

Inpatient Tobacco Dependence Adviser Training Course: Acute inpatient

Trainer's guide Day 1

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Course timetable

Day 1	
Time	Agenda
09:00	Enter virtual course and registration
09:15	Welcome and introductions, aims and objectives, expectations from course
09:40	Treating tobacco dependence in the inpatient setting and overview of care bundles
10:10	Communication skills and behaviour change techniques (Core skills)
10:45	Comfort break
11:00	Applying skills to practice
11:25	Understanding tobacco dependence
11:45	Initial assessment and treatment plan
12:30	Lunch
13:00	Initial assessment and treatment plan skills practice
13:25	Effective use of tobacco dependence aids
13:45	Nicotine replacement therapy
14:45	Comfort break
15:00	Individualised dosing of NRT
15:30	Nicotine vapes
16:20	Review of the day
16:30	Depart virtual course

Day 2	
Time	Agenda
09:00	Enter virtual course
09:15	Review of day 1 and introduction to day 2
09:45	Addressing ambivalence and resistance (Core skills 2)
10:45	Comfort break
11:00	Carbon monoxide (CO) monitoring as a motivational tool
11:20	Follow-up support and patient case studies
12:30	Lunch
13:00	Nicotine analogue medications (varenicline and cytisine)
13:20	Discharge care bundle
14:00	Clinical considerations and special populations
14:45	Comfort break
15:00	Smoking and medication interactions
15:20	Post-discharge follow-up
15:40	Responding to patient scenarios
16:10	Summary and close
16:30	Depart virtual course

Aim: The aim of this course is to increase participants' knowledge, skills and confidence in the delivery of specialist tobacco dependence treatment in the inpatient hospital setting using the latest evidence best practices.

For participants new to the tobacco treatment adviser role, this course will provide a foundation for developing knowledge and confidence in the competences required to deliver tobacco dependence treatment to people in the inpatient setting; for more experienced attendees, the aim is to build on existing knowledge and skills with a focus on the specifics of the new '**Tobacco Dependence Care Bundles**' and the key learning surrounding these.

Learning objectives

At the end of the course, attendees will:

At the end of the course, participants will:

1. Be knowledgeable about the case for tobacco dependence treatment and best practices for treating people admitted to hospital.
2. Understand nicotine addiction and the presentation of tobacco withdrawal in the inpatient setting.
3. Demonstrate knowledge and understanding on the core elements of the NHSE tobacco treatment care bundles (admission, specialist tobacco treatment, discharge planning and support) to support temporary forced abstinence and a smokefree admission in the inpatient setting.
4. Display confidence and competence in the delivery of tobacco dependence treatment tailored to the inpatient setting, including:
 - Engaging patients in treatment and addressing low motivation, ambivalence, or resistance to treatment.
 - Undertaking assessments: assessing tobacco dependence, response to treatment, and patient smokefree goals in the inpatient and outpatient setting.
 - Planning the patient tobacco dependence treatment plan: to support for both smokefree admission and a long term goal of smokefree abstinence,
 - Delivering follow-up support, adjusting the treatment plan, and supporting effective transition to community-based support.
 - Behavioural techniques for:
 - Effective communication techniques and delivering person-centred support.
 - Management of acute tobacco withdrawal and urges to smoke.
 - Effective use of stop smoking medication or aids, including nicotine replacement therapy, nicotine vapes and nicotine analogue medications.
 - Maximising patient confidence in their own ability to remain smokefree; o Preparing for discharge and relapse prevention

5. Be aware and demonstrate knowledge of clinical issues in the delivery of tobacco treatment to inpatients with various reasons for admission and clinical conditions.
6. Feel confident working in the acute inpatient setting including effective communication with clinicians and the patient care team.

Certification

All participants will be provided with a certificate of participation by email following the course. Additionally, attendees are also able to certify for two days of continuing professional development (CPD). Attendance in full is required to receive the course attendance certificate.

Supplementary training

This course should be supplemented by local training. It is highly recommended that health professionals observe an experienced practitioner before delivering specialist support to patients, be observed themselves delivering support to patients, and receive regular ongoing support and supervision. They should also engage in continuing professional development activities and ensure that a minimum number of patients are seen a year to maintain their knowledge and skills.

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Pre-course trainer information

This two-day course, for up to 20 participants, is for NHS staff who will be delivering specialist tobacco dependence treatment to patients during admission to hospital. This course can be delivered virtually (e.g. via Zoom, Microsoft Teams, etc.) or face-to-face. Ideally, the course should be delivered by two trainers.

The course is designed to provide both new and experienced Tobacco Dependence Advisers (TDAs) with the knowledge and skills to deliver effective tobacco dependence treatment to support a smokefree admission and smoking cessation following discharge from hospital.

The course will provide participants training in the delivery of the newly published '**NHS Standard Treatment Plan for Inpatient Tobacco Dependence**' and its associated care bundles.

The course will focus on effective behaviour change techniques and treatment approaches specific to the inpatient setting, including:

- conducting the initial assessment and treatment plan development,
- delivering follow-up support to patients while in hospital, and
- supporting discharge planning and onward referral to community-based support.

Pre-course study

Prior to the two-day course participants are asked to familiarise themselves with the **NHS Standard Treatment Plan for inpatient tobacco dependence**. Additionally, course participants should obtain a copy or be familiar with their local trust tobacco dependence treatment pathway and any related policies, including the Trust's Smokefree policy.

Course participants who are less familiar with the use of stop smoking medications are invited to complete the NCSCT online training module on stop smoking medications' prior to the course:

https://elearning.ncsct.co.uk/stop_smoking_medications-launch

Course length

Two days: 9:00 arrival for a 9:15 start. Please ensure that you access the training link by 08:50 at the latest to allow time to resolve any technical difficulties. The course finishes at 16:30 with regular comfort breaks and lunch between 12:30 and 13:00.

Virtual courses

Access instructions and link for the training course should be sent to participants after they have registered for the course and technical support should be available from 08:45 on the day of the training.

Participants must have access to a mic and webcam to participate in the training. Participants should ensure that they have access to both prior to the training. Webcams should be on throughout the training to support safety, engagement and participation.

Pre-course trainer checklist

Item	Done
Set up course administration and registration process. Ask participants the following as part of the registration process: <ul style="list-style-type: none">• Name, role, band, setting, work address, email address, telephone number• Course expectations: what they hope to gain from attending the training• Training accessibility requirements• Professional background• Experience working in tobacco treatment (stop smoking)• Experience working in the inpatient setting	
Communicate pre-course learning requirements a minimum of four weeks prior to the course.	
Send participants the course information document and details of a dedicated contact for any pre-course questions or support requirements.	
Communicate course delivery mode (virtual or face-to-face) and any IT requirements as noted at the top of the page.	
Remind participants of the pre-course learning requirements five days prior to the course.	
Run the presentation through as a slide show to become familiar with slide animations.	

Virtual courses

Item	Done
Arrange administrative support for the duration of the course	
Set up virtual course link and send to participants after course registration	
Send participants the following items via email one week prior to the course: <ul style="list-style-type: none"> • Course information document • Handouts (separated into Day 1 and Day 2 folders) 	
Create a virtual post-it board for associated activities and add link to the admin session plan (see Appendix for further details)	
Pre-course questionnaire: upload to survey software and create link	
Post-course questionnaire: upload to survey software and create link	
Course evaluation: upload to survey software and create link	

4 Notes on using the trainer guides

The nature of skills-based training courses dictates that trainers react to the needs of the trainees and thus the timetable might need to be flexible in order to meet these needs. However, trainers should make every effort to focus on skills and achieving the learning outcomes.

There is a PowerPoint presentation and a separate trainer guide for each day of the course.

Presenter's notes are included in the PowerPoint notes section of each presentation.

Brief activity instructions can be found in the presentation notes. For more detailed instructions, refer to the activity instructions within the trainer guides.

5 Welcome, introduction, tobacco dependence and communication skills [09:15 – 11:00]

Duration: 1 hour, 45 minutes

Time	Agenda	Slides	Activity
09:00	Enter virtual course and registration	1	Pre-course questionnaire
09:15	Welcome, housekeeping, group agreement, overview of NCST, aims and objectives and introductions	2-9	Introductions
09:40	Treating tobacco dependence in the inpatient setting and overview of care bundles	10-30	–
10:10	Communication skills and behaviour change techniques	31-49	1
10:45	Break	50	–
11:00	Applying skills to practice	51-52	2

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Welcome and introduction [09:15 – 09:40]

Purpose:

- To set the tone for the training course and to explain the timetable to participants.
- To explain how the skills were identified and their significance for tobacco dependence advisers providing smoking cessation support.
- To gauge course participants' experience.
- To explain the aims and objectives.
- To describe the harmful effects of smoking on health.
- To outline the rationale for providing tobacco treatment in an inpatient setting.
- To outline the contribution of smoking cessation to reducing health inequalities.

Process:

- Presentation
- Group discussion

Resources:

- PowerPoint presentation

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Treating tobacco dependence in the inpatient setting and overview of care bundles [09:40 – 10:10]

Purpose:

- To introduce the NHS Standard Treatment Plan for patients in hospital who smoke.
- To outline the tobacco dependence treatment care bundles.
- To describe the benefits of stopping smoking.

Process:

- Presentation

Resources:

- PowerPoint presentation

Purpose:

- To outline the behaviour change techniques (BCTs) that are of particular importance for working in an inpatient setting.
- To teach participants how to maximise the good listening and communication skills they already have and apply the skills of non-biased listening.
- To gain confidence in techniques that elicit the patient's views and questions on smoking and smoking cessation, providing reassurance, and dispelling myths in a non-judgmental, clear, and accurate manner.

Process:

- Presentation
- Group discussion
- Small group discussion

Resources:

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

Activity No: 1

Resources: Breakout rooms

Breakout room numbers and duration: Pairs; Two 5-minute sessions

Duration: 15 minutes

Method:

Step 1:

- Advise participants that they are going to split into pairs for **5 minutes**.
- Ask the pairs to interview each other on **‘Something I’ve been meaning to complete for ages but haven’t got around to yet’** (e.g. clearing up the house, sorting paperwork, decorating or completing course work).
 - The aim of the exercise is to use all their excellent communication skills to try and find out what is going on from the other person’s perspective and to help the other person **think of a solution for themselves**.
 - The interviewer’s task is to **use listening skills** and **ask probing questions**.

Step 2:

- After 4 minutes bring the first session to a close and bring the group back.
- Ask the interviewers whether they accidentally found themselves giving advice when they heard what the situation was.
- If so, did they notice the speaker often gave replies like **“yes, but I’ve tried that...”** or **“I can’t do that because...”**
 - Whose problem is it? Who has the power to change it?
 - Who is likely to have the most experience to be able to change it?
 - What is most likely to make someone change, an idea they have thought of themselves, or something you suggest?
- The group will agree that most people will always follow their own ideas and plans more readily than other people’s.
- Give feedback that it is natural when someone is struggling or stuck with an issue to offer advice.

- However, it takes more time and skill to encourage them to identify their own solutions, but the results are worth it.
- For example, when someone wants to give up smoking it is important to use techniques that empower the patient and leave them in charge of their own timescale and progress.

Step 3

- Instruct the group to **swap over roles and continue the exercise for 4 minutes.**
- However, this time the new interviewer **must not offer any advice or solutions but must instead concentrate on asking exploring questions** (e.g. what have you already thought of doing? How long has this thing been an issue? What have other people suggested? What stops you doing that? Does it matter if it ever gets done? Is there anyone who can help you?).

Step 4:

- After 4 minutes bring the group back.
- **Ask the interviewers how they felt being instructed not to give advice.**
- Allow them a moment of internal reflection (many will say it was an uncomfortable experience).
- Now ask the interviewee to let you know if, in the absence of advice, there was any point to them having this conversation. Invariably, one or two people will say it was very useful because they started to think about the issue and realised the blocks they'd been putting up and had actually come up with their own answers.

Trainer [Optional]

If you want to demonstrate the challenges of change, you could ask participants to cross their arms in the way they normally would then quickly uncross them and cross in the other direction:

- How do they feel? Likely they will say strange, uncomfortable, etc.
- Was it easy, hard? Likely they will say they had to think about it and, even then, got confused with the old way.
- What do they want to do (if they haven't already)? They will likely say change back.
- Highlight that change is often hard, made even harder with smoking due to addiction.

Activity No: 2**Resources:**

Option 1: Breakout rooms, Day 1 Handout 1: Patient statements

Option 2: Trainer-facilitated group discussion [see Appendix 2: Suggested trainer responses]

Breakout room numbers and duration (optional): 3 participants per group; 10 minutes

Duration: 20 minutes

Method:

- Advise participants that we are going to focus on applying these general communication skills to stop smoking consultations.
- These communication skills are particularly useful to address those 'heart sink' statements that may arise in the pre-quit session and usually come from some ambivalence about stopping.
- Ask participants to watch the film clip and **consider an appropriate response, considering the skills they have just been identifying.**
 - Ask participants to use the 'raise hand' function. Feedback from this first scenario allows you to see if participants are clear on eliciting patient views and reflective listening before completing the rest of this activity.
- Ask participants to open Day 1 Handout 1. **Patient statements can also be displayed onscreen in breakout rooms during the activity.**
- Advise participants that you are now going to split into **groups of 3 for 10 minutes.**
- Ask participants to discuss, agree on and write down ONE person-centred response to each of the statements on their handout. If time is tight provide each group with one or two statements to consider.
- **After the breakout activity has ended,** bring the group together for feedback.
- **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 2: Suggested trainer responses as a reference].

What to look out for:

- If a participant is wildly off in their response, the trainer can gently make another suggestion, or continue with the round, allowing other participants to share their examples.
- Responses should generally include: acknowledgement of issue; elicit patient's understanding of the issue; work with the patient to find a solution.

Duration: 20 minutes

Time	Agenda	Slides	Activity
11:25	Understanding tobacco dependence & the cause of the harms of smoking	53-67	–

Purpose:

- To outline what tobacco dependence is and how it develops.
- To describe tobacco withdrawal symptoms and urges to smoke, including expected severity and duration.
- To highlight unhelpful stigma, attitudes and culture and invite participant self-reflection
- To establish an understanding of how tobacco dependence is often viewed as a 'lifestyle' choice versus a chronic relapsing addiction.

Process:

- Presentation

Resources:

- PowerPoint presentation
- Film clip (embedded in presentation)

Duration: 1 hour, 40 minutes (including lunch)

Time	Agenda	Slides	Activity
11:45	Initial assessment and treatment plan	68-85	–
12:30	Lunch	86	–
13:00	Applying skills to practice	1-5	3

Purpose:

- To review the inpatient care bundle.
- To understand the specialist assessment and treatment plan; initial assessment
- To identify the brief advice process.
- To outline how to screen for tobacco dependence and assess withdrawal and urges to smoke.
- For course participants to practice key aspects of the assessment process.

Process:

- Group discussion
- Skills practice

Resources:

- PowerPoint presentation
- Handout 2: Inpatient STP checklists
- Handout 3: Patient profiles

Activity No: 3**Resources:** Breakout rooms

Day 1 Handout 2 – Inpatient STP checklists

Day 1 Handout 3 – Patient profiles

Breakout room numbers and duration: 3 participants per group; 13 minutes**Duration:** 20 minutes**Method:**

- Explain that you will be dividing participants into groups of 3 and that each person will get a turn to be the patient, TDA or observer today and on day 2.
 - **TDA:** the TDA's role involves conducting a pre-quit assessment session. Participants should use the clinical checklist and practise communication skills. They can consult with the observer if they need any help during the session
 - **Patient:** use checklist and verify that all points were covered by TDA. Provide feedback to TDA at end of session and offer assistance when it's needed
 - **Observer:** use checklist and verify that all points were covered by TDA. Provide feedback to TDA at end of session and offer assistance when it's needed
- Explain that you will introduce participants to four patients across the two days of the training. Provide an overview of the first patient participants should play (John)
- Ask participants to use the clinical checklist to practice the first four items on the checklist assessment (see slide, and Handout 2)
- Explain that participants will have **13 minutes (10 to carry out the skills practice and 3 to feedback to each other)** 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 they need more practice with.
- **Advise participants that trainers will pop into breakout rooms to see how they are getting on.**
- Debrief:
 - Summarise what you have observed
 - Highlight the examples of good skill implementation that you have seen
 - Mention any weaknesses that were common

Duration: 2 hours, 15 minutes

Time	Agenda	Slides	Activity
13:25	Effective use of stop smoking aids	6-18	–
13:45	Nicotine replacement therapy	19-36	4
14:45	Break	37	–
15:00	Individualised dosing	38-65	5 and 6
15:30	Nicotine vapes	66-84	–

Purpose:

- To communicate the clinical skills needed to explain stop smoking medications and support effective medication use.
- To provide an understanding of vaping and to communicate the key principles of discussing vaping with patients.
- For course participants to practice key aspects of the assessment process.

Process:

- Group discussion
- Small group work
- Group discussion
- Product demonstration

Resources:

- PowerPoint presentation
- Handout 2: Inpatient STP checklists
- Handout 3: Patient profiles
- Handout 4: Tobacco dependence aids quick reference
- Handout 5: Medications and aids worksheet
- Handout 6: Individualised dosing
- Trainer: NRT samples for demonstration

Activity No: 4

Resources: Breakout rooms [share slide titled tobacco dependence aids: groups and questions to breakout rooms]

Day 1 Handout 4: Tobacco dependence aids quick reference

Day 1 Handout 5: Medications and aids worksheet

Breakout room numbers and duration (optional): 5 participants per group; 10 minutes

Duration: 25 minutes

Method:

- Advise participants that they will soon split into **groups of 5**
- Each group has **10 minutes** to complete answer the following questions about their allocated NRT product:
 - How would you present this product to a patient?
 - What considerations might there be for a patient using this product?

Instructions to participants:

- Show the slide that lists participant names and the NRT they have been allocated. The slide can also be shared to breakout rooms if necessary.
- Advise participants they can use Day 1 Handout 4, which has information about all stop smoking medications, should they need any further guidance.
- Emphasise that it is the **skills** in giving key information about medications that you want them to focus on.
- Ask participants to discuss, note down their answers and **nominate one person from their group to give feedback.**

On return

- Ask each group in turn to give feedback on their stop smoking medication.
- Use the slides on each NRT as a background to feedback and add anything groups have missed.
- **Trainers should provide an overview of the NRT products that were not allocated as part of this activity.**

Activity No: 5 optional

Resources:

Option 1: breakout rooms, Day 1 Handout 6: Individualised dosing

Option 2: Trainer-facilitated group discussion

Breakout room numbers and duration: pairs or groups of three; 7 minutes

Duration: 15 minutes

Method:

- Advise participants that they will now, in pairs, have an opportunity to practice discussing stop smoking aids with case studies **Melina and John**.
- One participant will play the TDA and the other the patient.
- Participants should practice the following elements:
 - Explain role of NRT and combination NRT, address any concerns
 - Select treatment plan (product and dose)
 - Heaviness of Smoking Index (HSI)
 - History of stopping, history of medication use
 - Provide instructions for use
- Advise participants they will have **7 minutes** for this session.
- Advise participants that trainers will pop into breakout rooms to observe and support skills practice.

Debrief:

- Use the assessing nicotine dependence and individualised dosing for Melina and John to support the debrief
- Ask for general feedback, comments or questions participants have regarding discussing NRT with patients.
 - **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 No: 6**Resources:** Breakout rooms

Day 1 Handout 2: Inpatient STP checklists

Day 1 Handout 3: Patient profiles

Breakout room numbers and duration: 3 participants per group; 13 minutes**Duration:** 20 minutes**Method:**

- Explain that you will be returning to the groups of 3 and that participants were in earlier in the day (Activity 3).
 - **TDA:** the TDA's role involves conducting a pre-quit assessment session. Participants should use the Clinical Checklist and practise communication skills. They can consult with the observer if they need any help during the session
 - **Patient:** play a typical patient at initial TDA session using the patient profiles in Handout 3, giving information only when asked, keeping in character and supplementing information, without making the consultation too difficult
 - **Observer:** use checklist and verify that all points were covered by TDA. Provide feedback to TDA at end of session and offer assistance when it's needed
- Provide an overview of the patient participants should play (Gregory)
- Ask participants to use the clinical checklist to practice the first four items on the checklist assessment (see slide, and Handout 2)
- Explain that participants will have **13 minutes (10 to carry out the skills practice and 3 to feedback to each other)** 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 they need more practice with.
- **Advise participants that trainers will pop into breakout rooms to see how they are getting on.**
- Debrief:
 - Summarise what you have observed
 - Highlight the examples of good skill implementation that you have seen
 - Mention any weaknesses that were common

Duration: 15 minutes

Time	Agenda	Slides	Activity
16:20	Questions and preparation for day 2	85-87	–
16:30	Close	88	–

Purpose:

- To reflect on and explore any questions from day 1 and prepare for day 2.

Process:

- Group discussion

Resources:

- PowerPoint presentation

[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/>.

For trainer's reference only**Statement 1**

"I really do want to give up, but it's just not something I can take on right now."

- That's great that you are thinking about your smoking and want to give up. It is the best thing you can do to improve your health and recovery.
- It sounds like you have a lot on your plate. Tell me about it.
- Stopping is not easy but with support a lot of patients just like you are able to do so successfully. I'd like to ensure you have the best support – it's just that important.
- How have things been going for you since in hospital? Have you been finding it difficult?

Statement 2

"I just don't think I will be able to manage. I find it really helps me cope with stress."

- What would be the advantages of you stopping smoking?
- Have you tried stopping previously? What's the longest period you managed to stop for?
- What help/support do you think you would need to be able to stop?

Statement 3

"I am willing to speak to you, but I can't make any promises."

- What is your main reason for going smokefree?
 - What do you find most challenging when you think about stopping?
 - What have other people explained to you about the risks of smoking?
 - How important is it for you to stop altogether?
-