

**Tobacco Dependence Adviser Training**  
**Course: Inpatient Mental Health**

# **Trainer's guide**

## **Module 13: Challenging conversations: responding to staff scenarios**

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## Challenging conversations: responding to staff scenarios

### Purpose:

- To review challenging staff statements and consider appropriate responses.

**Duration:** 30 minutes

### Process:

- Presentation
- Group discussion
- Jamboard/whiteboard
- Skills practice

### Resources:

- PowerPoint presentation
- Handout 1: Staff statements
- Breakout rooms

# 1

## Activity: Reflective exercise: what is behind staff attitudes and beliefs?

### Activity No: 1

#### Resources:

Virtual delivery: Jamboard (or chat)

In-person delivery: Sticky notes (or flip chart)

**Virtual:** 5–7 minutes for responses and 3 minutes to debrief

**In-person:** 7–10 minutes

**Duration:** 7–10 minutes

#### Method for virtual course:

- Introduce short reflective exercise about what is behind these staff attitude and beliefs
- Provide instruction on how to use the white board (see Appendix 1)
- Ask participants to add to the Jamboard their thoughts on what might be behind these staff attitudes
- Trainer can read aloud a few of the responses as they are posted
- After a few minutes offer some summary comments and move to next slide

**Optional:** This exercise can also be run using the chat, where participants are invited to post to chat their responses.

#### Method for in-person course:

- Introduce short reflective exercise about what is behind these staff attitude and beliefs
- Distribute sticky notes (3–5 to each participant)
- Ask participants to consider what might be behind these staff attitudes and write it down on a sticky note
- Invite participants to stick their note on a location defined by trainer
- Trainer can read aloud a few of the responses as they are posted
- After a few minutes offer some summary comments and move to next slide

**Optional:** This exercise can also be done as a large group discussion with trainer writing down on flip chart or white board responses as they are called out from group.

**Activity No: 2**

**Resources:** Breakout rooms and responding to staff scenarios trainer responses [Appendix 1]

**Breakout room numbers and duration:** Two breakout rooms with half the group in each with one trainer, 20 minutes

**Duration:** 20 minutes

**Method:**

- Advise participants that the group is now going to split into **two breakout rooms** with one trainer in each room for **20 minutes**.
- The trainer will explain what we are going to do when we get into the breakout room

**Breakout room:**

- Ask participants to select a **screen view that ensures everyone** in the session can see each other.
- Participants are going to consider some of the challenging **statements received from staff**.
- **It's important to create a 'safe' environment for participants to feel supported to attempt a response.**
  - Explain that it's OK to get it wrong and we are all here to help should anyone need it – there may also be more than one response to each question so people may have other ideas they want to chip in too.
  - Uncomfortable/threatened inexperienced advisers – allow them to pass to someone who has received that statement before.
- **Read out a statement and then ask each group to respond. Repeat the process for each statement.**
  - Ask the group which responses they feel would be most effective and reinforce that there are several effective communication styles which work *[Use Appendix 3 – suggested trainer responses – as a reference – for trainer use only]*.

**Debrief notes:**

Listening with empathy to staff and patient feedback, and collecting and reflecting on their opinions after implementing the policy, is important to foster ownership and engagement. However, no staff should face abuse. Around a

quarter of NHS staff have reported harassment, bullying, or abuse from colleagues. TDAs should not tolerate or accept abuse whilst undertaking their duties. They should refer to local bullying and harassment policies as well as 'Freedom to Speak Up' ambassadors and their line-manager/supervisor for support.

Smokefree policies require significant shifts in culture. If new ways of working are to be embedded, it is vital to be clear about the new standards, regularly check they are being achieved, and shine a light on success. When staff are recognised for their work, they will be more likely to repeat this. Competition between teams/services can help raise standards too. TDAs who work closely with quality improvement (QI) teams have extra support for supporting change in practice.

For more information about QI see:

<https://www.health.org.uk/publications/quality-improvement-made-simple>

TDAs can signpost colleagues to the CQC guidance which states that inspectors should not challenge smokefree policies, including bans on tobacco smoking in mental health inpatient services, by raising such policies as unwarranted 'blanket restrictions'

[https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cqc.org.uk%2Fsites%2Fdefault%2Ffiles%2F2024-01%2F9002497 Brief Guide Smoke Free Policy MH inpatient services.odt &wdOrigin=BROWSELINK](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cqc.org.uk%2Fsites%2Fdefault%2Ffiles%2F2024-01%2F9002497%2FBrief%2FGuide%2FSmoke%2FFree%2FPolicy%2FMH%2Finpatient%2Fservices.odt&wdOrigin=BROWSELINK)

**[Note: Google Jamboard is being discontinued and will be unavailable from 31 October 2024]**

We recommend using Google Jamboard for virtual post-it note activities. A Jamboard link can be posted in the meeting's chat box which participants can click on to be taken directly to the Jamboard. Whilst you may choose to use an alternative app or software, a brief overview of using Jamboard is provided below.

#### **To set up a Jamboard:**

1. Go to <https://jamboard.google.com/> (you will need to be logged in to a Google account to access this).
2. Click on the multicoloured '+' icon in the bottom right-hand corner.
3. This will create a new 'Untitled Jam'. You can rename the board by clicking on its name in the top left-hand corner.
4. To create a link that you can share with participants, click on the blue 'Share' icon in the top right-hand corner. Under 'General access', ensure that the settings 'Anyone with the link' and 'Editor' have been selected. These settings will allow participants to both access the Jamboard and add their notes to it.
5. Once these settings have been selected, click on 'Copy link'. This will save the link to your clipboard for you to paste.
6. You can return to the Jamboard home page at any point by clicking on the yellow and orange Jamboard logo in the top left-hand corner. From here you can view all of your boards.

#### **Things to consider:**

- Ensure that the links to the Jamboards have been created in advance and are easily accessible to you during the training.
- If you want to test a board you have created, you can clear all the test items from it by clicking 'Clear frame' at the top of the screen. If this is clicked accidentally at any point, the 'Undo' button in the top left corner will bring the content back.
- Recommend to participants that they use the 'Sticky notes' option on the toolbar on the left of the screen to add their comments.
- As responses come in from participants, it may be necessary for one of the trainers or admin support to rearrange the sticky notes to prevent overlap and ensure they are all clearly visible.
- If you encounter any issues with Jamboard, you may be able to find a solution on the support website: <https://support.google.com/jamboard/>.

**Statement 1**

***“Smoking is the least of their problems. Dealing with their mental health illness is the priority.”***

- “Tell me why you think that?”
- “Would you like me to signpost you to some training so that you can have a better understanding about why it is so important?”
- Explain that we have a duty of care to treat the patient for their tobacco dependence and that their physical health and mental health are as important as each other. There is good evidence to show that treating tobacco dependence and becoming smokefree can have significant mental health benefits.

**Statement 2**

***“It’s the only thing they have control over.”***

- Explain the way that tobacco dependence and nicotine addiction work and provide examples of patients that you have supported and how much better they felt taking control of their smoking.

**Statement 3**

***“The patient is violent and aggressive, come back when he is stabilised.”***

- Explain that symptoms of withdrawal can often present as agitation and irritability in patients who are abstaining from smoking and that they may be struggling with urges to smoke. This makes it the ideal time to treat for tobacco dependence and to manage withdrawal with sufficient doses of nicotine via a clean form.
- You can always return another time when the patient is more stable -
- “I can see that you are struggling right now so I will come back another time when you are feeling more settled here and we can have a conversation about how I can help you.”

#### **Statement 4**

**“It's not our job to be the smoking police.”**

- This attitude is not a very positive one to have. You will want to avoid being confrontational and view it as an opportunity to educate. It will be important to not apologise for the support the tobacco dependence team offers. Noting it is a practice change from the old ways of doing things, but importantly the new standard of care for NHS.
- Staff may need education on the role of a TDA and the importance of treating tobacco dependence as a chronic disease. Information around the focus being supporting patients in the first instance to manage their acute nicotine withdrawal and any urges to smoke so they can focus on their recovery.
- The statement offers the opportunity to communicate the benefits of addressing tobacco dependence with patients offers to the patients' recovery, but also to the staff supporting their care. Finding some time to speak to the staff person or having your senior do so or ensuring educational opportunities are available.

#### **Statement 5**

**“What is your role exactly?”**

- You can high-light the benefits that you are going to bring for the patient.
- The TDA role is new to the NHS. Some staff will be unaware of what a TDA's role may be so a brief explanation of your role would be helpful to raise awareness of this new discipline.
- “I'm really pleased that you are interested in what my role is!”
- “My role is to make the patient feel more comfortable during their admission and if they want to stop smoking long term, we can provide support and link patients to community based support.”