



## The Behaviour Change Care Pathway and Competence Mapping

### Behaviour Change Care Pathway

Whilst there are four stages of the behaviour change pathway described below, the *Implementation Guide and Toolkit for Making Every Contact Count* is aimed at the implementation of the first stage. This resource is designed to give you more information about the other stages and describe the pathway in a little more detail. Although described separately, the pathway stages are not fixed. The extent to which the workforce uses each stage with service users will be determined by the responsibilities of the workforce member, their skills and confidence, and also the response from the service user.

The stages will not necessarily be linear for service users, as they may opt in and out at various stages. Consideration also needs to be given for the possibility that a service user has already been asked about changing their behaviour and has opted out or gone on to another stage.

In some instances this may require simple signposting to information, such as a directing to a helpline or website, or it may involve greater investigation of a service user's requirements and provision of specialist support. It may not necessarily be a single staff member or a single organisation that carries out the entire pathway. Local knowledge and judgment should therefore be employed to forward a service user on, if necessary.

The detailed Care Pathway for Behaviour Change articulates the potential complexities and direction a service user's behaviour change journey could take. For each stage of the care pathway, the workforce competence has been defined and resources linked, such as example questions and templates.

#### Stage One (MECC). Promote the benefits of healthy living (Pathway Steps 1-6)

Provide health promoting messages and where there is a legitimate opportunity, ask an individual about their lifestyle; if they want to make a change and respond appropriately



#### Stage Two. Identify the focus of a change by supporting an individual to review their lifestyle (Pathway Steps 7-15)

Undertake a review with a service user to enable them to explore the extent to which they should change their lifestyle and enable them to explore their potential and inclination to make changes



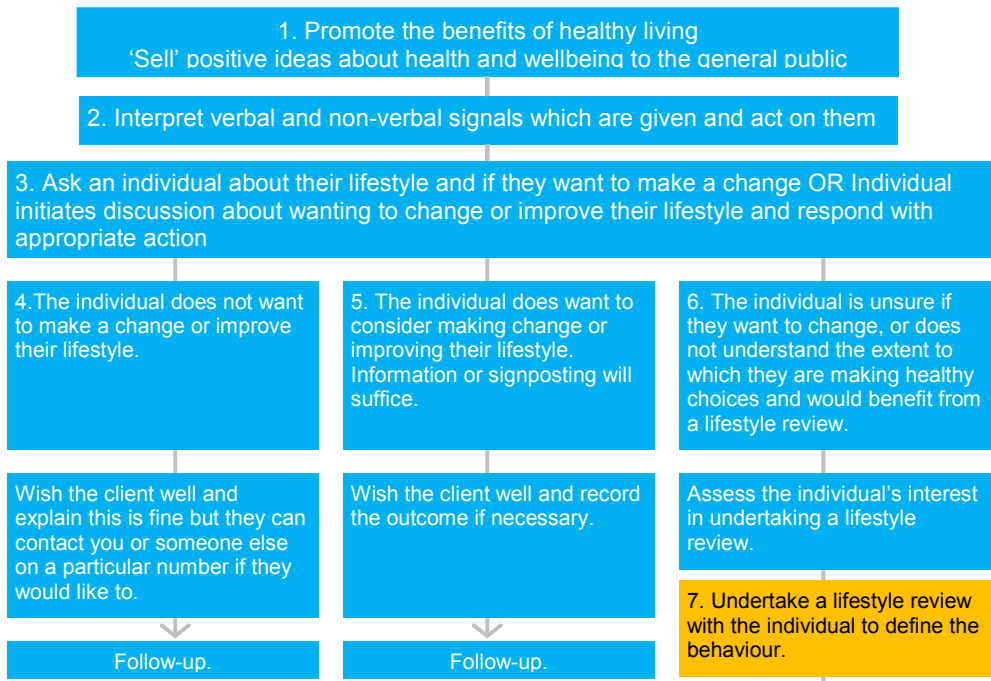
#### Stage Three. Increase motivation and clarify the support needed (Pathway Steps 16 – 19)

Take a more detailed approach to discuss barriers and opportunities to change to increase motivation and identify the support needed



#### Stage Four. One-to-one support using SMART goals or specialist support (Pathway Steps 19 – 25)

Work with an individual service user to support them to make and maintain a behaviour change, including setting specific goals for change and reviewing progress against these



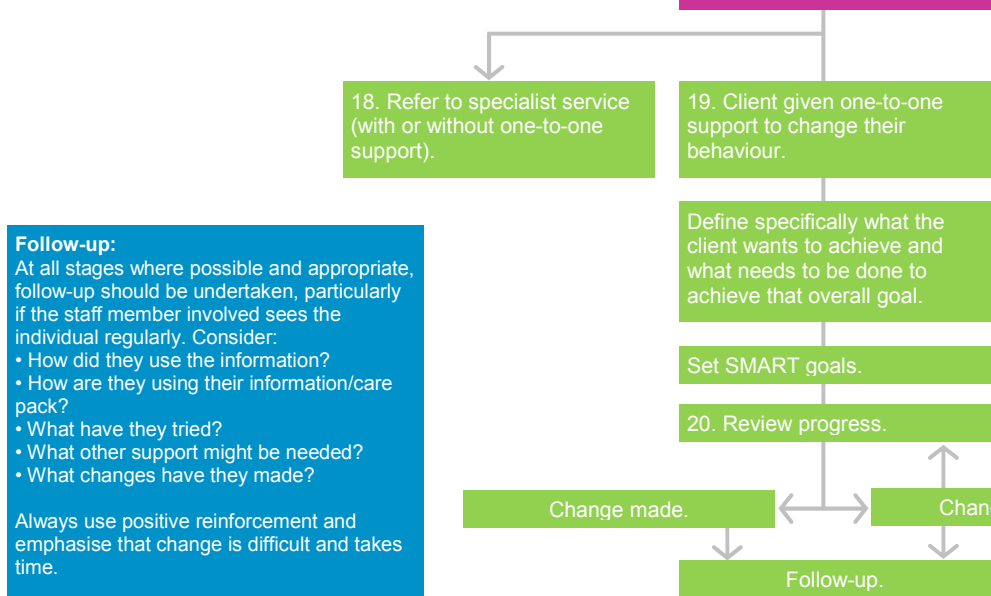
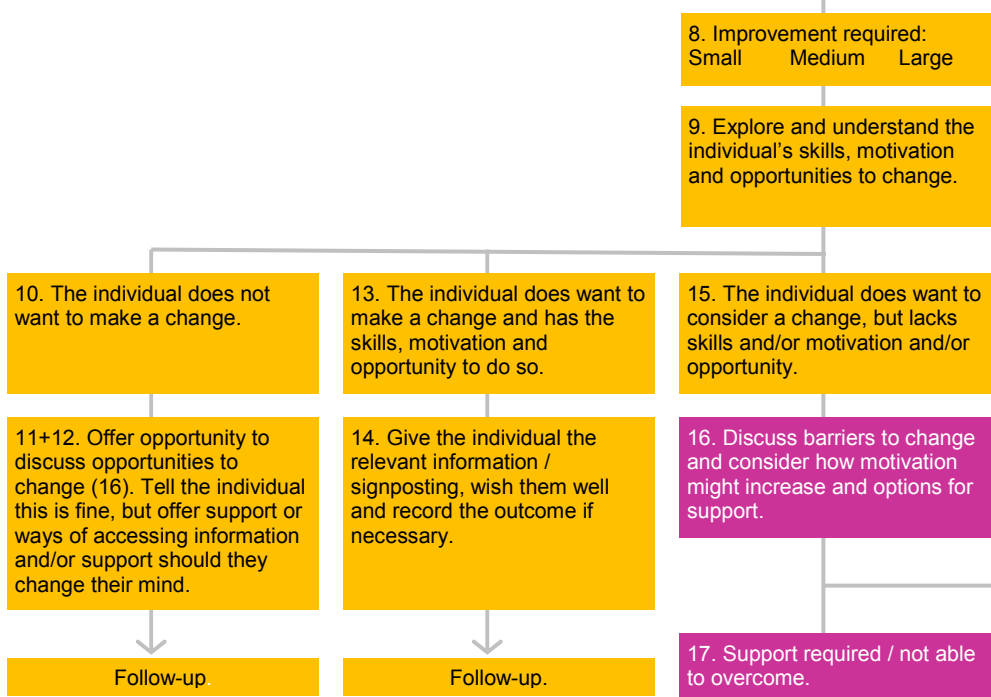
**Colour key**

Stage One (MECC): Promote the benefits of healthy living

Stage Two: Identify the focus of a change by reviewing a service user's lifestyle

Stage Three: Increase motivation and clarify the support needed

Stage Four: One-to-one support using SMART goals



**Follow-up:**  
At all stages where possible and appropriate, follow-up should be undertaken, particularly if the staff member involved sees the individual regularly. Consider:

- How did they use the information?
- How are they using their information/care pack?
- What have they tried?
- What other support might be needed?
- What changes have they made?

Always use positive reinforcement and emphasise that change is difficult and takes time.

Follow-up will become more formal as time with an individual increases. This will be picked up within the organisational readiness section.

### Competence Mapping - related to activities or situations along the Pathway

The activity steps within the Behaviour Change Care Pathway Stages 1 – 4, have been related to three competences:

- EM1 Sell (promote) positive ideas about health to the general public face to face  
(*This is a new competence developed for the Behaviour Change Care Pathway from one devoted to sales and marketing*)
- HT2 Communicate with individuals about promoting their health and wellbeing
- HT3 Enable individuals to change their behaviour so that they can improve their own health and wellbeing

These three competences follow the individual along a path that begins with an opportunistic encounter, through the pre-contemplation to the contemplative stage and ends with individuals who are ready, willing and motivated to change their behaviour.

The table below shows the Competence, Knowledge and Understanding (K&U), Unit reference and Knowledge and Skills Framework (KSF) reference against each activity step for Stage One.

#### Stage One. Making every contact count – steps 1-6

This stage is about seizing the legitimate opportunity to ask an individual about their lifestyle and if they want to make a change and respond with appropriate action.

The competences and their associated knowledge and understanding requirements used in this stage are:

EM1 Sell positive ideas about health to the general public face-to-face

HT2 Communicate with individuals about promoting their health and wellbeing

Activity/situation	Competence	Knowledge and Understanding	Unit ref.	KSF ref.
1. 'Selling' positive ideas about health to the general public	EM1 You must be able to: 1.1 involve individuals in a general conversation about health and wellbeing	EM1 K&U You will need to know and understand 1.the objectives of your organisation and their plans for initiating face –to-face contacts 2.how to incorporate positive messages about health into casual conversation 3. the differences between being proactive and reactive in initiating contacts. 4. techniques that can be applied when initiating face to face contacts	EM1	Core 1 Level 2 a) b) c)

Activity/situation	Competence	Knowledge and Understanding	Unit ref.	KSF ref.
		<p>HT2 K&amp;U</p> <p>You will need to know and understand:</p> <ol style="list-style-type: none"> <li>1.that health and illness is affected by people's perceptions and is different in different societies and groups</li> <li>2.the kinds of misinformation that people may have about health and wellbeing and the effect of this on their behaviour</li> <li>3.the things that affect health and wellbeing – individual determinants (e.g. behaviour and lifestyle) and the wider determinants on health (e.g. poverty, employment etc)</li> <li>4.the different ways in which the health and wellbeing of individuals is promoted</li> <li>5.the evidence about how individuals can promote their own health, including by changing behaviour</li> <li>6.the contributions of different agencies to promoting individual's health and how to contact these agencies</li> <li>9.the financial and social costs of poor health and wellbeing and the need to identify the benefits of improving health</li> <li>17.the principles of equality, diversity and anti-discriminatory practice and how to apply these in own work</li> </ol>	HT2	<p>HWB1 Level 1a)b)c)e)</p>

Activity/situation	Competence	Knowledge and Understanding	Unit ref.	KSF ref.
<p>2. Interpreting body language, active listening</p>	<p>EM1 You must be able to:</p> <ol style="list-style-type: none"> <li>1.2.interpret verbal and non-verbal signals which are given and act on them to initiate a discussion about the individual's health and wellbeing</li> </ol>	<p>EM1 K&amp;U You will need to know and understand</p> <ol style="list-style-type: none"> <li>7. verbal and non-verbal listening and questioning techniques suitable for face to face situations</li> </ol>	EM1	Core 1 Level 2 b)
<p>3. Ask the individual if they have considered making a change to improve their lifestyle, or respond to an individual who initiates the discussion</p>	<p>EM1 You must be able to:</p> <ol style="list-style-type: none"> <li>1.3.use careful questioning to identify individual's health and wellbeing needs and confirm those needs by summarising them back to them</li> </ol> <p>HT2 1 you must be able to communicate in a way that:</p> <ol style="list-style-type: none"> <li>1.5.is open to the range of issues that individuals wish to explore</li> <li>1.6.acknowledges their right to make their own decisions</li> <li>1.7.helps them to make their own decisions</li> </ol> <p>HT2 3 you must be able to encourage individuals to:</p> <ol style="list-style-type: none"> <li>3. 1.identify the things that are affecting their health and wellbeing</li> <li>3.2.identify their views about health and wellbeing</li> </ol>	<p>EM1 K&amp;U You will need to know and understand</p> <ol style="list-style-type: none"> <li>5.the most effective questioning technique for each stage of the contact</li> <li>6. how to structure and progress contacts</li> </ol> <p>HT2 K&amp;U You will need to know and understand:</p> <ol style="list-style-type: none"> <li>4.the different ways in which the health and wellbeing of individuals is promoted</li> <li>5.the evidence about how individuals can promote their own health, including by changing behaviour</li> <li>16.own role and responsibilities and from whom assistance and advice should be sought if necessary</li> </ol>	EM1	HWB1 Level 1 a) b)
<p>4. The individual decides they do not want to make a change or improve their lifestyle.  Wish the individual well and explain that is fine but give them your contact details</p>	<p>EM1 You must be able to:</p> <ol style="list-style-type: none"> <li>1.4.show respect to your client at all times</li> <li>1.9.acknowledge the right of your client to make their own decisions</li> <li>1.6.provide your client with information and/or literature to support the promotion of services</li> </ol>	<p>EM1 K&amp;U You will need to know and understand</p> <ol style="list-style-type: none"> <li>9.where to obtain literature and support materials for clients</li> <li>10.the variety of services on offer which may be appropriate for your client</li> </ol>	EM1	HWB1 Level 1 a)b)  HWB1 Level 1c)

Activity/situation	Competence	Knowledge and Understanding	Unit ref.	KSF ref.
<p>saying that they can contact you if they would like to in the future.</p> <p>5. The individual does want to consider making a change or improving their lifestyle.</p> <p>This is in a defined area and information or signposting will suffice.</p> <p>Wish the individual well and record the outcome</p>	<p>EM1 You must be able to:</p> <p>1.5.give your client clear information and make proposals that meet their needs</p> <p>1.6.provide your client with information and/or literature to support the promotion of services</p> <p>1.7.identify services which match your client's needs and confirm with them that they are suitable.</p> <p>1.10.record the contact according to organisational procedures</p>	<p>EM1 K&amp;U</p> <p>You will need to know and understand</p> <p>9.where to obtain literature and support materials for clients</p> <p>10. the variety and extent of services on offer which may be appropriate for your client.</p> <p>14.legal, regulatory and ethical restraints relating to client contact in your sector</p>	EM1	HWB1 Level 1 c) d) e)
	<p>HT2 2 you must be able to provide clear, up-to-date and relevant information to individuals about:</p> <p>2.3.the things they can do to improve their health and wellbeing</p> <p>2.4.other people and agencies who might be able to help them improve their health and wellbeing</p> <p>HT2 4 you must be able to enable individuals to:</p> <p>4.1.get hold of up-to-date appropriate information and advice when they need it</p> <p>4.2.access appropriate support</p>	<p>HT2 K&amp;U</p> <p>You will need to know and understand:</p> <p>4.the different ways in which the health and wellbeing of individuals is promoted</p> <p>5.the evidence about how individuals can promote their own health, including by changing behaviour</p> <p>6.the contributions of different agencies to promoting individual's health and wellbeing and how to contact these agencies</p> <p>10.the legislation that relates to own work and how it affects own work</p> <p>11.the policies and procedures of the employing organisation</p> <p>12.the data storage and retrieval systems in own organisation</p>	HT2	HWB1 Level1a)b)e)
				HWB1 Level 1a)e)

Activity/situation	Competence	Knowledge and Understanding	Unit ref.	KSF ref.
<p>6. The individual is unsure if they do want to change or does not understand the extent to which they are making healthy choices and would benefit from a health stock take</p>	<p>EM1 You must be able to:</p> <ol style="list-style-type: none"> <li>1.5.give your client clear information and make proposals that meet their needs</li> <li>1.8.structure the face to face discussion effectively to include an overview of key features and benefits of services and give your client the opportunity to fully discuss and assess them</li> </ol> <p>HT2 1. You must be able to communicate in a way that:</p> <ol style="list-style-type: none"> <li>1.1.is appropriate to the individuals</li> <li>1.2.encourages an open and frank exchange of views</li> <li>1.3.minimises any constraints</li> <li>1.4.is free from discrimination and oppression</li> <li>1.5.is open to the range of issues that individuals wish to explore</li> <li>1.6.acknowledges their right to make their own decisions</li> <li>1.7.helps them to make their own decisions</li> </ol>	<p>EM1 K&amp;U</p> <p>You will need to know and understand:</p> <ol style="list-style-type: none"> <li>8. how to involve your client in reaching a solution to their health and wellbeing problems.</li> <li>11. the structures of your own and other organisations and the services they offer for clients</li> </ol> <p>HT2 K&amp;U</p> <p>You will need to know and understand:</p> <ol style="list-style-type: none"> <li>1. that health and illness is affected by people's perceptions and is different in different societies and groups</li> <li>2. the kinds of misinformation that people may have about health and wellbeing and the effect of this on their behaviour</li> <li>3. the things that affect health and wellbeing – individual determinants (e.g. behaviour and lifestyle) and the wider determinants on health (e.g. poverty, employment etc)</li> <li>9. the financial and social costs of poor health and wellbeing and the need to identify the benefits of improving health</li> <li>17. the principles of equality, diversity and anti-discriminatory practice and how to apply these in own work</li> </ol>	<p>EM1</p> <p>HT2</p>	<p>HWB1 Level 1 a)b) c)</p> <p>HWB1 Level 1 a)b)c)</p>

**Stage Two. Identify the focus of a change by reviewing an individual's lifestyle – steps 7-15**

Undertaking a review with an individual to enable them to explore the extent to which they should change their lifestyle and enable them to explore their potential and inclination to make changes  
 Competences, and their associated knowledge and understanding requirements used in this stage are:  
 HT2 Communicate with individuals about promoting their health and wellbeing  
 HT3 Enable individuals to change their behaviour to improve their own health and wellbeing

Activity/situation	Competence	Knowledge and understanding	NOS ref.	KSF ref.
7. Undertake a lifestyle review (health stock take) with the individual to define the behaviour	HT2 1. You must be able to communicate in a way that: 1.1.is appropriate to the individuals 1.2.encourages an open and frank exchange of views 1.3.minimises any constraints 1.4.is free from discrimination and oppression 1.5.is open to the range of issues that individuals wish to explore 1.6.acknowledges their right to make their own decisions 1.7.helps them to make their own decisions  HT2 2. You must be able to provide clear, up-to-date and relevant information to individuals about: 2.1.health and wellbeing 2.2.things that might affect their health and wellbeing 2.3.the things they can do to improve their health and wellbeing	HT2 K&U You will need to know and understand: 1. that health and illness is affected by people's perceptions and is different in different societies and groups 2. the kinds of misinformation that people may have about health and wellbeing and the affect of this on their behaviour 3. the things that affect health and wellbeing - individual determinants (e.g. behaviour and lifestyle) and the wider determinants on health (e.g. poverty, employment etc) 9. the financial and social costs of poor health and wellbeing and the need to identify the benefits of improving health 17. the principles of equality, diversity and anti-discriminatory practice and how to apply these in own work	HT2	HWB1 Level 1 a) b) c)
				HWB1 Level 1 a) b)



Activity/situation	Competence	Knowledge and understanding	NOS ref.	KSF ref.
<p>8. The improvement needed is estimated as; a little, a moderate amount, or a lot</p>	<p>HT2 1.you must be able to communicate in a way that:</p> <ol style="list-style-type: none"> <li>1.5.is open to the range of issues that individuals wish to explore</li> <li>1.6.acknowledges their right to make their own decisions</li> <li>1.7.helps them to make their own decisions</li> </ol> <p>HT2 3.you must be able to encourage individuals to:</p> <ol style="list-style-type: none"> <li>3.1.identify the things that are affecting their health and wellbeing</li> <li>3.2.identify their views about health and wellbeing</li> </ol>	<p>HT2 K&amp;U</p> <p>You will need to know and understand:</p> <ol style="list-style-type: none"> <li>4.the different ways in which the health and wellbeing of individuals is promoted</li> <li>5.the evidence about how individuals can promote their own health, including by changing behaviour</li> <li>16.own role and responsibilities and from whom assistance and advice should be sought if necessary</li> </ol>	HT2	<p>HWB1 Level 1 a) b) c)</p> <p>HWB1 Level 1 a) b)</p>
<p>9. Understand the individuals skills, motivation and opportunities to change</p>	<p>HT2 2 you must be able to provide clear, up-to-date and relevant information to individuals about:</p> <ol style="list-style-type: none"> <li>2.3.the things they can do to improve their health and wellbeing</li> <li>2.4.other people and agencies who might be able to help them improve their health and wellbeing</li> </ol> <p>HT2.3 you must be able to encourage individuals to:</p> <ol style="list-style-type: none"> <li>3.3.identify their knowledge and skills about health and wellbeing and any gaps in these</li> <li>3.4.take responsibility for changing their own behaviour</li> </ol>	<p>HT2 K&amp;U</p> <p>You will need to know and understand:</p> <ol style="list-style-type: none"> <li>4.the different ways in which the health and wellbeing of individuals is promoted</li> <li>5.the evidence about how individuals can promote their own health, including by changing behaviour</li> <li>6.the contributions of different agencies to promoting individual's health and wellbeing and how to contact these agencies</li> <li>7.the different arguments that people have against promoting health and wellbeing and how to use counter arguments</li> </ol>	HT2	<p>HWB1 Level 1 a) b) e)</p> <p>HWB1 Level 1 c)</p>

Activity/situation	Competence	Knowledge and understanding	NOS ref.	KSF ref.
10. The individual does not want to change	<p>HT2 1.you must be able to communicate in a way that:</p> <ul style="list-style-type: none"> <li>1.1.is appropriate to the individuals</li> <li>1.3.is free from discrimination and oppression</li> <li>1.6.acknowledges their right to make their own decisions</li> </ul>	<p>HT2 K&amp;U You will need to know and understand:</p> <ul style="list-style-type: none"> <li>16.own role and responsibilities and from whom assistance and advice should be sought if necessary</li> <li>17.the principles of equality, diversity and anti-discriminatory practice to work and how to apply these in own work</li> </ul>	HT2	HWB1 Level 1 a) b) c)
11.Offer the opportunity to discuss opportunities to change	<p>HT2 1. You must be able to communicate in a way that:</p> <ul style="list-style-type: none"> <li>1.1.is appropriate to the individuals</li> <li>1.5.is open to the range of issues individuals wish to explore</li> </ul> <p>HT2 2. You must be able to provide clear, up-to-date and relevant information to individuals about:</p> <ul style="list-style-type: none"> <li>2.2.things that might affect their health and wellbeing</li> <li>2.4.other people and agencies who might be able to help them improve their health and wellbeing</li> </ul>	<p>HT2 K&amp;U You will need to know and understand:</p> <ul style="list-style-type: none"> <li>5.the evidence about how individuals can promote their own health, including by changing behaviour</li> <li>6.the contributions of different agencies to promoting individual's health and wellbeing and how to contact these agencies</li> <li>8.how to apply negotiating and influencing skills in working with others to promote health and wellbeing and reduce inequalities</li> <li>18.how to develop your own competence and the benefits of doing this</li> </ul>	HT2	HWB1 Level 1 a) b) c)
12. Ultimately say to the individual that this is fine but make the relevant offer of support or where to access information should they change their mind	<p>HT2 1. You must be able to communicate in a way that:</p> <ul style="list-style-type: none"> <li>1.1.is appropriate to the individual</li> <li>1.4.is free from discrimination and oppression</li> <li>1.6.acknowledges their right to make their</li> </ul>	<p>HT2 K&amp;U You will need to know and understand:</p> <ul style="list-style-type: none"> <li>6.the contributions of different agencies to promoting individuals' health and wellbeing and how to</li> </ul>	HT2	HWB1 Level 1 a) b) c)

Activity/situation	Competence	Knowledge and understanding	NOS ref.	KSF ref.
	<p>own decisions</p> <p>HT2 4. You must be able to enable individuals to:</p> <p>4.1.get hold of up-to-date appropriate information and advice when they need it</p> <p>4.2.access appropriate support</p>	<p>contact these agencies</p> <p>14.the principles of effective communication with communities</p> <p>15.the principles of effective communication with people in own and other agencies</p>		<p>HWB1 Level 1 a) e)</p>
<p>13. The individual does want to make a change and has the skills, motivation and opportunity</p>	<p>HT2 2 You must be able to provide clear, up-to-date and relevant information to individuals about:</p> <p>2.2.things that might affect their health and wellbeing</p> <p>2.3.the things they can do to improve their health and wellbeing</p> <p>2.4.other people and agencies who might be able to help them improve their health and wellbeing</p> <p>HT2 3 You must be able to encourage individuals to:</p> <p>3.3.identify their knowledge and skills about health and wellbeing and any gaps in these</p> <p>3.4.take responsibility for their changing their own behaviour</p> <p>3.5.learn how to change their behaviour</p>	<p>HT2 K&amp;U</p> <p>You will need to know and understand:</p> <p>4.the different ways in which the health and wellbeing of individuals is promoted</p> <p>5.the evidence about how individuals can promote their own health, including by changing behaviour</p> <p>6.the contributions of different agencies to promoting individuals health and wellbeing and how to contact these agencies</p>	<p>HT2</p>	<p>HWB1 Level 1a) e)</p> <p>HWB1 Level 1c) d)</p>
<p>14. Give the individual the relevant information and/or signposting, wish them well and record the outcome of your intervention if necessary</p>	<p>HT2 2 You must be able to provide clear, up-to-date and relevant information to individuals about:</p> <p>2.4.other people and agencies who might be able to help them improve their health and wellbeing</p> <p>HT2 4 You must be able to enable</p>	<p>HT2 K&amp;U</p> <p>You will need to know and understand:</p> <p>6.the contributions of different agencies to promoting individuals health and wellbeing and how to contact these agencies</p> <p>10.the legislation that relates to own</p>	<p>HT2</p>	<p>HWB1 Level 1e)</p>

Activity/situation	Competence	Knowledge and understanding	NOS ref.	KSF ref.
	<p>individuals to:</p> <p>4.1.get hold of up-to-date appropriate information and advice when they need it</p> <p>4.2.access appropriate support</p>	<p>work and how it affects own work</p> <p>11.the policies and procedures of the employing organisation</p> <p>12.the data storage and retrieval systems in own organisation</p>		<p>HWB1 Level 1 a) e)</p>
<p>15. The individual does want to consider a change but lacks either the skills to change, the opportunity or the motivation or a combination of these factors</p>	<p>HT2 1 You must be able to communicate in a way that:</p> <p>1.1.is appropriate to individuals</p> <p>1.5.is open to the range of issues that individuals wish to explore</p> <p>1.6.acknowledges their right to make their own decisions</p> <p>1.7.helps them make their own decisions</p> <p>HT2 2 You must be able to provide clear, up-to-date and relevant information to individuals about:</p> <p>2.2.things that might affect their health and wellbeing</p> <p>2.3.the things they can do to improve their health and wellbeing</p> <p>2.4.other people and agencies who might be able to help them improve their health and wellbeing</p> <p>HT2 3 You must be able to encourage individuals to:</p> <p>3.3.identify their knowledge and skills about health and wellbeing and any gaps in these</p> <p>3.4.take responsibility for changing their own behaviour</p> <p>3.5.learn how to change their behaviour</p>	<p>HT2 K&amp;U</p> <p>You will need to know and understand:</p> <p>1.that health and illness is affected by people's perceptions and is different in different societies and groups</p> <p>3.the things that affect health and wellbeing, individual determinants and wider determinants</p> <p>5.the evidence about how individuals can promote their own health, including by changing behaviour</p> <p>6.the contributions of other agencies to promoting individuals health and wellbeing and how to contact these agencies</p> <p>2. the kinds of misinformation that people have about health and wellbeing and the affect of this on their behaviour</p> <p>16.own role and responsibilities and from whom assistance and advice should be sought if necessary</p>	<p>HT2</p>	<p>HWB1 Level 1 a) b) c)</p> <p>HWB1 Level 1 a) e)</p> <p>HWB1 Level 1 c) d)</p>

Activity/situation	Competence	Knowledge and understanding	NOS ref.	KSF ref.
	<p>HT2 4 You must be able to enable individuals to:</p> <ol style="list-style-type: none"> <li>4.1.get hold of up-to-date appropriate information and advice when they need it</li> <li>4.2.access appropriate support</li> </ol> <p>HT3 2 You must be able to encourage individuals to:</p> <ol style="list-style-type: none"> <li>2.1.assess how their behaviour is affecting their health and wellbeing</li> <li>2.2.identify the changes that might benefit their health and wellbeing</li> <li>2.3.identify their motivation to change their behaviour</li> <li>2.4.identify the situations that will help them change</li> <li>2.5.identify barriers to change and ways of managing them</li> </ol>	<p>HT3 2 K&amp;U You will need to know and understand:</p> <ol style="list-style-type: none"> <li>5. how culture and social context affect how individuals think and feel about their behaviour and changing it</li> <li>6. theories of changing behaviour and maintaining behaviour change, including how to promote personal control and responsibility for behaviour change</li> </ol>	<p>HT3</p>	<p>HWB1 Level 1 a) e)</p> <p>HWB1 Level 2 a) b) c)</p>

**Stage Three. Increase motivation and clarify the support needed – steps 16-17**

This stage takes a more detailed approach to discuss barriers and opportunities to change to increase motivation and identify the support needed. Competences, and their associated knowledge and understanding requirements used in this stage are:

HT2 Communicate with individuals about promoting their health and wellbeing

HT3 Enable individuals to change their behaviour to improve their own health and wellbeing

Activity/situation	Competence	Knowledge and understanding	NOS ref.	KSF ref.
<p>16. Discuss the barriers to change, the options for support and consider how motivation might be increased</p>	<p>HT3 1 You must be able to communicate in a manner that:</p> <ol style="list-style-type: none"> <li>1.1.is appropriate to the individuals</li> <li>1.2.encourages an open exchange of views and information</li> <li>1.3.minimises any constraints to communication whilst maintaining confidentiality</li> <li>1.4.is free from discrimination and oppression</li> <li>1.5.respects people as individuals</li> </ol>	<p>HT3 1 K&amp;U You will need to know and understand</p> <ol style="list-style-type: none"> <li>1.that health and illness is affected by people's perceptions and behaviour and is different in different societies and groups</li> <li>2. the kinds of misinformation that people may have about health and wellbeing and the effect of this on their behaviour</li> <li>4. inequality, discrimination and abuse and their impact on health and wellbeing</li> </ol>	HT3	<p>HWB1 Level 1 a) b) c)</p>
<p>HT3 2 You must be able to encourage individuals to:</p> <ol style="list-style-type: none"> <li>2.1.assess how their behaviour is affecting their health and wellbeing</li> <li>2.2.identify the changes that might benefit their health and wellbeing</li> <li>2.3.identify their motivation to change their behaviour</li> <li>2.4.identify the situations that will help them change</li> <li>2.5.identify barriers to change and ways of managing them</li> </ol>		<p>HT3 2 K&amp;U You will need to know and understand:</p> <ol style="list-style-type: none"> <li>3. the things that affect health and wellbeing – individual determinants (e.g. behaviour and lifestyle) and wider determinants (e.g. poverty, employment)</li> <li>5. how culture and social context affect how individuals think and feel about their behaviour and changing it</li> <li>8. how to assess readiness to</li> </ol>		<p>HWB1 Level 2 a) b) c)</p>

Activity/situation	Competence	Knowledge and understanding	NOS ref.	KSF ref.
<p>17. Support required</p>	<p>HT2 2 You must be able to provide clear, up to date and relevant information to individuals about:  2.4.other people and agencies who might be able to help them improve their health and wellbeing</p> <p>HT2 4 You must be able to enable individuals to:  4.1.get hold of up-to-date appropriate information and advice when they need it  4.2.access appropriate support</p> <p>HT3 4 you must be able to give individuals the support they need to achieve their plan by:  4.1.taking appropriate actions to help them achieve their goals  4.2.providing them with clear and relevant information on other services  4.3.reviewing their progress in achieving their goals  4.4.providing feedback, support and encouragement  4.5.helping them recognise and value their achievements  4.6.developing their confidence in bringing about change and maintaining change</p>	<p>change  9. importance of change (benefits and disadvantages of changing)</p> <p>HT2 K&amp;U  You will need to know and understand:  6.the contributions of different agencies to promoting individuals health and wellbeing and how to contact these agencies  16.own role and responsibilities and from whom assistance and advice should be sought if necessary</p> <p>HT3 4 K&amp;U  You will need to know and understand  6. theories of changing behaviour and maintaining behaviour change, including how to promote personal control and responsibility for behaviour change  13. how to develop detailed personal action plans to achieve goals, including when, where, how and with whom  20. the local resources – facilities and services – that can support individuals behaviour change and how individuals can access them  15. how to help individuals record their behaviour change and the achievement of their action plan</p>	<p>HT2</p> <p>HT3</p>	<p>HWB1  Level 1e)</p> <p>HWB1  Level 1a) e)</p> <p>HWB1  Level 2  e) f) g)</p>

**Stage 4. One to one support using SMART goals (or specialist support) – steps 18-20**

This stage involves working with an individual to support them to make and maintain a behaviour change, including setting specific goals for change and reviewing progress against these.

The competence, and its associated knowledge and understanding requirements used in this stage is:

HT3 Enable individuals to change their behaviour to improve their own health and wellbeing

Activity/situation	Competence	Knowledge and understanding	NOS ref.	KSF ref.
<p>18. One to One support using SMART goals</p>	<p>HT3 1 You must be able to communicate in a manner that:</p> <ul style="list-style-type: none"> <li>1.1.is appropriate to the individuals</li> <li>1.2.encourages an open exchange of views and information</li> <li>1.3.minimises any constraints to communication whilst maintaining confidentiality</li> <li>1.4.is free from discrimination and oppression</li> <li>1.5.respects people as individuals</li> </ul> <p>HT3 5 You must be able to take the necessary actions to: Link the individual in with other workers and agencies when they have agreed you can do this</p>	<p>HT3 1 K&amp;U You will need to know and understand:</p> <ul style="list-style-type: none"> <li>1. that health and illness is affected by people's perceptions and behaviour and is different in different societies and groups</li> <li>2. the kinds of misinformation that people may have about health and wellbeing and the effect of this on their behaviour</li> <li>4. inequality, discrimination and abuse and their impact on health and wellbeing</li> <li>27. the principles of equality, diversity and anti-discriminatory practice and how to apply these in your work</li> </ul> <p>HT3 5 K&amp;U You will need to know and understand:</p> <ul style="list-style-type: none"> <li>19. the policies and procedures of the employing organisation (including those relating to confidentiality, health and safety, equality and diversity)</li> <li>20. the local resources – facilities and services – that can support</li> </ul>	<p>HT3</p>	<p>HWB1 Level 1 a) b) c)</p> <p>HWB1 Level 2f)</p>



Activity/situation	Competence	Knowledge and understanding	NOS ref.	KSF ref.
<p>19. Client given one-to-one support to change their behaviour and define specifically what they want to achieve and what needs to be done to achieve their overall goal</p> <p>Set SMART goals – specific, measurable, achievable, realistic and timely</p>	<p>HT3 2 You must be able to encourage individuals to:</p> <ol style="list-style-type: none"> <li>2.1. assess how their behaviour is affecting their health and wellbeing</li> <li>2.2. identify the changes that might benefit their health and wellbeing</li> <li>2.3. identify their motivation to change their behaviour</li> <li>2.4. identify the situations that will help them change</li> <li>2.5. identify barriers to change and ways of managing them</li> </ol> <p>HT3 3 You must be able to assist individuals to:</p> <ol style="list-style-type: none"> <li>3.1. identify specific, measurable, achievable, realistic and timely goals for changing their behaviour</li> <li>3.2. identify one easily achievable goal to start working on</li> <li>3.3. identify any skills that need to be learnt to achieve this goal</li> <li>3.4. develop a personal action plan that will help them achieve their goals</li> <li>3.5. identify who and what will help them achieve their plan</li> <li>3.6. make sure they get the support they need in achieving their plan</li> </ol>	<p>HT2 K&amp;U You will need to know and understand:</p> <ol style="list-style-type: none"> <li>3. the things that affect health and wellbeing – individual determinants (e.g. behaviour and lifestyle) and the wider determinants on health (e.g. poverty, employment etc)</li> <li>5. how culture and social context affect how individuals think and feel about their behaviour and changing it</li> <li>8. how to assess readiness to change</li> <li>9. importance of change (benefits and disadvantages of changing)</li> </ol> <p>HT3 K&amp;U You will need to know and understand:</p> <ol style="list-style-type: none"> <li>7. how measures of behaviour are used in monitoring behaviour change</li> <li>10. nurturing confidence in the ability to change</li> <li>11. how to ensure that goals for behaviour change are SMART and how to select a specific goal to work on at any one time</li> <li>12. how to identify aspects (e.g. situations, consequences of behaviour, past experiences, prompts and rewards) that make</li> </ol>	HT3	<p>HWB1 Level 2 a) b) c)</p> <p>HWB1 Level 2a) b) c) d) e)</p>

Activity/situation	Competence	Knowledge and understanding	NOS ref.	KSF ref.
	<p>3.7.record their progress in achieving their plan</p> <p>3.8.identify when and how their plan will be reviewed</p>	<p>desired behaviour more likely to happen</p> <p>13. how to develop detailed personal action plans to achieve goals, including when, where, how and with whom</p> <p>14. how to use a range of techniques to support individuals in achieving their personal action plan (e.g. the worker and others supporting behaviour change, demonstrations, modelling by others, small steps at a time, encouragement and praise and stress management</p> <p>15. how to help individuals record their behaviour change and the achievement of their action plan</p> <p>16. how to help individuals to maintain their behaviour change (e.g. avoiding difficult situations, having a realistic expectation of rate of progress, highlighting and rewarding progress, learning from lack of progress or setbacks, reviewing records and amending action plans, building routines, setting tasks, reducing frequency of contact as progress is made)</p> <p>HT3 4 K&amp;U You will need to know and understand:</p> <p>6. theories of changing behaviour and maintaining behaviour change, including how to promote personal</p>		<p>HWB1 Level 2 e) f) g)</p>

Activity/situation	Competence	Knowledge and understanding	NOS ref.	KSF ref.
	<p>information on other services</p> <p>4.3. reviewing their progress in achieving their goals</p> <p>4.4. providing feedback, support and encouragement</p> <p>4.5. helping them recognise and value their achievements</p> <p>4.6. develop their confidence in bringing about change and maintaining change</p>	<p>control and responsibility for behaviour change</p> <p>13. how to develop detailed personal action plans to achieve goals, including when, where, how and with whom</p> <p>20. the local resources – facilities and services – that can support individuals behaviour change and how individuals access them</p> <p>15. how to help individuals record their behaviour change and the achievement of their action plan</p>		
<p>20. Review progress and changes made</p>	<p>HT3 6 you must be able to help individuals to:</p> <p>6.1. evaluate the changes they have made to their behaviour and their effects on their health and wellbeing</p> <p>6.2. identify their broader learning and development</p> <p>6.3. decide how they will take their learning forward</p> <p>6.4. feedback to you on yours and others work</p> <p>6.5. make suggestions as to how services can be improved in the future</p> <p>HT3 7 You must be able to keep accurate and complete records of your work with individuals as required by your agency</p>	<p>HT3 6 K&amp;U</p> <p>You will need to know and understand:</p> <p>15. how to help individuals to record their behaviour change and the achievement of their action plan</p> <p>17. how to collect outcome data for evaluation purposes</p> <p>22. the principles of effective communication with communities, people in own and others agencies and significant others</p> <p>HT3 7 K&amp;U</p> <p>You will need to know and understand:</p> <p>18. the legislation that relates to your own work and how it affects own work</p> <p>21. the data collection, storage and</p>	<p>HT3</p>	<p>HWB1 Level 2g)</p> <p>HWB1 Level 1e)</p>

Activity/situation	Competence	Knowledge and understanding	NOS ref.	KSF ref.
	<p>HT3 8 You must be able to tell your manager about:</p> <ul style="list-style-type: none"> <li>8.1.any problems that individuals have experienced with different services</li> <li>8.2.any concerns you have about the individual</li> <li>8.3.work within your own role and competence</li> </ul>	<p>retrieval systems in own organisation</p> <p>HT3 8 K&amp;U You will need to know and understand:</p> <ul style="list-style-type: none"> <li>26. own role and responsibilities and from whom assistance and advice should be sought if necessary</li> <li>28. how to develop your own competence and the benefits of doing this</li> </ul>		<p>HWB1 Level 1e)</p>

## HT2 Communicate with individuals about promoting their health and wellbeing

### Overview

This standard is about communicating with individuals about how they can improve their health and wellbeing so they can develop healthy behaviours and lifestyles.

This includes:

- providing information to individuals about health and wellbeing
- providing information to individuals about the relationship between behaviours and health
- enabling individuals to develop their knowledge and skills about health and wellbeing.

This standard will help individuals move from the pre-contemplative to the contemplative stage i.e. help them be ready to change their behaviour.

Users of this standard will need to ensure that practice reflects up to date information and policies.

### Performance Criteria

You must be able to do the following:

1. communicate in a way that
  1. is appropriate to the individuals
  2. encourages an open and frank exchange of views
  3. minimises any constraints
  4. is free from discrimination and oppression
  5. is open to the range of issues that individuals wish to explore
  6. acknowledges their right to make their own decisions
  7. helps them to make their own decisions
2. provide clear, up-to-date and relevant information to individuals about
  1. health and wellbeing
  2. things that might affect their health and wellbeing
  3. the things they can do to improve their health and wellbeing
  4. other people and agencies who might be able to help them improve their health and wellbeing
3. encourage individuals to
  1. identify the things that are affecting their health and wellbeing
  2. identify their views about health and wellbeing
  3. identify their knowledge and skills about health and wellbeing and any gaps in these
  4. take responsibility for changing their own behaviour
  5. learn how to change their behaviour
4. enable individuals to
  1. get hold of up-to-date appropriate information and advice when they need it
  2. access appropriate support.

## **Knowledge and Understanding**

You will need to know and understand:

1. that health and illness is affected by people's perceptions and is different in different societies and groups
2. the kinds of misinformation that people may have about health and wellbeing and the affect of this on their behaviour
3. the things that affect health and wellbeing – individual determinants (eg behaviour and lifestyle) and the wider determinants on health (eg poverty, employment etc)
4. the different ways in which the health and wellbeing of individuals is promoted
5. the evidence about how individuals can promote their own health, including by changing behaviour
6. the contributions of different agencies to promoting individuals' health and wellbeing and how to contact these agencies
7. the different arguments that people have against promoting health and wellbeing and how to use counter-arguments
8. how to apply negotiating and influencing skills in working with others to promote health and wellbeing and reduce inequalities

9. the financial and social costs of poor health and wellbeing and the need to identify the benefits of improving health
10. the legislation that relates to own work and how it affects own work
11. the policies and procedures of the employing organisation (including those relating to confidentiality, health and safety, equality and diversity)
12. the data storage and retrieval systems in own organisation
13. the principles of effective communication with:
  14. communities
  15. people in own and other agencies
  16. own role and responsibilities and from whom assistance and advice should be sought if necessary
  17. the principles of equality, diversity and anti-discriminatory practice to work and how to apply these in own work
  18. how to develop your own competence and the benefits of doing this.

*HT2 Communicate with individuals about promoting their health and wellbeing*  
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*For competence management tools visit [tools.skillsforhealth.org](http://tools.skillsforhealth.org).*

### HT3 Enable individuals to change their behaviour to improve their own health and wellbeing

#### Overview

This standard is about enabling individuals to change their behaviour so that they can improve their own health and wellbeing. It covers:

- helping individuals to identify how their way of life and specific behaviours might affect their health and wellbeing
- helping individuals to develop a personal action plan to make the changes they want to
- helping individuals to change their behaviour and maintain the change.

This standard relies on other earlier work with individuals so that they are ready, willing and motivated to change.

Users of this standard will need to ensure that practice reflects up to date information and policies.

#### Performance Criteria

You must be able to do the following:

1. communicate in a manner that:
  1. is appropriate to the individuals
  2. encourages an open exchange of views and information
  3. minimises any constraints to communication whilst maintaining confidentiality
  4. is free from discrimination and oppression
  5. respects people as individuals
2. encourage individuals to:
  1. assess how their behaviour is affecting their health and wellbeing
  2. identify the changes that might benefit their health and wellbeing
  3. identify their motivation to change their behaviour

4. identify the situations that will help them change
5. identify barriers to change and ways of managing them
3. assist individuals to:
  1. identify specific, measurable, achievable, realistic and timely goals for changing their behaviour
  2. identify one easily-achievable goal to start working on
  3. identify any skills that need to be learnt to achieve this goal
  4. develop a personal action plan that will help them achieve their goals
  5. identify who and what will help them achieve their plan
  6. make sure they get the support they need in achieving their plan
  7. record their progress in achieving their plan
  8. identify when and how their plan will be reviewed
4. give individuals the specific support they need to achieve their plan

by:

1. taking appropriate actions to help them achieve their goals
2. providing them with clear and relevant information on other services
3. reviewing their progress in achieving their goals
4. providing feedback, support and encouragement
5. helping them recognise and value their achievements
6. developing their confidence in bringing about change and maintaining change
5. take the necessary actions to link the individual in with other workers and agencies when they have agreed you can do this

6. help individuals to:
1. evaluate the changes they have made to their behaviour and their effects on their health and wellbeing
  2. identify their broader learning and development
  3. decide how they will take their learning forward
  4. feedback to you on yours and others' work
  5. make suggestions as to how services can be improved in the future
  7. keep accurate and complete records of your work with individuals as required by your agency
  8. tell your manager about:
    1. any problems that individuals have experienced with different services
    2. any concerns you have about the individual
    3. work within your own role and competence

### **Knowledge and Understanding**

You will need to know and understand:

1. that health and illness is affected by people's perceptions and behaviour and is different in different societies and groups
2. the kinds of misinformation that people may have about health and wellbeing and the affect of this on their behaviour
3. the things that affect health and wellbeing – individual determinants (eg behaviour and lifestyle) and the wider determinants on health (eg poverty, employment etc)
4. inequality, discrimination and abuse and their impact on health and wellbeing
5. how culture and social context affect how individuals think and feel about their behaviour and changing it

6. theories of changing behaviour and maintaining behaviour change, including how to promote personal control and responsibility for behaviour change
7. how measures of behaviour are used in monitoring behaviour change
8. how to assess readiness to change:
9. importance of change (benefits and disadvantages of changing)
10. confidence in ability to change
11. how to ensure that goals for behaviour change are SMART (specific, measurable, achievable, realistic and timely) and how to select a specific goal to work on at any one time
12. how to identify aspects (eg situations, consequences of behaviour, past experiences, prompts and rewards) that make desired behaviour more likely to happen
13. how to develop detailed personal action plans to achieve goals, including when, where, how and with whom
14. how to use a range of techniques to support individuals in achieving their personal action plan (eg the worker and others supporting behaviour change, demonstrations, modelling by others, small steps at a time, encouragement and praise and stress management)
15. how to help individuals record their behaviour change and the achievement of their action plan
16. how to help individuals to maintain their behaviour change (eg avoiding difficult situations, having a realistic expectation of rate of progress, highlighting and rewarding progress, learning from lack of progress or setbacks, reviewing records and amending action plans, building routines, setting tasks, reducing frequency of contact as progress is made)
17. how to collect outcome data for evaluation purposes
18. the legislation that relates to own work and how it affects own work



19. the policies and procedures of the employing organisation (including those relating to confidentiality, health and safety, equality and diversity)
20. the local resources – facilities and services – that can support individuals' behaviour change and how individuals can access them
21. the data collection, storage and retrieval systems in own organisation
22. the principles of effective communication with:
  23. communities

24. people in own and other agencies
25. significant others
26. own role and responsibilities and from whom assistance and advice should be sought if necessary
27. the principles of equality, diversity and anti-discriminatory practice and how to apply these in own work
28. how to develop your own competence and the benefits of doing this

*HT3 Enable individuals to change their behaviour to improve their own health and wellbeing  
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## EM1 Sell positive ideas about health to the general public face-to-face

### Overview

#### What this competence is about

'Making every contact count' and promoting positive ideas about health and wellbeing face to face is a powerful tool that all health and social care professionals can use to good effect with the general public. In health and social care settings workers are in an ideal position to seize the opportunity to talk to individuals who arrive in that setting for any reason. The initial approach of 'making every contact count' can be viewed in the same context as a customer being approached by a salesperson. Each individual may be seen as a prospective recipient of positive ideas about health who may become a 'client' of the worker or be appropriately referred on to other workers.

This unit may be relevant to anyone working or volunteering in a healthcare setting, and in related settings such as social care, criminal justice, education and leisure.

The unit includes identifying your client's needs and promoting the benefits and features of your own and related organisations services. Some contacts may be via the telephone, email or in writing but the emphasis is on face to face contact.

The unit also requires you to pick up and respond to verbal and non-verbal signals from clients which may be positive or negative, as well as demonstrating good levels of knowledge and understanding of your own and related organisation's services

Users of this unit will need to ensure that practice reflects up to date information and policies.

This unit has been adapted from, and informed by the National Occupational Standard SLS72 Sell products or services face to face which is part of the Sales Suite and was developed by the Chartered Institute of Marketing.

**Performance criteria – you must be able to do the following:**

1. Involve individuals in a general conversation about health and wellbeing
2. Interpret verbal and non-verbal signals which are given by the individual and act on them to initiate discussions about their health and wellbeing
3. Use careful questioning to identify individual's health and wellbeing needs and confirm their needs by summarising them back to them
4. Show respect to your client at all times
5. Give your client clear information and make proposals that meet their needs
6. Provide your client with information and/or literature to support the promotion of services
7. Identify services which match your client's needs and confirm with them that they are suitable
8. Structure the face to face discussion effectively to include an overview of key features and benefits of services and give your client the opportunity to fully discuss and assess them
9. Acknowledge the right of your client to make their own decisions
10. Record the contact according to organisational procedures

**Knowledge and understanding – you will need to know and understand:**

1. The objectives of your organisation and their plans for initiating face to face contacts
2. How to incorporate positive messages about health into casual conversation
3. The differences between being proactive and reactive in initiating contacts with clients
4. Techniques that can be applied when initiating face to face contacts
5. The most effective questioning technique for each stage of the contact
6. How to structure and progress contacts with clients
7. Verbal and non-verbal listening and questioning techniques suitable for face to face situations
8. How to involve your client in reaching a solution to their health and wellbeing problems
9. Where to obtain literature and support materials for clients
10. The variety and extent of services on offer which may be appropriate for your client
11. The structures of your own and other organisations and the services they offer for clients
12. Who to go to in order to secure on-going support for clients
13. Your own area of responsibility and the limits of your responsibility
14. Legal, regulatory and ethical constraints relating to client contact in your sector