

Changeology Workbook for Health Care Professionals

This workbook was designed by Elizabeth Rynar (University of Scranton) to assist readers in applying the lessons of *Changeology* to themselves and to their health care services in order to facilitate their patients' healthy changes.

The research on benefitting from any self-help book is clear: the engaged and enthusiastic readers get the most from it! Actively use this guide to master core concepts and effective methods of *Changeology*.

Changeology: 5 Steps to Realizing Your Goals and Resolutions John C. Norcross, PhD

Introduction to Changeology: What It Is & What It Can Do for You

Below, jot down a behavioral goal (1) you have failed to complete and (2) you have achieved.





Self-Reflect: Did you do anything differently in the successful change compared to the unsuccessful one?

“From chronic addictions to minor habits, the range of behaviors that we can change is vast but the process of change is the same.” Dr. Norcross helped define the Stages of Change, an effective system for changing human behavior.

List 2 interesting studies Dr. Norcross was a part of that helped him develop his change system.

- 1.
- 2.

Identify 2 ways (of many) that *Changeology* differs from usual self-help.

- 1.
- 2.

Why does the science indicate that any self-change should be followed for 90 days (page 7)?

Describe in a sentence or two how “the lethality of lifestyles” may apply to your healthcare profession.

The Real Science of Change

The myth of “People don’t change.” Do you think this myth holds true in terms of behavior change, or is it just a common excuse that negatively impacts one’s motivation to change? How is this trope similar to or different from the concept of self-improvement? Consider this when reading pages 15-16.

Self- Reflect: Have you ever tested a relationship by suggesting he/she “needs to change”? Think about consequences of the ultimatum and consider what stage of change your partner may have been in.

Think about (anonymous!) people in your life and identify which STAGE of change they may be in.

Contemplation:

Preparation:

Action:

Maintenance:

Dr. Norcross simplifies these well-defined STEPS into pit stops on the journey for change. Write the STAGE of change that corresponds with each of the STEPS of change.

Psyched:

Prepping:

Perspiring:

Persevering:

Persisting:

Why is it important to identify and understand the step/stage of each behavioral goal? Consider patients or clients in your answer. Think about the quote “*each step you take nearly doubles the probability of your long-term success*” (page 23).

Think about a moment you thought you would remember forever (like a break-up or a championship game), but has faded with time. 1. How do you think emotion plays into motivation? 2. How do you think you can maintain the motivation when memories fade?

Now read about the **Importance of Step Matching** on page 24.

Differentiate between *state* and *trait* on page 29. On your own, consider the positive effect of using person-first language when interacting with patients or clients (www.thearc.org/who-we-are/media-center/people-first-language). How might blending the person and problem effect self- esteem?

Describe goals for yourself that would fall in each of the following steps. Follow the guide on page 31.

Psych:

Perspire:

Prep:

Persist and Persevere:

The Change Catalysts

Read how catalysts propell the process of behavior change. As it is important to step match, catalysts must also match particular steps. Look at the **visual representation on page 37**, and chose 3 catalysts to consider for changing your own behavior.

- 1.
- 2.
- 3.

Self- Reflect: Think about how **Step Mismatching** (page 40) has thwarted your goals. Persisting emotional catalysts often negatively impact one's journey.

Exploding Myths

You will hear a lot of self-defeating myths from patients and clients. Use pages 43-47 to better understand where these myths originate, and think about your role in demolishing such myths:

The Myth	The Myth Buster
<i>People can't change on their own, and resolutions never succeed</i>	Empathy: Truth:
<i>Most goals and resolutions are trivial</i>	Empathy: Truth:
<i>Change requires only willpower</i>	Empathy: Truth:

<i>It's all in my genes</i>	Empathy: Truth:
<i>I can't change; I've tried it before</i>	Empathy: Truth:

Describe why it is important to differentiate between *self-esteem* and *self-efficacy* (page 47-48).

Becoming a Changeologist in 90 Days

Psych: Getting Ready

(WEEKS _____)

Recall an instance that backfired due to more emphasis on motivation (rah, rah) rather than learnable skills (do this, do that).

How does *Changeology* suggest we avoid that mistake? (page 53)

It's time to *define goals*. There is a science to doing so in ways that promote success (pages 55- 56).

Define your goal(s) below, making sure they accord with the five proven methods.

Goal 1:	
About You	
Measurable	
Real	
Under Your Control	
Positive	

Goal 2:	
About You	
Measurable	
Real	
Under Your Control	
Positive	

Describe how defining *subgoals* can be useful for helping future patients or clients. Use page 57.

List some real-life examples in exercise science, physical therapy, or your healthcare profession in which baseline measurements are important. Describe why.

Use pages 58 and 62 to list 3 reasons why *tracking your progress* increases your probability of success.

- 1.
- 2.
- 3.

Jot down ways to effectively monitor your particular behavior for your personal goal. Use page 60.

Respond to a client wondering if tracking weight loss through picture updates is a good idea.

Raising your awareness helps you become “more conscious of the causes of, consequences of, and cures for your problems” (page 62).

Use Dr. Norcross’ AEIOU and always Y guide on page 63 to better understand effective techniques for enhancing your consciousness of your particular situation.

- A:
- E:
- I:
- O:
- U:
- Y:

Choose two of the four methods Dr. Norcross suggests for enhancing your insight, and describe how you can use them to improve your awareness of your unique goal. Pages 63-64.

Method 1:

Method 2:

Have you ever reflected on your own actions and thought, “How have I let this happen?” How will you respond when a future client or patient expresses such distress about succumbing to bad habits?

“Awareness without emotion is like a flame with fuel.” (page 68).

What does that quote mean to you? Reflect on a moment you have experienced in which you felt lectured by someone who did not fully understand the emotional aspect of your situation. Describe how you felt:

How does Dr. Norcross equate harnessing fear of change and rallying your motivation to change to Dr. Doolittle’s **two-headed push- pull llama**? Add more information when you reach pages 73 and 79.

Healthcare professionals guide their patients towards positive change. For physical therapists, this kind of physical and mental transformation involves a lot of effort that will often cause or result in pain.

Read about our relationship with pain on page 69. With an understanding of the push-pull llama, come up with your own analogy for redirecting understandable fear into motivation. Write it below.

Read the research-proven methods of arousing emotions while avoiding the “neurotic paradox” on pages 70-73, and choose three to define and reflect upon in more detail.

- 1.
- 2.
- 3.

Write Dr. Norcross’ practice exercises for accessing emotions while propelling change. (74- 75)

- 1.

- 2.
- 3.
- 4.

The Pros and Cons

Consider the pros and cons of change exercise on page 76. Why is each quadrant important?

Pros of Changing	Cons of Changing
Self-	Self-
Others-	Others-

You hope to increase an elderly patient's strength and activity level. Upon prompting him to get moving, he complains; *"I've never exercised a day in my life. What's the point of starting now?"*

Fill in the blanks below to help your patient to commit to positive change.

Pros of Changing	Cons of Changing
To Self	To Self
To Others	To Others

What is Dr. Norcross' definition of committing? List the suggested ways of fortifying your will, star the ways that work for you and your goal, and complete the "Check Yourself" panel on page 81.

Commitment:

Prep: Planning Before Leaping

(WEEKS _____)

"Failing to plan is planning to fail."

Patients or clients will come to you after failed change attempts, usually dieting, exercising, and relationships. They will ask you why their hard work has resulted in loss of energy or injuries. How can you use this quote to inform them about the dangers of being a “weekend warrior”?

Self-Reflect: Do you consider yourself more spontaneous or more plan-oriented? Has this ever affected your ability to adapt to new situations?

Earlier in this workbook, we defined 2 goals, and made sure they were *about you, measurable, real, under your control, and positive*. Revisit and *redefine these goals*, making sure they follow the **SMART** format outlined on pages 85- 86. Include *subgoals* that help you achieve your superordinate goal.

Goal 1:

Subgoals:

- ✓ Specific
- ✓ Measurable
- ✓ Attainable
- ✓ Relevant
- ✓ Time-Specific

Goal 2:

Subgoals:

- ✓ Specific
- ✓ Measurable
- ✓ Attainable
- ✓ Relevant
- ✓ Time-Specific

Tracking your progress helps you “become a behavioral detective” and determine triggers to the problem. Fill out the outline of common triggers with your goal in mind to help “fine-tune your plan” (page 90).

- 1) **Times of day that are problematic:**
- 2) **Situations that trigger the problem:**
- 3) **My feelings that trigger the problem:**
- 4) **Immediate rewards that maintain the problem:**
- 5) **Delayed consequences of the problem that I typically forget:**

Self-Reflect: Which of the following statements about change appeals to you more?

“I just need to focus on myself” or “I get by with a little help from my friends”

Choosing the *right people for your change team* is important for success. Consider tips for recruitment on pages 92- 96, and write down attributes you consider important in your support system below. Also include attributes of people you would consider “Toxic Helpers.”





Distinguish between *commitment* and *desire* and specify in which stages each is important (page 97).

Bullet-point the important ways for you that Dr. Norcross suggests we use commitment in the Prep step (pages 98-100).

Planning is coming to a close!

Choose a start or “go” date: _____

Choose how you will share the news: _____

Choose a “mantra for a week”: _____

Complete the template on page 106: _____ I did it!

To ensure you are ready to move into PERSPIRE, complete the check list on page 109.

Perspire: Taking Action

(WEEKS _____)

Describe why *raising awareness* in the Perspire step sends your backward instead of forward (112-113).

As you learn more about each catalyzing strategy required for successful action on pages 112-148, summarize it, suggest why it works, and include some examples that would correspond with and work for your goal.

Strategy	Summary	Why it Works	Specific Examples
<i>REWARDING</i>			
<i>COUNTERING</i>			
<i>CONTROLLING YOUR ENVIRONMENT</i>			
<i>HELPING RELATIONSHIPS</i>			

Explain why punishments are not as effective as rewards for moving someone towards a goal (pages 119-120).

Consider a client who confesses she sometimes skips lunch if she sleeps through a morning workout. **How would you suggest she modify her punishment technique?** Use pointers on pages 120-121.

Self-Reflection: Do you believe there is a healthy alternative for every problem?

Apply the eight most common countering methods to your behavioral goal/problem. Use pages 125-138.

- 1) Diversion
- 2) Exercise
- 3) Relaxation
- 4) Assertion
- 5) Healthy thoughts
- 6) Exposure
- 7) Imagery
- 8) Acceptance

In the following examples, (1) identify the unhealthy thinking of the patients and (2) how you can help them counter their faulty logic. Use pages 126-128 to assist you.

- 1) Your patient worries she will never fully recover from her hip surgery because her neighbor had a similar surgery with poor results.

- 2) A once-active resident of an assisted living facility refuses to go on her daily walk because another resident commented on her bad hair day once.

- 3) Your patient is embarrassed to work with you because he believes his knee injury was his fault.

Imagine you work at a cancer center. A newly diagnosed patient is terrified of needles, and expresses to you how nervous she is to begin chemotherapy.

How can you utilize exposure to help your patient better handle her treatment? Use pages 130- 131.

“God, grant me the serenity to accept the things I cannot change,

Courage to change the things I can,

And wisdom to know the difference.”

- Serenity Prayer by Reinhold Niebuhr

1. Do you agree that accepting things that cannot be changed is a learnable skill?
2. How does “mindful breathing” help distance you from distress about the unchangeable? Pages 134-136.

(1) _____

(2) _____

Why do you think people infrequently use the change catalyst of controlling the environment?

Consider the methods Dr. Norcross suggests for controlling your environment on pages 139- 141. **Choose 3 to reflect upon in more detail with your goals in mind.**

- 1.
- 2.
- 3.

Patients will ask you how they can change their diets to lose weight. While you understand the science behind dieting and nutrition, it is clear regurgitating factual information alone will not help them change.

How can you help modify clients’ environments to help improve their diets? See pages 141- 142.

Use page 143 to match each component of the behavior chain to its corresponding catalyst.

Behavior Chain: Trigger ☹️ → Behavior ☹️ → Consequences ☹️

Corresponding Catalyst: _____ 😊 → _____ 😊 → _____ 😊

During which time period during a behavior change do helping relationships become critical?

Behavior change frequently involves a team approach, which will often include the patient's family and friends. Use pages 145- 147 to create a 1-minute script explaining to a person's family or friends how to be effective members of the care team.

Identify the three heads of the demon that “paralyzes motivation and momentum” (pages 148-149) and give an example of each.

- 1)
- 2)
- 3)

Persevere: Managing Slips

(WEEKS _____)

Define “persevere,” “lapse,” and “relapse” on pages 153-154.

Persevere: _____

Lapse: _____

Relapse: _____

Why is it important for us as behavior change agents to remind our clients how common slips are?

Pages 155- 171 define strategies that help people persevere despite lapses. List 4 strategies that you like and then apply them to your own goals.

Strategy	Apply Strategy to One of Your Own Goals

Complete your own **slip card** using the space below. Find examples on pages 173- 174.

Persist: Maintaining Change

(WEEKS _____)

When do most relapses occur? Within the first _____ days

How does the Greek myth of Tantalus show the importance of persistence (page 179)?

Distinguish between *diet* and *lifestyle* to respond to a client asking how to lose weight (pages 180-181).

*“That which we persist in doing becomes easier—
Not that the nature of the task has changed, but our ability to do has increased.”*

- *Ralph Waldo Emerson*

Through *tracking your progress*, which 3 action catalysts have proven the most helpful for you?

Don't forget about your *helping relationships*! Your change team is always important. Take a moment to thank the people in your life who are always ready and willing to support you.

Explain to a patient tempted to take the elevator instead of the stairs to your office how choosing the *healthy opposite* is not just a temporary solution, but a permanent lifestyle. Use pages 186-187.

While *controlling your environment* is most important in Perspire, you cannot avoid every environment that may trigger your unwanted behavior for the rest of your life. As Dr. Norcross explains on page 189, it is crucial to “avoid in the early going, and practice safe exposure and coping in the late going.”

Summarize *cue exposure* and suggest how to utilize it with your goal in mind. Reference page 188.

Revisit your self-efficacy definition earlier on page 4 in this workbook. Then complete the activity for the maintenance stage explained and demonstrated on pages 189-190. Select one behavioral goal and then pick 5 risky situations instead of 10.

MY SELF- EFFICACY FOR: _____

Situation or Feeling

Confidence Rating (1-10)

- 1.
- 2.
- 3.

- 4.
- 5.

Read the 23 bulleted suggestions to bolster your self-efficacy on pages 192 -193. Then, write 5 that resonate the most with you and your goals.

- 1)
- 2)
- 3)
- 4)
- 5)

The *Changeology* steps are rarely followed in a steady and linear fashion. Using pages 195-197, describe how the **Spiral of Change** best explains the typical progression through the steps. First, highlight the pitfalls of the linear and cyclical models:

Second, think about your own spiral of change for a behavioral goal that you have successfully changed in the past but unsuccessfully maintained over time. What specifically will you do differently now to maintain that behavior change?

Do you believe that behavior change ever ends? Focus on the beliefs of the Lifers and the Terminators on pages 198- 201. Then answer below the 3 questions on listed on pages 200-201 for your own goals.

Read the epilogue beginning on page 204. Dr. Norcross suggests bigger implications of *Changeology*, like helping people cope with involuntary change and bettering society as a whole.

Three final, “big” questions. (1) What have you learned about yourself by reading *Changeology*? (2) What are your biggest, take-away lessons about behavior change from this book? (3) What messages can you take away from this book that will help your patients/clients?

1. _____

2. _____

3. _____

“Be the change you wish to see in the world – and bring that self-change into the world.”