

# **Student Nurse Health Promotion**

## **Survival Guide**



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## Shift roster

DAY	DATE	SHIFT
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		
SATURDAY		
SUNDAY		

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# introduction

This book has been prepared as an easy to use guide for you and your patients and clients. It contains information you will need to help you in your day-to-day clinical practice. For example, the book includes tips and guidance on how to assess patients' lifestyle behaviours and, more importantly, how to provide guidance on changing their behaviour. In order to do this it also includes questions, short guides and figures that you can share with your colleagues, patients and clients.

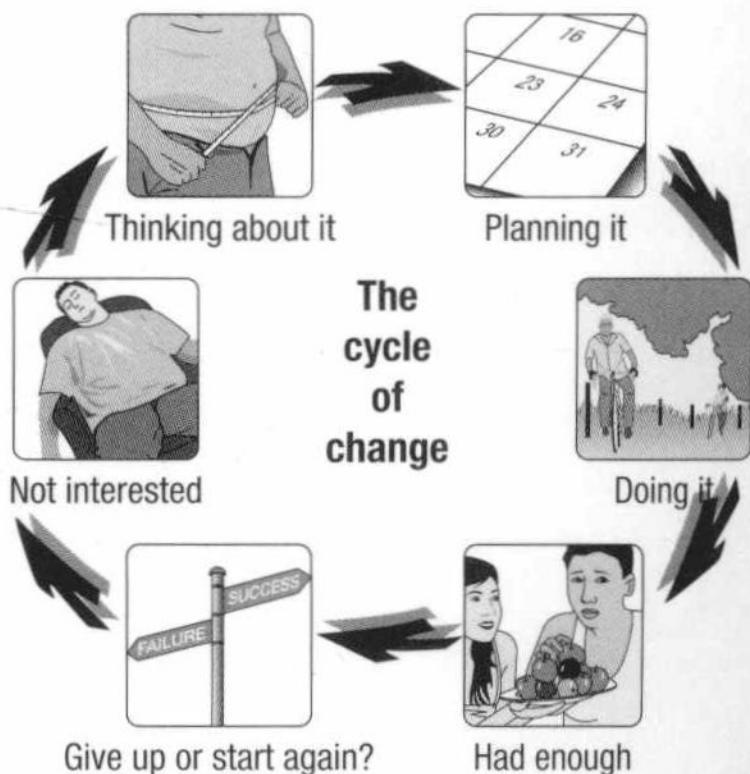
This book is supposed to be kept close at hand – in your pocket, your handbag, briefcase or wherever you feel it will be of most use – but not left to rot on your bookshelf! It will prove a useful addition to your armoury and prove beneficial to you and your patients.

## Changing unhealthy behaviour: some helpful material

The methods used in this book share a common platform – the use of psychological theory within a nursing framework. This first section outlines some material that will be useful across a range of behaviours.

The Stages of Change model and motivational interviewing underpin much of this material.

### Stages of Change model



**Reference** / After Prochaska, J.O., DiClemente, C.C. and Norcross, J.C. (1992) In search of how people change: Applications to addictive behaviors, *American Psychologist*, 47(9), pp. 1102–1114, adapted with permission.



## ■ BALANCE SHEET

One way of identifying the problems associated with changing behaviour is to ask the patient to list the advantages and disadvantages of each of the behaviours they are trying to change.

### Decisional balance sheet

	BENEFITS/PROS	COSTS/CONS
<b>Making a change</b>		
<b>Not changing</b>		

Alternatively, include an additional comment on reducing disadvantages. It is important also to assess self-efficacy (i.e. confidence to maintain change).

Behaviour I am thinking about changing:.....		
ADVANTAGES OF CHANGING MY BEHAVIOUR	DISADVANTAGES OF CHANGING MY BEHAVIOUR	WAYS OF REDUCING DISADVANTAGES

## The brief negotiated interview

- Establish rapport.
- Raise subject.
- Explore pros and cons.
- Explore discrepancies between actual state and goals.
- Assess readiness to change (use certainty ruler).
- Assess confidence to change (use confidence ruler).
- Assess readiness to follow intervention.

## Readiness to change/confidence rulers

On a scale of 1 to 10 how certain are you that you want to change this behaviour?

1	2	3	4	5	6	7	8	9	10
Not certain at all					Very certain				

On a scale of 1 to 10 how confident are you that you will be able to change this behaviour?

1	2	3	4	5	6	7	8	9	10
Not confident at all					Very confident				

Use the confidence score to increase the confidence to change with the following questions:

- Why not a lower number?
- What else could you do?
- What would help you to be a higher number?
- Remember previous successes.
- What worked before and what is working now?
- How do other people do it?
- Persuasion including others (i.e. friends and family).

## ■ GOAL SETTING

Goals need to be SMART:

**S**pecific  
**M**easurable  
**A**chievable  
**R**elevant  
**T**imely

Ask your client:

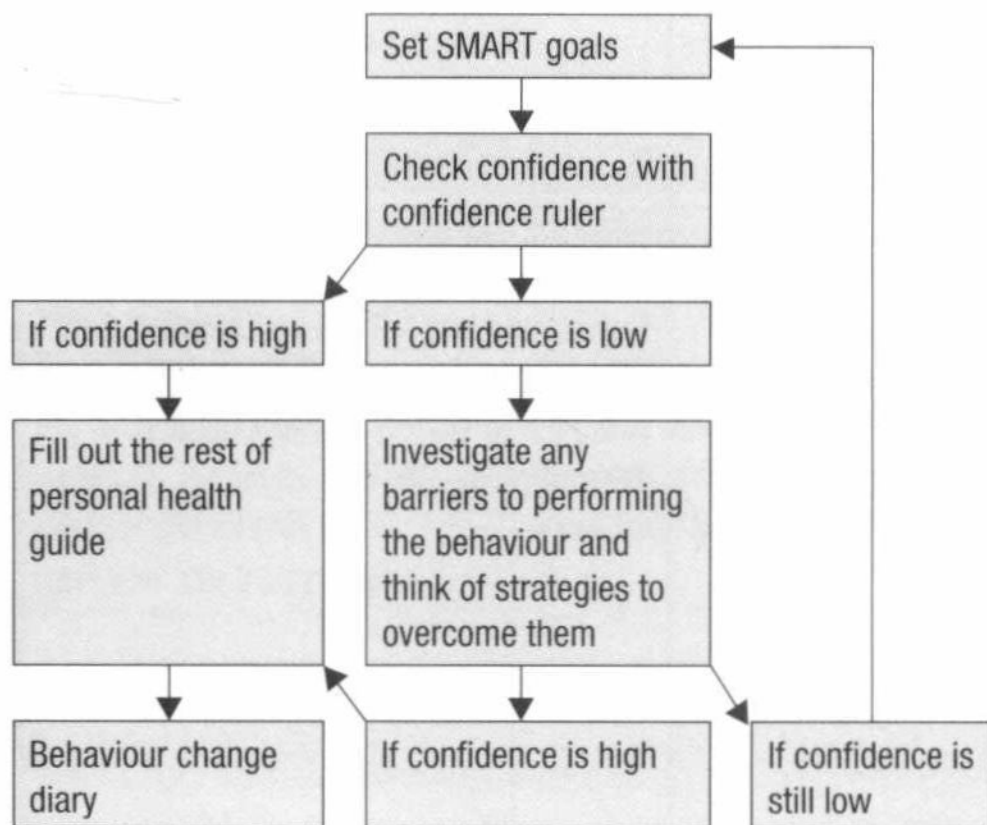
**What** are you going to do?

**How** are you going to do it?

**Where** are you going to do it?

**When** are you going to do it?

**With whom** are you going to do it?



## What is maintaining the behaviour?

Use ABC forms:

**A**ntecedents

**B**ehaviour

**C**onsequences

ANTECEDENTS (BEFORE THE BEHAVIOUR)	BEHAVIOUR (WHAT DID YOU DO?)	CONSEQUENCES (WHAT HAPPENED AFTER THIS)
<ul style="list-style-type: none"> <li>• What were you doing?</li> <li>• What were you thinking?</li> <li>• What were you feeling?</li> <li>• Who were you with?</li> </ul>		<ul style="list-style-type: none"> <li>• What happened after this?</li> <li>• How did you feel?</li> </ul>
<b>A</b>	<b>B</b>	<b>C</b>
For example: I was stressed out because of the children	I had a cigarette Or I went and sat down for five minutes to watch TV and relax	I felt guilty Or I felt relaxed and ready to play with the children



## Rewards

Rewards are an effective way of changing behaviour and these can be anything of value, such as praise or treats. For example, for every day you have not smoked a cigarette, put the money you have saved in a pot and spend it at the end of the month.

*Hint Don't substitute one unhealthy behaviour (e.g. smoking) for another unhealthy reward (e.g. eating a cream cake).*

## ■ ACTION PLANNING

A detailed action plan of how people are going to change their behaviour can help:

**What** are they going to do?

**Where** are they going to do it?

**When** are they going to do it?

**With whom** are they going to do it?

Need to list:

BARRIERS	FACILITATORS
What will make it difficult to achieve my goal? For example: lack of support, facilities, friends, certain situations to perform the behaviour	What will help me achieve my goal? For example: people who support and encourage me, local facilities, reminders

## Now prepare and sign the Personal Health Guide

My goal is:.....

My action plan is:

- **Where** are you going to do it?
- **When** are you going to do it?
- **With whom** are you going to do it?

How will I know that I am doing it:

- **What** will I record in my diary?
- **When** will I record it?
- **Where** will I keep my diary?

Your signature:

Your nurse's signature:

Date and time of next meeting:

## Self-monitoring

DATE	WHAT	DID YOU DO IT?	COMMENTS
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

## When there is a setback

<b>Review the goal</b>	<ul style="list-style-type: none"> <li>Was it appropriate and realistic?</li> </ul>
<b>Barriers and facilitators</b>	<ul style="list-style-type: none"> <li>Were there any additional barriers?</li> <li>Were there enough facilitators?</li> </ul>
<b>ABC</b>	<ul style="list-style-type: none"> <li>Fill out another ABC form – are the triggers/consequences the same?</li> </ul>
<b>Self-monitoring</b>	<ul style="list-style-type: none"> <li>Is the client self-monitoring?</li> </ul>
<b>Difficult situations</b>	<ul style="list-style-type: none"> <li>Were there any tricky situations?</li> <li>Explore coping strategies</li> </ul>
<b>Support</b>	<ul style="list-style-type: none"> <li>Check that there is support from friends, family and professionals</li> </ul>
<b>Realistic</b>	<ul style="list-style-type: none"> <li>Is the client being realistic about the outcomes?</li> </ul>
<b>Rewards</b>	<ul style="list-style-type: none"> <li>Is the client rewarding themselves?</li> </ul>

## ■ KEY SKILLS FOR MOTIVATIONAL INTERVIEWING

SKILL	COMMENT
Use open ended questions	Encourage the client to do most of the talking: 'What are your concerns about smoking?'
Use reflective listening	Reflect change talk back in a statement: 'I have the shakes in the morning' to 'You are a little concerned about the shakes in the morning'
Use affirmation	Use to build rapport: 'You are right to be concerned about having unprotected sex'
Summarise	Link together and reinforce what has been discussed: 'You are concerned that your smoking may cause lung cancer'
Reframe or agree with a twist	Address resistance by reinterpreting: 'My wife nags me to change my diet' to 'It sounds like she really cares about your health'
Emphasise personal choice	Reinforce that it is the client's choice to change their behaviour
EVOKING CHANGE QUESTIONS	
Increasing confidence	Use open questions to evoke confidence talk: 'How might you go about making this change?'
Confidence ruler	Use the ruler to ask 'What would it take to score higher?'
Strengths and successes	Review obstacles and how the client has overcome them
Reframing	'I've tried three times to quit and failed' to 'You have had three good attempts already and are learning new skills'
Prompt coping strategies	Ask for potential obstacles and putative coping strategies



## Alcohol

One unit of alcohol is equivalent to 10 ml of pure alcohol. As a rough guide:

- 1 pint of strong lager = 3 units
- 1 pint of ordinary lager, bitter or cider, 175 ml glass of wine = 2 units
- 1 alcopop = 1.5 units
- 1 measure of spirits = 1 unit
- many wines are around 11 or 12 per cent alcohol, so a small glass = 1.5 units

### Units of alcohol calculator

	STRONG LAGER	WINE	SPIRIT	LAGER
1 glass	3	1.5	1	2
2 glasses	6	3	2	4
3 glasses	9	4.5	3	6
4 glasses	12	6	4	8
5 glasses	15	7.5	5	10

#### Current limits for men and women

Limit for men: 28 units per week

Limit for women: 21 units per week

Limit for pregnant women or those women trying to get pregnant: 0