

**RSPH Level 2 Award for Young Health Champions  
(Unit 8 Supporting Smoking Cessation)**

**RSPH Level 2 Award in Supporting Smoking  
Cessation**

**Learner Workbook**

**Tutor Guide**



# Information for tutors and internal assessors

## How to use the learner workbook

This workbook is provided for learners taking the RSPH Level 2 Award for Young Health Champions (Unit 8 Supporting Smoking Cessation) or the RSPH Level 2 Award in Supporting Smoking Cessation. It contains a number of tasks that learners need to complete in order to provide evidence that they have met the assessment criteria and learning outcomes for the qualification.

The workbook is not write protected, so tutors can enlarge the spaces provided for learner answers to suit their individual needs before printing (the spaces are larger in the learner versions of the workbook). Alternatively, if suitable facilities are available the workbook can be downloaded and completed by learners electronically.

Learners can be provided with the entire workbook at the start of their course, or with individual sections for each assessment criterion / learning outcome for completion as they progress through the course.

Each section starts with the name of the learning outcome and assessment criterion, followed by a series of tasks for the learner to complete. At the end of the material for each learning outcome there is a page for the internal assessor to comment on the learner's work and state whether or not they believe the learning outcome has been met. There is no requirement for progression through the workbook to be in the order shown. The order can be varied to suit the course strategy of the tutor or the requirements of learners.

In order for a learner to achieve a learning outcome, the learner must provide evidence against each of the assessment criteria for that learning outcome. Evidence must be suitable and sufficient, learners who are able to provide appropriate answers for each of the tasks will meet the assessment criteria and achieve the learning outcomes.

## Candidates with Special Assessment Needs

Tutors should contact RSPH in the event that reasonable adjustments need to be applied to learners' work. An example of a suitable reasonable adjustment would be a third person completing the workbook on behalf of the learner. The learner would need to dictate their responses to the tasks to the third person and have these read back to them to ensure that what is written is a fair reflection of the intentions of the learner. For further details please refer to the Regulations and Guidance for Candidates with Special Assessment Needs in the Centre area at [www.rsph.org.uk](http://www.rsph.org.uk)

## **Additional Information for Tutors/Assessors**

This tutor / internal assessor version of the workbook includes additional material and reference to specific points that should be covered by the tutor, and marking guidelines for the assessor for each of the tasks. These are contained within text boxes as shown below.



Pages for the use of the internal assessor to comment on the learner's work have been omitted from this version of the workbook.

In all other aspects the workbook is the same as the Learner Workbook.

The workbook also includes as an appendix a complete set of case studies that are used for some of the tasks. Learner versions of the work book will not contain these case studies, tutors should print off the case studies from the appendix as and when required, ensuring that different learners receive different case studies if appropriate.

## **Assessment Procedure**

Centres must register learners with RSPH as soon as they know how many learners will be submitting work and in advance of submitting the internally assessed and verified work. Centres should refer to the RSPH External Verification Procedure before submitting assessed learner work for external verification.

Centres will be invoiced for the learners registered and should expect to receive results and certificates for successful learners within four weeks of the EV receiving the workbook.

Workbooks that are completed electronically can be emailed to the EV (with their permission). Handwritten workbooks can be electronically scanned and emailed. Centres should note that learner work will not normally be returned.

Registration forms and the RSPH External Verification Procedure can be obtained from the Centre Area of the RSPH web-site.

# Learning Outcome 1: Understand factors that result in people smoking

1.1 Describe THREE social factors that could result in smoking

**Tutor Guidance:**

The purpose of this section is to encourage the learner to explore the wider social factors which may lead to smoking. Either a whole group discussion or break away into small groups with a feedback opportunity from each group to the whole group may facilitate this.

**Task 1**

You should discuss with others in your group the social factors that could result in individuals smoking.

From the box below choose THREE social factors that could result in smoking and describe how or why these may influence people to smoke

<b>Advertising</b>	<b>Media</b>	<b>Socio-economic Status</b>	<b>Availability</b>
<b>Education</b>	<b>Culture</b>	<b>Employment</b>	<b>Peer pressure</b>

<b>Social Factor</b>	<b>Reason why or how it can influence the decision to smoke</b>

1.2 Outline THREE factors that are individual-specific which could lead to smoking

**Tutor notes:**

The purpose of this section is to encourage the learner to explore the individual-specific factors which may lead someone to start smoking. The learner needs to show understanding of how the factors may impact on the individual's decision to start smoking.

**Task 2**

From the table below, pick THREE individual-specific factors which could lead to smoking. Outline each of your chosen factors and briefly explain how it could lead to smoking.

<b>Parents</b>	<b>Age</b>	<b>Family</b>
<b>Peer Pressure</b>	<b>Friends</b>	<b>Self- esteem</b>

<b>Individual Factor</b>	<b>How can this factor lead to smoking?</b>

**Marking Guide.**

Learners must be able to describe three social factors that could result in smoking.

The learner must state the social factor and adequately describe why or how it could result in smoking, eg.

The media – if a role model or idol is shown to be smoking cigarettes it may encourage an individual to smoke too in order to be like their role model/idol.

## Learning Outcome 2: Understand the personal and social consequences of smoking

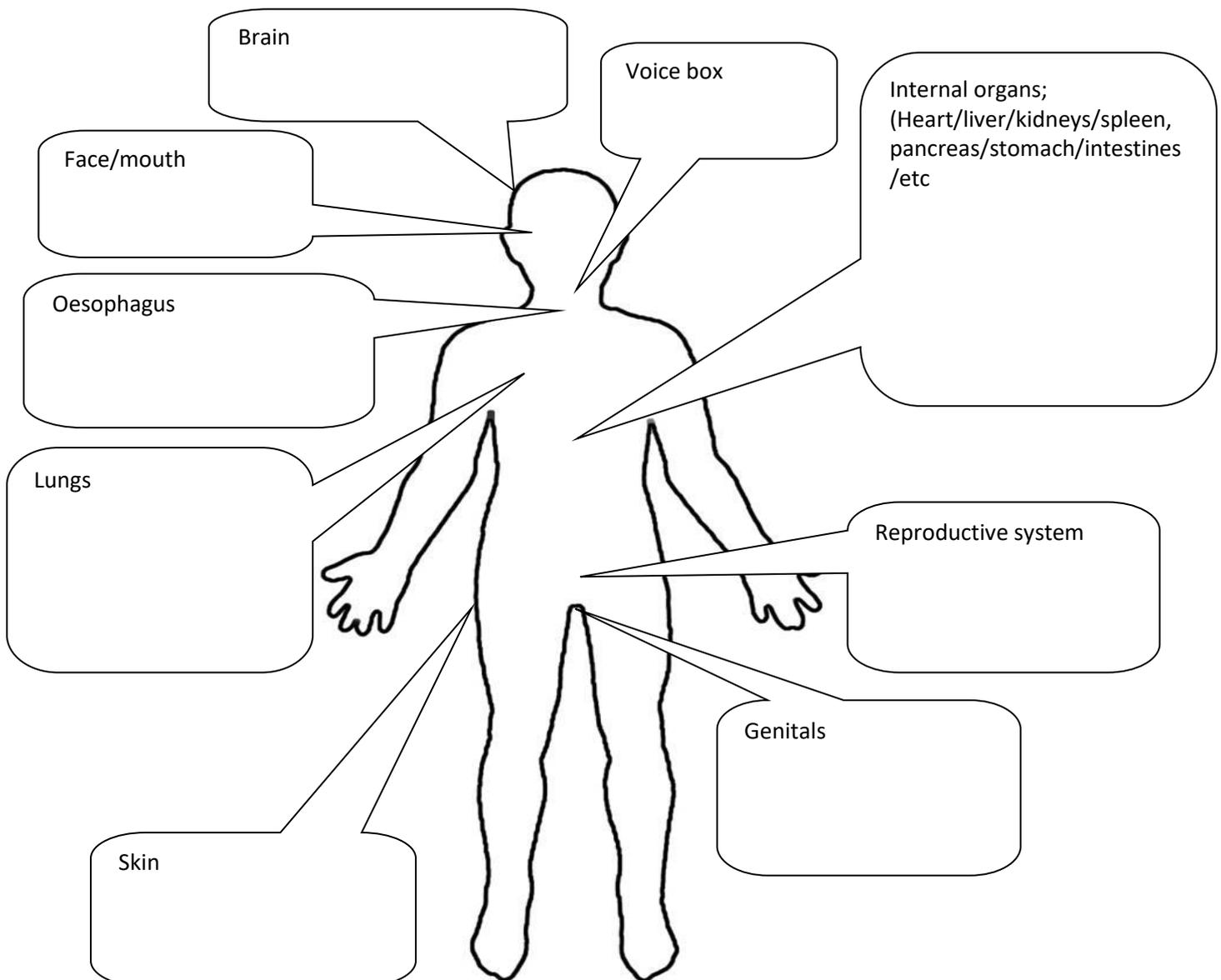
### 2.1 Outline THREE direct effects on health of smoking

#### Tutor Guidance:

The learner should be made aware of the possible direct effects on health of smoking. A presentation, workshop exercise or self-directed learning may be useful for this task.

#### Task 3

Use the body picture below to outline THREE direct effects on health of smoking. Select three of the body parts sign-posted below and enter the effect of smoking in the space provided.



**Marking Guide:**

The learner must be able to outline three direct effects of smoking. They could include for example:

- cardiovascular problems
- shortness of breath
- premature skin ageing
- increased risk of various cancers
- chronic obstructive pulmonary disease
- coronary heart disease
- stroke
- bronchitis
- emphysema

2.2 Identify THREE possible indirect effects on the individual due to smoking

**Tutor Guidance:**

The learner should be made aware of the possible indirect effects to the individual of smoking. A presentation, workshop exercise or self-directed learning may be useful for this task.

The case studies for this task are in Appendix 1. Learners can either be given a case study or be allowed to select one from those provided.

**Task 4**

Using the case study provided, identify THREE indirect effects that smoking has on the individual.

Indirect Effect 1:
Indirect Effect 2:
Indirect Effect 3:

**Marking Guide.**

Three indirect effects on the individual must be identified. They may include:

- Poor nutrition/diet
- Lack of exercise
- Effect on asthma
- Erectile dysfunction
- Appearance of ageing
- Decreased immunity
- Dental problems
- Poor eyesight
- Reduced sperm count/quality

2.3 Identify THREE effects on family members, friends and wider society due to smoking by individuals

**Task 5**

**From discussions in your group identify THREE effects on family members, friends and wider society due to smoking by individuals and give a brief explanation of the effect in the space provided.**

Effect	Explanation

**Marking Guide.**

**A minimum of three effects on family members, friends and wider society due to smoking by individuals must be identified. They may include;**

- **Effects of secondary smoke**
- **Financial cost**
- **Link with sudden infant death syndrome**
- **Cost to the NHS**

## **Learning Outcome 3: Know how to provide help and support to the individual with regard to smoking cessation**

3.1 List three agencies / organisations which provide services for individuals wishing to stop smoking and outline the services provided.

**Tutor Guidance:**

**The purpose of this section is to raise awareness of the various agencies/services on a local regional and national level that provide free support to smokers wishing to quit. This exercise could be done in small groups, and then a plenary to discuss. Are there any that are common in each group? Are some more obvious than others?**

Smoking cessation support can come from many areas, whether groups or individuals formal or non-formal, locally situated, or national campaigns; lay people and professionals. The key is to finding out what is actually out there and how these services can be accessed. Most services are free so an individual 'only' needs to have motivation and determination, and with some selective support the chances of giving up are improved quite significantly.

**Task 6**

**List THREE (local, regional or national) agencies or organisations that provide stop smoking services and support. For each of the agencies or organisations that you have listed, outline the service that is provided to individuals wishing to stop smoking.**

	<b>Name of service and description of service / help provided</b>	<b>Is this service Local or National?</b>
1		
2		
3		

**Marking Guide:**

**Learners must identify bona-fide organisations/agencies for example- Smokefree NHS online / telephone support; Local NHS Stop Smoking Service; General Practice Clinics; Allen Carr's Easyway; QUIT; Health Trainers. A brief outline of the services provided must be given.**

**Be aware of private organisations that may charge for their services.**

3.2 Describe THREE ways by which an individual could be encouraged to reduce their risk of harm from smoking.

**Tutor Guidance:**

This exercise will enable learners to explore 'external' factors that could support the 'quitter' to stop smoking. The ability of family and friends to provide encouragement and support, and the power of this, cannot be stressed enough. This may also be an opportunity to look at rewards.

**Task 7**

Describe THREE ways by which an individual could be encouraged to reduce their risk of harm from smoking.

1.
2.
3.

**Marking Guide:**

Answers could include; Nicotine replacement, support from peers and family, knowing facts about smoking, brief intervention, counselling and emotional support.

3.3 Identify THREE barriers to changing behaviour with regard to smoking and how these can be overcome.

**Tutor Guidance:**

In this section it is important to recognise that support networks (family, friends etc) can also act in a negative way. Peer pressure may adversely affect the chance of successfully quitting. It is also important to re-visit the motivation for quitting, particularly if a relapse seems imminent. Has anything changed in the determination to quit? If so how can this be rekindled? It is important to revisit the main reasons for stopping and reinforce these.

One approach may be to look at the benefits of stopping, and how the body responds over time.

**Task 8**

From the case studies provided, identify THREE barriers to stopping smoking and suggest how these can be overcome.

Barrier	How the barrier can be overcome:

**Marking Guide:**

Answers could include;

Barriers; Denial, addiction/physical dependency, peer pressure, culture.

Possible solutions; Aspirations, opportunities, education, effect on family, motivation, self-efficacy

## Appendix 1: Case Studies for Task 4

### James

James is 15 years old. He started smoking seven months ago when a group of his friends started.

James gets up for school at 7am. He doesn't bother with breakfast, opting instead for a cigarette on the way to the bus stop. Once off the bus James meets his friends by the gate to the main entrance to his school. They share a cigarette or two before going into class. By the second period of the day James is craving a cigarette and he is finding it difficult to concentrate on his lessons as all he can think about is break time and the opportunity to smoke a cigarette.

At morning break James goes straight to the back of the Maths block to meet his friends and smoke a cigarette.

James's first lesson after break is PE. James, who was once a keen basketball player now finds he gets out of breath quickly which puts him off playing any sport as he doesn't want to look weak or rubbish in front of others. He is also being referred by his GP to the asthma nurse for some tests.

By lunchtime it's raining and James grabs a can of cola before rushing off to the back of the Maths block for another cigarette. Standing outside to smoke his cigarette James gets soaked and spends the rest of the day soaking wet. By the end of the school day James has a headache and is feeling shivery.

After school James has a dental appointment. This is a follow up appointment as during his last routine visit the dentist found gum disease. The dentist starts treatment for the gum disease to try to prevent tooth loss and performs a scale and polish on James's stained teeth.

### Kaylee

Kaylee is 16 years old. She started smoking at the age of 14 with a group of friends.

Kaylee gets up for school at 7.30am. She skips breakfast and instead smokes a cigarette as it takes her mind off being hungry. On her way to school she spends her lunch money at the local shop on cigarettes and a can of fizzy drink. The fizzy drink helps Kaylee to feel less thirsty after her cigarette and the sugar in the drink makes her feel less hungry.

Once at school Kaylee spends her break time and lunchtime with her friends outside the school gate smoking. Kaylee no-longer takes part in sport in school as she gets out of breath and tires quickly. She often has colds.

After school Kaylee spends time with her friends. Within her group there is a boy Kaylee likes but she feels embarrassed when she talks to him because of her stained teeth. He also doesn't smoke and often comments on how smokers smell.

### Sue

Sue is 47 years old. She has been smoking since she was 11. Her parents both smoked and so do her three siblings.

Sue is divorced and her two children are grown up and have moved away.

Sue gets up for work at 6:30am. She skips breakfast and opts for a coffee and a cigarette before leaving for work. Sue used to get the bus to work but for the last few months has been getting a taxi as the walk from the bus stop which is a 15 minute walk from the industrial estate where she works on a production line makes Sue out of breath now.

She doesn't have much of an appetite and usually settles for a bag of crisps and a coffee at lunchtime and a couple of cigarettes with some of her colleagues.

Lately Sue has needed time off work for dental treatment. She has had to have several teeth removed because of gum problems and the ones she has remaining have had to be thoroughly descaled and polished due to staining.

Sue used to be very outgoing with a wide circle of friends but since being mistaken for her friends' mother on a couple of occasions she rarely goes out socialising any more.

### **Tariq**

Tariq is 22 years old. Tariq started smoking at school with his friends. He is a motor mechanic and lives at home with his parents and two younger sisters.

The garage where Tariq works is always busy and there is pressure on all the staff to get the work done even if this means cutting breaks short. Because of this Tariq often chooses to have a quick cigarette and a bar of chocolate instead of having lunch as there isn't time for both.

Tariq has been single for a year and isn't currently looking for a partner as his last relationship ended due to him being unable to get an erection and this has left him feeling embarrassed.

Tariq used to play a lot of football but after a succession of chest infections he becomes very wheezy after just a short time playing so has given up.