

COPD Units of Learning

<p>Title of overarching NOS: CHS46 Agree courses of action following assessment of an individual's health and well-being</p>	<p>Unit of learning to demonstrate competence: Deliver smoking cessation programmes to help the individual and/or groups quit smoking</p>
<p>Details of the relationship between the unit to demonstrate competence and relevant national occupational standards (if appropriate)</p>	<p>Users will be able to demonstrate competence in the delivery of smoking cessation programmes to individuals and groups to help each smoker to quit their habit</p>
<p>Outcomes: The individual will know and understand:</p>	<p>Assessment criteria To be competent the individual will be able to:</p>
<p>Indicative Level</p>	<p>Level 1 (Expert/specialist) Level 2 (Experienced practitioner) Level 3 (Novice new to respiratory disease management (including COPD))</p>
<p>Smoking cessation treatments and their evidence base including pharmacological and alternative treatments</p>	<p>Describe the range of smoking cessation options to the smoking cessation group/individual</p> <p>Outline the benefits and constraints of each type</p>
<p>Working with client groups</p>	<p>Work collaboratively with the group/individual to sensitively raise the issue of smoking in the delivery of smoking cessation programmes</p> <p>Value and respect the clients needs and beliefs when providing clinical and professional leadership</p> <p>Work collaboratively with the individual/group to promote trust and engagement throughout the delivery of the smoking cessation programme</p>

Taking a clients tobacco usage history	<p>Encourage the individual to draw up their personal daily diary to identify why and when and how many they smoke</p> <p>Collate the information concerning amount and length of time of smoking to identify likely nicotine dependence</p> <p>Work with the individual/group to tailor personalised advice to each client from the data collected</p>
Assess the client's readiness to quit smoking	<p>Work collaboratively with the individual/group to assess their interest in and reasons for stopping smoking i.e:</p> <ul style="list-style-type: none"> a) immediately b) at a later date c) their wishes to obtain information to inform their decision <p>Describe how to assess an individuals readiness to stop smoking</p> <p>Work with the individual/group to identify whether they have personally identified and accepted their need to quit smoking or is attending under coercion</p> <p>Work with the individual/group to explore prior quit attempts and encourage them to identify why the reasons why they were not successful</p> <p>Record smoking status and readiness to stop</p>
The drivers for smoking	<p>Describe the types of individuals/groups at risk of starting smoking</p> <p>Work collaboratively with the individual/group to clarify why their smoking behaviour is key factor to influence a quit attempt</p> <p>Work collaboratively with individuals/group to identify their drivers for smoking i.e. age gender, socio-economic factors, life style, stress, habit forming, unemployment and the national and local statistical variations</p>

Smoking cessation programmes	<p>Encourage the individual to explore and reflect on why they smoke, their perceptions of the benefits of smoking for them and their concerns or fears for quitting smoking smoking</p> <p>Investigate the individual/groups' understanding of the risks of smoking and the benefits of quitting smoking</p> <p>Briefly describe the public health policy to the individual/group regarding smoking prevention and cessation</p> <p>Offer relevant and evidence based reasons and benefits for quitting smoking</p> <p>Work with the individual/group to explore the health and well being benefits of stopping smoking</p>
The potential effects of smoking for individuals	<p>Offer clear and brief advice on the content of tobacco products and the effects of carbon monoxide, nicotine and tar and check the clients understanding</p> <p>Work with the individual/group to identify their effects of smoking on others and/or passive smoking on aetiology, disease progression and symptoms of COPD and other respiratory diseases</p> <p>Work collaboratively with the individual/group to help them understand and evaluate their risks and effects of smoking on their physical, psychological, social health and well being and environment</p>
The theories of addiction	<p>Work with individual/group to encourage them to stop smoking and to identify their perceived benefits of smoking and any concerns, fears or barriers they see to stopping</p> <p>Offer reasons why the individual/group should stop smoking and use addiction theories to explain why the rationale of giving up is preferred to cutting down</p>

Managing withdrawal symptoms	<p>Offer information on how alternative pharmacological replacement therapies can help individuals reduce their dependence levels and minimise withdrawal symptoms</p> <p>Outline their benefits and limitations of pharmacotherapies available to assist smoking cessation</p> <p>Work with the individual/group to collaboratively provide strategies to assist them in quitting smoking and to identify methods of coping with withdrawal symptoms</p>
Psychology of behavioural change	<p>Describe models of change and behaviour which may assist the smoking prevention/cessation process</p> <p>Outline how these can be delivered in smoking cessation classes to identify ways to assist individual/group to give up smoking</p> <p>Work collaboratively with individual/group to incorporate models of change/behaviour into their personalised smoking cessation programme</p>
Lapse and relapse prevention	<p>Briefly outline to the individual/group why giving up smoking may be difficult for some individuals and explain how regular reviews can help them remain focussed to quit smoking</p> <p>Explain that lapses and relapses should not be regarded as a valid reasons to leave the programme</p> <p>Work collaboratively with the individual to review the personal smoking status for each individual on the smoking cessation course</p> <p>Work collaboratively with individual/group to develop personalised strategies to assist them to avoid a lapse/relapse in the future</p>
How teaching, coaching and mentoring skills can be beneficial in encouraging individuals to quit smoking	<p>Adopt coaching and mentoring skills to facilitate a good working environment where the individuals feel valued and integral to the quitting process</p> <p>Offer evidence based information concerning the dangers in smoking</p> <p>Work collaboratively with the individual/group to help them highlight their concerns, fears and benefits in stopping smoking for themselves and others</p>

The importance of minimising any unnecessary stressors involved in smoking cessation	<p>Explore with the individual/group ways for them to minimise their stresses when trying to quit smoking</p> <p>Encourage individuals to identify the triggers that made them smoke</p> <p>Enable individual/group to use problem solving tools to minimise stressors during and outside the smoking cessation session</p> <p>Work with the individual/group to identify and work through any stresses and/or psychological barriers they may have concerning stopping smoking</p> <p>Work with the individual/group to identify alternative ways to manage their reasons/triggers for why they smoke</p> <p>Make any necessary arrangements and/or referrals to meet the needs of the individual</p>
The importance of focusing on people as individuals	<p>Collaboratively work with and support the individual /group in setting their personalised goals for quitting smoking and promoting their health and well-being</p> <p>Negotiate and agree a stop date with individuals who wish to stop smoking</p> <p>Work with the individual/group to develop their own strategies to assist them in the cessation process</p> <p>Allow time for the individual to reflect on the information, advice and guidance and their own plans to quit smoking</p>
The range of information	<p>Obtain and offer the range of information regarding stopping smoking including support groups for individuals trying to quit smoking</p> <p>Make the information, leaflets easily accessible and in a format suitable individuals to pick up and read</p>
How to communicate effectively	<p>Communicate effectively with the individual and professional colleagues in a manner and style appropriate to the individual maintaining dignity and respect</p>
Endorsement of the unit by a sector or other appropriate body (if required)	COPD Strategy Group/DH England; respiratory education providers