

# Vaping Prevention: A Self-Paced Online Course

<b>Purpose &amp; Preparation</b>	<b>Procedure</b>
<p><b>Purpose:</b></p> <p>To address the following in a remote-learning environment:</p> <ul style="list-style-type: none"><li>• The health risks of using e-cigarettes/vapes, including Juul and Puff bar</li><li>• The increased risk of severe COVID-19 infection from using e-cigarettes/vapes</li><li>• The marketing tactics used by nicotine companies to target young people, especially during the pandemic</li></ul> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"><li>○ Computer</li><li>○ Internet Access</li><li>○ Video conference platform such as Zoom, if you plan on teaching lessons from the course</li></ul>	<p><b>Introduction to the Course</b></p> <p>The Stanford Tobacco Prevention Toolkit team has developed a self-paced course that can be done on your time schedule. It can be completed in the following ways (directions on 2<sup>nd</sup> page):</p> <ol style="list-style-type: none"><li>1. By students at home, on their own time</li><li>2. By students and educators simultaneously on a video conference platform</li><li>3. A combination of the two</li></ol> <p>There are five learning modules in the new course, each with lessons that contain activities, videos, and opportunities for discussion:</p> <p class="list-item-l1">A. <b><i>A Real Intro to E-Cigarettes</i></b></p> <p class="list-item-l1">B. <b><i>All of the Chemicals: From Liquid to Aerosol</i></b></p> <p class="list-item-l1">C. <b><i>What's the Damage: Health Effects of the Aerosol</i></b></p> <p class="list-item-l1">D. <b><i>Central Problem of E-Cigarette Usage: Nicotine</i></b></p> <p class="list-item-l1">E. <b><i>What Are They Selling: Nicotine Marketing</i></b></p> <p>Each module has assessments, either open-ended or multiple-choice questions which provide feedback once students submit their answers. This tool can be used to learn what students know or to clarify what else needs to be covered in future teaching.</p> <p>There are two versions of the course that you can send to students. The open version allows students to go in any order while the linear version must be done in order. <u>Students can register for the linear version <a href="#">here</a>.</u> Read more about the course <a href="#">here</a> on the website.</p> <p><b>Link to open version:</b> <a href="https://mededucation.stanford.edu/courses/vaping-prevention/">https://mededucation.stanford.edu/courses/vaping-prevention/</a></p> <p><b>Link to linear version:</b> <a href="https://mededucation.stanford.edu/courses/vaping-prevention-a-self-paced-online-course-linear-version/">https://mededucation.stanford.edu/courses/vaping-prevention-a-self-paced-online-course-linear-version/</a></p>



Web link: <http://med.stanford.edu/tobaccopreventiontoolkit/take-and-teach/Remote-LearningCurriculum.html>

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<b>Procedure (Continued)</b>		
For Students to Do on Their Own	For Educators to Teach Online	Combination of the Two
<ol style="list-style-type: none"><li>1. View the course and become comfortable with its technology. Click on the link for the open version of the course. <a href="#">Download course navigation guide here.</a></li><li>2. Provide the open or linear course link (see above) to students along with a deadline for completing it. <u>Remember:</u> there are five learning modules.</li><li>3. Let them know that the linear version course will ask them to go in order from beginning to end.</li><li>4. There is also an end-of-course “Final Knowledge Check” which gives students a certificate of completion for answering at least 70% of the questions correctly.</li><li>5. Consider spending class/instruction time reviewing or discussing parts of the course.</li></ol>	<ol style="list-style-type: none"><li>1. View the course and become comfortable with its technology. Click on the link for the open version of the course. <a href="#">Download course navigation guide here.</a></li><li>2. Pick a section to teach in real time with students over a video call.</li><li>3. Before teaching, send the <a href="#">open course link</a> out to students. Ask students to have the course ready on their screen for synchronous learning.</li><li>4. Spend instruction time covering a particular lesson in the course. Pause after teaching and give students a few minutes to try out the activities, answer questions, or watch videos.</li><li>5. You will see that there are times throughout the course when we pose questions. These are perfect times for group discussions.</li></ol>	<ol style="list-style-type: none"><li>1. Follow the first 5 steps from “<b>If teaching while using a video conference platform.</b>”</li><li>2. Following instruction time, ask students to pick another module or lesson of the course to complete on their own.</li><li>3. For more student engagement consider creating a question or discussion board on Google Classroom (<a href="#">click here for more details</a>).</li><li>4. Carve out instruction time to either have students present their modules, lessons, or discuss some of their main takeaways from the course.</li><li>5. As always, you can be creative and decide how to combine the two methods for assigning and teaching the course.</li></ol>



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