation and setbacks as opportunities for learning, rather than reasons for giving up.    To help clients cope with setbacks, we can encourage them to:    Move quickly back to better behavior; they can increase self-efficacy by viewing the slip as temporary and trying to understand what happened and what can be done differently next time.  Maintain their image of the type of person they want to be and their image of themselves as someone who is committed to changing and has had some successes.  Reassess their stage of change—have they slipped back to Preparation, Contemplation, or Precontemplation? |
| **Notes** | **Audio:**  It’s important to remember most people will need to deal with setbacks. The change process is not linear, but spiral, with relapses to earlier stages. To help people progress to lifelong Maintenance, we encourage them to view temptation and setbacks as opportunities for learning, rather than reasons for giving up.    To help clients cope with setbacks, we can encourage them to:    Move quickly back to better behavior; they can increase self-efficacy by viewing the slip as temporary and trying to understand what happened and what can be done differently next time.  Maintain their image of the type of person they want to be and their image of themselves as someone who is committed to changing and has had some successes.  Reassess their stage of change—have they slipped back to Preparation, Contemplation, or Precontemplation? |

## Slide 62

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | C1 |
| **Menu Title** | TBD |
| **Image** | /content/shared/images/placeholders/placeholder.jpg |
| **Header** | Activity |
| **Body Text** | Before we move on, let’s do another quick True/False exercise. Again, on the next three screens, you’ll see some statements. Please decide whether each statement is True or False, and click the box next to your answer. |
| **Subhead** |  |
| **Notes** | These will not be included in course output |

## Slide 63

## Slide 64

|  |  |
| --- | --- |
| **Object** | **Content** |
| **Layout** | Macintosh HD:Users:spencech:Desktop:quiz.jpg |
| **Template** | Quiz |
| **Menu Title** | TBD |
| **Quiz** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Code** | **Mode** | **Randomize Questions** | **Randomize Answers** | **Points** | **Max Attempts** | | quiz-1 | formative | false | true | 100 | 2 |  |  |  |  | | --- | --- | --- | | **Question** | | True or False: Most clients will experience relapse during the change process. | | **Correct** | **Feedback** | **Answer Options** | | true | correct-fb | True | | false | incorrect-fb | False | | **ID** | **Feedback Text** | | | correct-fb | You’re correct! Most clients will relapse, or slip back to an earlier stage, during the change process. The change process is not linear, but spiral, with relapses to earlier stages. | | | incorrect-fb | Sorry, that’s incorrect. The correct answer is True. Most clients will relapse, or slip back to an earlier stage, during the change process. The change process is not linear, but spiral, with relapses to earlier stages. | |  |  |  |  | | --- | --- | --- | | **Question** | | True or False: Talking about relapse with clients who have slipped from Action or Maintenance will discourage them even further. | | **Correct** | **Feedback** | **Answer Options** | | false | incorrect-fb | True | | true | correct-fb | False | | **ID** | **Feedback Text** | | | correct-fb | You’re correct! Helping people understand why they slipped is one of the most important things you can do as a coach. By doing this, you can increase clients’ self-efficacy by helping them to use their experiences to anticipate and plan for difficult situations. | | | incorrect-fb | Sorry, that’s incorrect. The correct answer is False. Helping people understand why they slipped is one of the most important things you can do as a coach. By doing this, you can increase clients’ self-efficacy by helping them to use their experiences to anticipate and plan for difficult situations. | |  |  |  |  | | --- | --- | --- | | **Question** | | True or False: Relapse is most common during times of distress. | | **Correct** | **Feedback** | **Answer Options** | | true | correct-fb | True | | false | incorrect-fb | False | | **ID** | **Feedback Text** | | | correct-fb | You’re correct! Clients are more likely to relapse and return to old habits when they’re stressed and overwhelmed. You can help clients avoid relapse by encouraging them to think ahead about how they will keep up their new behavior during times of distress, and by helping them improve coping skills. | | | incorrect-fb | Sorry, that’s incorrect. The correct answer is True. Clients are more likely to relapse and return to old habits when they’re stressed and overwhelmed. You can help clients avoid relapse by encouraging them to think ahead about how they will keep up their new behavior during times of distress, and by helping them improve coping skills. | |  |  |  |  | | --- | --- | --- | | **Question** | | Which of the following questions would you NOT ask of a client who has relapsed from Action or Maintenance to the Preparation stage? | | **Correct** | **Feedback** | **Answer Options** | | false | incorrect-fb | What can you learn from your setback? | | true | correct-fb | In what ways does your setback make you feel like a failure? | | false | incorrect-fb | What can you do differently the next time? | | false | incorrect-fb | Can you list some of the triggers to avoid the next time? | | **ID** | **Feedback Text** | | | correct-fb | Enter correct feedback here | | | incorrect-fb | Enter incorrect feedback here | | |
| **Notes** | **Question 1 Note: This will look less like a quiz question in the designed version.**  Is this statement True or False?    1. Most clients will experience relapse during the change process.    *(If user says* ***False)***  Sorry, that’s incorrect.The correct answer is True. Most clients will relapse, or slip back to an earlier stage, during the change process. The change process is not linear, but spiral, with relapses to earlier stages.    *(If user says* ***True)***  You’re correct! Most clients will relapse, or slip back to an earlier stage, during the change process. The change process is not linear, but spiral, with relapses to earlier stages.  **Question 2 Note: This will look less like a quiz question in the designed version.**  Is this statement True or False?    2. Talking about relapse with clients who have slipped from Action or Maintenance will discourage them even further.    *(If user says* ***False)***  You’re correct!Helping people understand why they slipped is one of the most important things you can do as a coach. By doing this, you can increase clients’ self-efficacy by helping them to use their experiences to anticipate and plan for difficult situations.    *(If user says* ***True)***  Sorry, that’s incorrect.The correct answer is False. Helping people understand why they slipped is one of the most important things you can do as a coach. By doing this, you can increase clients’ self-efficacy by helping them to use their experiences to anticipate and plan for difficult situations.  **Question 3 Note: This will look less like a quiz question in the designed version.**  Is this statement True or False?    3. Relapse is most common during times of distress.    *(If user says* ***False)***  Sorry, that’s incorrect.The correct answer is True. Clients are more likely to relapse and return to old habits when they’re stressed and overwhelmed. You can help clients avoid relapse by encouraging them to think ahead about how they will keep up their new behavior during times of distress, and by helping them improve coping skills.    *(If user says* ***True)***  You’re correct!Clients are more likely to relapse and return to old habits when they’re stressed and overwhelmed. You can help clients avoid relapse by encouraging them to think ahead about how they will keep up their new behavior during times of distress, and by helping them improve coping skills.  **Question 4 Note: This will look less like a quiz question in the designed version.** |

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_10.jpg |
| **Header** | “Growth means change.”  —Alan D. Wolfelt |
| **Notes** | These will not be included in course output |

## Slide 65

|  |  |
| --- | --- |
| **Object** | **Content** |
| **Unit Title** | Section 7: Readiness to Use a Stage Approach |
| **Abbreviated Title** | Enter a shortened version of the title here, if necessary |
| **Notes** | These will not be included in course output |

# Unit Title (for Word Outline Purposes Only)

# Slide 66

|  |  |
| --- | --- |
| **Object** | **Content** |
| **Layout** |  |
| **Template** | A4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/sectionTitleImage1.jpg |
| **Header** | Section 7: Readiness to Use a Stage Approach |
| **Subtitle** | In this section, you will learn how you can use a stage approach to facilitate use of a stage approach in your work. |
| **Audio File** | ${CONTENT\_ROOT}/audio/t3\_transition.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** |  |
| **Notes** | These will not be included in course output |

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| --- | --- |
| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_12.jpg |
| **Header** | "It is in changing that we find purpose."  —Heraclitus |
| **Notes** | These will not be included in course output |

## Slide 67

|  |  |
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| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Interactions\_8.jpg |
| **Bullets** | |  |  | | --- | --- | | Using the Stage-Approach to Facilitate Using the TTM in Your Work | 0:01 | |  | 0:03 | |  | 0:05 | |  | 0:07 | |  |  | |  |  | |
| **Footer** |  |
| **Audio File** | /content/shared/audio/placeholders/placeholder.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | At the beginning of this session, we asked you to write down three change strategies or interventions that you use the most. Take a look at those strategies. What principles or processes of change do your strategies represent? Are your strategies more experiential and appropriate for people in the early stages? Or are they more behavioral and appropriate for people in the later stages? Are there additional TTM principles and processes of change that you could add to your repertoire? Can you integrate them into your work in a stage-matched fashion?    Changing ways of working can be just as difficult as changing health behaviors. We’re going to end this section by asking you to think about how you can use a stage approach to facilitate use of the stage of change in your work. |
| **Notes** | Audio:    At the beginning of this session, we asked you to write down three change strategies or interventions that you use the most. Take a look at those strategies. What principles or processes of change do your strategies represent? Are your strategies more experiential and appropriate for people in the early stages? Or are they more behavioral and appropriate for people in the later stages? Are there additional TTM principles and processes of change that you could add to your repertoire? Can you integrate them into your work in a stage-matched fashion?    Changing ways of working can be just as difficult as changing health behaviors. We’re going to end this section by asking you to think about how you can use a stage approach to facilitate use of the stage of change in your work. |

## Slide 68

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| --- | --- |
| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/MI\_iSt\_4486791Sm.jpg |
| **Bullets** | |  |  | | --- | --- | | Stage of Change | 0:01 | | Assess your stage of change for using the stage approach in your own work. | 0:03 | |
| **Footer** |  |
| **Audio File** | /content/shared/audio/placeholders/placeholder.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | Let’s take a look at stage of change… When you started this session today, what do you think your stage of change was for using the stage approach in your own work?    What stage are you in now?    Our goal was to help you move one stage today. |
| **Notes** | **Audio:**  Let’s take a look at stage of change… When you started this session today, what do you think your stage of change was for using the stage approach in your own work?    What stage are you in now?    Our goal was to help you move one stage today. |

## Slide 69

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| --- | --- |
| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/MI\_iSt\_4486791Sm.jpg |
| **Bullets** | |  |  | | --- | --- | | Decisional Balance | 0:01 | | Assess the Pros and Cons of using a stage approach. | 0:03 | |  | 0:05 | |  | 0:07 | |  |  | |  |  | |
| **Footer** |  |
| **Audio File** | /content/shared/audio/placeholders/placeholder.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | Decisional Balance… What are the Pros of using a stage approach? What are the Cons? Are there ways to shrink the Cons? |
| **Notes** | **Audio:**  Decisional Balance… What are the Pros of using a stage approach? What are the Cons? Are there ways to shrink the Cons? |

## Slide 70

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/MI\_iSt\_4486791Sm.jpg |
| **Bullets** | |  |  | | --- | --- | | Self-Efficacy | 0:01 | | Identify situations where using a stage approach would be difficult; if in later stages, develop a relapse prevention plan. | 0:03 | |  | 0:05 | |  | 0:07 | |  |  | |  |  | |
| **Footer** |  |
| **Audio File** | /content/shared/audio/placeholders/placeholder.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | Self-Efficacy… What are some situations where using a stage approach could be difficult? What can you do in those situations to stay on track? |
| **Notes** | Audio:    Self-Efficacy… What are some situations where using a stage approach could be difficult? What can you do in those situations to stay on track? |

## Slide 71

## Slide 72

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| **Object** | **Content** |
| **Layout** |  |
| **Template** | CR-List |
| **Menu Title** | TBD |
| **Click and Reveal** | |  |  | | --- | --- | | **Layout** | **Show Tooltip** | | click-and-reveal | true |  |  |  | | --- | --- | | **Title** | Click and Reveal Title | | **Background Image** | ${CONTENT\_ROOT}/images/Background\_13.jpg | | **Tooltip** | Click these buttons to hear the principles |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 1** | | | | **Label** | Consciousness Raising | | | **Audio Path** | /content/shared/audio/placeholders/placeholder.mp3 | | | **Audio CC** |  | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:02 | true | Learn the model, study the principles and processes of change, learn about the scientific research that supports this approach. |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 2** | | | | **Label** | Dramatic Relief | | | **Audio Path** | /content/shared/audio/placeholders/placeholder.mp3 | | | **Audio CC** |  | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:02 | true | Get excited about using a new approach. |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 3** | | | | **Label** | Environmental Reevaluation | | | **Audio Path** | /content/shared/audio/placeholders/placeholder.mp3 | | | **Audio CC** |  | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:02 | true | Consider the benefits to clients. Is there anyone else who would benefit if you used a stage approach to your work? |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 4** | | | | **Label** | Self-Reevaluation | | | **Audio Path** | /content/shared/audio/placeholders/placeholder.mp3 | | | **Audio CC** |  | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:02 | true | Think of yourself as someone who is able to draw from various theories and change strategies to meet the stage-based needs of clients. |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 5** | | | | **Label** | Social Liberation | | | **Audio Path** | /content/shared/audio/placeholders/placeholder.mp3 | | | **Audio CC** |  | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:02 | true | Notice how your professional community is changing to support use of the stage-approach. |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 6** | | | | **Label** | Self-Liberation | | | **Audio Path** | /content/shared/audio/placeholders/placeholder.mp3 | | | **Audio CC** |  | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:02 | true | Make a commitment to use the stage approach, and tell others about your commitment. |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 7** | | | | **Label** | Helping Relationships | | | **Audio Path** | /content/shared/audio/placeholders/placeholder.mp3 | | | **Audio CC** |  | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:02 | true | Make a commitment to use the stage approach, and tell others about your commitment. |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 8** | | | | **Label** | Stimulus Control | | | **Audio Path** | /content/shared/audio/placeholders/placeholder.mp3 | | | **Audio CC** |  | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:02 | true | Create an environment that makes it easy to use a stage approach. For example, keep information on the stage-matched principles and processes at your fingertips. |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 9** | | | | **Label** | Counter Conditioning | | | **Audio Path** | /content/shared/audio/placeholders/placeholder.mp3 | | | **Audio CC** |  | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:02 | true | Counter problematic thoughts and behaviors with positive substitutes. For example, tell yourself, “I can do this!” |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 10** | | | | **Label** | Reinforcement Management | | | **Audio Path** | /content/shared/audio/placeholders/placeholder.mp3 | | | **Audio CC** |  | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:02 | true | Feel good about using a stage approach, notice benefits, accept praise. | |
| **Notes** | **Note to Pro-Change: For this slide, the processes of change will be listed down the left side (as indicated by “subheader”). Upon clicking on teach subheader, the accompanying text will appear.**  Now, let’s apply the Processes of Change…  **Subheader:**  Consciousness Raising  **Accompanying text:**  Learn the model, study the processes and principles of change, learn about the scientific research that supports this approach.  **Subheader:**  Dramatic Relief  **Accompanying text:**  Get excited about using a new approach.  **Subheader:**  Environmental Reevaluation  **Accompanying text:**  Consider the benefits to clients. Is there anyone else who would benefit if you used a stage approach to your work?  **Subheader:**  Self-Reevaluation  **Accompanying text:**  Think of yourself as someone who is able to draw from various theories and change strategies to meet the stage-based needs of clients.  **Subheader:**  Social Liberation  **Accompanying text:**  Notice how your professional community is changing to support use of the stage-approach.  **Subheader:**  Self-Liberation  **Accompanying text:**  Make a commitment to use the stage approach, and tell others about your commitment.  **Subheader:**  Helping Relationships  **Accompanying text:**  Get support, feedback, supervision, discuss cases with co-workers.  **Subheader:**  Stimulus Control  **Accompanying text:**  Create an environment that makes it easy to use a stage approach. For example, keep information on the stage-matched principles and processes at your fingertips.  **Subheader:**  Counter Conditioning  **Accompanying text:**  Counter problematic thoughts and behaviors with positive substitutes. For example, tell yourself, “I can do this!”  **Subheader:**  Reinforcement Management  **Accompanying text:**  Feel good about using a stage approach, notice benefits, accept praise. |

## Slide 73

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| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Medicine\_1.jpg |
| **Bullets** | |  |  | | --- | --- | | For more information on MyHealth: | 0:01 | | <http://www.prochange.com/myhealth-lifestyle-management> | 0:03 | |
| **Footer** |  |
| **Audio File** | /content/shared/audio/placeholders/placeholder.mp3 |
| **Audio Title** | Insert Audio CC Title here |
| **Audio CC** | Now that you’ve applied a Stage Approach to your use of the Transtheoretical Model in your work, how else can you personally apply the Transtheoretical Model? Do you have behaviors you would personally like to change? Perhaps you could work to reduce stress, eat better, or exercise more?    Pro-Change does offer programs to help. To learn more about MyHealth, a program offering individual access to an evidenced-based, award winning behavior change programs within Pro-Change’s adult LifeStyle Management Suite, please follow the link on the screen. |
| **Notes** | Audio:    Now that you’ve applied a Stage Approach to your use of the Transtheoretical Model in your work, how else can you personally apply the Transtheoretical Model? Do you have behaviors you would personally like to change? Perhaps you could work to reduce stress, eat better, or exercise more?    Pro-Change does offer programs to help. To learn more about MyHealth, a program offering individual access to an evidenced-based, award winning behavior change programs within Pro-Change’s adult LifeStyle Management Suite, please follow the link on the screen. |

## Slide 74

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| --- | --- |
| **Layout** |  |
| **Template** | M1 |
| **Menu Title** | TBD |
| **Media Path** | ${CONTENT\_ROOT}/video/unitX\_video2.f4v |
| **Media Poster Path** | /content/shared/images/placeholders/placeholder.jpg |
| **Media Title** | Media Player Title |
| **Media Description** | Media description subtext |
| **Media CC Title** | Media caption title |
| **Captions** | |  |  | | --- | --- | | Text for caption 1 | 0:02 | | Text for caption 2 | 0:12 | | Text for caption 3 | 0:22 | | Text for caption 4 | 0:32 | | Text for caption 5 | 0:42 | | Text for caption 6 | 0:52 | |
| **Notes** | Note: Role play will be portrayed with drawn images (an example from a female vets-focused training is above) or photograph images.    Audio: Now let’s go through two role plays. At various points throughout each, I’ll ask some questions and make some comments regarding the Transtheoretical Model principles and processes of change.    If you would like to listen to these role plays without interruption, you can access the audio files available through the resource link you clicked at the start of Part 1.    The first role play is a discussion between a nurse practitioner and David, a 36-year-old male high school math teacher and basketball coach who is not taking a medication as prescribed. As you listen, try to identify David’s stage of change and the stage-matched principles and processes of change the nurse uses to facilitate progress.    Nurse: I see here that you’ve been prescribed two medications for your asthma: a controller medication and a rescue medication. How are you currently taking your medications?    David: I use my inhaler—Albuterol—just about every day, during basketball practice and other sports. The doctor prescribed it about a year ago, for allergy-related asthma. He prescribed the second medication a few months ago, but I haven’t filled the prescription.    Nurse: What happens during basketball practice?    David: Coughing, trouble breathing… It’s pretty scary. And it scares the kids.    Nurse: I bet… And the Albuterol helps?    David: Definitely.    Nurse: Why haven’t you filled your prescription for the controller medication?    Narrator/Coach: The nurse is assessing David’s Cons, the perceived costs or disadvantages, of taking the controller medication.    David: Well, I don’t really like taking medication. And the doctor said I’d probably have to be on the new one every day for the rest of my life. I just don’t want to think about that.    Narrator/Coach: What stage of change do you think David is in? The nurse’s guess, at this point, is Precontemplation.    Nurse: Do you have any intention of starting the new medication any time soon?    David: Honestly? Not really.    Narrator/Coach: Here, the nurse has confirmed that David is in the Precontemplation stage.    Nurse: What is your understanding of why you were prescribed the new medication?    David: …The Albuterol isn’t really preventing my attacks?    Nurse: Exactly. And like you said, your attacks can feel pretty scary.    David: Yeah, it feels like I’m going to die.    Narrator/Coach: What process of change is being tapped here? ………. If you said “Dramatic Relief”, you’re right! Dramatic Relief is experiencing negative emotions (fear, anxiety) that go along with the old behavior.    Nurse: It must be hard to experience that every time you coach, or do something athletic.    David: And I don’t want to scare the kids. It makes me wonder whether I should be coaching.    Nurse: But you seem so committed to your team. It’d be a shame to give it up.    David: Yeah.    Narrator/Coach: David and the nurse, now, have begun to focus on the Pros, the perceived benefits or advantages, of taking the new medication. Next, the nurse provides education, or Consciousness Raising, as she continues to raise the Pros.    Nurse: The new medication, if taken regularly, can reduce the narrowing of your airways in your lungs, and reduce the swelling and irritation that causes asthma. It kind of gets your airways in shape, to help prevent attacks or reduce their intensity. It’s called a “controller medication” because it can help you get your asthma under better control. It’s recommended for people who need their rescue inhaler more than once or twice a week, like you. Needing to rely on your rescue inhaler more often than that means your asthma is NOT under control.    David: If I took the new medication, would I have to give up my rescue inhaler?    Nurse: No. Like now, you would need to have your rescue inhaler with you at all times. The goal is for you to need it less often. If you need your rescue inhaler less often, you might decrease, overall, the medication you’re taking.    Narrator/Coach: Here, the nurse is responding to one of the Cons David mentioned earlier—his desire to avoid taking more medication.    Nurse: Who knows, you might even become a role model for one of your athletes with asthma.    Narrator/Coach: Here, the nurse is focusing on Environmental Reevaluation by noting how David could be a role model.    David and the nurse go on to discuss the side effects of the medication. David says that he is willing to give the controller medication a try.    After David decides that he is willing to give the controller medication a try, what stage is he in?.... It’s Preparation. The nurse praises David for his decision, and then begins to work with him to establish a start date and an achievable plan. They’re examples of Self-Liberation.    Nurse: That’s great! Do you still have the prescription the doctor gave you?    David: Yes.    Nurse: When would you be able to fill it?    David: I could fill it this afternoon and start taking it tomorrow morning.    Nurse: Excellent. You’ll need to take this medication every day, twice a day, with doses about 12 hours apart. What time would it make sense for you to take it?    David: I could take it when I get up in the morning and then before dinner.    Nurse: So when would that be?    David: 6:30 am and 6:30 pm.    Narrator/Coach: Notice how the nurse has anticipated potential barriers to David’s starting and adhering to the medication regimen (having lost the prescription, or having an inconvenient medication-taking schedule), and has worked with David to address them. Next, the nurse will use one of the behavioral processes of change, Stimulus Control, to help David make a small change to his environment that can help increase his chances of success.    Nurse: It helps to put the medication in a spot you’ll see every morning, as a reminder, so you don’t forget to take it. Or you could post a note somewhere to remind you.    David: I could keep the medication next to the coffee maker.    Nurse: Good idea.    Narrator/Coach: Finally, they arrange for follow-up. The nurse will be available to answer questions and help with any problems that come up.    Nurse: Ok. I’d like to call you in about a week to see how you’re doing with this plan, and to see if you have any questions or concerns about the medication. Meanwhile, if you have any questions, don’t hesitate to call.    Narrator/Coach: Notice how the nurse, throughout, responded to where David was at in his readiness to take the new medication. She relied on the early-stage principles and processes of change at the outset, and then moved to the more behavioral processes only after David progressed to the Preparation stage. The extra time they took to plan ahead and arrange follow-up can increase the likelihood that David will follow through and take his medication as prescribed.    Is there anything you would have done differently during this session? Did the nurse use any other TTM principles and processes of change that I haven’t commented on? Were they stage-appropriate? Are there any other TTM stage-matched principles and processes of change that she could have used?    Finally, what principles of Motivational Interviewing were used here?    One principle was “express empathy.” By using a stage approach, the nurse showed her understanding and acceptance of the patient and his current attitudes and behaviors. She did not judge or criticize him, or pressure him to change. She also used reflections and other language that demonstrated she heard and understood him.    Another principle was “develop discrepancy.” The nurse helped David see how his current behavior was jeopardizing something valuable to him, his coaching. |

## Slide 75

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| **Layout** |  |
| **Template** | M1 |
| **Menu Title** | TBD |
| **Media Path** | ${CONTENT\_ROOT}/video/unitX\_video2.f4v |
| **Media Poster Path** | /content/shared/images/placeholders/placeholder.jpg |
| **Media Title** | Media Player Title |
| **Media Description** | Media description subtext |
| **Media CC Title** | Media caption title |
| **Captions** | |  |  | | --- | --- | | Text for caption 1 | 0:02 | | Text for caption 2 | 0:12 | | Text for caption 3 | 0:22 | | Text for caption 4 | 0:32 | | Text for caption 5 | 0:42 | | Text for caption 6 | 0:52 | |
| **Notes** | Note: Role play will be portrayed with drawn images (an example from a female vets-focused training is above) or photograph images.    Audio: In this next role play, we’ll be focusing on Emily, a 45-year-old woman, married, and a member of the “sandwich generation.” She has the responsibility of caring simultaneously for her three school-aged children and her elderly parents. When Emily’s company administered its first Health Risk Assessment to employees a few weeks ago, she was identified as experiencing high levels of stress and encouraged to seek counseling for stress management. She was referred to a health coach, to whom she admitted she felt “stretched to the limit,” exhausted, and discouraged. There simply weren’t enough hours in the day. The easiest solution, cutting back on her hours at work, wasn’t an option because her family relied on her entire income.    Emily and her coach decided to talk every two weeks by phone to help Emily manage her stress. During the first few weeks, Emily followed through with her stress management plan. She took a 20-minute walk every morning and got a minimum of seven hours of sleep at night. With the assistance of her coach, she arranged for transportation and food delivery for her parents, and asked her sister to help with their parents’ housework and laundry.    At their six-week call, however, Emily reported a new stressor: her mother had been hospitalized for a small bowel obstruction. Her mother had had surgery a few days ago and was scheduled to be released later that day.    Let’s see how the health coach uses a stage-matched approach to support and facilitate progress.    Health Coach: It sounds like your mother is having a good recovery… That’s good news….How have you been doing with your stress management during this period?    Emily: It’s gone down the tubes. Before that, I was doing well: walking in the morning, getting seven hours of sleep at night, and getting the help we talked about from the agency and my sister.    Health Coach: What parts of your stress management plan have you been having trouble keeping up lately?    Emily: All of it. There aren’t enough hours in the day for exercise and sleep; and everyone’s schedules have been disrupted with the hospitalization. The agency is still delivering meals. I guess that helps.    Narrator/Coach: So, what stage of change is Emily in?... We don’t know yet. What the coach has established so far is that Emily was in the Action stage of change and has relapsed to an earlier, pre-Action stage. Relapse is most common during times of distress.    Health Coach: What did it feel like when you were able to follow your stress management plan?    Emily: It felt pretty good. I felt less stressed and exhausted…. I was able to think more clearly… I guess the biggest change was the feeling of being more in control.    Health Coach: So you were already noticing a lot of the benefits of managing stress. Do you think your family noticed those things?    Emily: My husband would probably say that I was more pleasant to be around.    Narrator/Coach: Here, the coach took time to focus on Emily’s Pros of managing stress, and also tapped Environmental Reevaluation, considering the impact of one’s behavior on others. In the process, the coach also used Reinforcement Management, helping Emily think about the intrinsic rewards of her new behavior. Those principles and processes of change can help a client who’s relapsed move forward again.    Health Coach: Excellent.    Emily: But now I’m back to where I started.    Health Coach: Not really. You had a 3- or 4-week period when you were successfully managing stress. That was a new experience for you. You’ve shown yourself—and me—that you can do it. If you’ve done it once, you can do it again.    Emily: It’s hard to imagine taking time for myself right now.    Health Coach: One of the challenges of stress management is keeping it up when you’re especially stressed and need it the most! What could you do differently next time to stay on track when there’s an upheaval or things get especially stressful?    Narrator/Coach: They’re addressing self-efficacy, and reframing Emily’s relapse as a learning opportunity.    Emily: I guess I could get even more help. The hospital talked about getting a visiting nurse for my mother once she’s discharged. I don’t know if that’s something you can help arrange. Also, I think it would help if my kids and husband reminded me about exercise and getting to bed at a reasonable hour.    Health Coach: So it would be helpful if your family showed their support, and kept reminding you that taking care of yourself is a priority… Have you told them that you’re working on your stress management?    Emily: They know I’m talking to you, but they don’t know why. Maybe I should tell them what I’m trying to accomplish here.    Health Coach: Sure, and let them know exactly what they can do to help.    Narrator/Coach: What process of change is being used here? It’s Helping Relationships.    Narrator/Coach: The coach agrees to help Emily arrange for a visiting nurse for her mother, and the two role-play how Emily will ask family members for support around stress management. Emily agrees to re-start her stress management routine in the next few days, and they arrange for a check-in call one week from today.    When Emily agrees to re-start her stress management routine in the next few days, what stage is she in? She’s in the Preparation stage.    Is there anything you would have done differently during this session? Did the coach use any other TTM principles and processes of change that I haven’t commented on? Were they stage-appropriate? Are there any other TTM stage-matched principles and processes of change that the coach could have used?    What principles of Motivational Interviewing have been used here ?    If you said, open ended questions, reframing, and supporting self-efficacy, you’re right! |

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| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/Background\_10.jpg |
| **Header** | "To change is difficult. Not to change is fatal."  —Anonymous |
| **Notes** | These will not be included in course output |

## Slide 76

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| **Layout** |  |
| **Template** | C2 |
| **Menu Title** | TBD |
| **Image** | ${CONTENT\_ROOT}/images/QuizSlideImage.jpg |
| **Label** | Quiz |
| **Notes** | Certificate Download |

## Slide 77