



**Norfolk** County Council  
Public Health

# Accessing Stop Smoking Support Community Voices Training

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**July 2023**

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## Contents

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1. Aims
2. A Brief Introduction to Behaviour Change and COM-B
3. Undertaking a COM-B Diagnosis
4. Acknowledgements and Further Sources

# 01

# Aims, Objectives & Outcomes

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# 01

## Learning Aims, Objectives and Outcome

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### **Aims**

- To provide a brief overview of key Behaviour Change theories
- To provide an understanding of how Behaviour Change & COM-B is relevant to and can inform Community Voices conversations

### **Objectives & Outcome**

- To become confident in identifying each part of the COM-B model of behaviour change.
- To develop the skills to have a COM-B conversation in Smoking
- To equip you to have high quality conversations which will inform our ongoing work around smoking

# 02

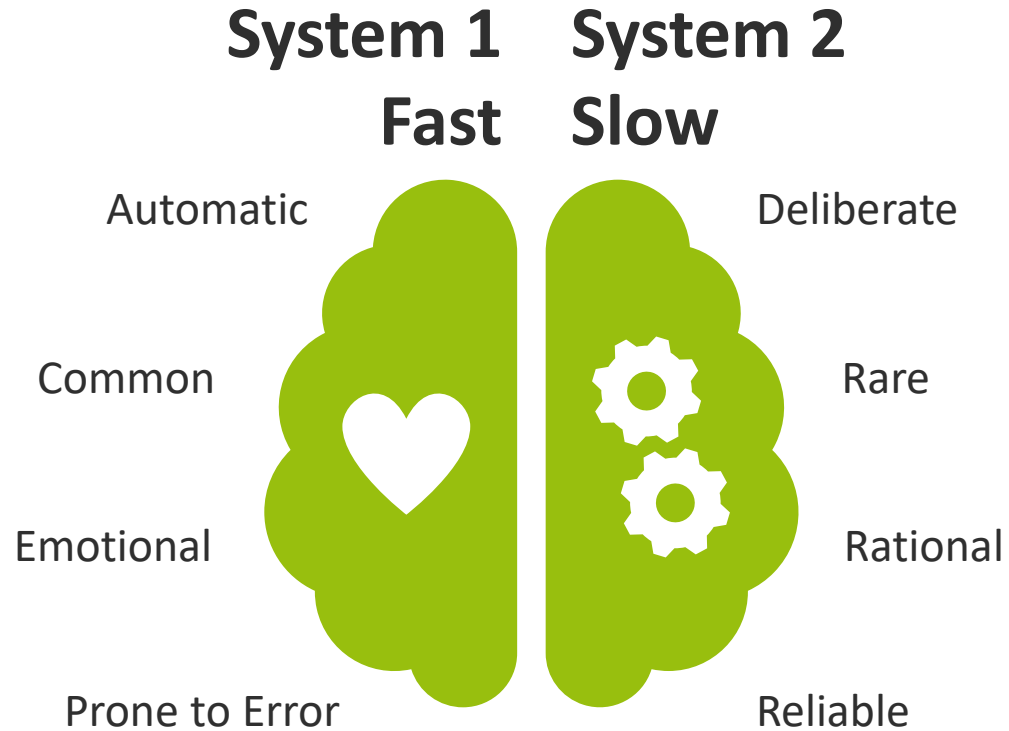
## A Brief Introduction to Behaviour Change and COM-B

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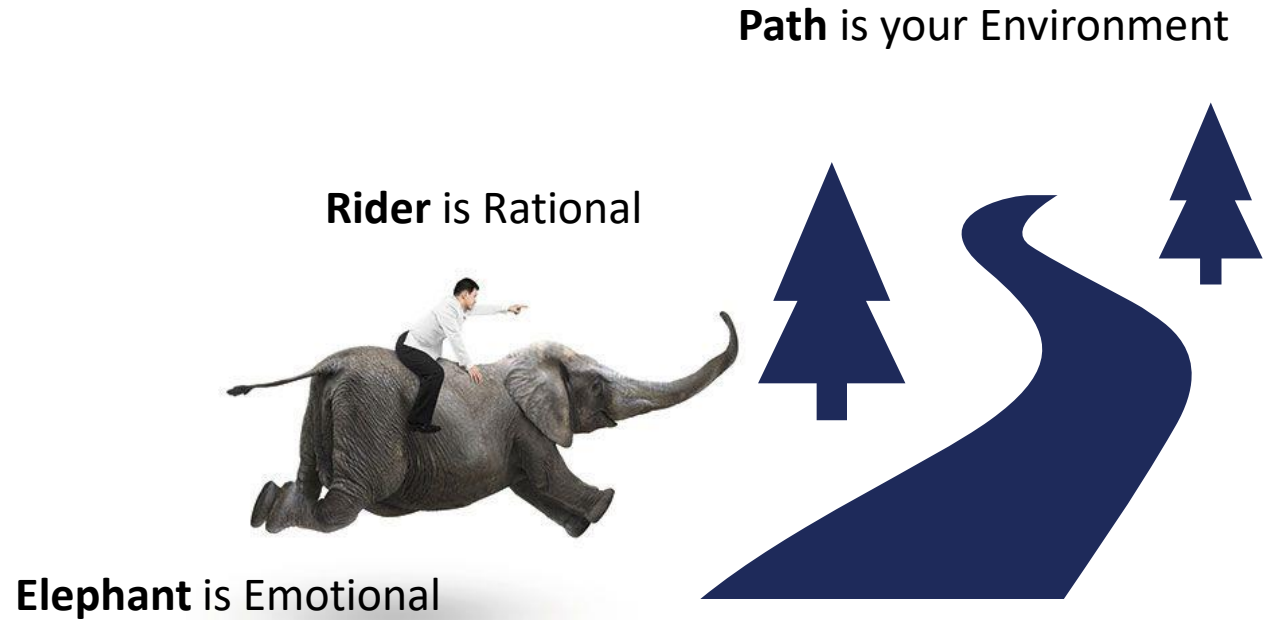
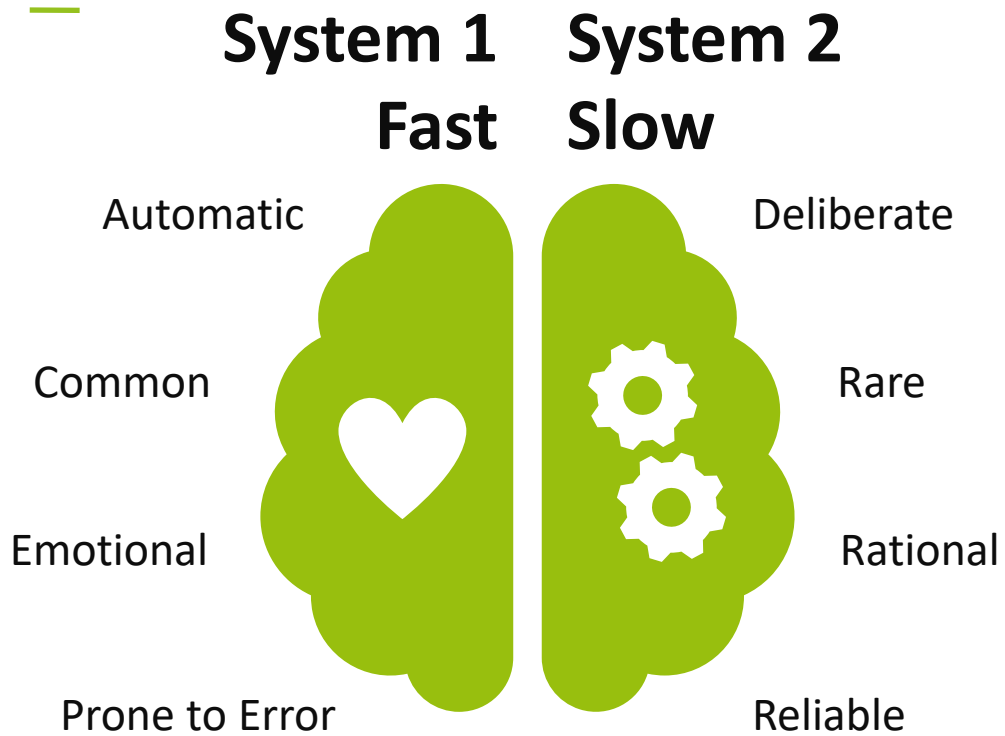
# 01

## Thinking about Behaviour

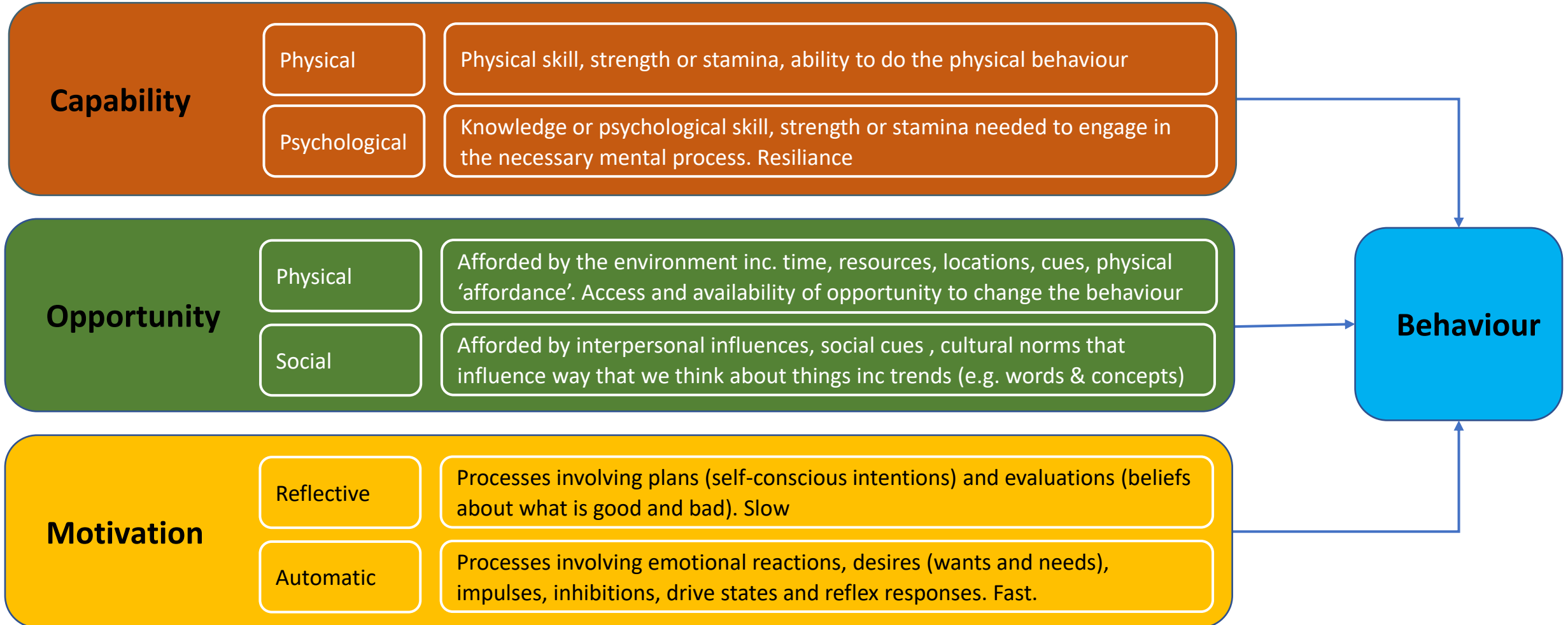


# 01

## Thinking about Behaviour



# What affects Behaviour?



# 02

## Exercise 1

# Categorise examples of COM-B elements

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# What affects Behaviour Change?

## Capability

Physical

Physical skill, strength or stamina

Having the skill to take a blood sample

Psychological

Knowledge or psychological skill, strength or stamina needed to engage in the necessary mental process

Understanding the harms of smoking

## Opportunity

Physical

Afforded by the environment involving time, resources, locations, cues, physical 'affordance'.

Being able to go running because you own running shoes

Social

Afforded by interpersonal influences, social cues and cultural norms that influence the way that we think about things (e.g. words and concepts)

Being able to smoke indoors at home but not at work

## Motivation

Reflective

Processes involving plans (self-conscious intentions) and evaluations (beliefs about what is good and bad)

Intending to stop smoking

Automatic

Processes involving emotional reactions, desires (wants and needs), impulses, inhibitions, drive states and reflex responses

Feeling anticipated pleasure at the prospect of eating a cake

# 02

## Exercise 2

# Create examples of COM-B elements

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# What affects Behaviour Change?

## Capability

Physical

Physical skill, strength or stamina

Psychological

Knowledge or psychological skill, strength or stamina needed to engage in the necessary mental process

## Opportunity

Physical

Afforded by the environment involving time, resources, locations, cues, physical 'affordance'.

Social

Afforded by interpersonal influences, social cues and cultural norms that influence the way that we think about things (e.g. words and concepts)

## Motivation

Reflective

Processes involving plans (self-conscious intentions) and evaluations (beliefs about what is good and bad)

Automatic

Processes involving emotional reactions, desires (wants and needs), impulses, inhibitions, drive states and reflex responses

03

# Having a COM-B conversation

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# 03

## Identifying how to change behaviours

### Key points

- The next step is to identify what needs to change in the person and/or the environment in order to achieve the desired change
- Fully understanding the target behaviour is critical and often overlooked.
- The more accurate the analysis, the more likely our interventions will change the behaviour in the desired direction.
- Let's look at a fully worked example



**Research has shown that when making lifestyle changes, the likelihood of successful change is increased if all of the individual COM-B components are considered.**

**Using COM-B to identify what needs to change in order for hospital staff to disinfect their hands using alcohol gel in identified high risk situations...**

What needs to happen for the target behaviour to occur?

Is there a need for change?

## Capability

Physical

Have the physical skill to clean their hands

No change needed as hospital staff have these skills

Psychological

Know the correct technique to clean hands

No change needed as knowledge of techniques is sufficient

Know how to create if-then rules to prompt hand cleaning

Change needed as staff do not always know how to apply if-then rules

## Opportunity

Physical

Have alcohol gel available

No change needed as alcohol gel is available at the bedside

Social

See senior health professionals clean their hands using alcohol gel

Change needed as staff do not always see senior health professionals cleaning their hands using alcohol gel

## Motivation

Reflective

Hold beliefs that using alcohol gel more frequently will reduce infection transmission

No change needed as research has shown that staff hold this belief

Believing that consistent hand hygiene will require improved cognitive and self-regulation skills

Change needed as staff do not necessarily recognise the value of these skills

Automatic

Have established routines and habits for hand cleaning

Change needed to establish routine and habit formation

# 03

## We've identified we want to change smoking behaviours

### Thinking about conversations underpinned by COM-B

- When it comes to an individual, or group, or even a whole population stopping smoking, we need to use evidence and theory to form a judgement about what needs to change
- We'll now spend some time having a more in-depth look at COM-B elements related to smoking
- Think about how these elements might be worked into a conversation

**COM-B helps us understand where we can put our efforts for the best chances of success?**

# What affects Smoking Behaviour Change?

## Capability

Physical

Physical skill, strength or stamina

Psychological

Knowledge or psychological skill, strength or stamina needed to engage in the necessary mental process

### Do they need to...

- Know more about why it is important?
- Know more about how to do it?
- Have better physical skills?
- Have better mental skills?
- Have more physical strength?
- Have more mental strength?
- Overcome physical limitations?
- Overcome mental obstacles?
- Have more physical stamina?
- Have more mental stamina?

Understand the benefits of stopping smoking?

Understand the harms of smoking?

Know how to implement behaviour change techniques (e.g. If-Then plans)

Understand what sources of support are available?

Know how much it costs to smoke?

Reduce unwanted urges or cravings.

Understand effective ways to quit?

Develop stronger resilience against cravings?

# What affects Smoking Behaviour Change?

## Opportunity

### Physical

Afforded by the environment involving time, resources, locations, cues, physical 'affordance'.

### Social

Afforded by interpersonal influences, social cues and cultural norms that influence the way that we think about things (e.g. words and concepts)

## Do they need to...

- Have more time to do it?
- Have more money?
- Have the necessary materials?
- Have it more easily accessible?
- Have more people around them doing it?
- Have more triggers to prompt them?
- Have more support from others?

Create dedicated time during the day to finding out more about stopping smoking?

Have access to NRT or Vapes?

Have the means to travel to a pharmacy or GP?

Have access to professional stop smoking advisers?

Have access to a phone or laptop/tablet to chat with a stop smoking adviser?

Have friends or family who are supportive?

Spend time with others also trying to quit?

# What affects Smoking Behaviour Change?

## Motivation

### Reflective

Processes involving plans (self-conscious intentions) and evaluations (beliefs about what is good and bad)

### Automatic

Processes involving emotional reactions, desires (wants and needs), impulses, inhibitions, drive states and reflex responses.

## Do they need to...

- Feel that they want to do it enough?
- Feel they need to do it enough?
- Believe that it would be a good thing to do?
- Develop better plans for doing it?
- Develop a habit of doing it?
- Something else spurs them on...?

Feel a sense of pleasure or satisfaction from stopping smoking?

Have a strong belief stopping smoking is the right thing to do?

Cares about the negative consequences of smoking?

Has developed a clear plan to stopping smoking?

Has built in response to previous triggers

Has got into a new set of habits without needing to think?

# 03

## Applying COM-B to your conversations

### Key points about having a conversation underpinned by COM-B

- Ask open-ended questions to promote exploration of ideas rather than yes/no responses
- Ask questions about specific instances of current or recent behaviour, and in relation to specific contexts (i.e. where and when)
- Try to address a range of possible factors in your conversations, in a way that can draw-out relevant ideas
- We've spent time exploring the theory behind behaviour change in order to help equip you to have high quality conversations, but...
- Don't make your conversations complicated!

As a smoker, what would be helpful to you to stop smoking?

Have you tried stopping smoking before? How did it go?

What helped? What didn't work?

What might help in the future?

# 03

## Capturing your COM-B Diagnosis on Insights Bank

- Record in Section 1 the Casual Chat
- Record in Section 2 the Subject Specific Chat – in this case, about smoking.
- There will be three prompts asking about Capability, Opportunity and Motivation.
- Record the things that really stuck out for you from the conversations – some examples provided
- If you're not sure whether what you want to say is more relevant to one section or another, it doesn't matter too much!
- Record conversations from former smokers too – insight into why they stopped smoking is really useful too!

### Thinking about Capability...

They said they wanted to quit but didn't really know where to start

They said they wanted to quit but weren't sure if it would cost more to buy vapes than to keep smoking

### Thinking about Opportunity...

They said that last time they tried quitting it felt too hard as all their friends smoked, so they gave up

They said that they weren't able to speak to an adviser as had no phone credit or internet access

### Thinking about Motivation...

They said that they don't care enough about quitting smoking

They said that on reflection, this time a big motivation to quit is the birth of their grandchildren

# 04

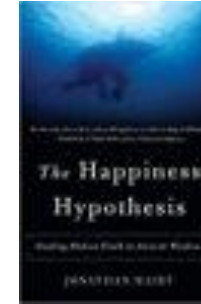
## Acknowledgements and Further Sources

### Acknowledgements

- The content of this training has been developed using Susan Michie, Lou Atkins & Robert West, *The Behaviour Change Wheel: A Guide To Designing Interventions* (Silverback Publishing; 2014)

### Further Sources

- Daniel Kahneman, *Thinking, Fast and Slow* (Penguin; 2012)
- Jonathan Haidt, *The Happiness Hypothesis* (Basic Books; 2006)
- Dan & Chip Heath, *Switch: How to Change When Change is Hard* (Random House; 2011)



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**Thank you**  
**And Good Luck!**

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**Questions?**

