

MORE THAN THE 5 A'S: IMPLEMENTING A COMMERCIAL TOBACCO CESSATION INTERVENTION IN TRIBAL COMMUNITIES



ACTIVITY 1.1: MORE THAN THE 5 A'S

This reflection gets you thinking about the intervention on a personal level. The 5 A's require a lot of person-to-person interaction. Start thinking about what that interaction might look like for you and your community.

Instructions: After viewing the digital story *More Than the 5 A's* (available at www.redstar1.org/resources), respond to the following questions. This activity is meant to be a personal reflection and one you can look back on as you progress through the workbook.

- Why do you think the title of the digital story is *More than the 5 A's*? Is the 5 A's intervention just a matter of "going through the motions" or checking off steps? Or does it take more – like a personal investment of time and relationship building?

- In the digital story, the speaker talked about finding your own words to deliver personalized messages about tobacco cessation. Describe a time when you used personalized messages to provide advice to clients.

Through person-to-person interaction and using the 5 A's, you can be a supportive and knowledgeable resource for your clients who are thinking about quitting commercial tobacco. By thinking about the 5 A's on a deeper level, beyond just the steps, you are laying the groundwork for an effective and meaningful intervention.

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ACTIVITY 1.2: COMMUNICATING IN YOUR COMMUNITY

The purpose of this activity is to encourage you to think about and discuss how you might communicate with clients and community members about commercial tobacco.

Instructions: Take some time to complete each section and be prepared to discuss your answers. If you have experience working in tobacco cessation, draw from your previous conversations with clients and community members. If you are new to tobacco prevention, use knowledge of your community to describe what needs to be considered.

Who I talk to in my community - In your day-to-day interactions, you may change how you talk to people out of respect for the person or situation. Are there different ways of speaking with an elder, ceremonial person, or person of the opposite sex that are more acceptable or culturally appropriate than others? What about when you ask about a person's tobacco use?

- When I communicate about tobacco, I need to think of the following when speaking to these persons:

- Elders: (For example, you might greet an elder in a specific way out of respect.)

- Traditional or ceremonial leaders:

- People of the opposite sex:

- Young people:

- Friends or family:

- Others:

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Formal & informal communication – Are there times when you might address clients formally instead of informally? For instance, are there times when it may be OK to use a nickname?

- I should have formal conversations when I speak with: (Example: Elders)

- It may be OK to use informal conversations when I speak with: (Example: Youth)

Non-verbal communication* – Think about facial expressions and body language. What cues will you be looking for?

- When I see these non-verbal cues, the conversation is probably going well: (Example: nodding head)

- When I see these non-verbal cues, the conversation may not be going so well: (Example: shaking head)

**Note: non-verbal communication varies from person to person. There are also cultural, generational and gender differences to consider. Use your best judgment.*

Privacy – What is your work setting like? Can you talk about commercial tobacco use without other clients overhearing?

- These are some places that are good for private conversations:

Discussion: Take some time to talk about your answers. This discussion should be open and informal. There are no wrong answers. Are there any common answers or themes? Do you think talking about tobacco use with some people in your community could be challenging? How about other considerations not mentioned above? *(When working individually, consider talking with a co-worker or community member who is known and well respected in the community.)*

Thinking about the different people you might talk to about commercial tobacco use and how you might change your approach depending on each person will help you prepare for implementing the 5 A's. In Module 2 you will have an opportunity to further explore how you might adapt your communication style when implementing the 5 A's.

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ACTIVITY 1.3: SCENARIO MATCH-UP

The following activity gives you practice in recognizing the stages of change as well as identifying potential MI responses.

Instructions: Read each scenario; then match each scenario to the stage of change you think the individual is in (write in the number 1-5 from the bank below). Once you have matched each scenario with a stage of change, choose the appropriate MI response (write in the letter a-e from the bank below).

Scenario	Stage of Change	MI Response
Adriana's Scenario: Adriana has tried to quit before. She wants to quit in the next few weeks but is worried about gaining weight.		
Martin's Scenario: Martin's wife passed away a few years ago. He would like to quit, but says smoking is all he has left to "keep him company" now that his wife is gone and his children are grown and out of the house.		
Elena's Scenario: Elena works at the casino. She quit smoking two months ago but is tempted to start smoking again because she says she has to breathe other people's smoke all day anyway.		
Raul's Scenario: When you ask Raul about his tobacco use, he says it's none of your business.		
Grace's Scenario: Grace shares that she has been tobacco-free for over a year and she's hoping to help her co-worker quit too.		

Stages Of Change

1. Precontemplation – not thinking about quitting
2. Contemplation – thinking about quitting but not ready
3. Preparation – planning to quit
4. Action – ready and taking action (quit)
5. Maintenance – staying quit

*See answer key on page 21 in the workbook

MI Response

- a. As a health promoter I want to respect your wishes, but at the same time let you know I care about your health. If you ever do want to talk about your tobacco use, I'm here.
- b. Weight gain is a common fear. You seem pretty active – that will help keep weight off. I can give you some information on nicotine replacement options and medications that help with cravings and delay weight gain.
- c. You and your children must miss your wife. How many children do you have? I'm sure they would like to see you healthy and happy. Would you like to learn about some quit options?
- d. Congratulations on quitting! Would you like some information on quitting for your co-worker?
- e. Quitting is hard. Congrats on staying quit! I can see how you might be tempted to start smoking. What can I do to help you stay quit?

How did you do with the scenario match-up? Notice how each MI response demonstrated one or more of the key elements: engaging the client on a personal level, asking a question to find out more, or acknowledging their struggle and inner strength. These are ways of communicating that you may already use when you talk with clients. Now you can apply those same skills to the 5 A's.

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ACTIVITY 2.1: COMMERCIAL TOBACCO IN YOUR COMMUNITY

The purpose of this activity is to get you thinking about commercial tobacco in the context of your environment and how it affects your community. It will also help you connect information you may already know to new information presented in the workbook.

Instructions: Take a moment to think about each of the following questions. When you have answered all the questions, share your thoughts and discuss in pairs or in a group.

(When working individually, take some time to walk or take a drive through your community to help answer some of the questions.)

What does commercial tobacco use look like in your community?

- Do you, or does anyone you know, use commercial tobacco? If yes, what type? (Examples: cigarettes, cigars, chew, e-cigarettes).
- At what age or stage in their lives do people start smoking? Do you see adults smoking? What about young people?
- Where do people get the tobacco products? Where are tobacco products sold?
- Where do you see people using commercial tobacco in your community (e.g. work, home, community events)? Do you notice any places where people do not use commercial tobacco?
- Think of someone you know who uses commercial tobacco. How do you think their co-workers, friends and family are affected?
- Are there any smoke-free policies in your community? Are there places where people cannot smoke? Where are a few places you think smoking should not be allowed?

Perhaps the questions got you thinking about commercial tobacco on more of a community-wide level. What questions do you still have about commercial tobacco or what would you like to learn more about?

- Other questions I have about commercial tobacco:
(For example: What's in an e-cigarette?)

It's important to be informed about commercial tobacco in your community, so you can educate others on the dangers of tobacco and **Advise** your clients to quit. As you continue through the workbook, come back to your "other questions" above and see if they have been addressed. If not, check the resources section in this workbook to help answer any questions you might have now or later on.

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ACTIVITY 2.2: TOBACCO-RELATED CHRONIC DISEASES/ILLNESSES*

The purpose of this activity is to identify some of the chronic diseases and illnesses that may be affecting your community.

Instructions: Below is a list of the most common chronic diseases and conditions. If you know someone in your community who is dealing with one of these conditions, check the appropriate box(es). For example, if your aunt has diabetes and you work in a diabetes prevention program, select all three options in the diabetes row. Complete the activity and then respond to the discussion questions below.

Do you encounter any of the following in your work, community or family? (Check all that apply)			
	Community	Your Workplace	Family and Friends
Diabetes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High blood pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heart disease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stroke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blindness, cataracts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cancer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asthma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complications with pregnancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pneumonia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rheumatoid arthritis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*For a complete list of tobacco-related chronic diseases and illnesses visit: <http://www.surgeongeneral.gov/library/reports/50-years-of-progress/exec-summary.pdf>



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Discussion: When you look at the chronic diseases you checked off, is there one that stands out to you? How much of a role do you think tobacco plays in the illnesses you checked?

Perhaps you only selected a few boxes or perhaps you are surprised by how many you checked off. In some cases, this list may help you identify a group of people in your community who are suffering from one type of illness – like asthma or bronchitis – that could be linked to working in an environment where they are exposed to second-hand smoke.



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ACTIVITY 2.3: TRADITIONAL TOBACCO

Before we begin, let's make it clear that ***no one has to talk about traditional tobacco or its sacred use if it is in any way inappropriate or not respectful of your traditional ways.*** The purpose of this facilitated discussion is to explore whether or not traditional tobacco is used in your community, so you can better understand what your clients and community members may be experiencing or thinking when it comes to tobacco use and cessation. Understanding the use or non-use of traditional tobacco in your community will be helpful when you are communicating the 5 A's.

Instructions: Share as little or as much as you wish with the group. Use the following questions to guide your discussion. We suggest you give each person the opportunity to respond to each question before going on to the next one. This ensures that everyone has an opportunity to share and ask questions. *(When working individually, we suggest you speak with an elder, cultural leader or community member.)*

1. What do you know about traditional tobacco and its use in your community? How is it traditionally used in your community or tribe? If it is used or not used, how do you know?
2. How do people learn about traditional tobacco in the community? Who are the teachers and at what age do people begin to learn about it?
3. Are there any stories describing how your ancestors used traditional tobacco or other sacred plants?
4. Are there certain ways of talking about tobacco? For example, are there times or places when it's appropriate or not appropriate to discuss, or are there only certain people who should talk about it?
5. How is talking about traditional tobacco different than talking about commercial tobacco?

How did the discussion go? Perhaps you were unable to answer and discuss all of the questions. That's OK. If you have a good understanding of the difference between commercial and traditional tobacco use, you will be better equipped to explain the differences between the two and promote commercial tobacco-free communities. Consider seeking out a community member with whom you can speak to find out more about the ways in which traditional tobacco is or was used in your community.

Reflecting and understanding how to discuss tobacco use in a way that is culturally respectful and appropriate can help you anticipate potential challenges you may face when talking about tobacco with different groups. Think back to when you considered cultural norms in activity 1.2. Knowing more about traditional tobacco may help you communicate more effectively with different community members.

Resource – for stories about how Native people have used traditional tobacco see the Anthology of Traditional Tobacco Stories at <http://rtips.cancer.gov/rtips/index.do>



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ACTIVITY 2.4: THE 5 A'S CHALLENGE

The purpose of this activity is to give you an opportunity to review each of the steps in a fun and interactive way.

Preparation:

- Print out each set of cards and keep each set separate.
 - Set 1 contains each of the 5 A's (Ask, Advise, Assess, Assist, Arrange)
 - Set 2 contains a description of each of the 5 A's (...about tobacco use at every encounter)
 - Set 3 contains example interactions for each of the 5 A's (Do you or does anyone at home or work use commercial tobacco?)
 - Set 4 contains another set of example interactions for each of the 5 A's (Are you exposed to tobacco smoke at home or work?)
- Shuffle each set so the cards are not in order. (Remember, don't mix up the sets)
- Place each set in a pile face down. There should be four piles.

Instructions:

1. Assign one person to be a timekeeper.
2. Divide the rest of the people into two teams. Each team will place all four piles of cards FACE DOWN in front of the team members.
3. Start with Set 1. When the timekeeper says "Start!" flip over all the cards in Set 1 and put the 5 A's in the correct order.
4. The first team to have the cards in the correct order should say "Done" or raise their hands. The timekeeper should make sure Set 1 is in order before going on. Pause after each round for questions or clarifications
5. Now using Set 2, when the timekeeper says "Start!" flip over the cards and match the description to the correct "A".
6. Repeat the process with Sets 3 and 4. The goal is to match up the cards to the correct "A" and do it as quickly as possible. Good Luck!



SET 1

ASK

SET 2

... about commercial tobacco
use at each encounter

SET 1

ADVISE

SET 2

... tobacco users to quit

SET 1

ASSESS

SET 2

... readiness to make a quit attempt

SET 1

ASSIST

SET 2

... with quit attempt and/or referral

SET 1

ARRANGE

SET 2

... for follow up

SET 3

Do you or does anyone at home or work use commercial tobacco?

SET 4

Are you exposed to tobacco smoke at home or work?

SET 3

Quitting commercial tobacco will help reduce current and future health complications like asthma and heart disease.

SET 4

Many cancer-causing chemicals are found in secondhand smoke. There is no safe amount of exposure to secondhand smoke.

SET 3

Are you willing to set a quit date?

SET 4

... readiness to make a quit attempt

SET 3

Here is a quit card with your date and some helpful tips for preparing and staying quit.

SET 4

Here is a pamphlet with information about helping your friends or family members quit tobacco.

SET 3

Is it OK if I text you to follow up?

SET 4

I will check in with you in a few weeks; is this a good number to reach you?

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ACTIVITY 3.1: THE 5 A'S IN YOUR OWN WORDS – ROLE-PLAY

The purpose of this activity is to help you put the 5 A's into your own words.

Instructions: In the right column, write down how you might communicate each step of the 5 A's in your own way. Be as expressive and formal or informal as you would be with one of your clients (it might help to picture a specific client or situation in your mind, since your words will vary depending on the person and exact situation). Once you have completed the worksheet, role-play a scenario with a partner using the words you wrote down. *(If you are completing this workbook on your own, try practicing with a co-worker, family member or friend.)*

The 5 A's in Your Own Words

5 A'S	WORDS YOU WOULD USE
ASK the individual about his or her tobacco use and secondhand smoke status	
ADVISE the individual to consider a smoke-free lifestyle providing a clear, strong, and personalized message	
ASSESS the individual's willingness to make a quit attempt with the next 30 days	
ASSIST the individual in accordance with his or her willingness to quit (Unwilling or Willing)	
ARRANGE for follow-up	

Extra Practice!

Practice the 5 A's in your own words as much as possible. Start thinking about how you will tailor your communication for different clients. You can practice with co-workers or at home with family and friends. Use your 5 A's in Your Own Words worksheet to role-play different scenarios. For example, in one scenario have a person play the role of a client who is ready to quit, and in another, act like he/she is not sure or not ready. The more you practice, the more comfortable you will become.



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ACTIVITY 3.2: QUICK CHECK OF CURRENT PROGRAM

Instructions: Answer the following questions to the best of your ability, or if you are unsure, talk to co-workers to see what they know.

1. Which of the following best describes your program?

- Chronic disease prevention
- Tobacco prevention
- Wellness Center
- Exercise and Fitness
- Nutrition
- Other _____

2. When do you interact with clients? (Check all that apply.)

- During client check in or sign in
- While providing health services (all types – checking vitals to direct care)
- Out in the community (home visit or other regular community outreach)
- During nutrition class
- Teaching fitness class/coaching
- At wellness fairs/conferences
- Other _____

3. Does your program currently identify commercial tobacco users?

- Yes (continue to question #4)
- No (skip to question #6)

4. How does your program currently communicate with your clients about the importance of quitting commercial tobacco? (Check all that apply.)

- Tobacco-free signs at all entrances/exits
- Posters in visible areas (lobby, hallways, rooms)
- Quit cards or table tents
- Other _____

5. Which of the following does your program use to help patients quit commercial tobacco? (Check all that apply.)

- Give out educational materials
- Refer clients to quitline
- Refer patients to outside support groups or other tribal program
- Deliver brief tobacco cessation intervention (5 A's or Ask, Advise and Refer)
- Not sure
- Other _____

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6. List some of the challenges and opportunities you face (or could face) in identifying smokers/ tobacco users and helping them quit. When listing challenges, you can also list strategies to overcome them.

7. List some strengths of your program—what does your program do well? (Strengths don't have to be related to tobacco. Examples could be one-on-one time with clients, client relationships or community outreach.) How will these strengths be helpful when implementing a tobacco cessation intervention?

8. What resources are available in your community that your clients could use to help them quit and stay quit?

Your answers to the questions above help you describe your program and how your program addresses commercial tobacco use in your community. Knowing your program's strengths and identifying resources that are already available to help people quit is the first step to determining where you might fit the 5 A's into your daily activities. Even if your program does not currently offer any tobacco cessation help, the questions hopefully got you thinking about ways your program could accommodate a cessation intervention like the 5 A's.



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ACTIVITY 3.3: CLIENT INTERACTION

Every client interaction is an opportunity to implement the 5 A's. Remember, person-to-person interaction is what makes a brief intervention, like the 5 A's, different from a minimal intervention where there is no significant interaction (see Module 1, Table 2). The purpose of this activity is to identify when you have the most client interaction, because it's during these moments that you will have the best opportunity to deliver the 5 A's.

Instructions: This activity has two parts.

Part A: Think about the activities you do throughout the day (in-office or out in the community) that involve person-to-person interaction with clients and start making a list. Remember to choose activities where you have the most interaction with clients. In the example below, see Jolene's list of daily activities:

Jolene's list of daily activities:

- Check vitals
- Provide blood glucose screening
- Provide health education class
- Home visits
- Coordinate follow-up
- Issue referrals

Your daily activities:

Part B: Choose **one** activity from your list in Part A and write down every task required to complete that activity from start to finish. Use simple language and few words to describe each task. In the example below, Jolene listed all of the tasks related to blood glucose screening:

Jolene's list of tasks for blood glucose screening:

- Greet client and escort to screening area
- Wash/sterilize area (Ex: fingertip)
- Use monitoring device to test blood
- Read result to client
- Stabilize blood sugar (if needed)
- Provide health education (as needed)
- Update client file

Your list of tasks for [enter activity you chose here]



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ACTIVITY 3.4: CREATE A FLOWCHART OF A DAILY ACTIVITY

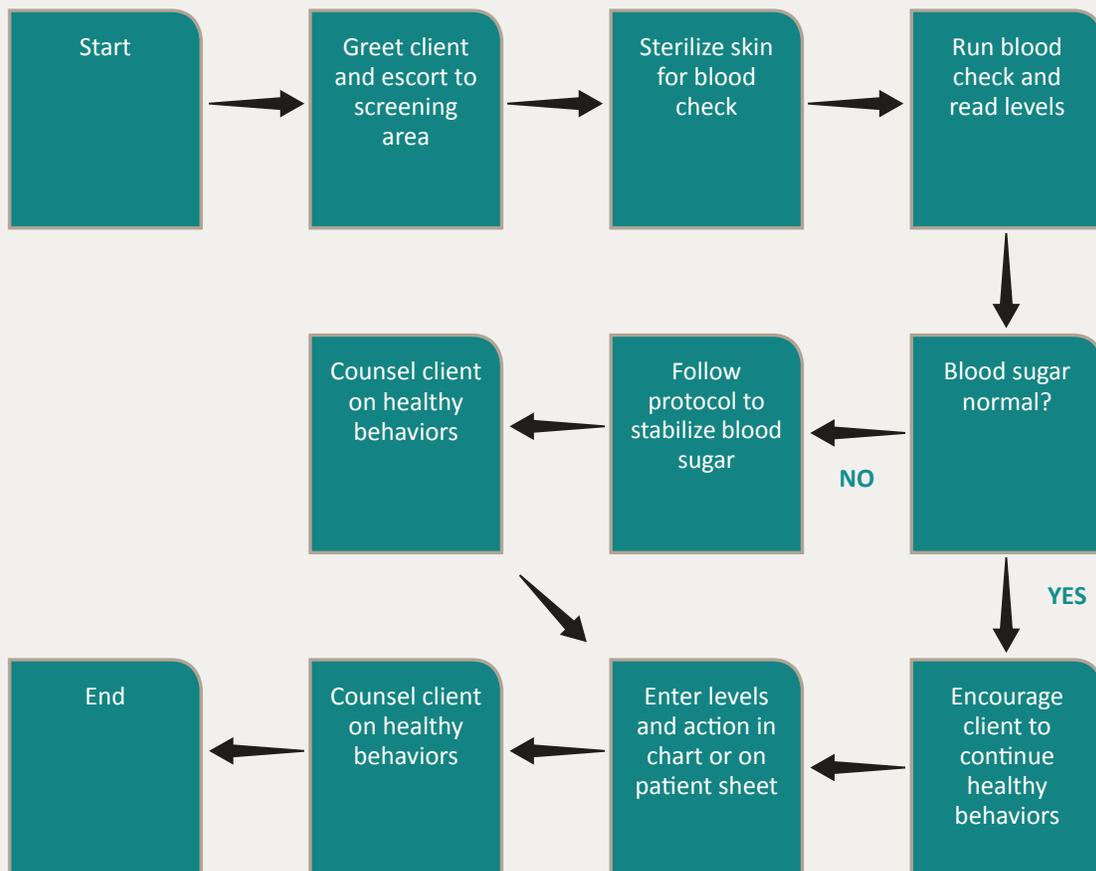
Use the one activity you selected and its accompanying list of tasks from Activity 3.3 to create your flowchart. You will need large easel paper and sticky notes.

Instructions:

- 1) Double-check your list (Activity 3.3 Part B) before beginning the activity. Is each task in the right order? Are there any tasks where there is a yes/no question or decision that is made? Add any additional tasks to your list before starting the flowchart.
- 2) Once your list is complete, write each task on a single sticky note. There should be only one task per sticky note.
- 3) At the top of the easel paper, write the activity you chose to flowchart (Example: Client Check-in).
- 4) Write "Start" on the first sticky note.
- 5) Place the sticky notes in the order the tasks are completed. (The good thing about using sticky notes is that you can move them around as needed!)
- 6) Draw arrows to connect tasks and show the flow of tasks from one to the next (don't write in arrows until you are sure tasks are in order).
- 7) Write "End" on a sticky note, and place it after the last task in the process.
- 8) Review your flowchart and make sure it's complete. Did you include all of the tasks required to complete the activity?

You have created a flowchart of one of your daily activities! Now, you can use this flowchart to identify areas where the 5 A's could fit in to your existing process.

See the example flowchart below:



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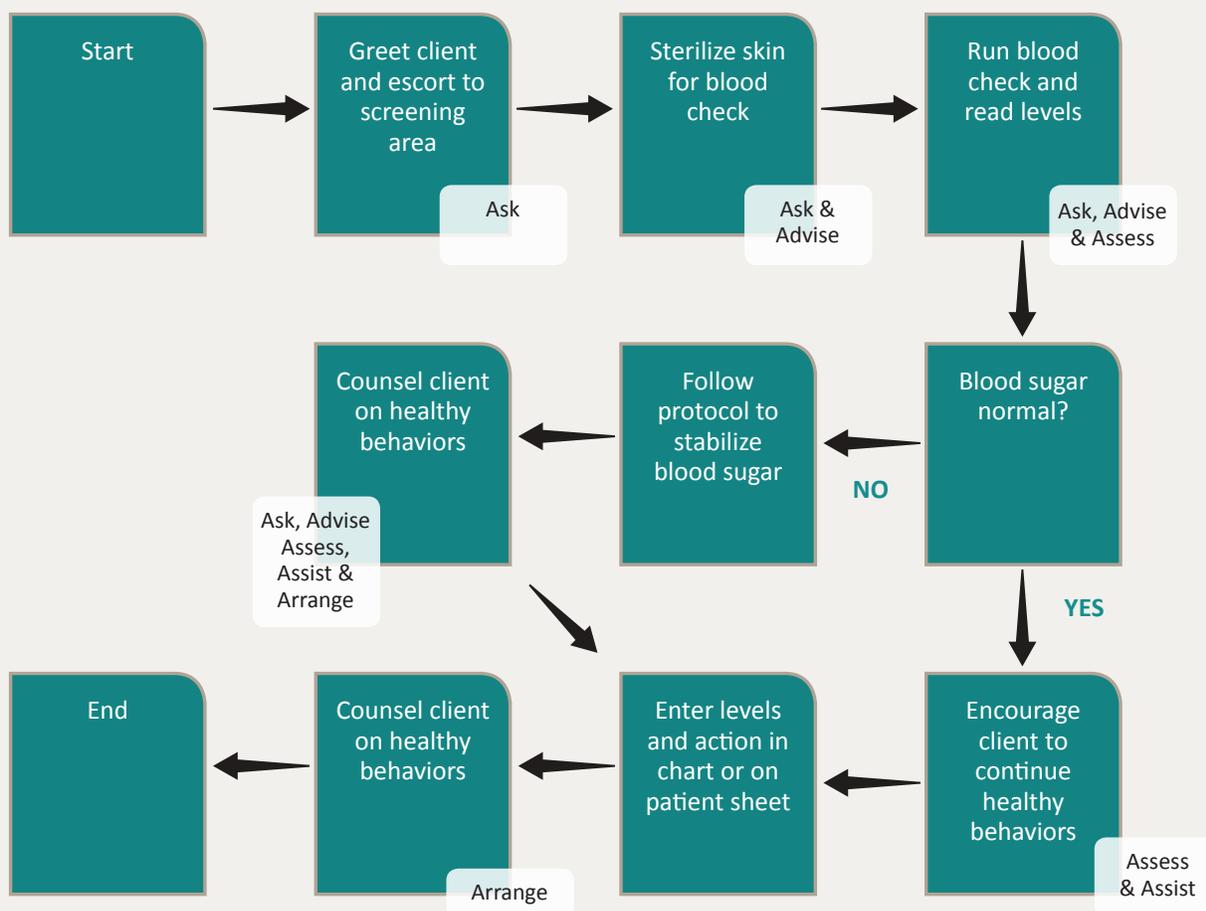
ACTIVITY 3.5: FITTING THE 5 A'S INTO YOUR DAILY ACTIVITIES (INDIVIDUAL FLOWCHART)

The flowchart you created in Activity 3.4 gives you a clear picture of an activity and all its tasks. Your next step is to figure out where the 5 A's can best be included in the flow of your existing tasks. Think about how you put the 5 A's into your own words in Activity 3.1. You used words to communicate in an effective and genuine way. Now, you are looking at your day and deciding when you can best communicate each of the 5 A's in a way that fits naturally into what you are already doing.

Instructions: This activity has two parts.

Part A: Review your flowchart from Activity 3.4 and note where you see potential opportunities to implement one or more of the 5 A's (**Ask, Advise, Assess, Assist, Arrange**). Write the appropriate "A" (or A's) on a new sticky note (we recommend using a different color sticky note) and place it directly underneath the task. Below you can see where Jolene found areas to implement one or more of the 5 A's and where she placed her sticky note underneath the task.

Jolene's flowchart - Fitting in the 5 A's



Notice how there is more than one opportunity to implement one or more of the 5 A's. It is up to you to figure out which areas in your flow of tasks is best for the 5 A's. Depending on the amount of client contact you have, you may be able to go through all of the 5 A's with your clients during one task, or it might be easier to break up the steps and **Ask** (or **Ask** and **Advise**) upon greeting and then continue with **Assessing, Assisting** and **Arranging** as you move through your tasks.

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Perhaps you have less client contact and your flowchart looks nothing like Jolene's. That's OK too. In the next two modules we will discuss how other staff members can provide one of the 5 A's, like Asking or Arranging, or support the implementation in other ways such as ordering resources, ensuring tobacco-free signage is visible to clients, and scheduling additional trainings. All staff can be part of creating a tobacco-free community!

Now it is time to take the information from the flowchart and put it into a table that lets you quickly and easily see when you can deliver each of the 5 A's. Below are two tables: the first one (**Jolene's Possible Options**) summarizes all of Jolene's options for fitting the 5 A's into Blood Glucose Screening. The second example (**Best Options**) shows how she narrowed these options to reflect when the 5 A's could be integrated most naturally and effectively.

Jolene's Possible Options

5 A's	When
Ask	<ul style="list-style-type: none"> • Greeting client • Prepping for blood check • Reading levels • Counseling client
Advise	<ul style="list-style-type: none"> • Prepping for blood check • Reading levels • Counseling client
Assess	<ul style="list-style-type: none"> • Counseling client
Assist	<ul style="list-style-type: none"> • Counseling client
Arrange	<ul style="list-style-type: none"> • Counseling client • Updating chart

Best Options

5 A's	When
Ask	<ul style="list-style-type: none"> • Greeting client
Advise	<ul style="list-style-type: none"> • Prepping for blood check
Assess	<ul style="list-style-type: none"> • Reading levels
Assist	<ul style="list-style-type: none"> • Counseling client
Arrange	<ul style="list-style-type: none"> • Updating chart

It's important to recognize that Jolene could integrate all of the 5 A's while counseling her clients. But, after considering factors like the natural flow of conversation and the appropriateness of timing, Jolene found individual tasks where she could ideally communicate each of the 5 A's to her clients (Best Options table above). When you consider timing, think about the natural flow of conversation that occurs when treating clients. Some tribal staff indicated that trying to communicate all of the 5 A's at once seemed rushed or pushy.

Part B: Look over your flowchart once again and fill in the tables below to show how your 5 A's communication is starting to develop. In the first table, be sure to indicate all options for communicating the 5 A's. In the second table, narrow your options. Remember to consider the natural flow of conversation and appropriateness of timing.



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5 A's Table (Possible options first)

5 A's	When
Ask	
Advise	
Assess	
Assist	
Arrange	

5 A's Table (Best options)

5 A's	When
Ask	
Advise	
Assess	
Assist	
Arrange	

Deciding when it's best to communicate the 5 A's during your day is one of the most important pieces for developing an implementation plan. As you begin to implement the 5 A's, you may find that when and how you communicate each of the "A's" varies from client to client. That's perfectly normal. You will respond to the needs of your client just as you would with any other services or interventions you provide. We will continue to explore your process and the rest of your implementation plan in Module 4.



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ACTIVITY 4.1: FITTING IN THE 5 A'S INTO YOUR PROGRAM (PROGRAM FLOWCHART)

The purpose of this activity is to update your flowchart and 5 A's Table (the one you created in Module 3) to now include other program staff who can help implement the 5 A's in one continuous flow.

Instructions: This activity has two parts.

Part A: Take the flowchart you created in Activity 3.4 and, using a new color sticky note, identify areas where other staff could support or communicate one or more of the 5 A's. Remember to indicate "when" and "who" (see Jolene's example - Image 7).

Part B: Once you have developed your Program Flowchart, use the information on it to update the table from Activity 3.5 to include "Who" will implement each of the 5 A's.

Program 5 A's Table

5 A's	When	Who
Ask		
Advise		
Assess		
Assist		
Arrange		



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ACTIVITY 4.2: IMPLEMENTATION PROCESS

The purpose of this activity is to create your own implementation process that includes the “when”, “who” and “how”. This means you are describing the following:

- **When** clients will be **Asked, Advised, Assessed, Assisted** and when **Arrangements** are made for follow-up; and
- **Who** will be doing the Asking, Advising, Assessing, Assisting and Arranging and;
- **How** team members will work together to make the process successful

Instructions:

Use the table provided to create your implementation process based on your program flowchart in Activity 4.1

5 A's	When	Who	How
Ask			
Advise			
Assess			
Assist			
Arrange			



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ACTIVITY 4.3: 5 A'S CLIENT FORM

The purpose of this activity is to explain how to create a 5 A's Client Form that your team can use to track the 5 A's intervention with clients. This is your chance to personalize how you will track the intervention with your clients.

Instructions: This activity has two parts.

Part A: Make your own form - Adapt one of the sample 5 A's Client Forms (Appendix C1 and C2 contain full-size copies) or develop your own form from scratch. Think about how you would personalize it and adapt it for your program. Write directly on the samples or use a new page to create your own. Here are some tips for creating your form:

- Remember to include the essential elements (listed on pg. 53)
- The form should be user-friendly
- Use the samples provided for ideas or extra guidance
- If you already have a form or process for asking your clients about their tobacco use and exposure, you can use it as a model or guide

Part B: Role-Playing - Use the form you created in Part A to role-play with a partner. You may want to practice with someone you identified in Activity 4.2. Refer to the 5 A's in Your Own Words worksheet (completed in Module 2) to guide your communication. Think about how the questions flow and whether or not the form is useful with helping you communicate the 5 A's effectively. Each person you identified in your implementation process should practice using the 5 A's Client Form.

Reflection: What did you notice about the flow of the intervention? How did you personalize the form? Is there anything you would add to or take out of it to make the flow better?

(If you are working individually, try adapting or creating a form and then role play with a co-worker and ask for feedback.)

Your 5 A's Client Form is a key piece of the implementation process, so remember to make it as clear and user-friendly as possible, while still incorporating all the essential components. This form may change as you begin to use it. You will have to work out the "kinks" with your staff and clients and that's OK. It's part of making the intervention your own. Once you practice with and re-work the form, finalize it by giving the new document a name like "5 A's Tobacco Cessation Client Form." You can even add your logo.



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ACTIVITY 5.1: – DETERMINE WHAT YOU WANT TO KNOW (WHAT YOU WILL TRACK)

The purpose of this activity is to help you determine what it is you want to know in order to track your progress with the 5 A's using the Client Form. The table below will help you organize your options for the Tracking Form as well as cross-check your 5 A's Client Form to ensure the forms are consistent.

Instructions:

In the table below, read through the first column and check off the questions you want to track. It's best to start with at least two or three questions from each category. If there are additional topics you would like to track, add them in the space provided. Then for each question you selected, see if your current 5 A's Client Form has a corresponding question or checkbox that will collect the information you want. Circle 'Yes' or 'No' for each question you selected from the first column.

WHAT YOU WANT TO KNOW		
Which questions do you want to track?	Is this on your Client Form?	Where to look (or add) on your 5 A's Client Form for information?
What has been achieved?		
<input type="checkbox"/> How many times did staff deliver the 5 A's?	Y / N	Count number of forms you have
<input type="checkbox"/> How many people reached or served?	Y / N	Count total number of client names
<input type="checkbox"/> How many quit plans developed?	Y / N	Count all boxes checked "Yes" under Assess section
<input type="checkbox"/> How many referrals given?	Y / N	Count "Referred to" boxes checked under Assist section (count all)
<input type="checkbox"/> Type of referral (e.g. Tribal tobacco program)	Y / N	Count "Referred to" boxes checked under Assist section (count each type)



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WHAT YOU WANT TO KNOW

Which questions do you want to track?	Is this on your Client Form?	Where to look (or add) on your 5 A's Client Form for information?
<input type="checkbox"/> Number of follow-ups completed	Y / N	Count number filled in with date under Follow-Up Date
<input type="checkbox"/> Number of follow-ups not completed (e.g. wrong phone number or no answer)	Y / N	Count blanks for Follow-Up date (or see "Notes" section)
Who are you reaching and what is known about clients?		
<input type="checkbox"/> How many communities were reached or served? (e.g. Districts, villages, pueblos, community centers)	Y / N	Count "District" (Specify under address, if needed.)
<input type="checkbox"/> Gender reached?	Y / N	Count boxes checked for "Male" or "Female"
<input type="checkbox"/> How many use or are exposed to commercial tobacco?	Y / N	Count "Yes" boxes checked under Ask section (see notes for whether client is smoker or exposed to smoke)
<input type="checkbox"/> Where is exposure happening? (e.g. work or home)	Y / N	Ask section (Specify work or home)
<input type="checkbox"/> How many willing to set a quit date in next 30 days?	Y / N	Count "Yes" boxes checked under Assess section
<input type="checkbox"/> How many not willing not quit?	Y / N	Count "No" boxes checked under Assess section
What has changed since implementing the intervention?		
<input type="checkbox"/> How many quit commercial tobacco?	Y / N	Count "Yes" boxes checked for Quit section (count "Yes" only)
<input type="checkbox"/> What length of time did client stay quit? (e.g. 6+ months or longer)	Y / N	Specify in "Notes" section or create box
<input type="checkbox"/> How many remain quit?	Y / N	Follow up with clients who indicated "Quit"
Additional category or other questions		
<input type="checkbox"/>	Y / N	
<input type="checkbox"/>	Y / N	
<input type="checkbox"/>	Y / N	

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ACTIVITY 5.2: DEVELOP A 5 A'S TRACKING FORM

The purpose of this activity is to develop your own 5 A's Tracking Form. There are many formats you can use for tracking 5 A's information. You could create an MS Excel spreadsheet or a table in MS Word, like the one used in this activity.

(Note: If you already have a tracking system in place, continue to use what works for your setting.)

Instructions:

Follow these steps to create your Tracking Form:

1. Write what you want to track in the first column. These are the questions you checked off (or developed) in Activity 5.1.
2. Choose how often you want to track. We recommend quarterly (Qtr. 1, Qtr. 2, Qtr. 3, Qtr. 4) or monthly.
3. In the "How Often" columns, write in the time frame desired. You may need to adjust the table and number of columns to meet your program needs. The last column is for the totals.

YOUR 5 A'S TRACKING FORM

Your 5 A's Intervention	[How Often]	[Total]			
What has been achieved?					
Who was reached?					
What has changed?					
Additional Questions					

A Tracking Form may seem like busy work at first, but remember, you are collecting this information so you can make informed decisions that will make the program as effective as possible.

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ACTIVITY 5.3: REVIEW YOUR 5 A'S SUCCESSES & CHALLENGES

The purpose of this activity is to brainstorm what has been working well during the implementation of the 5 A's and what could use some improvement.

Instructions: Focus on your successes first. List all successes – big and small. They all count! Then list what has been challenging. Be as specific as possible, so you can address them later.

Successes	Challenges
<p>Example:</p> <ul style="list-style-type: none"> <i>We have been using the intervention with clients for two weeks.</i> 	<p>Example:</p> <ul style="list-style-type: none"> <i>Having a hard time remembering the 5 A's</i>



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Implementation Plan Checklist

TASK	
Phase I: You and the 5's	
Step 1: Adapt the 5 A's – Make it Your Own	
5 A's in Your Own Words	✓
Step 2: Consider Your Current Program	
Quick Check of Current Program	✓
Step 3: Fit the 5 A's into Your Daily Activities	
Client Interaction	✓
Flowchart a Daily Activity	✓
Fitting in the 5 A's Part I (Individual flowchart)	✓
Your 5 A's Flow (Table)	✓
Step 4: Check in With Your Supervisor (if needed)	
Obtain necessary approvals from supervisor	✓
Phase II: The 5 A's and Your Program	
Step 1: Fit the 5A's Into Your Program	
Fitting in the 5 A's Part II (Program flowchart)	✓
Program 5 A's Flow (Table)	✓
Coordinate Trainings for other Staff (as needed)	✓
Step 2: Develop an Implementation Process	
Implementation Process Table (When, Who & How)	✓
Step 3: Document Your Work	
Create a 5 A's Client Form	✓
Practice Using Form with Staff	✓

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TASK	
Phase III: Setting Up for Success	
Step 1: Be the 5 A's Champion	
Identify a 5 A's Champion	✓
Step 2: Create a Tobacco-free Community	
Spread the News about the 5 A's	✓
Make Your Space Tobacco-free Friendly	✓
Step 3: Track Your Progress	
Determine What Information to Track	✓
Update or revise 5 A's Client Form (if needed)	✓
Develop Your 5 A's Tracking Form	✓
Step 4: Identify Successes & Challenges	
Your Successes & Challenges	✓
Step 5: Use Findings to Make Decisions and Maintain the 5 A's	
Monitor and Use Data to Make Decisions	✓

