

Part II: 14 Session Relapse Prevention Phase for Successful Quitters

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PART 2. 14 Session Relapse Prevention Phase for Successful Quitters

Group members who have achieved 14-day continuous abstinence at weeks 12 and 13 are eligible for the relapse prevention phase. Fourteen day continuous abstinence will be defined as 14 days of self-report of complete abstinence from smoking and expired air co of ≤ 9 ppm as measured at the weekly group meetings.

The relapse prevention CBT groups are structured as a total of 14 x 60-minute groups held over 40 weeks. The first 3 groups are held weekly, followed by 3 biweekly groups, then monthly groups until the final group which is held 3 weeks from the previous group (see Table 2). As in open treatment, participants are provided with handouts corresponding to the educational topics about maintaining abstinence: anticipating high-risk situations, refusal skills, role of permission-giving beliefs and other cognitions in relapse, developing an identity as a non-smoker, building a healthy lifestyle, early warning signs of relapse, building social support and assertiveness skills. Problem-solving is also included as a key component of all sessions.

In the relapse prevention protocol, participants are taught problem-solving steps as a method of responding to cravings and other high-risk situations. The steps of problem-solving are as follows: 1) state the problem, 2) generate possible solutions (without evaluating them), 3) examine the advantages and disadvantages of each possible solution, 4) determine what needs to be done to implement the solution, and 5) evaluate how well the solution worked. At each session, group leaders devote a portion of the session to demonstrating the use of problem-solving in the session and recording the group’s work on the worksheet “Using Problem Solving to Cope with High Risk Situations.” These completed sheets are photocopied and distributed to the group and participants are routinely assigned use of problem solving records as home practice.

Table 2. Schedule of Relapse Prevention Intervention

Week	14	15	16	18	20	22	26	30	34	38	42	46	50	53
Group	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Relapse Prevention Protocol: Session Outline

Session 14: Understanding Relapse

Overview:

- CO Testing and screen for adverse events
- Welcome to relapse prevention and orientation
- Review of factors that precipitate relapse
- Homework: Daily review of “What I am enjoying about being a non-smoker [INDEX CARD]”

Handouts:

“Welcome to the relapse prevention group”

Relapse Prevention Group Schedule (needs to be newly created for each group)

“Why Do Successful Quitters Relapse?”

"High Risk Situations I: Situations That Involve Other People"

“What I am enjoying about being a non-smoker [INDEX CARD]”

Quiz 1

Goals:

1. Provide overview of group format, schedule, and content
2. Increase awareness of benefits of non-smoking status
3. Increase awareness of factors that increase likelihood of relapse
4. Identify high-risk situations for upcoming problem-solving sessions

Homework:

1. Post “What I am enjoying about being a non-smoker [INDEX CARD]” in a visible place or plan to carry card and look at it at least once a day. Participants may also add to the card during the upcoming week.

Completion of Data Collection Forms (10 minutes)

Data collection for the relapse prevention groups includes all of the same forms that were completed in the open phase with the exception that the smoking self-report form is modified to collect more detailed data on slips and relapses (e.g., timing, number of cigarettes, duration of slip/relapse).

Welcome and Schedule (10 minutes)

Leaders will spend some time praising group members for having made it to this point in the group program. In addition to having achieved 2 weeks of continuous abstinence, participants will have participated in a number of assessments and will have attended 13 groups at this point, which represents a significant time commitment. It can be helpful to ask participants to emphasize the amount of work that has gone into their achieving cessation as a way of maintaining motivation and of placing their efforts in context. It is not unusual for group leaders to find that smoking cessation is the goal group participants identify putting the most effort into over recent years.

Review the upcoming schedule for the relapse prevention group. Because the relapse prevention group does not follow a fixed, weekly schedule, it is helpful for group leaders to provide participants with a list of the dates of upcoming meetings at this group. As in the open phase, participants are permitted only one individual make-up session. In the event that a participant can not make a group, he or she should contact the research coordinator to schedule either an individual make-up session with the group leader, or a data collection session with the research coordinator. Group leaders should emphasize the importance of attendance as a way of protecting participants against relapse and helping members get back on track in the event of slips or relapses.

Review of Medication Compliance (5 minutes)

Study and general medication compliance is assessed. Problem-solve around barriers. Note that participants who believe (correctly or incorrectly) that they are on placebo, may be at higher risk for poor adherence, medication discontinuation or drop-out. Continue to emphasize the importance of the behavioral piece of the intervention as a motivator and as use evidence of early success in the first few weeks of the relapse prevention phase as a motivator.

Understanding Relapse (30 minutes)

Group leaders prepare participants for the upcoming content in the relapse prevention phase by telling participants that a focus of the relapse prevention is to understanding the reasons people relapse and build skills and design plans so that relapse does not happen. Ask group members to brainstorm the reasons that people relapse once they have successfully quit smoking. Suggest they draw on their own personal past experiences with relapse in coming up with these reasons. Group leaders should use their experience with each participant in the open phase to help identify individual reasons for relapse. As the group generates ideas, write on the board. When possible, group leaders link these reasons with their experience with members in the group. For example, once a participant mentions “stress” as a reason for relapse, the group leader elicits from group members specific examples of how stress was associated with slips/relapses or difficulty quitting in the open program. Once this exercise is completed, review the “Why Do Successful Quitters Relapse?” and “High Risk Situations I: Situations That Involve Other People” handouts as a group. Using the list on the board, the associated specific examples that were generated by the group, and the feedback from the “High Risk Situations I: Situations That Involve Other People” handout, ask the group to come to consensus about the 5 most important reasons for relapse for this particular group. It is important that group leaders work with the group to identify this list, as these will be the examples that are used in future problem-solving sessions in the relapse prevention phase.

What I am Enjoying Most about Being a Non-Smoker (10 minutes)

One of the reasons that smokers relapse is that they start to lose track of the benefits they have achieved by becoming a non-smoker. (Correspondingly, the perceived harmful effects of smoking are diminished). It is easy to imagine how the combination of losing sight of the benefits and harmful effects of smoking would over time lead to relapse. Group leaders present this as a rationale for completing the “What I am Enjoying Most about Being a Non-Smoker” index card. Group members are asked to complete this card in group and then share the card with the group. As with other index cards that have been completed in this program, participants are reminded to be as specific as possible in their responses.

For homework, group members are assigned either posting the card in a visible place (e.g., on refrigerator, medicine cabinet mirror) or carrying it with them and looking at it at least once a day (e.g., at the same time they pull out money or a subway pass from their wallet to pay for the bus).

Review (5 minutes)

The key pieces to review from this session are the purpose of the group, role of attendance in good outcomes, common reasons for relapse, and the rationale for keeping sight of what participants are enjoying about being a non-smoker. Sample questions that group leaders might ask at points during the session and at the conclusion of the session to assess comprehension are:

What do you understand is the purpose of the relapse prevention group?

Can someone tell me back in your own words one reason that attendance is important at these groups?

Name 3 common reasons that quitters relapse?

What is the point of making up a card of the things you are enjoying most about being a non-smoker?

What is the homework assignment?

Pass out Quiz 1 and review correct answers in group. Remind participants of the date and time of the next session. Pay participants for attendance and address any adverse events reported in the group that require follow up.

Session 15: Creating An Individualized Relapse Prevention Plan

Overview:

- CO Testing and screen for adverse events
- Review high risk situations and use to inform relapse prevention plan
- Develop individual relapse prevention plans
- Homework: Following relapse prevention plan

Handouts:

High Risk Situations II: Situations That Involve Daily Events
Relapse Prevention Plan (sample completed version)
Relapse Prevention Plan (blank)

Goals:

1. Provide rationale for creating an individualized relapse prevention plan
2. Follow a written relapse prevention/Relapse Prevention Plan

Completion of Data Collection Forms (10 minutes)

Data collection for the relapse prevention groups includes all of the same forms that were completed in the open phase with the exception that the smoking self-report form is modified to collect more detailed data on slips and relapses (e.g., timing, number of cigarettes, duration of slip/relapse).

Review of Medication Compliance (5 minutes)

Study and general medication compliance is assessed. Problem-solve around barriers. Note that participants who believe (correctly or incorrectly) that they are on placebo, may be at higher risk for poor adherence, medication discontinuation or drop-out. Continue to emphasize the importance of the behavioral piece of the intervention as a motivator and as use evidence of early success in the first few weeks of the relapse prevention phase as a motivator.

Review of Last Group and Homework (10 minutes)

Group leaders ask the group members to recall the main points of the prior session. Main topics covered in the previous group were reasons that successful quitters relapse and the purpose of the relapse prevention group. The group leader should then ask the participants to recall the homework assignment (post the "What I am Enjoying Most about Being a Non-Smoker" Index card in a visible place and refer to it on a daily basis) and to report on their follow through and experience with the assignment. Barriers to completing the assignment should be assessed and problem-solved. Elicit benefits of reminding oneself of the benefits of quitting from the group members. Discuss in context of how doing this may improve the ability to stay quit and ask group members if they think this will be a helpful tool for them to elect to use in the future.

Understanding Relapse: Part II (20 minutes)

Based on the review of the previous session at the opening of this session and further discussion with the group members, group leaders list the 5 most important reasons that the group has so far identified for relapse, being as specific as possible, and writing these reasons on the board. Then, the group leader guides the group through the "High Risk Situations II: Situations That Involve Daily Events" handouts as a group and adds to the list of reasons for relapse to the board. At this point, ask the group to come to consensus about the 7 most important reasons for relapse for this particular group. It is important that group leaders work with the group to identify this list, as these will be the examples that are used in future problem-solving sessions in the relapse prevention phase.

Relapse Prevention Plan (10 minutes)

In our experience, four things that make it challenging for participants to maintain quit attempts are: 1) Failing to limit access to cigarettes, 2) Failing to limit access to smokers or smoking activities, 3) Low social support in face of urges or social facilitation of restarting smoking and 4) Insufficient coping strategies for managing stress. Group leaders link the high-risk situations identified by the group to date to these general categories. Following this exercise, the group reviews the completed relapse prevention Relapse Prevention Plan and the group leader facilitates each members' in group completion of the Relapse Prevention Plan.

For homework, group members are assigned carrying out their stated plans on the relapse prevention plan. (It may be useful for the group leader to make a copy of their completed plan before they leave, so that he/she can follow up on the plan at the next group meeting.) Assess concerns about being able to complete these plans and troubleshoot.

Review (5 minutes)

The key pieces to review from this session are the newly identified common reasons for relapse and the rationale for keeping developing an individualized relapse prevention/Relapse Prevention Plan. Sample questions that group leaders might ask at points during the session and at the conclusion of the session to assess comprehension are:

What were some of the new reasons we talked about today that people relapse?

What is the point of making an individualized Relapse Prevention Plan for you to follow this week?

What is the homework assignment?

Pass out Quiz 2 and review correct answers in group. Remind participants of the date and time of the next session. Pay participants for attendance and address any adverse events reported in the group that require follow up.

Session 16: Introduction to Problem-Solving

Overview:

- CO Testing and screen for adverse events
- Teach problem-solving
- Identify shared high-risk situation for group
- Homework: Relapse Prevention Plan and Problem-Solving Worksheet

Handouts:

“Introduction to Problem Solving”

Problem Solving Sheets (sample completed version)

Problem Solving Sheets (blank)

Relapse Prevention Plan (blank)

Goals:

1. Check in and review use of Relapse Prevention Plan
2. Train in problem solving
3. Apply problem solving to shared high risk situation for group

Homework:

1. Carry out problem-solving exercise

Completion of Data Collection Forms and Check-In (10 minutes)

Data collection for the relapse prevention groups includes all of the same forms that were completed in the open phase with the exception that the smoking self-report form is modified to collect more detailed data on slips and relapses (e.g., timing, number of cigarettes, duration of slip/relapse).

As in previous groups, the group leader conducts a brief check in with each member in the group format regarding their current status, whether or not they had any urges or slips in the past week, triggers for these urges/slips, and coping strategies used to either refrain from smoking in response to an urge to smoke, to re-quit following a slip or relapse, or to prevent a slip from turning into a relapse.

Review of Medication Compliance (5 minutes)

Study and general medication compliance is assessed. Problem-solve around barriers. Note that participants who believe (correctly or incorrectly) that they are on placebo, may be at higher risk for poor adherence, medication discontinuation or drop-out. Continue to emphasize the importance of the behavioral piece of the intervention as a motivator and as use evidence of early success in the first few weeks of the relapse prevention phase as a motivator.

Review of Last Group and Homework (10 minutes)

Group leaders ask the group members to recall the main points of the prior session. Main topics covered in the previous group were events associated with daily life that are high-risk situations for relapse. The group leader should then ask the participants to recall the homework assignment (complete the "Relapse Prevention Plan") and to report on their follow through and experience with the assignment. Barriers to completing the assignment should be assessed and problem-solved. Elicit benefits of planning for high risk situations such as limiting access to cigarettes, limiting access to smokers or smoking activities, having social support in face of urges or social facilitation of restarting smoking and lacking coping strategies for managing stress. Discuss in context of how doing this may improve the ability to stay quit and ask group members if they think this will be a helpful tool for them to elect to use in the future.

Problem-Solving (25 minutes)

In this session, group members are re-introduced to a skill learned in the open phase, problem-solving. A total of 6 sessions will be devoted to problem-solving, so it is critical that the group leader emphasize the benefits of learning and applying this skill to relapse prevention. Problem identification and selection should be guided by those high-risk situations identified by the group members in the first 2 relapse prevention sessions. Doing so will help as many group members as possible feel invested in coming up with a way of addressing the particular high risk situation that is being discussed. Before reviewing the "Introduction to Problem-Solving" handout, the group leader asks the group to the group members to discuss how they tend to approach problems or difficulties in their life in general. This discussion may identify ways of solving problems, such as: asking for help from others, thinking through options, and using strategies that have worked in the past. The group leader reinforces how group-based problem-solving (which is the type of problem-solving that will be used in the relapse prevention group) relies on these same strategies to solve problems. It may also be helpful for the group leader to elicit from the participants some background information about the kinds of difficulties they have run into in the past when they attempt to solve problems (e.g., the solution they pick doesn't work, they become so anxious that they can't face dealing with the problem, they plan to do something to solve the problem but don't know how to get more information about how to go about enacting the solution, etc.). Again, the group leader uses this discussion to highlight how beneficial it can be for having a set skill to deal with problems that addresses these issues and can help overcome anxiety and avoiding dealing with problems so that individuals who use it can feel more in control of their lives and capable of dealing with life's problems. After highlighting the rationale and the benefits of problem solving, the group leader facilitates a discussion of the "Introduction to Problem-Solving" handout. At this point, the group leader wants to be sure to help the group understand the steps of problem-solving and the types of problems or goals that the relapse prevention group will use problem-solving to address. Next, the group reviews a completed version of the "Problem-Solving Sheet." The group leader responds to questions and then moves on to helping each of the group members identify a problem or goal related to relapse prevention. Before the group members leave, the group leader ensures that each participant has written a problem or goal related to smoking cessation maintenance on the Problem-Solving Sheet with the goal of completing this sheet and enacting the identified plan for homework. (It may be useful for the group leader to make a copy of the problem/goal area they will work on before they leave, so that he/she can follow up at the next group meeting.)

Relapse Prevention Plan (5 minutes)

An expanded version of the Relapse Prevention Plan that was completed in the previous session is assigned for homework. (It may be useful for the group leader to make a copy of their completed plan before they leave, so that he/she can follow up on the plan at the next group meeting.) Assess concerns about being able to complete the homework assignments and troubleshoot.

Review (5 minutes)

The key pieces to review from this session are: 1) the rationale for learning problem-solving skills and 2) the steps of problem-solving. Sample questions that group leaders might ask at points during the session and at the conclusion of the session to assess comprehension are:

What are some of the positive aspects of problem-solving? How can you imagine it might come in handy when you are struggling with staying quit?

Who can name the first step of problem solving?

What is the homework assignment?

Pass out Quiz 3 and review correct answers in group. Remind participants of the date and time of the next session. Pay participants for attendance and address any adverse events reported in the group that require follow up.

Session 17: Permission-Giving Beliefs

Overview:

- CO Testing and screen for adverse events
- Identify and modify permission giving beliefs

- Homework: Refer to index card "Ways I give myself permission to smoke..."/"Things I want to remember when I start thinking this way."

Handouts:

“Permission-Giving Beliefs “

"Responding to Permission Giving Beliefs"

Relapse Prevention Plan (blank)

Index Card "Ways I give myself permission to smoke/Things I want to remember when I start thinking this way."

Goals:

1. Check in and review use of problem-solving plan
3. Develop index card identifying and responding to an individual's permission giving beliefs

Completion of Data Collection Forms and Check-In (10 minutes)

Data collection for the relapse prevention groups includes all of the same forms that were completed in the open phase with the exception that the smoking self-report form is modified to collect more detailed data on slips and relapses (e.g., timing, number of cigarettes, duration of slip/relapse).

As in previous groups, the group leader conducts a brief check in with each member in the group format regarding their current status, whether or not they had any urges or slips in the past week, triggers for these urges/slips, and coping strategies used to either refrain from smoking in response to an urge to smoke, to re-quit following a slip or relapse, or to prevent a slip from turning into a relapse.

Review of Medication Compliance (5 minutes)

Study and general medication compliance is assessed. Problem-solve around barriers. Note that participants who believe (correctly or incorrectly) that they are on placebo, may be at higher risk for poor adherence, medication discontinuation or drop-out. Continue to emphasize the importance of the behavioral piece of the intervention as a motivator and as use evidence of early success in the first few weeks of the relapse prevention phase as a motivator.

Review of Last Group and Homework (10 minutes)

Group leaders ask the group members to recall the main points of the prior session. Main topics covered in the previous group were identifying and responding to permission giving beliefs. The group leader should then ask the participants to recall the homework assignment (daily review of the index card they completed which identified their permission-giving beliefs and how they want to respond to these beliefs and completing the "Relapse Prevention Plan") and to report on their follow through and experience with the assignment. Barriers to completing the assignment should be assessed and problem-solved. Elicit benefits of planning for high risk situations such as limiting access to cigarettes, limiting access to smokers or smoking activities, having social support in face of urges or social facilitation of restarting smoking and lacking coping strategies for managing stress. Discuss in context of how doing this may improve the ability to stay quit and ask group members if they think this will be a helpful tool for them to elect to use in the future.

Permission-Giving Beliefs (25 minutes)

The educational focus of this session is describing different categories and generating examples of permission-giving beliefs. Group leaders facilitate review of the Permission-Giving Beliefs handout and assist group members to identify permission-giving beliefs that have operated for them personally either during this quit attempt or in previous quit attempts. Group leaders assist members to identify and record these personally-relevant beliefs on an index card "Ways I give myself permission to smoke" as well as counters to these beliefs on the flip side of the card "Things I need to remember when I start thinking this way." Group leaders assign referring to and reviewing this card as homework as a way of increasing group members' coping strategies in the

event that permission-giving beliefs occur.

Relapse Prevention Plan (5 minutes)

Participants are again assigned completion of the Relapse Prevention Plan for homework. Assess concerns about being able to complete the homework assignments and troubleshoot.

Review (5 minutes)

The key pieces to review from this session are: 1) examples of permission-giving beliefs and 2) coping with permission-giving beliefs. Sample questions that group leaders might ask at points during the session and at the conclusion of the session to assess comprehension are:

What are some examples of permission-giving beliefs?

Can you explain in your own words how forgetting how difficult it was to quit might lead to permission giving beliefs?

What are some ways of coping with permission-giving beliefs?

Pass out Quiz 4 and review correct answers in group. Remind participants of the date and time of the next session. Pay participants for attendance and address any adverse events reported in the group that require follow up.

Session 18: Second Problem-Solving Session

Overview:

- CO Testing and screen for adverse events
- Choose shared high-risk situation for group to use as example
- Homework: Implement problem-solving plan developed in group for high-risk situation

Handouts:

Problem Solving Sheets (blank)
Problem Solving Sheets (completed)
Index Card "Top 7 High Risk Situations."

Goals:

1. Check in and review use of permission giving beliefs index card
2. Group problem solving on high-risk situation #2

Homework:

1. Carry out problem-solving exercise

Completion of Data Collection Forms and Check-In (10 minutes)

Data collection for the relapse prevention groups includes all of the same forms that were completed in the open phase with the exception that the smoking self-report form is modified to collect more detailed data on slips and relapses (e.g., timing, number of cigarettes, duration of slip/relapse).

As in previous groups, the group leader conducts a brief check in with each member in the group format regarding their current status, whether or not they had any urges or slips in the past week, triggers for these urges/slips, and coping strategies used to either refrain from smoking in response to an urge to smoke, to re-quit following a slip or relapse, or to prevent a slip from turning into a relapse.

Review of Medication Compliance (5 minutes)

Study and general medication compliance is assessed. Problem-solve around barriers. Note that participants who believe (correctly or incorrectly) that they are on placebo, may be at higher risk for poor adherence, medication discontinuation or drop-out. Continue to emphasize the importance of the behavioral piece of the intervention as a motivator and as use evidence of early success in the first few weeks of the relapse prevention phase as a motivator.

Review of Last Group and Homework (10 minutes)

Group leaders ask the group members to recall the main points of the prior session. The main topic covered in the previous group was identifying and responding to permission giving beliefs. The group leader should then ask the participants to recall the homework assignment (refer to the Index Card with identifying and responding to permission giving beliefs and complete the "Relapse Prevention Plan") and to report on their follow through and experience with the assignment. Barriers to completing the assignment should be assessed and problem-solved. Elicit benefits of planning for high risk situations such as limiting access to cigarettes, limiting access to smokers or smoking activities, having social support in face of urges or social facilitation of restarting smoking and lacking coping strategies for managing stress. Discuss in context of how doing this may improve the ability to stay quit and ask group members if they think this will be a helpful tool for them to elect to use in the future.

Problem-Solving (25 minutes)

This is the second session in which problem-solving will be employed to address the #2 high-risk situation identified by the group. The group leader works to elicit from group members their recollection of the benefits of problem-solving and the steps of problem-solving. Next, the group reviews a completed version of the "Problem-

Solving Sheet" to serve as an example and refresh group members' recollection of the process of problem-solving. The group leader uses the group's input to work through a problem-solving exercise with the group that is based on the #2 high-risk situation identified by the group in previous sessions. (Note: It is helpful to have an index card to pass around to the group to remind them of the top 7 high-risk situations identified by the group. Before the group members leave, the group leader ensures that each participant has written an individualized problem or goal related to smoking cessation maintenance on the Problem-Solving Sheet with the goal of completing this sheet and enacting the identified plan for homework. (It may be useful for the group leader to make a copy of the problem/goal area they will work on before they leave, so that he/she can follow up at the next group meeting.)

Review (5 minutes)

The key pieces to review from this session are: 1) the rationale for learning problem-solving skills and 2) the steps of problem-solving. Sample questions that group leaders might ask at points during the session and at the conclusion of the session to assess comprehension are:

What are some of the positive aspects of problem-solving? How can you imagine it might come in handy when you are struggling with staying quit?

Who can name all of the steps of problem solving?

What is the homework assignment?

Pass out Quiz 5 and review correct answers in group. Remind participants of the date and time of the next session. Pay participants for attendance and address any adverse events reported in the group that require follow up.

Session 19: Refusal Skills

Overview:

- CO Testing and screen for adverse events
- Provide rationale for training in refusal skills
- Refusal skills training
- Homework: Implement a refusal skills strategy

Handouts:

“Saying NO: Unassertiveness as a High Risk Situation”
“Relapse Prevention Plan: Refusal Skills (blank)”

Goals:

1. Role plays of things to say when offered a cigarette
2. Strategies to communicate that you are not smoking

Completion of Data Collection Forms and Check-In (10 minutes)

Data collection for the relapse prevention groups includes all of the same forms that were completed in the open phase with the exception that the smoking self-report form is modified to collect more detailed data on slips and relapses (e.g., timing, number of cigarettes, duration of slip/relapse).

As in previous groups, the group leader conducts a brief check in with each member in the group format regarding their current status, whether or not they had any urges or slips in the past week, triggers for these urges/slips, and coping strategies used to either refrain from smoking in response to an urge to smoke, to re-quit following a slip or relapse, or to prevent a slip from turning into a relapse.

Review of Medication Compliance (5 minutes)

Study and general medication compliance is assessed. Problem-solve around barriers. Note that participants who believe (correctly or incorrectly) that they are on placebo, may be at higher risk for poor adherence, medication discontinuation or drop-out. Continue to emphasize the importance of the behavioral piece of the intervention as a motivator and as use evidence of early success in the first few weeks of the relapse prevention phase as a motivator.

Review of Last Group and Homework (10 minutes)

Group leaders ask the group members to recall the main points of the prior session. The previous group was the second problem-solving session. The group leader should then ask the participants to recall the homework assignment (completion of "My Problem Solving" and enactment and evaluation of plan each participant identified) and to report on their follow through and experience with the assignment. Barriers to completing the assignment should be assessed and problem-solved.

Refusal Skills (25 minutes)

The primary focus of this session is on developing assertive communication skills for issues related to smoking. The group leader begins by having the group members brainstorm about how being assertive can help people remain quit (and conversely, how unassertiveness can introduce high-risk situations.) The following are examples of where clear communication is important:

- Telling friends and family members that you have quit
- Telling friends and family members that you do not allow smoking in your apartment
- Asking friends and family for support in helping you stay quit (e.g., not smoking around you, not offering you cigarettes and reminding you that you have quit if you ask for one)
- Letting people know when they have upset you and what you would like them to do differently to combat stress

which may trigger smoking

-Letting people know that you have made a serious quit attempt and that it is not helpful when people express doubt that you'll be able to stay quit "My group leader said it is normal for it to take 7 serious tries for people to quit smoking, so I really think I can do it this time."

Following this brainstorming session, the group leader facilitates a review of the handout "Saying NO: Unassertiveness as a High-Risk Situation." Group members may be able to identify beliefs that factor into not being assertive, for example, "I don't want to hurt my friend's feelings by telling her she can't smoke in my apartment" or "I don't want to tell too many people that I've quit because once I tell them that, they'll either expect too much of me or they will tell me that they don't think I'll be able to keep it up." The group leader helps members identify these kinds of beliefs and tries to modify these beliefs by asking participants to take the other perspective " (e.g., "Would your feeling be hurt if your friend who had just quit smoking asked you not to smoke in their house?") The group leader facilitates a discussion of specific examples that participants have encountered in the past or expect to encounter in the future for which clear, assertive communication about smoking-related issues (or stress in general) would be helpful. The group leader conducts role plays with the individual participants by first taking the role of the participant and modeling a response. Then, the group leader elicits feedback from the group members about the positive aspects of the role-play and the areas that need more work and the role-play is repeated with the participant acting as him/herself. The feedback session is repeated and role plays are carried out with all of the group members in this way in turn.

Relapse Prevention Plan (5 minutes)

Group time is used for each participant to complete and review their Relapse Prevention Plan. Assess concerns about being able to complete the Relapse Prevention Plan as homework and troubleshoot.

Review (5 minutes)

The key pieces to review from this session are: 1) examples of how clear communication with others can assist participants to remain quit and 2) practicing this type of communication. Sample questions that group leaders might ask at points during the session and at the conclusion of the session to assess comprehension are:

What are some examples of how not telling other people you have quit smoking can get you into trouble?

What are some of the important things to remember when you tell other people that you have quit smoking?

Pass out Quiz 6 and review correct answers in group. Remind participants of their homework assignment, which is to follow through with their Relapse Prevention Plan, including a new piece of developing a plan to communicate clearly with others about being quit. Remind participants of the date and time of the next session. Pay participants for attendance and address any adverse events reported in the group that require follow up.

Session 20: Third Problem-Solving Session

Overview:

- CO Testing and screen for adverse events
- Choose shared high-risk situation for group to use as example
- Homework: Implement problem-solving plan developed in group for high-risk situation

Handouts:

Problem Solving Sheets (completed)

Problem Solving Sheets (blank)

Goals:

1. Check in and review use of refusal skills
2. Group problem solving on high-risk situation #3

Homework:

1. Carry out problem-solving exercise

Completion of Data Collection Forms and Check-In (10 minutes)

Data collection for the relapse prevention groups includes all of the same forms that were completed in the open phase with the exception that the smoking self-report form is modified to collect more detailed data on slips and relapses (e.g., timing, number of cigarettes, duration of slip/relapse).

As in previous groups, the group leader conducts a brief check in with each member in the group format regarding their current status, whether or not they had any urges or slips in the past week, triggers for these urges/slips, and coping strategies used to either refrain from smoking in response to an urge to smoke, to re-quit following a slip or relapse, or to prevent a slip from turning into a relapse.

Review of Medication Compliance (5 minutes)

Study and general medication compliance is assessed. Problem-solve around barriers. Note that participants who believe (correctly or incorrectly) that they are on placebo, may be at higher risk for poor adherence, medication discontinuation or drop-out. Continue to emphasize the importance of the behavioral piece of the intervention as a motivator and as use evidence of early success in the first few weeks of the relapse prevention phase as a motivator.

Review of Last Group and Homework (10 minutes)

Group leaders ask the group members to recall the main points of the prior session. The main topic covered in the previous group was assertive communication about issues related to smoking. The group leader should then ask the participants to recall the homework assignment (carry out the "Relapse Prevention Plan") and to report on their follow through and experience with the assignment. Barriers to completing the assignment should be assessed and problem-solved. Elicit benefits of planning for high risk situations such as not being assertive, limiting access to cigarettes, limiting access to smokers or smoking activities, having social support in face of urges or social facilitation of restarting smoking and lacking coping strategies for managing stress. Discuss in context of how doing this may improve the ability to stay quit and ask group members if they think this will be a helpful tool for them to elect to use in the future.

Problem-Solving (25 minutes)

This is the third session in which problem-solving will be employed to address the #3 high-risk situation identified by the group. The group leader works to elicit from group members their recollection of the benefits of problem-solving and the steps of problem-solving. Next, the group reviews a completed version of the "Problem-Solving Sheet" to serve as an example and refresh group members' recollection of the process of problem-

solving. The group leader uses the group's input to work through a problem-solving exercise with the group that is based on the #3 high-risk situation identified by the group in previous sessions. (Note: It is helpful to have an index card to pass around to the group to remind them of the top 7 high-risk situations identified by the group. Before the group members leave, the group leader ensures that each participant has written an individualized problem or goal related to smoking cessation maintenance on a blank Problem-Solving Sheet with the goal of completing this sheet and enacting the identified plan for homework. (It may be useful for the group leader to make a copy of the problem/goal area they will work on before they leave, so that he/she can follow up at the next group meeting.)

Review (5 minutes)

This session is a review of problem-solving, which the group has been exposed to in 2 sessions of the relapse prevention plan already, therefore, it may not be necessary to review information about problem-solving as much as to focus on the plan for carrying out the identified solutions.

Pass out Quiz 7 and review correct answers in group. Remind participants of the date and time of the next session. Pay participants for attendance and address any adverse events reported in the group that require follow up.

Session 21: Replacing the Enjoyment of Cigarettes

Overview:

- CO Testing and screen for adverse events
- Identify and engage in enjoyable activity
- Homework: Pleasant events scheduling

Handouts:

“25 Fun Ways to Reward Yourself”

Goals:

1. Pleasant event scheduling
2. Complete Relapse Prevention Plan

Completion of Data Collection Forms and Check-In (10 minutes)

Data collection for the relapse prevention groups includes all of the same forms that were completed in the open phase with the exception that the smoking self-report form is modified to collect more detailed data on slips and relapses (e.g., timing, number of cigarettes, duration of slip/relapse).

As in previous groups, the group leader conducts a brief check in with each member in the group format regarding their current status, whether or not they had any urges or slips in the past week, triggers for these urges/slips, and coping strategies used to either refrain from smoking in response to an urge to smoke, to re-quit following a slip or relapse, or to prevent a slip from turning into a relapse.

Review of Medication Compliance (5 minutes)

Study and general medication compliance is assessed. Problem-solve around barriers. Note that participants who believe (correctly or incorrectly) that they are on placebo, may be at higher risk for poor adherence, medication discontinuation or drop-out. Continue to emphasize the importance of the behavioral piece of the intervention as a motivator and as use evidence of early success in the first few weeks of the relapse prevention phase as a motivator.

Review of Last Group and Homework (10 minutes)

Group leaders ask the group members to recall the main points of the prior session. The previous group was the third problem-solving session. The group leader should then ask the participants to recall the homework assignment (completion of "My Problem Solving" and enactment and evaluation of plan each participant identified) and to report on their follow through and experience with the assignment. Barriers to completing the assignment should be assessed and problem-solved.

Replacing the Enjoyment of Cigarettes (25 minutes)

In this session, the group leader elicits from participants specific information about the ways in which cigarettes factored into increasing their enjoyment of life. Not only is smoking enjoyable--many smokers also report that smoking actually enhances the enjoyment associated with other enjoyable activities. So, for example, although talking with friends may be a source of pleasure, smokers may relate to the idea that it is more fun to talk to friends while smoking than while not smoking.

Note to leaders: There are at least a couple of possible explanations for this phenomenon. On the one hand, smoking may increase pleasure by decreasing anxiety and it may be this reduction in anxiety that actually increases enjoyment of other activities. Another possibility is that smoking itself directly influences the experience of pleasure and reward.

Leaders draw out participants to talk about what they enjoyed about smoking. *Which activities did you really*

enjoy doing while you were smoking? What was your favorite cigarette of the day and why? What percentage of the cigarettes that you smoked did you enjoy? Then, group leaders ask participants to calculate how much of the time they spent enjoying cigarettes. For example, if someone reports enjoying all of the cigarettes that they smoked and they used to smoke a pack a day, they had at least 40 minutes (2 min/cig) of enjoyment from cigarettes while they were a smoker. Group leaders emphasize that one of the reasons people go back to smoking is that they have not replaced the enjoyment of cigarettes with other things and challenge the group participants to identify a new activity/activities that they enjoy as something that they can use to replace fully the amount of time they spent enjoying cigarettes.

The group reviews the handout "25 Fun Ways to Reward Yourself" and each group member chooses an activity that they will do in the coming week for enjoyment. Group leaders assist participants to be specific about planning how and when they will do the activity.

Relapse Prevention Plan (5 minutes)

Group time is used for each participant to complete and review their Relapse Prevention Plan. This week's Relapse Prevention Plan adds an item about how the person will work to replace the enjoyment of smoking in the coming week. Assess concerns about being able to complete the Relapse Prevention Plan as homework and troubleshoot.

Review (5 minutes)

The key pieces to review from this session are each individual's specific examples of how smoking was enjoyable for them and identifying new behaviors to build an equivalent amount of enjoyment into the group members' lives. Sample questions that group leaders might ask at points during the session and at the conclusion of the session to assess comprehension are:

What are some examples of how smoking was enjoyable?

Why do you think we are talking about something good about smoking?

Pass out Quiz 8 and review correct answers in group. Remind participants of their homework assignment, which is to follow through with their Relapse Prevention Plan, including a new piece of developing a plan to communicate clearly with others about being quit. Remind participants of the date and time of the next session. Pay participants for attendance and address any adverse events reported in the group that require follow up.

Session 22: Fourth Problem-Solving Session

Overview:

- CO Testing and screen for adverse events
- Choose shared high-risk situation for group to use as example
- Homework: Implement problem-solving plan developed in group for high-risk situation

Handouts:

Problem Solving Sheets (blank)

Goals:

1. Check in and review pleasant events scheduling
2. Group problem solving on high-risk situation #4

Homework:

1. Carry out problem-solving exercise

Completion of Data Collection Forms and Check-In (10 minutes)

Data collection for the relapse prevention groups includes all of the same forms that were completed in the open phase with the exception that the smoking self-report form is modified to collect more detailed data on slips and relapses (e.g., timing, number of cigarettes, duration of slip/relapse).

As in previous groups, the group leader conducts a brief check in with each member in the group format regarding their current status, whether or not they had any urges or slips in the past week, triggers for these urges/slips, and coping strategies used to either refrain from smoking in response to an urge to smoke, to re-quit following a slip or relapse, or to prevent a slip from turning into a relapse.

Review of Medication Compliance (5 minutes)

Study and general medication compliance is assessed. Problem-solve around barriers. Note that participants who believe (correctly or incorrectly) that they are on placebo, may be at higher risk for poor adherence, medication discontinuation or drop-out. Continue to emphasize the importance of the behavioral piece of the intervention as a motivator and as use evidence of early success in the first few weeks of the relapse prevention phase as a motivator.

Review of Last Group and Homework (10 minutes)

Group leaders ask the group members to recall the main points of the prior session. The main topic covered in the previous group was replacing the enjoyment of cigarettes. The group leader should then ask the participants to recall the homework assignment (complete the "Relapse Prevention Plan") and to report on their follow through and experience with the assignment. Barriers to completing the assignment should be assessed and problem-solved. Elicit benefits of planning for high risk situations such as replacing enjoyment of cigarettes, using assertive communication, limiting access to cigarettes, limiting access to smokers or smoking activities, having social support in face of urges or social facilitation of restarting smoking and lacking coping strategies for managing stress. Discuss in context of how doing this may improve the ability to stay quit and ask group members if they think this will be a helpful tool for them to elect to use in the future.

Problem-Solving (25 minutes)

This is the fourth session in which problem-solving will be employed to address the #4 high-risk situation identified by the group. The group leader works to elicit from group members their recollection of the benefits of problem-solving and the steps of problem-solving. Next, the group reviews a completed version of the "Problem-Solving Sheet" to serve as an example and refresh group members' recollection of the process of problem-solving. The group leader uses the group's input to work through a problem-solving exercise with the group that

is based on the #4 high-risk situation identified by the group in previous sessions. (Note: It is helpful to have an index card to pass around to the group to remind them of the top 7 high-risk situations identified by the group. Before the group members leave, the group leader ensures that each participant has written an individualized problem or goal related to smoking cessation maintenance on the Problem-Solving Sheet with the goal of completing this sheet and enacting the identified plan for homework. (It may be useful for the group leader to make a copy of the problem/goal area they will work on before they leave, so that he/she can follow up at the next group meeting.)

Review (5 minutes)

The key pieces to review from this session are the benefits that group members are identifying of problem-solving. Sample questions that group leaders might ask at points during the session and at the conclusion of the session to assess comprehension are:

Who can name all of the steps of problem solving?

What are you noticing as benefits of problem-solving now that you've had more experience with it?

Pass out Quiz 9 and review correct answers in group. Remind participants of the date and time of the next session. Pay participants for attendance and address any adverse events reported in the group that require follow up.

Session 23: Building Social Support as a Non-Smoker

Overview:

- CO Testing and screen for adverse events
- Rationale for non-smoking social support
- Homework: Goal setting around strengthening non-smoking social support

Handouts:

“Getting Support from Others to Stay Quit“

"What you need from others to stay quit"

"What you need from others to stay quit"

"Relapse Prevention Plan"

Goals:

1. Check in and review of group problem-solving
2. Identify sources of social support

Homework:

1. "What you need from others to stay quit"
2. "Relapse Prevention Plan"

Completion of Data Collection Forms and Check-In (10 minutes)

Data collection for the relapse prevention groups includes all of the same forms that were completed in the open phase with the exception that the smoking self-report form is modified to collect more detailed data on slips and relapses (e.g., timing, number of cigarettes, duration of slip/relapse).

As in previous groups, the group leader conducts a brief check in with each member in the group format regarding their current status, whether or not they had any urges or slips in the past week, triggers for these urges/ slips, and coping strategies used to either refrain from smoking in response to an urge to smoke, to re-quit following a slip or relapse, or to prevent a slip from turning into a relapse.

Review of Medication Compliance (5 minutes)

Study and general medication compliance is assessed. Problem-solve around barriers. Note that participants who believe (correctly or incorrectly) that they are on placebo, may be at higher risk for poor adherence, medication discontinuation or drop-out. Continue to emphasize the importance of the behavioral piece of the intervention as a motivator and as use evidence of early success in the first few weeks of the relapse prevention phase as a motivator.

Review of Last Group and Homework (10 minutes)

Group leaders ask the group members to recall the main points of the prior session. The previous group was the fourth problem-solving session. The group leader should then ask the participants to recall the homework assignment (completion of "My Problem Solving" and enactment and evaluation of plan each participant identified) and to report on their follow through and experience with the assignment. Barriers to completing the assignment should be assessed and problem-solved.

Building Social Support as a Non-Smoker (25 minutes)

Leaders ask participants to brainstorm a list of ways in which being around smokers when you are a non-smoker might be difficult. Leaders record these reasons on the board, which may include:

- Increase urge for a cigarette when see other people smoking
- Smokers like to socialize while smoking
- It might be difficult for smokers to see other people successfully quit because they know they should quit

themselves

- Smokers are addicted to cigarettes, so it is difficult for them to spend time with you without smoking
- Past relapses had to do with being around smokers

These reasons are used as a rationale for why it is important to have social support for being quit. Leaders work with participants to help them identify non-smokers in their life (e.g., friends, neighbors, staff, other group members, volunteering with a non-smoking program or starting a non-smoking support group at a clubhouse or day treatment program) and ask participants if they have made any changes in who they spend time with since they have quit smoking. The group leader tries to assist the participant to identify a specific plan of how to spend more time with non-smokers on a regular basis. Examples might include: going out for coffee with a family member who doesn't smoke, talking to staff who don't smoke during the smoke break at work or day program, reconnecting with an old friend or acquaintance who no longer smokes, etc. As in the session spent discussing refusal skills, the group leader is also attuned to skill deficits in communicating clearly with others about the desire to remain quit. Role play and pro-con analysis is used to build assertiveness skills regarding staying quit.

Relapse Prevention Plan (5 minutes)

Group time is used for each participant to complete and review their Relapse Prevention Plan. Assess concerns about being able to complete the Relapse Prevention Plan as homework and troubleshoot.

Review (5 minutes)

The key pieces to review from this session are each individual's specific examples of how being around smokers threatens remaining abstinent from cigarettes and identifying new behaviors to increase time spent with other non-smokers. Sample questions that group leaders might ask at points during the session and at the conclusion of the session to assess comprehension are:

What are some of the ways that being around smokers makes it difficult to stay quit?

What are some of the ways we talked about for increasing the amount of time you spend with other non-smokers?

Pass out Quiz 10 and review correct answers in group. Remind participants of their homework assignment, which is to follow through with their Relapse Prevention Plan, including a new piece of developing a plan to communicate clearly with others about being quit. Remind participants of the date and time of the next session. Pay participants for attendance and address any adverse events reported in the group that require follow up.

Session 24: Fifth Problem-Solving Session

Overview:

- CO Testing and screen for adverse events
- Choose shared high-risk situation for group to use as example
- Homework: Implement problem-solving plan developed in group for high-risk situation

Handouts:

Problem Solving Sheets (blank)

Problem Solving Sheets (completed)

Goals:

1. Check in and review goal setting around non-smoking social support
2. Group problem solving on high-risk situation #5

Homework:

1. Carry out problem-solving exercise

Completion of Data Collection Forms and Check-In (10 minutes)

Data collection for the relapse prevention groups includes all of the same forms that were completed in the open phase with the exception that the smoking self-report form is modified to collect more detailed data on slips and relapses (e.g., timing, number of cigarettes, duration of slip/relapse).

As in previous groups, the group leader conducts a brief check in with each member in the group format regarding their current status, whether or not they had any urges or slips in the past week, triggers for these urges/slips, and coping strategies used to either refrain from smoking in response to an urge to smoke, to re-quit following a slip or relapse, or to prevent a slip from turning into a relapse.

Review of Medication Compliance (5 minutes)

Study and general medication compliance is assessed. Problem-solve around barriers. Note that participants who believe (correctly or incorrectly) that they are on placebo, may be at higher risk for poor adherence, medication discontinuation or drop-out. Continue to emphasize the importance of the behavioral piece of the intervention as a motivator and as use evidence of early success in the first few weeks of the relapse prevention phase as a motivator.

Review of Last Group and Homework (10 minutes)

Group leaders ask the group members to recall the main points of the prior session. The main topic covered in the previous group was increasing social support for not smoking. The group leader should then ask the participants to recall the homework assignment (complete the "Relapse Prevention Plan") and to report on their follow through and experience with the assignment. Barriers to completing the assignment should be assessed and problem-solved. Elicit benefits of planning for high risk situations such as replacing enjoyment of cigarettes, using assertive communication, limiting access to cigarettes, limiting access to smokers or smoking activities, having social support in face of urges or social facilitation of restarting smoking and lacking coping strategies for managing stress. Discuss in context of how doing this may improve the ability to stay quit and ask group members if they think this will be a helpful tool for them to elect to use in the future.

Problem-Solving (25 minutes)

This is the fifth session in which problem-solving will be employed to address the #5 high-risk situation identified by the group. The group leader works to elicit from group members their recollection of the benefits of problem-solving and the steps of problem-solving. Next, the group reviews a completed version of the "Problem-Solving Sheet" to serve as an example and refresh group members' recollection of the process of problem-

solving. The group leader uses the group's input to work through a problem-solving exercise with the group that is based on the #5 high-risk situation identified by the group in previous sessions. (Note: It is helpful to have an index card to pass around to the group to remind them of the top 7 high-risk situations identified by the group. Before the group members leave, the group leader ensures that each participant has written an individualized problem or goal related to smoking cessation maintenance on the Problem-Solving Sheet with the goal of completing this sheet and enacting the identified plan for homework. (It may be useful for the group leader to make a copy of the problem/goal area they will work on before they leave, so that he/she can follow up at the next group meeting.)

Review (5 minutes)

The key pieces to review from this session are the benefits that group members are identifying of problem-solving. Sample questions that group leaders might ask at points during the session and at the conclusion of the session to assess comprehension are:

Do you think problem-solving helps you come up with ideas that you might not have on your own (without using this method)?

Has anyone tried to use problem-solving with other situations in their life not directly related to smoking? If yes, how well did it work?

What are all of the steps of problem-solving?

Pass out Quiz 11 and review correct answers in group. Remind participants of the date and time of the next session. Pay participants for attendance and address any adverse events reported in the group that require follow up.

Session 25: Identity as a Healthy Non-Smoker

Overview:

- CO Testing and screen for adverse events
- Rationale for non-smoking social support
- Homework: Goal setting around strengthening non-smoking social support

Handouts:

“Your New Identity as a Nonsmoker”

"Steps to Joining a Local Gym" [individualized by each site]

Goals:

1. Check in and review of group problem-solving
2. Goal-setting around promoting health behaviors other than smoking cessation maintenance

Homework:

1. "What you need from others to stay quit"
2. "Relapse Prevention Plan"

Completion of Data Collection Forms and Check-In (10 minutes)

Data collection for the relapse prevention groups includes all of the same forms that were completed in the open phase with the exception that the smoking self-report form is modified to collect more detailed data on slips and relapses (e.g., timing, number of cigarettes, duration of slip/relapse).

As in previous groups, the group leader conducts a brief check in with each member in the group format regarding their current status, whether or not they had any urges or slips in the past week, triggers for these urges/slips, and coping strategies used to either refrain from smoking in response to an urge to smoke, to re-quit following a slip or relapse, or to prevent a slip from turning into a relapse.

Review of Medication Compliance (5 minutes)

Study and general medication compliance is assessed. Problem-solve around barriers. Note that participants who believe (correctly or incorrectly) that they are on placebo, may be at higher risk for poor adherence, medication discontinuation or drop-out. Continue to emphasize the importance of the behavioral piece of the intervention as a motivator and as use evidence of early success in the first few weeks of the relapse prevention phase as a motivator.

Review of Last Group and Homework (10 minutes)

Group leaders ask the group members to recall the main points of the prior session. The previous group was the fifth problem-solving session. The group leader should then ask the participants to recall the homework assignment (completion of "My Problem Solving" and enactment and evaluation of plan each participant identified) and to report on their follow through and experience with the assignment. Barriers to completing the assignment should be assessed and problem-solved.

Your Identity as a Non-Smoker (25 minutes)

The discussion focuses on developing a clearer understanding of how each group members' identity has changed by virtue of their having quit smoking. One way to do this exercise might be to have the group leader write headings for 2 columns on the board: "Me as a Smoker" and "Me as a Non-Smoker." The group leader provides examples of differing characteristics, mood states, activities, and physical states that a person might use to describe themselves differently under each of these conditions--for example, "unhealthy" and "healthy" or "always nervous" and "more relaxed" to begin the group members' identification of how they see themselves differently as a smoker and as a non-smoker. It is also useful to review the group members' perspectives of how

they think others may view them differently as non-smokers ("cleaner," "more of a member of society") which might be linked to ways that they think of themselves differently ("more confident" "I have more respect for myself." The leader also helps group members become specific about the new behaviors that they do (or old behaviors that they no longer do) as a non-smoker. For example "I used to wake up during the night to smoke" vs. "I sleep through the night." This leads to a discussion of activities that might be added or amplified on to support the individual's new identity as a non-smoker. The group reviews the handouts and identifies something they will do in the next month on a weekly basis to bolster their identity as non-smokers.

Relapse Prevention Plan (5 minutes)

Group time is used for each participant to complete and review their Relapse Prevention Plan. Assess concerns about being able to complete the behaviors identified on the handout as homework and troubleshoot.

Review (5 minutes)

The key pieces to review from this session are each individual's specific examples of how smoking and not smoking affects the way group members think about themselves and their perception of how others think about them. The goal of this discussion is to assist members to identify new behaviors that will amplify the positive new view of themselves as non-smokers.

What are some examples of things you can do to continue to see yourself positively as a non-smoker?

Pass out Quiz 12 and review correct answers in group. Remind participants of their homework assignment, which is to follow through with their Relapse Prevention Plan, including a new piece of developing a plan to do something that supports a positive identity as a non-smoker. Remind participants of the date and time of the next session. Pay participants for attendance and address any adverse events reported in the group that require follow up.

Session 26: Sixth Problem-Solving Session

Overview:

- CO Testing and screen for adverse events
- Choose shared high-risk situation for group to use as example
- Homework: Implement problem-solving plan developed in group for high-risk situation

Handouts:

Problem Solving Sheets (blank)

Problem Solving Sheets (completed)

Goals:

1. Check in and review goal setting around increasing non-smoking social support
2. Group problem solving on high-risk situation #6

Homework:

1. Carry out problem-solving exercise

Completion of Data Collection Forms and Check-In (10 minutes)

Data collection for the relapse prevention groups includes all of the same forms that were completed in the open phase with the exception that the smoking self-report form is modified to collect more detailed data on slips and relapses (e.g., timing, number of cigarettes, duration of slip/relapse).

As in previous groups, the group leader conducts a brief check in with each member in the group format regarding their current status, whether or not they had any urges or slips in the past week, triggers for these urges/slips, and coping strategies used to either refrain from smoking in response to an urge to smoke, to re-quit following a slip or relapse, or to prevent a slip from turning into a relapse.

Review of Medication Compliance (5 minutes)

Study and general medication compliance is assessed. Problem-solve around barriers. Note that participants who believe (correctly or incorrectly) that they are on placebo, may be at higher risk for poor adherence, medication discontinuation or drop-out. Continue to emphasize the importance of the behavioral piece of the intervention as a motivator and as use evidence of early success in the first few weeks of the relapse prevention phase as a motivator.

Review of Last Group and Homework (10 minutes)

Group leaders ask the group members to recall the main points of the prior session. The main topic covered in the previous group was increasing social support for not smoking. The group leader should then ask the participants to recall the homework assignment (complete the "Relapse Prevention Plan") and to report on their follow through and experience with the assignment. Barriers to completing the assignment should be assessed and problem-solved. Elicit benefits of planning for high risk situations such as replacing enjoyment of cigarettes, using assertive communication, limiting access to cigarettes, limiting access to smokers or smoking activities, having social support in face of urges or social facilitation of restarting smoking and lacking coping strategies for managing stress. Discuss in context of how doing this may improve the ability to stay quit and ask group members if they think this will be a helpful tool for them to elect to use in the future.

Problem-Solving (25 minutes)

This is the fifth session in which problem-solving will be employed to address the #5 high-risk situation identified by the group. The group leader works to elicit from group members their recollection of the benefits of problem-solving and the steps of problem-solving. Next, the group reviews a completed version of the "Problem-Solving Sheet" to serve as an example and refresh group members' recollection of the process of problem-

solving. The group leader uses the group's input to work through a problem-solving exercise with the group that is based on the #5 high-risk situation identified by the group in previous sessions. (Note: It is helpful to have an index card to pass around to the group to remind them of the top 7 high-risk situations identified by the group. Before the group members leave, the group leader ensures that each participant has written an individualized problem or goal related to smoking cessation maintenance on the Problem-Solving Sheet with the goal of completing this sheet and enacting the identified plan for homework. (It may be useful for the group leader to make a copy of the problem/goal area they will work on before they leave, so that he/she can follow up at the next group meeting.)

Review (5 minutes)

The key pieces to review from this session are the benefits that group members are identifying of problem-solving. Sample questions that group leaders might ask at points during the session and at the conclusion of the session to assess comprehension are:

Do you think problem-solving helps you come up with ideas that you might not have on your own (without using this method)?

Has anyone tried to use problem-solving with other situations in their life not directly related to smoking? If yes, how well did it work?

What are all of the steps of problem-solving?

Pass out Quiz 11 and review correct answers in group. Remind participants of the date and time of the next session. Pay participants for attendance and address any adverse events reported in the group that require follow up.

Session 27: Review and consolidate

Overview:

- CO Testing and screen for adverse events
- General Review

Handouts:

My Top 3 Ways to Stay Quit [Index Card]
Where to go from here?
Certificate of completion

Goals

- 1/ Review/things learned
2. Provide options of how to maintain gains through self-help or use of other sources of support

Completion of Data Collection Forms and Check-In (10 minutes)

Data collection for the relapse prevention groups includes all of the same forms that were completed in the open phase with the exception that the smoking self-report form is modified to collect more detailed data on slips and relapses (e.g., timing, number of cigarettes, duration of slip/relapse).

As in previous groups, the group leader conducts a brief check in with each member in the group format regarding their current status, whether or not they had any urges or slips in the past week, triggers for these urges/ slips, and coping strategies used to either refrain from smoking in response to an urge to smoke, to re-quit following a slip or relapse, or to prevent a slip from turning into a relapse.

Review of Medication Compliance (5 minutes)

Study and general medication compliance is assessed. Problem-solve around barriers. Note that participants who believe (correctly or incorrectly) that they are on placebo, may be at higher risk for poor adherence, medication discontinuation or drop-out. Continue to emphasize the importance of the behavioral piece of the intervention as a motivator and as use evidence of early success in the first few weeks of the relapse prevention phase as a motivator.

Review of Last Group and Homework (10 minutes)

Group leaders ask the group members to recall the main points of the prior session. The previous group was the sixth problem-solving session. The group leader should then ask the participants to recall the homework assignment (completion of "My Problem Solving" and enactment and evaluation of plan each participant identified) and to report on their follow through and experience with the assignment. Barriers to completing the assignment should be assessed and problem-solved.

General Review(15 minutes)

Group leaders elicit from participants their recollection of the general areas covered in the relapse prevention program. Write the topics on the board as participants name them and then ask participants to summarize a few main points about each topic (e.g., What does this mean?, How was this important or helpful in terms of staying quit? What is a specific example of something you did to address this?)

Topics for review include:

- 1) Identification of high risk situations
- 2) Problem-solving
- 3) Permission giving beliefs
- 4) Refusal skills

- 5) Replacing the enjoyment of cigarettes
- 6) Building social support as a non-smoker
- 7) Identity as a non-smoker

Individualized Relapse Prevention Plan (5 minutes)

Group time is used for each participant to complete an index card on which they identify the 3 most important things they need to remember or do in order to remain quit. Group members are asked to read these aloud and group leaders assist members to be specific on these cards.

Additional Resources (5 minutes)

Participants are given a handout listing local resources to continue to support them in their abstinence from cigarettes (e.g., nicotine anonymous, talk to their therapist/doctor, etc.). Group leaders assess whether group members think they might follow up with any of these resources and assist participant who are interested in continued support to think about the steps they would need to follow in order to access these services.

Certificates of Completion (10 minutes)

Group leaders congratulate participants on completing the full smoking cessation and relapse prevention program and hand out individualized certificates of completion that are signed by smoking group leaders, co-leaders and the MD. Group leaders emphasize the tremendous commitment and perseverance that each participant showed (27 groups over one year) and highlight the specific accomplishments of the group members (e.g., attendance, periods of abstinence, general reduction, adoption of other healthy behaviors, etc.)

Participants are paid for their participation in the last group. The group leader emphasizes the importance of attendance at the assessments even though group has ended.

Appendix

Relapse Prevention Phase Handouts

GROUP 1

Welcome to the Relapse Prevention Program!

AND

Congratulations on Your Success in the Smoking Cessation Program: You Are a Nonsmoker!

However, just as quitting smoking was at times difficult, staying quit can be quite challenging. The Relapse Prevention Group will offer you support and resources to help you stay quit. For approximately the next year, you will:

- Attend a regular group, which will start off meeting once a week, then once a month. The group will teach you skills to help you stay quit and provide support.
- Take the study medication (Chantix or placebo) in addition to your regular medication (*Please remember that it is important that you inform us of any changes in your medications while you are in the study.*)
- Complete research interviews. These interviews are very important because they help us help other smokers.

If you cannot attend a group or if you have questions, please contact us.

Group Leader

(___) ___-___

Research Coordinator

(___) ___-___

Research Coordinator

(___) ___-___

Psychologist and Group Leader

(___) ___-___

Psychiatrist and Study Physician

(___) ___-___



Why do Successful Quitters Relapse?



Life problems or stress

Forgot how difficult it was to quit at first

Difficulty saying “no” or being assertive

Permission-giving beliefs

- “I will just have one.”
- “It wasn’t that hard to quit.”
- “I really deserve this.”
- “I’m really stressed out—I need a cigarette.”

Not finding pleasure in life other than cigarettes

Low social support for non-smoking

Not adopting other healthy lifestyle behaviors

Drinking or using drugs

Having cigarettes around

Not sleeping enough

Forgot how bad smoking felt

Feeling discouraged after a slip and giving up

High Risk Situations I: Situations That Involve Other People

1. Watching others go out on smoke breaks at your day program or work place
2. Living with a family member or roommate who smokes
3. Being around a family member or friend you don't live with who smokes
4. Having a friend visit you who used to smoke in your apartment
5. Seeing a stranger on the street who is smoking. Smelling the cigarette and thinking a cigarette would taste good
6. An argument with a family member or friend
7. Another person telling you they don't think you'll stay quit
8. Driving with a family or friend who lights up a cigarette
9. Breaking up with a significant other
10. Seeing a friend or family member whom you haven't seen in several years
11. Having to attend a family gathering and feeling nervous about it
12. Having a neighbor stop by and ask if you want to join him/her for a cigarette

13. Getting a stressful phone call from a family member or friend
14. Walking through the smoking area on the way to your appointment with your psychiatrist or therapist
15. The stress of someone close to you being sick

Other high risk situations you can think of involving other people:

What I Am Enjoying About Being a Non-Smoker

- 1.
- 2.
- 3.
- 4.

What I Am Enjoying About Being a Non-Smoker

- 1.
- 2.
- 3.
- 4.

What I Am Enjoying About Being a Non-Smoker

- 1.
- 2.
- 3.
- 4.

What I Am Enjoying About Being a Non-Smoker

- 1.
- 2.
- 3.
- 4.

What I Am Enjoying About Being a Non-Smoker

- 1.
- 2.
- 3.
- 4.

What I Am Enjoying About Being a Non-Smoker

- 1.
- 2.
- 3.
- 4.

QUIZ: Relapse Prevention Group 1

1. Which of the following is an example of a permission giving belief?
 - a) I worked really hard to quit smoking, I should give myself permission to reward myself with a piece of chocolate cake.
 - b) It really wasn't that hard to quit. I could have just one cigarette.
 - c) I need to ask my psychiatrist for permission to change my medication.

2. Having cigarettes around the house for any reason is a high risk situation for most people.

True **False**

3. If the people close to you support you as a non-smoker, it will be easier to stay quit.

True **False**

4. Why is it important to attend all of the relapse prevention groups?
 - a) The relapse prevention groups are a way to get support from other people for staying quit.
 - b) The groups will help you plan so that an urge to smoke or a slip doesn't turn into a relapse
 - c) The times that people don't want to come to group are usually the times that they are not doing well with staying quit.
 - d) All of the above

GROUP 2

High Risk Situations II: Daily Life Events

1. Walking past the convenience store where you used to buy cigarettes
2. Drinking alcohol
3. Feeling like celebrating on a special holiday or your birthday
4. Getting a large bill in the mail and being very worried about your financial situation
5. Having difficulty sleeping for a few nights in a row
6. Being admitted to a hospital for psychiatric or medical reasons
7. Waiting for the bus or train in the cold
8. Skipping a couple doses of your psychiatric medication and feeling “out of it” or agitated
9. Being told that you need to move to a new apartment or residential program out of the blue
10. Having trouble sleeping for several days or more
11. Having legal problems
12. Being told that you have a serious health problem
13. Starting a new job or restarting school
14. Gaining weight
15. Watching a TV program or a movie where someone is smoking

16. Sitting around, feeling bored during your shift at work
17. Seeing a big sale on cigarettes at your local grocery store
18. Having something important break down in your apartment (e.g., toilet, fridge, leak, flood, etc)

Other high risk situations you can think of involving events in daily life:

Sample Relapse Prevention Plan

What will you do this week to make sure you don't buy or borrow cigarettes?

I will stay on the other side of the street when I pass the convenience store where I used to buy cigarettes.

I will tell my friends not to let me bum a cigarette because I'm working hard to stay quit.

What will you do this week to spend more time in places where people are not smoking?

I'll walk to the coffee shop and treat myself to a cup of coffee instead of going out on smoke breaks.

I'll avoid the front porch at my house and will ask staff if we can make a non-smoking area outside in the future.

How will you get support from other people to stay quit?

I'll come to relapse prevention group or will call the Good Samaritans 1-877-870-4673 or 1-800-784-2433 to talk it over with someone when I have an urge to smoke.

What will you do to manage stress?

I'll plan to walk for 10 minutes around the block at least 3 times this week.

Relapse Prevention Plan

What will you do this week to make sure you **don't** buy or borrow cigarettes?

What will you do this week to spend more time in places where people are **not** smoking?

How will you get support from other people to stay quit?

What will you do to manage stress?

QUIZ: Relapse Prevention Group 2

1. What are some of the reasons people slip or relapse?
 - d) Continue to buy or borrow cigarettes.
 - e) Don't have enough support from others to stay quit.
 - f) Don't plan about how to stay away from smoking situations and activities.
 - g) Stress
 - h) All of the above

2. You can call the Good Samaritans any time you find yourself in a difficult situation, including having a strong urge to smoke.

True **False**

3. Everyone in this group should follow the exact same plan to prevent relapse.

True **False**

4. Which of the following is a way to increase support from others for staying quit?
 - a) Isolate yourself from other people in general.

 - b) Ask friends and family not to smoke around you and explain to them that you are working hard to stay quit.

 - c) Start watching TV in the evenings.

GROUP 3

Solving Problems and Achieving Goals

One way to decrease stress in daily life and to make progress on life goals is to learn skills for effective **problem-solving**. If you have been experiencing difficulty in achieving a particular goal, it may be helpful to try using a new strategy to solve the problem. The following Problem-Solving exercise can be used to help you come up with new ideas and a new way to work on achieving a goal. The more you practice this strategy, the better you will become at solving problems and achieving goals.

Practicing a problem-solving strategy can help decrease stress by helping you come up with new ways to deal with daily problems or to accomplish life goals. Problem solving can help you.

Steps for Problem Solving:

Many people get frustrated when they try to solve problems and achieve goals because they do not go through all of the steps that are important for successful problem solving. These steps include:

- 1) Identify the problem or goal,
- 2) Think of possible solutions,
- 3) Consider the pros and cons of each possible solution,
- 4) Pick the best one,
- 5) Make a specific plan to carry it out,
- 6) Evaluate whether or not the solution worked.

Step 1: Clearly Identify the Problem or Goal

The first step for tackling a problem or achieving a goal is to clearly define the problem that you are trying to solve or the goal that you are hoping to achieve. Some examples of problems or goals that you can work on using this problem-solving exercise include:

1. I am tempted to buy cigarettes every time I walk by the convenience store.
2. My friend smokes in front of me, and that makes me want a cigarette.
3. I get panicky sometimes and feel like a cigarette is the only thing that will help.

Step 2: Brainstorm about Possible Solutions

The next step is to come up with a few possible solutions to the problem or goal. Write down any possible solutions that come to mind without considering whether or not they will work. You will be evaluating the pros and cons of each idea later on. For example, if the problem you decide to work on is “I am tempted to buy cigarettes every time I walk by the convenience store,” your list of possible solutions might look like this:

Possible solutions:

1. Walk a different way to the bus so I don't pass the convenience store
2. Tell the people at the convenience store that I quit smoking
3. Don't carry extra money so I can't buy cigarettes
4. Buy a coffee on the way to the bus so I have something else to think about

Step 3: Consider the Pros and Cons of Each Possible Solution

Once you have made a list of all the possible solutions you can think of, it is time to evaluate the pros (advantages) and cons (disadvantages) of each possible solution. Using the example, "I am tempted to buy cigarettes every time I walk by the convenience store " this step might look like this:

Possible solution	Pros	Cons
1. Walk a different way to the bus so I don't pass the convenience store	<ul style="list-style-type: none">▪ I would not be tempted▪ More exercise	<ul style="list-style-type: none">▪ More time to get to the bus▪ I like my routine
2. Tell the people at the convenience store that I quit smoking	<ul style="list-style-type: none">▪ I might feel like I can't buy cigarettes once I tell them	<ul style="list-style-type: none">▪ There might be someone different there one day
3. Don't carry extra money so I can't buy cigarettes	<ul style="list-style-type: none">▪ I couldn't buy cigarettes	<ul style="list-style-type: none">▪ I couldn't buy coffee or other things▪ I might need money in an emergency
4. Buy a coffee on the way to the bus so I have something else to think about	<ul style="list-style-type: none">▪ It would keep me busy▪ It gives me something to look forward to	<ul style="list-style-type: none">▪ Costs money

Step 4: Pick the Best Solution or Combination of Solutions

Once you have considered the pros and cons of each possible solution, you are ready to pick a solution to try. You might choose just one of the options or decide to try a combination of several of the options. For example, for the situation described above, a person might choose the following solution:

Solution chosen: Walk a different way to the bus so I don't pass the convenience store and buy a coffee if I'm running late and don't have time to walk the long way

Step 5: Make a Specific Plan to Carry Out the Solution you Chose

Now that you have chosen a solution to try, it is important to make a specific plan for carrying out this solution. The plan should address the following important questions:

1. *Tasks.* What specifically will you do to carry out the plan?
2. *Time-frame.* When will different parts of the plan be accomplished?
3. *Resources.* Are any special resources needed to carry out the plan (e.g., money, skills, information?)
4. *Possible obstacles.* What could possibly interfere with successfully carrying out the plan? How could these obstacles be avoided or dealt with if they occur?

For our example, the specific plan might look like this:

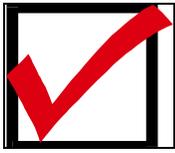
Tasks:	I will make sure I know the other route by testing it out.
Time-frame:	I will do this on the way home.
Resources:	Find my alarm clock and set it for 10 minutes earlier so I have time. Have \$3 in my wallet in case I decide to buy coffee.
Possible obstacles:	I might be tempted to walk past the convenience store and to save money by not buying the coffee—I will plan to remind myself why I quit and rehearse what to do if I start thinking this way.

Step 6: Evaluate whether or not the solution worked.

The final step for effective problem-solving is to evaluate whether or not the solution you chose and carried out worked. If the solution did not work, it can be helpful to determine what got in the way and whether or not it might be helpful to try again or to choose a different solution to try.

Practicing Problem-Solving

The form on the following pages can be used to help you practice problem-solving on your own. The more you practice this, the better you will get at tackling problems and achieving goals. You can practice problem-solving on your own or with the help of a friend, family member, or clinician.



Steps of Problem Solving

(To help cope with high-risk situations for relapse)



Step 1: Identify the problem or goal

*What is the situation that is making it difficult for you to stay quit?
What is the goal you are trying to accomplish?*

Step 2: Think of solutions

What are some possible solutions?

Step 3: Think about pros and cons

What are the good things and not so good things about each?

Step 4: Pick a solution

Which solution or combination of solutions looks the best?

Step 5: Make a plan

What do you need to do to try it?

Step 6: Rate the solution

How well did it work?



Solving My Problem



My problem or goal is: _____

Some possible solutions are:

- _____
- _____
- _____
- _____

The one I picked was: _____

The reason I picked this one was: _____

What I needed to do to make this work was: _____

This is how well it worked:

Very well

A little

Not at all



Solving My Problem



The problem is: After I accomplish something, I start to think that I deserve a cigarette.

Some possible solutions are:

- Have some of my favorite snacks around as a treat
- Remind myself that I want to be healthy
- Put some clothes I want to buy on layaway so that I will save my money for that
- Call one of my friends who quit smoking 5 years ago
- Just give in and have one cigarette once in awhile
- Have a cup of coffee
- Wash dishes to distract myself

The one I picked was: Having snacks around and also putting clothes on layaway

The reason I picked this one was: This way I'm treating myself, but also thinking about not putting on weight so I can fit into the clothes I want. Having a snack and thinking about my new clothes is also something I can do anytime.

What I needed to do to make this work was: Shop for some treats. Save my money and plan to clothes shop with my friend this weekend.

This is how well it worked:

Very well

A little

Not at all

Relapse Prevention Plan

What will you do this week to make sure you don't buy or borrow cigarettes?

What will you do this week to spend more time in places where people are not smoking?

How will you get support from other people to stay quit?

What will you do to manage stress?

QUIZ: Relapse Prevention Group 3

1. Number the following steps of problem-solving in the correct order from 1 to 5 where 1 = the first step and 5 = the last step.

- ___ Evaluate how well the solution worked.
- ___ Evaluate the good and bad parts of each possible solution
- ___ Choose which solution or combination of solutions you want to try
- ___ Brainstorm possible solutions
- ___ Identify the problem or goal

2. Problem-solving can be used to work on a problem or to make steps on a goal.

True

False

3. Getting ideas from other people is one benefit of doing problem-solving exercises in a group or with another person.

True

False

4. Which of the following is a way to help you not give yourself permission to smoke?

- a) Tell people you are only quitting for one year.
- b) Remind yourself that telling yourself you will only have one cigarette will lead to smoking more cigarettes.
- c) Picture yourself celebrating your next birthday with a cigarette as a way to motivate yourself to stay quit until then.

GROUP 4

Permission-Giving Beliefs

What is a permission-giving belief?

A permission-giving belief is telling yourself it is OK to have a cigarette after you have given up smoking

Here are some examples:

Deserving a Cigarette

"I've had a stressful day. I really deserve this cigarette."

"I've been really good about not smoking. I've earned the right to have one right now."

Thinking You Can Only Have One

"I'm still quit. I'll just have one."

"It's not like I'm going to buy a pack. I'll just bum this one off my friend."

Telling Yourself it Was Not So Difficult to Quit

"I quit once. I can buy a pack now and quit again later."

"Quitting was easy. I'm not that addicted, so it's not a big deal if I smoke every once in a while."

Telling Yourself that Smoking Was Not So Bad

"I'm coughing just as much now. It must not have been the smoking."

"The experts are always changing what they say is good and bad for you--maybe they are going to say that smoking is actually not bad for you."

"Plenty of people smoke and never get sick."

Responding to Permission-Giving Beliefs and Remaining Quit

- 1) Tell yourself that you do deserve a reward, but that cigarettes are not an option now that you are a non-smoker. Ask yourself, "What else can I do for myself?"
- 2) Remind yourself that thinking you can stop at a few cigarettes has always led to more cigarettes in the past. This is because nicotine is a drug and the nature of addiction is for people to want more.
- 3) Do not underestimate how much effort it has taken for you to quit and to remain quit. This is most likely the single goal that you have spent the most time on in the past 6 months--stay focused!
- 4) Review your reasons for quitting index card:
 - Try to picture how difficult it was to walk up stairs and hills without getting out of breath when you were a smoker.
 - Remind yourself of how dirty your fingers and nails were and how the smell of smoke stuck to your clothes, furniture, and walls.
 - Think about how nice it is to be able to breathe fresh air and to know that you smell fresh and clean as a non-smoker.

Relapse Prevention Plan

What will you do this week to make sure you don't buy or borrow cigarettes?

What will you do this week to spend more time in places where people are not smoking?

How will you get support from other people to stay quit?

What will you do to manage stress?

Ways I Give Myself Permission To Smoke

1. _____

2. _____

3. _____

Ways I Give Myself Permission To Smoke

1. _____

2. _____

3. _____

Ways I Give Myself Permission To Smoke

1. _____

2. _____

3. _____

Ways I Give Myself Permission To Smoke

1. _____

2. _____

3. _____

What I Need to Remember

1. _____

2. _____

3. _____

What I Need to Remember

1. _____

2. _____

3. _____

What I Need to Remember

1. _____

2. _____

3. _____

What I Need to Remember

1. _____

2. _____

3. _____

QUIZ: Relapse Prevention Group 4

1. Which of these are types of permission-giving beliefs?

- i) Thinking you deserve a cigarette.
- j) Forgetting how hard it was to quit.
- k) Asking for permission to go on a smoke break.
- l) Thinking you can have only one cigarette
- m) a and b

2. The way you talk to yourself about quitting is a powerful factor in staying quit.

True **False**

3. Once you tell yourself that it is okay to smoke one or two cigarettes a day, you are at a high risk for smoking more over time.

True **False**

4. Circle whether the following are likely to be helpful or unhelpful ways of coping with permission-giving beliefs.

a) Remind yourself of why you quit smoking in the first place.

Helpful **Not Helpful**

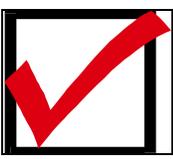
b) Remind yourself of how hard you worked to quit

Helpful **Not Helpful**

c) Find other ways to reward yourself besides cigarettes

Helpful **Not Helpful**

GROUP 5



Steps of Problem Solving

(To help cope with high-risk situations for relapse)



Step 1: Identify the problem or goal

*What is the situation that is making it difficult for you to stay quit?
What is the goal you are trying to accomplish?*

Step 2: Think of solutions

What are some possible solutions?

Step 3: Think about pros and cons

What are the good things and not so good things about each?

Step 4: Pick a solution

Which solution or combination of solutions looks the best?

Step 5: Make a plan

What do you need to do to try it?

Step 6: Rate the solution

How well did it work?



Solving My Problem



My problem or goal is: _____

Some possible solutions are:

- _____
- _____
- _____
- _____

The one I picked was: _____

The reason I picked this one was: _____

What I needed to do to make this work was: _____

This is how well it worked:

Very well

A little

Not at all



Solving My Problem



The problem is: When I see people smoking, I have a strong craving for a cigarette.

Some possible solutions are:

- Keep my survival kit full so I keep my mouth busy
- Avoid people who are smoking
- Use an ipod to keep myself distracted
- Take a different walking route than usual so I don't see smokers

The one I picked was: Avoid smokers and use my ipod.

The reason I picked this one was: It's too tempting to be around smokers and I enjoy listening to music, so I won't feel deprived.

What I needed to do to make this work was: Make sure I recharge my ipod and put new songs on it.

This is how well it worked: Excellent!! I'm still quit.

QUIZ: Relapse Prevention Group 5

1. Fill in the missing steps of problem-solving
 - 1) Identify the problem or goal
 - 2) Brainstorm possible solutions
 - 3) Evaluate the good and bad parts of each possible solution
 - 4) _____
 - 5) Evaluate how well the solution worked.

2. Problem-solving can be used to work on a problem or to make steps on a goal.

True **False**

3. Getting ideas from other people is one benefit of doing problem-solving exercises in a group or with another person.

True **False**

4. Which of the following are some ideas about how to handle cravings when you see someone smoking?
 - a) Keep your survival kit full of hard candies, gum, toothpicks or anything else that will keep your mouth busy

 - b) Test yourself by going up to the person with the cigarette to see how strong your willpower is not to smoke

 - c) Have an unlit cigarette in your mouth to satisfy the craving.

GROUP 6

Saying No!

How to Become More Assertive About Being a Non-Smoker

Situations Where Assertiveness Can Help:

- Friend comes over to your apartment and starts smoking
- Friend offers you a cigarette while at day program
- Someone in your family lights up a cigarette in front of you
- People in your house or living situation ask you if you want to smoke

Ways to Be Assertive:

- Post a sign in your house saying you are a non-smoker
- Ask people not to smoke around you because you are concerned about your health
- State clearly to all your friends and family that you have quit smoking

How to Say No to Cigarettes in 3 Steps:

- **Step 1:** Simply and Politely State What Bothered You:

Example: "When you offered me a cigarette yesterday even though you knew that I quit..."

- **Step 2:** Clearly and Simply State How You Felt at the Time (Use "I Statements"):

Example: "I felt frustrated when you offered me a cigarette."

- **Step 3:** Let the person know what you want for next time. Be specific!

Example: "In the future, I'd appreciate it if you wouldn't offer me a cigarette next time."

Remember:

These steps can help you be assertive in specific situations to improve communication with others.

Assertiveness is important because it helps you reach your goals without seeming impolite

Despite your best efforts some people may still not change their behaviors. BUT: by being assertive, you have given yourself the best chance of getting support and you will feel better about your decision to be assertive.

Relapse Prevention Plan

What will you do this week to tell others that you have quit smoking or that you **don't** want them to smoke in your place?

What will you do this week to make sure you **don't** buy or borrow cigarettes?

What will you do this week to spend more time in places where people are **not** smoking?

How will you get support from other people to stay quit?

What will you do to manage stress?

QUIZ: Relapse Prevention Group 6

1. Which of these are reasons that people sometimes don't tell other people that they have quit smoking?
- a) It seems like bragging to say this.
 - b) They don't want smoker friends to think that they don't want to hang out with them anymore.
 - c) They don't want other people to expect them to stay quit forever.
 - d) They don't want other people to tell them that they don't think they will be able to do it.
 - e) All of the above

2. Which of these is an example of clear, assertive communication from someone who has quit and was offered a cigarette?
- a) "I have a cold so I can't smoke."
 - b) "Thanks, I'll take it."
 - c) "I don't smoke anymore. Thank you anyway."

3. If someone I care about told me that they didn't smoke, I would feel happy for them.

True

False

GROUP 7



Steps of Problem Solving

(To help cope with high-risk situations for relapse)



Step 1: Identify the problem or goal

*What is the situation that is making it difficult for you to stay quit?
What is the goal you are trying to accomplish?*

Step 2: Think of solutions

What are some possible solutions?

Step 3: Think about pros and cons

What are the good things and not so good things about each?

Step 4: Pick a solution

Which solution or combination of solutions looks the best?

Step 5: Make a plan

What do you need to do to try it?

Step 6: Rate the solution

How well did it work?



Solving My Problem



My problem or goal is: _____

Some possible solutions are:

- _____
- _____
- _____
- _____

The one I picked was: _____

The reason I picked this one was: _____

What I needed to do to make this work was: _____

This is how well it worked:

Very well

A little

Not at all



Solving My Problem



The problem is: My friends keep offering me cigarettes.

Some possible solutions are:

- Avoid my friends until I feel stronger about being quit.
- Tell them I quit and thank you anyway.
- Just take the cigarette, but try not to inhale.
- Take the cigarette and tell them I'll smoke it later.

The one I picked was: Tell them I quit and thank you anyway.

The reason I picked this one was: It's too tempting to have cigarettes in my mouth or on me and I don't want to avoid my friends.

What I needed to do to make this work was: Practice saying it.

This is how well it worked: Pretty good, but last night I had one when a friend offered it because I didn't tell him yet that I had quit.

QUIZ: Relapse Prevention Group 7

1. Fill in the missing steps of problem-solving
 - 1) Identify the problem or goal
 - 2) _____
 - 3) Evaluate the good and bad parts of each possible solution
 - 4) _____
 - 5) Evaluate how well the solution worked.

2. Problem-solving can be used to work on a problem or to make steps on a goal.

True **False**

3. Getting ideas from other people is one benefit of doing problem-solving exercises in a group or with another person.

True **False**

4. Which of the following seems like the best way to handle being offered a cigarette by someone?
 - a) Change topics and pretend you didn't hear them.
 - b) Tell the person in no uncertain terms that you do not smoke.
 - c) Tell them you need to get a drink and will be right back.

GROUP 8

25 Fun Ways to Reward Yourself

Take a trip:



- ⊕ to the beach so that you can swim, take beautiful walks, or just relax
- ⊕ to a lake or pond so that you can swim, walk, sit, and enjoy the scenery
- ⊕ to a park so you can enjoy people-watching or sitting on a park bench
- ⊕ to the movies for entertainment
- ⊕ to the mall or stores



Enjoy an activity:

- ⊕ read a book for fun or go to a bookstore and browse
- ⊕ go for a walk in a pretty area (a beach, park, or other fun place)
- ⊕ explore a new area of Boston that you haven't spent much time in
- ⊕ go for a bike ride
- ⊕ fly a kite



Eat well:

- ⊕ buy yourself nice fresh fruits and vegetables
- ⊕ bake cookies
- ⊕ cook a fancy dinner for yourself
- ⊕ go out to dinner with a friend or relative
- ⊕ pack a picnic lunch and bring it to a park or to another pretty place



Treat yourself to a cool drink:

- ⊕ an iced coffee
- ⊕ an iced tea
- ⊕ a fresh fruit smoothie
- ⊕ a Diet Coke or Diet
- ⊕ chocolate milk



drink
Pepsi



Enjoy a nice treat or a dessert:

- ⊕ a fresh muffin
- ⊕ a brownie
- ⊕ a cookie
- ⊕ a doughnut
- ⊕ an ice cream



Rewarding Yourself as a Non-Smoker

When you smoked, you probably used to smoke sometimes as a way of rewarding or treating yourself. Now that you are a non-smoker, you are probably missing the rewarding part of smoking. Because missing the rewarding and enjoyable parts of smoking puts you at risk for relapse, it is very important that you begin rewarding yourself in other ways now that you are a non-smoker. (Remember, if you smoked a pack a day, you used to reward yourself 20 times a day!)

What are some things that you used to do for fun? Things you don't do at all anymore or not as often as you would like?

- Go to movies
- Take a trip
- Call a friend
- Go to a park
- Go to cultural events
(museums, plays)
- Go shopping
- Read the newspaper or a magazine
- Go for a drive
- Play a musical instrument
- Go for a walk
- Exercise
- Go out for a meal
- Buy yourself a special coffee or tea

What can you imagine trying to do again this week?

QUIZ: Relapse Prevention Group 8

1. There were parts of smoking cigarettes that were enjoyable.

True

False

2. Someone who smokes a pack a day and enjoys all of their cigarettes has at least how many minutes of enjoyable activity per day just because they are smoking?

a) 40 minutes

b) 2 hours

c) 3 hours

d) 4 hours

3. Quitters who do not replace the enjoyment of smoking with some other activity may be at higher risk of relapse than quitters who do replace smoking with something else they enjoy.

True

False

GROUP 9



Steps of Problem Solving

(To help cope with high-risk situations for relapse)



Step 1: Identify the problem or goal

*What is the situation that is making it difficult for you to stay quit?
What is the goal you are trying to accomplish?*

Step 2: Think of solutions

What are some possible solutions?

Step 3: Think about pros and cons

What are the good things and not so good things about each?

Step 4: Pick a solution

Which solution or combination of solutions looks the best?

Step 5: Make a plan

What do you need to do to try it?

Step 6: Rate the solution

How well did it work?



Solving My Problem



My problem or goal is: _____

Some possible solutions are:

- _____
- _____
- _____
- _____

The one I picked was: _____

The reason I picked this one was: _____

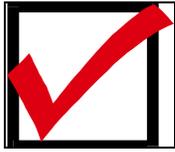
What I needed to do to make this work was: _____

This is how well it worked:

Very well

A little

Not at all



Solving My Problem



The problem is: I'm not having fun as a non-smoker.

Some possible solutions are:

- Pick up a project that I started and never finished.
- Start going to the senior center again.
- Start going to AA again.
- Volunteer to help children read.
- Take an exercise class.

The one I picked was: Take an exercise class.

The reason I picked this one was: This is the one that is the most fun and what I really need is something healthy and fun to do.

What I needed to do to make this work was: Call and sign up.

This is how well it worked: It worked great, now I go out for coffee after class with some of my friends and I'm having more fun than I expected!

QUIZ: Relapse Prevention Group 9

1. Fill in the missing steps of problem-solving

1) _____

2) _____

3) Evaluate the good and bad parts of each possible solution

4) _____

5) Evaluate how well the solution worked.

2. Which of the following seems like the best way to handle starting to miss the enjoyment of smoking?

a) Have a glass of wine or beer instead of smoking.

b) Get involved in an activity you truly enjoy that isn't a trigger for smoking.

c) Go to therapy.

d) Eat cake or ice cream after lunch and dinner to replace smoking.

GROUP 10

Getting Support from Others to Stay Quit

Getting support and encouragement from others while you are working on staying quit is important. For example, someone might congratulate you for quitting, which might help you stay quit. On the other hand, someone might offer you a cigarette—or tell you “You are just going to start smoking again”—which might be unhelpful.

Think about what others are doing that is supportive in helping you stay quit. Then think about what others are doing that may *not* be supportive or helpful to you as you work on staying quit.

Helpful	Unhelpful
People congratulate me and tell me they are proud of me for quitting.	People tell me that I am going to relapse so I might as well just get it over with and have a cigarette.
People don't light up a cigarette around me because they know I'm a non-smoker.	People smoke around me, blow smoke in my face, and leave their cigarettes out where I can see them.
People tell me that I look healthier since I stopped smoking.	People tell me that I should go back to smoking because I've gained weight since I stopped.
People are sometimes willing to give up smoking so that we can go out together and buy a coffee.	People leave me alone during breaks because they all want to go outside and smoke.

What Helps?

List some things that other people in your life do that are *supportive* and *helpful* to you for not smoking:

1. **Mom told me she is proud of me for quitting.**
2. _____
3. _____

What Doesn't Help?

Now list some things that other people in your life do that are *unsupportive*, *unhelpful*, or make it *more difficult* for you to not smoke:

1. **My friend comes over to my apartment and lights up a cigarette.**
2. _____
3. _____

How Can You Help People Help You?

In the previous worksheet, you identified things that people in your life do that are supportive of your quitting smoking. Don't forget to thank those people for being so encouraging and helpful!

You also identified some things that people are doing that are not helpful. It can be difficult to know how to tell people that they are being unhelpful. It can be uncomfortable to express a negative feeling, and you may be worried that they will get angry or upset, **BUT**, it is important that you tell them, because you have worked so hard to quit!

A few important tips about talking to someone about changing what they do or say around you:

1. Make good eye contact.
2. Speak clearly, firmly, but also in a friendly way.
3. Be direct and specific about what you want them to do or stop doing.
4. Thank them in advance for working on being more helpful to you.
5. Remember to stay calm and non-accusing. Sometimes people may be doing something that is unhelpful without even realizing it!

Here's an example:

You: "Sally, you may know that I am trying to quit smoking. When you leave the full ashtrays around the house it makes me want to smoke."

Sally: "I didn't realize that I was doing that."

You: "I didn't think you did. But if you would try to keep them emptied, that would be really helpful to me."

Sally: "I'll try harder because I know that you worked hard to quit."

You: "Thank you Sally. I really appreciate your support of my being a non-smoker."

**Homework: Asking for What You
Need From Others to Stay Quit**

What can you ask other people in your life TO STOP DOING in order to be more supportive of you trying to quit?

1. _____
2. _____
3. _____

What can you ask other people TO DO in order to be more supportive of you trying to quit?

1. _____
2. _____
3. _____

Practicing these skills ahead of time can make the real conversation a lot easier; give it a try in group!

QUIZ: Relapse Prevention Group 10

1. Hanging around with other smokers makes it more likely that someone who has quit smoking will slip or relapse.

True

False

2. What are some ways of spending more time with non-smokers?

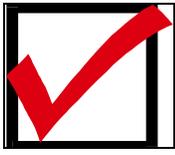
- a) Get involved with an activity that is likely to attract non-smokers (like Jogging).
- b) Volunteer for an organization that is likely to attract non-smokers (like The American Cancer Society).
- c) Think about who the non-smokers are in your daily life and make conversation with them
- d) All of the above

3. Non-smokers are better sources of support for staying quit than smokers are.

True

False

GROUP 11



Steps of Problem Solving

(To help cope with high-risk situations for relapse)



Step 1: Identify the problem or goal

*What is the situation that is making it difficult for you to stay quit?
What is the goal you are trying to accomplish?*

Step 2: Think of solutions

What are some possible solutions?

Step 3: Think about pros and cons

What are the good things and not so good things about each?

Step 4: Pick a solution

Which solution or combination of solutions looks the best?

Step 5: Make a plan

What do you need to do to try it?

Step 6: Rate the solution

How well did it work?



Solving My Problem



My problem or goal is: _____

Some possible solutions are:

- _____
- _____
- _____
- _____

The one I picked was: _____

The reason I picked this one was: _____

What I needed to do to make this work was: _____

This is how well it worked:

Very well

A little

Not at all



Solving My Problem



The problem is: All of my friends smoke.

Some possible solutions are:

- Make new friends.
- Call someone I haven't talked to in awhile who wasn't a smoker.
- Hang out more with my sister and brother (who don't smoke).

The one I picked was: Call my old friend and go out to dinner with my sister or brother once a week.

The reason I picked this one was: It's hard to make new friends so I thought this would be more realistic.

What I needed to do to make this work was: Call all 3 of them--ask my sister and brother to go out to eat once a week and ask my old friend if he'd like to have coffee sometime.

This is how well it worked: My old friend's number was disconnected, so I didn't get to talk to him, but I tried. My sister and I have been going out about every other week, so that's going well, but my brother gets too busy at work and keeps cancelling. Overall it's working OK, but I still need some more non-smokers in my life.

QUIZ: Relapse Prevention Group 11

1. Fill in the missing steps of problem-solving

1) _____

2) _____

3) _____

4) _____

5) Evaluate how well the solution worked.

2. Which of the following seems like the best way to handle not having people in your life who are non-smokers?

a) Hang around with smokers anyway and use willpower not to smoke.

b) Try to find some people to hang around with who don't smoke.

c) Try to smoke only a few cigarettes in social situations.

d) Socialize less.

GROUP 12

Your New Identity as a Nonsmoker

Congratulations!! You have worked very hard in this program to become an official nonsmoker. This is definitely a big change, especially if you have been a smoker for a long time. And although it is great news, it can be difficult sometimes to understand how to live as a nonsmoker. Getting accustomed to your new identity is important, and can be a really rewarding experience. It's good to practice *thinking and acting* like a nonsmoker.

Things a Nonsmoker Says to Himself or Herself:

"I value being healthy"

"I am the kind of person that takes action to make myself as healthy as possible."

"Being a part of the nonsmoking lifestyle is really important to me."

What are some other things that you can say to yourself in your new role as a nonsmoker?

1. " _____ "

2. " _____ "

3. " _____ "

Things a Nonsmoker Does:

Exercises and stays active

Spends time with other nonsmokers

Enjoys the outdoors more – breathes in the fresh air

What are some other things that you can do in your new role as a nonsmoker?

1. _____

2. _____

3. _____

Steps to Join the Gym at _____

1. You can either _____ at ____-____-____ or stop by the gym any Monday- Friday at __:00 a.m.
2. Figure out if there is anything you need to use at the gym such as: workout clothes (t-shirt and shorts or sweats) and sneakers. (Talk to your group leader about this if it is difficult for you to get these things.)

Things I need:

Plan to get them:

3. Make a plan for when you will use the gym. Before or after relapse prevention group might be a good time to start.

QUIZ: Relapse Prevention Group 12

1. Being a non-smoker changes the way you think about yourself.

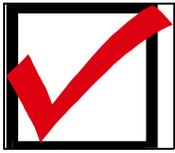
True

False

2. What are some things that you could do to continue to feel positively about yourself as a non-smoker?

- a) Do healthy activities (like exercise)
- b) Eat healthier
- c) Make steps on a new goal or project that you want to do in the next few months
- d) All of the above

GROUP 13



Steps of Problem Solving

(To help cope with high-risk situations for relapse)



Step 1: Identify the problem or goal

*What is the situation that is making it difficult for you to stay quit?
What is the goal you are trying to accomplish?*

Step 2: Think of solutions

What are some possible solutions?

Step 3: Think about pros and cons

What are the good things and not so good things about each?

Step 4: Pick a solution

Which solution or combination of solutions looks the best?

Step 5: Make a plan

What do you need to do to try it?

Step 6: Rate the solution

How well did it work?



Solving My Problem



My problem or goal is: _____

Some possible solutions are:

- _____
- _____
- _____
- _____

The one I picked was: _____

The reason I picked this one was: _____

What I needed to do to make this work was: _____

This is how well it worked:

Very well

A little

Not at all



Solving My Problem



The problem is: It's hard to keep telling people I'm a non-smoker.

Some possible solutions are:

- Put up a sign on my door that says "No Smoking."
- Wear a sticker on my coat that announces to the world that I'm a non-smoker.
- Just keep telling people that I don't smoke.

The one I picked was: Wear the sticker I got from my group leader that says "I quit."

The reason I picked this one was: It might make it so I don't have to tell everyone--some people will get it by looking at the sticker.

What I needed to do to make this work was: Ask my group leader for a lot of stickers.

This is how well it worked: It worked fantastic. People keep congratulating me for not smoking and that helps me stay motivated and I don't have to keep telling people that I quit.

QUIZ: Relapse Prevention Group 13

1. Fill in the missing steps of problem-solving

1) _____

2) _____

3) _____

4) _____

5) _____.

2. Problem-solving can be helpful when used for situations in your life that do not involve smoking or trying to stay quit.

True

False

GROUP 14

My Top 3 Ways to Stay Quit

1. _____

2. _____

3. _____

My Top 3 Ways to Stay Quit

1. _____

2. _____

3. _____

My Top 3 Ways to Stay Quit

1. _____

2. _____

3. _____

My Top 3 Ways to Stay Quit

1. _____

2. _____

3. _____

Where Do I Go From Here?

TOLL-FREE & LOCAL PHONE SUPPORT:

- Quit Tips Line 1-800-943-8284 (Get a recorded tips that change everyday!)
- 1-800-TRY TO STOP: (Live person who can help you get through cravings)
- Good Samaritans 617-247-0220 (Live person will help with anything)

WEBSITE SUPPORT:

- www.lungusa.org/ffs
- www.habitrol.com/support
- www.QuitSmoking.com
- www.StopSmokingCenter.net
- www.Trytostop.com

NICOTINE ANONYMOUS:

- www.nicotine-anonymous.org

Weekly meetings Tuesdays at 5:30 pm at the Armed Forces YMCA at Charlestown Navy Yard

SMOKING CESSATION PROGRAMS:

“Pack It In” Programs:

MGH Charlestown Health Care Center
151 Everett Avenue
Charlestown, MA 02129
781-485-6210

MGH Back Bay HealthCare Center
388 Commonwealth Avenue
Boston, MA 02215
781-485-6210

MGH Everett Family Practice
19 Norwood Street
Everett, MA 02149
781-485-6210

MGH Chelsea HealthCare Center
73 High Street
Chelsea, MA 02150
617-889-8598

MGH Revere HealthCare Center
300 Ocean Avenue Revere, MA 02151
Phone: 781-485-6210

MGH QUIT SMOKING PROGRAM

What is it?

- 7 Week Program that includes 6 group sessions and 1 individual session
- The Quit Date is set at week 4
- Helps you set and achieve goals and gives you many coping skills and strategies throughout the quitting process

What does it cost?

- The program costs \$70 for the general public. If you have Mass Health Insurance, it costs much less- a sliding scale fee
- MGH provides the patch or gum.
- If your insurance doesn't cover the patch or gum or you can't afford them, MGH offers them at reduced prices!

What are the requirements to sign up?

- In order to join the program, the people at MGH will require your doctor's permission
- They also require that you have not been hospitalized recently for psychiatric reasons

How do I join?

- Call Linda Hinson at (617) 726-7443 (MGH) to register and determine the costs
- Call (781) 485-6210 for MGH Revere/Everett/Charlestown/Chelsea