



THE FLORIDA STATE UNIVERSITY  
COLLEGE OF MEDICINE

# ADOLESCENT OBESITY: ENCOURAGING PATIENT BEHAVIOR CHANGE

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# OBJECTIVES

Participants will:

- State two Institute for Clinical Systems Improvement recommendations to health providers for the assessment of patient motivation and readiness to change related to the management of obesity.
- State the clinical practice guideline recommended clinical interventions utilizing the Transtheoretical Model of behavior change.
- Access and use electronic and other resources specifically for adolescents with obesity.

## ADDRESSING PATIENT'S NEEDS ...

*An intervention that matches  
patient readiness to change.*

HEALTHCARE INDUSTRY

# ADDRESSING THE HEALTH CARE INDUSTRY REQUIREMENTS...

*“MEANINGFUL USE”*

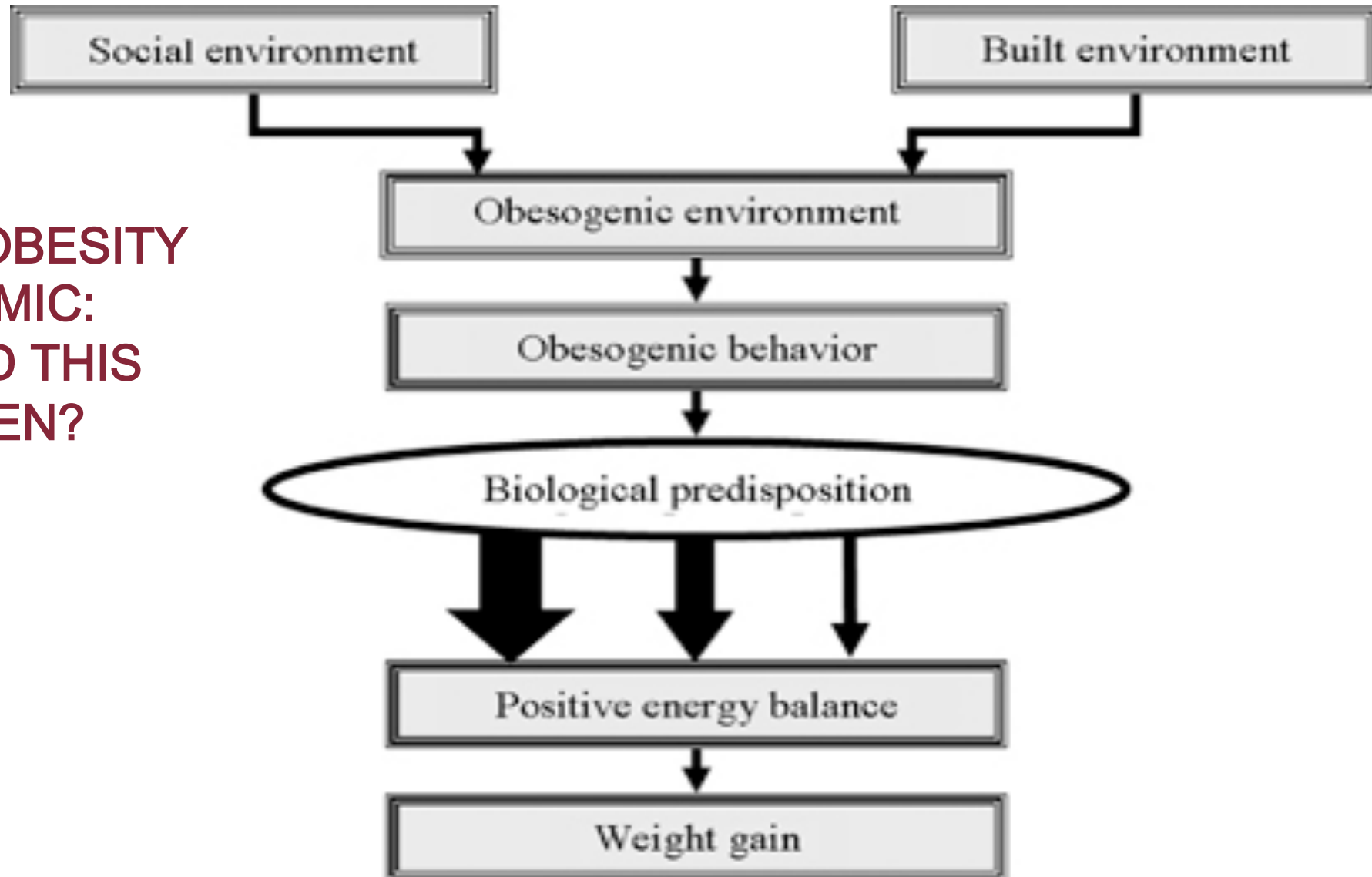
*“PATIENT CENTERED MEDICAL HOME”*

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# THE U.S. OBESITY EPIDEMIC: HOW DID THIS HAPPEN?

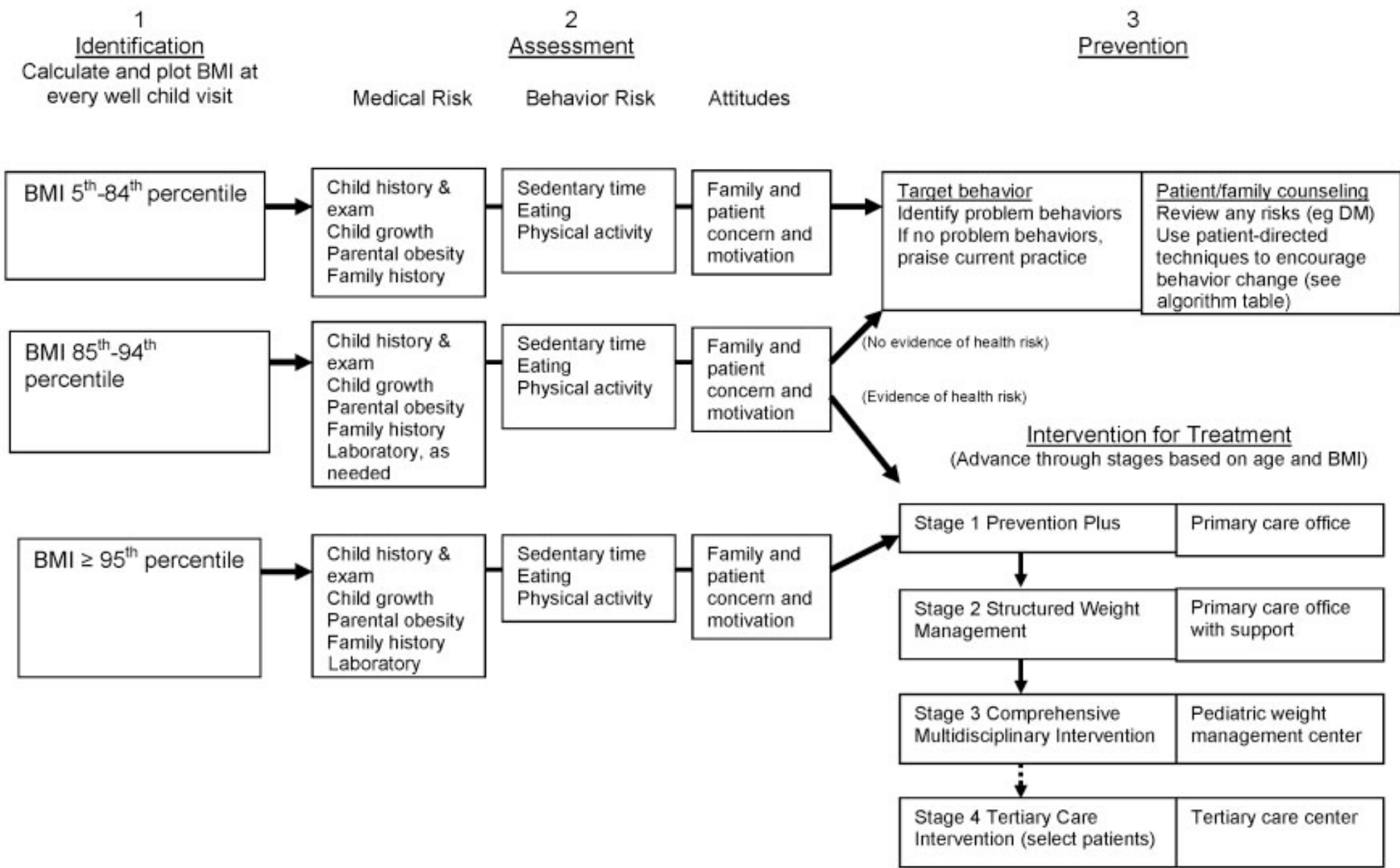


**THE U.S. OBESITY  
EPIDEMIC:  
HOW DID THIS  
HAPPEN?**



# TREATMENT GUIDELINES

- Institute for Clinical Systems Improvement Recommendations: 
  - Assess Readiness to Change – Is Patient Ready to Lose Weight?
  - Clinicians should use motivational interviewing techniques as a tool for encouraging behavior
  - Clinicians can use the Stages of Change Model/Transtheoretical Model of behavior change to treat obesity



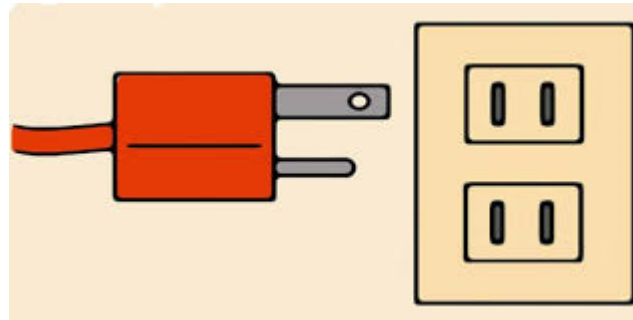


# STAGES OF CHANGE MODEL

- An integrative framework used to understand the process of intentional behavior change
- Change is not an event, but rather a process that unfolds over time through a series of stages



## STAGES OF CHANGE MODEL: ASSUMPTIONS



- The majority of **at risk** populations are **NOT** prepared for action and will **NOT** be served by traditional action-oriented prevention programs

## STAGES OF CHANGE MODEL: ASSUMPTIONS

- **Without planned interventions**, most populations will remain stuck in early stages.

*There is NO inherent motivation to progress through stages.*



# ASSESSMENT OF CHANGE



## CASE STUDY I: JORGE, 17-YEARS-OLD, SENIOR IN HIGH SCHOOL

- Jorge presents for a follow-up sick visit for cough/sore throat
- You notice that Jorge has gained a significant amount of weight in the last two years:

| Date of Measurement | Weight | BMI  | BMI %tile |
|---------------------|--------|------|-----------|
| Today               | 225lbs | 39.5 | 100       |
| 12-months ago       | 185lbs | 33.3 | 98        |
| 24-months ago       | 168lbs | 30.6 | 97        |

- Jorge is otherwise well and has no family history of cardiovascular disease
- Jorge has not had a cholesterol or blood lipid test done in the previous 2-years

## CASE STUDY I: JORGE, 17-YEARS-OLD, SENIOR IN HIGH SCHOOL

- Jorge lives with his biological parents and with two younger siblings (ages 12 and 7)
  - Most of his time is spent in school and in a part-time job at a fast-food restaurant
- You ask Jorge about his diet:
  - He rarely eats breakfast
  - He eats school lunch daily
  - Will eat dinner at home on his days off – otherwise he eats from the fast-food menu at work

## CASE STUDY I: JORGE, 17-YEARS-OLD, SENIOR IN HIGH SCHOOL

- We decide to raise the topic of Jorge's weight status.  
*How would you raise the topic of weight with Jorge?*

1

## Provide BMI Information

- Some examples of how to initially address weight status:
  - “We checked your BMI, which is a way of looking at weight and taking into consideration how tall someone is. Your BMI is in the range where we start to be concerned about extra weight causing health problems.”

2

## Elicit concerns

- “What concerns, if any, do you have about your weight?”

Jorge responds: “I’ve noticed that my clothes do not fit me anymore and my mom keeps telling me that I’m going to become diabetic.”

3

## Reflect/probe

- “So you’ve noticed a change in your clothes size and your mom is worried about diabetes. What makes someone worry about diabetes?”

Jorge responds: “I don’t know, but I want to join the military and my mom says that people with diabetes are not allowed.”



## CASE STUDY I: JORGE, 17-YEARS-OLD, SENIOR IN HIGH SCHOOL

- You decide to order fasting glucose & fasting cholesterol/lipid screening
- You ask Jorge and his parent if they would be able to return for another visit when test results are ready
- In the meantime, you talk to Jorge about the benefits of engaging in healthy eating behaviors & exercise

*What questions could you ask Jorge to gauge his motivation to change/engage in healthy behaviors more often?*

## CASE STUDY I: JORGE, 17-YEARS-OLD, SENIOR IN HIGH SCHOOL

- Examples of how to assess readiness to change:

Assess  
willingness/  
Importance

- On a scale of 0 to 10, with 10 being very important, how important is it for you to eat a more healthy diet or do more exercise?

Assess  
confidence

- On a scale of 0 to 10, with 10 being very confident, assuming you decided to change the types of food you eat and how much you exercise, how confident are you that you could succeed?

## CASE STUDY I: JORGE, 17-YEARS-OLD, SENIOR IN HIGH SCHOOL

- Explore importance and confidence ratings with the following probes:

**Benefits** ■ “You chose 6. Why did you not choose a lower number?”

*Because I will perform better if I eat healthier.*

**Barriers** ■ “You chose 6. Why did you not choose a higher number?”

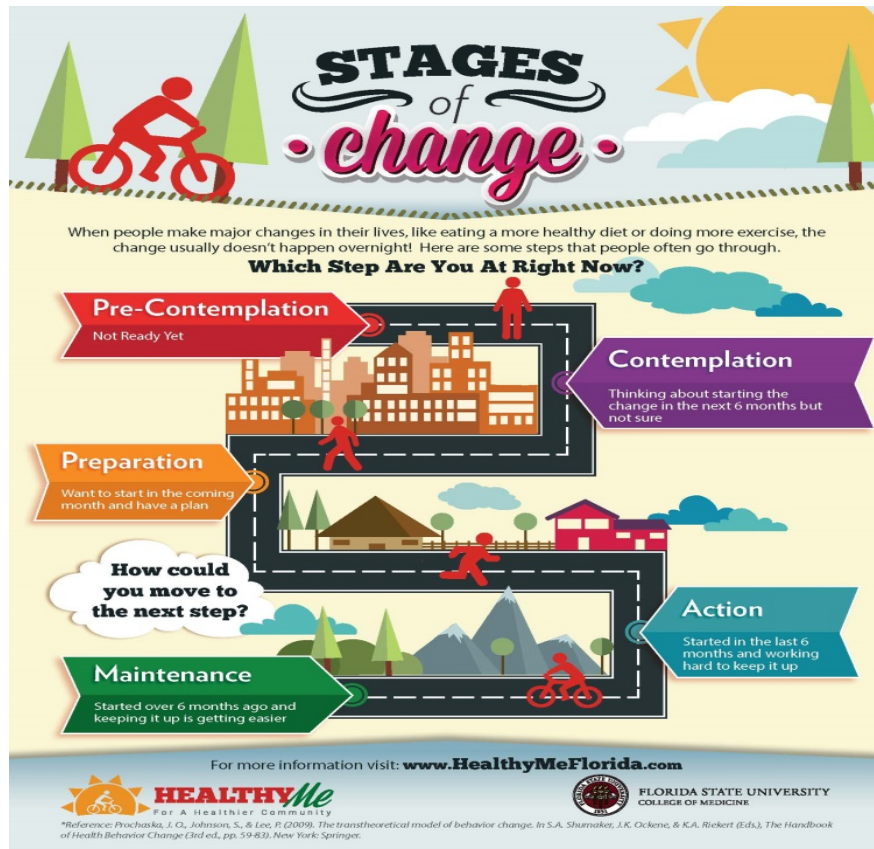
*Because my friends don't eat healthy and I know it will be hard if I'm the only one.*

**Solutions** ■ What would it take you to move to an 8?

*If I find someone to help me.*

# CASE STUDY I: JORGE, 17-YEARS-OLD, SENIOR IN HIGH SCHOOL

## ■ Assessing stage of change:



When people make major changes in their lives, like eating a more healthy diet or doing more exercise, the change usually doesn't happen overnight!

Here are some steps that people often go through.

*Which step are you at right now?*



# INTERVENTION STRATEGIES

STAGES OF CHANGE MODEL

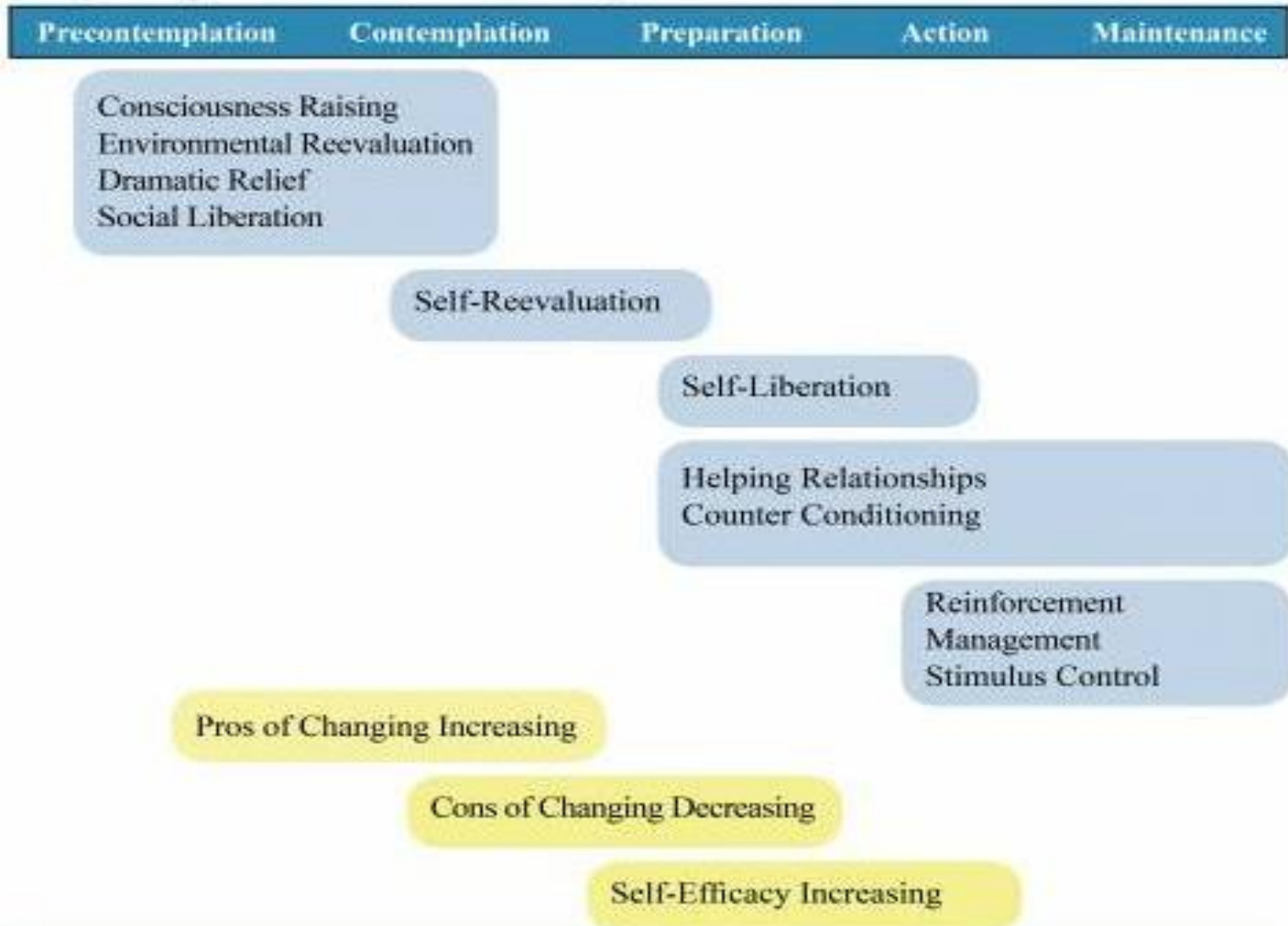


# PROCESS OF CHANGE

- **10 processes** have the most empirical support
  - Covert and overt activities that people use to progress through the stages
  - Process of change provide important guides for intervention programs

# PROCESS OF CHANGE

## Stages by Processes of Change



# PRE-CONTEMPLATION STAGE

- Process:

**Consciousness raising:** increased awareness about the causes, consequences, and cures for a particular problem behavior.

**Interventions:** feedback, education, confrontation, interpretation, bibliotherapy



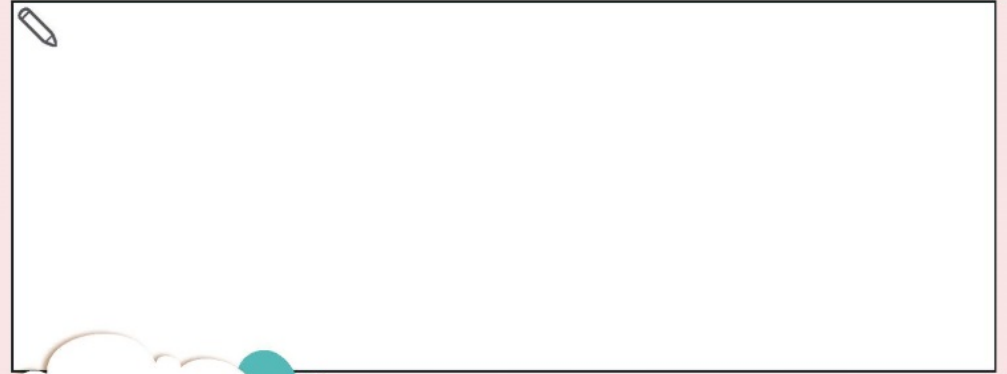
## Pre-Contemplation

### Link Between Behavior & Weight

We all know that our behaviors have consequences. For example, if you study for a test, you are more likely to get a better grade. If you don't study for a test, then you may not do so well. Your health is no different. If your behaviors are healthy, then your body will also

be healthy. This is also true about your weight. There are behaviors that cause people to gain weight, and there are behaviors that help people maintain a healthy weight.

### What are some behaviors you think cause people to gain weight?



### How does your list compare?

### Behaviors that may cause people to gain weight:



- Eating large portions of food
- Eating foods that have too many calories
- Eating when you are not hungry
- Drinking too much soda and other sugary drinks

- Spending too much "screen-time" (i.e., TV, Computer, Cell Phone)
- Not getting enough exercise

# PRE-CONTEMPLATION STAGE: CONSCIOUSNESS RAISING

For more information visit: [www.HealthyMeFlorida.com](http://www.HealthyMeFlorida.com)



# CONTEMPLATION STAGE

- Process:

**Environmental Reevaluation:** how the presence or absence of a personal habit affects one's social environment







# Contemplation

## Find What Triggers You

When you are trying to change your behaviors to become healthier, it helps to understand what you do and what triggers you to do those things. A trigger is something that prompts you to act, or to do something. Triggers tell people to "do it now!" For example, if you haven't logged into

your Facebook account for a while, you might get a message from Facebook saying "we've missed you, click here to login now and see new posts on your News Feed." This message may trigger you to click on the link and open Facebook.

Figuring out what triggers you to do unhealthy behaviors can help you come up with ideas for things you can do different when you are ready. Try coming up with some ideas below about what triggers some of your health behaviors and what are the consequences. You will see that some of the consequences make it easy to change your behaviors, and others may make it hard to change.

| Trigger<br>What sets you off or prompts you   | Behavior<br>What you do   | Consequences<br>What happens after your behavior                                    |
|---|---|---|
| At a party, there is food and everyone is eating.                                   | Ate everything they served.   | Got too full, felt lazy, and went home early missing out on the rest of the party.  |
| Failed a test.  | Worked out to not feel so frustrated.   | Felt better and less stressed.  |
| The weather is hot.   | Stayed home instead of working out.   | Felt lazy and bored, then ate.  |
|  |  |  |
|  |  |  |

What triggers you?



# CONTEMPLATION STAGE: ENVIRONMENTAL REEVALUATION

For more information visit: [www.HealthyMeFlorida.com](http://www.HealthyMeFlorida.com)



## PREPARATION STAGE

### ■ Process:

**Decisional Balance:** pros and cons of different choices helps someone decide what to do in certain circumstances.

*Ambivalence:* found in people who are engaged in behaviors that are harmful to their health

# Preparation

## Evaluating the Pros and Cons of Behavior Change, part 1

As you may already know, there are pros and cons of trying to do healthy things. Sometimes it may seem like the cons are so strong that change will be too difficult or impossible. It helps to compare your own list of pros and cons to evaluate if the cons are really as big as they seem. Below is a list

of pros and cons of trying to eat things that are healthy and of avoiding drinks with lots of sugar. Select the ones that apply to you, or add some of your own:

**EATING HEALTHY**

**PROS**

- I will feel satisfied and like I am doing something good for my myself.
- I will have a healthier body or better skin.
- I will feel more fit.
- I will have more energy and feel more alert.
- 

**CONS**

- I'm tempted to eat.
- I have cravings.
- Other people might eat foods that I want in front of me.
- When I feel bored or stressed I will need to look for something to do other than eating.
- 

**AVOIDING SUGARY DRINKS**

**PROS**

- My blood-sugar levels will be normal.
- I will feel energized longer, and avoid a sugar crash.
- I will perform better in sports or school.
- I will have better skin or cleaner teeth.
- 

**CONS**

- I might have fewer options for drinks.
- I might not like the taste of water or of other drinks.
- It may be a challenge at first to cut back.
- I might feel like I'm the only person trying to cut back.
- 

Take a moment to look at your list of pros and cons. On a scale of 1 to 10, how important would you say are the pros, and how important are the cons?

NOT IMPORTANT 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 VERY IMPORTANT

**Eating Healthy**          
pros                      cons

**Avoding Sugary Drinks**          
pros                      cons

If your list of cons is more important right now, then try to think of more pros to trying healthy things. As your list of pros becomes longer you will feel more motivated to change.

# PREPARATION STAGE: DECISIONAL BALANCE

For More Information visit: [www.HealthyMeFlorida.com](http://www.HealthyMeFlorida.com)



## ACTION STAGE

- Process:

**Stimulus Control:** removes cues for unhealthy habits and adds prompts for healthier alternatives.

# Action

## Cues for Healthy Behaviors, part 1

Our behaviors are usually triggered by cues in our environment. Cues can be things that are said, done or seen that serve as a signal to behave in a certain way or to perform an action. For example, when an actor hears the word "action," this is a cue for him or her to begin acting.

There are certain types of cues in our environment that can trigger both healthy and unhealthy behaviors – like eating more or less nutritious foods or exercising more or less often. Sometimes these cues are obvious, but oftentimes we are not aware of these cues.

**CUE**  
Things in our environment – can be something that was said, done or seen.

**BEHAVIOR**  
What we are prompted to do when the cues are present.

Below are cues for unhealthy behaviors that are frequently present. Select the ones that apply to you and choose from the list of options what you can do to remove those cues and add reminders to choose healthier alternatives.

### CUES

### HEALTHY ALTERNATIVES



#### Plate Size

Using a large plate can make a serving of food appear smaller than what it is. This may trigger you to eat more or to get seconds.



Use a smaller plate. This can make the same amount of food seem larger and trigger you to eat less.

#### Eating Out

Oftentimes we feel like we need to get our "money's worth" when we eat out. Trying to get the best deal may trigger us to over eat. For example, if you are offered to 'super-size' your meal for just a quarter you might feel like you will lose out if you don't do it, but you end up eating more than you should.

- Order and share two appetizers instead of ordering an appetizer AND an entrée.
- Take home left overs for a second meal, or ask the waitress if you can split a plate with someone.
- Order two sides of veggies with your meal, instead of starch foods – like fries.

#### Serving Size

Foods that come in individual Packages, like a small bag of chips, seem like they are meant to be eaten all at once. Seeing a small package triggers us to eat the whole thing. Oftentimes, a healthy serving size is less than one package.

| Nutrition Facts                                    |                      |
|--|----------------------|
| Serving Size 1 oz (28g)<br>Serving Per Container 3 |                      |
| Amount Per Serving                                 |                      |
| Calories 100                                       | Calories from Fat 15 |
| <b>% Daily Value*</b>                              |                      |
| Total Fat 1.5g                                     | 2%                   |
| Saturated Fat 0.5g                                 | 9%                   |
| Trans Fat 0g                                       |                      |
| Cholesterol 35mg                                   | 12%                  |
| Sodium 560mg                                       | 24%                  |
| Total Carbohydrate 1g                              | 0%                   |

Read the food label. Here you will see the recommended serving size and the number of servings per container.

# ACTION STAGE: STIMULUS CONTROL

For More Information visit: [www.HealthyMeFlorida.com](http://www.HealthyMeFlorida.com)



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## MAINTENANCE STAGE

- **Process:**

**Helping Relationships:** combine caring, trust, openness, and acceptance as well as support for the healthy behavior change.



# MAINTENANCE STAGE: HELPING RELATIONSHIPS

## Maintenance

### Helping Relationships

After having worked hard to accomplish a goal, like achieving good eating and exercise habits, one oftentimes wonders, how do I keep this up? An important part of maintaining healthy change is getting support from others. Helping relationships

can encourage and remind you to keep healthy habits and can give you support when you need it. It's kind of like having a buddy system!



### Your Helping Relationships

You can have helping relationships with more than one person. A helpful person could be a parent, sibling, family member, peer or other helpful adult like a teacher, counselor, or doctor. Consider talking to one or more of these individuals. Share with them your health goals and ask them to support you as you work to keep up the healthy changes you've made.

For More Information visit: [www.HealthyMeFlorida.com](http://www.HealthyMeFlorida.com)





# ACCESSING ELECTRONIC RESOURCES





[www.HealthyMeFlorida.com](http://www.HealthyMeFlorida.com)

## Web/Phone Applications

- BMI Calculator
- Behavior Change Program
- Nutrition & Physical Activity Info

## Social Media



## Text Messaging Application

- Social-emotional Messaging
- Physical Activity Messaging
- Nutrition Messaging

# CONTACT



For A Healthier Community

[HealthyMe@med.fsu.edu](mailto:HealthyMe@med.fsu.edu)