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***School-Based Cannabis and Tobacco Prevention/Cessation
Curricula from Stanford REACH Lab***

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2023 National School-based Health
Care Conference,
6/27/2023

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In support of improving patient care, this activity has been planned and implemented by the School-Based Health Alliance and Moses/Weitzman Health System, Inc. and its Weitzman Institute and is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.



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INTERPROFESSIONAL CONTINUING EDUCATION

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- American Psychological Association (APA)
- Association of Social Work Boards (ASWB)
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Agenda

- 1. Introductions & Learning Objectives**
- 2. Overview of vaping products and use rates**
- 3. Review curricula and resources**
- 4. Live walk-through of website**
- 5. Toolkit activities**
- 6. Questions and closing**



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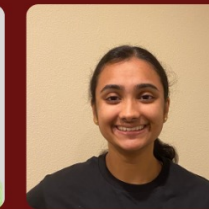
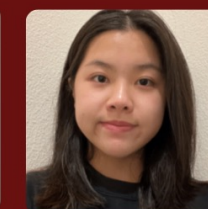
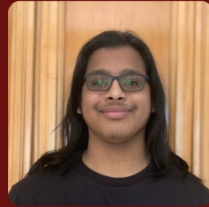
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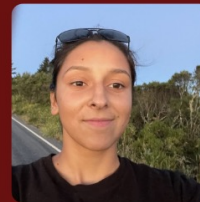
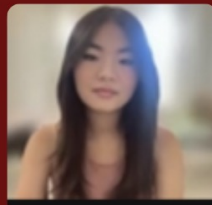
Stanford Youth Action Board

Stanford Youth Action Board 2022-2023



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Who are you?



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Learning Objectives:

- 1. Describe the vaping and cannabis epidemic affecting youth**
- 2. Acquire skills in navigating the Toolkit websites and curricula**
- 3. Practice using activities from the Healthy Futures curriculum and VISIT toolkits**



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Vaping and Cannabis Use



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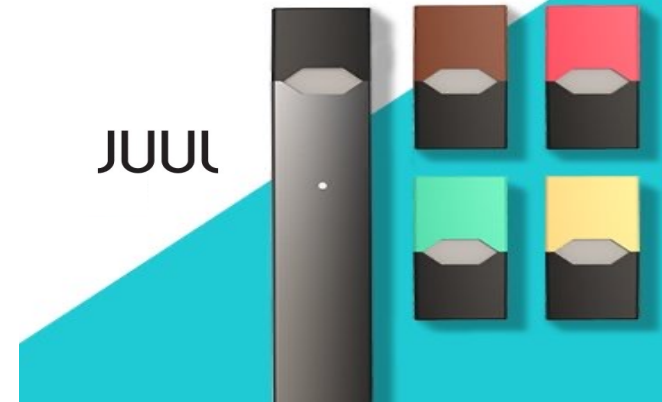
E-cigarette Products



**WARNING: THIS PRODUCT CONTAINS NICOTINE.
NICOTINE IS AN ADDICTIVE CHEMICAL.**



JUUL



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Product After Product



E-Cigarettes (Formal/Scientific)
Vapes (Colloquial)



E-Juice/E-Liquid



E-Cigarettes (Formal/Scientific)
Vapes (Colloquial)



5th Generation: Disposables



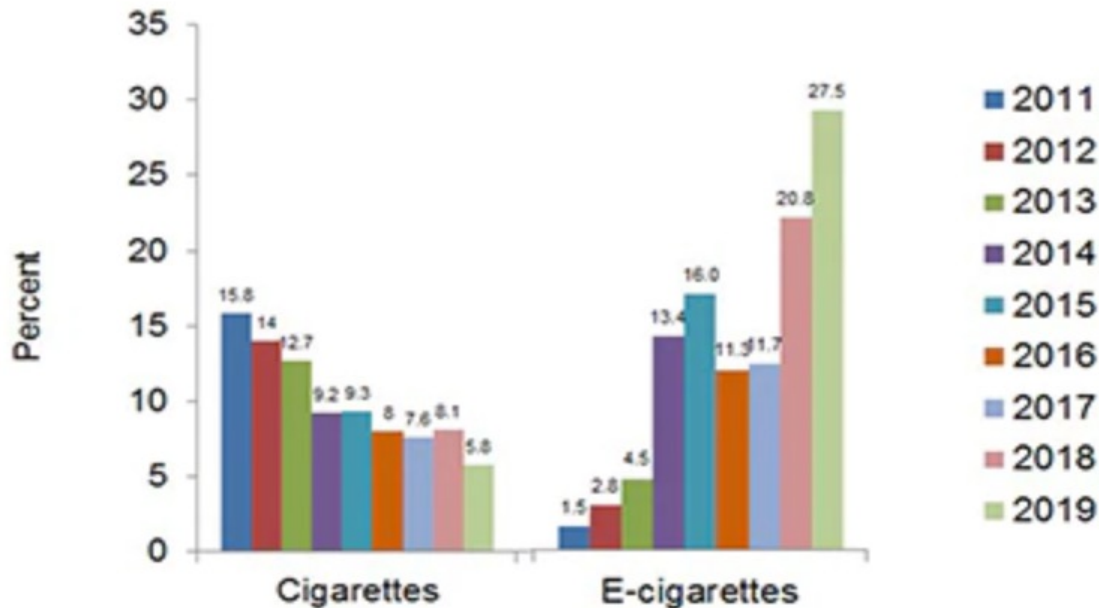
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“5th” Generation



National 2019 Data

NATIONAL YOUTH TOBACCO SURVEY*: HIGH SCHOOL STUDENT USE OF E-CIGARETTES CONTINUES TO CLIMB



* Preliminary data
* Reported use within 30 days preceding administration of survey.



What products are you seeing in your schools?

ELFBAR
BC5000
PASSION FRUIT
ORANGE GUAVA

ELFBAR
BC5000
PASSION FRUIT
ORANGE GUAVA

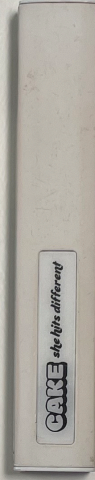
ELFBAR
BC5000
SOUR APPLE

ELFBAR
BC5000
BLUE RAZZ ICE

ELFBAR
BC5000
PEACH ICE

ELFBAR
BC5000
SUMMER PEACH ICE

ELFBAR
BC5000
MANGO PEACH

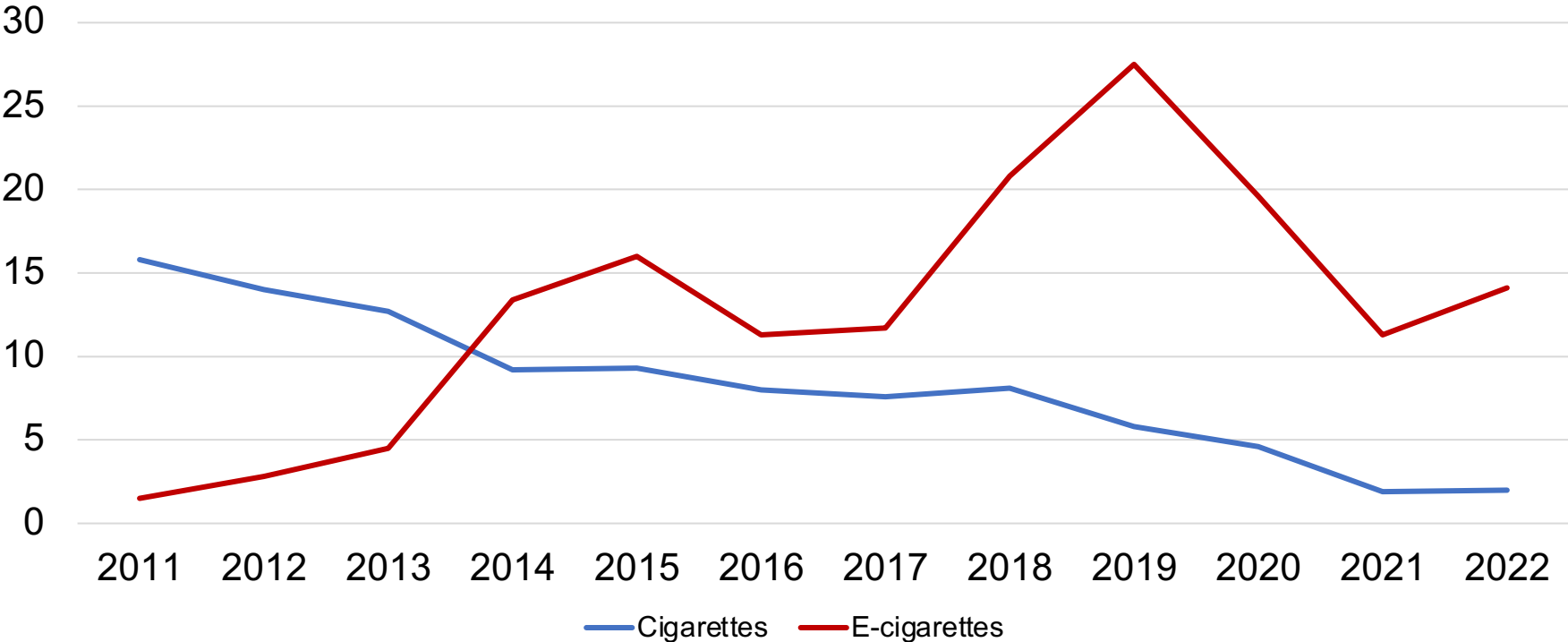


ELFBAR

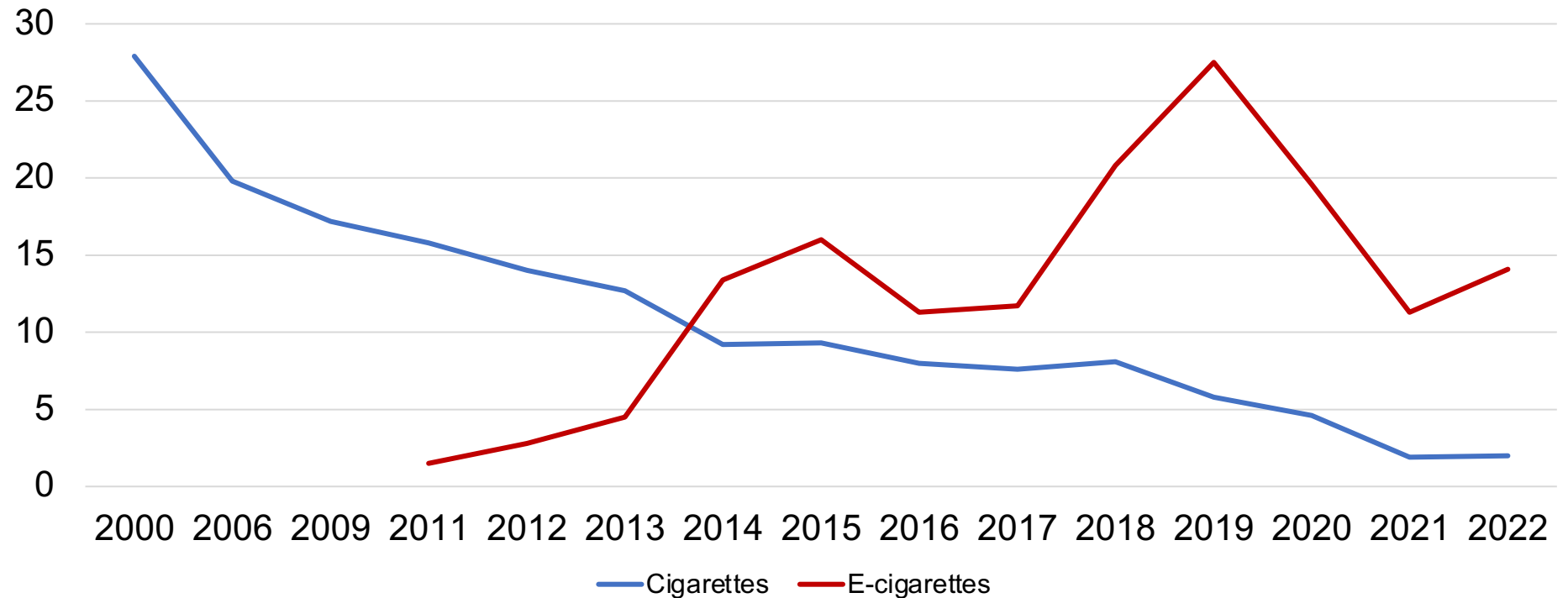
BC5000

PASSION FRUIT
ORANGE GUAVA

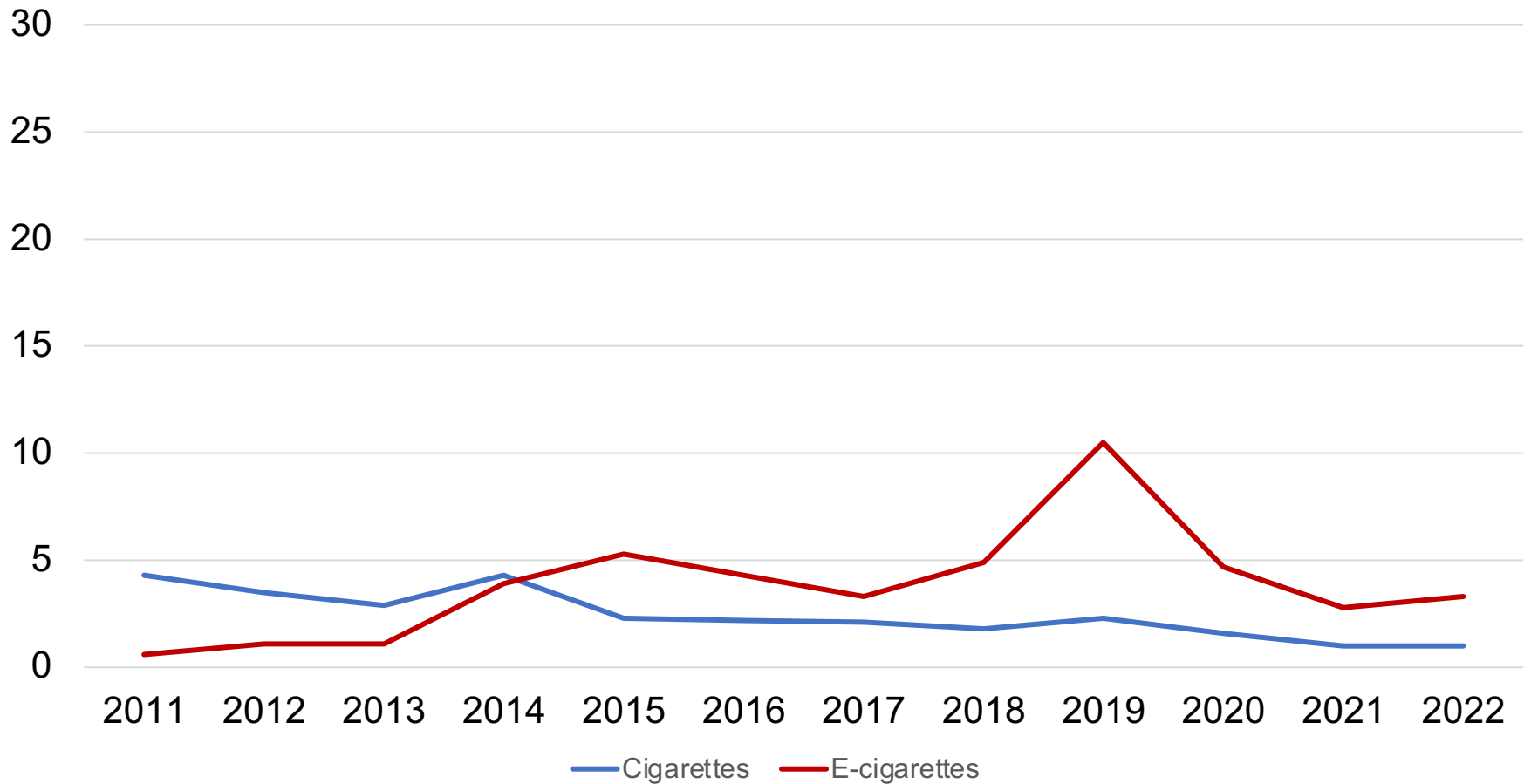
Past 30-day Use of Cigarettes vs E-cigarettes; 2011-2022 High School Students



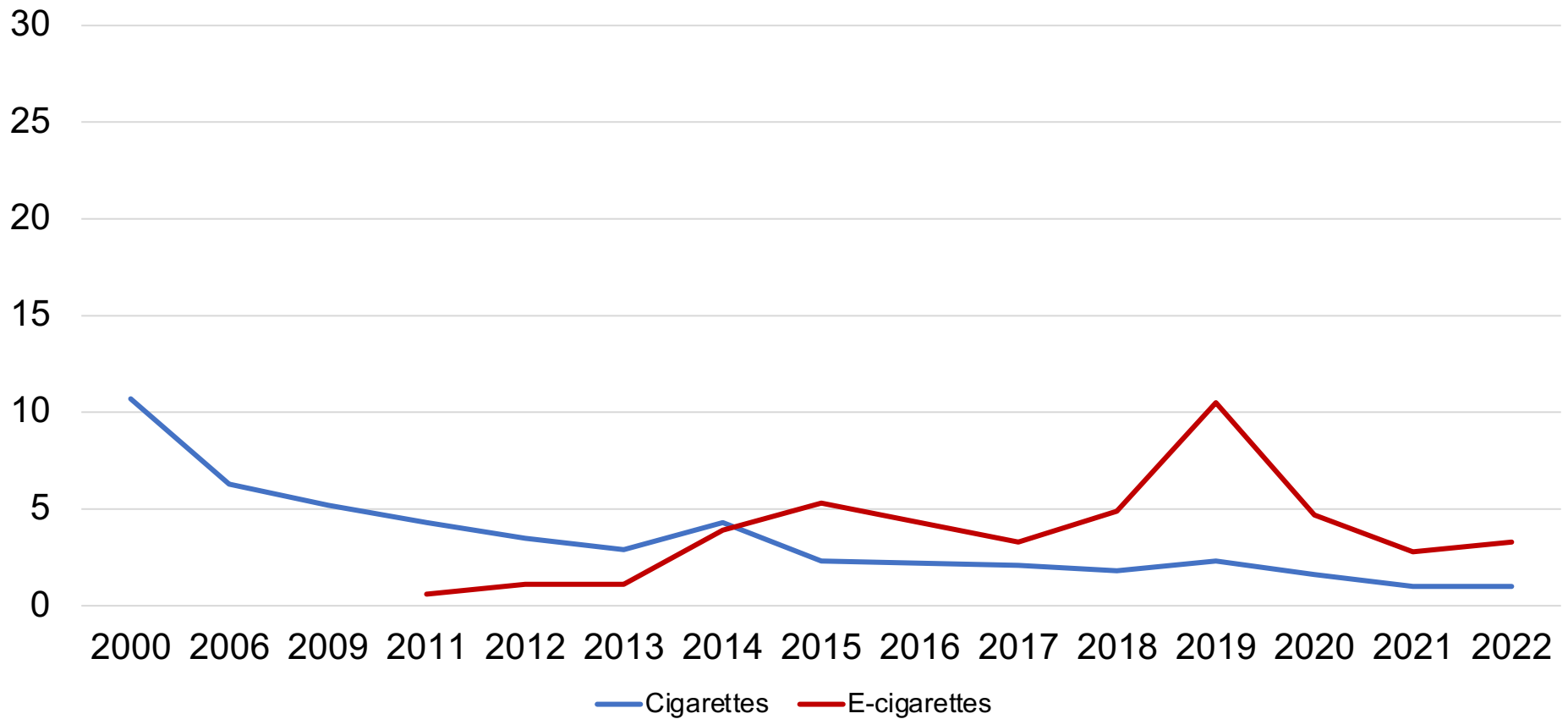
Past 30-day Use of Cigarettes vs E-cigarettes; 2000-2022 High School Students



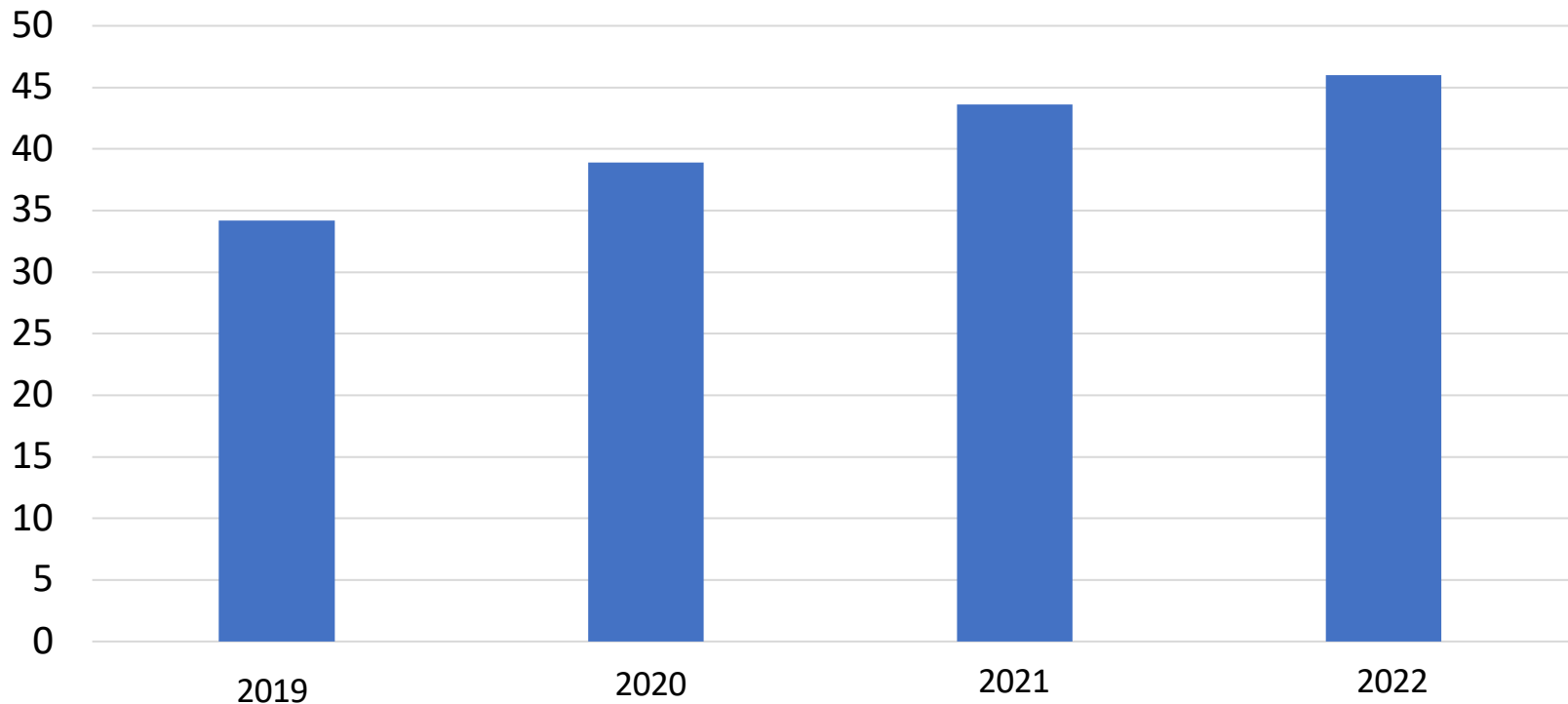
Past 30-day Use of Cigarettes vs E-cigarettes; 2011-2022 Middle School Students



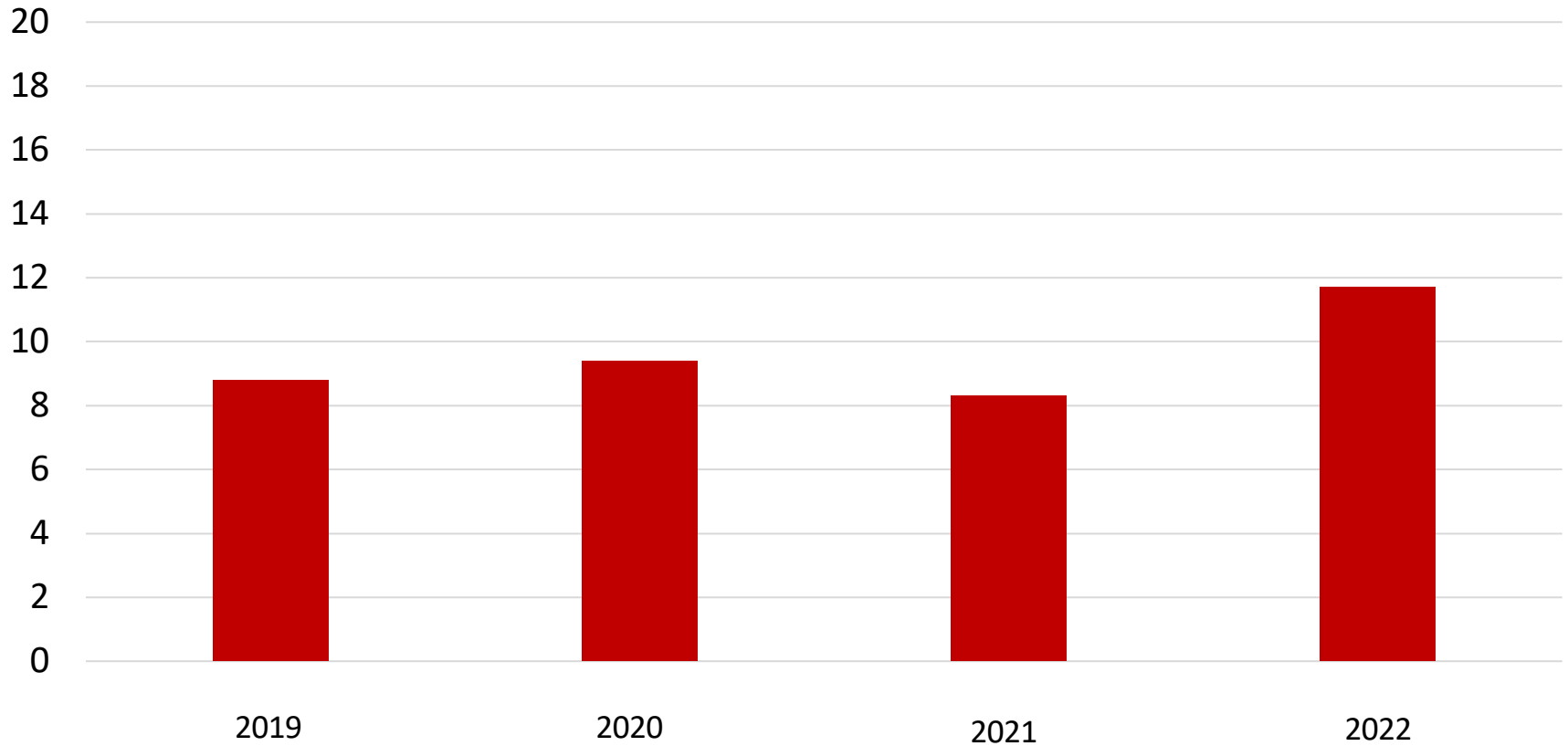
Past 30-day Use of Cigarettes vs E-cigarettes; 2000-2022 Middle School Students



Frequent E-cigarette Use, 20 out of 30 days High School Students, 2019-2022



Daily E-cigarette Use High School Students, 2019-2022



NYTS, 2019-2022

Rates During and After Pandemic

Still a Major Public Health Crisis!



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Other Vaping Products



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✨ Inhalation Methods

Examples of some cannabis inhalation methods 🔍

Dabbing & Dab/Wax Pens



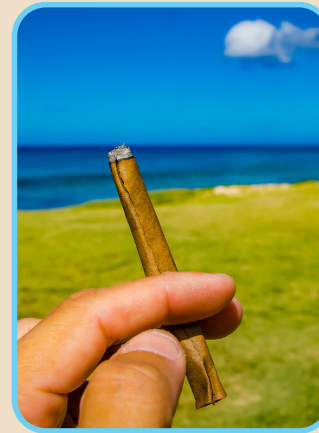
Aerosolized Vapes



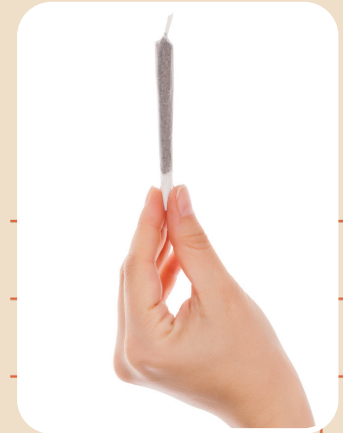
Bongs



Blunts & Backwoods



Joints

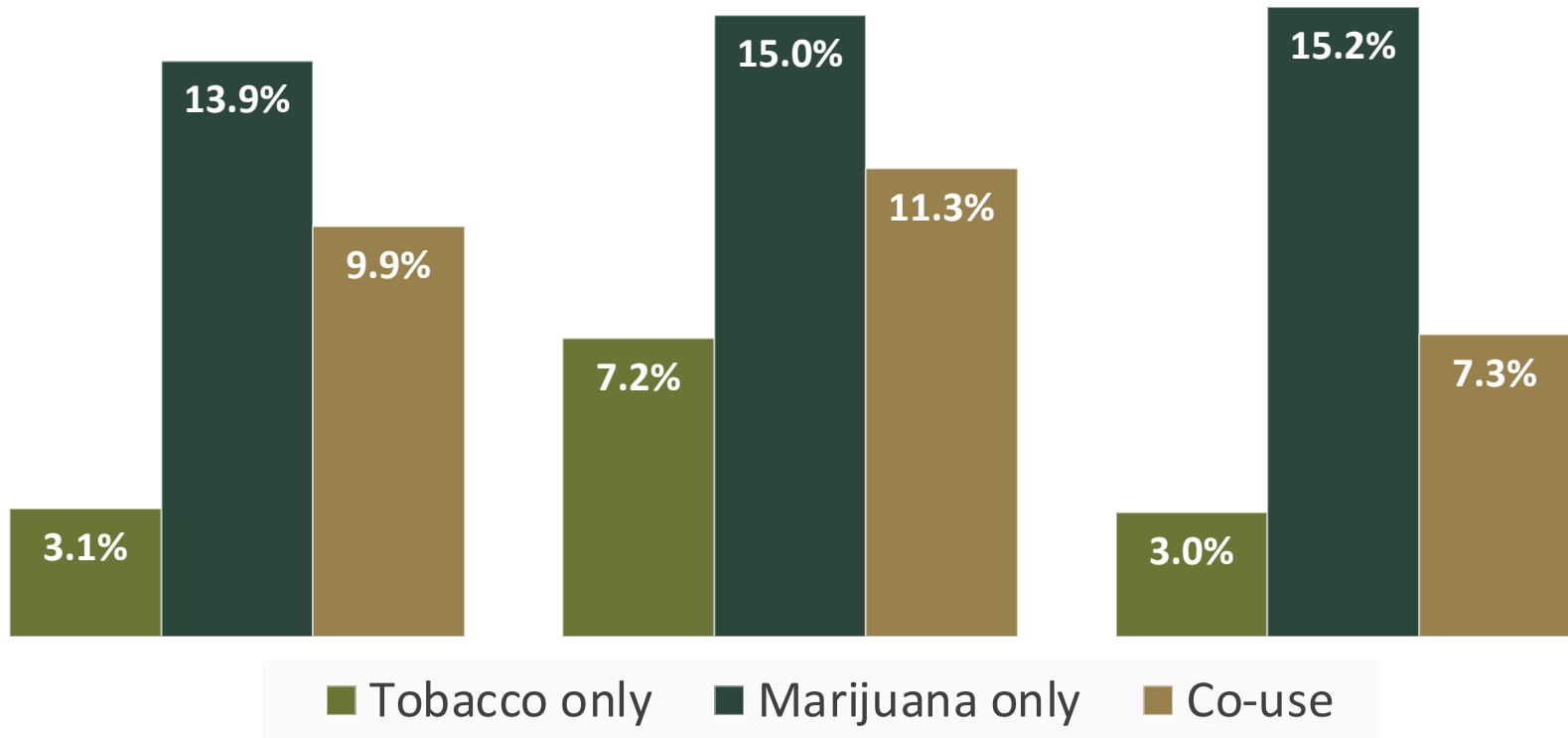


Past 30-Day Co-Use of Tobacco and Marijuana Use

12th grade students in Los Angeles

11th or 12th grade students 12 Southern California communities

High School students in Northern and Southern California



Youth Vaping and Cannabis



- 33% of high school students who ever used e-cigs reported using cannabis in their e-cigs.
- 23% of middle school students who ever used e-cigs reported using cannabis in their e-cigs.
- Youth who vape are **3.5 times more likely to use cannabis** than vape-free youth.

Trivers KF, et al. Prevalence of Cannabis Use in Electronic Cigarettes Among US Youth. JAMA Pediatr. Published online Sep 17, 2018.

Chadi N, et al. Association Between Electronic Cigarette Use and Marijuana Use Among Adolescents and Young Adults A Systematic Review and Meta-analysis. JAMA Pediatr. published online August 12, 2019.



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What's in E-Cigs?



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What's in that E-cig?



Diacetyl
(butter flavor)



Benzene
(gasoline)



Cadmium
(batteries)



Nickel
(cheap jewelry)



Lead
(car batteries)



Toluene
(paint thinner)



Nicotine
(tobacco)



N-Nitrosornicotine
(pesticides)



Formaldehyde
(dead tissue preservative)



WHAT'S IN THAT AEROSOL?



Propylene glycol
Glycerin
Flavorings (many)
Nicotine
NNN
NNK
NAB
NAT
Ethylbenzene
Benzene
Xylene
Toluene
Acetaldehyde
Formaldehyde
Naphthalene
Styrene
Benzo(b)fluoranthene

Chlorobenzene
Crotonaldehyde
Propionaldehyde
Benzaldehyde
Valeric acid
Hexanal
Fluorine
Anthracene
Pyrene
Acenaphthylene
Acenaphthene
Fluoranthene
Benz(a)anthracene
Chrysene
Retene
Benzo(a)pyrene
Indeno(1,2,3-cd)pyrene

Benzo(ghi)perylene
Acetone
Acrolein
Silver
Nickel
Tin
Sodium
Strontium
Barium
Aluminum
Chromium
Boron
Copper
Selenium
Arsenic
Nitrosamines
Polycyclic aromatic hydrocarbons

Cadmium
Silicon
Lithium
Lead
Magnesium
Manganese
Potassium
Titanium
Zinc
Zirconium
Calcium
Iron
Sulfur
Vanadium
Cobalt
Rubidium



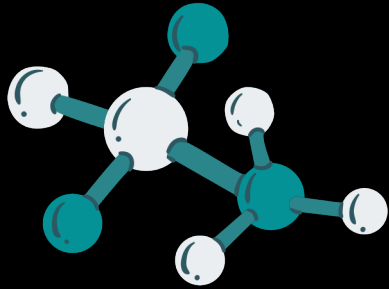
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Why Are We Concerned about Tobacco?



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NICOTINE EFFECTS

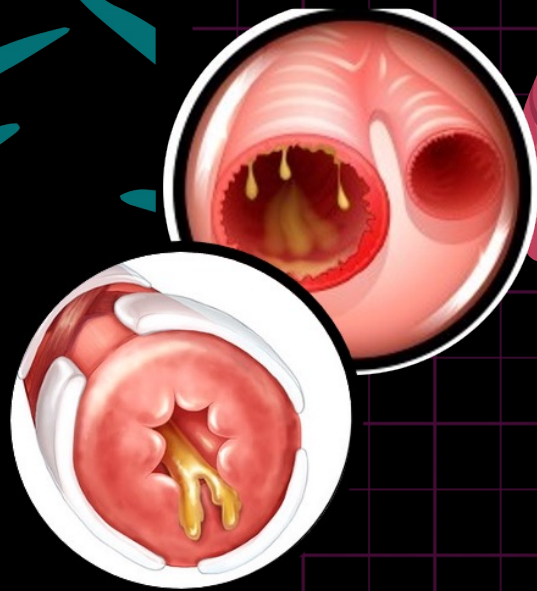


- Highly addictive substance
- Causes changes in brain chemistry- stimulates pleasure centers, alters normal brain function
- As nicotine levels in brain drop, brain craves nicotine to feel pleasure and relieve feelings of anxiety and stress (withdrawal)

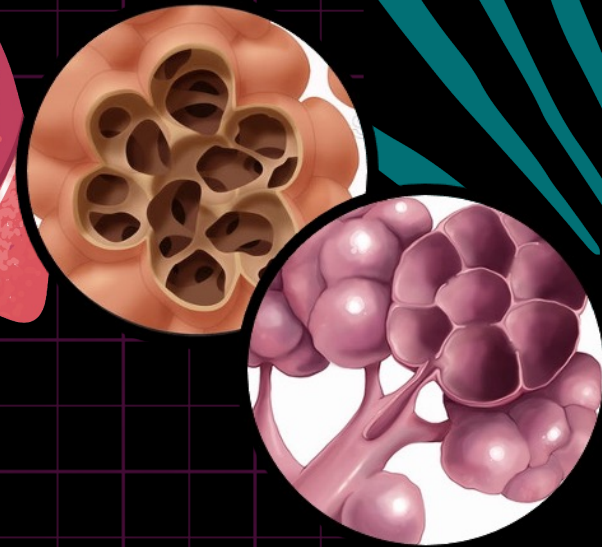


No Fun in the Lungs

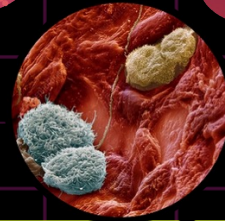
1 Inflammation and Irritation of the Airways



2 Destruction of Air Sacs in the Lungs



3 Weaker Immune Response to Infection



Vaping-related Lung Illness

Screening teens for vaping history key to diagnosing lung disease during pandemic

February 06, 2023

UT Southwestern study shows teens continued to be hospitalized with severe lung injuries related to vaping despite social isolation of pandemic



ORIGINAL ARTICLE

Clinical manifestations of EVALI in adolescents before and during the COVID-19 pandemic

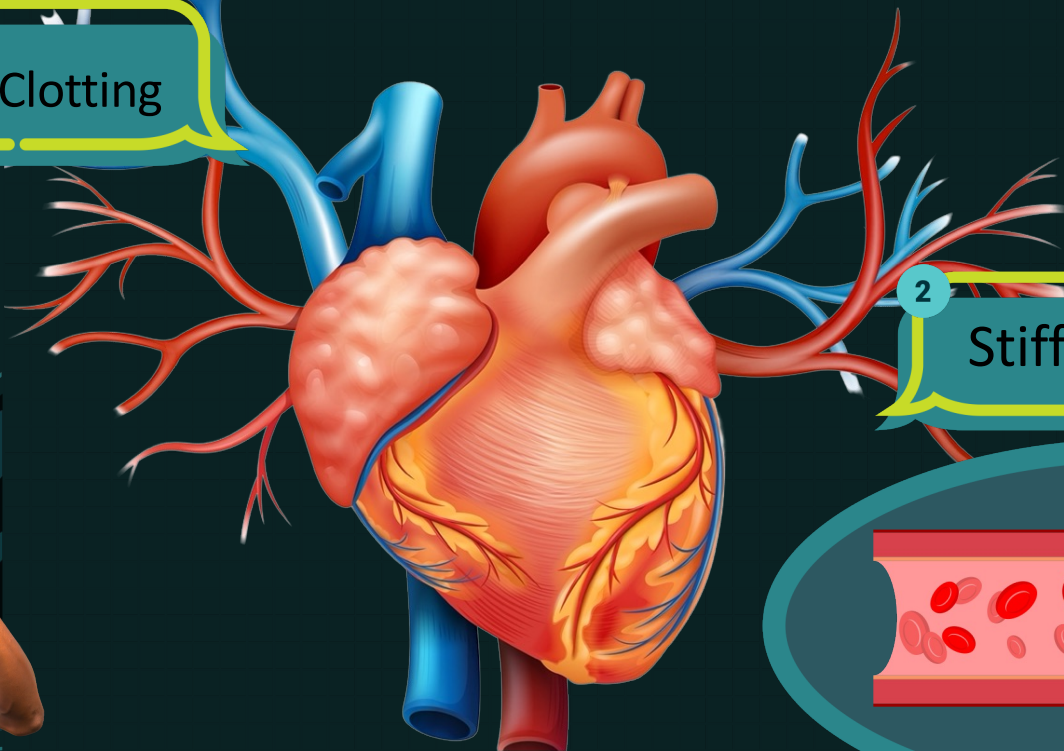
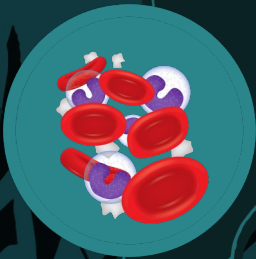
Bayan Abdallah MD, Harin Lee BA, Sitara M. Weerakoon PhD, MPH, Sarah E. Messiah PhD, MPH, Melissa B. Harrell PhD, MPH, Devika R. Rao MD ✉

First published: 18 December 2022 | <https://doi.org/10.1002/ppul.26283>

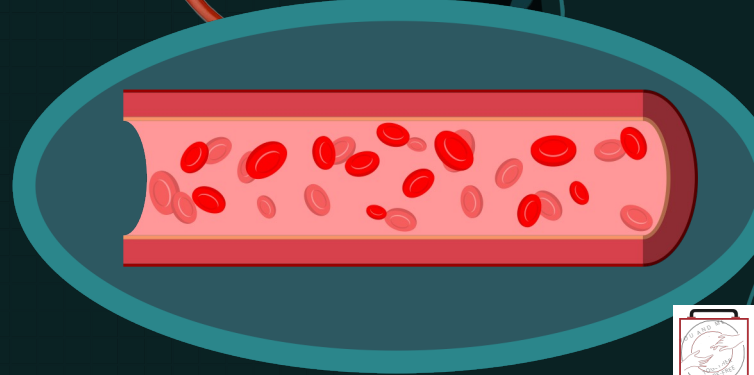


A Hit to the Heart

1
↑ Risk for Blood Clotting



2
Stiff blood vessels





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Why Are We Concerned about Cannabis?



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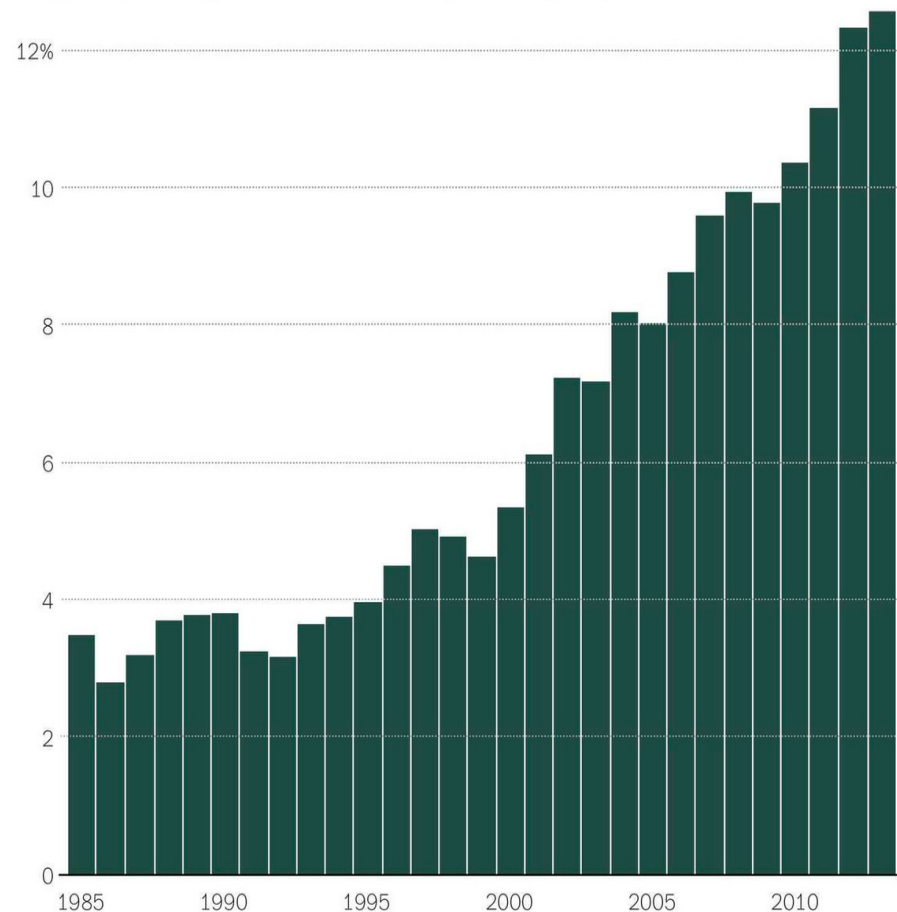
Why is THC a Concern?

80-90%
THC

- Different methods, similar and different risks
- Difficult to determine the amount of THC being consumed
- THC negatively impacts brain development

Weed is getting stronger

Average THC percentage in federal seizures of imported marijuana, 1985 – 2013





Cannabis Use Disorder*

Risk of developing this disorder is highest during adolescence & who use more frequently.

3 in 10 people who use cannabis have a cannabis use disorder



*When someone is unable to stop using cannabis, even if it causes them health or social problems.

THE BODY ON CANNABIS

1

Altered brain development, anxiety, paranoia, slowed reactions, poor memory

2

Lung inflammation, cell damage, chronic cough, slowed breathing, respiratory infections

3

Increased appetite, nausea, vomiting

4

Increased heart rate by 20-50 beats per minute

5

Poor muscle coordination, imbalance, falling



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What You Can Do / Resources



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REACH Lab

FREE
RESOURCES!

Research and Education to Empower Adolescents and Young Adults to Choose Health

Stanford REACH Lab offers free curriculums and resources to supplement prevention, education, harm-reduction, interventions and cessation on: vaping/e-cigarettes, cannabis, drugs and other substances. Scan the QR code below to learn more!

PREVENTION/EDUCATION/AWARENESS CURRICULUMS



Elementary, Middle & High School Curriculum



Middle & High School Curriculum



HARM-REDUCTION

safetyfirst

A Comprehensive Drug Education
and Harm-Reduction Curriculum

INTERVENTIONS



Self-Paced or Group Led
Alternative-to-Suspension



Interventions for
Clinicians

CESSATION

Individual & Group Cessation
Coming Soon 2023-24
School Year

Connect with us and learn more by scanning the QR Code:





Connect with us and learn more about our
FREE RESOURCES
by scanning the QR Code above!

tinyurl.com/stanfordreachlab

Toolkits



tobaccopreventiontoolkit.stanford.edu



med.stanford.edu/cannabispreventiontoolkit.html



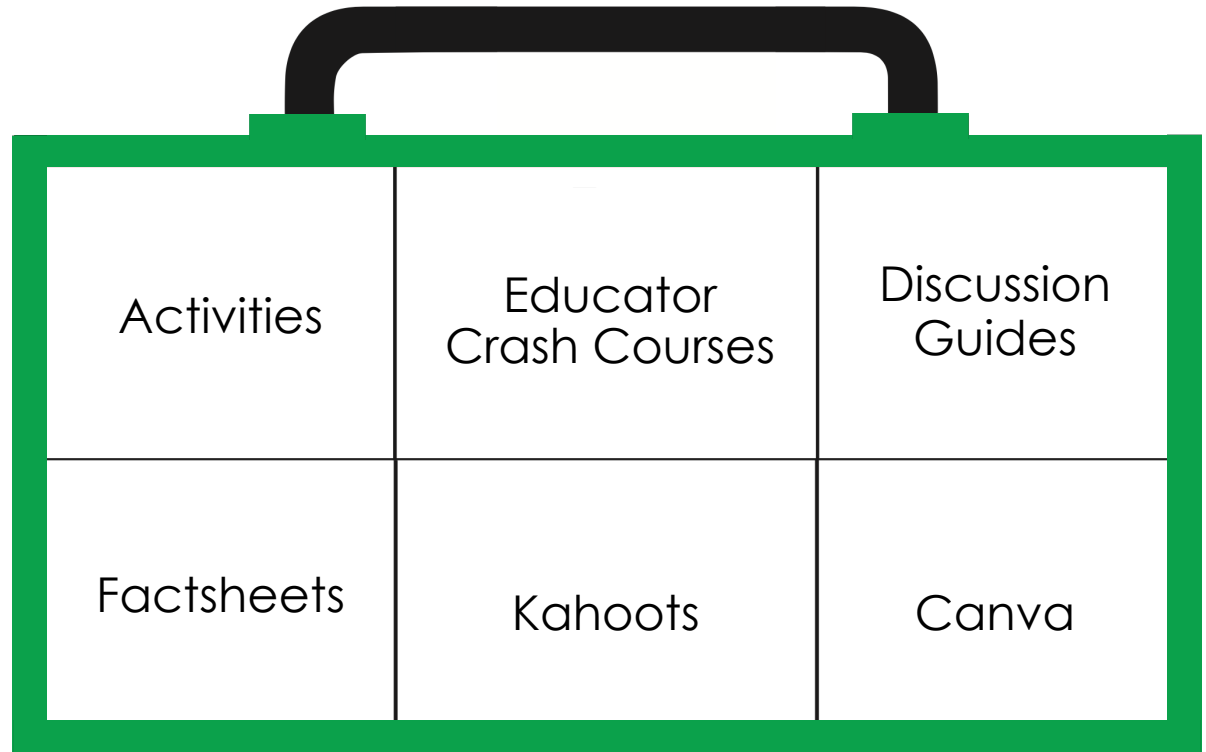
<http://med.stanford.edu/visit.html>

Toolkits

- Reached almost 3 million students globally
- Used by thousands of educators and schools
- Pre-post tests: changes in knowledge, attitudes, and intentions
- RCTs happening now

Toolkit Content

Interactive
Online
Free



Activities	Educator Crash Courses	Discussion Guides
Factsheets	Kahoots	Canva

Development and Evidence

Theory

+ Research

+ Partnerships

+ Evidence-informed

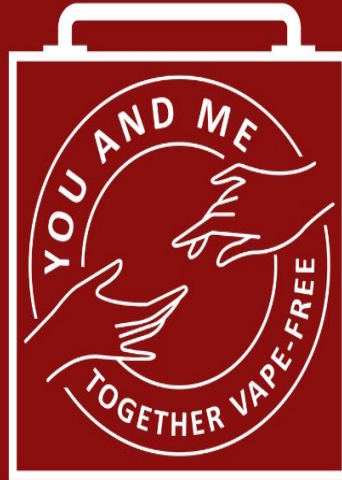
+ Ability to revise/update quickly

+ Fact-checked

= **Toolkit**

Elementary, Middle, and High School Curricula

<https://med.stanford.edu/tobaccopreventiontoolkit/you-and-me-together-vape-free-curriculum.html>



**YOU AND ME,
TOGETHER VAPE-FREE**

Educator Training

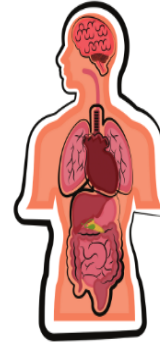


6 CURRICULUM LESSONS



1. Full of Potential: Your Brain Nicotine-Free

2. Healthy Body, Healthy YOU-th: Effects of E-Cigarettes on the body



3. What a Waste! Impact of Cigarettes and E-Cigarettes on the Environment

4. Don't Be Played! How Tobacco Marketing Targets YOU-th



5. Be Your Strength: Stress, Coping, and Wellness

6. Can't Be Missed: Cannabis & YOU-th



(50 MINS
EACH)



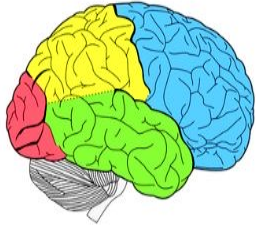
MIDDLE & HIGH SCHOOL CURRICULA

<https://med.stanford.edu/cannabispreventiontoolkit/smart-talk-curriculum.html>



5 CURRICULUM LESSONS

(50 MINS
EACH)



1. Full of Potential: Your Brain Cannabis-Free

2. Healthy Body, Healthy YOU-th: Effects of Cannabis on the body



3. Healthy People, Healthy Community

4. Is the Cannabis Industry misleading YOU-th?
Exploring Messaging and Marketing Tactics Used
in Media



5. Be Your Strength: Stress, Coping, and Wellness



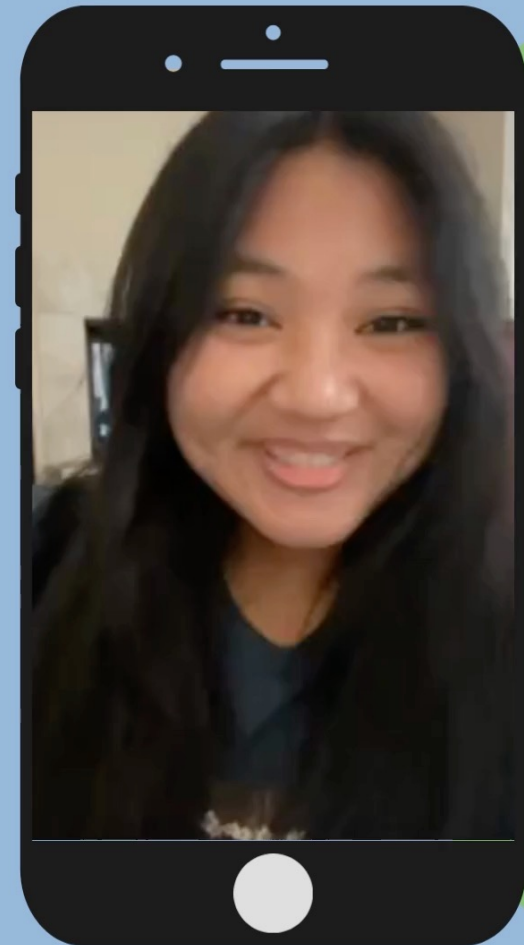
BE YOUR STRENGTH:

STRESS, COPING, AND WELLNESS



Responding with Compassion & Empathy (Activity)

Becca & Natasha



Responding with Compassion & Empathy (Activity)

Becca & Natasha

- What did you see here?
- What is really happening?
- How relatable is this skit?
- Both characters in the video talked about ways to help their friend Sarah. Which of the two characters' messages would you find most helpful if you were Sarah? Why is that?
- What can you do about the situation with Sarah if she was your friend?



HEALTHY FUTURES

ALTERNATIVE TO SUSPENSION



HEALTHY FUTURES

- 2 VERSIONS
 - MY HEALTHY FUTURES
 - OUR HEALTHY FUTURES



MY Healthy Futures

- **Self-paced course, 40-60 mins**
- **Receive certificate of completion at the end**



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Our Healthy Futures

- 2- or 4-Hour Healthy Futures Curriculum



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Where should I start?

1 1-hour MY Healthy Future Course

2 2- or 4-hour Healthy Futures Curriculum

3 4-hour Healthy Futures Curriculum

First time (independently)

Second or more times (1 facilitator with small group)

Saturday School

Activity 1: Pre-Assessment

Healthy Futures

Pre-Assessment

- 1. If I take time to plan when to vape, how to pay for it, where to get it, do it first thing in the morning, leave class to do it – my brain might be:**
 - A. Good at planning
 - B. Addicted
 - C. Manipulated by big tobacco
 - D. Aerosolized
- 2. Which of these increase the addictiveness of a cigarette and an e-cigarette/vape:**
 - A. Sugar
 - B. High levels of nicotine
 - C. Flavors
 - D. All of the above
- 3. Why might someone start feeling intense withdrawal symptoms after using a JUUL for a short period of time?**
 - A. The nicotine in 1 pod is close to 2 packs of cigarettes
 - B. Because they are craving the flavors
 - C. Their pleasure pathway is weaker than others
 - D. The person may just be anxious in general
- 4. Which of the following is NOT true of how vaping affects your body?**
 - A. Flavors and other chemicals impair lung function
 - B. The aerosol causes arteries to harden and increases blood pressure
 - C. They are healthy for adults
 - D. Nicotine turns your brain against you
- 5. Besides youth, what other vulnerable group has big tobacco targeted with the use of menthol flavored tobacco/nicotine products?**
 - A. Women
 - B. African Americans
 - C. Elderly
 - D. Athletes



Healthy Futures

“Where Are You At?” (Part 1)

- 1. When was the last time you used e-cigarettes/pod vapes?**

in the past 24 hours

2 – 7 days ago

8 – 30 days ago

more than 30 days ago
- 2. How often do you use e-cigarettes/pod vapes? (Check one below.)**

every weekend

several times/week

every day

several times/day
- 3. Have you ever used both e-cigarettes/pod vapes and other tobacco products (e.g., cigarettes, cigars, etc.)?**

no

yes
- 4. What type of e-cigarette/pod vape device do you use?**

pod-based (e.g., JUUL and Puff Bar)

mod-based

vape pens

don't know
- 5. If using pod-based e-cigarettes/pod vapes, such as JUUL and Puff Bar, how many pods do you vape per day?**

- 6. What type of flavors do you use?**

- 7. What concerns, if any, do you have about the safety of e-cigarettes/pod vapes?**

- 8. On a scale from 1 to 10 (where 1 means not ready and 10 means very ready), how ready are you to change your e-cigarettes/pod vapes? Circle below.**



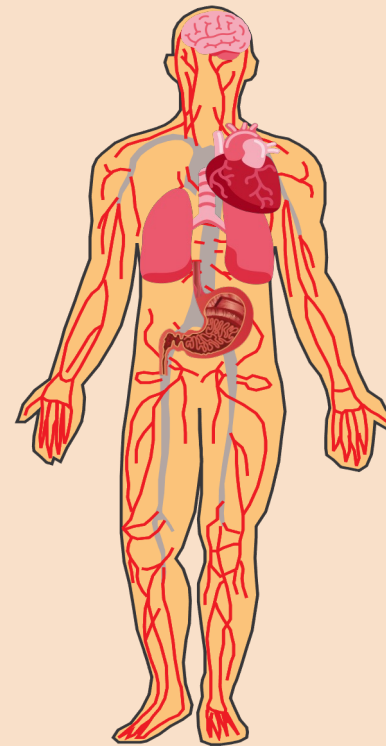
Not Ready



Tobacco Prevention Toolkit
tobaccopreventiontoolkit.stanford.edu

Very Ready

Activity 2: Where are You At



What is Stress?



Congrats for deciding to quit nicotine!

It's never too late to quit, whether this is your first time or if you have tried before. In this section, we'll help you make a plan for your Quit Date.

Healthy Futures Handbook



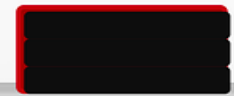
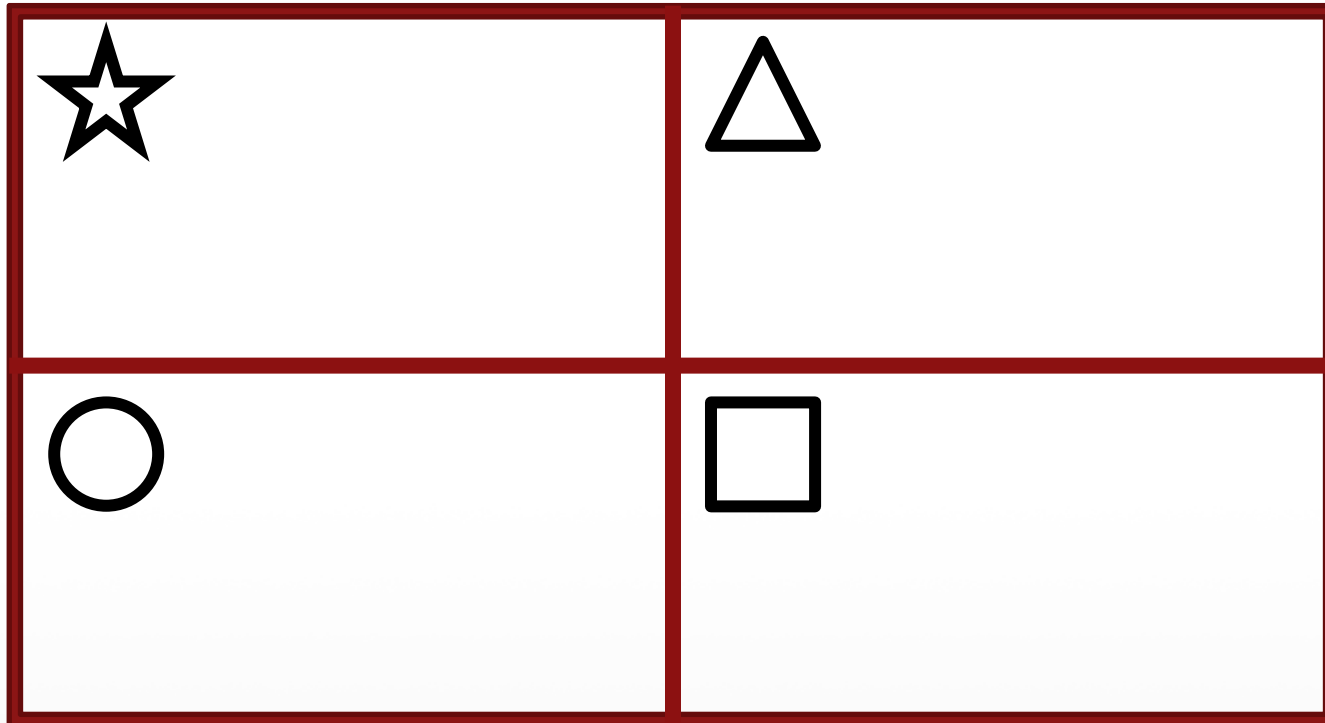
<p>After going through the Healthy Futures Curriculum, you might be thinking about vaping differently than you did before. Cutting back or quitting vapes may or may not be something you are thinking about right now. It's your decision if/when you decide to quit, so we aren't going to pressure you to do anything you don't want to do. Instead, we're going to ask you to decide for yourself what your next step will be, when it comes to vaping. These are some possible steps you might consider:</p> <ul style="list-style-type: none"> • Quit vaping for 24 hours to see how your body feels • Limit your vaping to one or two places, and eliminate it in all other places • If you use other nicotine products, stop using them • Sign up for a vaping call or text line • Talk to a trusted adult about your vaping • Talk to someone who doesn't vape about what it's like <p>There are lots of other possible meaningful steps that you could take within the next 24 hours that could lead to a healthier, happier version of yourself.</p>		<p>How does vaping usually make your brain feel? (Think about how vaping affects your mood, focus, sleep, emotions, etc.)</p>	
		<p>What do you think are some downsides to vaping, for your brain? (Think about how vaping affects your mood, focus, sleep, emotions, etc.)</p>	
		<p>Imagine being vape-free for one week. What are some of the negative responses that your brain might have?</p>	
		<p>Imagine being vape-free for one month. How would your brain benefit from receiving this break?</p>	
<p>CALL OR TEXT Truth Initiative's Daily Quitting Tips Text "DITCHJUUL" to 887-09</p> <p>teen.smoketree.gov Call 1-800-QUIT-NOW (800-784-8669)</p> <p>California Smoker's Helpline Call 1-844-8-NO-VAPE (844-866-8273)</p> <p>My Life, My Quit Text "Start My Quit" to 855-891-9989</p>		<p>Your Brain</p>	
<p>Next Steps</p>		<p>Messaging</p>	
<p>Stanford MEDICINE Tobacco Prevention Toolkit Modules for tobacco and nicotine education</p> <h2>Healthy Futures Handbook</h2> <p>Name: _____</p>		<p>What do you enjoy most when you see advertisements for e-cigarettes/vapes?</p>	
		<p>What might be some problems if you only believed the positive messages about e-cigarettes/vapes?</p>	
		<p>What would be difficult about not vaping while with a group of friends who vape and believe it's no big deal?</p>	
		<p>What would be some of the benefits to being one of the first people in your friend group to quit?</p>	

Healthy Futures Handbook



Health Effects	■	What are some health benefits to vaping?	Making Your Momentum	Quitting or Cutting Back on Vaping	☆	Benefits	△	Drawbacks
	●	What are some negative health consequences of vaping?						
	▲	What do you think you would miss feeling, if you took a break from vaping for a few days?						
	★	How might your body positively respond to taking a break from vaping?		○	□			
Cost	■	What about purchasing or receiving your e-cigarettes/vape products do you like most?	Your Plan	What do you see as your next step? When can you complete it by?				
	●	Calculate how much you spend on vapes in a year. Make a list of three important things you could afford with this amount of money.		What do you need in order to complete that step?				
	▲	What are some financial drawbacks to quitting?		What might be some barriers that keep you from completing that step? How will you manage them?				
	★	How would not spending money on e-cigarettes/vapes benefit you?		How do you think that you will feel when you complete that next step?				
				Who can you ask for support to complete this step?				

Group Share



Healthy Futures

Post Assessment

Activity 5: Post-Assessment

- 1. If I take time to plan when to vape, how to pay for it, where to get it, do it first thing in the morning, leave class to do it – my brain might be:**
 - A. Good at planning
 - B. Addicted
 - C. Manipulated by big tobacco
 - D. Aerosolized
- 2. Which of these increase the addictiveness of a cigarette and an e-cigarette/vape:**
 - A. Sugar
 - B. High levels of nicotine
 - C. Flavors
 - D. All of the above
- 3. Why might someone start feeling intense withdrawal symptoms after using a JUUL for a short period of time?**
 - A. The nicotine in 1 pod is close to 2 packs of cigarettes
 - B. Because they are craving the flavors
 - C. Their pleasure pathway is weaker than others
 - D. The person may just be anxious in general
- 4. Which of the following is NOT true of how vaping affects your body?**
 - A. Flavors and other chemicals impair lung function
 - B. The aerosol causes arteries to harden and increases blood pressure
 - C. They are healthy for adults
 - D. Nicotine turns your brain against you
- 5. Besides youth, what other vulnerable group has big tobacco targeted with the use of menthol flavored tobacco/nicotine products?**
 - A. Women
 - B. African-Americans
 - C. Elderly
 - D. Athletes



Activity 6: Where are You At

ID Number: _____

Healthy Futures

“Where Are You At?” (Part 2)

1. On a scale from 1 to 10 (where 1 means not ready and 10 means very ready), how ready are you to change your e-cigarettes/pod vapes? Circle below.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Not Ready

Very Ready

2. What sentence best describes where you are at now with regards to changing your e-cigarettes/pod vapes? (Circle one.)

- a. Not interested in making any changes.
- b. I may consider cutting back
- c. I want to cut back
- d. I want to quit

3. One goal I have for myself in the next 30 days is...

4. Help I may need to accomplish that goal is...



Tobacco Prevention Toolkit
tobaccopreventiontoolkit.stanford.edu

Make Your Momentum



		Benefits	Drawbacks
Making Your Momentum	Quitting or Cutting Back on Vaping	☆	△
	Continuing How Much You Vape	○	□
Your Plan	What do you see as your next step? When can you complete it by?		
	What do you need in order to complete that step?		
	What might be some barriers that keep you from completing that step? How will you manage them?		
	How do you think that you will feel when you complete that next step?		
	Who can you ask for support to complete this step?		

Our Healthy Futures Roleplay Activity

- Get into groups of 4 (1 teacher, 3 students)
- Roleplay Activity 1 "Where are you at?"
- Discuss how you would engage students in conversations after this assessment



Activity 1: Pre-Assessment

Healthy Futures

Pre-Assessment

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 - D. Athletes



1. Create a welcoming space that is safe, non-judgmental, and confidential.
 - a. Establish rapport with the youth.
 - i. “Welcome! I’m glad you’re here.” (smile).
 - ii. Do introductions of everyone (e.g., teacher/facilitator, youth).
 - iii. Discuss the limits of confidentiality: “Everything discussed in this space is confidential. In other words, what you say here stays here unless you tell me you want to hurt yourself. What do you think I mean by hurt yourself or hurt others? (answer: kill self or kill others). What do you think I mean by someone is hurting you? (answer: someone is physically, sexually, or emotionally abusing you). Aside from this, everything else is confidential.”
 - iv. Have a conversation, not a confrontation, with the youth.
 - v. (Note: for group settings) Throughout the presentation, notice if the youth is reluctant to ask questions or comments (e.g., puzzled look, etc.), and gently say, “I noticed that you might want to say something, what would you like to say or ask?”
2. Ask youth, “what were you told about this meeting?”
3. Tell youth, “you’re not in trouble.”
4. Share overview/purpose of the ATS Curriculum
 - a. Provide you with some health information about e-cig/vapes
 - b. Collaborate with you on setting goals related to your e-cig/vape use
5. Ask youth, “do you have any questions for me before we start?”

Coming Fall
2023!



HEALTHY FUTURES

ALTERNATIVE TO SUSPENSION



Reach Lab

Live Demonstration



<http://med.stanford.edu/visit.html>



Lucile Packard
Children's Hospital
Stanford

Goals of VISIT

Provide AYA Healthcare Providers with:

- The most up-to-date and relevant information on vaping.
- Youth-friendly printouts for the clinical setting.
- Information on screening, counseling, and supporting young people who are using e-cigarettes/vapes.
- Easy-to-share resources for young people ready to quit and families wanting to support them.





3 Parts of VISIT

- The Essentials – what do I Need to Know About Vaping
- The Clinical Encounter – what do I tell my patients/their family
- Further Resources

Scavenger hunt

- Factsheet on Environmental impact
- Why do youth start vaping?
- Self-administered CRAFFT+N interview
- Screening Tools Table
- Tips for Managing Stress & Anxiety PDF poster
- Withdrawal symptoms
- Positive Alternatives – YAB video: Alternatives to Coping

safety first

EVIDENCE AND SCIENCE BASED
HARM REDUCTION DRUG EDUCATION CURRICULUM



Stanford
MEDICINE

REACH Lab

What is a harm reduction drug education curriculum?



REACH Lab

A harm reduction approach to drug education discourages young people from using alcohol and other drugs, but offers more than an abstinence-only approach by providing teenagers with information to keep themselves and others safe if, and when, they encounter these substances.

**Safety
First**

A Reality-Based Approach
to Teens and Drugs

Marka Foxworth, PhD

**safety
first**

15 LESSONS



Stanford
MEDICINE

REACH Lab

1. What is a Drug
2. Setting the Stage
3. Be Your Strength:
Stress, Coping & Wellness
4. How Drugs Work
5. Stimulants

6. Alcohol & Other Depressants
7. E-cigs: Healthy Body, Healthy YOU-th
8. E-cigs: Impact on the Environment
9. E-cigs: How Tobacco Marketing
Targets YOU-th
10. Cannabis: Effects on the Body

safety
first

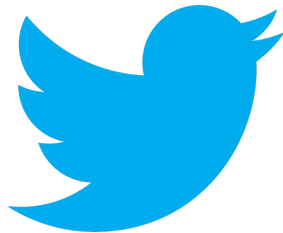
11. Cannabis: Healthy People,
Healthy Community
12. Cannabis: Exploring Marketing
Tactics & Messaging
13. Prescriptions & Other Opioids
14. Psychedelics
15. Looking Back, Looking Forward

Social Media

Follow us on Social Media!



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@CanPrevToolkit



@StanfordTPT
@StanfordCAPT



@StanfordreachYAB





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Thank you!

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