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## **RSPH LEVEL 2 AWARD IN SUPPORTING BEHAVIOUR CHANGE**

**Paper: Specimen**

### **IMPORTANT READ THE FOLLOWING INSTRUCTIONS CAREFULLY:**

- 1. This paper must be left on your desk at the end of the examination.**
- 2. You should enter your answers on the accompanying answer sheet.**
- 3. Each question has only ONE correct answer.**
- 4. You are allowed 70 minutes to complete the examination.**
- 5. This exam paper consists of 35 questions.**
- 6. You should answer all of the questions.**
- 7. The Pass mark for this paper is 24/35.**

Questions 1-5 are based on the following scenario:

You are a newly qualified and are seeing Mr Coburn for his first appointment. He has been referred to you by the practice nurse who is concerned that he is not taking very good care of himself since his wife died about 18 months ago. In her referral, the practice nurse has mentioned that he is not cooking for himself and his alcohol intake has increased. She also stated that he has no family nearby, wears a hearing aid and is lonely. You are very keen to help him and are preparing for his arrival.

1. **You consider the importance of using your listening skills to build rapport. What are the key elements for being able to listen well?**
  - A. Open questions, affirmations, reflective listening and summarising.
  - B. Chatting, smiling, being friendly
  - C. Good knowledge of health topics and resources
  - D. Being on time, good appearance and being professional
2. **You are aware that you will need to build rapport with Mr Coburn. How should you do this?**
  - A. Ask lots of questions to show you are interested in him.
  - B. Share your own experience of losing your grandmother.
  - C. Pretend you are very experienced to give him confidence in you.
  - D. Have an engaging manner and show empathy by using your reflective listening skills and being non-judgmental.
3. **You are also aware that you need to stay client focused. Which ONE of the following should you avoid doing in your consultation with Mr Coburn?**
  - A. Making him comfortable so that he can talk freely
  - B. Listening carefully to the meaning of what he is saying
  - C. Telling him what would be best for him?
  - D. Seeing things from his perspective
4. **You remember the importance of using the models of behaviour change to guide your conversation. Which factor should you bear in mind with Mr Coburn?**
  - A. Setting SMART Goals
  - B. Exploring and building self-efficacy
  - C. Challenging his assumptions about his health
  - D. Referring him to social services
5. **You are aware that there are many barriers to someone changing their behaviour. Which of the following would apply in Mr Coburn's case?**
  - A. Lack of local transport and green places to walk
  - B. Social isolation, lack of family support and disability
  - C. No local provision for single men
  - D. Lack of education and money

**There are no further questions based on this scenario**

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6. **In order to check that an individual has understood what is being said, you should:**
  - A. Listen carefully and observe body language and facial expressions
  - B. Ask closed questions
  - C. Ask if they have understood
  - D. Give them a written information to read after the discussion
7. **Which of the following statements will help you address any misunderstandings?**
  - A. 'Can I just check that I have heard you correctly'
  - B. 'You obviously need to stop smoking first'
  - C. 'It seems to me that you understand what I am saying'
  - D. 'Now, shall we talk about your alcohol intake?'

8. **Which of the following would you NOT use to agree an agenda for a behaviour change conversation?**
- A. Identify barriers or problems the individual would like to discuss
  - B. Agree the individual's priorities
  - C. Make your own list as the expert and tell the individual this is what you will be discussing
  - D. Ask open questions to explore what issues the individual feels are important
9. **You are supporting an individual to stop smoking and realise there are a lot of barriers that they have to overcome. What's your next step?**
- A. Discuss all the issues then explore together which one to prioritise
  - B. You tell the individual which barriers to tackle first and why
  - C. You refer them to the stop smoking service
  - D. You outline all the nicotine replacement products that will reduce their cravings
10. **You are supporting an individual and they refuse your advice and information. Which ONE of the following SHOULD you be thinking?**
- A. 'They will be sorry when they become ill'
  - B. 'They are not ready to change just yet'
  - C. 'This person has no manners'
  - D. 'I am no good at my job'
11. **An individual is struggling to make some changes to lose weight. You should:**
- A. Refer them to the local slimming group
  - B. Tell them that its easy as you managed to lost weight
  - C. Give them lots of hints and tips that have worked for you
  - D. Discuss their problems and help them create some solutions
12. **An individual has become quite defensive when you raise the issue of alcohol. You should:**
- A. Confront them as they need to know the risks
  - B. Tell them that you understand as your uncle had a problem with alcohol
  - C. Give them lots of advice about how to make changes
  - D. Ask permission to discuss the topic of alcohol and respect their wishes if they don't want to at the moment
13. **Attitude and perceived behavioural control are key components of which ONE of the following behaviour change approaches?**
- A. Health Belief Model
  - B. Functional Leadership theory
  - C. Theory of Planned Behaviour
  - D. COM-B Model
14. **The letters in the health model COM-B stand for:**
- A. Capability, Opportunity, Minimising, Barriers
  - B. Capability, Opportunity, Maximising Behavior
  - C. Capability Organisation, Mental wellbeing, Behaviour
  - D. Capability, Opportunity Motivation, Behaviour
15. **The original concepts of the health belief model were based on which ONE of the following?**
- A. A person's perceptions of the seriousness, susceptibility, benefits and barriers of the behaviour
  - B. A person's reflective motivation on the behaviour
  - C. A person's education level
  - D. A person's ability to set SMART goals

16. **You are working with an individual who wants do more walking but is not very confident. Which ONE of the following approaches might you consider?**
- A. Giving them lots of information about local gyms
  - B. Telling them how important physical activity is to their health
  - C. Exploring what would help increase their confidence to walk more
  - D. Referring them to the local walking group
17. **You are working with people from a local community and helping them to set up a free ‘knit and natter’ group. Which ONE of the following barriers should you take into account?**
- A. How much money they have
  - B. Their caring comittments
  - C. Which evening the local hall is available
  - D. Their desire to change more than one behaviour

**Questions 18-22 are based on the following scenario:**

**Mr Greene has come to see you after a recent health check at his GP surgery. He is overweight and has been advised he is at greater risk of Cardio Vascular Disease (CVD). He acknowledges that it would be good for him to be more active. However, for every good idea you have he has a reason why he cannot do it. He hates ball games, he can't afford to join a gym, walking to and from work is too dangerous in his neighbourhood with the late shifts he does and the swimming pool isn't open at an hour that suits him.**

18. **You and your client Mr Greene, need to agree an agenda to support the behaviour change conversation and identify any issues or problems. You can help to do this by:**
- A. Asking closed questions
  - B. Asking open questions
  - C. Telling him what should be on it
  - D. Asking his partner what should be on it
19. **During your conversation with Mr Greene he has given you lots of reasons why he can't do things differently. This is MOST likely because:**
- A. He doesn't like you
  - B. He is lazy
  - C. He fears failure
  - D. He is not well
20. **During your conversation with your client Mr Greene, it becomes clear to you that he has strong beliefs about what's good and what's bad. This is often referred to as:**
- A. Automatic motivation
  - B. Psychological capability
  - C. Physical capability
  - D. Reflective motivation
21. **Mr Greene has dismissed all your suggestions to help improve his physical activity. How might you support Mr Green to build his self-efficacy?**
- A. Talk about what he has done or enjoyed in the past
  - B. Talk about the impact of his health if he doesn't do anything
  - C. Take him to a gym
  - D. Book him a personal trainer
22. **Mr Greene's emotional responses are a result of which ONE of the following?**
- A. Automatic motivation
  - B. Psychological capability
  - C. Physical capability
  - D. Reflective motivation

23. **Before trying to develop a plan, you should:**  
A. Ask if the individual wants support  
B. Tell the individual they must change  
C. Ask the individual's GP what they should do  
D. Tell the individual's partner they need to change
24. **A brief intervention for a client should be:**  
A. Tailored to the individual  
B. The same for everyone  
C. Done without permission  
D. Done to the individual
25. **When discussing options for support for a client, what is the main consideration with regard to signposting?**  
A. How far to send someone  
B. How long will it take  
C. The service being offered  
D. Who is offering the service
26. **If an advisor 'operates beyond their own role' it means they:**  
A. Do someone else's job for them  
B. Take on more responsibility for the client than they should  
C. Give advice on things that they don't fully understand  
D. Draw up an action plan for the client
27. **You are assessing where a client feels they are at presently. They score themselves as having low confidence. Which ONE of the following should you do?**  
A. Tell them they are wrong  
B. Tell them to be more confident  
C. Ask what could make them feel more confident  
D. Ask if there is another behaviour they'd like to change instead
28. **Using an importance scale with a client could help them to:**  
A. Give up trying to change  
B. Put into perspective the impact of their behaviour  
C. Show how important it is to you  
D. Show how important it is to their family
29. **All of the following would be features of an implementation plan except:**  
A. Actions  
B. Responsibilities  
C. Timeframes  
D. Penalties
30. **When supporting a client to plan any changes, which ONE of the following is helpful?**  
A. Long term goals  
B. Short term goals  
C. Pushing them to try harder  
D. Asking their partner to keep an eye on them
31. **A client's commitment can be reinforced by having:**  
A. A family member with them  
B. A contract with them  
C. A friend with them  
D. A pet with them

- 32. When you meet with a client, they tell you their goal is unachievable. You should consider together whether it:**
- A. Is unclear
  - B. Is too small
  - C. Needs adjusting
  - D. Needs persevering
- 33. Once a plan is in place, it is important to evaluate a client's progress. You can do this by:**
- A. Checking that they are doing what you told them to do
  - B. Encouraging them to keep a diary
  - C. Discussing them with your friends
  - D. Encouraging them to move through her plan faster
- 34. When evaluating a client's behaviour change, if goals have not been met it is best to:**
- A. Focus on what has been achieved
  - B. Find another individual to help
  - C. Force the individual to work harder
  - D. Ignore any unmet goals
- 35. Recording and reviewing a client's information is important to their progress because:**
- A. You can share it with your colleagues
  - B. You can show you are working hard
  - C. You can show your manager that the client is working hard
  - D. The client can use it to make adjustments as they learn what works best

**END OF PAPER**