Tobacco Interventions with Youth and Young Adults

This specialized course will allow learners to increase their knowledge about tobacco prevalence, opportunities for screening, provide initial and ongoing assessments and interventions with youth and young adults. Learners will be able to recognize opportunities for engaging youth and young adults who use tobacco, as well as to explain the factors that influence the initiation or prevention of tobacco use.

1. **Describe the factors associated with the onset of tobacco use and tobacco use disorder**
   1.1. **Examine the relationship between tobacco and other product use among youth and young adults**
      1.1.1. Identify the prevalence of tobacco and other product use
      1.1.2. Identify tobacco and other product use patterns (social smoking, daily use)
   1.2. **Explain the importance of developmental stages**
      1.2.1. Identify the various stages of human development.
      1.2.2. Describe the cognitive, affective, behavioural and physical changes within each developmental stage
      1.2.3. Identify factors that may impact development
         a) Adverse Childhood Events (Substance use including tobacco, trauma, mental illness, etc)
         b) Stressors/Social determinants of health
         c) Gender
   1.3. **Explain the factors that influence the initiation or prevention of tobacco use**
      1.3.1. Recognize the various factors that influence the initiation or prevention of tobacco use (ex: protective factors, risk factors etc.)
         a) Identity (personality, self-esteem, self-efficacy, resiliency, risk taking, age, gender, sexual orientation, spirituality, social identity)
         b) Peer pressure
         c) Supports (family, peer, mentors)
         d) Culture (media, social media, heritage)
         e) Access to tobacco
         f) Health (physical, mental, trauma, family history)
         g) Tobacco Industry

2. **Engage youth and young adults who use tobacco in tobacco cessation and/or reduction**
   2.1. **Recognize opportunities for engaging youth and young adults who use tobacco**
      2.1.1. Describe recruitment strategies
      2.1.2. Identify various settings for engagement (school, work, clinics, etc)
2.1.3. Identify unique considerations when engaging youth and young adults (ex. Transitional aged youth, street involved, pregnant, chronic health conditions, mental illness)

2.2. Create a safe environment for youth and young adults
2.2.1. Discuss confidentiality and its limitations
2.2.2. Discuss professional boundaries

2.3. Support youth and young adults who are not ready to quit
2.3.1. Adapt a motivational interviewing approach (ex. Emphasizing autonomy)

3. Screen and Assess tobacco use among youth and young adults

3.1. Identify opportunities for screening (ex. Sexual health education, dental visits, schools)

3.2. Select multimodal screening and assessment tools for tobacco use disorder
3.2.1. Screen all clients for tobacco use
3.2.2. Screen all clients who use tobacco for a mental illness and/or substance use disorder
3.2.3. Distinguish between the various screening and assessment tools (e.g. advantages, disadvantages, outcomes, uses, limitations)
3.2.4. Identify screening and assessment tools for youth and young adults
   a) Autonomy Over Smoking Scale (AUTOS)
   b) Fagerstrom Tolerance Questionnaire
   c) Hooked on Nicotine Checklist

3.3. Provide initial and ongoing assessments with youth and young adults
3.3.1. Identify the social determinants of health as they relate to the client ability to quit or reduce
3.3.2. Assess readiness to quit or reduce
3.3.3. Assess the role of significant relationships and supports (ex. Parents/guardians, friends and significant others)
3.3.4. Evaluate interest in receiving concurrent versus sequential treatment for those with concurrent disorders
3.3.5. Identify barriers to treatment (e.g. transportation, financial, social support, cognitive function, literacy, numeracy, aging out of service)
3.3.6. Document tobacco use and other current/past substance use and mental illness (current and past)
3.3.7. Document a suicidal risk assessment with the use of a screening tool

4. Client-centred evidence informed treatment
4.1. Adapt treatment plans in collaboration with the client
4.1.1. Discuss treatment strategies using client-centred language and resources

4.1.2. Create an individualized treatment plan based on client assessment
   a) SMART goals
   b) Strategies to quit or reduce tobacco use using EBB (environment, behaviour and biology) – enhancing resiliency
   c) Relapse Prevention
   d) Harm reduction
   e) Concurrent versus sequential Treatment in those with concurrent disorders
   f) Evaluate client progress

4.1.3. Collaborate with other individuals and across sectors within the client’s circle of care to coordinate treatment (ex. Other healthcare practitioners, family, friends)

4.2. Adapt psychosocial interventions for tobacco cessation and/or reduction
   4.2.1. Adapt psychosocial interventions (EBB) - CBT

4.3. Adapt pharmacological interventions for tobacco cessation and/or reduction
   4.3.1. Adapt pharmacological approaches (eg. Dose personalization)

5. Advocate for Prevention and Cessation Programs on behalf of Youth and Young Adults
   5.1. Identify policies and programs focused on tobacco reduction amongst youth and young adults
      a) Access to tobacco (eg. Age restrictions, retailer locations, online etc.)
      b) Tobacco use in movies
      c) Advocacy by youth (e.g. Youth Advocacy Training Institute)

Learning Objectives (workshop):

1. Identify the factors associated with the onset of tobacco use and tobacco use disorder
2. Explain strategies for engaging youth and young adults who use tobacco in tobacco cessation and/or reduction
3. Describe strategies for screening and assessing tobacco use among youth and young adults
4. Select tailored screening and assessment tools for use with youth and young adults
5. Provide client-centred evidence informed psychosocial interventions
6. Provide client-centred evidence informed pharmacological interventions
7. Identify opportunities to advocate for Prevention and Cessation Programs on behalf of youth and young adults

The learning objectives for this TEACH Specialty course are linked to the CanMEDS Physician Competency Framework recommended by the Royal College of Physicians and Surgeons of Canada (http://www.royalcollege.ca/rcsite/canmeds/canmeds-framework-e).
See below to find out how this TEACH Specialty course’s learning objectives relate to the specific roles outlined in the CanMEDS Physician Competency Framework. Note that these learning objectives reflect the content covered in the course.

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