

## **Prevention and Lifestyle Behaviour Change A Competence Framework**

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***Prevention and Lifestyle Behaviour Change***  
A Competence Framework

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## The Generic Competences: Level 1

- 1.1: Ensure individuals are able to make informed choices to manage their self care needs
- 1.2: Support and enable individuals to access appropriate information to manage their self care needs
- 1.3: Communicate with individuals about promoting their health and wellbeing
- 1.4: Provide opportunistic brief advice

## The Generic Competences: Level 2

- 2.1: Ensure your own actions support the care, protection and well-being of individuals
- 2.2: Select and implement appropriate brief lifestyle behaviour change techniques with individuals
- 2.3: Enable individuals to change their behaviour to improve their own health and wellbeing
- 2.4: Undertake brief interventions

## The Generic Competences: Level 3

- 3.1: Enable people to address issues related to health and wellbeing
- 3.2: Enable individuals to put their choices for optimising their lifestyle behaviours into action
- 3.3: Enable individuals to maintain lifestyle behaviour changes

Mapping of Competences against source and Indicative Reference to NHS KSF

Acknowledgements

## Foreword

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Prevention, Health and Wellbeing and Health Inequalities are key national and regional priorities for the future of our nation and for the NHS. This was highlighted in recent 'Fair Society, Healthy Lives' Marmot review.

The 'Prevention and Lifestyle Behaviour Change: A Competence Framework', has been developed to support NHS Yorkshire and the Humber's key Public Health strategy 'Making Every Contact Count', to which there has already been an excellent response. Delivery on this subject has always been challenging and with this in mind we are aiming to support all involved in every way possible.

The Framework will support all staff and organisations in the delivery of this important agenda. This framework will enable a common approach across all elements as everyone will be able to use the same base.

We would encourage everyone in the workforce to engage with this framework to establish their current knowledge and skills on this subject. This will in turn support Service and Education commissioners and Education and Service providers with the measurable base line of their current workforce and identify what additional learning, new ways of working or service redesign may be required and what services can be commissioned now and in the future.

We would like to thank the Faculty of Health and Wellbeing at Sheffield Hallam University. The development of this Framework has also been supported by collaboration with NHS Yorkshire and the Humber and the staff and organisations within Yorkshire and the Humber who have given of their time and knowledge to deliver this excellent product.



**Professor Paul Johnstone**  
Regional Director of Public Health  
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**Dr Wendy Richardson**  
Director of Public Health for Hull

## Introduction

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The NHS workforce is critical to delivering World Class Commissioning competence 10 (DH 2007a). If the challenge of delivering national, regional and local strategies to improve the health and wellbeing of communities is to be met, cultural, organisational and workforce change will be required.

The Prevention and Lifestyle Behaviour Change Competence Framework is essentially a commissioning led framework for workforce change. It describes the competences required by the workforce to enable them to develop their skills in addressing the health and wellbeing needs of the local population in areas such as:

- Long term conditions
- Smoking
- Falls prevention
- Alcohol abuse
- Obesity management
- Medicines management
- Physical health promotion in mental health

Commissioners will be able to recommend the levels of workforce delivery required to address local priorities, disease areas and health and wellbeing for communities. It enables providers to build on current best practice and be innovative and flexible about their workforce; identify how the workforce will become competent; source appropriate training and ensure the right workforce has the right skills in the right place.

Furthermore, the framework will support education commissioners to both quality assure current provision and identify any gaps. Education providers will be able to evaluate course provision to ensure it meets the needs of commissioned services.

The framework has been designed to be simple, flexible and add value to current good practice and methodologies, e.g. smoking cessation services and health trainer roles. It facilitates service planning in terms of workforce planning and development. This allows commissioners, service and education providers and individuals to bring together the required processes and systems to realise the whole workforce change that is needed, rather than focusing on just one particular part of the workforce.

Ultimately, the framework will ensure that every contact counts and will contribute to the creation of better health and a better health service for local people (NHS Yorkshire and the Humber, 2008).

## Overview of the Framework

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The framework is split into **Generic** levels and competences and an **Intervention Based** level. The generic levels and competences are those required by the entire workforce to ensure that opportunities to introduce or bring about lifestyle behaviour changes are recognised and acted upon.

The level descriptors are cumulative and assume competence has been achieved at previous levels in the framework. They have been developed using the Procheska and DiClemente stages of change model (1983) to differentiate between the levels of practice. This reflects the underpinning philosophy of the framework that acknowledges the complexity of prevention and lifestyle behaviour change and the need to “start where the population/person is”.

These competences are designed to assist commissioners and providers to identify the level of competence required to deliver services based on these approaches in response to the known prevention and lifestyle behaviour needs of the population. The intervention based level signposts more specialist/advanced and behaviour specific approaches such as CBT, Solutions Focused Therapy, Motivational Interviewing etc. These approaches have their own competences or competence suites and associated level descriptors.

The framework draws mainly on existing competences developed by Skills for Health and other skills bodies. This has resulted in some repetition of performance criteria, knowledge and skills across the framework. New generic competences have been developed where gaps have been identified.

The competences identified in the framework are not intended to be exhaustive, but the framework does attempt to draw together and present the range of knowledge, skills and performance that is associated with prevention and lifestyle behaviour change.

## How to Use this Framework

### Service Commissioners

Support the development of essential partnerships with Human Resource and Organisational Development teams to ensure competences are embedded in workforce planning and development processes.

Use in conjunction with up-to-date evidence on prevention and lifestyle behaviour and the effectiveness of interventions.

Support the articulation of the type and level of prevention and behaviour change services and workforce needed to address the needs of the population.

Utilise in current and new community and voluntary sector health development services and contracts.

Utilise in current and new contracts with NHS providers including acute, community and mental health services.

Utilise in primary care contracts.

Utilise in performance management processes to assess effectiveness, quality and health outcomes of services.

Support opportunities for service redesign.

### Education Commissioners

Identify the education and training that needs to be purchased from partner HEIs/education providers through developing a shared understanding of workforce requirements including the end to end workforce planning process.

Commission competence to deliver behaviour change education in undergraduate, postgraduate and professional development provision.

Utilise as a performance management tool to assess if commissioned provision is fit for purpose.

Source new provision and commission to address any gaps as required.

Use in conjunction with the good practice guide, 'Commissioning training for behaviour change interventions: evidence and best practice in delivery' undertaken by NHS North West Public Health Teaching Network (Powell and Thurston 2009).

## How to use this Framework

### Service Providers

Build on best practice in current services, e.g. smoking cessation, weight management, occupational health services and health trainers etc.

Strategic commitment to embed the framework in all services, widening frontline delivery of behaviour change to all staff whether clinical or non-clinical.

Support the essential partnership with Human Resource teams and line managers to ensure competences are embedded in job descriptions and performance appraisals.

Ensure the framework is used as a component of workforce planning and development processes and cycles.

Utilise to analyse the learning and development needs of the workforce in relation to behaviour change.

Link to good practice in Improved Access to Psychological Therapies Services and Mental Health Services.

### Education Providers

Develop a shared understanding of workforce requirements with partner health and social care organisations.

Understand the workforce needs of employers and students.

Design and redesign programmes and modules.

Review the learning needs of students on other programmes by using the indicative learning content.

Inform the development of any new courses.

HEIs/Education providers should incorporate the guidance set out in the report, 'Commissioning training for behaviour change interventions: evidence and best practice in delivery' undertaken by NHS North West Public Health Teaching Network (Powell and Thurston 2009). In addition they should consider the National Institute for Health and Clinical Excellence (NICE 2007) recommendation that behavioural change training should focus upon key competences and skills rather than particular behaviour change theories or models.

### Individuals

The framework can be used by the workforce as a tool for personal and professional development. For example, individuals can compare their current known levels of competence against the competences within the framework and highlight those that they need to develop.

## The Framework : Generic Competences

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The generic competences have been developed drawing on the Principles for Self Care (Skills for Care & Skills for Health 2008), and pre-existing competences developed by Skills for Health from the Public Health and Health and Social Care Framework/Suites (see Mapping of Competences against Source and Indicative Reference to NHS KSF page 114).

Where existing competences were not readily transferable to the lifestyle behaviour change context, new competences have been developed by either adapting existing National Occupational Standard (NOS) competences or formulating new ones. Knowledge and understanding required for the new competences have been developed based on the report, 'Commissioning training for behaviour change interventions: evidence and best practice in delivery' undertaken by NHS North West Public Health Teaching Network (Powell and Thurston 2009). All the competences have been mapped against the KSF (DH 2004).



## The Framework

### Level 1

The worker is able to engage with individuals and use basic skills of awareness, engagement, and communication to introduce the idea of lifestyle behaviour change and to motivate individuals to consider/think about making changes to their lifestyle behaviour(s).

1.1: Ensure individuals are able to make informed choices to manage their self care needs

1.2: Support and enable individuals to access appropriate information to manage their self care needs

1.3: Communicate with individuals about promoting their health and wellbeing

1.4: Provide opportunistic brief advice

### Level 2

The worker is able to select and use brief lifestyle behaviour change techniques that help individuals take action about their lifestyle behaviour choices which may include starting, stopping, increasing or decreasing lifestyle behaviour activities.

2.1: Ensure your own actions support the care, protection and well-being of individuals

2.2: Select and implement appropriate brief lifestyle behaviour change techniques with individuals

2.3: Enable individuals to change their behaviour to improve their own health and wellbeing

2.4: Undertake brief interventions

### Level 3

The worker is able to select and use appropriate techniques and approaches to provide support to individuals as they change their lifestyle behaviour(s) and facilitate individuals to maintain these changes over the longer term.

3.1: Enable people to address issues related to health and wellbeing

3.2: Enable individuals to put their choices for optimising their lifestyle behaviours into action

3.3: Enable individuals to maintain lifestyle behaviour changes

Click a level descriptor to go to the summary of competences and indicative knowledge and skills for that level.  
Click on individual competences for further details.

## The Framework Intervention Based Level

This section of the framework acts as a signpost to existing and developing competences and competence suites for specialist/advanced and behaviour specific approaches to behaviour change e.g., smoking cessation. These would normally be practiced by workers who have undergone a relevant programme of training in this area.

### Level 4

The worker uses **specialist/advanced or lifestyle and behaviour specific** behaviour change approaches to support individuals. Workers at this level will also act as a resource for the support, training and education of others.

This level will also be applicable to those workers who may be **working at a strategic level** to commission, plan or implement prevention and/or lifestyle behaviour change services across a population.

Choice of approach/intervention will be guided by knowledge of the factors that affect health and wellbeing, individual determinants (e.g. behaviour and lifestyle) and the wider determinants of health (e.g. poverty, unemployment, etc.).



## The Framework Intervention Based Level

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**Specialist/Advanced Approaches** would include:

- **CBT**
- **Counselling**
- **Solutions Focused Therapy**
- **Motivational Interviewing**

The Department of Health (2007b) has developed the CBT competences framework for depression and anxiety disorders and Skills for Health has developed the Psychological Therapies Competence suite that would be applicable to such approaches.

**Behaviour Specific Approaches** would include:

- **Smoking Cessation**
- **Alcohol**
- **Weight management**

Competences relating to these approaches are available on the Skills for Health website, for example Drugs & Alcohol (DANOS). This contains 48 competences and references 81 competences which originate in other frameworks.

### **Strategic Competences**

The King's Fund (2008) identified that to make the shift to a Public Health focused NHS, commissioners and service providers need to develop skills in:

- data analytics – including use of geo-demographics
- social marketing
- designing lifestyle behaviour change interventions for target populations
- evaluating the impact of behaviour change interventions

### **Relevant competences include:**

- **World Class Commissioning:** WCC (DH 2007a) sets out the core organisational competencies for commissioning organisations.
- **Social Marketing:** This is a strategic approach to developing and delivering programmes of activities for behaviour change across a defined population. A suite of National Occupational Standards for Social Marketing has been developed by the Marketing and Sales Standards Setting Body (MSSSB 2009).

## The Framework - References

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Department of Health (2004) *The NHS Knowledge and Skills Framework (NHS KSF) and the Development Review Process* Department of Health Publications

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Kings Fund (2008) *Commissioning and Behaviour Change. Kicking bad habits final report*

Marketing and Sales Standards Setting Body (MSSSB) (2009) *National Occupational Standards for Social Marketing* [online] available at [www.msssb.org/SocialMarketing.htm](http://www.msssb.org/SocialMarketing.htm)

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NICE (2007). *Behaviour change at population, community and individual levels* London: National Institute for Health and Clinical Excellence

Prochaska, J.O. & DiClemente, C.C. (1983) Stages and processes of self-change of smoking: Toward an integrative model of change *Journal of Consulting and Clinical Psychology*, 51, 390-395

Powell, K. and Thurston, M. (2009) *Commissioning training for behaviour change interventions: evidence and best practice in delivery* University of Chester

Skills for Care & Skills for Health (2008) *Common Core Principles to Support Self Care: A Guide to Support Implementation* [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)



## 1.1 Ensure individuals are able to make informed choices to manage their self care needs

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### Performance Criteria

1. Ensure that practice is person centred and empowers individuals to make informed choices
2. Know and understand that an empowering approach to practice has the following elements: dignity and control for individuals - information and education - mutually respectful relationships - choice - motivation - development of self esteem - development of individuals' confidence and skills
3. Develop skills in supporting self care and self management and a practice style that is non-judgmental and respects the rights, privacy and dignity of individuals, promoting choice and independence
4. Understand that by becoming central to the discussion and decision making about their needs, individuals feel more confident, independent and empowered
5. Demonstrate the ability to find out the history, preferences, wishes and needs of individuals
6. Recognise the importance of being sensitive to personal, religious and cultural beliefs, and understand their impact on individuals' choices
7. Understand and reflect upon the impact that own beliefs have on practice and ability to support individuals' wishes and choices
8. Enable and support individuals to assert their views, control their own lives and make informed choices about the services they receive
9. Understand the potential impact that loss and change have on individuals and carers, and on their ability to engage in active participation and collaborative relationships with a range of professionals, and support them to cope with change where appropriate
10. Ensure that individual preferences about who takes decisions about different aspects of their needs are respected
11. Support individuals to manage change and make informed decisions about the support they require, and how to meet the outcomes they have identified
12. Support individuals to find motivation to participate in self care
13. Work in partnership, fully involve and consult with individuals to plan their care and sustain care plans to manage their needs. This should include, where appropriate, the agreement of specific goals
14. Support individuals to involve family members, carers and others in self care, where appropriate
15. Work in partnership with other relevant services to maximise self care opportunities.

## 1.2 Support and enable individuals to access appropriate information to manage their self care needs

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### Performance Criteria

1. Understand that more informed individuals are more empowered people
2. Understand that individuals need access to good quality and comprehensive information they can understand, as and when they want it
3. Understand the importance of giving guidance and advice on the status and evidence based quality of information available
4. Support individuals by promoting self care, helping them feel more in control of their lives through appropriate information, enabling problem solving and self confidence
5. Find out what information and support individuals want, in what formats and languages they need it and enable access to the right type of information to meet needs
6. Review the information already provided and consider what will be needed in the future to meet needs
7. Provide information about specific needs, and support on how to access it so that individuals feel confident enough to use it
8. Make good use of local/area resources to help with the sharing and distribution of information, and find ways to make it available to individuals
9. Involve individuals, user organisations, lay experts and appropriate local professionals in identifying best practice in approaches to information.



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

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### Performance Criteria

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



## 1.4 Provide opportunistic brief advice

### Performance Criteria

1. Be alert to opportunities for brief advice
2. Identify cues from individuals' expressed needs or concerns
3. Observe individual for any signs of lifestyle health related issues
4. Explore, in a non-threatening manner, the individuals' views and feelings about their lifestyle and health behaviours
5. Assess whether the individual is willing to engage in further discussion about the issue
6. When an individual is not willing to engage at that moment, invite them to return and ask questions at any time in the future
7. When an individual is willing to engage, provide general health information in an empathetic, non-confrontational manner
8. Maintain up-to-date and accurate information about additional sources of support
9. Signpost the individual to appropriate additional support according to the individual's needs



## Indicative Knowledge and Skills: Level 1

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- Concepts of empowerment and person centred practice
- Identification of factors that affect health and wellbeing including individual determinants (e.g. behaviour and lifestyle) and the wider determinants on health (e.g. poverty, employment etc)
- Communication skills including ensuring that the individual, not the worker, controls the progress and content of discussions and how to make suggestions and offer advice in a manner that is supportive and non-directive
- The different arguments that people have against promoting health and wellbeing and how to use counter-arguments
- How to identify and use opportunities for providing opportunistic brief advice
- Differences between brief advice and brief interventions as distinct techniques for lifestyle behaviour change
- How to respect and acknowledge others' priorities in relation to their health and wellbeing and their right to refuse advice and information
- Understand the impact that individuals' level of knowledge, needs, cultural, religious and personal beliefs and preferences, experiences and use of services, and life context may have on their choices and wishes
- Be able to identify the support groups and services available locally and sources of further information about them and what they do



## 2.1 Ensure your own actions support the care, protection and well-being of individuals

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### Performance Criteria

1. Find out about the individual's needs, wishes and preferences
2. Develop appropriate relationships that enable you to carry out your work activities
3. Support individuals to identify how they want you to carry out your work activities
4. Provide active support:
  - that enables individuals to use their strengths and potential
  - to enable individuals to participate as much as they are able
5. Respect the individuals':
  - choices and desire to care for themselves
  - dignity and privacy
  - diversity, culture and values
6. Treat and value each person as an individual
7. Work to resolve conflicts and if you cannot, seek extra support and advice to help you meet the individual's needs, wishes and preferences
8. Observe any changes that could affect the individual's care needs and report any observed changes to the appropriate people
9. Work in ways that:
  - recognise the individual's beliefs and preferences
  - put the individual's preferences at the centre of everything you do
  - do not discriminate against any individual
  - ensure that the service you provide is delivered equally and inclusively
10. Identify and take appropriate action when behaviours and practice discriminate against individuals
11. Seek extra support and advice when you are having difficulty supporting equality and diversity
12. Ensure that individuals have the appropriate information about how to offer comments on their care
13. Seek and acquire information about:
  - assessment of individuals in relation to actual or likely danger, harm and abuse
  - any difference of views that affect the activities you are responsible for and how to deal with them
  - the individual's preferences, abilities and support to cope with actual or likely danger, harm and abuse
  - your specific role in protecting the individuals from actual or likely danger, harm and abuse
  - the procedures that you have to follow for working with the danger and harm to the individuals or others

### 2.1 Ensure your own actions support the care, protection and well-being of individuals

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14. Clarify with individuals your responsibilities to disclose information about actual and likely danger, harm and abuse
15. Develop trust with individuals and key people so that they are able to raise and communicate concerns about actual or likely danger, harm and abuse to themselves and others
16. Observe any signs or symptoms that indicate that individuals:
  - have been harmed or abused
  - are being harmed or abused
  - are in danger of harm or abuse
  - respond to situations and behaviour in ways that avoid putting yourself and others at unnecessary risk
  - promptly alert appropriate people and organisations when you discover or suspect individuals and others who are in danger, within confidentiality agreements and according to legal and organisational requirements
  - record and report the specific activities that you have carried out to protect individuals and others from danger, harm or abuse, within confidentiality agreements and according to legal and organisational requirements



## 2.2 Select and implement appropriate brief lifestyle behaviour change techniques

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### Performance Criteria

1. Make use of evidence of effective practice
  - a. Keep yourself well-informed and up-to-date about recommendations for evidence-based practice in relation to brief lifestyle behaviour change interventions
  - b. Access and interpret organisational guidance about appropriate and effective interventions to support lifestyle behaviour change
2. Assess the individuals' needs and requirements
  - a. Identify the views and understanding of the individuals about their general state of well being, any interventions they may have received and any other information that may inform your assessment
  - b. Establish the individual's current state of health and wellbeing
  - c. Establish the individual's social circumstances and explore the individual's expectations/hopes for the future, including their understanding of and willingness to accept changes in lifestyle
3. Select behaviour change interventions relevant to your assessment outcomes
  - a. Make an informed decision about the brief behaviour change intervention or approach that would be most appropriate to help the individual
  - b. Ensure the environment used for the intervention is suitable, and that the privacy and dignity of the individual is protected
  - c. Implement the intervention in a safe and effective manner, using evidence based practices and processes
  - d. Implement the intervention in a manner that is consistent with the individual's needs and specific requirements, and encourages effective participation
  - e. Enable the individuals to offer opinions on their experience of the intervention, and suggestions for improving its effectiveness
  - f. Work in partnership with the individual to assess the outcomes of the intervention in relation to the goals agreed at the outset
  - g. Review the outcomes and other relevant factors, and agree with the individual what subsequent action should be taken
  - h. Refer the individual to other services and professionals to help and support the individual in making changes, if required
  - i. Maintain up-to-date and accurate information about additional sources of support
  - j. Set further review dates, if appropriate
  - k. Provide support throughout the review period
  - l. Produce records and reports that are clear, comprehensive, and accurate, and maintain the security and confidentiality of information

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

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#### Performance Criteria

1. Communicate in a manner that:
  - a. is appropriate to the individuals
  - b. encourages an open exchange of views and information
  - c. minimises any constraints to communication whilst maintaining confidentiality
  - d. is free from discrimination and oppression
  - e. respects people as individuals
2. Encourage individuals to:
  - a. assess how their behaviour is affecting their health and wellbeing
  - b. identify the changes that might benefit their health and wellbeing
  - c. identify their motivation to change their behaviour
  - d. identify the situations that will help them change
  - e. identify barriers to change and ways of managing them
3. Assist individuals to:
  - a. identify specific, measurable, achievable, realistic and timely goals for changing their behaviour
  - b. identify one easily-achievable goal to start working on
  - c. identify any skills that need to be learnt to achieve this goal
  - d. develop a personal action plans that will help them achieve their goals
  - e. identify who and what will help them achieve their plans
  - f. make sure they get the support they need in achieving their plans
  - g. record their progress in achieving their plans
  - h. identify when and how their plans will be reviewed
4. Give individuals the specific support they need to achieve their plans by:
  - a. taking appropriate actions to help them achieve their goals
  - b. providing them with clear and relevant information on other services
  - c. reviewing their progress in achieving their goals
  - d. providing feedback, support and encouragement
  - e. helping them recognise and value their achievements
  - f. developing their confidence in bringing about change and maintaining change

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

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5. Take the necessary actions to link individuals in with other workers and agencies when they have agreed you can do this
6. Help individuals to:
  - a. evaluate the changes they have made to their behaviour and their effects on their health and wellbeing
  - b. identify their broader learning and development
  - c. decide how they will take their learning forward
  - d. feedback to you on your, and others', work
  - e. 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:
  - a. any problems that individuals have experienced with different services
  - b. any concerns you have about the individual
9. Work within your own role and competence.



### 2.4 Undertake brief interventions

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#### Performance Criteria

1. Create an environment suitable for frank, confidential discussion
2. Explain why you have an interest in the individual's lifestyle behaviour
3. Initiate discussions about the lifestyle behaviour and respond to individuals who express concern about it
4. Where appropriate, use recognised screening tools or techniques to identify individuals who may benefit from a brief intervention.
  - a. Assess in a non-threatening manner individuals' views and feelings about their lifestyle behaviours
  - b. Identify previous attempts to make changes and their outcome
  - c. Identify individuals' current level of readiness for change
  - d. Identify, against an agreed measure, their current level of health risk
5. Collect and record information about the individuals' lifestyle behaviour
6. Provide accurate information and feedback about the risks associated with individuals' lifestyle behaviour
7. Support individuals in setting goals and identifying and overcoming barriers to changing their lifestyle behaviour
8. Use an appropriate model to deliver the brief intervention
9. Provide a menu of alternative strategies for changing the lifestyle behaviour.
10. Use appropriate techniques to support the delivery of the brief intervention drawn from approaches such as counselling, Brief Motivational Interviewing, Solutions Focused Therapy, etc.
11. Maintain up-to-date and accurate information about additional sources of support
12. Signpost the individual to appropriate additional support according to the individual's needs
13. Identify when the individual may require additional or more specialised interventions to support behaviour change and refer the individual to the appropriate service
14. Arrange for a follow-up appointment to review progress (when appropriate)
15. Keep an accurate record of your intervention and the information and advice you gave.

# Indicative Knowledge and Skills: Level 2

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## Performance Criteria

- Theories of behaviour change including how to promote personal control and responsibility for behaviour change
- The types of brief behaviour change interventions appropriate for the individual's particular lifestyle behaviour issues including the purpose, use, benefits and risks
- How to assess readiness to change identifying with people the importance of change (benefits and disadvantages of changing) and their confidence in their ability to change
- Principles of active listening, and how to apply them
- How to develop detailed personal action plans to achieve goals, including when, where, how and with whom
- 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
- How to use a range of techniques to support individuals in achieving their personal action plan (e.g. modelling by others, small steps at a time, etc.)
- How to encourage individuals to use their strengths and potential and take as much control over their lives as possible
- How interventions will be evaluated and the role of the person and their carers in this
- Knowing when interventions should be halted



## 3.1 Enable people to address issues related to health and wellbeing

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### Performance Criteria

1. Acknowledge people's rights to make their own decisions about issues which affect health and wellbeing
2. Communicate in a manner that encourages openness and a frank exchange of views and is consistent with people's culture
3. Provide information and advice
  - a. on your own values and perspectives and those of your agency
  - b. that is appropriate to people's issues, contexts and situations
  - c. that recognises the complexity of the decisions which people have to make
4. Enable people to
  - a. identify the aspects of health and wellbeing that concern them
  - b. identify and evaluate the views of relevant others
  - c. acknowledge the value of diversity
  - d. acknowledge the rights of minority groups
  - e. recognise that developing their own plans is legitimate
  - f. reach agreement on the issues and concerns that affect them most
  - g. prioritise their agreed issues and concerns.
5. Enable people to
  - a. systematically identify their aims
  - b. take account of the interests of others
  - c. welcome diversity
  - d. plan how the maximum number of interests can be accommodated
  - e. identify the steps needed to achieve their aims
  - f. establish short, medium and long-term objectives
  - g. identify the options available for achieving the objectives and the implications of each
6. Discuss with people the feasibility of the different options given their contexts and situations
7. Enable people to select options that are capable of implementation
8. Make explicit any conflicts of interest and discuss with people how these can be addressed
9. Clarify and provide accurate information about the range of support mechanisms available
10. Explore, when requested, the different ways in which you could act as a resource
11. Act as a resource using agreed methods with the people concerned

## 3.1 Enable people to address issues related to health and wellbeing

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- 12. Maintain contact at a level that offers the necessary support and is realistic given
  - a. the policies of your agency
  - b. the resourcing and priorities of your agency
  - c. your role
  - d. your other commitments
- 13. Achieve the best balance between encouraging people to take responsibility for their own actions whilst also seeking further support when they need it
- 14. Respect people's right to change their minds and consider alternative approaches.
- 15. Encourage people to see the value of evaluation and how it can contribute to their development and effectiveness
- 16. Agree with people evaluation processes and enable them to systematically evaluate
  - a. their achievements
  - b. those aspects in which they have been less successful
  - c. the reasons for each of these
  - d. your role
  - e. the role of any other agencies in supporting them

- 17. Encourage people to use the outcomes of the evaluation to
  - a. agree changes that are justifiable and capable of implementation
  - b. consider the implications of the changes
  - c. plan how they will move forward.



## 3.2 Enable individuals to put their choices for optimising their lifestyle behaviours into action

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### Performance Criteria

1. Encourage individuals to be clear about the lifestyle behaviour choices which they have made and the reasons for their chosen course of action
2. Explore the implications of the choice with individuals in a manner which encourages them to understand the impact of it on their daily lives and any challenges which might arise
3. Clarify the range of support mechanisms which will be available to the individuals and provide them with any necessary information
4. Explore the methods available to enable individuals to put their informed lifestyle behaviour choices into action
5. Support the individual to choose methods that are appropriate to the agreed course of action
6. Use selected methods in a manner appropriate to the individuals concerned and in a way which encourages them to put their informed choices into action
7. Maintain contact to a level which offers the amount of support necessary for the individuals concerned and is realistic given other factors
8. Encourage individuals to seek further support when they are in need of it
9. Acknowledge and respect individuals' right to change their minds and consider alternative approaches
10. Actively encourage individuals to take a full and active part in the review process
11. Review the outcomes from putting informed choices into action and the effectiveness of these with the individual in an appropriate manner, level and pace
12. Reach agreement with those involved as to any changes which need to be made in how they address issues and the support they receive
13. Encourage and support individuals to consider the implications of any changes in the actions they are going to take and who is involved
14. Actively encourage those involved to offer their opinions and suggest ways in which they might improve the process

### 3.2 Enable individuals to put their choices for optimising their lifestyle behaviours into action

---

15. Maintain accurate, legible and complete records of:
  - a. the choices made and the actions agreed.
  - b. the review process.
16. Encourage and support individuals to:
  - a. reflect on their own concerns for their health and wellbeing
  - b. realise the potential for change
17. Identify and explore their own personal beliefs and preferences in relation to their health and wellbeing, what they value most in their lives and how these may inter-relate
18. Identify their own priorities in relation to their health and wellbeing
19. Discuss individuals' priorities for their health and wellbeing and confirm that you have interpreted them correctly by reflecting back to them
20. Explore and discuss the various options which are available for meeting the agreed priorities, together with the implications of each
21. Encourage individuals to select options which are capable of being implemented and to which they are committed.



## 3.3 Enable individuals to maintain lifestyle behaviour changes

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### Performance Criteria

1. Encourage individuals to value their attempts and achievements in changing their behaviour
2. Provide positive support and reinforcement when they have achieved less than they expected
3. Review with individuals
  - a. How they can maintain their new behaviour
  - b. How they can deal with any problems they are encountering
  - c. Whether they are making effective use of the support available to them
  - d. Whether the plan should be adjusted in the light of progress to date
4. Agree arrangements for supporting individuals that are consistent with
  - a. the agreed plan for change
  - b. their need for support
  - c. the resources available for their support
5. Maintain up-to-date and accurate information about additional sources of support
6. Encourage individuals to seek further support from you and from other people when they are in need of it
7. Update the record of the plan and progress with it in a form which can be followed by other colleagues, and the individual

# Indicative Knowledge and Skills: Level 3

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- 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)
- How to help individuals consider and identify factors contributing to the success and failure of their actions
- How to encourage individuals to reflect on their experiences
- How to encourage participation of individuals, families and others affected by the choices and actions or involved in helping individuals put their choices into action
- How to identify and use learning opportunities for individuals, community groups, networks and communities which promote problem solving and experimentation
- The importance of monitoring and reviewing progress towards behavioural change
- Principles of motivation
- Methods and strategies for coaching and training
- The cyclical nature of the implementation process, its stages and milestones

## The Generic Competences

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This section of the document gives full details of all the competences within the framework. The title of the competence indicates the general theme of the competence; each competence is made up of a context, performance and knowledge and skills section. To help navigate through each competence, click the “Next” or “Back” buttons or you can click the boxes at the top of each page to take you to a particular section.



# The Generic Competences: Level 1

## 1.1 Ensure individuals are able to make informed choices to manage their self care needs

### About this workforce competence

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The worker's practice is informed by the principles of respect, dignity, choice and independence for individuals. It encourages and supports individuals to make decisions based on the experience of their needs and enhanced by appropriate professional support and guidance. Practice is based on a shift of values from professionals knowing best to them supporting and empowering individuals to be in control of their needs.



# The Generic Competences: Level 1

## 1.1 Ensure individuals are able to make informed choices to manage their self care needs

### Links

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This workforce competence has indicative links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004):

HWB4 (Levels 1-4); HWB1 (Levels 1-2); Core 6 (Levels 1-4), plus occurs as a common indicator in all levels (1-4) of: HWB2; HWB5; HWB6; HWB7

### Origins

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This competence has been adapted from the Principles for Self Care developed by Skills for Health and Skills for Care (2008).



## 1.1 Ensure individuals are able to make informed choices to manage their self care needs

### Glossary

---

This section provides explanations and definitions of the terms used in this competence. In competences, it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the competence, may be used in a very particular way.

#### Self care

The actions people take for themselves, their children and their families to stay fit and maintain good physical and mental health; meet social and psychological needs; prevent illness or accidents; care for minor ailments and long-term conditions; and maintain health and well-being after an acute illness or discharge from hospital (Department of Health 2005).

#### A basic awareness

a generalised understanding that something exists, but without knowledge of details

#### A factual knowledge

Knowledge that is detailed on a factual level, but does not involve more than a superficial understanding of principles or theories

#### A working knowledge

The application of factual knowledge in a manner that takes account of widely understood principles or theories and implications within the field of practice

## 1.1 Ensure individuals are able to make informed choices to manage their self care needs

### Scope

---

This section provides guidance on possible areas to be covered in this competence.

### Needs

*Needs include:*

- a. physical
- b. emotional
- c. mental health
- d. spiritual
- e. environmental
- f. social
- g. sexual
- h. financial
- i. cultural

### Support

*Support may involve:*

- a. presenting information in a different way that is easier for the person to understand
- b. presenting information at a different time or in a different place where the person feels more at ease
- c. seeking someone else to speak on the person's behalf (interpreter, advocate or appointed decision-maker)

# The Generic Competences: Level 1

## 1.1 Ensure individuals are able to make informed choices to manage their self care needs

### Options

*Include:*

- a. what it is possible for the individuals and families to directly influence
- b. what it may be possible to achieve if the individuals and families join with others
- c. factors which may be outside of individuals' direct control but which impinge on their choices

### Support mechanisms

*Include:*

- a. formal
- b. informal

### Context

*The context of people's lives includes:*

- a. socio-economic
- b. personal

## 1.1 Ensure individuals are able to make informed choices to manage their self care needs

### Performance Criteria

---

1. Ensure that practice is person centred and empowers individuals to make informed choices
2. Know and understand that an empowering approach to practice has the following elements: dignity and control for individuals - information and education - mutually respectful relationships - choice - motivation - development of self esteem - development of individuals' confidence and skills
3. Develop skills in supporting self care and self management and a practice style that is non-judgmental and respects the rights, privacy and dignity of individuals, promoting choice and independence
4. Understand that by becoming central to the discussion and decision making about their needs, individuals feel more confident, independent and empowered
5. Demonstrate the ability to find out the history, preferences, wishes and needs of individuals
6. Recognise the importance of being sensitive to personal, religious and cultural beliefs, and understand their impact on individuals' choices
7. Understand and reflect upon the impact that own beliefs have on practice and ability to support individuals' wishes and choices
8. Enable and support individuals to assert their views, control their own lives and make informed choices about the services they receive
9. Understand the potential impact that loss and change have on individuals and carers, and on their ability to engage in active participation and collaborative relationships with a range of professionals, and support them to cope with change where appropriate
10. Ensure that individual preferences about who takes decisions about different aspects of their needs are respected
11. Support individuals to manage change and make informed decisions about the support they require, and how to meet the outcomes they have identified
12. Support individuals to find motivation to participate in self care
13. Work in partnership, fully involve and consult with individuals to plan their care and sustain care plans to manage their needs. This should include where appropriate the agreement of specific goals
14. Support individuals to involve family members, carers and others in self care, where appropriate
15. Work in partnership with other relevant services to maximise self care opportunities.

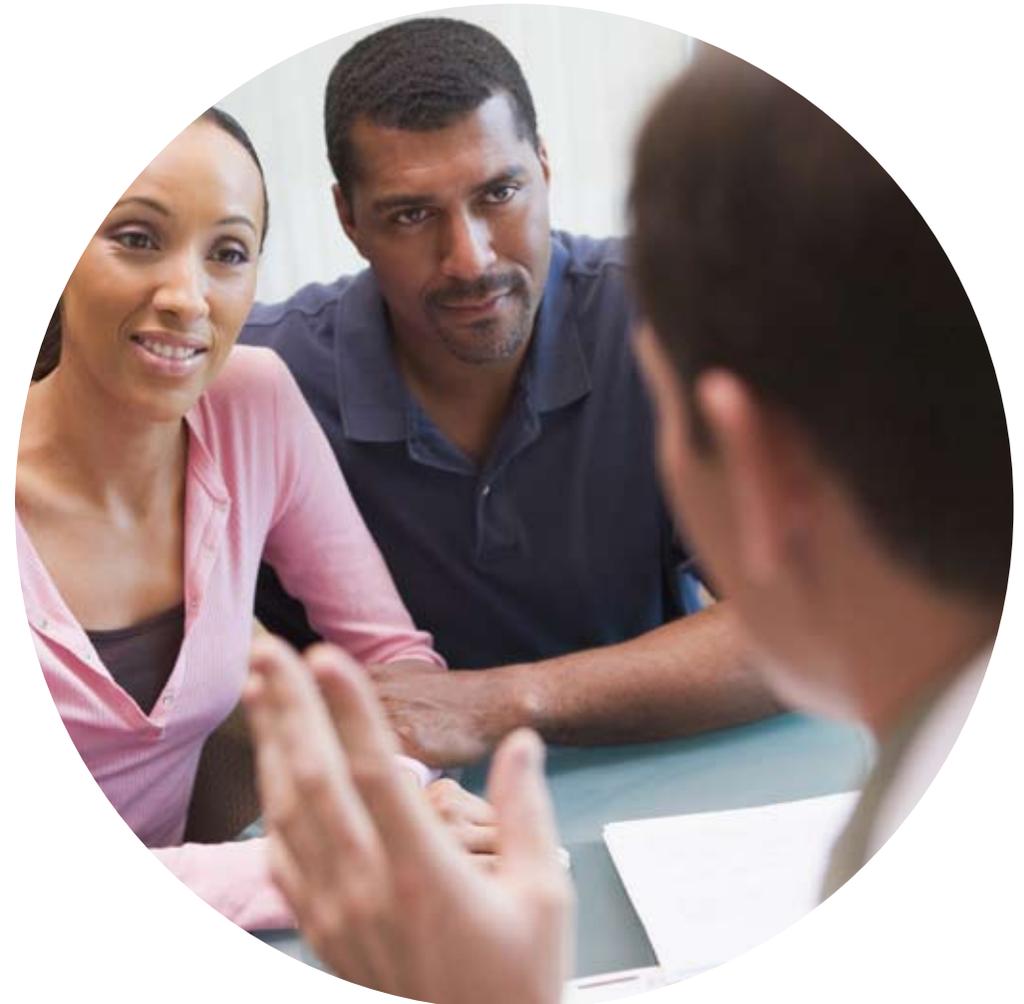
# The Generic Competences: Level 1

## 1.1 Ensure individuals are able to make informed choices to manage their self care needs

### Knowledge and Understanding

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- K1. A basic awareness of relevant legislation, policy and guidance
- K2. A factual knowledge of the concepts of empowerment, and person centred practice
- K3. A factual knowledge of how to apply the principles of respect, dignity, choice, control and independence to practice
- K4. A working knowledge of the impact that individuals' level of knowledge and understanding of their needs, cultural, religious and personal beliefs and preferences, experiences and use of services, and life context may have on their choices and wishes
- K5. A working knowledge of the impact that the worker's own belief system may have on their ability to develop person centred practice
- K6. A basic awareness of approaches to loss and change
- K7. A working knowledge of the nature, extent and boundaries of own role and its relationship to others within and outside the organisation



## 1.2 Support and enable individuals to access appropriate information to manage their self care needs

### About this workforce competence

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The worker encourages and supports individuals in accessing appropriate information, and where possible provides the relevant and evidence based information in an appropriate manner, providing sufficient choice/ options.



# The Generic Competences: Level 1

## 1.2 Support and enable individuals to access appropriate information to manage their self care needs

### Links

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This workforce competence has indicative links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004):

HWB4 (Levels 1- 4); HWB1 (Levels 1 - 2)

### Origins

This competence has been adapted from the Principles for Self Care developed by Skills for Health and Skills for Care (2008).



## 1.2 Support and enable individuals to access appropriate information to manage their self care needs

### Glossary

---

This section provides explanations and definitions of the terms used in this competence. In competences, it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the competence, may be used in a very particular way.

### Self-Care

The actions people take for themselves, their children and their families to stay fit and maintain good physical and mental health; meet social and psychological needs; prevent illness or accidents; care for minor ailments and long-term conditions; and maintain health and well-being after an acute illness or discharge from hospital (Department of Health 2005).

### A basic awareness

A generalised understanding that something exists, but without knowledge of details

### A factual knowledge

Knowledge that is detailed on a factual level, but does not involve more than a superficial understanding of principles or theories

### A working knowledge

The application of factual knowledge in a manner that takes account of widely understood principles or theories and implications within the field of practice

## 1.2 Support and enable individuals to access appropriate information to manage their self care needs

### Scope

---

This section provides guidance on possible areas to be covered in this competence.

### Information provided to individuals

*May include:*

- a. health and wellbeing
- b. things that affect health and wellbeing

### Information

*Might be provided:*

- a. face-to-face
- b. through various forms of media (e.g. leaflets, videos)

### Communicate

*using:*

- a. the individual's preferred spoken language;
- b. the use of signs;
- c. symbols;
- d. pictures;
- e. writing;
- f. objects of reference;
- g. communication passports;
- h. other non verbal forms of communication;
- i. human and technological aids to communication.

## 1.2 Support and enable individuals to access appropriate information to manage their self care needs

### Performance Criteria:

---

1. Understand that more informed individuals are more empowered people
2. Understand that individuals need access to good quality and comprehensive information they can understand, as and when they want it
3. Understand the importance of giving guidance and advice on the status and evidence based quality of information available
4. Support individuals by promoting self care, helping them feel more in control of their lives through appropriate information, enabling problem solving and self confidence
5. Find out what information and support individuals want, in what formats and languages they need it and enable access to the right type of information to meet needs
6. Review the information already provided and consider what will be needed in the future to meet needs
7. Provide information about specific needs, and support on how to access it so that individuals feel confident enough to use it
8. Make good use of local/area resources to help with the sharing and distribution of information, and find ways to make it available to individuals
9. Involve individuals, user organisations, lay experts and appropriate local professionals in identifying best practice in approaches to information.

## 1.2 Support and enable individuals to access appropriate information to manage their self care needs

### Knowledge and Understanding

---

- K1. A basic awareness of relevant legislation, policy and guidance
- K2. A factual knowledge about the concepts of empowerment, and person centred practice
- K3. A working knowledge about communication approaches and techniques which are person focused, empathetic, non judgmental and supportive
- K4. A working knowledge of how to communicate effectively with individuals in ways which meet their individual needs, and how to identify and use other resources, if needed, to achieve effective communication
- K5. A working knowledge of the range of information, including different types and formats of information required to meet diverse needs
- K6. A factual knowledge about the methods for effective dissemination of information

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

### About this workforce competence

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This workforce competence 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 competence 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 competence will need to ensure that practice reflects up to date information and policies.

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

### Links

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This workforce competence has indicative links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004):  
Dimension: HWB1 Promotion of health and wellbeing and prevention of adverse affects on health and wellbeing. Level 1 Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing

### Searchable Keywords

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Behaviour, lifestyles, communicate

### Origins

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This workforce competence has been developed by Skills for Health. It is a specific presentation of workforce competence PH02.01 developed by Skills for Health 2004 - National Occupational Standards for the Practice of Public Health.



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

### Glossary

---

This section provides explanations and definitions of the terms used in this workforce competence. In competences, it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the competence, may be used in a very particular way.



### Health and wellbeing

A state of complete physical, social and mental well-being, and not merely the absence of disease or infirmity. Health is a resource for everyday life, not the object of living. It is a positive concept emphasising social and personal resources as well as physical capabilities

### Lifestyle

A way of living based on identifiable patterns of behaviour. An individual's lifestyle is normally a combination of: their personal characteristics, their behaviours, the people they live with and relate to, and their socio-economic and environmental living conditions

### Behaviour

The things that people do e.g. eating high fat foods, physical activity, attendance for health screening, following health advice.

### Things that affect health and wellbeing

are any features that may cause harm to individuals e.g. the ways that people live their lives, their behaviours, interactions between individuals, aspects of the environment that affect individuals (e.g. pollution, poor living conditions)

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



### **A basic awareness**

A generalised understanding that something exists, but without knowledge of details

### **A factual knowledge**

Knowledge that is detailed on a factual level, but does not involve more than a superficial understanding of principles or theories

### **A working knowledge**

The application of factual knowledge in a manner that takes account of widely understood principles or theories and implications within the field of practice

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

### Scope

---

This section provides guidance on possible areas to be covered in this competence.

#### Information provided to individuals

*May include:*

- a. health and wellbeing
- b. things that affect health and wellbeing

#### Information

*Might be provided:*

- a. face-to-face
- b. through various forms of media (e.g. leaflets, videos).



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

### Performance Criteria

---

You need to

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

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

### Knowledge and understanding

---

*You need to apply:*

#### Health and wellbeing

- K1. A basic awareness that health and illness is affected by people's perceptions and is different in different societies and groups
- K2. A factual knowledge of the kinds of misinformation that people may have about health and wellbeing and the affect of this on their behaviour
- K3. A factual knowledge of the things that affect health and wellbeing - individual determinants (eg behaviour and lifestyle) and the wider determinants on health (eg poverty, employment etc)

#### Promoting health and wellbeing

- K4. A factual knowledge of the different ways in which the health and wellbeing of individuals is promoted
- K5. A basic awareness of the evidence about how individuals can promote their own health, including by changing behaviour
- K6. A factual knowledge of the contributions of different agencies to promoting individuals' health and wellbeing and how to contact these agencies
- K7. A factual knowledge of the different arguments that people have against promoting health and wellbeing and how to use counter-arguments
- K8. A working knowledge of how to apply negotiating and influencing skills in working with others to promote health and wellbeing and reduce inequalities
- K9. A basic awareness of the financial and social costs of poor health and wellbeing and the need to identify the benefits of improving health

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

### Effective sector and agency working

- K10. A factual knowledge of the legislation that relates to own work and how it affects own work
- K11. A factual knowledge of the policies and procedures of the employing organisation (including those relating to confidentiality, health and safety, equality and diversity)
- K12. A factual knowledge of the data storage and retrieval systems in own organisation
- K13. A working knowledge of the principles of effective communication with:
  - a. communities
  - b. people in own and other agencies

### Improving own knowledge, skills and practice

- K14. A factual knowledge of own role and responsibilities and from whom assistance and advice should be sought if necessary
- K15. A factual knowledge of the principles of equality, diversity and anti-discriminatory practice to work and how to apply these in own work
- K16. A working knowledge of how to develop your own competence and the benefits of doing this.

# The Generic Competences: Level 1

## 1.4 Provide opportunistic brief advice

### About this workforce competence

---

This competence covers using opportunistic brief advice approaches with individuals who the worker may come into contact as part of normal daily work. Users of this competence will need to ensure that their practice reflects up to date evidence, information and policies.



# The Generic Competences: Level 1

## 1.4 Provide opportunistic brief advice

### Links

---

This workforce competence has indicative links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004):

HWB1: Promotion of health and wellbeing and prevention of adverse effects to health and wellbeing.  
Level 1: Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing



## 1.4 Provide opportunistic brief advice

### Glossary

---

This section provides explanations and definitions of the terms used in this competence. In competences, it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the competence, may be used in a very particular way.

#### Health and wellbeing

A state of complete physical, social and mental well-being, and not merely the absence of disease or infirmity. Health is a resource for everyday life, not the object of living. It is a positive concept emphasising social and personal resources as well as physical capabilities

#### Lifestyle

A way of living based on identifiable patterns of behaviour. An individual's lifestyle is normally a combination of: their personal characteristics, their behaviours, the people they live with and relate to, and their socio-economic and environmental living conditions

#### Behaviour

The things that people do eg eating high fat foods, physical activity, attendance for health screening, following health advice.

#### A basic awareness

A generalised understanding that something exists, but without knowledge of details

#### A factual knowledge

Knowledge that is detailed on a factual level, but does not involve more than a superficial understanding of principles or theories

#### A working knowledge

The application of factual knowledge in a manner that takes account of widely understood principles or theories and implications within the field of practice

## 1.4 Provide opportunistic brief advice

### Scope

---

This section provides guidance on possible areas to be covered in this competence.

### Support

*May include:*

- a. establishing support required
- b. ensuring resources are in place to offer support required
- c. ensuring environment is conducive to support required
- d. use of specialist support
- e. family support

### Communicate

*Using:*

- a. the individual's preferred spoken language;
- b. the use of signs;
- c. symbols;
- d. pictures;
- e. writing;
- f. objects of reference;
- g. communication passports;
- h. other non verbal forms of communication;
- i. human and technological aids to communication

### Information provided to individuals

*May include:*

- a. health and wellbeing
- b. things that affect health and wellbeing.
- c. Information

### Might be provided:

- a. face-to-face
- b. through various forms of media (e.g. leaflets, videos)

## 1.4 Provide opportunistic brief advice

### Performance Criteria

---

*You should:*

1. Be alert to opportunities for brief advice
2. Identify cues from individuals expressed needs or concerns
3. Observe individual for any signs of lifestyle health related issues
4. Explore, in a non-threatening manner, the individuals views and feelings about their lifestyle and health behaviours
5. Assess whether the individual is willing to engage in further discussion about the issue
6. When an individual is not willing to engage at that moment, invite them to return and ask questions at any time in the future
7. When an individual is willing to engage, provide general health information in an empathetic, non-confrontational manner
8. Maintain up-to-date and accurate information about additional sources of support
9. Signpost the individual to appropriate additional support according to the individuals needs

## 1.4 Provide opportunistic brief advice

### Knowledge and Understanding

---

- K1. A working knowledge of how to identify and use opportunities for providing opportunistic brief advice
- K2. A working knowledge of how to communicate effectively with people
- K3. A working knowledge of how to confirm the individual's understanding of information which they receive and how lack of comprehension may affect the choices which they make
- K4. A factual knowledge of why it is important for the individual, not the worker, to control the progress and content of discussions and how to make suggestions and offer advice in a manner that is supportive and non-directive
- K5. A working knowledge of the importance of focusing on the person as an individual
- K6. A factual knowledge of the effects of environments and contexts on communication
- K7. A working knowledge of the ways in which communication can be modified and altered for different needs, contexts and beliefs
- K8. A working knowledge of how to respect and acknowledge others' priorities in relation to their health and wellbeing and their right to refuse advice and information
- K9. A working knowledge of the value of giving opportunistic brief advice in the context of every day staff-service user encounters
- K10. A basic awareness of the evidence about how individuals can promote their own health, including by changing behaviour
- K11. A factual knowledge of the types of behaviour change interventions appropriate for the individuals particular lifestyle behaviour issues
- K12. A factual knowledge of the differences between brief advice and brief interventions as distinct techniques for lifestyle behaviour change
- K13. a factual knowledge of the kinds of misinformation which people receive about health and wellbeing and how these can be counteracted
- K14. A factual knowledge of the different types of lifestyle behaviours that can adversely affect health and wellbeing
- K15. A working knowledge of the range of support groups and services available locally and sources of further information about them and what they do
- K16. A working knowledge of where to access further information about the range of support mechanisms that are available
- K17. A working knowledge of how to develop your own competence and the benefits of doing this.

## 2.1 Ensure your own actions, support the care, protection and well-being of individuals

### About this workforce competence

---

This workforce competence covers supporting the care, protection and well-being of individuals. This involves relating to and supporting individuals in the way they choose, treating people with respect and dignity, and assisting in the protection of individuals from danger, harm and abuse.

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



# The Generic Competences: Level 2

## 2.1 Ensure your own actions, support the care, protection and well-being of individuals

### Links

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This workforce competence has indicative links with the following dimension and level within the NHS Knowledge and Skills Framework (October 2004):

Core 6: Equality and diversity Level 2: Support equality and value diversity

### Origin

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This workforce competence is from the Health and Social Care suite of National Occupational Standards (2004).

## 2.1 Ensure your own actions, support the care, protection and well-being of individuals

### Glossary

---

This section provides explanations and definitions of the terms used in this workforce competence. In competences, it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the competence, may be used in a very particular way.

#### Appropriate people

Those people to whom you need to report according to legal and organisational requirements

#### Abuse

Abuse is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm

#### Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence

#### Danger

The possibility that harm may occur

#### Harm

The effects of an individual being physically, emotionally or sexually injured or abused

#### Individuals

The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter

#### Key people

Are those people who are key to an individual's health and social well-being. These are people in the individual's lives who can make a difference to their health and well-being

## 2.1 Ensure your own actions, support the care, protection and well-being of individuals

### Scope

---

This section provides guidance on possible areas to be covered in this competence.

### Appropriate people

*Could include:*

- a. your line manager;
- b. professionals;
- c. specialists

### Changes

*That may be observed could include the individual's:*

- a. condition;
- b. behaviour;
- c. appearance;
- d. mental state

### Communicate

*Using:*

- a. the individual's preferred spoken language;
- b. the use of signs;
- c. symbols;

- d. pictures;
- e. writing;
- f. objects of reference;
- g. communication passports;
- h. other non verbal forms of communication;
- i. human and technological aids to communication

### Harm

*Could be/have been:*

- a. short term;
- b. medium term;
- c. long term

### Key people

*Cover*

- a. family,
- b. friends,
- c. carers
- d. others with whom the individual has a supportive relationship, including people within and outside your organisation who provide health and care services and support the needs of individuals

## 2.1 Ensure your own actions, support the care, protection and well-being of individuals

### Performance Criteria

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#### *You need to:*

1. find out about the individual's needs, wishes and preferences
2. develop appropriate relationships that enable you to carry out your work activities
3. support individuals to identify how they want you to carry out your work activities
4. provide active support:
  - that enables individuals to use their strengths and potential
  - to enable individuals to participate as much as they are able
5. respect the individual's :
  - choices and desire to care for themselves
  - dignity and privacy
  - diversity, culture and values
6. treat and value each person as an individual
7. work to resolve conflicts and if you cannot, you seek extra support and advice to help you meet the individual's needs, wishes and preferences
8. observe any changes that could affect the individual's care needs and report any observed changes to the appropriate people
9. work in ways that:
  - recognise the individual's beliefs and preferences
  - put the individual's preferences at the centre of everything you do
  - do not discriminate against any individual
  - ensure that the service you provide is delivered equally and inclusively
10. identify and take appropriate action when behaviours and practice discriminate against individuals
11. seek extra support and advice when you are having difficulty supporting equality and diversity
12. ensure that individuals have the appropriate information about how to offer comments on their care
13. seek and acquire information about:
  - assessment of individuals in relation to actual or likely danger, harm and abuse
  - any difference of views that affect the activities you are responsible for and how to deal with them
  - the individual's preferences, abilities and support to cope with actual or likely danger, harm and abuse
  - your specific role in protecting the individuals from actual or likely danger, harm and abuse
  - the procedures that you have to follow for working with the danger and harm to the individuals or others

## 2.1 Ensure your own actions, support the care, protection and well-being of individuals

14. clarify with individuals your responsibilities to disclose information about actual and likely danger, harm and abuse
15. develop trust with individuals and key people so that they are able to raise and communicate concerns about actual or likely danger, harm and abuse to themselves and others
16. Observe any signs or symptoms that indicate that individuals:
  - have been harmed or abused
  - are being harmed or abused
  - are in danger of harm or abuse
  - respond to situations and behaviour in ways that avoid putting yourself and others at unnecessary risk
  - promptly alert appropriate people and organisations when you discover or suspect individuals and others who are in danger, within confidentiality agreements and according to legal and organisational requirements
  - record and report the specific activities that you have carried out to protect individuals and others from danger, harm or abuse, within confidentiality agreements and according to legal and organisational requirements

## 2.1 Ensure your own actions, support the care, protection and well-being of individuals

### Knowledge and understanding

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*You need to apply:*

#### Values

- K1. A working knowledge of legal and organisational requirements on equality, diversity and discrimination when working with individuals, key people and others
- K2. A working knowledge of the rights that individuals have to:
- be respected
  - be treated equally and not be discriminated against
  - be treated as an individual
  - be treated in a dignified way
  - privacy
  - be protected from danger and harm
  - be cared for in the way that meets their needs, takes account of their choices and also protects them
  - access information about themselves
  - to communicate using their preferred methods of communication and language
- K3. A working knowledge of the rights and responsibilities individuals have for their own care and protection
- K4. A working knowledge of the ways health and social care values may differ from those of the individuals you are working with
- K5. A working knowledge of how to provide active support
- K6. A working knowledge of how to find out and support individuals needs, rights, preferences and wellbeing
- K7. A working knowledge of methods and ways of working that:
- promote equality and diversity
  - are effective when dealing with and challenging discrimination

## 2.1 Ensure your own actions, support the care, protection and well-being of individuals

### Legislation and policy

- K8. A working knowledge of codes of practice and conduct, and standards and guidance relevant to the care environment in which you work and to your own and the roles, responsibilities, accountability and duties of others when valuing and respecting people, taking account of their views and preferences and protecting them from danger, harm and abuse
- K9. A working knowledge of current local, UK and European legislation, and organisational requirements, procedures and practices for:
- accessing records and information
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety and protection of yourself, individuals, key people and others
  - assessing and managing risks associated with your work
  - reporting compliments, comments and complaints
  - dealing with suspicions and disclosure of danger harm and abuse
  - the protection of individuals from danger, harm and abuse
- K10. A working knowledge of the purpose of, and arrangements for your supervision when dealing with abuse and protection

## 2.1 Ensure your own actions, support the care, protection and well-being of individuals

### Theories and practice

- K11. A working knowledge of where to go to access information that can inform your practice
- K12. A working knowledge of factors that can affect the behaviour, skills, abilities and development of the individuals with whom you are working
- K13. A working knowledge of actions to take when you observe key changes in the conditions and circumstances of individuals
- K14. A working knowledge of methods that encourage individuals to use their strengths and potential and take as much control over their lives as possible
- K15. A working knowledge of factors that may lead to danger, harm and abuse
- K16. A working knowledge of how to protect yourself, individuals, key people and others with whom you work from danger, harm and abuse
- K17. A working knowledge of signs and symptoms of danger, harm and abuse
- K18. A working knowledge of correct actions to take when danger, harm and abuse has been disclosed
- K19. A working knowledge of how to access information that can inform your practice in relation to the protecting individuals
- K20. A working knowledge of methods of working with, and resolving conflicts that you are likely to meet within your work
- K21. A working knowledge of recording and reporting requirements for specific individuals

## 2.2 Select and implement appropriate brief lifestyle behaviour change techniques

### About this workforce competence

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This competence is about using up-to-date research evidence and best practice, combined with an assessment of the individual's needs and requirements to identify and implement the most appropriate brief lifestyle behaviour change intervention.



## 2.2 Select and implement appropriate brief lifestyle behaviour change techniques

### Links

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This workforce competence has indicative links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004):

HWB1: Promotion of health and wellbeing and prevention of adverse effects to health and wellbeing.  
Level 2: Plan, develop and implement approaches to promote health and wellbeing and prevent adverse effects on health and wellbeing

## 2.2 Select and implement appropriate brief lifestyle behaviour change techniques

### Glossary

---

This section provides explanations and definitions of the terms used in this competence. In competences, it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the competence, may be used in a very particular way.

#### Brief intervention

Single or multiple sessions of motivational discussion focused on increasing the individuals insight and awareness regarding specified health behaviours and their motivation for change.

#### Health and wellbeing

A state of complete physical, social and mental well-being, and not merely the absence of disease or infirmity. Health is a resource for everyday life, not the object of living. It is a positive concept emphasising social and personal resources as well as physical capabilities

#### Lifestyle

A way of living based on identifiable patterns of behaviour. An individual's lifestyle is normally a combination of: their personal characteristics, their behaviours, the people they live with and relate to, and their socio-economic and environmental living conditions

#### Factors

Might include: social factors, environmental factors, economic factors, cultural factors and personal factors.

#### A basic awareness

A generalised understanding that something exists, but without knowledge of details

#### A factual knowledge

Knowledge that is detailed on a factual level, but does not involve more than a superficial understanding of principles or theories

#### A working knowledge

The application of factual knowledge in a manner that takes account of widely understood principles or theories and implications within the field of practice

## 2.2 Select and implement appropriate brief lifestyle behaviour change techniques

### Scope

---

This section provides guidance on possible areas to be covered in this competence.

#### Individuals' behaviour change

*Might be in relation to:*

- a. eating
- b. physical activity
- c. smoking
- d. use of drugs and alcohol
- e. sexual activity
- f. mental health and wellbeing
- g. risk taking / personal safety
- h. the wider determinants of health (e.g. housing, income, education).



## 2.2 Select and implement appropriate brief lifestyle behaviour change techniques

### Performance Criteria

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*You should:*

#### 1. Make use of evidence of effective practice

- a. Keep yourself well-informed and up-to-date about recommendations for evidence-based practice in relation to brief lifestyle behaviour change interventions
- b. Access and interpret organisational guidance about appropriate and effective interventions to support lifestyle behaviour change

#### 2. Assess the individual's needs and requirements

- a. Identify the individual's views and understanding of their general state of well being, any interventions they may have received and any other information that may inform your assessment
- b. Establish the individual's current state of health and wellbeing
- c. Establish the individual's social circumstances and explore the individual's expectations/hopes for the future, including their understanding of and willingness to accept changes in lifestyle

## 2.2 Select and implement appropriate brief lifestyle behaviour change techniques

### Performance Criteria (cont)

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#### 3. Select behaviour change interventions relevant to your assessment outcomes

- a. Make an informed decision about the brief behaviour change intervention or approach that would be most appropriate to help the individual
- b. Ensure the environment used for the intervention is suitable, and that the privacy and dignity of the individual is protected
- c. Implement the intervention in a safe and effective manner, using evidence based practices and processes
- d. Implement the intervention in a manner that is consistent with the individual's needs and specific requirements, and encourages their effective participation
- e. Enable the individual to offer their opinions on their experience of the intervention, and their suggestions for improving its effectiveness
- f. Work in partnership with the individual to assess the outcomes of the intervention in relation to the goals agreed at the outset.
- g. Review the outcomes and other relevant factors, and agree with the individual what subsequent action should be taken
- h. Refer the individual to other services and professionals to help and support the individual in making changes, if required
- i. Maintain up-to-date and accurate information about additional sources of support
- j. Set further review dates, if appropriate
- k. Provide support throughout the review period
- l. Produce records and reports that are clear, comprehensive, and accurate, and maintain the security and confidentiality of information

## 2.2 Select and implement appropriate brief lifestyle behaviour change techniques

### Knowledge and Understanding

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- K1. A factual knowledge of possible methods available for enabling individuals to change their behaviour (such as brief interventions, motivational interviewing, cognitive behavioural methods, adult learning methods, solution-focused therapy, etc.), evidence of their effectiveness and what may affect availability and suitability of the different options; the ways in which an individual's culture and gender might influence the choice of methods selected
- K2. A working knowledge of the types of brief behaviour change interventions appropriate for the individuals particular lifestyle behaviour issues including the purpose, use, benefits and risks
- K3. A working knowledge of the options for working with individuals which you have considered and the reasoning processes you used in determining the most appropriate approach for the individual concerned
- K4. A working knowledge of a range of brief lifestyle behaviour change interventions in sufficient detail to facilitate explanation to clients
- K5. A working knowledge of the previous and present interventions that the person may have experienced
- K6. A working knowledge of the purpose of determining during the planning phase how the intervention will be evaluated and the role of the person and their carers in this
- K7. A working knowledge of the environments in which the interventions take place
- K8. A working knowledge of how interventions may be modified in order to achieve a successful outcome
- K9. A working knowledge of methods of encouraging people to be as actively involved as possible
- K10. A working knowledge of methods of deciding when interventions should be halted
- K11. A working knowledge of the subsequent actions that might follow an intervention to meet the needs of the individual and your role and responsibilities in relation to each of these
- K12. A working knowledge of methods of recording the review process and outcomes, and the information which it is necessary to include.
- K13. A working knowledge of the need to develop one's own competence and skills in line with changes in knowledge and practice; how the worker's area and scope of practice are changing, the evidence which is available on the work and the implications of this for their own skill and knowledge base.

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

### About this workforce competence

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

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

### Keywords:

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Behaviours, personal action plan, change, health trainer, health trainers

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

#### Links

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This workforce competence has indicative links with the following dimension and level within the NHS Knowledge and Skills Framework (October 2004):  
HWB1: Promotion of health and wellbeing and prevention of adverse effects to health and wellbeing  
Level 1: Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing

#### Origin

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This workforce competence has been developed by Skills for Health. It is a specific presentation of workforce competence PH02.02 developed by Skills for Health 2004 - National Occupational Standards for the Practice of Public Health.



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

### Glossary

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This section provides explanations and definitions of the terms used in this workforce competence. In competences, it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the competence, may be used in a very particular way.

#### Health and wellbeing

A state of complete physical, social and mental well-being, and not merely the absence of disease or infirmity. Health is a resource for everyday life, not the object of living. It is a positive concept emphasising social and personal resources as well as physical capabilities.

#### A basic awareness

A generalised understanding that something exists, but without knowledge of details

#### A factual knowledge

Knowledge that is detailed on a factual level, but does not involve more than a superficial understanding of principles or theories

#### A working knowledge

The application of factual knowledge in a manner that takes account of widely understood principles and theories and implications within the field of practice

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

### Scope

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This section provides guidance on possible areas to be covered in this competence.

#### Individuals' behaviour change

*Might be in relation to:*

- a. eating
- b. physical activity
- c. smoking
- d. use of drugs and alcohol
- e. sexual activity
- f. mental health and wellbeing
- g. risk taking / personal safety
- h. the wider determinants of health (eg housing, income, education).

#### Who will support the behaviour change

*Might include:*

- a. the worker him/herself
- b. others in the workers agency (eg smoking cessation services, psychology services)
- c. workers in other agencies (eg voluntary sector)
- d. significant others.

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

### Performance Criteria

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*You need to*

#### 1. communicate in a manner that:

- a. is appropriate to the individuals
- b. encourages an open exchange of views and information
- c. minimises any constraints to communication whilst maintaining confidentiality
- d. is free from discrimination and oppression
- e. respects people as individuals

#### 2. encourage individuals to:

- a. assess how their behaviour is affecting their health and wellbeing
- b. identify the changes that might benefit their health and wellbeing
- c. identify their motivation to change their behaviour
- d. identify the situations that will help them change
- e. identify barriers to change and ways of managing them

#### 3. assist individuals to:

- a. identify specific, measurable, achievable, realistic and timely goals for changing their behaviour
- b. identify one easily-achievable goal to start working on
- c. identify any skills that need to be learnt to achieve this goal
- d. develop a personal action plan that will help them achieve their goals
- e. identify who and what will help them achieve their plan
- f. make sure they get the support they need in achieving their plan
- g. record their progress in achieving their plan
- h. identify when and how their plan will be reviewed

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

### 4. give individuals the specific support they need to achieve their plan by:

- a. taking appropriate actions to help them achieve their goals
- b. providing them with clear and relevant information on other services
- c. reviewing their progress in achieving their goals
- d. providing feedback, support and encouragement
- e. helping them recognise and value their achievements
- f. 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:

- a. evaluate the changes they have made to their behaviour and their effects on their health and wellbeing
- b. identify their broader learning and development
- c. decide how they will take their learning forward
- d. feedback to you on yours and others' work
- e. 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:

- a. any problems that individuals have experienced with different services
- b. any concerns you have about the individual

### 9. work within your own role and competence.

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

### Knowledge and understanding

---

*You need to apply:*

#### Health and wellbeing

- K1. A basic awareness that health and illness is affected by people's perceptions and behaviour and is different in different societies and groups
- K2. A factual knowledge of the kinds of misinformation that people may have about health and wellbeing and the affect of this on their behaviour
- K3. A factual knowledge of the things that affect health and wellbeing - individual determinants (eg behaviour and lifestyle) and the wider determinants on health (eg poverty, employment etc)
- K4. A factual knowledge of inequality, discrimination and abuse and their impact on health and wellbeing
- K5. A basic awareness of how culture and social context affect how individuals think and feel about their behaviour and changing it

#### Individual behaviour change

- K6. A factual knowledge of theories of changing behaviour and maintaining behaviour change, including how to promote personal control and responsibility for behaviour change
- K7. A working knowledge of how measures of behaviour are used in monitoring behaviour change
- K8. A working knowledge of how to assess readiness to change:
  - a. Importance of change (benefits and disadvantages of changing)
  - b. confidence in ability to change
- K9. A working knowledge of 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
- K10. A working knowledge of how to identify aspects (eg situations, consequences of behaviour, past experiences, prompts and rewards) that make desired behaviour more likely to happen
- K11. A working knowledge of how to develop detailed personal action plans to achieve goals, including when, where, how and with whom

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

- K12. A working knowledge of 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)
- K13. A working knowledge of how to help individuals record their behaviour change and the achievement of their action plan

### Maintenance of behaviour change

- K14. A working knowledge of 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)
- K15. A working knowledge of how to collect outcome data for evaluation purposes

### Effective sector and agency working

- K16. A factual knowledge of the legislation that relates to own work and how it affects own work

- K17. A factual knowledge of the policies and procedures of the employing organisation (including those relating to confidentiality, health and safety, equality and diversity)
- K18. A factual knowledge of the local resources - facilities and services - that can support individuals' behaviour change and how individuals can access them
- K19. A factual knowledge of the data collection, storage and retrieval systems in own organisation
- K20. A working knowledge of the principles of effective communication with:
  - a. communities
  - b. people in own and other agencies
  - c. significant others

### Improving own knowledge, skills and practice

- K21. A factual knowledge of own role and responsibilities and from whom assistance and advice should be sought if necessary
- K22. A factual knowledge of the principles of equality, diversity and anti-discriminatory practice and how to apply these in own work
- K23. A working knowledge of how to develop your own competence and the benefits of doing this.

## 2.4 Undertake brief interventions

### About this workforce competence

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This competence covers using brief intervention techniques and approaches with individuals who are considering changing their lifestyle behaviour to improve their health and wellbeing.



## 2.4 Undertake brief interventions

### Links

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This workforce competence has indicative links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004):

HWB1: Promotion of health and wellbeing and prevention of adverse effects to health and wellbeing.  
Level 2: Plan, develop and implement approaches to promote health and wellbeing and prevent adverse effects on health and wellbeing

HWB4 Enablement to address health and wellbeing needs. Level 2: Enable people to meet ongoing health and wellbeing needs

## 2.4 Undertake brief interventions

### Glossary

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This section provides explanations and definitions of the terms used in this competence. In competences, it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the competence, may be used in a very particular way.

#### Behaviour

The things that people do, e.g. eating high fat foods, physical activity, attendance for health screening, following health advice.

#### Solutions Focused Therapy

An approach that focuses on the individual's preferred future, rather than on what is going wrong. By describing their preferred future in detail, and considering the next small step they could take towards that vision, many individuals begin to make small changes in their lives.

#### Motivational interviewing

A style of interaction that acknowledges that people may be ambivalent when deciding whether to change behaviour. The aim of the technique is to get the individual to recognise the need to change their behaviour as well as recognising the benefits and difficulties that this may entail

#### A basic awareness

A generalised understanding that something exists, but without knowledge of details

#### A factual knowledge

Knowledge that is detailed on a factual level, but does not involve more than a superficial understanding of principles or theories

#### A working knowledge

The application of factual knowledge in a manner that takes account of widely understood principles or theories and implications within the field of practice

## 2.4 Undertake brief interventions

### Scope

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This section provides guidance on possible areas to be covered in this competence.

#### Change of behaviour

*Change of behaviour relating to:*

- a. food
- b. physical activity
- c. weight management
- d. quitting smoking
- e. management of medication

#### Motivation to change

*Individual's motivation to change*

- a. willing to change
- b. resistant to change

#### Strategies for changing behaviour

*Strategies for changing behaviour concerning*

- a. adopting new patterns of behaviour
- b. breaking old patterns of behaviour

## 2.4 Undertake brief interventions

### Performance Criteria

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#### *You should:*

1. Create an environment suitable for frank, confidential discussion
2. Explain why you have an interest in the individual's lifestyle behaviour
3. Initiate discussions about the lifestyle behaviour and respond to individuals who express concern about it
4. Where appropriate, use recognised screening tools or techniques to identify individuals who may benefit from a brief intervention.
  - a. Assess in a non-threatening manner the individual's views and feelings about their lifestyle behaviours
  - b. Identify previous attempts to make changes and their outcome
  - c. Identify the individual's current level of readiness for change
  - d. Identify, against an agreed measure, their current level of health risk
5. Collect and record information about the individual's lifestyle behaviour
6. Provide accurate information and feedback about the risks associated with the individual's lifestyle behaviour
7. Support the individual in setting goals and identifying and overcoming barriers to changing their lifestyle behaviour
8. Use an appropriate model to deliver the brief intervention
9. Provide a menu of alternative strategies for changing the lifestyle behaviour.
10. Use appropriate techniques to support the delivery of the brief intervention drawn from approaches such as counselling, Brief Motivational Interviewing, Solutions Focused Therapy, etc.
11. Maintain up-to-date and accurate information about additional sources of support
12. Signpost the individual to appropriate additional support according to the individual's needs
13. Identify when the individual may require additional or more specialised interventions to support behaviour change and refer the individual to the appropriate service
14. Arrange for a follow-up appointment to review progress (when appropriate)
15. Keep an accurate record of your intervention and the information and advice you gave.

## 2.4 Undertake brief interventions

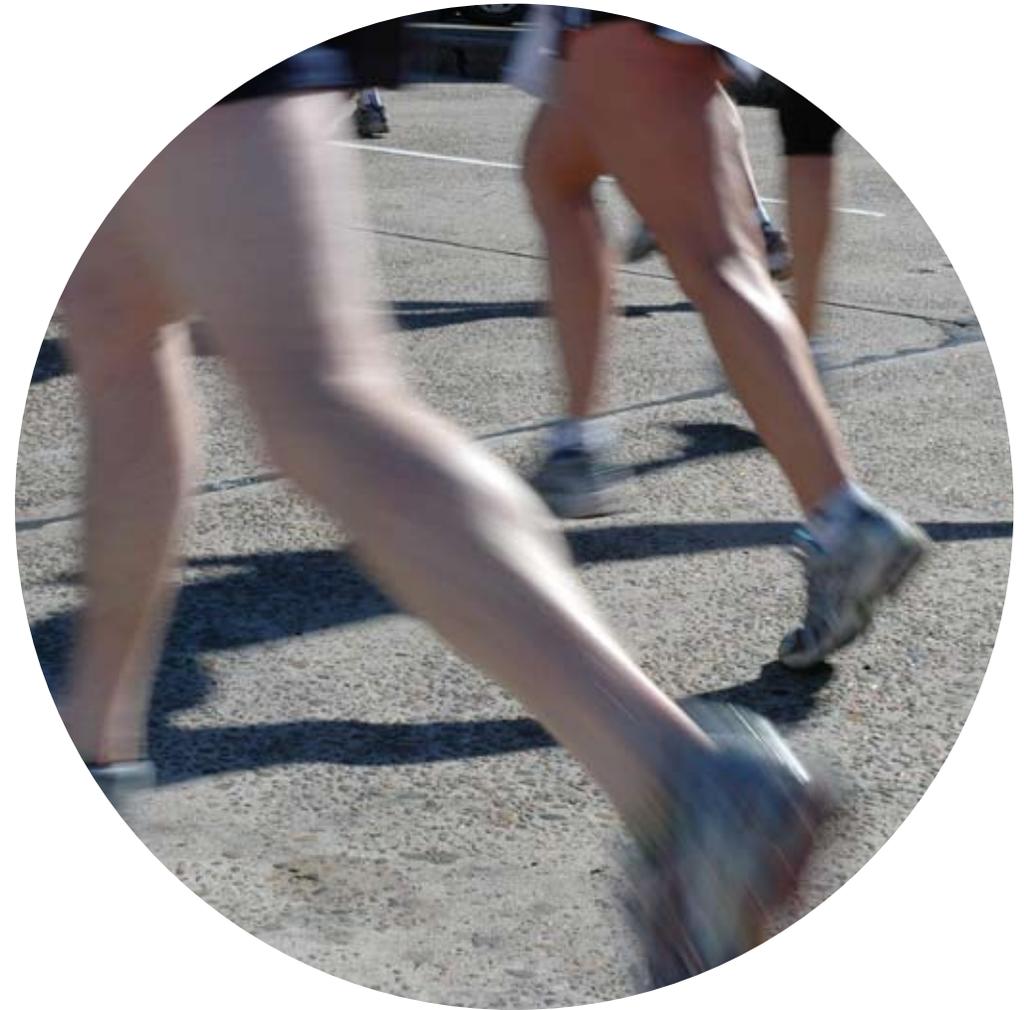
### Knowledge and Understanding

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- K1. A working knowledge of the cycle of change model and how to help individuals make and review decisions and establish priorities.
- K2. A working knowledge of the importance of brief interventions to enable individuals who do not need specialised treatment to change their lifestyle behaviour
- K3. A working knowledge of how to assess readiness to change:
  - a. importance of change (benefits and disadvantages of changing)
  - b. confidence in ability to change
- K4. A working knowledge of how to identify aspects (e.g. situations, consequences of behaviour, past experiences, prompts and rewards) that make desired behaviour more likely to happen
- K5. A working knowledge of how to develop detailed personal action plans to achieve goals, including when, where, how and with whom
- K6. A working knowledge of 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
- K7. A working knowledge of how to help individuals record their behaviour change and the achievement of their action plan
- K8. A working knowledge of 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)
- K9. An factual knowledge of the principles of brief motivational interviewing; solutions focused therapy including how and when to apply them
- K10. A working knowledge of the principles of active listening, and how to apply them
- K11. A working knowledge of how to present and explore options with different individuals
- K12. A working knowledge of how to present information and advice fully, accurately, concisely and in ways appropriate to people's needs
- K13. A working knowledge of how the cultural background of the individual can affect the working relationship

## 2.4 Undertake brief interventions

- K14. A working knowledge of the range of support groups and services available locally and sources of further information about them and what they do
- K15. A working knowledge of where to access further information about the range of support mechanisms that are available
- K16. A working knowledge of the specific legislation, guidelines of good practice, charters and service standards that relate to the work being undertaken and the impact of these on the work
- K17. A working knowledge of methods of evaluating their own competence, determining when further support and expertise are needed and the measures taken to improve own competence in this area of work



## 3.1 Enable people to address issues related to health and wellbeing

### About this workforce competence

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This workforce competence covers enabling people (individuals, groups and communities) to address issues that affect their health and wellbeing.

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



# The Generic Competences: Level 3

## 3.1 Enable people to address issues related to health and wellbeing

### Links

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This workforce competence has indicative links with the following dimension and level within the NHS Knowledge and Skills Framework (October 2004):

HWB4: Enablement to address health and wellbeing needs Level 3: Enable people to address specific needs in relation to health and wellbeing

### Keywords

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Health improvement, health inequalities, communication, support.

### Origin

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This workforce competence has been developed by Skills for Health.



## 3.1 Enable people to address issues related to health and wellbeing

### Glossary

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This section provides explanations and definitions of the terms used in this workforce competence. In competences, it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the competence, may be used in a very particular way.

### Stressors

Features of the environment that may induce harm or damaging responses in a living system or organism. They may be: biological, chemical, physical, social, psychosocial.

### A factual knowledge

Knowledge that is detailed on a factual level, but does not involve more than a superficial understanding of principles or theories

### A working understanding

The application of factual knowledge in a manner that takes account of widely understood principles or theories and implications within the field of practice

## 3.1 Enable people to address issues related to health and wellbeing

### Scope

---

This section provides guidance on possible areas to be covered in this competence.

### The issues might be about:

- a. health and wellbeing
- b. inequalities
- c. needs
- d. stressors to health and wellbeing
- e. risks.

### Support mechanisms might include:

- a. funding
- b. information
- c. interpretation of information
- d. support and encouragement
- e. technical support
- f. education and training
- g. advice and consultancy.

## 3.1 Enable people to address issues related to health and wellbeing

### Performance Criteria

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#### *You need to:*

1. acknowledge people's rights to make their own decisions about issues which affect health and wellbeing
2. communicate in a manner that encourages openness and a frank exchange of views and is consistent with people's culture
3. provide information and advice
  - a. on your own values and perspectives and those of your agency
  - b. that is appropriate to people's issues, context and situation
  - c. that recognises the complexity of the decisions which people have to make
4. enable people to
  - a. identify the aspects of health and wellbeing that concern them
  - b. identify and evaluate the views of relevant others
  - c. acknowledge the value of diversity
  - d. acknowledge the rights of minority groups
  - e. recognise that developing their own plans is legitimate
  - f. reach agreement on the issues and concerns that affect them most
  - g. prioritise their agreed issues and concerns.
5. enable people to
  - a. systematically identify their aims
  - b. take account of the interests of others
  - c. welcome diversity
  - d. plan how the maximum number of interests can be accommodated
  - e. identify the steps needed to achieve their aims
  - f. establish short, medium and long-term objectives
  - g. identify the options available for achieving the objectives and the implications of each
6. discuss with people the feasibility of the different options given their context and situation
7. enable people to select options that are capable of implementation
8. make explicit any conflicts of interest and discuss with people how these can be addressed
9. clarify and provide accurate information about the range of support mechanisms available

## 3.1 Enable people to address issues related to health and wellbeing

10. explore, when requested, the different ways in which you could act as a resource
11. act as a resource using methods that are agreed with the people concerned
12. maintain contact at a level that offers the necessary support and is realistic given
  - a. the policies of your agency
  - b. the resourcing and priorities of your agency
  - c. your role
  - d. your other commitments
13. achieve the best balance between encouraging people to take responsibility for their own actions whilst also seeking further support when they need it
14. respect people's right to change their mind and consider alternative approaches.
15. encourage people to see the value of evaluation and how it can contribute to their development and effectiveness
16. agree with people evaluation processes and enable them to systematically evaluate
  - a. their achievements
  - b. those aspects in which they have been less successful
  - c. the reasons for each of these
  - d. your role
  - e. the role of any other agencies in supporting them
17. encourage people to use the outcomes of the evaluation to
  - a. agree changes that are justifiable and capable of implementation
  - b. consider the implications of the changes
  - c. plan how they will move forward.

## 3.1 Enable people to address issues related to health and wellbeing

### Knowledge and understanding

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*You need to apply:*

#### Health and wellbeing - concepts, models and stressors

- K1. a working knowledge of the social construction of health and illness and how this affects people's perceptions
- K2. a factual knowledge of the kinds of misinformation which people receive about health and wellbeing and how this can be counteracted
- K3. a working knowledge of stressors to health and wellbeing: biological; chemical; physical; social; psychosocial
- K4. a working knowledge of health needs including those which may remain hidden, why needs related to health and wellbeing may not be known (eg domestic violence)
- K5. a working knowledge of inequality and discrimination and their impact on health and wellbeing: how to recognise and address inequality and discrimination
- K6. a working knowledge of health conditions - their nature, diagnosis and prognosis; effect on individuals and the people that are significant to them; ways of managing the condition; agencies and practitioners

#### Relationships and communication

- K7. a working knowledge of the range and forms which communication takes; the role which communication plays in maintaining identity
- K8. a working knowledge of the ways in which it is necessary to alter communication when working with different individuals, communities and agencies

## 3.1 Enable people to address issues related to health and wellbeing

### Promoting diversity and equality of opportunity

- K9. a working knowledge of forms of injustice, discrimination and social exclusion globally, nationally and locally and the impact these have on the lives of individuals and communities and their relationships with others
- K10. a working knowledge of positive aspects, experiences, perspectives and impact of diversity and difference
- K11. a working knowledge of adult learning styles and how to tailor training and support to individual/group needs
- K12. a working knowledge of theories and models of experiential learning
- K13. a working knowledge of methods of encouraging reflection on experience
- K14. a working knowledge of group work learning processes
- K15. a working knowledge of barriers to learning and strategies to overcome them
- K16. a working knowledge of how to identify and use learning opportunities for individuals, community groups, networks and communities which promote problem solving and experimentation
- K17. a working knowledge of the importance and value of evaluation and accurate and balanced feedback in the learning process

### Addressing issues with health and wellbeing

- K18. a working knowledge of the difficulties of identifying cause-and-effect relationships in issues to do with health
- K19. a working knowledge of strategies for encouraging people to explore issues and needs related to their health and wellbeing

## 3.1 Enable people to address issues related to health and wellbeing

### Effective sector and agency working

- K20. a working knowledge of the specific legislation, guidelines of good practice, charters and service standards that relate to the work being undertaken and the impact of these on the work
- K21. a working knowledge of how to monitor, analyse and assess the implication of, and changes in, legislation and the regulatory environment and interpret and apply them to the work being undertaken
- K22. a factual knowledge of the services, policies and priorities of the worker's agency and how it relates to other agencies in the sector

### Improving own knowledge, skills and practice

- K23. a working knowledge of own role and responsibilities and from whom assistance and advice should be sought if necessary
- K24. a working knowledge of reasoning processes to determine approach and methodology
- K25. a working knowledge of how to apply the principles of equality, diversity and anti-discriminatory practice to work
- K26. a working knowledge of methods of evaluating their own competence, determining when further support and expertise are needed and the measures taken to improve own competence in this area of work
- K27. a working knowledge of evidence-based practice; methods for monitoring and evaluating practice; why it is important to share and reflect on information about successes and failures

## 3.2 Enable individuals to put their choices for optimising their lifestyle behaviours into action

### About this workforce competence

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This workforce competence is about enabling individuals to put their informed choices for optimising their lifestyle behaviours into action, and reviewing the effectiveness of their actions.



## 3.2 Enable individuals to put their choices for optimising their lifestyle behaviours into action

### Links

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This workforce competence has indicative links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004):

HWB1: Promotion of health and wellbeing and prevention of adverse effects to health and wellbeing.

Level 2: Plan, develop and implement approaches to promote health and wellbeing and prevent adverse effects on health and wellbeing

HWB4 Enablement to address health and wellbeing needs. Level 3: Enable people to address specific needs in relation to health and wellbeing

## 3.2 Enable individuals to put their choices for optimising their lifestyle behaviours into action

### Glossary

---

This section provides explanations and definitions of the terms used in this competence. In competences, it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the competence, may be used in a very particular way.

#### Health and wellbeing

A state of complete physical, social and mental well-being, and not merely the absence of disease or infirmity. Health is a resource for everyday life, not the object of living. It is a positive concept emphasising social and personal resources as well as physical capabilities

#### Lifestyle

A way of living based on identifiable patterns of behaviour. An individual's lifestyle is normally a combination of: their personal characteristics, their behaviours, the people they live with and relate to, and their socio-economic and environmental living conditions

#### Behaviour

The things that people do eg eating high fat foods, physical activity, attendance for health screening, following health advice

#### Support

Could include consideration of such aspects as: the individual's strengths, the strengths in the individual's social situation, the nature of the change which is being faced, and other sources of support.

#### A basic awareness

A generalised understanding that something exists, but without knowledge of details

#### A factual knowledge

Knowledge that is detailed on a factual level, but does not involve more than a superficial understanding of principles or theories

#### A working knowledge

The application of factual knowledge in a manner that takes account of widely understood principles or theories and implications within the field of practice

## 3.2 Enable individuals to put their choices for optimising their lifestyle behaviours into action

### Scope

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This section provides guidance on possible areas to be covered in this competence.

### Support

*May include:*

- a. establishing support required
- b. ensuring resources are in place to offer support required
- c. ensuring environment is conducive to support required
- d. use of specialist support
- e. family support

### Benefits of behaviour change

*Benefits of behaviour change including:*

- a. improved control
- b. improved quality of life

### Changes

*Include:*

- a. whether and how goals and aims need to be revised
- b. whether the action plan is complete
- c. the individual wishes to stop the course of action
- d. how the individual can support the effectiveness of the programme when not in direct contact with yourself

## 3.2 Enable individuals to put their choices for optimising their lifestyle behaviours into action

### Performance Criteria

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#### *You need to:*

1. Encourage individuals to be clear about the lifestyle behaviour choices which they have made and the reasons for their chosen course of action
2. Explore the implications of the choice with the individual in a manner which encourages them to understand the impact of it on their daily life and any challenges which might arise
3. Clarify the range of support mechanisms which will be available to the individual and provide them with any necessary information
4. Explore the methods available to enable the individual to put their informed lifestyle behaviour choices into action with them
5. Support the individual to choose methods that are appropriate to the agreed course of action
6. Use selected methods in a manner appropriate to the individuals concerned and in a way which encourages them to put their informed choices into action
7. Maintain contact to a level which offers the amount of support necessary for the individuals concerned and is realistic given other factors
8. Encourage individuals to seek further support when they are in need of it
9. Acknowledge and respect individuals' right to change their minds and consider alternative approaches
10. Actively encourage individuals to take a full and active part in the review process
11. Review the outcomes from putting their informed choices into action and the effectiveness of these with the individual in an appropriate manner, level and pace
12. Reach agreement with those involved as to any changes which need to be made in how they address issues and the support they receive
13. Encourage and support individuals to consider the implications of any changes in the actions they are going to take and who is involved
14. Actively encourage those involved to offer their opinions and suggest ways in which they might improve the process

## 3.2 Enable individuals to put their choices for optimising their lifestyle behaviours into action

15. Maintain accurate, legible and complete records of:
  - a. the choices made and the actions agreed.
  - b. the review process.
16. Encourage and support individuals to:
  - a. reflect on their own concerns for their health and wellbeing
  - b. realise the potential for change
  - c. identify and explore their own personal beliefs and preferences in relation to their health and wellbeing, what they value most in their lives and how these may inter-relate
  - d. identify their own priorities in relation to their health and wellbeing
17. Discuss individual's priorities for their health and wellbeing and confirm that you have interpreted them correctly by reflecting back to them
18. Explore and discuss the various options which are available for meeting the agreed priorities, together with the implications of each
19. Encourage individuals to select options which are capable of being implemented and to which they are committed.



## 3.2 Enable individuals to put their choices for optimising their lifestyle behaviours into action

### Knowledge and understanding

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- K1. A working knowledge of holistic concepts and approaches to health and social well-being
- K2. working knowledge of why it is important for the individual, not the worker, to control the progress and content of discussions and how to make suggestions and offer advice in a manner that is supportive and non-directive
- K3. A working knowledge of why it is important to create an honest and trusting relationship with the individuals concerned and how this can be achieved
- K4. A working knowledge of why it is important to revisit the decisions made and the steps taken and to confirm the individual's aims and goals
- K5. A working knowledge of the key points in a review process (aims, methods, outcomes) and why these are all important
- K6. A working knowledge of the range of support groups and services available locally and sources of further information about them and what they do
- K7. A working knowledge of where to access further information about the range of support mechanisms that are available
- K8. A working knowledge of the cycle of change model
- K9. A working knowledge of the principles of motivation
- K10. A working knowledge of how culture, beliefs and preferences can affect an individual's willingness to discuss issues and the strategies which may be used to encourage them to do so
- K11. A working knowledge of how individuals' needs and interests may be affected by their current level of knowledge and understanding, their personal beliefs and values, their previous experiences and how they use services and the situation in which they find themselves
- K12. A working knowledge of the importance of peer support in achieving change
- K13. A working knowledge of learning styles and strategies
- K14. A working knowledge of the individual's circumstances, the options they have considered, the decisions that they have made and the steps that they have taken to address issues affecting their health and wellbeing
- K15. A working knowledge of the cyclical nature of the implementation process, its stages and milestones

## 3.2 Enable individuals to put their choices for optimising their lifestyle behaviours into action

- K16. A working knowledge of strategies for encouraging individuals to discuss issues openly and honestly
- K17. A working knowledge of how to respect and acknowledge others' priorities in relation to their health and wellbeing and their right to refuse advice and information
- K18. A working knowledge of how to demonstrate support through verbal and non-verbal means
- K19. A working knowledge of how to confirm the individual's understanding of information which they receive and how lack of comprehension may affect the choices which they make
- K20. A working knowledge of strategies for encouraging individuals to recognise their ability to make health behaviour changes
- K21. A working knowledge of methods of evaluating the feasibility of the individual's identified options and of supporting the individual to do this themselves
- K22. A working knowledge of strategies for encouraging family members and friends to be involved in supporting the individual
- K23. A working knowledge of strategies for helping people maintain their commitment to change (e.g. contracts and written commitment)
- K24. A working knowledge of methods and strategies for coaching and training the individual and for them to use themselves
- K25. A working knowledge of how to ask open questions and encourage individuals to think through options
- K26. A working knowledge of how to encourage individuals to learn and develop
- K27. A working knowledge of methods of encouraging the participation of individuals, their families and others affected by the individual's choices and actions or involved in helping the individual put their choices into action
- K28. A working knowledge of how to arrange the immediate environment to make it conducive to the review process (such as minimising disturbances)
- K29. A working knowledge of how to help individuals consider and identify factors contributing to the success and failure of their actions and why it is important to guard against making simplistic judgements of cause and effect
- K30. A working knowledge of methods of recording individual's views and comments and the uses to which the individual can put those records.

## 3.3 Enable individuals to maintain lifestyle behaviour changes

### About this workforce competence

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This competence covers working with individuals who have made changes to their lifestyle to enable them to maintain their new behaviour to improve their quality of life and reduce the risk of long term complications.



# The Generic Competences: Level 3

## 3.3 Enable individuals to maintain lifestyle behaviour changes

### Links

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This workforce competence has indicative links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004):

HWB4 Enablement to address health and wellbeing needs. Level 4: Empower people to realise and maintain their potential in relation to health and wellbeing

## 3.3 Enable individuals to maintain lifestyle behaviour changes

### Glossary

---

This section provides explanations and definitions of the terms used in this competence. In competences, it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the competence, may be used in a very particular way.

#### Health and wellbeing

A state of complete physical, social and mental well-being, and not merely the absence of disease or infirmity. Health is a resource for everyday life, not the object of living. It is a positive concept emphasising social and personal resources as well as physical capabilities

#### Lifestyle

A way of living based on identifiable patterns of behaviour. An individual's lifestyle is normally a combination of: their personal characteristics, their behaviours, the people they live with and relate to, and their socio-economic and environmental living conditions

#### Behaviour

The things that people do e.g. eating high fat foods, physical activity, attendance for health screening, following health advice

#### Support

Could include consideration of such aspects as: the individual's strengths, the strengths in the individual's social situation, the nature of the change which is being faced, and other sources of support.

#### A basic awareness

A generalised understanding that something exists, but without knowledge of details

#### A factual knowledge

Knowledge that is detailed on a factual level, but does not involve more than a superficial understanding of principles or theories

#### A working knowledge

The application of factual knowledge in a manner that takes account of widely understood principles or theories and implications within the field of practice

## 3.3 Enable individuals to maintain lifestyle behaviour changes

### Scope

---

This section provides guidance on possible areas to be covered in this competence.

### Changes

#### *Include:*

- a. whether and how goals and aims need to be revised
- b. whether the action plan is complete
- c. the individual wishes to stop the course of action
- d. how the individual can support the effectiveness of the programme when not in direct contact with yourself

### Outcomes

#### *Include:*

- a. progress
- b. maintenance of status quo
- c. deterioration and relapse to former behaviours.



## 3.3 Enable individuals to maintain lifestyle behaviour changes

### Performance Criteria

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#### *You should:*

1. Encourage individuals to value their attempts and achievements in changing their behaviour
2. Provide positive support and reinforcement when they have achieved less than they expected
3. Review with individuals
  - a. How they can maintain their new behaviour
  - b. How they can deal with any problems they are encountering
  - c. Whether they are making effective use of the support available to them
  - d. Whether the plan should be adjusted in the light of progress to date
4. Agree arrangements for supporting individuals that are consistent with
  - a. the agreed plan for change
  - b. their need for support
  - c. the resources available for their support
5. Maintain up-to-date and accurate information about additional sources of support
6. Encourage individuals to seek further support from you and from other people when they are in need of it
7. Update the record of the plan and progress with it in a form which can be followed by other colleagues, and the individual

## 3.3 Enable individuals to maintain lifestyle behaviour changes

### Knowledge and Understanding

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- K1. A working knowledge of the principles of motivation
- K2. A working knowledge of theories of changing behaviour and maintaining behaviour change, including how to promote personal control and responsibility for behaviour change
- K3. An in-depth understanding of the difficulties individuals may have in maintaining lifestyle changes and how to work with them to identify and overcome these
- K4. A working knowledge of 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)
- K5. A working knowledge of the importance of peer support in achieving change
- K6. A working knowledge of the individual's circumstances, the options they have considered, the decisions that they have made and the steps that they have taken to address issues affecting their health and wellbeing
- K7. A working knowledge of how individuals' needs and interests may be affected by their current level of knowledge and understanding, their personal beliefs and values, their previous experiences and how they use services and the situation in which they find themselves
- K8. An in-depth understanding of the importance of monitoring and reviewing progress towards behavioural change, and how to do so
- K9. A working knowledge of methods of encouraging reflection on experience
- K10. A working knowledge of how to help individuals record their behaviour change and the achievement of their action plan
- K11. A working knowledge of why it is important to revisit the decisions made and the steps taken and to confirm the individual's aims and goals
- K12. A working knowledge of the rights of people to make decisions for themselves and to take risks in the context of their own lives

## 3.3 Enable individuals to maintain lifestyle behaviour changes

### Knowledge and Understanding

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- K13. A working knowledge of evidence-based practice; methods for monitoring and evaluating practice; why it is important to share and reflect on information about successes and failures
- K14. A factual knowledge of own role and responsibilities and from whom assistance and advice should be sought if necessary
- K15. A working knowledge of how to develop your own competence and the benefits of doing this



Competence	Title	Source	Indicative Reference to NHS KSF
<b>Level 1</b>			
1.1:	Ensure individuals are able to make informed choices to manage their self care needs	Skills for Care & Skills for Health: Common Core Principles to Support Self Care: A Guide to Support Implementation	HWB4 (Levels 1-4); HWB1 (Levels 1-2); Core 6 (Levels 1-4), plus occurs as a common indicator in all levels (1-4) of: HWB2; HWB5; HWB6; HWB7
1.2:	Support and enable individuals to access appropriate information to manage their self care needs	Skills for Care & Skills for Health: Common Core Principles to Support Self Care: A Guide to Support Implementation	HWB4 (Levels 1- 4); HWB1 (Levels 1 - 2)
1.3:	Communicate with individuals about promoting their health and wellbeing	Skills for Health: Public Health Competence Suite - HT2	HWB1 Promotion of health and wellbeing and prevention of adverse affects on health and wellbeing. Level 1 Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing
1.4:	Provide opportunistic brief advice	New Competence	HWB1: Promotion of health and wellbeing and prevention of adverse effects to health and wellbeing. Level 1: Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing

# Mapping of Competences against Source and Indicative Reference to NHS KSF



Competence	Title	Source	Indicative Reference to NHS KSF
<b>Level 2</b>			
2.1:	Ensure your own actions, support the care, protection and well-being of individuals	Skills for Health: Health & Social Care Competence Suite - HSC24	Core 6: Equality and diversity Level 2: Support equality and value diversity
2.2:	Select and implement appropriate brief lifestyle behaviour change techniques with individuals	New Competence	HWB1: Promotion of health and wellbeing and prevention of adverse effects to health and wellbeing. Level 2: Plan, develop and implement approaches to promote health and wellbeing and prevent adverse effects on health and wellbeing
2.3:	Enable individuals to change their behaviour to improve their own health and wellbeing	Skills for Health: Public Health Competence Suite - HT3	HWB1: Promotion of health and wellbeing and prevention of adverse effects to health and wellbeing Level 1: Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing
2.4:	Undertake brief interventions	New Competence	HWB1: Promotion of health and wellbeing and prevention of adverse effects to health and wellbeing. Level 2: Plan, develop and implement approaches to promote health and wellbeing and prevent adverse effects on health and wellbeing HWB4 Enablement to address health and wellbeing needs. Level 2: Enable people to meet ongoing health and wellbeing needs

# Mapping of Competences against Source and Indicative Reference to NHS KSF



Competence	Title	Source	Indicative Reference to NHS KSF
<b>Level 3</b>			
3.1:	Enable people to address issues related to health and wellbeing	Skills for Health: Public Health Competence Suite - PHP41	HWB4: Enablement to address health and wellbeing needs Level 3: Enable people to address specific needs in relation to health and wellbeing
3.2:	Enable individuals to put their choices for optimising their lifestyle behaviours into action	New Competence	HWB1: Promotion of health and wellbeing and prevention of adverse effects to health and wellbeing. Level 2: Plan, develop and implement approaches to promote health and wellbeing and prevent adverse effects on health and wellbeing
3.3:	Enable individuals to maintain lifestyle behaviour changes	New Competence	HWB4 Enablement to address health and wellbeing needs. Level 4: Empower people to realise and maintain their potential in relation to health and wellbeing

# Development Team

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**Yorkshire and The Humber**

***Prevention and Lifestyle Behaviour Change***  
A Competence Framework

# Sheffield Hallam University

*Prevention and lifestyle behaviour change : a competence framework*

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