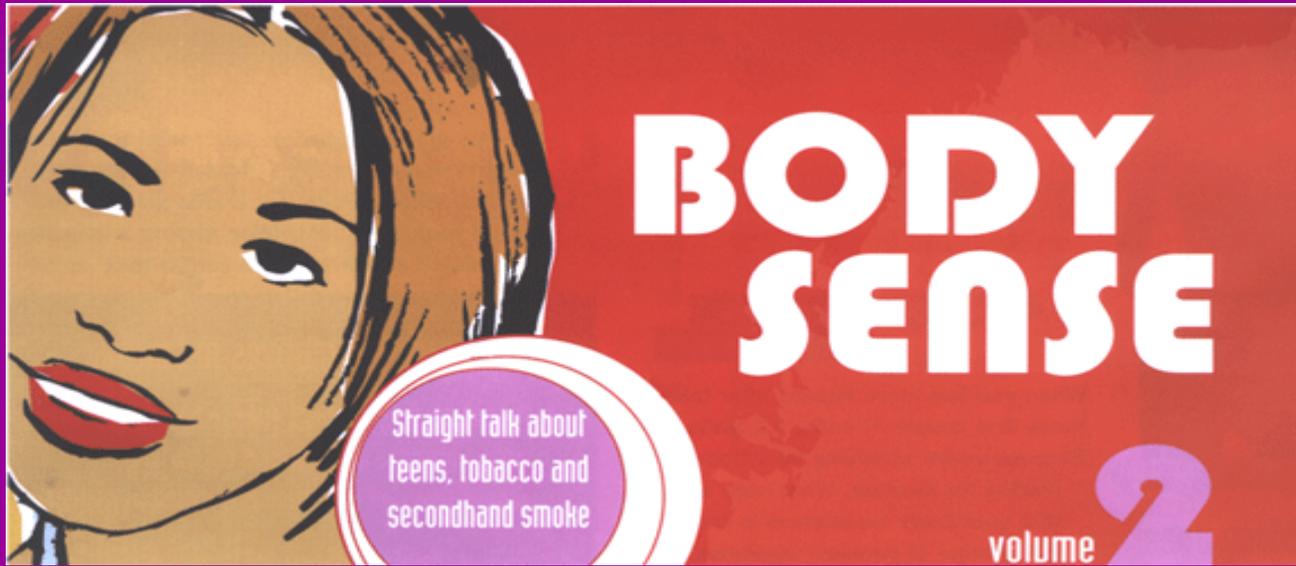


# Body Sense Teen Intervention



Department of Health and Mental Hygiene  
Center for Health Promotion, Education and  
Tobacco Use Prevention

<http://fha.state.md.us/ohpetup/html/matteen.html>

# ORDER OF PRESENTATION

- ↓ Tobacco Laws and State Regulations
- ↓ Background: Teen smokers in MD and the US
- ↓ Health Effects
- ↓ Factors related to adolescent smoking
- ↓ Attitudes about smoking
- ↓ Teen Intervention: Body Sense Teen Newsletter
- ↓ Transtheoretical Model of Change
- ↓ Motivational Interviewing
- ↓ Review



# Maryland's Youth Tobacco Laws

- Retailers/Family/Friends (fines \$300-\$3,000)
  - Illegal to *sell* tobacco to youth under age 18
  - Illegal to *give* tobacco to youth under age 18
- Youth
  - Illegal to *possess* tobacco if under age 18 (fines \$25-\$100)
  - Illegal to *smoke* or *use* tobacco if under age 18 (fines \$25-\$100)
  - Illegal to *give* tobacco to youth under age 18 (fines \$300-\$3,000)
  - Illegal to *sell* tobacco (unless employed to do so) (fines \$300-\$3,000)



# State Board of Education Tobacco Regulations

- Adult Faculty, Staff, and Guests
  - *Inside*: the sale or use of tobacco is prohibited at all times
  - *Outside*: the sale or use of tobacco is prohibited on school property (including school buses) during the official school day *(defined by each school system)*
- Students *(any age)*
  - *The use of tobacco in any form is prohibited inside or outside anywhere on the school premises (including school buses)*

# Tobacco Sales/Promotion to Youth

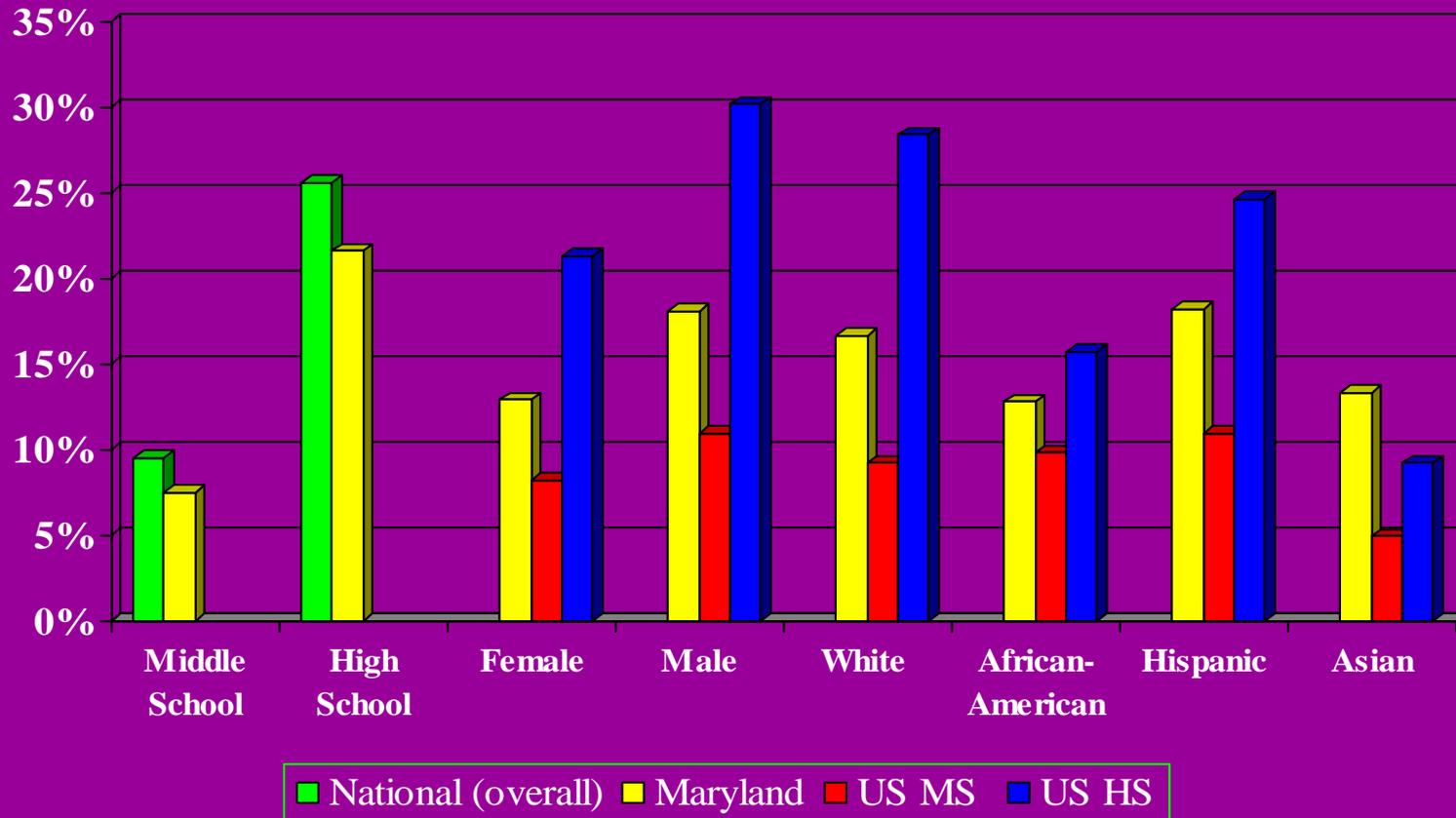
*(CDC Tobacco Fact Sheet, 2006 and ALA Smoking and Teens Fact Sheet, 2006)*

- Tobacco companies spend more than \$15.2 billion in 2003 to promote their products.
- Children & teens constitute the majority of all new smokers, and the industry's advertising and promotion campaigns often have special appeal to these young people.
- **34%** of teens begin smoking as a result of tobacco company promotional activities.
- **83%** of young smokers (aged 12-17) choose the 3 most heavily advertised brands: Marlboro, Camel, and Newport.



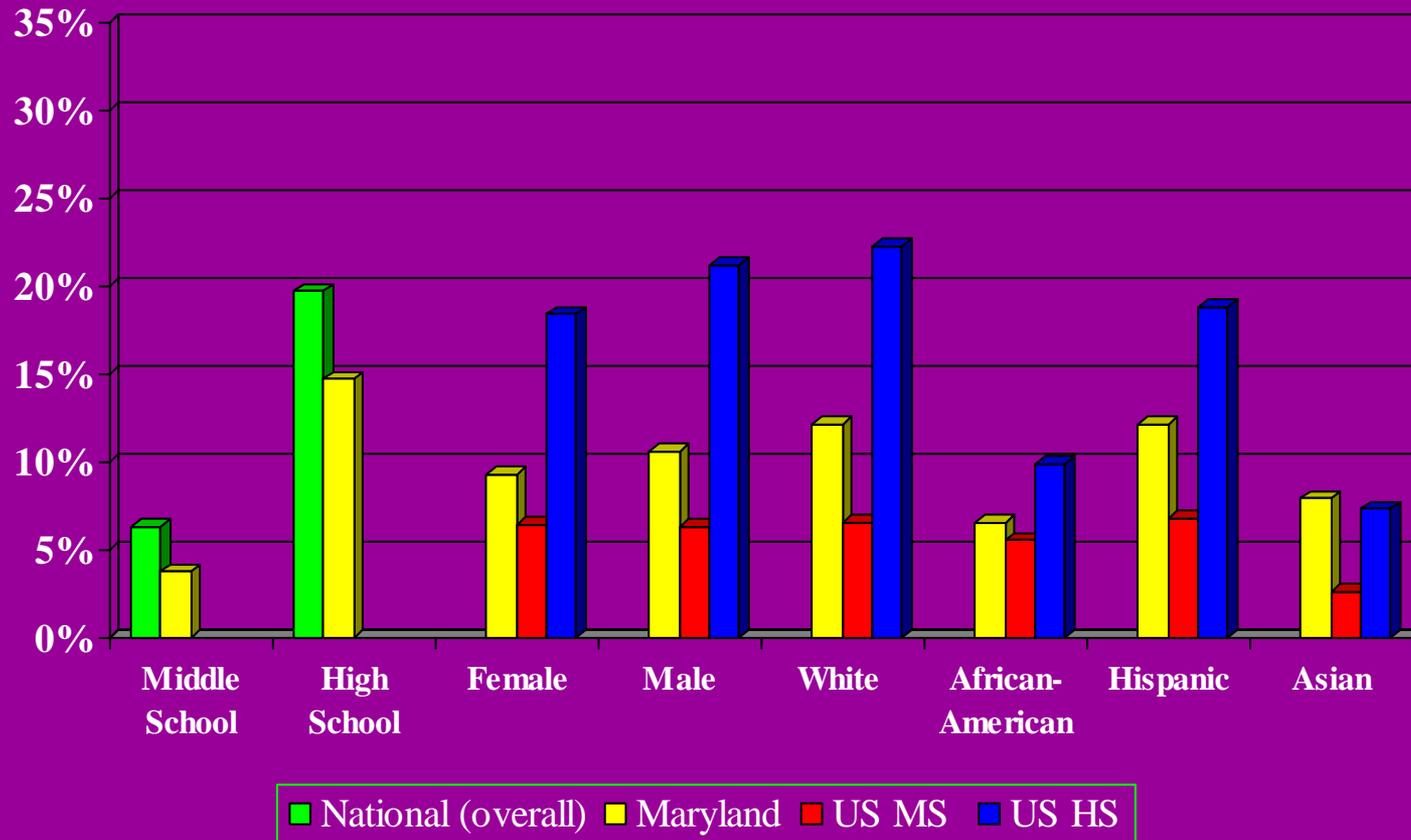
# Under Age Tobacco Use

(cigarettes, cigars, smokeless, pipes, bidis, or kreteks)

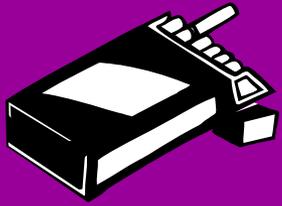




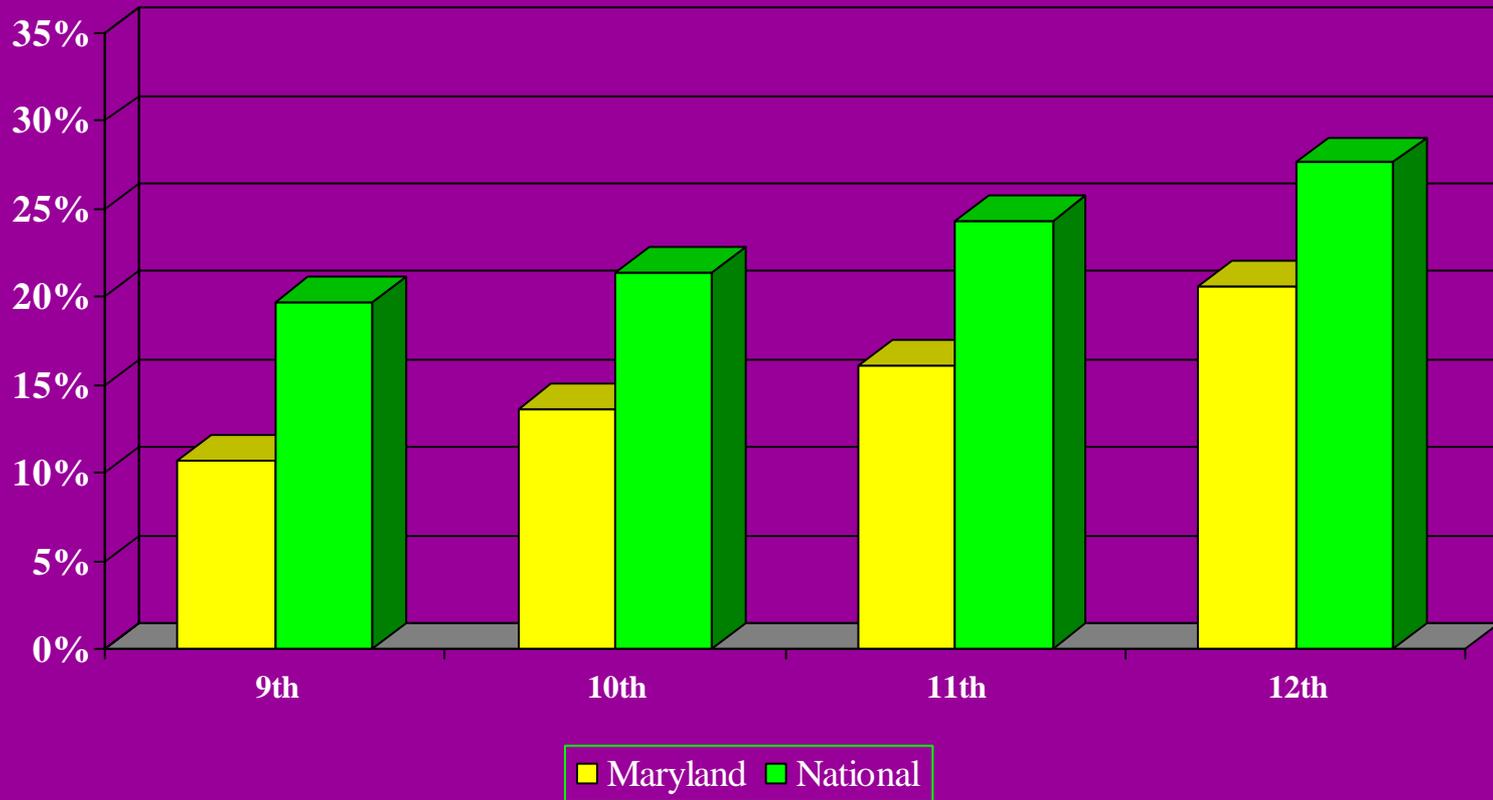
# Under Age Cigarette Use



Maryland Data Source: Maryland Youth Tobacco Survey (2006)  
National Data Source: National Youth Tobacco Survey (2005)



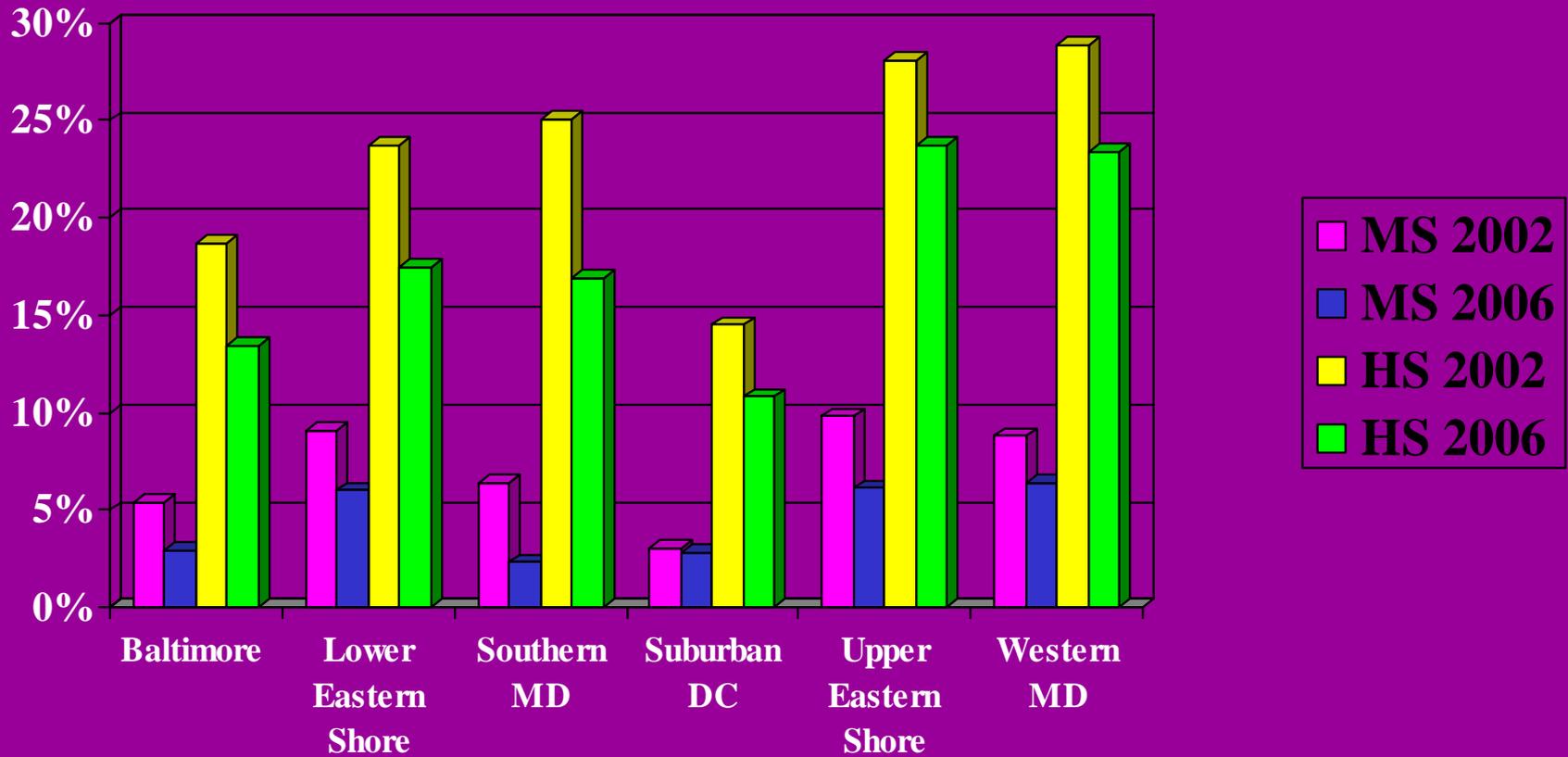
# Past 30 Day Cigarette Use (High School)





# Cigarette Smoking by Under Age Female Youth, Statewide, 2002 & 2006

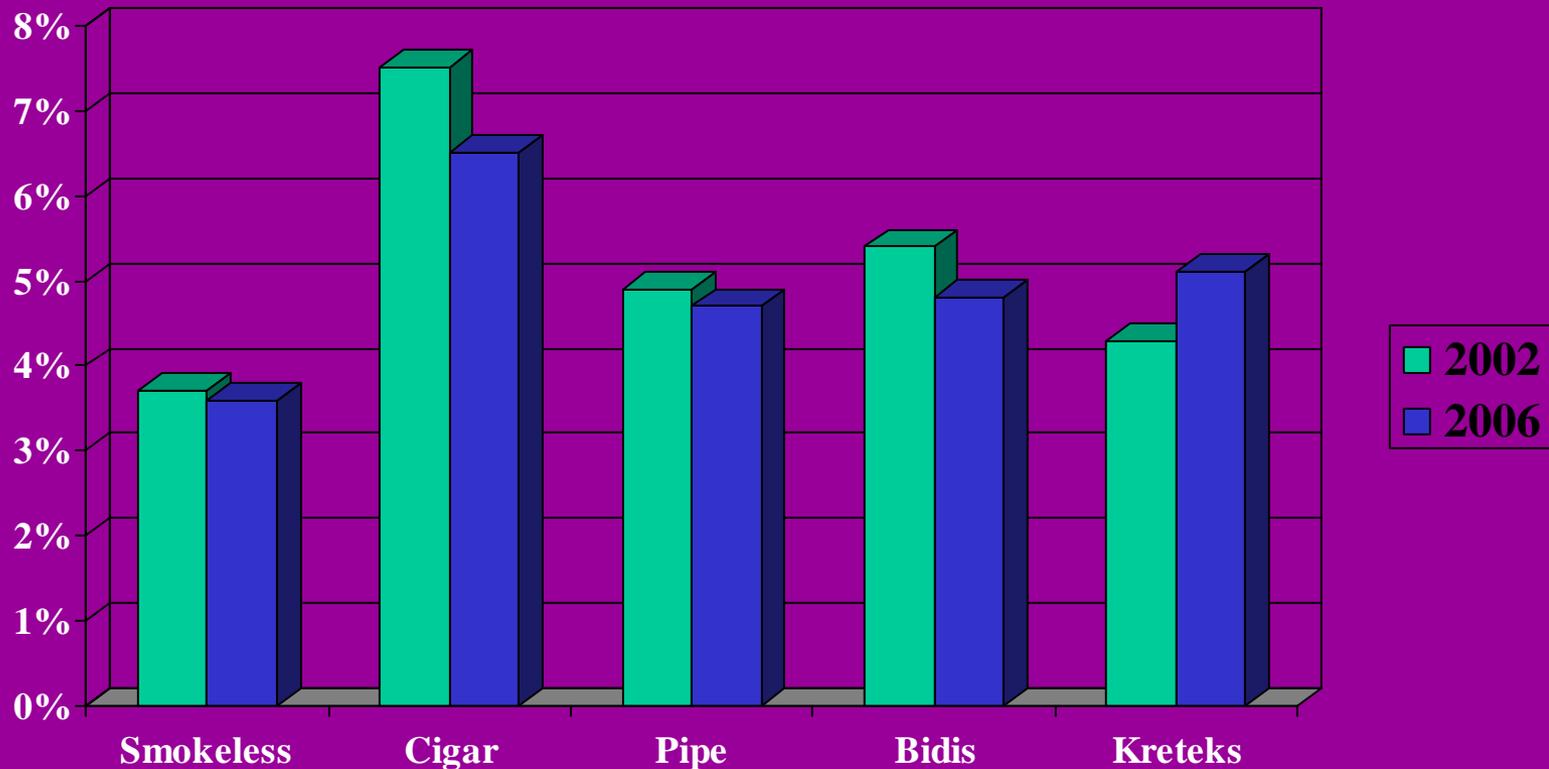
*(MD Youth Tobacco Survey, 2006)*





# Other Tobacco Use by Underage Youth, Statewide, 2002 & 2006

*(MD Youth Tobacco Survey 2006)*





# Cigarette Use by Teens

*(CDC Tobacco Fact Sheet, 2006 and ALA Smoking and Teens Fact Sheet, 2006)*

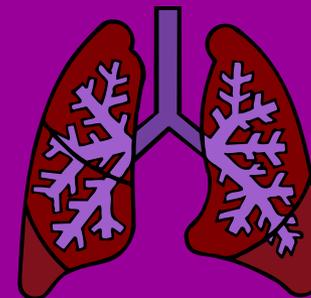
- 1/3 of all smokers had their first cigarette by the age of 14. 90% of all smokers begin before age 21.
- Each day in the US, approximately 3900 youths aged 12-17 try their first cigarette. In this age group, each day an estimated 1500 become daily cigarette smokers.
- 54% of HS students have ever tried cigarette smoking (even 1-2 puffs) and 16% of HS students have smoked a whole cigarette before age 13.

# Health Effects

*(Women and Smoking A Report of the Surgeon General 2001)*



- Cough
- Phlegm production
- Increased respiratory illness
- Decreased physical fitness
- Reduced lung function
- Increased risk of cancer





# Nicotine Addiction

*(CDC Tobacco Fact Sheet, 2006)*

- The younger people begin smoking cigarettes, the more likely they are to become strongly addicted to nicotine.
- Studies have found nicotine to be addictive in ways similar to heroin, cocaine, and alcohol.



# It Only Takes One...

- A study, which looked at smoking habits, conducted by the University of MA from 2002 to 2006 of over 1200 6<sup>th</sup> graders, followed them the entire 4 years.
- The findings show it only takes 2 days from when youths first started inhaling cigarettes to become addicted to nicotine.
- Also, youth only needed to smoke 7 cigarettes a month to report symptoms of dependence.
- These findings contradict the belief that long-term smoking is necessary to develop an addiction, and issue the warning that it might only take “one cigarette to initiate a life-long dependence on tobacco”

# Factors Influencing Initiation of Smoking

*(Women and Smoking A Report of the Surgeon General 2001)*



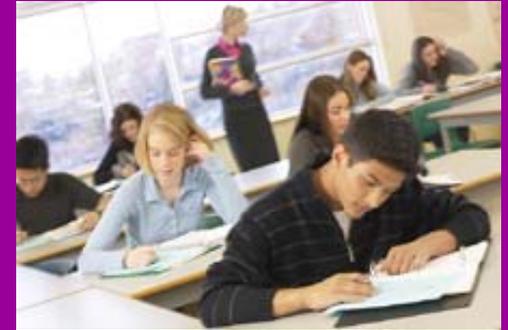
- Social and Environmental Factors
  - Accessibility of tobacco products
  - Pricing of tobacco products
  - Advertising and promotion of tobacco products
  - Level of parental supervision, involvement or attachment
  - Parental smoking
  - Strong attachment to peers
  - Perceived norms and prevalence of smoking

# Factors Influencing Initiation of Smoking (cont.)

*(Women and Smoking A Report of the Surgeon General 2001)*

- Personal Characteristics

- Socioeconomic status
- Behavioral control
- Sociability
- Academic performance/Commitment to school
- Religiousness
- Self-esteem
- Perceived refusal skills
- Previous experimentation with tobacco/Intent to smoke
- Susceptibility to smoking





# Body Sense Goals

- To **educate** female teen smokers about smoking-related health risks
- To **motivate** teen smokers to quit
- To provide **support** to successfully quit and maintain a smoke-free lifestyle

# Body Sense Teen Intervention

## Elements:

1. Patient Self-help Materials: Full color Body Sense Teen Newsletter
2. Brief counseling intervention
3. Feedback Form & Documentation Form

# Body Sense Elements (con't)

## Element #1

- Patient Self-help Materials: Body Sense Teen Newsletter

**How Smoking Affects Your Body**

**Feeling Stressed Out? You Just Gotta Relax!** If you're a teenager, you're no stranger to stress. Most teens report feeling stressed about school demands, parents, romantic relationships, and problems with friends and younger siblings. Many teens who smoke say that lighting up a cigarette helps them to calm down when they feel stressed out. But a closer look at how cigarettes affect the body sheds some light on the so-called "relaxation effect."

[Continued on page 3](#)

**Compete in Sports?**

**Are you a dancer? Do you sing or play an instrument? Smoking Will Slow You Down.** How does this happen? Nicotine causes blood vessels to narrow instead of expand during exercise. This raises your blood pressure and puts more strain on your heart. Smoking also reduces the oxygen available to your muscles and lungs during activities because oxygen in the blood is replaced with carbon monoxide. Even breathing becomes more difficult—smokers suffer shortness of breath almost three times more than nonsmokers do.

[Continued on page 3](#)

**How Smoking affects your Body** page 1

**Compete in Sports?** page 1

**Four easy Steps to Quitting Smoking** page 2

THIS PUBLICATION IS BROUGHT TO YOU BY:  
MARYLAND DEPARTMENT OF HEALTH AND MENTAL HYGIENE

# Body Sense Elements

## Element #2

### Brief Counseling Intervention

- **5 A's** for Brief Smoking Cessation

Counseling (*U.S. Department of Health and Human Services*)

- Ask
- Assess
- Advise
- Assist
- Arrange

# The 5A's

- **ASK** client about tobacco use
- **ADVISE** of harmful effects, benefits of quitting, the need for change
- **ASSESS** readiness to quit stage
- **ASSIST** in making a quit attempt
- **ARRANGE** next appointment
  - Summarize what actions client has agreed to do before next visit
  - Follow-up phone call in two weeks

# #1 **ASK**

*client about tobacco use...*

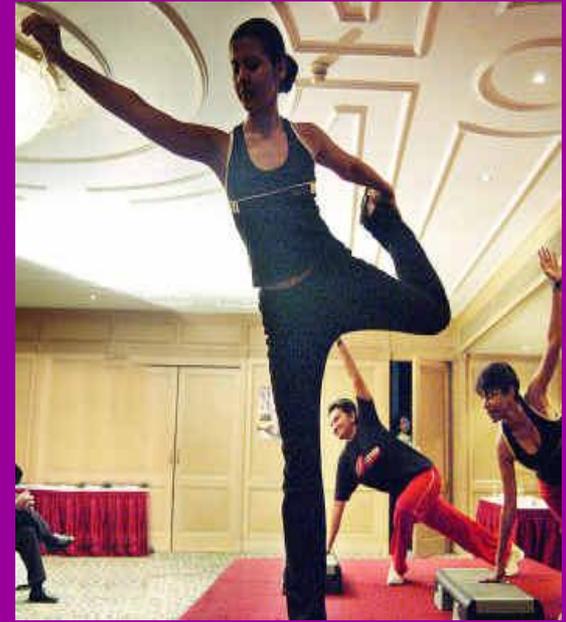
- Identify and document smoking status and exposure for every client at each visit



## #2 **ADVISE**

*client of...*

- Health hazards of smoking
- Benefits of quitting
- Need for change – *given in a non-authoritarian and supportive style*



# #3 ASSESS

*client's readiness to quit stage...*

- Asking open-ended questions
- Eliciting self-motivational statements
- Listening Reflectively (listening with empathy)
- Affirming the client
- Summarizing



# #4 ASSIST

*client in making a quit attempt...*

- Positively reinforce past attempts to quit
- Help client to identify barriers and solutions
- Communicate free choice
- Give support and confidence in patient's ability to quit
- Elicit other sources of support (i.e., family, friends)
- Consequences of action/inaction
- Discuss a plan (elicited from client)
- Ask for commitment
- Offer client Body Sense Intervention Teen Newsletter

# #5 ARRANGE

*follow-up with client...*



- Schedule next counseling session
  - Work with client on what is achievable between now and next appointment
  - Summarize what actions client has agreed to do before next appointment
- Follow-up phone call in two weeks

# 5 A's

## ASK

Smoking status

## ADVISE

- Health effects
- Need for change

## ASSESS

Readiness to quit

## ASSIST

In quitting

## ARRANGE

- Follow-up
- Documentation
- phone call (2 wks.)

# Stages of Change

*(Porchaska and DiClemente, 1983)*

- Pre-contemplation - not interested in quitting
- Contemplation - more open to the possibility of quitting and how to do it
- Preparation - taking small steps in learning more about quitting, cutting down, and setting quit date
- Action - quitting the habit, seeking social support, coping mechanisms
- Maintenance - smoke-free
- Relapse - return to smoking

# Stages of Change & Opportunities for Health Professionals

- Precontemplation

- Use relationship building skills
- Personalize risk factors
- Use teachable moments
- Educate in small bits, repeatedly, over time



- Contemplation

- Elicit reasons to change/consequences of not changing
- Explore ambivalence; praise client for considering the difficulties of change
- Question possible solutions for one barrier at a time
- Pose advice gently as “a solution”



*(Zimmerman, Olsen, Bosworth, 2000)*

# Stages of Change & Opportunities for Health Professionals (cont.)

- Preparation

- Encourage client efforts
- Ask which strategies the client has decided on for risk situations
- Ask for a quit date



- Action

- Reinforce the decision
- Delight in even small successes
- View problems as helpful information
- Ask what else is needed for success



# Stages of Change and Opportunities for Health Professionals (cont.)

- Maintenance
  - Continue reinforcement
  - Ask what strategies have been helpful and what situations problematic



# Stages of Change and Opportunities for Health Professionals (cont.)

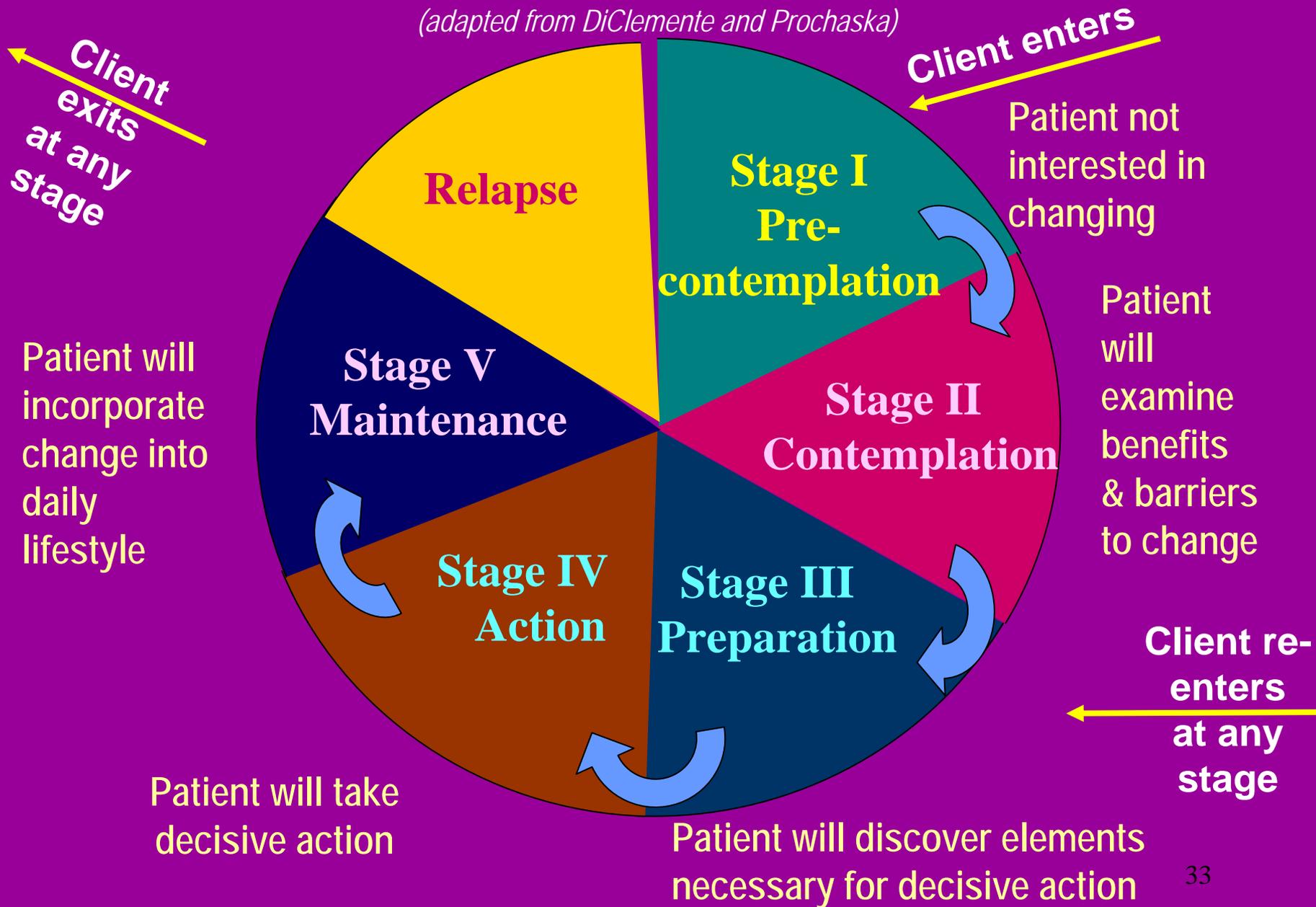
- Relapse

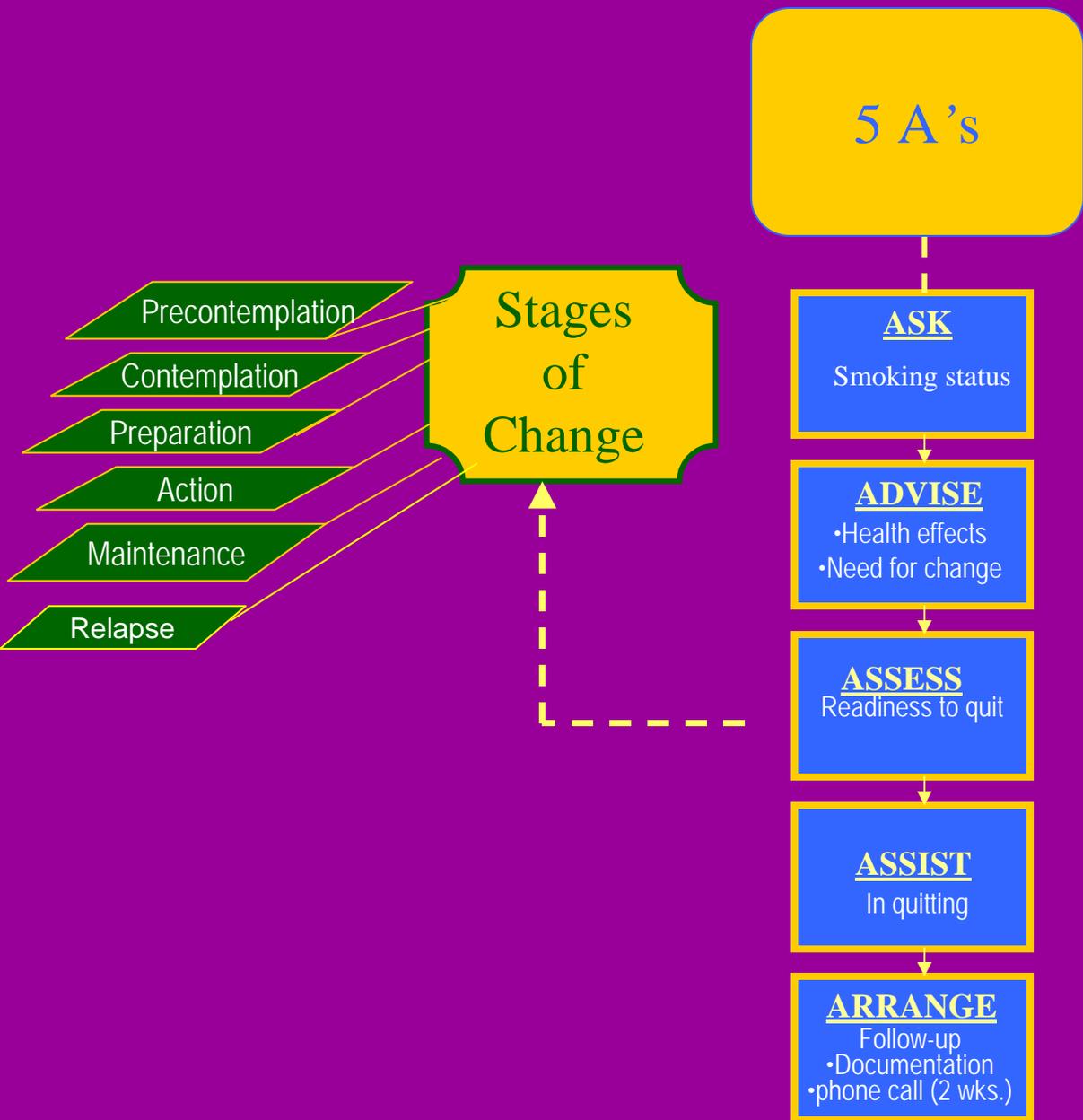
- Ask what situations were problematic
- Identify what strategies were helpful
- Re- assess the readiness of the client



# STAGES OF CHANGE

(adapted from DiClemente and Prochaska)





# Motivational Interviewing (M.I.)

*(Rollnick, S., & Miller, W.R. 1995)*



“Motivational Interviewing is a directive, client-centered counseling style for eliciting behavior change by helping clients to explore and resolve ambivalence.”

# Five Principles of M.I.

1. Express Empathy
2. Develop Discrepancy
3. Avoid Argumentation
4. Roll with Resistance
5. Support Self-Efficacy

# 1. Express Empathy



- Create a warm, supportive, patient-centered atmosphere
- Empathic, reflective listening is essential

*Remember that Acceptance facilitates change,  
Pressure to change blocks it*

## 2. Develop Discrepancy



- Create discrepancy in the patient  
(where the patient wants to be  
v.  
where they are right now)
- Patient should present arguments for change

# 3. Avoid Argumentation



- Keep patient resistance levels **LOW**  
More resistance = Less likely to change

*“Denial is not a problem of patient personality,  
but of therapist skill”*

# 4. Roll with Resistance



- Opposing resistance generally reinforces it
  - **DON'T PUSH!!!**

• “Roll with” the momentum with a goal of shifting client perceptions

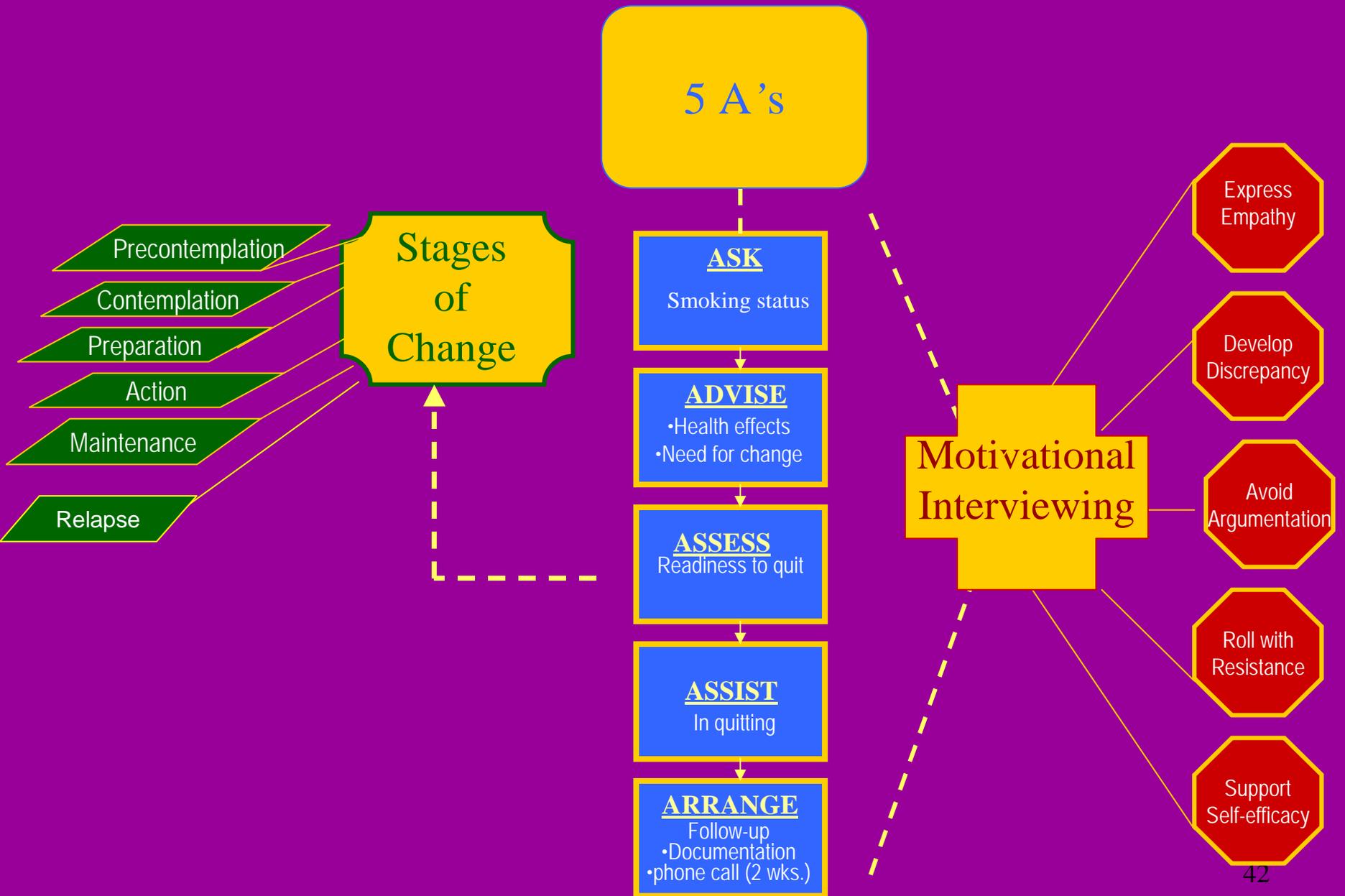
(Motivational Enhancement Therapy Manual, Vol. 2, 1999)



# 5. Support Self-Efficacy



- Impart belief about possibility of change
- Remember it is *always* the patient's choice whether or not to change



# Body Sense Elements (con't)

## Element #3

### - Feedback Form

**BODY SENSE**

**How Did We Do?** Tell us what you think of this newsletter and we'll give you a free gift. Just fill out the survey below and return it to your health professional when you are finished.

My age is: \_\_\_\_\_

My race/ethnicity is:

White                       African American  
 Hispanic                     Asian  
 Other (please list) \_\_\_\_\_

My county is: \_\_\_\_\_

What did you think of the topics covered in this newsletter?  
(Please check one)

Very boring                       Somewhat boring  
 Not sure                         Somewhat interesting  
 Very interesting

I read these parts of the newsletter (Please check all that apply)

Feeling Stressed Out?       Compete in Sports?  
 Smoking: Whose Idea Was It Anyway?

Which part of the newsletter did you like the best? (Please check one)

Feeling Stressed Out?       Compete in Sports?  
 Smoking: Whose Idea Was It Anyway?

Was there any part of the newsletter you didn't like? (Please check one)

Feeling Stressed Out?       Compete in Sports?  
 Smoking: Whose Idea Was It Anyway?  
 Nothing I didn't like!

I have been smoking for:

Less than one year       1 to 3 years  
 More than 3 years       Do not smoke

I smoke:

Less than 5 cigarettes per week  
 1 to 5 cigarettes per day  
 5 to 10 cigarettes per day  
 More than 10 cigarettes per day

Please check all of the following statements that apply to you as a result of reading the "Body Sense" newsletter.

I learned new things about the effects of smoking.  
 I am thinking more about how smoking affects my body.  
 I know where I can get help if I want to quit smoking.  
 I might start to think about quitting smoking.  
 I would like to learn more about how smoking affects my body.

# Body Sense Elements (con't)

## - Documentation form

### "BODY SENSE" TEEN NEWSLETTER DOCUMENTATION FORM

Client Name: \_\_\_\_\_

Clinic/County: \_\_\_\_\_

<b>Date of 1st Visit:</b> ___/___/___	<b># Cigs. in last 24 hrs:</b> _____	<b>Interest in Quitting:</b> <input type="checkbox"/> Not interested <input type="checkbox"/> Interested, but not ready to quit <input type="checkbox"/> Ready to quit	<b>Topics discussed?</b> <input type="checkbox"/> Benefits <input type="checkbox"/> Support <input type="checkbox"/> Strategies	<b>Client agrees to:</b> <input type="checkbox"/> Think about quitting <input type="checkbox"/> Cut down # of cigs. <input type="checkbox"/> Set a quit date: _____ <input type="checkbox"/> Prepare to quit <input type="checkbox"/> Quit <input type="checkbox"/> Stay smoke-free	<b>Problems/Barriers:</b> _____ _____ _____ <b>Goal for next visit:</b> _____ _____ <b>Initials:</b> _____	
<b>Date of Visit:</b> ___/___/___	<b>Did Client Quit?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No  <b># Cigs. in last 24 hrs:</b> _____	<b>Interest in Quitting:</b> <input type="checkbox"/> Not interested <input type="checkbox"/> Interested, but not ready to quit <input type="checkbox"/> Ready to quit	<b>Topics discussed?</b> <input type="checkbox"/> Benefits <input type="checkbox"/> Support <input type="checkbox"/> Strategies	<b>Client agrees to:</b> <input type="checkbox"/> Think about quitting <input type="checkbox"/> Cut down # of cigs. <input type="checkbox"/> Set a quit date: _____ <input type="checkbox"/> Prepare to quit <input type="checkbox"/> Quit <input type="checkbox"/> Stay smoke-free	<b>Problems/Barriers:</b> _____ _____ _____ <b>Goal for next visit:</b> _____ _____ <b>Initials:</b> _____	<b>Date of Follow-up call:</b> ___/___/___  <b>Comments:</b> _____ _____ _____
<b>Date of Visit:</b> ___/___/___	<b>Did Client Quit?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No  <b># Cigs. in last 24 hrs:</b> _____	<b>Interest in Quitting:</b> <input type="checkbox"/> Not interested <input type="checkbox"/> Interested, but not ready to quit <input type="checkbox"/> Ready to quit	<b>Topics discussed?</b> <input type="checkbox"/> Benefits <input type="checkbox"/> Support <input type="checkbox"/> Strategies	<b>Client agrees to:</b> <input type="checkbox"/> Think about quitting <input type="checkbox"/> Cut down # of cigs. <input type="checkbox"/> Set a quit date: _____ <input type="checkbox"/> Prepare to quit <input type="checkbox"/> Quit <input type="checkbox"/> Stay smoke-free	<b>Problems/Barriers:</b> _____ _____ _____ <b>Goal for next visit:</b> _____ _____ <b>Initials:</b> _____	<b>Date of Follow-up call:</b> ___/___/___  <b>Comments:</b> _____ _____ _____

# Counseling Teens

## 1. Be Positive

- Praise them for seeking health care early and taking good care of themselves

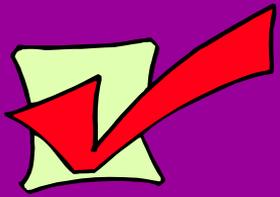
## 2. Immediate Benefits of Cessation

- Appearance
- Cost



## 3. Short-term benefits

- Less coughing, breathing easier



# REVIEW

1. **Self Help Materials**
  - » Body Sense Teen Newsletter
  
2. **Brief Counseling Intervention**
  - » 5 A's of Cessation Counseling
  - » *Ask » Advise » Assess » Assist » Arrange*
  
3. **Documentation & Follow-up**
  - » Documentation Form
  - » Feedback Form

# RESOURCES

- Campaign for Tobacco Free Kids  
[www.tobaccofreekids.org](http://www.tobaccofreekids.org)
- Maryland T.R.A.S.H  
[www.marylandtrash.com](http://www.marylandtrash.com)
- American Legacy Foundation  
[www.americanlegacy.org](http://www.americanlegacy.org)
- Maryland Resource Center  
[www.mdquit.org](http://www.mdquit.org)



# CONTACT INFORMATION

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