



STAGES OF CHANGE

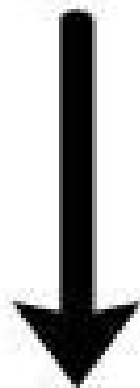
Week 10

Health Communication

COMM 5115

STAGES OF
CHANGE

PROGRESS



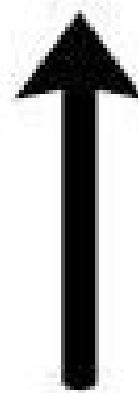
Precontemplation

Contemplation

Preparation

Action

Maintenance



RELAPSE



"I don't have a problem."

-Pre-contemplation Stage

The costs of the problem behavior are not yet recognized. The individual is not seriously considering changing their behavior. They may have made previous attempts to change, but have since given up.



"I might have a problem."

-Contemplation Stage

During contemplation there is ambivalence about change. The individual recognizes reasons to change their behavior, but still has hesitations. The problem behavior continues.



"I will change."

-Preparation Stage

The individual has decided to make a change and begins to consider how to do so. Minor adjustments in behavior may be made during this stage.



"I am making changes."

-Action Stage

Action is taken to end the previous problem behavior. The individual may be avoiding previous triggers, reaching out for help, or taking other steps to avoid temptation.



"I am living a new life."

-Maintenance Stage

The changes made during the action stage are maintained. The individual may continue to face challenges maintaining the change.



"A setback."

-Lapse Event

After making changes, many individuals will eventually return to their previous problem behaviors. It can take several passes through the stages to permanently end a behavior. Natural but not necessary part of the recovery journey.

AN EXAMPLE

Stage of Change	Description
Precontemplation	I am currently not very physically active. I do intend to become physically active in the next 6 months.
Contemplation	I am currently not very physically active, but I am thinking about increasing my level of physical activity in the next month.
Preparation	I am not very physically active, but I am determined to increase my activity in the next month.
Action	I am currently physically active, but I have only begun this activity in the last 6 months.

THE TRANSTHEORETICAL MODEL (THE STAGES OF CHANGE MODEL)

The TTM was developed in the 1970s by Prochaska & DiClemente; originally used to describe addictive behaviors in a clinical context

Very adaptable – has been used in many different settings and scenarios today

Focuses on the decision-making of the individual and is a model of intentional change

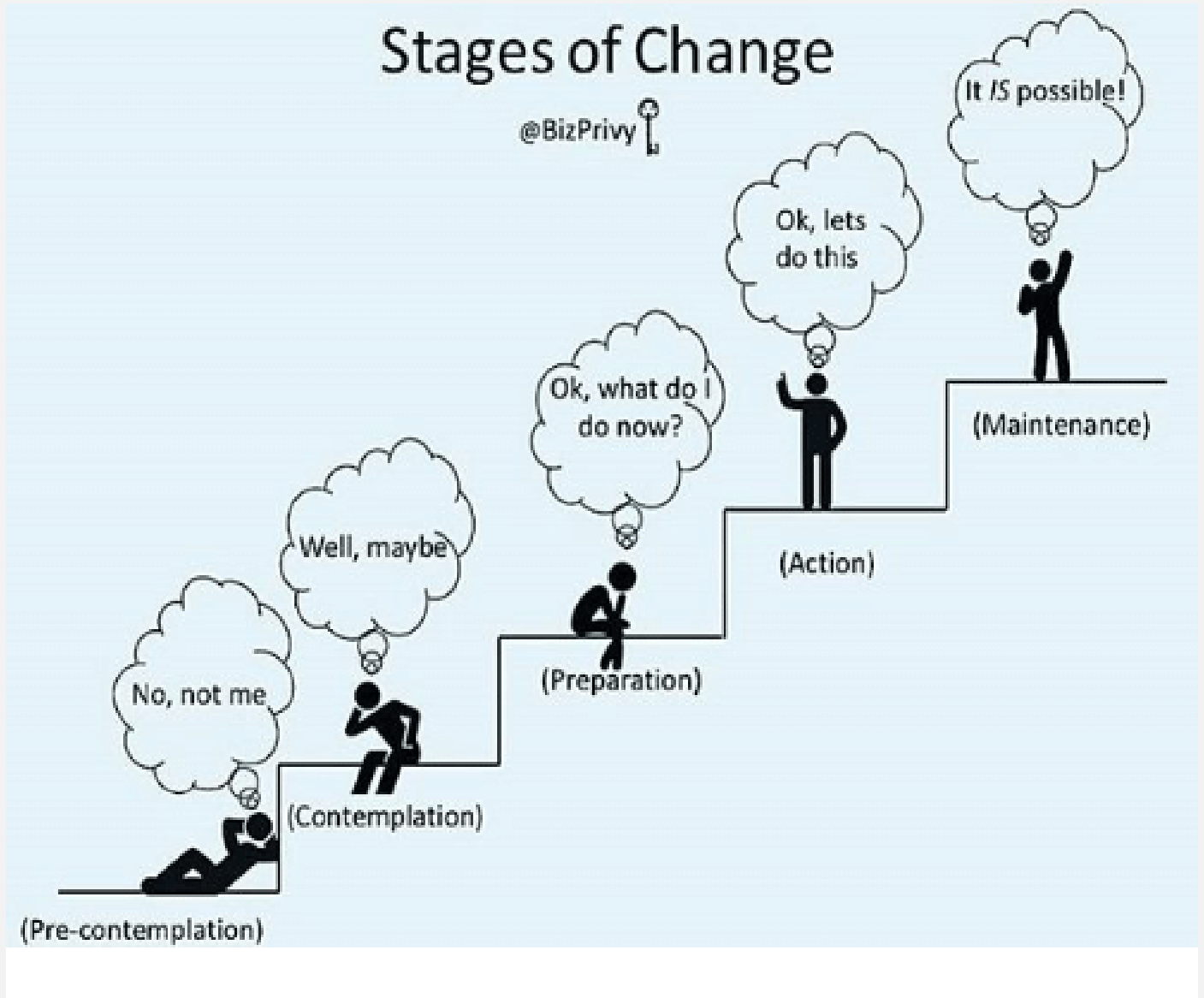
Focuses on the individual's current level of readiness to change; Level of readiness is used to develop an intervention fitted to that individual

The goal for behavioral change is to make the individual move to next level

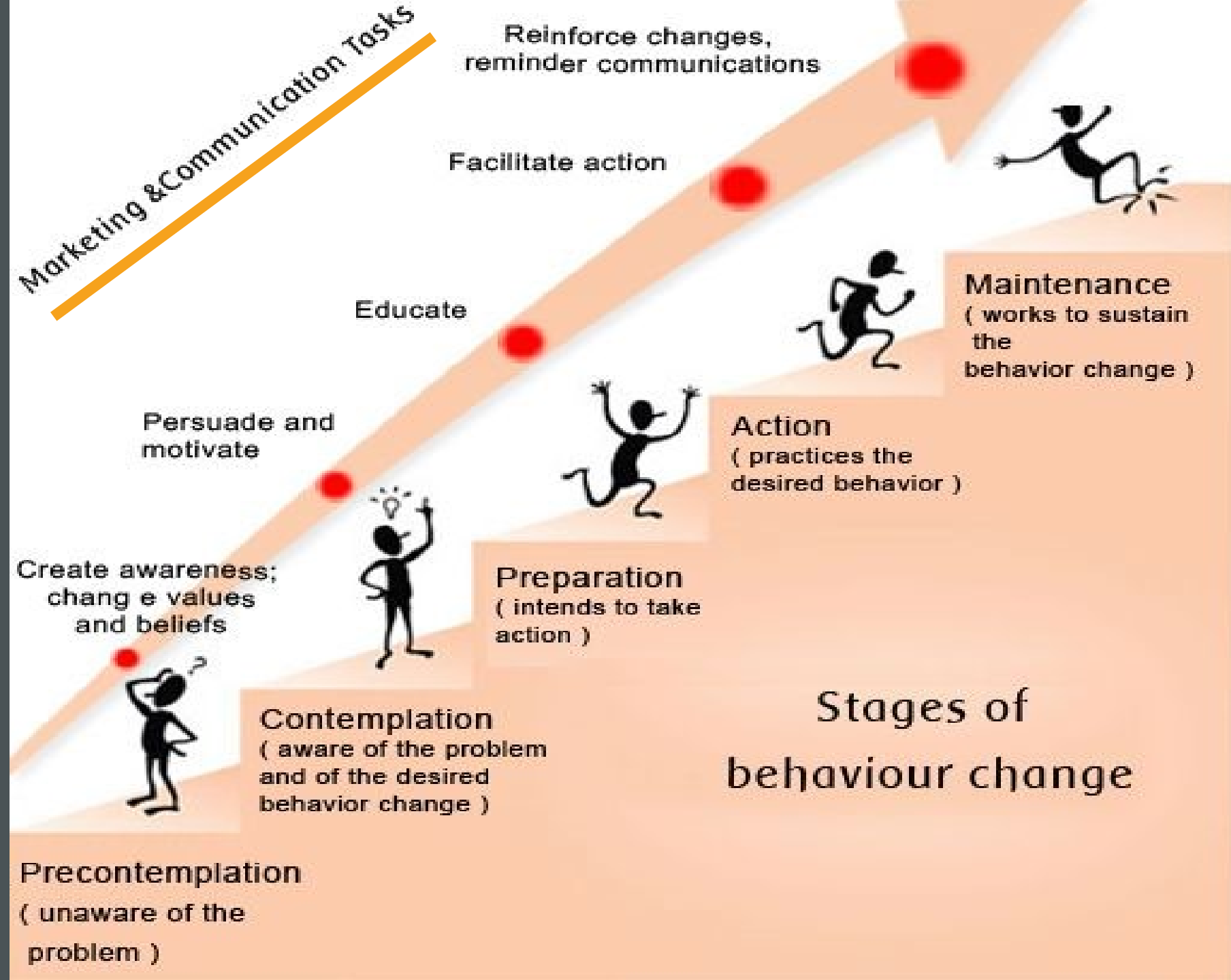
Individualized interventions work better than generalized interventions.

WHICH STAGE ARE YOU AT?

- Think of your last New Year's Resolutions.
- Pick one (if you had more than one).
- Where are you at with regard to that goal?



Applications in Campaign Design



FACILITATING CHANGE

Stage 1 – Precontemplation

Characteristics of Precontemplation	Helpful Strategies
<ul style="list-style-type: none">● Denial● Ignorance of the problem	<ul style="list-style-type: none">● Encourage the individual to rethink their behavior.● Encourage self-analysis and introspection.● Explain the risks of the current behavior.

Stage 2 – Contemplation

Characteristics of Contemplation	Helpful Strategies
<ul style="list-style-type: none">● Ambivalence● Conflicted emotions	<ul style="list-style-type: none">● Weigh the pros and cons of changing a behavior.● Confirm readiness to change and encourage confidence in your abilities.● Identify barriers to change.

FACILITATING CHANGE

Stage 3 – Preparation

Characteristics of Preparation	Helpful Strategies
<ul style="list-style-type: none">● Experimenting with small changes● Collecting information about change.	<ul style="list-style-type: none">● Write down your goals.● Prepare a plan of action.● Make a list of motivating statements.

Stage 4 – Action

Characteristics of Action	Helpful Strategies
<ul style="list-style-type: none">● Taking direct action toward achieving a goal.	<ul style="list-style-type: none">● Reward your successes.● Seek out social support.● Make a list of motivating statements.

FACILITATING CHANGE

Stage 5 – Maintenance

Characteristics of Maintenance	Helpful Strategies
<ul style="list-style-type: none">● Maintaining a new behavior.● Avoiding temptation.	<ul style="list-style-type: none">● Develop coping strategies to deal with temptation.● Remember to reward yourself for success.

Stage 6 – Relapse

Characteristics of Relapse	Helpful Strategies
<ul style="list-style-type: none">● Feelings of disappointment, failure, and frustration.	<ul style="list-style-type: none">● Identify triggers that lead to relapse.● Recognize barriers to success and take steps to overcome these obstacles.● Reaffirm your goals and commitment to change.

LIMITATIONS OF THE MODEL

- The model ignores the social context in which change occurs, such as SES and income.
- The lines between the stages can be arbitrary with no set criteria of how to determine a person's stage of change. The questionnaires that have been developed to assign a person to a stage of change are not always standardized or validated.
- There is no clear sense for how much time is needed for each stage, or how long a person can remain in a stage.
- The model assumes that individuals make coherent and logical plans in their decision-making process when this is not always true.

TARGETING VS. TAILORING

TARGETING

- Customizing interventions for **subgroups** with common characteristics
- Audience segmentation
- Can reach many individuals; affordable
- Not personalized enough

TAILORING

- Customizing an intervention to meet **personal** needs and **individual** characteristics
- Effective but costly
- Web-based technologies

GLANZ ET AL. (2013)

- **Topic:** Skin Cancer Prevention for Children
- **Theoretical framework:** Tailored health communication messages
- **Two groups:**
 - a tailored intervention group (received personalized skin cancer education) vs.
 - a control group (received generic skin cancer information)
- **Two measurement occasions:**
 - Before the prevention
 - After the prevention
- **Key finding:**
 - Significant positive change for the tailored group in adopting prevention behaviors both among children and parents.