

MOTIVATE!

CHANGING THE PSYCHOLOGY OF THE DIET
MENTALITY INTO A MOTIVATED MINDSET

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Objectives

- ▶ Discuss the impact of implicit beliefs and theories on behavior/emotional regulation.
- ▶ Describe the importance of self-efficacy in relation to an individual's ability to make lasting behavioral changes related to diet self-management.
- ▶ Summarize how expectancy value beliefs impact self-efficacy and how to incorporate these beliefs in a patient care setting to influence dietary changes.
- ▶ Articulate how the 3 phases of self-regulation lead to goal achievement, resilience, and long-term success.
- ▶ Establish habits and routines that utilize the 4 basic self-regulation strategies to sustain a motivated mindset.



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Social Cognitive Theory (SCT)

- ▶ SCT is a psychological perspective exploring human functioning that focuses on the role social environment plays on motivation, learning, and self regulation.
- ▶ Albert Bandura's SCT (Bandura 1986, 1997, 2001) has been widely used within the realms of education, business, and health.
- ▶ Much of the research on motivation, learning, and self regulation by Zimmerman, Schunk, Pajares, Usher, and Dweck expands on Bandura's SCT.

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Obj #1: Implicit Theories and Beliefs and Behavior/Emotional regulation

- ▶ An individual's mindset really matters when it comes to making changes to their health.
- ▶ To move away from a diet mentality, they need to develop self-efficacy, or confidence, in their ability to make those changes.
- ▶ To change our mindset, we need an understanding of what shapes our behavior and what leads to the development of self-efficacy.



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What are Implicit Theories?

- ▶ Carole Dweck et al 1995 defines implicit theories as core assumptions about the shaping of personal qualities.
 - ▶ The majority of the research referenced today is focused on academic settings and factors that lead to student achievement.
 - ▶ Implicit theories establish a framework for us to predict our success or to judge the meaning of events that happen in our life.
 - ▶ Implicit theories explain why things happen in our life the way they do.
 - ▶ They are assumptions based on common sense.

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Implicit Theories

- ▶ Dweck et al 1995 focused her research on implicit theories centered on:
 - ▶ Intelligence
 - ▶ Personality
- ▶ These theories suggest that there are different mindsets that result in the development of different patterns of behavior over time.

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2 Types of Implicit Theories

(Dweck et al, 1995)

#1 - Entity or "Fixed" Theory

- ▶ Belief that intelligence cannot be increased and personality cannot be changed. These qualities are fixed.

#2 - Incremental or "Adaptable" Theory

- ▶ This theory states that intelligence can be increased and personalities can be changed.



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Diet Mentality (Entity) vs Motivated Mindset (Incremental)

▶ Entity mindset = Diet Mentality

These individuals approach their goals with a "checklist mentality".

- ▶ **Performance Goal Approach** (Dweck, 1999)
- ▶ Not interested in learning.
- ▶ Prefer to complete tasks that will lead to quick results.
- ▶ Fad diets are appealing because they match this goal approach.

▶ Incremental mindset = Motivated mindset

These individuals tend towards a mastery approach to their health goals.

- ▶ **Learning Goal Approach** (Dweck, 1999)
- ▶ Interested in learning and applying than seeing quick results.
- ▶ Not focused as much on quick results as building healthy habits over time.

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Performance goals vs. Learning goals

- ▶ Both mindsets bring results, but performance goals do not build *sustainable* habits!
- ▶ Eventually the individual resumes their old habits and, as is often the case with dieting, they gain the weight back.
- ▶ Whether you approach your health goals from a performance or learning perspective, we all have been influenced by implicit beliefs.
- ▶ Implicit beliefs are cultural norms that may prevent or limit us from reaching our potential. (Dweck et al, 1995)



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Common Implicit Beliefs

"I am too old to exercise"

"Women don't need to be strong"

"I just don't have enough time"

"You should stop exercising or you'll hurt your knees"

"Weight gain just comes with aging"

"If I cut out bread, I will lose weight"

"If I eat carbs, I will gain weight"

"I get plenty of exercise from cleaning my house"

"I could never walk 3 miles"

"I am not an athlete so I can't exercise"

"You are pregnant so you should stop exercising"

"If I pay attention to what I eat I will become obsessed and develop an eating disorder"

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If Stacy Z. had listened to these implicit beliefs, she never would have.....

- ▶ Turned from running to weightlifting in 2017 at the age of 45
- ▶ Won Best Novice Lifter in her first competition in 2017 at Omaha Barbell
- ▶ Squatted 220 lbs, benched 120 lbs, and deadlifted 280 lbs!
- ▶ Set the Nebraska state record in squat, bench, and deadlift for her age group at age 50
- ▶ Continued to train aiming for a competition in May 2024.



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"My advice for women wanting to lift weights is to just start. Weightlifting has changed my life. You are never too old to start and once you do you will fall in love with it like I did."

~ Stacy Z.



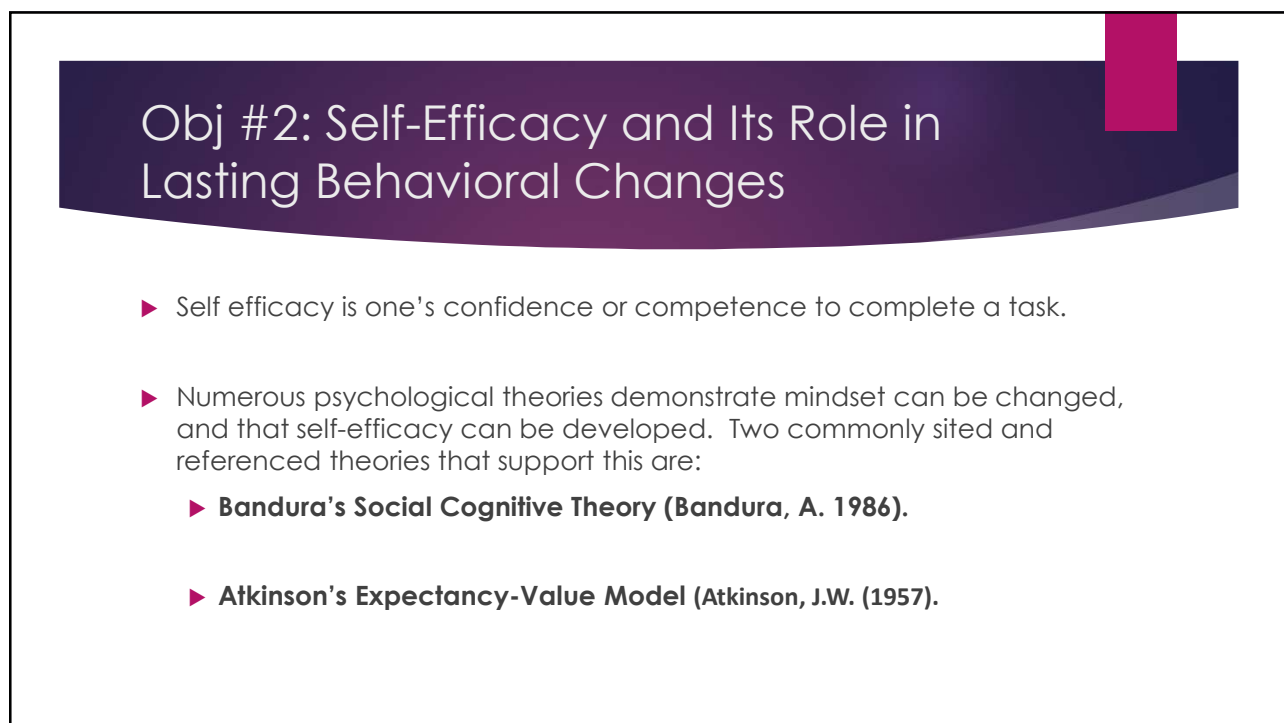
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What implicit beliefs have you been told that are NOT true?

What are you believing about yourself that is holding you back?

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Obj #2: Self-Efficacy and Its Role in Lasting Behavioral Changes

- ▶ Self efficacy is one's confidence or competence to complete a task.
- ▶ Numerous psychological theories demonstrate mindset can be changed, and that self-efficacy can be developed. Two commonly cited and referenced theories that support this are:
 - ▶ **Bandura's Social Cognitive Theory (Bandura, A. 1986).**
 - ▶ **Atkinson's Expectancy-Value Model (Atkinson, J.W. (1957).**

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Bandura's Theory on Self-Efficacy (Bandura, 1997)

- ▶ An individual's belief in their ability to execute behaviors necessary to produce specific performance achievement.
 - ▶ It is having confidence in their ability to control their motivation and behavior.
 - ▶ Self-efficacy builds on itself and results in greater achievement and satisfaction.
 - ▶ Children gain self-efficacy in educational environments that encourage their learning and mastery of skills.



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Atkinson's Expectancy-Value Model (Atkinson, 1964)

- ▶ Emphasizes that motivation comes from an individual's expectation for achievement.
 - ▶ A person's success, task choice, and persistence to achieve the task are related to their expectancy for success and the effort required to achieve success.
 - ▶ Expectancy and task values are influenced by the individual's goals and their self-esteem.

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Obj #3: How Expectancy Value Beliefs Impact Self-efficacy

- ▶ The Expectancy Value Model considers 3 variables that influence whether a goal is worth pursuing or not (Atkinson, 1964).
 - ▶ **Subject value:** What will I gain from doing this?
 - ▶ **Achievement expectancy:** Will I be successful? Will I be able to get this done?
 - ▶ **Process expectancy:** How will I feel about it during the process? Is the work I'm going to put in worth the results I am going to get?

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Expectancy Value Model



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Incorporating Expectancy Value Beliefs into a Patient Care Setting

- ▶ **The 3 variables within the Expectancy Value theory can be addressed through a counseling approach called Motivational Interviewing (MI).**
 - ▶ MI focuses on attributing a value to the patient's desired change.
 - ▶ *Subject Value*
 - ▶ Asking the patient to identify what good would come from making the desired change.
 - ▶ *Achievement Expectancy*
 - ▶ Work with the patient to create a plan of small steps they are willing to take that would move them in that direction.
 - ▶ *Process Expectancy*

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Motivational Interviewing is Effective (Miller and Rollnick, 2012)

- ▶ You can move a patient past the performance goal approach, or diet mentality, by:
 - ▶ Focusing on information and education over telling your patients what they "need" to do.
 - ▶ Connecting the benefit of the change to something of personal value.
 - ▶ Setting small goals for change that lead to progress over time.



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- ▶ MI puts the responsibility to change in the hands of the patients, and not on you, their provider.

- ▶ It empowers your patient.

- ▶ Establishes a more communicative patient/provider relationship.



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Obj #4 – The 3 Phases of Self-regulation and Goal Achievement

- ▶ Bandura's Social Cognitive Theory emphasizes (Bandura, 1986):
 - ▶ Self Regulation refers to our thoughts, moods/emotions, and behaviors that are systematically centered towards achieving our goals.
 - ▶ Self regulation is necessary for goal achievement.
 - ▶ Motivational processes initiate our action towards our goals, but self regulation is what helps us attain our goals.

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Self Regulated Learning (SRL)

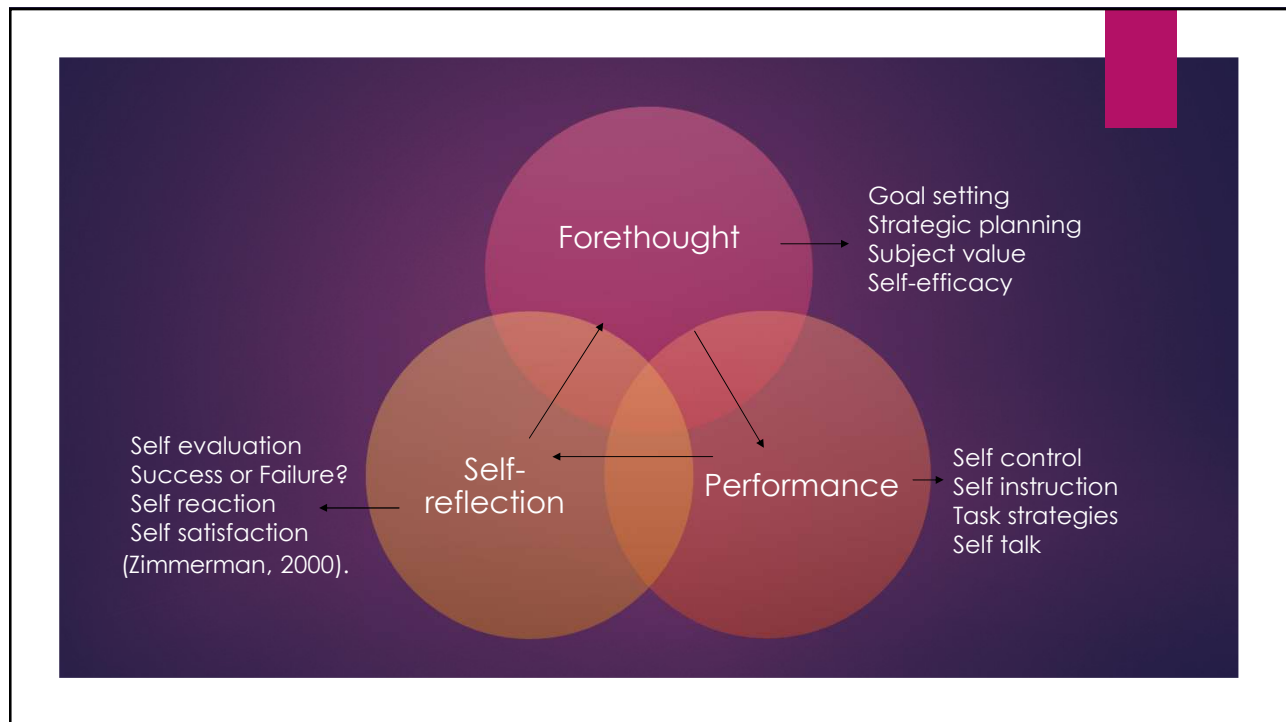
- ▶ Zimmerman (2000) outlined 3 phases of self regulation collaborating with Bandura's Social Cognitive Theory.
- ▶ Self Regulated Learning, outlined by Zimmerman, gives us a framework to understand the cognitive, motivational, and emotional aspects of learning.
- ▶ **There are 3 phases which are:**
 - ▶ Forethought
 - ▶ Performance
 - ▶ Self reflection

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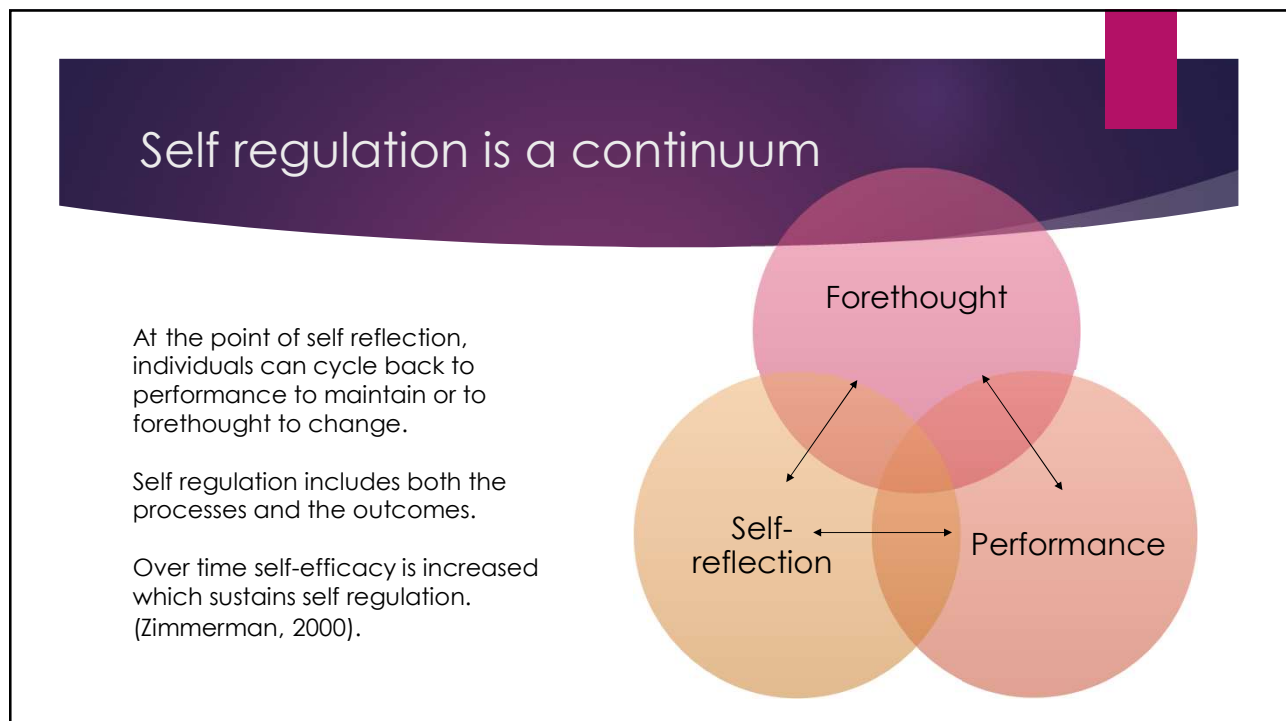
The 3 Phases of SRL (Zimmerman, 2000)

- ▶ **Phase #1 - Forethought**
 - ▶ Individuals analyze the task, set goals, and plan how to reach them.
- ▶ **Phase #2 – Performance phase**
 - ▶ Individuals execute the task, monitor their progress, and use self control strategies to stay engaged and motivated.
- ▶ **Phase #3 – Self Reflection**
 - ▶ Individuals assess how they performed the task considering causes of their success or failure, and the impact of their reactions and decisions on whether to try this task again.

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4 Basic Self Regulation Strategies

- ▶ **Goal setting:** A personal process that helps focus and sustain individual efforts directed toward task success. (Schunk and DiBenedetto, 2019)
 - ▶ Goals should scare us a little to drive commitment (Bandura, 1997) (Schunk, 1990)
- ▶ **Self-monitoring:** Monitoring patterns of behavior and the thought processes and environmental conditions under which these patterns occur.
- ▶ **Effective self talk:** Leads to positive action.
 - ▶ Is your self talk helpful or hindering?
- ▶ **Self-reinforcement:** Evaluates level of motivation, the subject value and the effort required for the task. Is it worth it? Self-efficacy influences this process.

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Obj #5 – 4 Steps that Apply SRL Strategies to Build Habits That Last

Be Yourself! (Self-Reinforcement)

- ▶ **Step 1 – Establish a firm identity.**
 - ▶ Let go of limiting implicit beliefs.
 - ▶ Do not compare yourself to others.
 - ▶ Identify your passions, desires, and strengths.
 - ▶ Build these qualities into your identity.



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Chase Your Dreams!

► Step 2 – Pursue what matters to you. (*Self-monitoring*)

- What is the value to you for making this change?
- Being true to your identity, will you be able to achieve this?
- Will you enjoy the process? Will the effort you put in be worth the results?



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Set yourself up for success!

Step 3 – Create SMART Goals



- **I will eat more vegetables.**
 - *This is an intention!*
- **To eat more vegetables, I will add 8-10 baby carrots to my lunch that I pack to work Monday –Friday.**
 - *That is a SMART goal that will lead to the development of eating vegetables at lunch.*

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Talk Kindly to Yourself



► Step 4 – Use effective self talk.

- Turn one negative thought into 2 positive affirmations about yourself.
- Eliminate the word "can't" from your vocabulary.
- Put yourself around positive people.

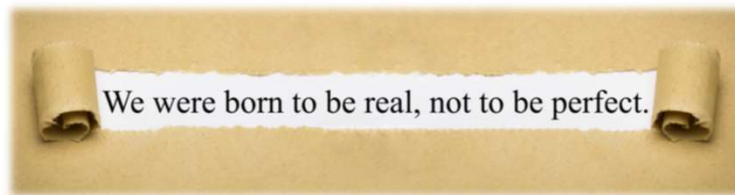
**Our thoughts really do
define our actions!**

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Perfection is NOT the Goal!

► Step 4 – Allow for imperfection.

- A motivated mindset does not require perfection.
- How you react and adjust determines your success, not the end result.
- Be careful to not compare your success to cultural standards and norms.



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Moving From the Diet Mentality to a Motivated Mindset

- ▶ **Step 1 – Establish a firm identity.**
 - ▶ Let go of implicit beliefs and open your mind to learning and mastery. (Dweck et al, 1995)
- ▶ **Step 2 – Pursue what matters to you.**
 - ▶ You must value what you want to achieve. (Atkinson, 1964)
- ▶ **Step 3 – Create SMART Goals to set yourself up for success.**
 - ▶ Plan your steps, take action, and evaluate your progress. (Schunk, DH, 1990)
- ▶ **Step 4 – Use effective self talk when reflecting and evaluating your progress.**
 - ▶ Be kind to yourself, and don't label yourself a success or failure.
 - ▶ Expect setbacks and use reflection to change your approach next time.

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**"Today I will do what others won't,
so tomorrow I can do what others can't"**

~Jerry Rice



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