

# 1 Improving health behaviours and outcomes: An intervention to support 2 engagement in physical activity

3

## 4 Abstract

5 The purpose of this case study is to offer reflections on the personal experiences,  
6 processes of behavioural change; and subsequent outcomes of designing and  
7 implementing a collaborative exercise psychology intervention. The intervention,  
8 based on Bandura's (1977) Self Efficacy Theory and using self-efficacy related  
9 behaviour change techniques (Michie et al., 2015), aimed to provide families affected  
10 by health inequalities with opportunities to enhance their understanding of health and  
11 make positive behavioural changes. This case is based around one female client aged  
12 48 years of age who took part in the project with her ten-year-old daughter. Pre-  
13 intervention the client was engaging in minimal levels of weekly physical activity and  
14 reported poor self-rated mental well-being. Through improvements in self-efficacy,  
15 achieved through opportunities on the project, the client was able to make notable  
16 improvements to her physical activity levels leading to significant weight loss and  
17 improvements in mental well-being. From the practitioners' perspective, reflection on  
18 areas for future work within the field of exercise psychology, particularly guidance on  
19 developing effective client-practitioner relationships with 'hard-to-reach' individuals  
20 and groups is warranted. More consideration for the suitability of the PA guidelines for  
21 individuals with poor physical and mental health is also required.

22

## 23 Context

24 At the time of the current case study I was a final year student on the British  
25 Association of Sport and Exercise Science (BASES) Supervised Experience (SE)  
26 Programme, working towards my accreditation as a Sport and Exercise Scientist. I  
27 was also working on a research programme at Edge Hill University, in collaboration  
28 with Everton in the Community (Everton Football Club's official charity) focused on  
29 family health and physical activity (PA) known as The People's Family Project (PFP).  
30 This project aimed to positively impact on a range of health behaviours and outcomes  
31 including: physical activity/sedentary behaviours, mental well-being smoking  
32 prevalence, alcohol consumption, and dietary quality, however this case study will  
33 focus on PA and mental well-being outcomes. Impact was explored via a range of  
34 quantitative and qualitative methods, which are detailed within the forthcoming  
35 sections. The project beneficiaries were families with pre-school and primary school  
36 age children living within the Everton ward of Liverpool in the North West of England,  
37  
38 Research has revealed a distinct link between income, position/social class and health  
39 with those from lower socio-economic groups reporting worse health outcomes than  
40 their high socio-economic counterparts (Prag, Mills & Wittek, 2013). Data in 2015  
41 identified Liverpool as one of the five most deprived cities in England, with 45% of  
42 neighbourhoods across the city as being classified as within the 10% most deprived  
43 nationally (DCLG, 2015). Prevalence of adult obesity across Liverpool (25.9%) is  
44 higher than the national average for England (23.0%). The proportion of physically  
45 active adults in the city has been recorded as 49.5% compared with the national  
46 average of 56.0%. The number of adults smoking across the city is also higher than  
47 the national average and as a result smoking related death rates are also high. Early

48 death rates for heart disease, stroke and cancer are significantly higher than the  
49 national average (Public Health England, 2015).

50

51 One way to effectively challenge the inequalities which disproportionately affect those  
52 from lower socio-economic groups (Prag et al., 2013) is through community-based  
53 interventions. In particular, this type of approach may help engage those who are  
54 reluctant to participate in health services and/or intervention programmes, yet are  
55 arguably more at risk of developing lifestyle diseases (e.g. type 2 diabetes) and have  
56 been labelled as 'hard-to-reach' (Flanagan & Handcock, 2010). It has also been  
57 suggested separately that more holistic and family-orientated intervention approaches  
58 may be more effective in promoting and changing health behaviours long-term (Brown,  
59 Schiff & Van Sluijs, 2015). Sport organisations, and particularly football clubs have  
60 also been presented as ideal organisations for delivering health messages and  
61 community-based intervention given their presumed impact on engaging communities.  
62 The PFP aimed to address this need for a bespoke family-based intervention within a  
63 sport-based community setting targeting families from low socio-economic groups  
64 exhibiting poor health behaviours.

65

## 66 **Consultant Philosophy**

67 The importance of understanding one's personal and professional philosophies has  
68 been previously identified as one of the most important prerequisites of effective sport  
69 psychology-based consulting (Corlett, 1996; Poczwardowski, Sherman & Ravizza,  
70 2004). As a BASES SE (and simultaneously MSc student), I was encouraged to gain  
71 an understanding of differing philosophical approaches and continuously reflect on my  
72 approach to practice. It can be suggested that my approach to philosophy was in part

73 influenced by my experiences as an elite gymnast, whereby from a young age I was  
74 encouraged to share my insights and solutions with my coaches and significant others  
75 and also develop as an individual as well as an athlete. These were later the values I  
76 began to adopt as a Sport and Exercise scientist and academic researcher, therefore  
77 I would classify my philosophy as humanistic – particularly a client-centred perspective  
78 which reflects the development of the whole person (Hill, 2001). Through this approach  
79 to practice, the client features as the source of behaviour change, and their  
80 experiences both guide and shape modification of future behaviour. The professional  
81 relationship which develops between myself and my clients also forms an essential  
82 part of my practice (drawing upon the characteristics of genuineness, non-judgemental  
83 caring and empathy).

84

85 Due to my dual role as a researcher and a practitioner, I also would classify myself as  
86 a ‘pracademic’. McNatt (2010) suggest that there is often a wide gap between  
87 academics and practitioners, however through the development of the ‘pracademic  
88 paradigm’ this offers an opportunity to bridge the gap between two original paradigms  
89 of research and practice. The underlying premise of this method is that those who  
90 adopt this approach are primarily focused on solving-real world problems – in my case  
91 this relates to my focus on improving the health behaviours and outcomes of Everton  
92 families. However, in doing so I also use my theoretical background to engage in more  
93 traditional academic research. I engage in individual, written reflection using Gibbs’  
94 (1988) six-staged cyclical model. However, within the current case I also used verbal  
95 and shared reflection through conversations with colleagues and my BASES  
96 supervisor both prior to writing in a reflective journal, (Huntley & Kentzer, 2013) and

97 subsequently after such meetings. This process is indicative of a staged reflection  
98 process.

99

## 100 **The Case**

101 The PFP was officially launched in February 2014 and involved initial formative  
102 research through structured and semi-structured interviews with local families to  
103 identify the health behaviours, needs and requirements of the potential client group  
104 (Bauman & Nutbeam, 2014). A range of sessions were then offered across a 12-week  
105 period including: PA-based sessions such as yoga and family fun sessions, social  
106 coffee mornings, education/awareness based sessions such as mental health  
107 awareness, and family cook and taste sessions, including an educational element.  
108 Following the completion of the 12-week intervention, families were encouraged to  
109 continue to make use of free/low cost gym facilities and engage with other local PA-  
110 based sessions. A full version of the session timetable and main aims and objectives  
111 can be found in Appendix 1.

112

113 Project participants were families with children aged between 3-11 years. However,  
114 this case study is based around one adult client who took part in the project with her  
115 10-year-old daughter, with a focus on PA and mental well-being. Upon signing up to  
116 the project the client was 48 years old, unemployed (associated with existing health  
117 conditions), educated to GCSE level and lived with her partner of 14 years in a  
118 privately rented property. The client's primary reason for signing up to the project was  
119 related to the opportunity to spend time with her daughter and become involved in  
120 sessions through the local community.

121

122 **Needs analysis and the presenting issues**

123 A range of quantitative and qualitative methods were used to provide an insight into  
124 the physical and psychological needs of the client. The client completed a health goals  
125 sheet, identifying her PA/health goals and project aspirations. This information was  
126 used to inform an initial semi-structured interview to gain further insight into her current  
127 health behaviours, goals and desires. This process was also important for building  
128 initial rapport (Sharp, Hodge & Danish, 2015). Arnold and Sarkar (2014) made  
129 reference to the importance of gaining trust and respect of clients but also being  
130 accessible and building quality relationships with individuals and organisations in order  
131 to be a successful (sports) psychologist.

132

133 Objective measures of PA and sedentary behaviour were collected via a wActiSleep-  
134 BT wireless accelerometer monitor, to measure body movements in three orthogonal  
135 planes: vertical, mediolateral and anteroposterior. This device provided information  
136 about the client's moderate-vigorous (MVPA) levels, which could then be compared to  
137 the current CMO guidelines for PA (Department of Health, 2011), alongside daily  
138 sedentary behaviour and daily/weekly light activity. Anthropometrical measurements  
139 in the form of height and weight were also taken, which allowed body mass index (BMI)  
140 score and classifications to be calculated.

141

142 The client self-completed the Warwick-Edinburgh Mental Well-being Scale  
143 (WEMWBS), a widely used and validated (Lloyd & Devine, 2012) scale of well-being  
144 which focused exclusively on positive aspects of mental health (Tennant, Hiler,  
145 Fishwick, Platt, Joseph, Weich, 2007), to assess attributes of mental well-being  
146 including both hedonic and eudaimonic perspectives. When using this scale, clients

147 are required to attend to their thoughts and feelings over the previous two weeks and  
148 provide responses to statements such as 'I've been dealing with problems well' and  
149 'I've been feeling confident', and uses a Likert scale from 1-5 with one being none of  
150 the time and 5 being all of the time.

151

152 Results demonstrated that whilst the client engaged in around 217.17 minutes of  
153 moderate activity per week, none of this activity was yielded from bouts of >10 minutes  
154 therefore she was failing to meet the UK PA guidelines of 150 minutes of MVPA per  
155 week through bouts of 10 minutes or more (Department of Health, 2011). The client's  
156 BMI was also 44.6, which classified her as obese (WHO, 2000). Physical inactivity  
157 increases the risk of many adverse health conditions and non-communicable diseases  
158 such as type 2 diabetes, breast/colon cancers, coronary heart disease, and also  
159 shortens life expectancy (Lee, Shiroma, Labelo, Puska, Blair & Katzmarzyk, 2012).

160

161 The clients' score on the WEMWBS was 42, which is below the English population  
162 mean of 52.3 for adults +16 years old (Health Survey for England, 2012). Mental well-  
163 being has been defined as 'a greater amount of positive affect than negative affect,  
164 along with favourable thoughts, such as satisfaction with life' (Diener, Emmons, Larsen  
165 & Griffin, 1985, p. 543). Within the semi-structured interview component, the client  
166 reported that she had been with diagnosed with depression, anxiety and agoraphobia,  
167 noting these conditions had often prevented her from taking part in activities both  
168 individually, and with her daughter, and as a result she had lost contact with friends  
169 and extended family members. Previous research has highlighted that individuals with  
170 diagnosed mental illness experience a range of barriers when engaging in PA e.g.  
171 high levels of perceived stress, low mood and a lack of self-confidence and/or social

172 support (Vancampfort, Firth, Schuch, Rosenbaum, Mugisha et al., 2017). Alongside  
173 these diagnosed mental health conditions, the client had limited previous exposure to  
174 common PA environments such as gym facilities and poor previous experiences  
175 related to this type of activity. The client therefore discussed qualitatively that she  
176 exhibited low levels of self-efficacy in relation to PA and health, but also appeared to  
177 lack confidence in herself more generally, particularly related to her physical  
178 appearance.

179

180 It has been suggested that people are moved to act (including in relation to the  
181 engagement in PA and exercise) by a variety of different factors (Lox *et al.*, 2014).  
182 According to Self Determination Theory (Ryan & Deci, 2000), on the one hand people  
183 can be motivated because they value a particular activity (internal motivation), or they  
184 can be externally coerced into engaging in a behaviour or undertaking an activity, for  
185 reasons external to the self. Environments which promote the individual's experience  
186 of autonomy, competence and relatedness also help to foster the most volitional and  
187 high quality forms of motivation and engagement for those activities. Previous  
188 literature has highlighted how individuals for whom motivation (for an activity), comes  
189 from within have more excitement, interest and confidence, which is then manifested  
190 as enhanced performance, persistence, creativity, self-esteem alongside greater  
191 levels of general well-being (Ryan, Deci & Grolnick, 1995). When the client discussed  
192 her reasons for 'signing up' to the intervention, she gave social and weight loss  
193 reasons as her primary rationale, alongside a desire for her child's enjoyment which  
194 is indicative of identified regulation (a form of extrinsic motivation) and a lack of internal  
195 or intrinsic motivation. However, this type of motivation does fulfil the basic  
196 psychological need for relatedness (Ryan & Deci, 2000).



197

198 **Intervention**

199 Prior to the commencement of the project, the client and I discussed her health goals  
200 and the types of activities which would help her to achieve these goals. Initially it was  
201 decided that the yoga and walking sessions would be less appropriate due to health  
202 restrictions in the form of arthritis, but she was interested in attending all other session  
203 types (full details of which can be found in Appendix 1). The aim of the intervention  
204 was to provide the client with opportunities to engage in PA and become more  
205 physically active, based on Bandura's (1977) Self Efficacy Theory, which has been  
206 widely used and applied in PA-based interventions within inactive populations  
207 (Ashford, Edmunds and French, 2010).

208

209 This theory suggests that there are four fundamental sources of self-efficacy: past  
210 performance accomplishments, vicarious experiences, social persuasion and  
211 physiological/affective states. Behaviour change techniques which related to self-  
212 efficacy, based on the taxonomy of physical activity as outlined by Michie, Ashford,  
213 Sniehotta, Dombrowski, Bishop and French (2015), were also adopted. For example  
214 – within the gym sessions, guided goal setting was used to set attainable weekly  
215 targets with the client. Information about the behaviour change techniques adopted  
216 through different session types on the project, alongside specific examples of use can  
217 be found in Appendix 2. The client was also interviewed again six weeks into the  
218 intervention, to obtain insight into her self-efficacy levels and resultant behavioural  
219 change, together with weekly meetings with myself in order to discuss her progress  
220 and goals.

221

## 222 **Intervention impact and evaluation**

223 Intervention impact and progress was assessed via repeat quantitative measures (PA  
224 – accelerometer measurements, mental well-being – WEMWBS), details of which can  
225 be found in the needs analysis section, and qualitative interviewing and insights from  
226 the client one week after completion of the intervention – with a particular focus on  
227 impact on PA-related self-efficacy. Post-intervention, while the client was still not  
228 engaging in sufficient MVPA to meet the UK guidelines (through bouts of >10 minutes  
229 of activity), she had increased this type of activity from 0 minutes (pre-intervention) to  
230 41 minutes post-intervention. She also definitively reported the positive changes she  
231 had made to her PA patterns, suggesting that she had become more active in general;  
232 but in particular was now engaging in more structured exercise and had joined a local  
233 gym, something she would not have had the confidence to do prior to attending the  
234 project sessions. Her BMI had also dropped from 44.6 to 41 post-intervention.  
235 Additionally, the client's self-rated mental well-being score had also increased from 42  
236 (pre-) to 60 (post-intervention). Maheswaran, Weich, Powell and Stewart-Brown  
237 (2012) have suggested that an increase of 3 or more on the WEMWBS scale can be  
238 considered a meaningful change.

239

240 Previous research has identified that a lack of self-efficacy may prevent individuals  
241 from engaging in PA (Prabu, Pennell, Foraker, Katz, Buckworth & Paskett, 2014).  
242 While increasing self-efficacy is considered an effective mechanism for increasing PA  
243 and thus interventions which implement behaviour change techniques which focus on  
244 increasing levels of self-efficacy have been found to be effective (French, Olander,  
245 Chisholm et al., 2014). While, other studies suggest that improvements in self-efficacy,  
246 related to PA may help to alleviate negative mental health outcomes such as stress

247 and depression through the generation of feelings of accomplishment and the ability  
248 to cope with daily stressors (McAuley, Mailey, Szabo & Gothe, 2013).

249

250 The current case study supports this research, as providing the client opportunity to  
251 develop self-efficacy (both PA self-efficacy belief and barrier self-efficacy)  
252 underpinned the changes the client was able to make to her PA behaviours, which led  
253 to the observed changes in her mental well-being. However, these positive changes  
254 would not have occurred as readily or successfully if it were not for the mutually  
255 supportive environment of both the project and intervention, which allowed for the  
256 development of internal competencies and thus influenced participant's health  
257 behaviour.

258

259 For the client, who prior to attending the sessions had little interaction with anyone  
260 outside her immediate family, the social benefits she was able to yield from interacting  
261 with myself as the practitioner alongside, other delivery/research staff were central to  
262 the changes she was able to make to her physical and mental health. Within the  
263 literature the relationship between Sports Psychologist and client has, for some time,  
264 been identified as the most important element of consultancy work. According to Sharp  
265 et al., (2015) amongst others, the practitioner qualities of honesty, commitment,  
266 knowledge and expertise, counselling skills and professional ethical behaviour are  
267 needed to create an effective consultancy relationship. Although there is no known  
268 research which has explored the qualities of Exercise Psychologists specifically,  
269 building effective relationships could be seen as vital when influencing behaviour  
270 change of inactive clients within an exercise psychology capacity.

271

272 Staff, many of whom were from the local area (and therefore whom participants may  
273 have been able to identify with), also acted as positive role models for the client.  
274 Setting examples for good overall health, including both physical, mental and social  
275 aspects (Bandura, 1986) and also using verbal and non-verbal tactics to increase the  
276 client's self-efficacy. The intervention also brought together families from a similar  
277 demographic area, with children around the same age, therefore attending the  
278 intervention sessions allowed the client opportunity to benefit from social support-  
279 based interactions between families. Molloy, Dixon Hamer and Sniehortaa (2010)  
280 reported that higher levels of social support is associated with higher levels of PA in  
281 young adults, and that women have a greater need for companionship and emotional  
282 types of PA support compared with men. Families were also able to be motivated  
283 from the performance accomplishments of others – i.e. families remaining engaged  
284 within PA both within the project sessions and that external to the project.

285

286 The design of an intervention which allowed families to take part in a variety of different  
287 PA and diet based sessions, promoted self-efficacy in the form of performance  
288 attainment, which has been described as the most powerful of efficacy sources as it  
289 is based on personal experience of success and failure (Bandura, 1986; Biddle et al.,  
290 2015). In relation to PA specifically, the PA-based sessions provided participants with  
291 opportunity to experience the physiological states of exercise within a controlled  
292 environment. Bandura (1986) also suggests that social comparison information is  
293 important in self-efficacy beliefs, and through engagement with the project, and on the  
294 proviso that they were inclined or predisposed to, families were able to imitate the  
295 positive health behaviours of each other and also staff members.

296

297 However the effectiveness of the intervention was not only assessed through  
298 behaviour change and the adoption of positive health behaviours leading to improved  
299 health outcomes, but was also judged by session attendance and qualitative (formal  
300 and informal) feedback from the client. The client engaged well with the project  
301 intervention, and with the support of trained staff members attended 36 sessions  
302 across the twelve week intervention period: 21 PA (family fun and gym sessions), all  
303 seven 'one off' education sessions on offer, three 'cook and taste' sessions and five  
304 social sessions, providing her with a number of positive experiences or past  
305 performance accomplishments which could then be drawn on in the future. The client  
306 made reference to these sources of self-efficacy in qualitative discussions post-  
307 intervention.

308

### 309 **Lessons learned and reflections**

310 Due to the increases in MVPA and self-rated mental well-being demonstrated through  
311 the case study, I would consider using the same approach again for work with inactive  
312 clients, particularly those who at baseline/needs analysis reported suffering from poor  
313 experiences of PA and exercise and low levels of self-efficacy. For the current case  
314 study, due to the number of quantitative and qualitative measures being taken and to  
315 minimise client burden, self-efficacy was not measured quantitatively. While the  
316 relationship between PA and self-efficacy is already well-established (McAuley &  
317 Blissmer, 2000; McAuley et al., 2013), it is acknowledged that quantitatively tracking  
318 the self-efficacy across the intervention period, may have been useful and is  
319 something that will be explored within future work.

320

321 Insights from the current case study also highlight a potential need to review the  
322 current PA guidelines, to set more realistic national targets for PA which are  
323 achievable by individuals from a variety of different backgrounds and circumstances,  
324 particularly obese, sedentary individuals with poor physical and mental health (Weed,  
325 2016). Results also highlight how making small changes to benefit overall health,  
326 particularly through engagement in light and informal PA, may lead to benefits to well-  
327 being as an alternative to the promotion of more intense and structured forms of PA  
328 which may also be considered unattractive and unachievable to inactive clients  
329 (Downward & Dawson, 2015). Indeed, the Sport England (2016) strategy  
330 subsequently noted the biggest health gains and therefore the best value for public  
331 investment is found in targeting those who are the least active.

332

333 However, while the intervention had a positive impact on the health behaviours and  
334 psychological outcomes of the client, she did require a high level of physical, social  
335 and emotional support throughout the intervention period. I maintained regular contact  
336 with the client over the phone and sent text message reminders prior to every session.  
337 At times, these reminders felt very time-consuming and I was worried that I was  
338 somewhat coercing the client into attending, however when I spoke to the client  
339 directly about this during an interview six weeks into the programme she said:

340

341 I think the texts off you keeping us organised was one thing, saying, "Right,  
342 we've got this tomorrow", and it was good, because I could get my head round  
343 it, whereas I wouldn't just say, "right, I'll get up tomorrow, and I'll go and do the  
344 gym, or, "I'll go for a walk with [daughter's name]". Because it was there, and  
345 we had you there as support, it made me do it.

346

347 As well as discussing the client's progress in relation to her health and PA activities  
348 during weekly meetings and within sessions, as the project developed, and the rapport  
349 built between myself and the client, she also began to divulge more about her wider  
350 life, and goals and ambitions, particularly related to employment. While this wasn't the  
351 primary outcome of the project, I felt glad that she felt comfortable in talking to me,  
352 and secure in the fact that we had developed a very good level of rapport. From this  
353 point onwards, while the client often made reference to the knowledge and experience  
354 she had gained through being involved with myself and other staff members on the  
355 project. Many of the comments she made in relation to staff were focused more on  
356 personal skills or their ability to connect with her and her daughter, highlighting the  
357 importance of the qualities of honesty and commitment, as identified by Sharp et al.,  
358 (2015).

359

360 This reflects the importance of client-practitioner relationship particularly when working  
361 with hard-to-reach individuals and groups (Crosby, Salazar, DiClemente & Lang,  
362 2010). However, more emphasis could have been placed on the importance of the  
363 client taking responsibility for their own engagement. Therefore, encouraging the client  
364 to provide more regular updates about their progress, thoughts and feelings either  
365 verbally or in written format, may have been beneficial. This approach may have  
366 helped to promote independence/autonomy which may have been useful for  
367 maximising the likelihood of the client sustaining the positive changes she was able to  
368 make to her health behaviours in the long-term. Due to the relationship that developed  
369 between myself and the client, this also reinforced the importance of setting  
370 appropriate professional boundaries and also putting in place clear referral strategies,

371 for any issues that could arise, particularly related to mental health (McEvoy, Enright  
372 & Macphai, 2015).

373

374 In conclusion the client was able to increase her self-efficacy levels and engage in  
375 more regular forms of light and MVPA. Following the intervention she was able to  
376 transfer these increases to other environments, for example obtaining membership of  
377 an external gym, which is evidence of the generality of self-efficacy (Bandura, 1997).  
378 However, there were still a number of constraints which prevented the client from  
379 meeting PA guidelines, in particular related to her socio-economic circumstances  
380 coupled with poor physical and mental health (Weed, 2016). Further, the presence of  
381 a physical health condition in the form of arthritis prevented the client from engaging  
382 in a number of low-cost activities such as walking and jogging. It is therefore essential  
383 that exercise psychology interventions with individuals from low socio-economic  
384 groups incorporate a range of activities that are not dependent on financial resources  
385 e.g. gym membership and enable clients to sustain any positive changes to their health  
386 behaviours post-intervention.

387

388 There is also a need for future research and guidance on developing effective client-  
389 exercise psychologist relationships when working with this type of 'hard-to-reach'  
390 group (Flanagan & Handcock, 2010). Additional research on the real life significance  
391 and impact of programmes on family life is also warranted (Cohen, Schroeder,  
392 Newson, King, Rychetnik et al., 2015). This is particularly the case as it can be  
393 suggested that in some circumstances, especially in the case of 'hard-to-reach'  
394 individuals, even small improvements in the physical, social and mental health



395 behaviours can have a notable positive impact on health outcomes and the quality of  
396 life (Downward & Dawson, 2015).

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## Appendix 1 - Session timetable and main aims and objectives

Session type & delivery staff lead	Week, day and time	Aims/objective
<b>Social coffee morning</b> Adults (children welcome) - Lead researcher	Mondays (week 1 -week 12)  9:30am -11am	<ul style="list-style-type: none"> <li>Offered an opportunity for families living within the local community to meet within a relaxed and informal setting and also discuss the project, future sessions, individual and group progress and follow-up on any themes from the weekly sessions with the researcher</li> </ul>
<b>Cook and taste</b> (All family members) - North Liverpool and Sefton food worker team	Mondays group 1 = week 5-7, group 2 = week 8-10  3:45pm-5:15pm	<p>The sessions were designed to equip families with the knowledge and skills to incorporate a healthy balanced diet into their lifestyle. The session was split into a practical cookery session followed by an education session with a different focus each week.</p> <ul style="list-style-type: none"> <li>Week 1 - discussed the Eatwell Plate giving detailed information for each of the five food groups</li> <li>Week 2 - discussed how to read and understand labelling. Discussed salt and used visual resources highlighting the amount of sugar in food and drinks.</li> <li>Week 3 – discussed budgeting and portion sizes for both adults and children</li> </ul>
<b>Mental health awareness</b> Adults and children (separate sessions) - Adults - EitC Mental Health football co-ordinator Children – lead researcher	Tuesday – week 3  4pm-6pm	<ul style="list-style-type: none"> <li>Adults - offered an opportunity for adults to gain knowledge around some common mental health conditions and their prevalence (including information about the negative impact of mental health stigma), whilst also gaining an understanding of the link between PA and mental health.</li> <li>Children – focused on understanding feelings and mood and the importance of friends and family through a variety of games and craft activities</li> </ul>
<b>Smoking awareness</b> Adults and children (separate sessions) - Stop smoking adviser - Roy Castle Fag Ends, children – lead researcher	Tuesday week 4  5pm-6pm	<ul style="list-style-type: none"> <li>Adults – were provided with information about local community stop smoking sessions and initial education and support around stopping smoking</li> <li>Children –children were provided with information about how smoking can impact on health, advice on avoiding peer pressure and how to say no to smoking/what to do if a friend is smoking and supporting parents with stopping smoking though a variety of fun games and activities</li> </ul>
<b>Employment/volunteering</b> Adults (children’s fun PA session at same time) - Adults - EitC volunteer co-ordinator & employment co-ordinator Children – EHU students	Tuesday – week 6  5pm-6pm	<ul style="list-style-type: none"> <li>Discussed the benefits of volunteering for health and well-being</li> <li>Helped adults to learn about the opportunities available through EitC and how volunteers can help with these opportunities</li> <li>Discussed progression back into employment, CV writing and interview support</li> </ul>

<p><b>Alcohol awareness</b> Adults and children (separate sessions) - Adults - EitC veteran mentor Children – lead researcher</p>	<p>Tuesday – week 7 5pm-6pm</p>	<ul style="list-style-type: none"> <li>• Reviewed the topic of alcohol and the harm it can cause</li> <li>• Provided an overview of units and what is in different types of drinks</li> <li>• Provided solutions and support including services if parents are concerned about their own/someone else's drinking</li> </ul>
<p><b>Debt management</b> Adults (children's fun PA session at same time) - Financial adviser – Babcock international Children – EHU students</p>	<p>Tuesday – week 8 5pm-6pm</p>	<ul style="list-style-type: none"> <li>• Discussed managing money and tips for budgeting and keeping on top of spending</li> <li>• Provided information on how to reduce debts or become debt free</li> <li>• Provided contacts to local services to help reduce debts</li> </ul>
<p><b>Lifestyle management</b> Adults and children (separate sessions) - Adults - Edge Hill MRes student and volunteers Children – lead researcher</p>	<p>Tuesday – week 10 5pm-6pm</p>	<ul style="list-style-type: none"> <li>• Discussed the benefits of physical activity and national guidelines for adults and children</li> <li>• Discussed the importance of a healthy diet for both parents and children</li> <li>• Discussed the benefits of sleep</li> <li>• Educated parents and children about fizzy drink and caffeine consumption</li> </ul>
<p><b>Yoga</b> Adults (children welcome to join in or separate fun session) - Adults - External yoga instructor Children – lead researcher</p>	<p>Wednesdays (week 1 – week 12) 6:30pm-7:30pm</p>	<ul style="list-style-type: none"> <li>• Provided opportunity to take part in a yoga session which helped to promote relaxation, build core strength, tone muscles, improve posture, increase energy and contributed to overall physical activity</li> </ul>
<p><b>Gym sessions</b> Adults and older children (children's fun PA session at same time) - Adults - EitC Health and Well-being practitioner Children – lead researcher</p>	<p>Thursdays (week 2 – week 12, after induction in week 1) 1:15pm-2:15pm</p>	<ul style="list-style-type: none"> <li>• Small group gym sessions were carried out with support from a number of personal training staff which allowed adults to work on specific training goal</li> <li>• Parents were also educated about overall health including the importance and benefits of drinking water and a healthy diet</li> </ul>
<p><b>Stanley Park Walk/cycle</b> All family members - Choose freedom - Cycling development officer/walk co-ordinator</p>	<p>Fridays (week 1 – week 12) 11am-12:15pm</p>	<ul style="list-style-type: none"> <li>• Offered an opportunity for families to meet up and interact in a social environment while engaging in light physical activity/walking</li> </ul>

Appendix 2 - Session type and behaviour change techniques adopted related to physical activity and eating behaviours with key examples and target variables. Italic figures in parentheses refer to each technique's corresponding number on Michie et al's (2011) taxonomy

Session type	Behaviour change techniques adopted	Examples of use and target variables
<b>Social coffee morning</b>	<ul style="list-style-type: none"> <li>• Goal setting (behaviour) &amp; weekly review of behaviour goals (5)</li> <li>• Barrier/identification/problem solving (8)</li> <li>• Prompting focus on past success (18)</li> <li>• Action planning (7)</li> <li>• Provide feedback on performance (19)</li> <li>• Prompt practice (26) &amp; use of follow up prompts (27)</li> <li>• Facilitate social comparison (28)</li> <li>• Provide normative information about others behaviour (4)</li> </ul>	<p>(5) All family members were encouraged to make behavioural resolutions related to any aspect of their health e.g. reduce sugar consumption, for some families these were made weekly and for others less frequently, however were reviewed during weekly coffee mornings. = <b>Motivation and self-efficacy</b></p> <p>(7) Families were also encouraged, where possible (with the support of the delivery staff to specify the minimum level of acceptable change e.g. cut down sugar to one teaspoon = <b>Habitus/habit and motivation</b></p> <p>(28) Weekly group sessions provided opportunity to mix with others “in the same boat” which may have helped to change perceptions and improve self-efficacy. Weekly discussions in coffee mornings provided opportunities for parents to compare their own behaviours and health and their children to others. = <b>self-efficacy and motivation</b></p>
<b>Cook and taste</b>	<ul style="list-style-type: none"> <li>• Provide information about the consequences of behaviour both general (1) and individual (2)</li> <li>• Fear arousal (32)</li> <li>• Provide instruction on how to perform the behaviour (21)</li> <li>• Model/demonstrate the behaviour (22)</li> <li>• Prompt identification as role model (30)</li> <li>• Prompt practice (26)</li> </ul>	<p>(1,2) During the education element of the session families were given information about a particular theme each week e.g. sugar and what impact poor health choices can have on health. Where possible, visual aids were used e.g. bottles of fizzy drinks and the relevant weights of sugar in each. = <b>capital and motivation</b></p> <p>(21,22) Families were provided with recipes, ingredients and facilities and were first of all given instructions (both verbal and written) from delivery staff, then shown visually skills such as knife or measuring skills and then given opportunity to cook a meal within the session = <b>habitus/habit and self-efficacy</b></p>
<b>Family fun</b>	<ul style="list-style-type: none"> <li>• Prompting generalisation of a target behaviour (15)</li> <li>• Provide instruction on how to perform the behaviour (21)</li> <li>• Model/demonstrate the behaviour (22)</li> <li>• Provide information on when and where to perform the behaviour (20)</li> </ul>	<p>(21, 20) Families were provided with ideas about games they could play with their children at home and also provided opportunities to engage in the games in free outdoor spaces e.g. the park which could then be replicated by families outside the sessions. = <b>motivation, capital, habitus and self-efficacy</b></p>



<b>Yoga</b>	<ul style="list-style-type: none"> <li>• Provide information on when and where to perform the behaviour (20)</li> <li>• Provide instruction on how to perform the behaviour (21)</li> <li>• Model/demonstrate the behaviour (22)</li> <li>• Prompt practice (26)</li> </ul>	<p>(21,22) The yoga instructor not only provided instructions related to yoga poses and techniques but also took part in the session in order to model the behaviour to parents = <b>self-efficacy</b></p>
<b>Gym sessions</b>	<ul style="list-style-type: none"> <li>• Goal setting (outcome) (2)</li> <li>• Provide information on when and where to perform the behaviour (20)</li> <li>• Provide instruction on how to perform the behaviour (21)</li> <li>• Model/demonstrate the behaviour (22)</li> <li>• Plan social support/social change (29)</li> </ul>	<p>(2) Guided goal setting was used to set weekly targets with each family = <b>Motivation, habitus and self-efficacy</b></p> <p>(29) A whole family approach was embedded throughout the project (i.e. all family members encouraged to attend the sessions and change behaviour encouraged to change their own behaviour. The group as a whole were also encouraged to attend local activities together and help each other out (e.g. provision of lifts) = <b>figurations, motivation and self-efficacy</b></p>
<b>Stanley Park Walk/cycle</b>	<ul style="list-style-type: none"> <li>• Provide information on when and where to perform the behaviour (20)</li> <li>• Shaping (14)</li> <li>• Action planning (7)</li> </ul>	<p>(20) Families' were provided with opportunity to engage in walking/cycling sessions in free outdoor spaces. Further information about other walking groups and local parks and facilities were also given to parents. = <b>motivation, capital and self-efficacy</b></p>
<b>Lifestyle management</b>	<ul style="list-style-type: none"> <li>• Provide information about the consequences of behaviour both general (1) and individual (2)</li> <li>• Prompting focus on past success (18)</li> <li>• Goal setting (behaviour) (1)</li> <li>• Fear arousal (32)</li> <li>• Relapse prevention/coping planning (35)</li> </ul>	<p>(18) Families were encouraged to think of a time they have successfully carried out a behaviour or made a change related to their health in order to increase confidence. = <b>self-efficacy</b></p>

\*Feedback on behaviour including adult and child physical activity levels was also provided in line with quantitative research elements being collected (pre-intervention, post-intervention and 12 month post-intervention) and was also discussed informally within other sessions . Parents were also encouraged to self-award successful behaviour alongside providing incentives for children.