

EXERCISE INTERVENTION MANUAL FOR DEPRESSED WOMEN SMOKERS (ROAD MAP)-April 2013

SESSION ONE

OPEN THE ENCOUNTER AND SET AGENDA

- “Thank you for agreeing to participate in this project and for being here today.”
- Introduce yourself, explain what will happen in the session and state the appointment length.

ELICIT VALUES/DESIRES ABOUT LIVING A LIFE FREE OF CIGARETTES

- *You already know that this study is about changing health behaviors, increasing exercise and quitting smoking. What about those health behaviors is important to you personally?*
 - Reflect her values, affirm her abilities and strengths, use her own words to repeat back what she cares about. The point here is to energize this first session by having her really think about herself being successful with these challenging changes.

ELICIT WHAT SHE ALREADY KNOWS ABOUT WHY EXERCISE MIGHT BE HELPFUL FOR DEPRESSION

- *This study was designed specifically for women who experience depression. Why do you think that exercise might be helpful for women with mood problems who want to quit smoking?*
 - Use the Elicit-Provide-Elicit framework to assess what she knows, affirm what she knows, provide a bit of information and elicit how she thinks that could be relevant to her.
- *Yes, those are important reasons (or) here are some other reasons...there is strong research showing that exercise helps depression. Quitting smoking can be rough on anyone's mood, particularly those with depression. We think that women who are really working at increasing exercise and quitting smoking deserve some additional support. What are your thoughts on that? How does that relate to you? What is most personally meaningful to you about what we have discussed so far?*

PROVIDE BRIEF OVERVIEW OF THE INTERVENTION

- **Briefly describe the intervention. Explain what the woman can expect during each session (see session flowchart). Emphasize the ramping up the exercise to vigorous and preparing for target quit day. Show them on the study flowchart when target quit day will likely occur. Emphasize that the intervention builds over time.**
 - *Although we will be working on exercise and quitting smoking, we will also focus our time on you and how you are doing. My role is to support and encourage you even while you are exercising. I'll try to bring positive energy to our meetings and help you see all of the important progress you are making, even when it is tough going at times.*
 - **Assess participant's thoughts/feelings about the rationale provided.**
 - *How does that sound to you?*
 - *What are your thoughts on all of this?*

BENEFITS OF EXERCISE—Mood and smoking cessation

- *This program will help you learn about and experience the benefits of exercise.*
 - *We've discussed some of the benefits of exercise for women who smoke and experience depression. Could we spend a few more minutes going a bit more in depth with that topic now?*
- **Provide more detail (unless the discussion above covered all relevant information) about how exercise improves mood and reduces cigarette craving/withdrawal.**
 - *Women who regularly exercise have been shown to have fewer symptoms of depression.*
 - *Exercise is an effective approach to treating depression. If at the right dose (intensity and frequency), exercise works as well as medication or therapy in treating (moderate) depression.*
 - *Vigorous exercise has also been shown to help people manage cigarette craving and withdrawal and one study showed that women who exercised vigorously quit smoking more often than those that didn't exercise.*
 - Are there any other benefits to exercise that might be particularly helpful for a woman trying to quit smoking? (if not already mentioned):
 - More energy
 - Improved sleep
 - Can be enjoyable
 - Can provide a sense of accomplishment
 - Decrease stress
 - Weight management
 - Reduces urges for sugar snacks
 - Decreased shortness of breath
 - *What are your thoughts on these?* Shift to discussion of personal benefits: Assess participant's thoughts about the information you have provided.
 - Examples:
 - *What thoughts do you have about those benefits of exercise?*
 - *Which benefits have you experienced? Which benefits do you experience now? (this allows assessment of past and current activity)*
 - *Which are most important to you?*
 - *What about exercise will be most helpful to you as you quit smoking?*

ELICIT VALUES AND STRENGTHS RELATED TO EXERCISE

- Use open ended questions to elicit desire, personal reasons, personal benefits, and importance for increasing activity)
 - Example questions:
 - *Why are those benefits like _____(mentioned above) important to you?*
 - *How does exercise fit with what matters most to you in your life?*
 - *What advantages do you see for having a solid plan for increasing exercise?*
 - *How does the idea of being more active fit with who you are?*
 - *What skills or strengths do you have that apply to becoming more active?*

DISCUSS THEIR OPINIONS OF AND EXPERIENCES WITH VIGOROUS INTENSITY EXERCISE

- Ask about any history with vigorous activity
- Assess current feelings about vigorous activity (fears, concerns)
- Share rationale for why we are using vigorous intensity in this study (research has shown it to be effective in helping women quit smoking)

PROVIDE MORE DETAILS OF EXERCISE PROGRAM. Our program includes working up to 30 minutes of vigorous exercise by week 12). Avoid redundancy, if this has been covered already above, please omit.

- *I'd like to share with you our recommendation for exercise in the study. It is our recommendation that women who participate in the study strive for 30 minutes of intense exercise by the end of three months (show chart). We will help guide you through a structured workout routine, three days a week. What do you think about that?*
- *I would also like to encourage you to exercise outside of our time together if you are feeling down, have a desire to smoke, or feeling sick from not smoking.*
- *Why do you think the exercise program is structured this way? (teach back method to assess what she has learned so far: build up to vigorous intensity because that is what has been effective in previous research, benefits of exercise for mood and for smoking cessation and in general)*
- *What concerns do you have about that, if any? (reflect what you hear, double sided reflection of pros and cons can be used, transition to exploring ambivalence below if present)*

EXPLORE AMBIVALENCE (about exercise, about smoking cessation, about participation in the program...any ambivalence that was evident in the conversation thus far) IF PRESENT

- **Ask:** *What are some good reasons to avoid vigorous activity? AND What are some reasons for vigorous exercise before and while quitting smoking? What are some good reasons to smoke, especially when depressed? What are some good reasons to quit smoking, despite mood problems?*
- **Summarize both sides of the ambivalence.** Start with the reasons for not changing, followed by reasons for changing. - *"Let me see if I understand what you've said..."*
- **Ask:** *"Did I get it all?"* and *"Where does that leave you now?"*

ELICIT PARTICIPANT'S THOUGHTS/FEELINGS (Not necessary if participant has actively shared thoughts/feelings/concerns along the way. Avoid redundancy).

- Elicit participant thoughts/feelings about the session.
- Provide an opportunity for them to reflect on session content.
 - *We have discussed a lot of things today. What stands out to you?*
 - *Why don't you tell me, from your perspective, what happened here today? What was most helpful to you?*

INTRODUCE PROGRAM MATERIALS

- "KAM"; encourage daily use
- Provide instructions about where to meet next time
- Questionnaires
- Review exercise equipment and tour the gym

- Engage in 20 min of moderate intensity exercise

CLOSE THE ENCOUNTER:

- Show appreciation
- Affirm positive behaviors
- Emphasize choice
- Express confidence
- Examples:
 - *I feel certain that if you choose to _____ you will find a way to make it happen.*
 - *From our conversation today, it is clear to me that if you decide to _____ you will be able to make important progress.*
 - *I am confident that your _____ (enthusiasm, determination, success with other lifestyle changes....) will be of great value as you begin to work on this program.*

SESSION TWO

OPEN THE ENCOUNTER AND SET AGENDA

- Share proposed plan for the session: *“Over the next 20 minutes I want to make sure I learn about anything you have tried since or last visit, what **you** learned, what benefits you experienced if any, and also what didn’t work or the problems you ran into—we can always learn from that too.*
- *Today we will also workout together. You get to choose how you would like to work out today.*
- Explain what the interventionist will be doing during the exercise. Figure out what is most comfortable for the participant—*would you prefer if I worked out with you, right beside you but at a slower rate, or try and match your rate, or not exercise at all and be beside you while you walk—facing you, facing the same direction as you? Think of what will make you most comfortable and most motivated.*
- *After the exercise session, we will talk about what it was like for you.*
- *How does that plan for our time together today sound to you?*

BRIEFLY REVIEW CONTENT FROM LAST SESSION

- **Review what has happened** since previous session
- **Reinforce all steps toward change.** Discuss lessons learned, and collaborate in problem-solving around barriers.
- **Discuss any benefits of exercise already experienced.** Ask about any benefits experienced, even small benefits from being more active (if they were more active).
- **Discuss importance of exercise (*only if necessary for enhancing motivation*).** Now that you have been thinking about and working on getting some more exercise, what do you think is important about exercise for you? How does exercise connect to who you are or how you want to be?
- **Assess readiness** for next step with exercise program.
- **Roll with ambivalence** when present.
- **Use EPE** when information exchange is required (e.g., to explain how to manage shortness of breath when physically active, pacing, etc.).
- **Elicit change talk** and pay attention to it when it appears. Make a mental (or written) note of the change talk to use it later (in the same encounter or other encounter)

ELICIT PARTICIPANT'S THOUGHTS/FEELINGS (Not necessary if participant has actively shared thoughts/feelings/concerns along the way. Avoid redundancy).

- Elicit participant thoughts/feelings about the session.
- Provide an opportunity for them to reflect on session content.
 - *We have discussed a lot of things today. What stands out to you?*
 - *Why don't you tell me, from your perspective, what happened here today? What was most helpful to you?*

CLOSE THE ENCOUNTER

SESSION 3: PREPARING FOR TARGET QUIT DAY

SET AGENDA

- *Before we start exercising today, I would like to talk to you about quitting smoking and planning for a day to quit. Does that sound ok to you?*

BENEFITS OF SMOKING CESSATION

- *What do you know about other benefits quitting smoking?*
- **Briefly explain about quitting smoking (consider using E-P-E framework).**
 - *Are you interested in hearing more about that?*
 - Within a few weeks, people who quit smoking have improved circulation, produce less phlegm, and don't cough or wheeze as often.
 - People who quit smoking will have an improved sense of smell, and food will taste better.
 - Everyday activities no longer leave you out of breath.
 - Reduces risk of cancer and heart disease.
- *What are your thoughts on that?* Ask for feedback and shift to discussion of personal benefits: Assess patient's thoughts about the information you have provided.
 - Examples:
 - *What thoughts you do have about those benefits of quitting smoking?*
 - *Which benefits have you experienced?*
 - *What benefits would you most hope to experience?*

ELICIT VALUES AND STRENGTHS RELATED TO QUITTING SMOKING

- Use open ended questions to elicit desire, personal reasons, personal benefits, and importance for quitting smoking)
 - Example questions:
 - *Why are those benefits like _____(mentioned above) so important to you?*
 - *How does quitting smoking fit with what matters most to you in your life?*
 - *What advantages do you see for having a solid plan for quitting smoking?*
 - *How does the idea of being smoke free fit with who you are?*
 - *What skills or strengths do you have that apply to becoming smoke-free?*

DISCUSSION ABOUT SETTING A QUIT DATE – Setting a quit date for the following week, introduce use of nicotine gum

- *You have really done a great job of telling me your reasons for quitting and the strengths you have to help you be some-free. Now, I would like for us to create a plan to help you move forward in being an ex-smoker. Does this sound ok to you?*
- *One strategy that works for many people is to pick a day where they will no longer smoke from that day on. It is our recommendation women in the study pick a day to quit in the upcoming week. What are your thoughts about this? Do you have a day in mind that would be a good day to quit?*
- *If we were to think ahead to that day, is there anything that we could plan for to help you be most successful?* (possible suggestions such as telling friends/family members about the quit day, getting rid of all cigarettes/lighters/ash trays in the home, clean out her car)
- *We also will provide you with nicotine patches while you are quitting and will give them to you next week. What concerns do you have about that, if any?* (reflect what you hear, double sided reflection of pros and cons can be used, transition to exploring ambivalence below if present)

ASSESS READINESS (about quitting smoking, or any ambivalence that was evident in the conversation thus far) IF PRESENT

- **Ask:** *What are some good reasons to smoke? AND What are some good reasons for quitting smoking?*
- **Summarize both sides of the ambivalence.** Start with the reasons for not changing, followed by reasons for changing. - *“Let me see if I understand what you’ve said...”*
- **Ask:** *“Did I get it all”? and “Where does that leave you now?”*

ELICIT PARTICIPANT’S THOUGHTS/FEELINGS (Not necessary if participant has actively shared thoughts/feelings/concerns along the way. Avoid redundancy).

- Elicit participant thoughts/feelings about the session.
- Provide an opportunity for them to reflect on session content.
 - *We have discussed a lot of things today. What stands out to you?*
 - *Why don’t you tell me, from your perspective, what happened here today? What was most helpful to you?*

SESSION FOUR: DISCUSS NICOTINE PATCHES AND REINFORCE QUIT DAY

SET AGENDA

- *Before we exercising today, I would like to revisit our discussion about your quit day and the nicotine patches*

PROVIDE SMOKING CESSATION RECOMMENDATIONS (Recommendations as to how to wear/use the patch). Use EPE framework.

- *I’d like to share with you our recommendation for using the nicotine patches to help you quit smoking while you are in the study. It is our recommendation that women start wearing the patch on their quit day.*
- *How are you feeling about doing this on_____?*
- *There are some tips with wearing the patch:*
 - *These look like large adhesive bandages and are stuck onto the skin in the same way. The sticky side of the patch contains a layer of nicotine. While you are wearing the patch, the nicotine passes through the skin into your blood.*

- *Apply the patch to a clean, dry, hairless area of skin on the upper chest, upper arm, or hip as directed by the package directions. Avoid areas of irritated, oily, scarred, or broken skin.*
- *Remove the patch from the package, peel off the protective strip, and immediately apply the patch to your skin. With the sticky side touching the skin, press the patch in place with the palm of your hand for about 10 seconds. Be sure the patch is held firmly in place, especially around the edges. Wash your hands with water alone after applying the patch. If the patch falls off or loosens, replace it with a new one.*
- *You should wear the patch continuously for 16 to 24 hours, depending on the specific directions inside your nicotine patch package. The patch may be worn even while showering or bathing.*
- *Remove the patch carefully, and dispose of it by folding it in half with the sticky sides touching. After removing the used patch, apply the next patch to a different skin area to prevent skin irritation. You also want to keep the patches only on the top half of your body*
- *Never wear two patches at once.*
- *What do you think about wearing the nicotine patches? Does this seem ok to you?*
- *While you are in the study we will work at helping you stay quit and also check in to see how the patches are working for you.*

EXPLORE AMBIVALENCE IF PRESENT

Ask: *What are some reasons to avoid wearing the patches? AND What are some reasons for wearing them?*

- **Summarize both sides of the ambivalence.** Start with the reasons for not changing, followed by reasons for changing. - *“Let me see if I understand what you’ve said...”*
- **Ask:** *“Did I get it all”? and “Where does that leave you now?”*
- **Arrange follow up and discuss additional resources (if necessary).** *Great, then let’s set a time for our next appointment, so we can check on how you’re doing with quitting.*

ELICIT PARTICIPANT’S THOUGHTS/FEELINGS (Not necessary if participant has actively shared thoughts/feelings/concerns along the way. Avoid redundancy).

- Elicit participant thoughts/feelings about the session.
- Provide an opportunity for them to reflect on session content.
 - *We have discussed a lot of things today. What stands out to you?*
 - *Why don’t you tell me, from your perspective, what happened here today? What was most helpful to you?*

FOLLOW-UP SESSIONS

- **Open** the encounter
- **Set agenda** (state time, review progress since last visit)
- **Review progress** since previous session
 - Discuss attempts with exercise action plan
- **Reinforce all steps toward change.** Discuss lessons learned, and collaborate in problem-solving around barriers.
- **Discuss importance.** Try to get a sense of importance (or not), their personal benefits they can expect from increased activity, and how that connects to their overall values.
- **Explore ambivalence** when present.
- **Use EPE** when information exchange is required
- **Assess readiness** for next step with exercise action plan.
- **Elicit change talk** and pay attention to it when it appears. Make a mental (or written) note of the change talk to use it later (in the same encounter or other encounter)
- **Negotiate a plan** (revised or continued action plan). This could be a new or additional goal, or continuation/revision of previous plan.
- **Elicit participant's thoughts/feelings** about the session.
- **Week 12** Review original goals, areas of interest, activities tried, lessons learned. Discuss next steps
- **Close the encounter**

Additional Materials/Resources: REMEMBER USE OF O.A.R.S and listen for and respond to change talk:

Open-Ended Questions

- Open questions gather broad descriptive information
- Facilitate dialogue
- Require more of a response than a simple yes or no
- Often start with words like “how” or “what” or “tell me about” or describe”
- Usually go from general to specific
- Convey that our agenda is about the patient

Affirm

- Must be done sincerely
- Supports and promotes self-efficacy
- Acknowledges the difficulties the patient has experienced
- Validates the patient’s experience and feelings
- Emphasizes past experiences that demonstrate strength and success to prevent discouragement

Reflective Listening (compassionate listening is healing by itself)

- Reflective listening begins with a way of thinking
- It includes an interest in what the person has to say and a desire to truly understand how the person sees things
- It is essentially hypothesis testing
- What you think a person means may not be what they mean
- Repeating – simplest
- Rephrasing – substitutes synonyms
- Paraphrasing – major restatement
- Reflection of feeling – deepest

Summarize

- Summaries reinforce what has been said, show that you have been listening carefully, and prepare the patient to move on
- Summaries can link together client’s feelings of ambivalence and promote perception of discrepancy

Change Talk

Kinds of change talk: DARN-C

- Desire: statements patients make about preference for change
 - I would like to....
 - I wish..
 - I really want to weigh less
- Ability: Statements patients make about self-capability
 - I think I could walk 2 times a week
 - I can skip dessert after dinner
 - I am able to walk up the stairs to my office
- Reasons: Statements patients make that are specific arguments for change
 - I know I would feel better if I lost 10 pounds
 - I would have more energy if I started exercising
 - I would worry less about my drinking if I cut back some on the weekends
- Need: Statements patients make about feeling an obligation to change
 - I should watch what I eat to have better control over my diabetes
 - I should do this for my children
 - I have to lose weight if I am going to be able to walk up stairs
- Commitment: Statements patients make about the action(s) they will take to change.
 - Intention or low level commitment: Statements patients make related to an intention to take action to change:
 - I hope to...
 - I plan to...
 - I will try to....
 - Higher level commitment statements:
 - I will walk two mornings next week
 - I am going to make a list of pros and cons for exercising
 - I will make an appointment with my doctor for next month

The following help people move towards change:

Recognize the disadvantages of status quo

- I never really thought about how.....
- I think I have not taken this serious enough
- I can see now that if I don't take this weight off I am probably going to die sooner

Ways to evoke change talk about the disadvantages of status quo

- What concerns you about your current situation?
- What makes you think you need to do something about your weight?
- What concerns you about not checking your blood glucose on a regular basis?
- What do you think might happen if you don't change your diet?

Recognize the advantages of change

- If I exercised more I would have more energy in the evening time after work.
- If I lost weight I could wear clothes that I really like
- I would probably feel better on Monday morning if I drank less on the weekend

Ways to evoke change talk about the advantages of change

- How would life be different for you if.....?
- If you could wake up tomorrow and things had changed, how would that be better?
- What are the main reasons you see for?
- What would be the benefits of..... for you?

Expressing optimism about change

- I was able to quit smoking many years ago
- I usually can do something if I make up my mind I am going to do it
- I think I can do this if I just put it on my schedule and make it a priority

Ways to evoke change talk about expressing optimism

- What do you think would work if you decided to change...?
- How confident are you that you can make this change?
- What kind of support would be helpful in making this change?
- What encourages you to change if you want to do it?

Expressing intention to change

- I think it is time for me to do this
- I have got to do something
- This is not how I want to be the rest of my life
- I don't know how I will do this but I am going to have to do it

Ways to evoke change talk about intention to change

- I can see you are feeling stuck right now. What is going to have to change?
- How important is it for you to?
- What do you intend to do?
- What do you think you might be able to do?
- What are you thinking about in monitoring your blood glucose?
- What are you thinking about changing?
- You mentioned a number of ideas. Which ones sound like they might work?

Consider **IMPORTANCE AND CONFIDENCE** to make change:

- On a scale from zero to ten how important is it for you to.....?
- Tell me why you chose that number?
- What could happen that would move you to higher number?
- On a scale from zero to 10, how confident are you that you can make this change?
- Tell me more why you chose that number for your confidence level?
- What might help you become more confident in making a change?

Reinforcing change talk

- It sounds like a good idea
- It sounds like that could work
- You make a good point
- I can see you gave this a lot of thought
- It's important for you to.....

Rolling with resistance: Resistance behaviors may include making excuses, blaming others, minimizing importance or significance, challenging, hostile language (verbal and non-verbal), and ignoring.

Ways to roll with resistance:

- Acknowledge the person's perception or disagreement
- Reframing
 - Patient: "I have tried to lose weight so many times and failed"
 - Practitioner: "You are very persistent, even though you are discouraged. Persistence is a really important quality that can help with change"

Resources:

- W.Miller and S. Rollnick, (2002). Motivational Interviewing: Preparing People for Change
- Rollnick, S. Miller, W. R. & Butler, C.C. (2008). Motivational Interviewing in Health Care: Helping Patients Change Behavior.
- www.motivationalinterviewing.org
- Rosengren, D.B. (2009). Building Motivational Interviewing Skills: A Practitioner Workbook

Smoking Cessation Resources:

http://www.cancer.gov/cancertopics/factsheet/Tobacco/Fs10_22.pdf

http://www.smokefree.gov/pubs/clearing-the-air_acc.pdf