

Community mental health tobacco treatment training

Training guide: Module 13

Cut Down to Stop

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Cut Down to Stop

Importance:

- It is important practitioners to feel confident in supporting clients with Cut Down to Quit (CDTQ) including how to structure session based on available best practices both behavioural support and medications.

Purpose:

- To review best practices for working with SMI patient using a structured CDTQ.
- To have course participants practice key aspects of an abrupt and CDTQ assessment session.

Process:

- Demonstration
- Small group work

Resources:

- PowerPoint presentation
- Handout: Initial assessment checklist and patient profile (CDTS)
- Handout: Sample SCIMITAR tools for CDTQ
- Carbon monoxide monitor, mouthpiece and wipes (Optional)

Presenter's notes

Presenter's notes are found in the notes view of the PowerPoint slides. The presenter's notes provide a suggested method for presenting training content and identify

Activity: Initial assessment demonstration and skills practice CDTs (Virtual)

Resources: Breakout rooms and Handout 4: Initial assessment checklist and patient profile (CDTS)
Breakout room numbers and duration: Pairs; 15 minutes
Duration: 45 minutes
<p>Method:</p> <p>Slide 9/10: Demonstration</p> <p>Initial assessment demonstration (CDTS):</p> <ul style="list-style-type: none"> • Ask participants to open Handout: Initial assessment checklist and patient profile (CDTS). • Advise participants that you and your co-trainer are going to ‘model’ an initial assessment session that leads to CDTs. <p>Slide 11:</p> <ul style="list-style-type: none"> • Provide participants with an overview of the patient you are going to play (Alice). <p>Slide 12:</p> <ul style="list-style-type: none"> • Inform participants that you will be covering the items on this slide solely for the purposes of the demonstration. • Ask participants to let you know if you miss anything and ask them if you did once the demonstration has ended. Also ask whether there was anything that they would do differently. • Introduce participants to co-creating a CDTs plan with the patient. <p>Slide 14: Skills practice</p> <ul style="list-style-type: none"> • Explain that participants will go back into the same pairs as for the previous activity and that they will be swapping roles (the practitioner will now play the patient and vice versa). • Practitioner: The practitioner’s role involves conducting an initial assessment session that will lead to CDTS. Participants should use the clinical checklist (Handout 4) and practise communication skills. <p>Slide 15:</p> <ul style="list-style-type: none"> • Patient: Play Michael using the patient profile (Handout 4). Give information only when asked, keep in character and supplement information, but don’t make the consultation too difficult. • Provide an overview of Michael using the slide.

Slide 16:

- Ask participants to focus on the BCTs on this slide in particular (those included in Handout 4).
- Explain that participants will have **15 minutes (10 minutes for the skills practice and 5 minutes for feedback)** before coming back to the main room.
- Ask participants to be prepared with at least one thing that went well and at least one thing that was more challenging or that they feel more practice is required.
- **Advise participants that trainers will pop into breakout rooms to see how they are getting on.**

Slide 17:

- **Debrief the skills practice:** Ask for general feedback, comments or questions participants have regarding the initial assessment session.
- **Did anyone notice Michael is taking Clozapine;** what actions may need to be taken as a result?
- Were there any areas that you found challenging?
- **Summarise** what you have observed.
- **Highlight examples** of good skill implementation that you have seen.
- **Mention any weaknesses** that were common.

Activity: Initial assessment demonstration and skills practice CDTS (Face-to-face)

Resources: Handout: Initial assessment checklist and patient profile (CDTS)
Group numbers and duration: Pairs; 15 minutes
Duration: 45 minutes
<p>Method:</p> <p>Slide 9/10: Demonstration</p> <p>Initial assessment demonstration (CDTS):</p> <ul style="list-style-type: none"> • Ask participants to open Handout 4: Initial assessment checklist and patient profile (CDTS). • Advise participants that you and your co-trainer are going to ‘model’ an initial assessment session that leads to CDTS. <p>Slide 11</p> <ul style="list-style-type: none"> • Provide participants with an overview of the patient you are going to play (Alice). <p>Slide 12:</p> <ul style="list-style-type: none"> • Inform participants that you will be covering the items on this slide solely for the purposes of the demonstration. They will see the other BCTs demonstrated on day 2. • Ask participants to let you know if you miss anything and ask them if you did once the demonstration has ended. Also ask whether there was anything that they would do differently. • Introduce participants to co-creating a CDTS plan with the patient. <p>Slide 14: Skills practice</p> <ul style="list-style-type: none"> • Explain that participants will go back into the same pairs as for the previous activity and that they will be swapping roles (the practitioner will now play the patient and vice versa). • Practitioner: The practitioner’s role involves conducting an initial assessment session that will lead to CDTS. Participants should use the clinical checklist (Handout 4) and practise communication skills. <p>Slide 15:</p> <ul style="list-style-type: none"> • Patient: Play Michael using the patient profile (Handout 4). Give information only when asked, keep in character and supplement information, but don’t make the consultation too difficult. • Provide an overview of Michael using the slide.

Slide 16:

- Ask participants to focus on the BCTs on this slide in particular (those included in Handout 4).
- Explain that participants will have **15 minutes (10 minutes for the skills practice and 5 minutes for feedback)**.
- Ask participants to be prepared with at least one thing that went well and at least one thing that was more challenging or that they feel more practice is required.

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