

SECTION 1 ❖ 15 MIN.

## Welcome, Overview & Introductions

Objectives: Facilitator will:

- Create a comfortable atmosphere for discussion.
- Explain the purpose and goals of the workshop.
  - Participants' active involvement in their quit process
  - Development of a personal plan for quitting smoking
- Outline the workshop agenda.

Methods: Brainstorm, lecture

Materials:

- Nametags
- Markers
- Easel and pad
- Participant packets
- Attendance sheets
- Overhead projector (optional)
- Handout 1: **Agenda**
- Appendix A: **Proposed Ground Rules**

Topic	Content	Processing Points
WELCOME & HOUSEKEEPING	<p><b>Hand out</b> nametags as participants arrive.</p> <p><b>Welcome</b> the class and introduce yourself.</p> <p><b>Share</b> some background on who you are and how you came to be the facilitator for this workshop.</p> <p><b>Pass out</b> participant packets.</p>	<p>Explain why helping people to quit smoking is important to you.</p>
GROUND RULES	<p><b>Establish Ground Rules.</b></p> <p><b>Review</b> Appendix A “Proposed Ground Rules” and review with group.</p> <p><b>Emphasize</b> confidentiality and participation as key.</p> <p><b>Ask</b> for participant's input and approval of ground Rules.</p>	<p>Assure participants that everything they say will be kept in confidence by you and the rest of the group.</p> <p>Ask permission to call on people even if they don't put their hands up.</p> <p>State that anyone can choose not to answer a question at any time.</p>
OVERVIEW	<p><b>Review</b> course goals.</p> <p><b>Review</b> agenda.</p> <p><b>Answer</b> questions as needed.</p> <p><b>Use sports analogy</b> described in the facilitator's introduction to illustrate the importance of involvement.</p> <p><b>Check</b> for understanding.</p>	<p>Point out that cessation drug aids will be covered in section 5; assure participants that you will cover them in detail.</p> <p>This analogy is a major reference point throughout the workshop. Introduce it at this point, and then continue to refer back to it as prompted.</p>
INTRODUCTIONS	<p>Have everyone <b>state</b> their first name and if this is their first or more quit attempt. (P)</p> <p><b>Take attendance</b> during this time. (F)</p>	<p>If the group is large, consider not going around the entire room. Instead, ask 4 or 5 people if they would like to briefly share what brought them to the workshop.</p>

SECTION 2 ❖ 15 MIN.

## What Smokers Are Up Against: The Power Of Nicotine

Objectives: Participants will:

- Understand the complexity of nicotine addiction.
- Explore why they had a difficult time quitting in the past.

Methods: Brainstorm, lecture, demonstration

Materials:

- Chart pad
- Easel
- Markers
- Overhead Projector (Optional)
- Handout 2: ***Complexity of Nicotine Addiction***

Topic	Content	Processing Points
REASONS FOR SMOKING	<p><b>Brainstorm</b> – brief 5 minutes. (F/P)</p> <p><b>Ask</b> participants to share the reasons why they smoke.</p> <p><b>Chartpad</b> responses.</p>	<p>Use this section as an opportunity to empathize with participants. You may want to acknowledge how pleasurable smoking still is for some people.</p> <p>Possible responses include:</p> <ul style="list-style-type: none"> <li>▶ Relaxing</li> <li>▶ Stimulating</li> <li>▶ Habit</li> <li>▶ Taste</li> <li>▶ Friends</li> <li>▶ Addicted</li> </ul>
WHY IT IS SO DIFFICULT TO QUIT	<p><b>Draw</b> a large circle on chartpad and divide into four sections.</p> <p><b>Label</b> each of the sections with one of the following factors:</p> <ul style="list-style-type: none"> <li>▶ Behavioral</li> <li>▶ Social</li> <li>▶ Psychological</li> <li>▶ Biological</li> </ul> <p><b>Ask</b> participants to place some of their reasons for smoking in the appropriate section.</p> <p><b>Discuss</b> the complex nature of addiction in response to participants' answers.</p> <p><b>Refer</b> to Handout 2: <b>Complexity of Nicotine Addiction</b> for detailed information about each aspect of addiction.</p>	<p>Tell participants <i>“The more you know about how smoking and nicotine operate, the better you can prepare for a successful quit.”</i></p> <p>The terms “Behavioral / Social / Psychological / Biological” might prove difficult; substitute words such as “mind, body, habits, and emotions” as needed.</p> <p>Emphasize that due to this complexity, it takes more than a simple act of will to quit.</p> <p>Explain that the medications can help with the biological component of quitting, but participants need to work on the social, behavioral, and psychological aspects.</p>
WRAP UP	<p><b>Review</b> four main components of tobacco dependence: Behavioral, Social, Psychological, and Biological. (F)</p>	<p>This section is an excellent opportunity for Participants to see how the workshop will run. They can expect a mixture of brainstorming, lecture, and discussion. They should also be prepared for significant input and reflection on their part.</p>

SECTION 3 ❖ 15 MIN.

## The Downside of Tobacco Use & The Benefits of Quitting

### Objectives:

- Review the details of the negative effects of tobacco use.
- Illustrate to the participants how to use information to produce behavior change.

Methods: Brainstorm, lecture, demonstration

### Materials:

- Chart pad and easel
- Markers
- Overhead Projector (optional)
- Bag of Ingredients for demonstration (optional)
- Handout 3: ***Consequences of Tobacco Use***
- Handout 4: ***When You Quit Smoking...***
- Appendix B: ***Bag of Ingredients***

Topic	Content	Processing Points
<p><b>CONSEQUENCES OF SMOKING</b></p>	<p><b>Sports Analogy (F/P):</b></p> <p><b>Ask:</b> “Why does a coach give a pep talk?”</p> <p><b>Explain</b> that the team knows the game is important, but reviewing and focusing on key points keeps them involved and increases chance of success.</p> <p><b>Brainstorm</b> downsides to tobacco use (F/P).</p> <p><b>Remind</b> participants that consequences can be physical, psychological, social or biological.</p> <p><b>Chartpad</b> Responses.</p> <p><b>Redraw</b> four-section circle used in previous activity.</p> <p><b>Ask</b> participants to repeat the previous activity of placing responses into different sections.</p> <p><b>Discuss</b> how the consequences also affect four areas of our lives.</p>	<p>Reviewing the negative effects of tobacco use is similar to getting a pep talk. Everyone may know that it is important to do well, but it still helps to be reminded.</p> <p>Involvement keeps participants from feeling lectured on the evils of tobacco use.</p> <p>Handout 3: <b><i>Consequences of Tobacco Use</i></b></p> <p>Use these facts to add to participants’ brainstormed list.</p> <p>Tie information back to the need for a strong mental picture of why they want to quit smoking.</p>
<p><b>BENEFITS OF QUITTING</b></p>	<p><b>Redraw</b> four-section circle used in previous two activities.</p> <p><b>Ask</b> them to brainstorm benefits of quitting into each section.</p> <p><b>Discuss</b> how benefits also impact many parts of their lives.</p>	<p>Handout 4: <b><i>When You Quit Smoking...</i></b></p> <p>Use this benefits timeline to help P’s focus on the wide range of benefits from quitting.</p>
<p><b>WHAT’S IN CIGARETTES?</b></p>	<p><b>Optional Demonstration:</b></p> <p><b>“Bag of Ingredients” (F)</b></p> <p>This activity displays some of the 4,000 chemicals in cigarette smoke: ammonia, nail polish remover etc.</p> <p><b>Show</b> each item and explain what chemical it represents.</p>	<p>This demonstration can take 10-15 minutes. F must decide if s/he wants to spend the time.</p> <p>See <b>Appendix B</b> for details on the bag and how to assemble the props.</p> <p>Try to set tone of “Isn’t it amazing that these things are in cigarettes?” vs. “It’s bad for you to smoke.”</p>

## **Quit Tobacco** Workshop

### SECTION 4 ❖ 80 MIN.

## Preparing to Quit

Part A: Building Confidence to Quit ❖ 20 min.

Part B: Strengthening Commitment ❖ 10 min.

Part C: Developing a Quit Plan ❖ 50 min.

**Objectives:** Participants will:

- Increase confidence in their ability to successfully quit smoking.
- Strengthen their commitment to quitting.
- Develop a quit plan.

**Methods:** Brainstorm, lecture, mapping activity, discussion

**Materials:**

- Chart pad and easel markers
- Tape
- Post-Its<sup>®</sup> or sticky notes
- Overhead Projector (optional)
- Handout 5: **Challenges and Successes**
- Handout 6: **Making A Commitment to Quit**
- Handout 7: **Preparing to Quit**
- Handout 8a/b: **Smoking Diaries**
- Handout 9: **Quit Activities**
- Handout 10: **The Six D's**
- Handout 11: **Quit Plan**
- Handout 12: **Staying a Non-smoker**

**Note:**

The facilitator will need to keep track of time throughout this entire section and keep things moving. The three parts (confidence, commitment, and action) in this section all include activities that can use up too much time if not monitored.

Topic	Content	Processing Points
<p><i>PART A:</i> BUILDING CONFIDENCE TO QUIT</p>	<p><b>Introduce role of confidence in quitting.</b> (F)</p> <p><b>Preparedness</b> increases confidence; confidence leads to increased success.</p> <p><b>Confidence</b> is not static; it can increase and decrease based on preparedness (<b>refer</b> to Sports Analogy in Facilitator Introduction).</p> <p><b>Tell</b> participants that they will examine the challenges they had quitting in the past along with their successes.</p> <p><b>State</b> that the purpose of activity is to increase their confidence.</p> <p><b>Ask</b> participants to take out <b>Handout 5: Challenges and Successes.</b> (F/P)</p> <p><b>Offer</b> examples of successes and challenges. See processing points. (F)</p> <p>Participants <b>list</b> 2 of their own strategies that have worked for them. (P)</p> <p><b>Ask</b> for a few examples. (F)</p> <p><b>Repeat</b> the process for the problem areas.</p> <p>Have participants <b>devise strategies</b> to address their problem areas. What will their new responses be?</p> <p><b>Discuss</b> their new strategies as a group.</p>	<p>How confident a person is in doing a task (self-efficacy) is related to how likely they are to be successful at it. This is especially true with quitting smoking.</p> <p>If participants have not tried to quit before, have them think about what might be particularly challenging about quitting (i.e., what to do with their hands or what to do during a work break).</p> <p>Examples of successful strategies:</p> <ul style="list-style-type: none"> <li>▶ Not buying cigarettes at their usual store.</li> <li>▶ Not smoking in the car.</li> </ul> <p>Examples of problem areas:</p> <ul style="list-style-type: none"> <li>▶ Smoking with friends.</li> <li>▶ Smoking when having a drink.</li> </ul> <p>Assist participants with solutions to problem areas as needed.</p>

Topic	Content	Processing Points
<p><i>PART B:</i> STRENGTHENING COMMITMENT</p>	<p><b>Sports team analogy (F):</b> The greater the commitment, the greater the chance of success.</p> <p><b>Discuss</b> commitment. (F)</p> <p><b>State</b> that commitment can take many forms, such as time, energy or money. Emphasize that commitment is more involved than just “giving it a try.”</p> <p><b>Refer to Handout 6: Making A Commitment to Quit</b> and have P’s complete if there is enough time. If not enough time, suggest as a homework assignment. (P)</p>	<p>If participants do not have a commitment to quitting, they are likely to relapse if cravings or stress get to be too much.</p> <p>This is a good place to be challenging in a supportive manner. Gently push participants to examine whether they think their level of commitment matches the complexity of nicotine addiction.</p>



Topic	Content	Processing Points
<p><b>QUIT ACTIVITIES</b></p>	<p><b>Brainstorm</b> quit activities. (F/P)</p> <p><b>Chartpad</b> responses. (F)</p> <p>Have participants <b>choose</b> quit activities and <b>add</b> to <b>Handout 9: Quit Activities</b>.</p> <p><b>Handout 11: Quit Plan</b> is a one-page overview encompassing all the activities participants previously completed. Ask participants to fill in the sections with what they decided in the previous discussion. Ask that they sign and date the quit plan.</p>	<p>Example of Quit Activities:</p> <ul style="list-style-type: none"> <li>▶ Distract yourself if having a craving.</li> <li>▶ Each morning do a reminder activity related to staying quit (e.g., writing in a journal).</li> <li>▶ Give yourself a reward at the end of each week.</li> <li>▶ Apply “The Six D’s.” See <b>Handout 10</b>.</li> </ul> <p>Suggest to participants that they carry their Quit Plan with them or hang it up in their house to remind them of their commitment to and plan for quitting.</p>
<p><b>RELAPSE: PREVENTION &amp; GETTING BACK ON TRACK</b></p>	<p><b>Explain</b> to participants the importance of understanding what might trigger them to relapse and the how to cope with those triggers.</p> <p><b>Emphasize</b> the fact that just because someone relapses, doesn't mean that they have failed. They can choose to look at relapse as a learning experience.</p> <p><b>Handout 12: Staying a Non-smoker</b> is designed to help them look back at everything they have discussed during this section and give them ways to get back on track if they do slip.</p>	

SECTION 5 ❖ 40 MIN.

## Tobacco Cessation Drug Aids

Objectives: Participants will:

- Understand how cessation drug aids work in the body.
- Understand both the limits and benefits of using the cessation drugs .
- Be aware of possible side effects and contraindications for the medications.
- Know how to properly use the medications.

Methods: lecture, discussion

Materials:

- Chart pad and easel
- Markers
- Tape
- Post-Its<sup>®</sup> or sticky notes
- Overhead Projector (optional)
- Handout 13: ***Role of Medications***
- Handout 14: ***Nicotine Patch***
- Handout 15: ***Bupropion SR***
- Handout 16: ***Other Nicotine Replacement Therapies***
- Handout 17: ***Additional Resources***



Topic	Content	Processing Points
OBTAINING MEDICATIONS	<p><b>Hand out</b> “Quit Tobacco Verification Form”.</p> <p><b>Outline</b> prescription process for the facility.</p>	<p>There is no standard procedure for obtaining prescriptions with the verification form throughout the region.</p> <p>Facilitators should determine the procedure for local facility prior to the workshop.</p>
WRAP UP	<p><b>Sports analogy (F):</b> A team that is involved, armed with information, confident, has a plan, and a boost from supplements is more likely to win the big game.</p> <p><b>Handout 17: Additional Resources</b> If time, go over what resources are available to them after class.</p> <p>Overall Q + A. (F)</p> <p><b>Complete</b> Evaluation forms. (P)</p>	