

Quit Tobacco Workshop

REGIONAL HEALTH EDUCATION

Revised August 2002



KAISER PERMANENTE®

REGIONAL HEALTH EDUCATION
Quit Tobacco Workshop

TABLE OF CONTENTS

Facilitator Introduction	1
Curriculum-At-A-Glance	3
1: Welcome, Overview & Introductions	11
2: What Smokers Are Up Against: The Power Of Nicotine	13
3: The Downside of Tobacco Use & The Benefits of Quitting	15
4: Preparing to Quit	17
5: Tobacco Cessation Drug Aids	22
Appendix A: Proposed Ground Rules for the Day	25
Appendix B: Bag of Ingredients / What's in Cigarette Smoke?	26

ACKNOWLEDGEMENTS

Developed by:
Scott Thomas, PhD
Amanda Wylie
Gina Marwick

Revised in August 2002 by:
Gina Marwick
Nancy Bouffard, MPH, MSW



For questions regarding this curriculum, contact:
Ali Goldstein, MPH, at 8-427-3534 (outside: 510-987-3534)

Facilitator Introduction

Workshop Goal:

The goal of the quit smoking workshop is to actively involve the participants in their quit process.

To be actively involved, participants must:

- reflect on past quit attempts
- make detailed plans for a future quit attempt
- make a commitment to devote time and energy towards quitting.

Participants' Understanding of Quitting:

Many participants will not be clear on what it means to be involved in the process of quitting. Some participants may think that stopping smoking is directly related to willpower (I failed because I didn't try hard enough.) Others may think they were unable to quit because of outside pressures (I need to wait for the right time to quit.) Or, there may be participants who understand that they need to be involved in the quit process, but do not know exactly what action to take.

Teaching Participants about Involvement:

A good way to teach participants about the importance of involvement is by using an example that is not related to smoking. One example is of a sports team preparing for a game. This analogy will be used throughout the curriculum, so please familiarize yourself with it. Note: In the actual workshop, you may choose to use another analogy that you prefer, such as gardening or planning a trip.

SPORTS ANALOGY

If a sports team has a game scheduled, they could choose to show up, play, and see how well they do. That would be the lowest level of involvement. If they wished to be more involved, they could practice during the week prior to the game. To increase their involvement even more, they could study the opposing team to determine their strengths and weaknesses. More involvement would include evaluating their strategy during the game, and changing tactics if it is not working. Finally, after the game was over, they could continue to be involved by assessing their performance and applying their learning to future game plans.

The question to ask participants is whether a team has more chance of success if they just show up and play, or if they fully involve themselves in preparation, planning, and execution. **The purpose is to help the participants see how much of a difference it makes when they get involved in what they are trying to accomplish.** Again, do not underestimate how many smokers may not have applied this perspective to quitting smoking. They may have applied it successfully to other parts of their lives, but not to smoking.

Note: It is important to continually refer back to an analogy of this type to highlight the importance of participants' involvement in their own quit processes.

Facilitator Role:

It is expected that facilitators will have prior experience in smoking cessation before conducting this workshop. If your experience is in leading multi-session quit classes, you will need to adjust your pacing to the single session format. If your experience is with one-to-one counseling, try to ensure that your responses to questions are helpful to the larger group. Finally, the limited time of the single session workshop requires that the facilitator keep the group focused and moving through the activities.

It is critically important that you tell participants why a particular activity is being conducted. Activities are often ineffective when they are simply conducted one after another without time for reflection and debriefing. The participants should understand how an activity relates to the quit process. For example, many participants could find it a waste of time to list their reasons for wanting to quit and ask what the point is of writing reasons down, or saying them aloud. It is the facilitator's role to emphasize that clearly stating the reasons for quitting helps reinforce them in their minds.

Discussing why an activity is being conducted is sometimes referred to as "framing the activity." The facilitator is creating a frame of reference around the activity so participants understand the rationale and can fully integrate the exercise into their quit process. Quickly, but clearly, framing each activity can help make a quit workshop truly effective.

Using the Curricula:

The workshop should take a total of 3 hours to complete. It is segmented into 5 sections. The Curriculum-at-a-Glance grid contains course objectives and provides an overall view of each section: main points and activities, materials, and a space for your notes. The longer Curriculum provides a detailed grid for each section. It contains step by step instructions and important processing points for each section.

Some of the handouts at the end of the curriculum provide important information for both facilitators and participants. Other handouts function as activity worksheets. Facilitators should review all of the handouts to determine how they will be used during the workshop. Facilitators may want to make overheads of some of the handouts that are used as worksheets in order to lead the participants through an activity.

CURRICULUM AT-A-GLANCE

PURPOSE

To help participants prepare and plan for quitting smoking

OBJECTIVES

By the end of the workshop, participants will:

- ▶ Increase their involvement in the quit process
- ▶ Explore the complexity of tobacco dependence and learn why it is difficult to quit
- ▶ Understand the physical, psychological, and biological effects of tobacco use
- ▶ Increase their confidence about being able to quit
- ▶ Develop a quit plan
- ▶ Understand the benefits, limitations, and proper use of cessation drug aids

TOTAL TIME: 2 hours 45 minutes

✓ The workshop is scheduled for 3 hours. This leaves 25 minutes for breaks and flexibility in activities.

NOTE TO FACILITATORS:

Please read the Facilitator's introduction before beginning the workshop. In the attached curriculum, "(F)" indicates facilitator and "(P)" refers to participants.

SECTION 1: WELCOME, OVERVIEW, INTRODUCTIONS				
Time	Topic	Activity	Materials	Notes
15 min. ↓	WELCOME & HOUSEKEEPING	Hand out nametags & participant packets. (F)	<ul style="list-style-type: none"> • Nametags • Markers • Participant packets • Attendance sheets • Easel and pad 	
	GROUND RULES	Review ground rules with <i>Appendix A</i> .	Appendix A: Ground Rules	
	OVERVIEW	<p>Review course goals. (F)</p> <p>Introduce the importance of involvement. Sports team analogy. (F)</p> <p>Review agenda. (F) <i>option: use chartpad/overhead.</i></p>	<p>Facilitator's Introduction</p> <p>Handout 1: Agenda</p>	
	INTRODUCTIONS	Lead introductions: While participants introduce themselves, take attendance. (F/P)		

AT-A-GLANCE

SECTION 2: WHAT SMOKERS ARE UP AGAINST – THE POWER OF NICOTINE				
Time	Topic	Activity	Materials	Notes
15 min. ↓	REASONS FOR SMOKING	Brainstorm and Chart pad reasons for smoking (F/P)	<ul style="list-style-type: none"> • Chart pad • Markers 	
	WHY IT IS SO DIFFICULT TO QUIT	<p>Draw a four-section pie chart and label the sections:</p> <ul style="list-style-type: none"> ▶ Behavioral ▶ Social ▶ Psychological ▶ Biological <p>Write participants' responses in appropriate sections of the pie chart.</p> <p>Discuss the complex nature of nicotine addiction.</p>	<ul style="list-style-type: none"> • Chart pad and easel • Markers • Overhead projector (<i>optional</i>) <p>Handout 2: <i>Complexity of Nicotine Addiction</i></p>	

SECTION 3 THE DOWNSIDE OF TOBACCO USE AND THE BENEFITS OF QUITTING				
Time	Topic	Activity	Materials	Notes
15 min. ↓	CONSEQUENCES OF SMOKING	<p>Sports team analogy (F): Why reviewing the obvious helps.</p> <p>Brainstorm and Chart pad downsides of tobacco use (F/P)</p> <p>Redraw four-section circle and label behavioral, social, psychological, and biological. Write participants' responses in the section where the negative effect is felt.</p> <p>Discuss effects of consequences.</p>	<ul style="list-style-type: none"> • Chart pad and easel • Markers • Overhead projector (optional) <p>Handout 3: Consequences of Tobacco Use</p>	
	BENEFITS OF QUITTING	<p>Brainstorm and Chart pad benefits of quitting. (F/P)</p> <p>Redraw four-section circle and label behavioral, social, psychological and biological. Write in participants' responses.</p> <p>Discuss the wide range of benefits of quitting.</p> <p>Optional Demonstration (F) "Bag of Ingredients" (chemicals in cigarettes)</p>	<p>Handout 4: When You Quit Smoking...</p> <p>Appendix B: Bag of ingredients</p>	

Section 4: Preparing to Quit				
Time	Topic	Activity	Materials	Notes
20 min.	PART A: BUILDING CONFIDENCE TO QUIT	<p>Introduce <i>role of confidence</i> concept (F)</p> <ul style="list-style-type: none"> ▶ Preparedness = confidence ▶ Confidence = increased success <p>Weight Gain as an example of a possible challenge.</p> <p>Complete Handout 5: <i>Past Challenges and Successes</i> (P).</p> <p>Debrief activity (F).</p>	Handout 5: <i>Past Challenges and Successes</i>	
10 min.	PART B: STRENGTHENING COMMITMENT	<p>Sports team analogy (F) The greater the commitment, the greater chance of success.</p> <p>Review various forms of commitment, e.g., time, energy etc. (F)</p> <p>Pass out Handout 6: <i>Making a Commitment to Quit</i> (P).</p>	Handout 6: <i>Making a Commitment to Quit</i>	

Section 4: Preparing to Quit Continued				
Time	Topic	Activity	Materials	Notes
50 min.	PART C: DEVELOPING A QUIT PLAN <ul style="list-style-type: none"> PREPARATION ACTIVITIES QUIT ACTIVITIES QUIT PLAN 	<p>Sports team analogy: (F) Quit Plan = Game plan</p> <p>Introduce idea of quit plan (F)</p> <p>Brainstorm preparation activities and choose several for plan (F/P).</p> <p>Complete Handout 7: Preparing to Quit (P)</p> <p>Suggest using Handout 8a and/or 8b: Quit Smoking Diaries as a preparation activity (F/P).</p> <p>Quit Activities (P/F)</p> <ul style="list-style-type: none"> ▶ Create a chart pad of the left side of Handout 9 and review (F). ▶ Complete right side of Handout 9 (P). ▶ Review the 6 D's Handout 10 (F). ▶ Complete Handout 11: Quit Plan (P). 	<ul style="list-style-type: none"> Chart pad/easel Markers <p>Handout 7: Preparing to Quit</p> <p>Handout 8a and/or 8b: Quit Smoking Diaries</p> <p>Handout 9: Quit Activities</p> <p>Handout 10: The Six D's</p> <p>Handout 11: Quit Plan</p>	

Section 4: Preparing to Quit Continued				
Time	Topic	Activity	Materials	Notes
	<ul style="list-style-type: none"> RELAPSE PREVENTION & GETTING BACK ON TRACK 	<p>Explain ways to prevent relapse and how to get back on track if they slip (F).</p> <p>Pass out Handout 12: Staying a Non-smoker (F).</p>	Handout 12: <i>Staying a Non-smoker</i>	

Section 5: Tobacco Cessation Drug Aids				
Time	Topic	Activity	Materials	Notes
10 min.	BENEFITS AND LIMITATIONS OF MEDICATIONS	<p>Sports team analogy (F) Limited success if the team took nutritional supplements, but didn't practice or plan.</p> <p>Discussion: (F) <ul style="list-style-type: none"> ▶ Emphasize medications as 1 part of quit plan (bio/psycho/social). </p>	Handout 13: Role of Medications	
15 min.	ABOUT THE MEDICATIONS	<p>Discussion on cessation aids (F) <ul style="list-style-type: none"> ▶ Review bupropion, patch, NRT. </p> <p>Q+A</p>	Handouts 14: Nicotine Patch 15: bupropion SR 16: Other NRT (optional)	
10 min.	OBTAINING MEDICATIONS	<p>Verification Form</p> <p>Outline prescription process for the facility.</p>	Quit Tobacco Program Verification Form (#93089)	
5 min.	WRAP UP	<p>Sports analogy A team that is involved, confident, has a plan, and a boost from supplements is more likely to win the big game.</p> <p>Overall Q + A</p> <p>Evaluation Forms</p>	Handout 17: Additional Resources (optional) Evaluation Forms	



Proposed Ground Rules for the Day

- ▶ Start and stop on time.
- ▶ Maintain confidentiality.
- ▶ Participate fully and encourage participation of others.
- ▶ Respect others' viewpoints and opinions.
- ▶ OK to voice concerns and questions.
- ▶ Make comments in a constructive manner (disagreeing doesn't mean being disagreeable).
- ▶ Silence pagers and cell phones.



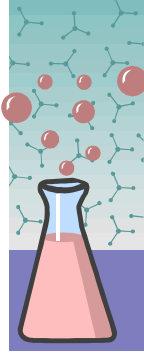
Cigarette smoke contains 4,000 chemicals (401 of them are toxic, 43 of them are known to cause cancer). Listed below are some items that can be used to represent those chemicals and other aspects of tobacco and smoking. Next page is a partial list of the chemicals.

American Lung Association of SF/SM Counties



DISPLAY ITEM:	WHAT IT REPRESENTS:
Scrub brush	Cilia (protective hairs in the lungs)
Bubble wrap	Alveoli (air sacs in the lungs)
Molasses (1 pint)	Tar (6 months of 1 pack a day)
Ammonia	Ammonia (added to increase potency of nicotine)
Nail polish remover	Acetone
Denatured alcohol	Methyl alcohol (rocket fuel – added to keep cigarettes burning)
Moth balls	Benzene
Toluene	Toluene (industrial solvent)
Toy car/truck	Carbon monoxide (vehicle exhaust)
Toy rat	Arsenic (rat poison)
Battery	Cadmium (used in rechargeable batteries)

✓ See the next page for making more display items.



What's in Cigarette Smoke?

There's over 4,000 chemicals, including...



<p>Cancer Causing Agents</p> <ul style="list-style-type: none"> <i>Nitrosamines</i> <i>Crysenes</i> <i>Cadmium</i> <i>Benzo(a)pyrene</i> <i>Polonium</i> <i>Nickel</i> <i>P.A.H.s</i> <i>Dibenz Acidine</i> <i>B-Napthylamine</i> <i>Urethane</i> <i>N. Nitrosonornicotine</i> <i>Toluidine</i> <p>Metals</p> <ul style="list-style-type: none"> <i>Aluminum</i> <i>Zinc</i> <i>Magnesium</i> <i>Mercury</i> <i>Gold</i> <i>Silicon</i> <i>Silver</i> <i>Titanium</i> <i>Lead</i> <i>Copper</i> 	<p>Acetone</p> <ul style="list-style-type: none"> <i>Nail Polish Remover</i> <p>Acetic Acid</p> <ul style="list-style-type: none"> <i>Vinegar</i> <p>Ammonia</p> <ul style="list-style-type: none"> <i>Floor/Toilet Cleaner</i> <p>Arsenic</p> <ul style="list-style-type: none"> <i>Poison</i> <p>Butane</p> <ul style="list-style-type: none"> <i>Cigarette Lighter Fluid</i> <p>Cadmium</p> <ul style="list-style-type: none"> <i>Rechargeable Batteries</i> <p>Carbon Monoxide</p> <ul style="list-style-type: none"> <i>Car Exhaust Fumes</i> <p>DDT/Dieldrin</p> <ul style="list-style-type: none"> <i>Insecticides</i> <p>Ethanol</p> <ul style="list-style-type: none"> <i>Alcohol</i> <p>Formaldehyde</p> <ul style="list-style-type: none"> <i>Preserver – Body Tissue and Fabric</i> 	<p>Hexamine</p> <ul style="list-style-type: none"> <i>Lighter Fluid</i> <p>Hydrogen Cyanide</p> <ul style="list-style-type: none"> <i>Gas Chamber Poison</i> <p>Methane</p> <ul style="list-style-type: none"> <i>Swamp Gas</i> <p>Methanol</p> <ul style="list-style-type: none"> <i>Rocket Fuel</i> <p>Napthalene</p> <ul style="list-style-type: none"> <i>Mothballs</i> <p>Nicotine</p> <ul style="list-style-type: none"> <i>Insecticide/Addictive Drug</i> <p>Nitrous Oxide Phenols</p> <ul style="list-style-type: none"> <i>Disinfectant</i> <p>Stearic Acid</p> <ul style="list-style-type: none"> <i>Candle Wax</i> <p>Toluene</p> <ul style="list-style-type: none"> <i>Industrial Solvent</i> <p>Vinyl Chloride</p> <ul style="list-style-type: none"> <i>Makes PVC</i>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------